Developing reading strategies: Authentic texts to revamp the cross curriculum studies in English II from AFBG

Innovación Educativa

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I dedicate this project to the memory of my father
ACKNOWLEDGMENTS

I would like to thank God who has guided me and given me the strength to move on. I would like to thank my family for their endless love and support. I would like to express my gratitude to my director Dr. Flores as well for her assistance and guidance, remarks and engagement through the learning process of this project. In addition, I like to thank my students for their participation. Finally, a precious mention goes to my teachers and friends for their understandings and supports on me in completing this project.
ABSTRACT

In recent years, reading comprehension has become an important aspect in literacy education. The researcher has suggested that learning reading strategies can be taught to revamp the cross curriculum studies in English II from the AFBG (Area de Formacion Basica General) thanks to the development of reading strategies applied to authentic texts. This action research was aimed at improving the reading comprehension of seventeen MEIF (Modelo Educativo Integral Flexible) students by reading strategy training. Six individual comprehension strategies that researcher suggests, prediction/prior knowledge, think-aloud, text structure, visual representations, summarization, and questions/ questioning were implemented to teach to develop students’ reading comprehension. This researcher utilized the following six comprehension strategies to help students develop their reading comprehension skills. All strategies students were trained in were helpful to improve their reading comprehension; the training also reduced students’ mistakes on their final exam. Since reading comprehension is one of the most important skills, the study shows a fair improvement in MEIF II students reading comprehension and a positive reaction to the benefits of learning reading strategy. The findings indicated that reading strategies had a positive effect on the students’ English reading comprehension proficiency, and they are prepared to be able to read.
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LIST OF ABBREVIATIONS

AFBG  Área de Formación Básica General
EFL  English Foreign Language
MEIF  Modelo Educativo Integral y Flexible
UV  Universidad Veracruzana
DEVELOPING READING STRATEGIES: AUTHENTIC TEXTS TO REVAMP THE CROSS CURRICULUM STUDIES IN ENGLISH II FROM AFBG.

Introduction
The main objective in learning a language is to communicate effectively. Before achieving their goal, students would have to adopt many strategies in order to be successful in listening, reading, writing, as well as speaking. Many factors should be considered since there have been many changes in the assumptions or beliefs about learning and knowledge. The new theories of learning propose the existence of active processes in the construction of knowledge (cognitive theory) and the need of developing abilities and skills that provide the students with the tools to promote self-learning, autonomy and independence for life. The major trends in all over the world have focused attention increasingly on the demanding forms of learning that may be summarized as the 21st century skills or the competences.

According to Chambers (2010) “Globalization and new patterns of working and living are increasing the demand for specialist skills and knowledgeable will no longer be good enough: a new set of the 21st century skills, confidently credentialed, will also be essential to flourish” (243-246). Many more people than ever before need to have advanced capabilities for critical thinking, collaboration, and problem-solving.

Learning English is one of the essential elements of international communication activities. Therefore, students need to be trained to use all four basic language macro skills in different areas such as reading, writing, speaking, and listening, to be really competent with
international communication. Few studies have been conducted in relation to the effective elements of reading strategies into reading comprehension program.

Nowadays, EFL students have access to many different texts to read and it is through reading strategies that they both boost and acquire much of their knowledge and understanding of the different subject areas. Thus, EFL students are urged to develop reading strategies so as they succeed into their own career paths.

University students need to have efficient reading skills to comprehend a large mass of materials in their studies, both at school and at home (Dubin & Eskey, 1986:36). Reading comprehension is one of the main important skills in English language learning for all students. It provides the basis for significant learning in education; by reading, students learn much of what they need to know for their different school subjects.

One of the most important skills of a foreign language is reading, that is aimed to be taught to students in EFL courses. Since it involves a variety of factors, such as knowledge of word meanings, ability to select the appropriate meaning for a word in a particular contextual setting, ability to select the main idea of a passage, ability to answer questions that are specifically answered in a passage, ability to determine a writer’s purpose, intent, and point of view, among others.

Due to the importance of reading in the process of learning a language, as a teacher and as a researcher, I have decided to implement a project based on developing basic Reading strategies by means of authentic texts, which will help students to understand the text from their area of study.
The main objective of this work is to revamp the cross curriculum studies in English II from the AFBG thanks to the development of reading strategies applied to authentic texts. I totally understand the problems that most students have with reading in English and the affect that authentic materials can have. By examining the advantages and disadvantages of using authentic texts in classroom, I hope I will be able to avoid weaknesses through providing students basic reading strategies.
1.1 Context & focus
The university of veracruz and the new model: a matter of cross curriculum studies.
Teaching English as EFL has emerged in response to the global spread of English and the concern changing needs of learners. According to the current and New UV Educational Model (MEIF) and the learning environment at the University of Veracruz is seeking to provide a comprehensive education for undergraduates. Concerning to the General Development Plan 1997 the document consolidation and expansion of the University of Veracruz into the XXI Century, outlines the planning efforts of the University and form the basis of institutional transformation towards globalization.
Moreover, the new Academic orientation of the University of Veracruz points to the integral formation of students through the creation of a flexible curriculum, supported by the credit hour system “This type of curriculum or study program lets the students to choose their learning activities based both on the requirements of the program, and the students learning styles” (Arias, 2005). The determination of courses, seminars and activities to be undertaken by students is usually done by a tutor assigned to each student and / or a collegiate body, which participates in the faculty “Program of work 2005-2009, rector Dr. Raul Arias Lovillo”.
The implementation of a flexible model achieved the incorporation of new educational experiences supported by efficient and effective work by those who operate the university curricula.

1.2 Objective
For this reason, the University of Veracruz, through its new educational model, seeks to ensure the acquisition of resources, knowledge, skills and values to their students so as
they become critical subjects, competent in mastering both the Spanish and English languages for the total benefit students can access to the new knowledge. The suggested compulsory and basic subjects are grouped into the four courses offered in the area of basic general education, called experiences being computer literacy, English, reading and writing focused on the analysis of the contemporary world and critical and creative skills.

Due to all these changes into the Veracruzana University, rethinking the English programs seems to be mandatory. All programs and glossary from English one and two mention that reading strategies are going to be developed during the courses. However, teachers do not enhance strategies with authentic text; most of the time reading texts used in class are those coming from the textbook, which are not meaningful for students or significant enough for learning for long life learner’s learning (reading for their area of study).

1.3 Research Question
The driving forces of this project are the following research questions.

1. How can I develop reading strategies in English II students from the AFBG considering the UV New Model from the AFBG?

2. Can authentic texts help university students to developing life-long learning skills develop long life learners’ learning by applying basic reading strategies?

As researcher mentioned before, I want to train MEIF students to read more efficiently and encourage them to become better readers in EFL. I want to implement some basic reading strategies such as predicting, guessing, inferring meaning, scanning, among others that help students’ about reading, in this way they will take more responsibility for their own
learning. This research project will focus its attention on the development of to develop basic reading strategies by means of authentic text these types of texts will revamp transversally with the English subject and the students’ areas of study.

The learning objectives for improving reading skills and understanding texts more comprehensively are general learning strategies that students develop as they perform various tasks and activities from pre, during and post reading. They are all intentionally structured to broaden the students’ background, knowledge and skills, and may be helpful with other subjects as well. Using the same reading strategies and different activities the project will lead students to practice and apply them with different texts.

I have decided to implement the essential task of developing basic reading skills in English II MEIF students from the AFBG considering the UV New Model by designing and implementing different tasks. The impact of implementing authentic texts in teaching would enhance the students’ competence and performance of reading comprehension in their majors. I will also expect that there will be a positive result regarding the content and usefulness of authentic materials from students.

Their reading performance would be improved at the end of the semester. This project helps gain insights into the students’ attitudes towards reading authentic texts. If their attitudes are positive and their performance is improved, they will integrate reading strategies into their learning for life-long learning process.
1.4 Context
According to the Language center syllabus, students have to acquire and develop competences in the four skills: listening, reading, speaking and, writing. I like to work on different activities to develop these skills; however, I also want my students to understand that learning takes place in all aspects of their lives for as long as they live. Hence, for this research I want to focus on developing basic reading strategies and help students to read authentic texts to revamp the cross curriculum studies in English II from AFBG.
Traditionally in the EFL classes, students have been expected to accept passively the texts that are chosen for them to read. Students are supposed to accept entirely the ideas that the teacher has about the text. Despite of interpreting the text by themselves, I expect students are trained to be interdependent from the teacher as their source of knowledge in the class.

1.5 Teacher’s Background
As a teacher of English at the Language Center of the University of Veracruz in Cordoba, I have taught reading comprehension courses for twelve years, as well as I have worked with students of the Integral and Flexible Educational Model (MEIF I II). These kinds of students have different educational backgrounds, all of them come from different high schools, most of them from public schools where English is taught in a traditional way; some others who come from rural areas and have not even been taught English. A minority comes from private schools, which have better teaching resources and materials, and where teachers, who use different approaches, teach the target language.
1.6 Students’ Background

Therefore, I have had not only beginners in MEIF groups I and II, who lack many aspects of the language they are learning, but also advanced learners lack affective of factors, learning-strategies misleading of their learning styles and motivation.

The morning MEIF II group has 17 students, 8 of Agriculture, 6 of accountancy, 1 of architecture, 1 of laws and, 1 of business management.

Table 1 Students’ background

<table>
<thead>
<tr>
<th>MAJORS Groups</th>
<th>Agronomy</th>
<th>Accountancy</th>
<th>Architecture</th>
<th>Law</th>
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I have students who have a lower reading level than all MEIF II students do. I expect this project helps them to acquire basic reading skills such as, skimming and scanning, identification of controlling main idea, supporting, idea, word formation, etc.

MEIF students have one and a half hour English classes Monday through Thursday.

According to the curriculum, they have to be trained to develop the four-macro skills listening, reading, speaking, and writing, but unfortunately most of the time they are focused just on speaking and listening skills. During the course the students, have two evaluations: a mid-term and a final exam, in both they have to demonstrate their competencies in the four skills listening, speaking, reading and writing including comprehension using the target language.

In the oral test, students have to produce a short conversation and interact with a partner.

In the writing evaluation, the exam is divided into four sections vocabulary, reading, written and listening. As a teacher, I have observed the great need the students have for reading
strategies for effective and that enhance their comprehension. I have realized that students have problems due to the fact that most of them lack strategies to obtain specific information that is required and consequently they are not able to comprehend fully the reading.

The skill that seems to be more difficult for MEIF students to obtain is reading, thus I think I must do something to help them develop this skill, since reading facilitates understanding written texts and enhances the communication process.

Thus, MEIF students who attend the Language Center of UV English II have the ability to develop reading strategies using authentic texts across the curriculum, regardless of their field of study. This has the potential to change their lives.

If students are able to understand written texts, they can be part of the context too. Reading skills are a necessary component of second language proficiency, current views of reading emphasize the role of the student, who is an active participant in reading, and who should employ strategies to facilitate, monitor, and evaluate his or her reading. (Carrell & Eisterhold, 1983)

As I mentioned before the purpose of this proposal is to help the MEIF students in their reading skills to fully comprehend and understand what they have read. Besides, reading is an excellent way to improve students’ general English knowledge.

As a teacher understand the importance of reading in everything that we do. MEIF students are expected to be able to independently read for all their subjects. If students can be taught reading comprehension strategies or be introduced to different ways of organizing their thoughts or ideas then their reading might possibly improve. I expect MEIF
II students will be able to be fluent and competent readers in order to comprehend, draw inferences, state the main idea or obtain conclusions. I would consider myself a facilitator of learning by implementing several different reading comprehension strategies and encouraging my students to use them in their readings.

1.7 Rationale
Teaching English as EFL has emerged in response to the global spread of English and the concern changing needs of learners. According to the current and UV New Educational Model and its environment at the University of Veracruz seeks a comprehensive education for undergraduates. Taking as reference the General Development Plan 1997 the document consolidation and expansion of the University of Veracruz to the XXI Century, outlines the planning efforts of the University and form the basis of institutional transformation towards globalization.
Moreover, the new Academic orientation of the University of Veracruz points to the integral formation of students through the creation of a flexible curriculum, supported by the credit hour system “This type of curriculum or study program lets the students to choose their learning activities based both on the requirements of the program, and the students learning styles”. The determination of courses, seminars and activities to be undertaken by students is usually done by a tutor assigned to each student and / or a collegiate body, which participates in the faculty “Program of work 2005-2009, rector Dr. Raul Arias Lovillo”.
The implementation of a flexible model achieved the incorporation of new educational experiences supported by efficient and effective work by those who operate the university curricula.
CHAPTER TWO: LITERATURE REVIEW

2.1 Reading as an important skill
Since reading is such an important skill in language learning, it is necessary to define it as the ability to understand a written passage of text. It helps students to learn, and acquire knowledge and experience it and any time Aebersold (1997). As Alderson (2000) pointed out, the reading process may be dynamic and variable. Second, there are different levels of understanding a text. Gray (1960), as cited in Alderson, 2000, p. 8) suggested, “reading for inferred meanings is deeper than it is for literal meaning”.

Reading can be seen as a communicating process between a reader and a text that leads to reading fluency. However, different people use the term “reading” in different ways, as Grabe (2002) states the complexity the ability to read, since reading is a complex process, he argues “many researchers attempt to understand and explain the fluent reading process by analyzing the process into a set of component skills” (1991, p. 379). In this process, the reader interacts dynamically with the text as he or tries to extract the meaning and where various kinds of knowledge are being used.

Besides readings usefulness as a social skill, it is recognized as one of the most important skills in academic and professional success in general, and in second or foreign language education in particular (Grabe, 1991; Carrell, 1989). I totally agree with Alderson (1984) who states that reading in English is a pre-requisite to almost all graduate programs. For example, students from accounting need to have a certification in order to obtain their title.
Although some researchers have found reading is a complicated process to identify its overall features, there are some characteristics, which have been commonly recognized. First, there is an interaction between a reader and the text during the process of reading. While reading, the reader thinks about what the text means to him, how he understand it or how the text is useful.

Since reading is an important skill to develop in EFL students, most of MEIF students who have difficulty with reading comprehension will need explicit guided training, to enable them to interact with authentic texts and to use this knowledge to aid further learning. Since MEIF, students are learning English and they have to read articles in their areas. Without understanding the texts, they cannot learn anything as a result, cannot be successful on the exams. Besides, most of MEIF II students suffer from deficiencies in their examinations. As a teacher of MEIF II, I have been concerned with developing practical activities to enhance students’ reading ability.

2.2. Reading strategies
In language learning, strategies are important in dealing with the difficulties of the language. As Wallace (1992) says, “a strategy-based approach assumes that reading is a unitary process which cannot be subdivided into constituent skills. Strategies involve ways of processing text which will vary with the nature of the text, the student’s or reader’s purpose, and the context of situation” (p.57). As Wallace mentions, many things determine the way students read and this skill requires the use of certain strategies while reading. In order to achieve this, students need to be trained on them. In students’ mother tongue, use certain kinds of strategies but in L2, the achievement of strategy use needs learner
training. Therefore, as an EFL teacher I should be aware of learners’ needs and weaknesses and start working on them directly. I should also be aware of learning strategies in order to provide opportunities for all learners’ to develop them.

Learning strategies have been divided into two groups direct and indirect. Direct strategies include memory, cognitive, and compensation strategies. Memory strategies help foster particular aspects of competence (grammatical, sociolinguistic, discourse, etc.) by using imaginary and structured review. Cognitive strategies strengthen grammatical accuracy by reasoning deductively and using contrastive analysis. Compensation strategies help develop strategic competence by using inference and guessing when the meaning is not known, using synonyms or gestures to express meaning of an unknown word or expression.

Indirect strategies include metacognitive, affective, social strategies. Metacognitive strategies help students to regulate their own cognitive processes and to focus, plan and evaluate their progress as they move toward communicative competence. Affective strategies develop the self-confidence and perseverance needed for learners to be actively involved in language learning. Social strategies provide increased interaction and more emphatic understanding with others.

2.3 Different reading strategies. Oxford (1992)

Some of the reading strategies and skills are:

1. Predicting
2. Skimming
3. Scanning
4. Detailed reading
5. Guessing unknown words
6. Understanding main ideas
7. Inferring
8. Understanding text organization
9. Assessing a writer’s purpose
10. Evaluating a writer’s attitude.

In language learning, strategies are important in dealing with the difficulties of the language. The main aim in this project is to improve reading strategies using authentic text. One of the reasons for reading is to get information out of the text in order to find out something or in order to do something with the information. It may not be necessary to read a text fully depending on the purpose. Therefore, students need to some strategies to deal with reading.

There are several definitions of reading strategies depending on different perspectives. Others claim to identify strategies according to what strategies are required to be used and applied depending on the learners’ needs. In the context of reading comprehension, Jimenez (1996) defined strategies as deliberate actions that readers take to establish and enhance their comprehension.

Cohen (1994) defined reading strategies as the mental process chosen by the reader consciously in order to achieve certain reading tasks. In addition to that, Block (1986) believes that reading strategies are a set of methods and techniques used by readers, so that they can achieve success in reading. According to (Mcnamara, 2007, p. 6), reading
strategies refer to the different cognitive and behavioral actions readers’ use, under the purpose of achieving comprehension in reading.

2.4 Focus on four reading strategies.

Skimming and scanning are two different reading skills. Skimming means looking at a text or chapter quickly in order to have a general idea of the contents, skimming requires a greater degree of reading and word recognition skills as it involves a more thorough understanding of the text.

Scanning means looking at a text to find some particular information, for example, we skim through a report to have an idea of what it says but we scan a page of the telephone directory to find a particular name or number. Scanning to find a particular piece of information can be achieved successfully by relatively poor readers and is therefore a very satisfying achievement for those daunted by texts in a foreign language.

Skimming is the most useful skill, used by readers to make a quick assessment. It is defined as glancing through written materials quickly, in order to get an overview of the content or, the intention of the writer or, how a material is organized (Grellet, 1981). For instance, one does not want to read the whole newspaper therefore, he or she makes a quick glance through the pages in order to get the main information.

Like skimming, scanning also requires a quick glance through a text. However, in this case the search is more focused. In most cases, readers know what they are looking for therefore, they concentrate mainly on finding a particular idea or an answer that serve their
needs. Scanning involves moving eyes quickly across the text, seeking specific words and phrases. This mainly occurs in the words of (Grellet, 1996, p. 19) when he said:

when scanning, we only try to locate specific information and often we do not even follow the linearity of the passage to do so. We simply let our eyes wander over the text until we find what we are looking for, whether it is a name, a date, or a less specific piece of information.

As MEIF II students become more confident of their reading ability in English, they will learn how to approach authentic texts with skimming and scanning reading strategies depending on the purpose of the text and the purpose they have for reading it. The more students should be encouraged to approach a text by first using skimming or scanning strategies, the sooner they begin to realize that they do not have to read and understand every word of a text. Slow readers are ‘text-bounded’, that is, they think that they have to work laboriously through every word in order to understand a text.

Skimming as well as scanning is a speed reading strategy but they are not the same. These two strategies have different purposes, even though both of them include getting the ideas of the text quickly. Skimming is closely related to scanning while the latter demands the reader to cover the territory faster, and identify significant words and ideas (Michigan, 1998:78). According to Brown, (2004: 213) skimming is the process of rapid coverage of reading matter to determine its gist or main idea.

According to Mikulecky and Jeffries (2004: 38) purpose of skimming is to get a general sense of a passage or article, not specific details. Further, he claimed that when students
do skimming it means that they have a general question about the whole text first. Grabe and Stoller (2002:266) state that skimming is a specialized type of reading in which the reader reads quickly for general understanding of the text and for the gist of the passage. In line with this, Nutall (1982:34) states that skimming means glancing rapidly through a text to determine its gist. Further, Brown (2004:213) also defines skimming as the process of rapid coverage of reading matter to determine its gist or main idea. In other words, skimming is reading for gist.

During skimming and scanning students work on getting the gist of short readings, paragraphs and authentic materials, they will identify topic sentences or main ideas, selecting from multiple-choice statements the best paraphrase of the main idea or conclusion of an article. Matching subtitles with paragraphs, filling in charts or forms with key concepts

One of the challenges for today’s MEIF II students is the ability to read and consider authentic texts in their areas of study. Although a wide range of authentic texts from sources such as the internet, magazines, this type of texts in teaching reading have been neglected. Students are exposed to an increasing amount of authentic articles, which are factual or expository. Authentic texts are becoming more complex and with the increases in new technology, our fast changing world demands society to be able to use and comprehend this information. As teacher of EFL, I should consider whether the texts are readable or suitable for MIF students. I take into consideration the important role of authentic texts to improve students’ outcomes. The reality of the scores on their
examinations has showed that most of the students that with reading comprehension, often receive low marks.

2.5 The importance of authentic text
The use of authentic texts contributes to enrich the study of EFL because of it provides a combination of linguistic skills both languages. As Jordan (1997) says that authentic texts are materials not written for language teaching purposes, authentic texts are important for language learning, because they increase students’ motivation for learning, and expose them to ‘real’ language (Guarente & Morley, 2001). Research studies have investigated the benefits of using authentic materials in language classrooms. As Richard (2001) indicates, the primary advantages of implementing authentic materials are to produce a positive effect on learner motivation, to provide authentic cultural information and exposure to real language, to relate more closely to learners’ needs, and to support a more creative approach to teaching. MEIF students need to be supported and exposed to authentic reading material, reading allows MEIF students to interact with the text in a meaningful way.

The term authentic text has been defined and discussed in numerous studies (Wilkins, 1976; Little et al., 1988; Crystal, 1997; Guarente & Morley, 2001; Ur, 2008). An authentic text, as defined by Little et al. (1988) is “created to fulfill language community in which it was produced” (p. 27). This viewpoint is strengthened by Wilkins’ (1976) findings on the use of authentic text in classroom. He states that authentic language helps learners to bridge the gap between theory and practice. Learners are provided with “real” language, which is written or spoken by native speakers. They can, therefore, apply it to practical
situations. In addition, Guariento & Morley (2001) believe that using authentic text is an important way to maintain and increase learners’ motivation in language learning (Guariento & Morley, 2001).

An advantage of using a complete article from a newspaper or magazine in class, rather than photocopies of textbook reading, is that students can actually choose what they need to read. If the text interests students, it can also be related to their own experiences. If learners are exposed to real language, they will feel that they are learning the “real” language. Some of the main advantages of using authentic text in classes include having a positive effect on students’ motivation, giving authentic cultural information, exposing students to real language, and more closely to students’ needs. However, the negative aspects of using authentic texts are that they can be too culturally biased, as well as too many linguistic structures, causing difficulties for lower level readers. However, Richards (2000) notes that authentic texts often contain difficult language, as well as unnecessary vocabulary and complex language structures, which can often create problems for teacher too. The biggest problem with authentic texts is that if the wrong type of text is chosen, the vocabulary may not be relevant to the learners’ needs and too many structures can create difficulty. This can have the opposite effect, rather than motivate the learners, it can demotivate them.

2.6 Metacognition for reading strategies
According to Singhal (2001) comprehension or reading strategies show how a reader perceives the task, as well as steps they take to understand and make sense of what they read. In addition, these strategies are used by readers to enhance reading comprehension
and overcome comprehension failures. Competent readers spontaneously use conceptual knowledge (content schemata), text-structure knowledge (formal schemata), and knowledge about text-processing strategies to successfully construct meaning (Shih, 1992).

In the sociocognitive framework (Vygotsky, 1978), reading takes place in a sociocultural context where cognitive conditions, such as knowledge of language or teaching strategies, and affective conditions, such as motivation to read and motivation to engage students, are imperative in influencing learners’ decisions or reading purpose, the type of text, when trying to understanding a text.

The main point in this project is on how beliefs about reading and metacognition affect reading comprehension. To comprehend a text, students should be able to use context to recognize meaning of words, find main ideas and detect important information.

2.7 Authentic text in the MEIF CONTEXT
The English syllabus was designed according to the new teaching model towards the twentieth first century. In order to help the MEIF students confront everyday life and future work situations. Since English is considered as a universal language, (lingua franca) students are required to participate successfully into challenges of the globalization, moreover, within the scientific, technological and humanistic areas.

Therefore, one of the main purposes of ELT in our educational system is develop the ability to communicate for practical purposes such as the framework of the language skills, and attitudes required for study. Teachers should, therefore offer a variety of texts and also encourage students to read that they may read at very different levels of difficulty in
English, just as they do in their mother tongue, Spanish. Moreover, the inclusion of authentic texts in classroom develops intercultural competence, and constructs cultural knowledge through reading.

As an EFL teacher, I am aware that one of the main goals of language teaching is to enable MEIF II students to acquire language through textbooks, but also using authentic texts. Thus, the implementation of authentic materials in classes is a priority in order to enhance learners’ intercultural communicative competence. Instead of giving importance to the learning of grammatical rules using non-authentic language, students need to develop language knowledge and cultural awareness through more authentic literary short stories. Since language is an inseparable part of culture because the beliefs, ideas, and identities of a group of people as Byram (1997) believes that authentic texts are essentially wealthy with the real language, offering opportunities to develop intercultural communicative competence.

Berardo (2006) states that the language in non-authentic texts often tends to be “artificial” and “unvaried” because many textbooks concentrate on forms that have to be taught, often containing a series of “false text indicators” and including perfectly formed sentences that very often do not read well. Likewise, Stryker and Leaver (1997) affirm that graded language textbooks often contain “artificial language” which does not provide students with models of how people really communicate in the foreign language. Such language lacks natural redundancy and multiple contextual cues for comprehension, and differs from the actual material EFL learners may encounter in real life. It is important to clarify that EFL learners should not entirely acquire language through textbooks, but also by authentic
texts. In summary, learning English as a foreign contributes to an integral formation of MEIF students, which will enable them to be able to compete in a globalized world.

Regards to the literature from different researchers about reading authentic texts, it is important to close to MEIF students reading of authentic texts according to their major areas I will demonstrate how MEIF students were able to develop basic strategies to achieve better success in their future careers
CHAPTER THREE: METHODOLOGY

3.1 Action research

Purpose of the project

This project aims at developing basic reading strategies: Authentic text to revamp the cross curriculum studies in English II from the AFBG.

The purpose of the project can be summarized as follows:

1. How can I develop basic reading strategies in English II students from the AFBG considering the UV New Model from AFBG?

2. Can authentic text help university students to develop long life learners’ learning by applying basic reading strategies?

3.2 Significance of the project

The current study is also significant in obtaining clear knowledge about the real practices of MEIF teachers when “teaching” reading. Therefore, teachers might help students’ to develop basic reading strategies by understanding students’ actual needs in reading authentic text and by being aware of their lack of basic reading strategies.

This project is also significant in designing EFL reading task using authentic material.

Data collection is one of the significant matters in any type of research, so that, in this project I tried to be careful on collecting useful material, I collected the following data.

3.3 Data collection:

First detection phase

In order to obtain students’ background I applied three questionnaires. As I have mentioned before the first one about their personal information (appendix A). The second
one was about students’ reading habits, and strengths and weakness when reading in English (appendix B), and the third one was a student questionnaire on reading comprehension test in English (appendix C). After I analyzed this data, I had to implement a mini workshop about basic reading skills, such as predicting and scanning. I started working with an authentic text, using material from a textbook of public high school. This workshop was useful because it helped me to identify the students’ level.

3.4 Second detection phase
After working with this text, I realized that most of students lacked reading comprehension skills. I mean, they have never been trained in EFL reading skills. At the same time, I use a diary in which I wrote the most relevant data or reflections during the activities

3.5 Third detection phase authentic material
Then, I took a text given by an agronomy student. It was on agriculture. Applied basic skills such as predicting and scanning. I realized they had problem. Therefore, I took two lessons from the reading keys textbook.

My main source was authentic texts, selected by each student according to their study major. The main purpose of my activities was to make my students aware of the importance of using and practice basic reading strategies to deal with common problems when they read authentic texts of the major areas. Thus, they can apply strategies and read easily and effectively short articles in English.

3.6 Context of study
The objective of this action research project was to answer the following question how I can develop reading strategies in English II students from the AFBG considering the UV New
Model from the AFBG. Can authentic text help university students to develop long life learners’ learning by applying basic reading strategies? A variety of data collection tools were developed in order to gather valid and reliable comprehensive information about developing basic reading strategies the use of authentic text to revamp the cross curriculum studies in English II from the AFBG, in MEIF II groups.

3.7 Participants
The study involved 17 MEIF II students enrolled in the morning group, 7 female and 10 male. 6 accounting male students, 1 business female student, 3 agronomy female students, 5 agronomy male students, 1 law female students, 1 architecture female student. Their ages ranged from 19 to 27, all of them are studying at Universidad Veracruz. Therefore, they are required to take two tests speaking and written test. The first one is the mid-term test and the second one the end term test. English classes are held from Monday to Thursday a week for 90 minutes, which are divided into 5 hours in –person-class and one hour for tutoring. The participants were using authentic texts according to their areas of study.

I chose some specific questions that each individually could identify a particular aspect of my overarching research question. Furthermore, up to three different data sources for each of the two specific questions were gathered. This provided research data that was valid, reliable, and comprehensive. The two questions along with the data sources are listed in the chart matrix below. I will explain the data sources at more length following the background.
Table 2 Questionnaire

<table>
<thead>
<tr>
<th>Do you want to find ways of improving your reading comprehension tests?</th>
<th>All students answered yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assess your reading. Which of the following areas would you most like to improve?</td>
<td>1 student: vocabulary and speed</td>
</tr>
<tr>
<td>a) speed</td>
<td>2 students: speed, comprehension, and vocabulary.</td>
</tr>
<tr>
<td>b) comprehension</td>
<td>7 students: vocabulary and comprehension</td>
</tr>
<tr>
<td>c) vocabulary</td>
<td>6 students: comprehension</td>
</tr>
<tr>
<td>d) use of reading skills</td>
<td></td>
</tr>
</tbody>
</table>

As I mentioned before, I have trained MEIF students to read more efficiently and encourage them students to become better readers in EFL. I have implemented some basic reading strategies that help students’ about reading, in this way they will take more responsibility for their own learning.

I have worked with 17 students. The purpose of analyzing data is to obtain functional and useful information in order to collect it to answer my research question how I can develop reading strategies in English II students from the AFBG considering the UV New Model from the AFBG. Can authentic text help university students to develop long life learners’ learning by applying basic reading strategies as well as I have tried to pay attention how basic reading strategies can help my students be aware of the importance of developing their reading skill for learning a new language?
This data involved reflective journal entries, four reading task, the results of the questionnaires or informal interviews in classes, the results of two questionnaires given to informed students’ learning scores or progress and a final reflection and my self-evaluation. Then, I analyzed qualitative data showing it in a chart. It was useful to compare the differences in my perceptions about my work and what I will do to enhance students’ learning comparing to those of the learners’, and how effective it will have been.

Although when collecting qualitative data it is recommended that, the interview to be recorded because of this allows the interviewer to make other “field notes” during the interview, while being able to review the audiotape later. I did not do it because I had problems with the tape-recorder.

3.8 Instruments/ Materials
Data was collected using four kinds of instruments: tests, documentation, observation, and questionnaires. Tests, there was a mid-term and a final examination on reading to know how the students improved their reading comprehension as well as their application of reading skills. The mid-term test was taken before students had strategy training, and the final test was taken after the students had basic strategy training. Since these examinations are constructed for state scope, the tests had validity and reliability. Firstly, I used a background questionnaire, it contains eight questions, name, age, in which I have obtained a swift kind of students’ profile in order to have their personal information (Appendix A). Secondly, a survey reading habits instrument was used to collect the data a questionnaire, adapted from the “Active Book” (Appendix B) the intention with it was to find out students’ habits in their L1 language. Thirdly, the students were required to answer a student
questionnaire on reading comprehension test in English (Appendix C), to find out what elements or factors could be affect or benefit in testing reading comprehension skills with authentic texts, tasks, and activities. I began writing some notes and reflections during the activities.

3.9 Documentation
Thus, it was used to show the characteristics of the activities and the background of the research. Based on the diagnosis test results, I could identify an individual’s profile of strengths and weaknesses. This profile provided direction for improvement and compensatory strategies leading individuals with learning difficulties to academic success.

3.10 Observation
Observation was used to control the actions of the students during the research and beside the activities. Keeping observation notes and reflective learning journals provided the students and me with useful data. These resources allowed for the reflection on what happened during the learning processes.

3.11 Questionnaires
Questionnaires were given to get accurate data about students’ background in reading comprehension. Questionnaires were given two times, in the pre training and in the post training. Three paper and pencil questionnaires were used in the study for the participants, and authentic texts. All instructions and materials were written in English, but they were translated in Spanish because the students’ low level of English.

Participants were measured by a survey adapted from the “ACTIVE Reading Student Book 1” (see appendix C) the scale measures the ability in reading tests. A questionnaires uses a
likes scale on which a “yes” represents “strongly agree” a “no” represents “strongly disagree” and “maybe” represents indifference.

The validity and reliability of the rest four instruments will be done by data triangulation and investigator triangulation. This effort of improving validity and reliability was possible because, in carrying out the research.

I used an instructive text taken from the high school “INGLES II Guía para la Comprensión de Textos Auténticos”. This text was based on operating features, uses of a microwave oven, a faster reading progress chart taken from “Reading keys skills and strategies for effective reading student book 1” and the units three and four. I used two authentic texts about agriculture. An agronomy student had taken from the Internet gave to me to use.

3.12 Description of the implementation
Firstly, I applied a background questionnaire (Appendix A) in order to know learners’ personal information and a little bit of their English language background. Secondly, students were required to fill in a survey to know about their reading habits in their mother tongue, needs, preferences, and worries (Appendix B). Thirdly, students were required to respond to a student questionnaire on reading comprehension tests in English (Appendix C) since most of times they fail this section in their examination. Finally, I applied Interview questions for students MEIF II after the final exam using reading comprehension strategies (APPENDIX D).

This research was intended to develop basic reading strategies in English II students from the AFBG considering the UV New Model from AFBG. Can authentic text help university students to develop for life-long learning process by applying basic reading strategies? The
purpose was to present the results and findings as guided by research questions. The results were based on descriptive statistics and frequency analysis of the questionnaires administered to 17 students in the group. The quantitative data provided a background of socio-demographic descriptors of the participants in the study. The presentation of the participants profile was organized by level, gender age, and English level.

When I started working with the analysis of the interviews my main goal was to get an overview of the material. After working through all the material, I started to look for patterns and grouping the information to make it more accessible. In order to organize the information I made a chart for each question where I filled in the information from each respondent (Appendix D). I used both color codes and letter codes to mark similarities, different patterns and other interesting information.

3.13 Data analysis
The first step was to read the questionnaires and to identify the most common answer provided by learners. The second step was to read all the questionnaires and underline the parts reflecting the students’ answers about their background.

The data gathered from the first questionnaire were tabulated, scored, and summarized. After scoring the questionnaires, the answers for each item were analyzed and summarized utilizing frequency analysis (Table 2).
The data were represented using frequencies, numerical percentages, and tables.

**The second phase of the analysis**

The second phase of the analysis was concerned with a survey adapted from “Reading Active Student Book 1” (Appendix B), to know the main problems MEIF students face in reading English with the scale measures the ability to read. The analysis consisted of three steps. The first step was to read all the surveys and classify the answers of each section. The third and final step was to make some generalizations after reading and focusing on all
the answers given for each question. ) Analysis of the scale measures the ability to read (Table 2)

<table>
<thead>
<tr>
<th>Do you want to find ways of improving your reading comprehension tests?</th>
<th>All students answered yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assess your reading. Which of the following areas would you most like to improve?</td>
<td>1 student: vocabulary and speed</td>
</tr>
<tr>
<td>e) speed</td>
<td>2 students: speed, comprehension, and vocabulary.</td>
</tr>
<tr>
<td>f) comprehension</td>
<td>7 students: vocabulary and comprehension</td>
</tr>
<tr>
<td>g) vocabulary</td>
<td>6 students: comprehension</td>
</tr>
<tr>
<td>h) use of reading skills</td>
<td></td>
</tr>
</tbody>
</table>

In order to obtain the most useful data collection at the beginning of the course, I considered it was necessary to interview students by applying a background questionnaire (Appendix A) to know a little bit about learners’ personality, interests and, needs. Secondly, I applied a survey adapted from “Reading Active Student Book 1”, to know the main problems MEIF students face in reading English. (Appendix B) They were also asked to look for authentic text according to their major study.

I used class observation to make some notes and kept a journal to discover relevant details or to acknowledge changes or adaptations that this researcher may have to make in order to make these reading strategies workable for my students. Keeping notes in my journal helped me to identify strategies that were immediately observable for specific tasks and, write down at that moment reflectively. I had to use a strategy or design a kind of “personal code” for taking notes to avoid wasting time. It might also be that I needed to remember
to do or modify an activity. Finally, a month before students were provided with a questionnaire on reading comprehension test in English to make them aware of their own self-learning regards to English learning (Table 3).

Table 5 Student Questionnaire on Reading Comprehension Tests in English

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
<th>Maybe</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I like to be tested on reading comprehension tests in English.</td>
<td>17</td>
<td></td>
<td></td>
<td>100% no</td>
</tr>
<tr>
<td>2. I feel comfortable taking reading tests in English</td>
<td>17</td>
<td></td>
<td></td>
<td>100% no</td>
</tr>
<tr>
<td>3. I think about failing when I take a reading test.</td>
<td>14</td>
<td>3</td>
<td></td>
<td>82% yes / 18% no</td>
</tr>
<tr>
<td>4. I prepare for reading tests.</td>
<td>17</td>
<td></td>
<td></td>
<td>100% no</td>
</tr>
<tr>
<td>5. English is a very important subject in school.</td>
<td>17</td>
<td></td>
<td></td>
<td>100% yes</td>
</tr>
<tr>
<td>6. Do you wish there were no reading tests in English?</td>
<td>17</td>
<td></td>
<td></td>
<td>100% yes</td>
</tr>
<tr>
<td>7. Do you want to find ways of improving your reading comprehension tests?</td>
<td>17</td>
<td></td>
<td></td>
<td>100% no</td>
</tr>
<tr>
<td>8. Do you feel that you cannot improve your reading in English?</td>
<td>10</td>
<td>2</td>
<td>5</td>
<td>58% yes / 131% no / 29% maybe</td>
</tr>
</tbody>
</table>

So that I could identify strategies used on a completed task. I used a diary in order to evaluate my work. It helped me to identify my own strengths and weaknesses.

I used the data to explore how much my learners knew about reading strategies. I elicited the following questions:

1. Do you like reading? Why?
2. What strategies do you usually use in reading?

MEIF II students practiced several basic reading strategies to improve reading comprehension such as predicting, skimming, and scanning. I started working with a very simple an instructive authentic text taken from a high school book “INGLES II Guía para la Comprensión de Textos Auténticos” it was about microwave oven features. It is important to remark that that book was made with authentic texts. First, I asked students to observe the image so that they created a pre-reading or “brainstorming”. After that, we commented on whole group about it, and then learners labeled the oven characteristics and answered the exercises and following the instructions. In the text, I wanted students label and identify the main features of a microwave oven. First, I asked students to observe the image so that they created a pre-reading after that we commented on whole group about it, and then learners labeled the oven characteristics and answered the exercises following the instructions. This helped them facilitate their flow of vocabulary, generate words, and guide their thoughts before they started answering. In this text, students had problems with “ing” form so I had to give them extra material and explained the different use of “ing”.

Secondly, they continued working on different reading activities in class. While they were answering the activities, I had to clarify their doubts about vocabulary or some grammar structures. I realized that most of the times students have problems with vocabulary.
Thus, in the following activities, they were given different reading tasks to practice and to start developing their basic reading strategies and applying some skills such as predicting, vocabulary skills, and guessing.

Therefore, taking into account the previous information I selected and applied different authentic texts taken from my learners to work in class reading skills. First, I engaged students in a pre-reading activity to activate their schemata and encourage them to think about and discuss what they already know about the content of the reading. The purpose of this activity was to provide the necessary background for them. I did the reading task, which involved the students in getting specific information and in solving something with it. I engaged learners in a post-reading activity, which helped learners to evaluate in carrying out the task and to integrate reading with other language skills. I encouraged students practice in pairs or groups.

Another useful piece of data was the students’ mid-term written exam results. I collected students’ scores from the partial reading test. Most of students failed this part because they could not comprehend the material the required information. (Table 4)

<table>
<thead>
<tr>
<th>TOTAL STUDENTS</th>
<th>PERCENTAGE FAIL</th>
<th>PERCENTAGE PASS</th>
</tr>
</thead>
<tbody>
<tr>
<td>17</td>
<td>82 %</td>
<td>18%</td>
</tr>
</tbody>
</table>

I began adapting authentic text and activities as well to develop appropriate their individual language needs. During this time, I kept the regular program of studies for the rest of my students. I learned that I needed to adopt and change some reading activities.
Once students completed their readings, they worked in pairs to make corrections or compare their answers. This helped them improve their own proofreading skills and be more acute in realizing their mistakes. I noticed that this practice built independent readers. After they got feedback from each other, I collected their readings comments papers and revised them. I provided them with constructive feedback to improve their skills in reading and in some cases in some grammatical points.

Understanding the goals and challenges of teaching basic reading strategies, it was important to realize the diverse backgrounds of students who participated; they have limited reading skills in their mother tongue.

3.14 Strategy learning sessions
By watching the various ways in which my students process text, can encourage the use of those strategies that are observed to be most effective.

Some of the readings strategies and skills are:

1. predicting
2. skimming
3. scanning
4. cognates/false cognates
5. previous knowledge
6. detailed reading
7. guessing unknown words
8. understanding main ideas
9. inferring

The table below explains the scheduling of the tasks over the days throughout the study.

Table 7 Scheduling of the study

<table>
<thead>
<tr>
<th>BACKGROUND QUESTIONNAIRE</th>
<th>SURVEY READING HABITS</th>
<th>SURVEY READING HABITS PREFERENCES</th>
<th>STUDENT QUESTIONNAIRE ON READING COMPREHENSION TESTS IN ENGLISH</th>
<th>INTERVIEW QUESTIONS AFTER THE FINAL EXAMN READING</th>
</tr>
</thead>
<tbody>
<tr>
<td>FIRST WEEK</td>
<td>SECOND WEEK</td>
<td>THIRD WEEK</td>
<td>FOURTH AND FIFTH WEEK</td>
<td>SIXTH WEEK</td>
</tr>
</tbody>
</table>

In order to help students become aware of different strategies used in reading and make them efficient readers, the students in the experimental group were involved in a number of activities in different sessions. They were also encouraged to make use of these strategies outside the class.

The main objective of each week during the study is shown in the table that follows:

Objectives covered in the sessions each week.

Table 8 Week objective

<table>
<thead>
<tr>
<th>WEEK</th>
<th>OBJECTIVE/ ACTIVITY</th>
<th>AUTHENTIC TEXTS MATERIALS /TEXT TYPE</th>
</tr>
</thead>
<tbody>
<tr>
<td>FIRST</td>
<td>Prediction and brainstorming</td>
<td>INSTRUCTIVE TEXT</td>
</tr>
<tr>
<td></td>
<td>Scanning, skimming</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Detailed reading</td>
<td></td>
</tr>
<tr>
<td>SECOND</td>
<td>Prediction and brainstorming</td>
<td>AGRICULTURE AUTHENTIC TEXT</td>
</tr>
<tr>
<td></td>
<td>Scanning, skimming</td>
<td>Suffixes, prefixes</td>
</tr>
<tr>
<td>THIRD</td>
<td>Detailed reading</td>
<td></td>
</tr>
<tr>
<td>FOURTH</td>
<td>Understanding main ideas</td>
<td>Guessing unknown words</td>
</tr>
</tbody>
</table>
Due to the short time to carry out the study, it was difficult to select several authentic materials from students, so I had to take adapted text material. This helped me a lot to see whether the activities and materials worked or not and I some adjustments were made accordingly.

During the training, each session, the students were engaged with different strategies. The format of each session was the same but the techniques to answer the questions changed. One reason for keeping the format the same was to show students that they do not need to think about each strategy as being different. In fact, students were able to see that all the reading strategies build on each other and contribute to the process of understanding a text more easily.

In brief, the students were exposed to the same kind of activities in each session, however, in each lesson; there was an objective which was dominating. Since it would be quite difficult to plan and carry out a lesson on one strategy such as prediction or scanning at a time, all strategies were recycled throughout two weeks in such a way that students had to

<table>
<thead>
<tr>
<th>FIFTH</th>
<th>Inferring meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scanning</td>
<td></td>
</tr>
<tr>
<td>Identifying the topic</td>
<td>Recognizing parts of the speech</td>
</tr>
<tr>
<td>SIXTH</td>
<td>Prediction and brainstorming</td>
</tr>
<tr>
<td>THE CANE AUTHENTIC TEXT</td>
<td></td>
</tr>
<tr>
<td>Scanning, skimming</td>
<td></td>
</tr>
<tr>
<td>Understanding main ideas</td>
<td></td>
</tr>
<tr>
<td>Detailed reading</td>
<td></td>
</tr>
<tr>
<td>Inferring</td>
<td></td>
</tr>
</tbody>
</table>
make use of all of them at a different stages of the lessons. In this way, the students were encouraged to practice previously learnt strategies while they were learning the new ones. At the beginning of the study, the students in the experimental group were informed about the study which would be carried out in their class for two weeks. In addition to this, at the beginning of each session, they were told the purpose of the day, which enabled them to focus on the lesson and the strategies to be learnt more.

During the pre-reading parts of the sessions, students were asked to perform some strategies such as:

- Using text features (subheadings, pictures, etc) to predict what the text is about.
- Using world knowledge to predict what the text is about.
- Using titles to infer what information might follow.
- Skimming the text.
- Scanning parts of the text for specific information.

During while-reading parts of the sessions, students were involved in some other complex tasks such as

- Analyzing the key words in the first sentences of the paragraphs
- Analyzing the main points in a paragraph
- Asking themselves how this information relates to the information that came before
- Looking for main ideas and details
• Looking for words that indicate a change in the kind of information.

During these sessions, students were reminded to keep asking some questions to themselves for self-monitoring such as

• Does the information in the paragraph make sense according to the information given in earlier paragraphs?

• Did I identify key words?

• Did I pay attention to reference words?

3.15 Session 1: Brainstorming and prediction
At the beginning of the session, the students were given either the title of the text to arouse interest their interest. Then, they were asked to brainstorm what they already know about it. The reason in this activity was to activate their schemata. After this, the students were sometimes given some questions for general understanding and were asked to go through the text to find the answers to them.

In another activity, they predicted the content of the text and some basic concepts, which might appear in the text and then looked whether their predictions were correct or not. The objective for all these was to make students realize the importance of activating their background knowledge about the topic, which would help them a lot in getting a general understanding of the text and anticipating what a reading text contains.

In the first session, the students were shown the picture of a microwave in parts and they were asked to label its parts (see Appendix E) after showing the whole picture, they were asked some questions to personalize the topic. Later on, they were asked to brainstorming
about the topic and share their responses in whole group. Next students read the text quickly to see whether their predictions were mentioned in the text or not. Then, they were asked to write some questions, which might be answered in the text. The aim of the second reading was to find the answers to their questions. At the end of the lesson, the students answered the journal questions about the whole session.

**Session 2: Skimming and scanning**

In relation to the first activity about brainstorming, the students were encouraged to make predictions over the content of the text by reading through it quickly. In other words, they were asked to get an overall understanding of the main idea of the text.

In this training session, students were directed to look at some important features of the text to make valid predictions such as the title, and pictures. Similar to skimming, in scanning, the students also read the text as quickly as possible but for a different purpose: to look for specific information such as dates, or some figures. Scanning creates efficient readers because students are able to find the answer for a question in a very short time. In order to train students about scanning, students were given an authentic text and asked to find the answers to some questions in a limited time. When the time was over, students were asked to stop and share their answers with the others classmates and me.

In the second session, which was specifically prepared for skimming and scanning, the students started the lesson with a brainstorming activity again to activate their schemata about the topic.

After this activity, there were some scanning questions to be answered by the students. I gave two minutes to the students to answers the questions. Having given feedback, the
students were this time engaged in a skimming activity to analyze the main idea of the text. At the end of the lesson, the students answered the questions about the session.

3.16 Session 3: Understanding main idea.
In the process of skimming, the students already identify some of the main ideas. During a second or third reading, they could recognize and understand them more fully. Students were trained on this strategy through a matching exercise. In the reading texts, the were asked to match the headings with the paragraphs. In order to achieve this, students were encouraged to look for keys words or phrase in the paragraphs. In the third session about understanding main ideas, the students again started the session with a brainstorming activity. In the training part, they were asked to think about the steps they went through during a “matching headings with the paragraphs” exercise. Then, they were given the survey. After receiving feedback, they did the matching exercise, which checked their detailed comprehension of the text. At the end of the lesson, they were asked to answer the questions about the session.

Session 4: Guessing unknown words
MEIF students complain a lot about the number of unknown words in the texts they read. Therefore, this is the main skills that they need to be trained on. In the research, first, students were made sure that it is unlikely to understand 100% of the vocabulary in a text. At the beginning, they were trained to make predictions about the unknown words which they would need to understand text and which they would not need at all. This enabled
students to eliminate some of the unknown words. In order to do this, students were asked to read a text and underline all the unknown words that they encounter. Later on, they were asked to circle the ones that seemed important to them. To see whether their predictions were correct or not, they were provided with the exercise I had prepared. These exercises included multiple choice questions to guess the meaning of the unknown words. Having trained students on deciding on the words that they are important for understanding of the text, the next step was to train them to guess the meaning of these unknown words. First, they were trained not to stop at each unknown word. On the contrary, they were encouraged to continue reading and make use of the context and their own knowledge to make some predictions. If not successful, they were trained to look for some clues in the text that may reveal the meaning of the word, which is the sentence in which the word is found, and sometimes the previous or the following sentences. In addition, students were also trained to analyze the unknown words to help them guess their meanings. To do this, they were asked to look at the prefixes and suffixes of the words. During this activity, the actual words in the sentences were replaced with nonsense words to avoid students using a dictionary, which made the activity both challenging and fun. At the end of the lesson, the students were asked to answer the journal questions about the session. In short, it can be said that training students on guessing the meanings of the unknown words was the most demanding and time-consuming part of the train in which required a lot of patience on the part of both the teacher and the students.
CHAPTER FOUR FINDINGS

According to the data and analysis of the instruments applied there seems to be a great interest from the students. In other words, because of their progress, students showed satisfaction and felt motivated to continue learning ways in order to apply reading strategies in the future. Although students showed interest about what they had learned in the activities, these students are not provided with the necessary tools. This study was applied in a short period so not all the authentic texts could be applied. If this project had been applied for longer time students would have been motivated for learning within their major.

Reading strategies helped students focus on the reading and access relevant information. Reading the questions carefully, scanning, and finding the main and supporting ideas helped students read more efficiently and improve their scores in their final exams. There was a significant improvement in students’ reading comprehension test. Students found it easier to answer the reading section test when they applied some basic reading skills, mostly scanning or skimming.

There is a connection between first and second language reading habits. Accomplished readers in their L1 tend to use many of the same strategies that successful in their native language, skimming, guessing in context, and reading for the gist of a text when they are reading in English.

Prior background information about culture and world knowledge influenced MEIF II students’ understanding of the text. Many researchers stressed the importance of prior knowledge on students’ comprehension of the text. Michael Pressley claimed, “Reading
comprehension can be enhanced by developing reader’s prior knowledge” (Pressley, 2000, p. 5).

The findings on the first activity showed that MEIF students’ reading strategies had close links to their L1 proficiency reading. Skilled readers in their first language tend to use many of the same strategies such as skimming, predicting, guessing in context, reading for the gist of a text.

The problem was that students who lacked reading strategies were at a disadvantage. Their reading was ineffective in EFL, they were unable to comprehend and answer questions about the text. It is important to mention that prior background information about culture or world knowledge helped MEIF students’ understanding comprehension of the text.

On the other hand, I found that different learning styles and personality behaviors are issues that determine EFL students’ reading proficiency besides the kind of reading they prefer. I realized that one of the major causes of reading comprehension problems could be attributed to poor knowledge of English vocabulary. Developing reading comprehension is essentially based on the learner’s engagement in effective instructional activities. This engagement should be related to a coherent syllabus and appropriate instruction.

The final aspect of the literature reviewed studies on reading comprehension strategies and prior world knowledge. EFL MEIF students have not been trained in reading strategies to deal with the reading section tests. Reading comprehension strategies are tools that students use to help them determine the meaning of what they read. Besides, reading
strategies enable students to understand and answer questions about the text. Many EFL MEIF students lack of many these reading skills in their first language.

Before the study was conducted, I observed that MEIF students were quite preoccupied with each unknown word in the reading text. Therefore, they skipped the main ideas, which was the most important thing for the general understanding of the text. During the study, the students in the experimental group were taught to look at the text as a whole first. In each session, they were asked to read the text for general understanding without paying attention to unknown words. Apart from the other strategies taught in each session, this was the most beneficial one because it increased students’ motivation greatly and encouraged them to read the text in detail to find the answers to the other questions following the text. Previously students had been so much involved in specific parts of the text that they had not understood the main idea, which decreased their motivation. The first survey question asked the students about their reading habits in their L1. It also asked about their the type of reading they like

4.1 Findings before the training
Questionnaires for students
The intention of the questionnaire for Students was to capture their reading and preferences reading (appendix B) the questionnaires were distributed among 17 students, although not all the participants concluded the study. The questionnaires were returned representing a response of 90%. The tables are drawn below to show the frequency of responses (see tables).
**Table 9** Do you like reading in your native language?

<table>
<thead>
<tr>
<th>Choices</th>
<th>Answers</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Newspapers</td>
<td>16</td>
<td>14%</td>
</tr>
<tr>
<td>Textbooks</td>
<td>9</td>
<td>52%</td>
</tr>
<tr>
<td>Magazines</td>
<td>7</td>
<td>41%</td>
</tr>
<tr>
<td>Poetry</td>
<td>2</td>
<td>1%</td>
</tr>
<tr>
<td>Fiction</td>
<td>1</td>
<td>.5%</td>
</tr>
<tr>
<td>Non-fiction</td>
<td>2</td>
<td>1%</td>
</tr>
<tr>
<td>e-mails</td>
<td>2</td>
<td>1%</td>
</tr>
<tr>
<td>web sites</td>
<td>11</td>
<td>64%</td>
</tr>
<tr>
<td>Letters from friends or family</td>
<td>1</td>
<td>.5%</td>
</tr>
<tr>
<td>other:</td>
<td>2</td>
<td>1%</td>
</tr>
</tbody>
</table>

**Table 10** Why do you read these materials?

<table>
<thead>
<tr>
<th>Choices</th>
<th>Answers</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pleasure</td>
<td>4</td>
<td>23%</td>
</tr>
<tr>
<td>I have to</td>
<td>5</td>
<td>29%</td>
</tr>
<tr>
<td>Both</td>
<td>8</td>
<td>47%</td>
</tr>
</tbody>
</table>

**Table 11** Do you enjoy reading in English?

<table>
<thead>
<tr>
<th>Choices</th>
<th>Answers</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>1</td>
<td>.5%</td>
</tr>
<tr>
<td>No</td>
<td>16</td>
<td>94%</td>
</tr>
</tbody>
</table>

**Table 12** Assess your reading. Circle one of the two choices for each of the reading areas below.

<table>
<thead>
<tr>
<th>Choices</th>
<th>Answers</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>speed</td>
<td>Fast</td>
<td>Slow</td>
</tr>
<tr>
<td>comprehension</td>
<td>good</td>
<td>not so good</td>
</tr>
<tr>
<td>vocabulary</td>
<td>good</td>
<td>not so good</td>
</tr>
<tr>
<td>use of reading skills</td>
<td>good</td>
<td>not so good</td>
</tr>
</tbody>
</table>

**Table 13** Assess your reading. Circle one of the two choices for each of the reading areas below.

<table>
<thead>
<tr>
<th>Choices</th>
<th>Answers</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>speed</td>
<td>2</td>
<td>speed</td>
</tr>
<tr>
<td>comprehension</td>
<td>7</td>
<td>comprehension</td>
</tr>
<tr>
<td>vocabulary</td>
<td>5</td>
<td>vocabulary</td>
</tr>
<tr>
<td>use of reading skills</td>
<td>13</td>
<td>use of reading skills</td>
</tr>
</tbody>
</table>

Adapted from “Reading Keys Skills and Strategies for Effective Reading Student Book 1”. MACMILLAN
QUESTIONNAIRES data about reading habits, use of strategies, and general opinions about the strategy training were collected using questionnaires taken before and after training.

4.2 Data before the training

*Table 14 Data from before training.*

<table>
<thead>
<tr>
<th>QUESTIONS</th>
<th>BEFORE TRAINING</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Do you enjoy reading in your native language?</td>
<td>All students enjoy reading in their native language, except student 4.</td>
</tr>
<tr>
<td>2. How much time do you spend each day reading in your native language?</td>
<td>All students read an hour in their native language for an hour, except student 1 and 5 who read less than an hour a day.</td>
</tr>
<tr>
<td>3. What types of material do you read in your native language?</td>
<td>All students enjoy reading 16 newspapers, poetry 2, 7 e-mails, 9 textbooks, 1 fiction, 11 websites, 7 magazines, 1 letters, except student 4 who enjoys reading novels and student 1 who also enjoys reading novels, magazines, and.</td>
</tr>
<tr>
<td>Newspapers</td>
<td>Textbooks</td>
</tr>
<tr>
<td>4. Why do you read these materials?</td>
<td>Four students for pleasure, two for obligation, 11 both</td>
</tr>
<tr>
<td>Pleasure</td>
<td>I have to</td>
</tr>
<tr>
<td>5. Do you enjoy reading in English?</td>
<td>5 enjoy reading, 12 do not enjoy it</td>
</tr>
<tr>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>6. How much time do you spend each day reading in English?</td>
<td>All students read less than an hour in English, except student 4, who reads an hour a day.</td>
</tr>
<tr>
<td>7. What types of material do you read in English?</td>
<td>All students enjoy reading short stories, except student 4 who enjoys reading novels and student 1 who also enjoys reading novels, magazines, and newspapers.</td>
</tr>
<tr>
<td>Newspapers</td>
<td>Textbooks</td>
</tr>
</tbody>
</table>
8. Why do you read these materials?  
All students read for obligation, except 3 for pleasure.

9. Assess your reading. Circle one of the two choices for each of the reading areas below,  
Students 2, 3, 5 have done.

<table>
<thead>
<tr>
<th>Area</th>
<th>Fast</th>
<th>Slow</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Speed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Comprehension</td>
<td>good</td>
<td>not so good</td>
</tr>
<tr>
<td>c. Vocabulary</td>
<td>good</td>
<td>not so good</td>
</tr>
<tr>
<td>d. Use of reading skills</td>
<td>good</td>
<td>not so good</td>
</tr>
</tbody>
</table>

10. Which of the areas above would you most like to improve?  
Students 2, 3, 5 have done.

The data from the pretest questionnaires above illustrates that all students had never practiced skimming and scanning but had practiced other reading strategies, like using their native language to guess meaning of vocabulary, using background knowledge, scanning, and extensive reading. Some students used both top down and bottom up models and some used the bottom up mode only. All students thought that strategy training would help improve their reading comprehension. The data from the questionnaires after training showed that in general students read much faster than compared to their previous attempts at reading the article. Students admitted that they had used some reading strategies, with difference in frequency. For example, all students had used the context to understand the meaning of the vocabulary, and students had skimmed the text when reading, with exception of four students out to the seventeen, 24%, involved in the study. It might be because learners thought that the training did not help much in improving their comprehension and they still were afraid of doing it.
The students were questioned before the study about their likes and dislike and most of their responses made references to the lack of training to read effectively.

Table 15 I like to be tested on reading comprehension tests in English.

<table>
<thead>
<tr>
<th>Choices</th>
<th>Answers</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>17</td>
<td>100%</td>
</tr>
<tr>
<td>Maybe</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 16 I feel comfortable taking reading tests in English

<table>
<thead>
<tr>
<th>Choices</th>
<th>Answers</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>17</td>
<td>100%</td>
</tr>
<tr>
<td>Maybe</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 17 I think about failing when I take a reading test

<table>
<thead>
<tr>
<th>Choices</th>
<th>Answers</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Maybe</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 18 I prepare for reading tests.

<table>
<thead>
<tr>
<th>Choices</th>
<th>Answers</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>17</td>
<td>100%</td>
</tr>
<tr>
<td>Maybe</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 19 English is a very important subject in school.

<table>
<thead>
<tr>
<th>Choices</th>
<th>Answers</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>14</td>
<td></td>
</tr>
<tr>
<td>No</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maybe</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>
Table 20 Do you wish there were no reading tests in English?

<table>
<thead>
<tr>
<th>Choices</th>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>13</td>
</tr>
<tr>
<td>No</td>
<td>2</td>
</tr>
<tr>
<td>Maybe</td>
<td>2</td>
</tr>
</tbody>
</table>

Table 21 Do you want to find ways of improving your reading comprehension tests?

<table>
<thead>
<tr>
<th>Choices</th>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>14</td>
</tr>
<tr>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Maybe</td>
<td>3</td>
</tr>
</tbody>
</table>

Table 22 Do feel that you cannot improve your reading in English?

<table>
<thead>
<tr>
<th>Choices</th>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>3</td>
</tr>
<tr>
<td>No</td>
<td>12</td>
</tr>
<tr>
<td>Maybe</td>
<td>2</td>
</tr>
</tbody>
</table>

4.3 Findings after the training

Table 23 Student Questionnaire on Reading Comprehension Tests in English

<table>
<thead>
<tr>
<th>Choose one answer only.</th>
<th>Yes</th>
<th>No</th>
<th>Maybe</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I like to be tested on reading comprehension tests in English.</td>
<td>17</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. I feel comfortable taking reading tests in English</td>
<td>17</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. I think about failing when I take a reading test.</td>
<td>15</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>4. I prepare for reading tests.</td>
<td>17</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. English is a very important subject in school.</td>
<td>14</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>6. Do you wish there were no reading tests in English?</td>
<td>13</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>7. Do you want to find ways of improving your reading comprehension tests?</td>
<td>14</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>8. Do feel that you cannot improve your reading in English?</td>
<td>3</td>
<td>12</td>
<td>2</td>
</tr>
</tbody>
</table>

Interview questions for students MEIF II after the FINAL EXAMN reading comprehension strategies.
Table 24 Questionnaires for students

<table>
<thead>
<tr>
<th>Interviewer’s Questions</th>
<th>Student’s Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Was reading section easier or more difficult?</td>
<td>15 easier</td>
</tr>
<tr>
<td></td>
<td>2 more difficult</td>
</tr>
<tr>
<td>2. Why?</td>
<td>Applied skills</td>
</tr>
<tr>
<td>3. What did you do first?</td>
<td>scanning</td>
</tr>
<tr>
<td>4. Did you apply any reading strategy/skill?</td>
<td>15 Yes</td>
</tr>
<tr>
<td></td>
<td>2 No</td>
</tr>
<tr>
<td>5. Did you read the text, or look at the questions first?</td>
<td>15 looked questions</td>
</tr>
<tr>
<td></td>
<td>2 read the text</td>
</tr>
<tr>
<td>6. How did you feel when you answered the reading comprehension section?</td>
<td>12 Relaxed</td>
</tr>
<tr>
<td></td>
<td>2 confused</td>
</tr>
<tr>
<td></td>
<td>2 confident</td>
</tr>
<tr>
<td></td>
<td>2 Self-assured</td>
</tr>
</tbody>
</table>

Interview questions for students MEIF II after the FINAL EXAMN reading comprehension strategies.

Table 25 Strategies and texts.

<table>
<thead>
<tr>
<th>NO.</th>
<th>STRATEGIES</th>
<th>KIND OF TEXT</th>
<th>SCHEDULE</th>
<th>TYPE OF TEXT</th>
<th>READING THEMES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Predicting</td>
<td>authentic</td>
<td></td>
<td>instructive</td>
<td></td>
</tr>
<tr>
<td></td>
<td>skimming</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Scanning</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Activating</td>
<td>background</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>knowledge</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 1 indicates that four strategies were used to train the subjects to improve their reading comprehension. Six short texts were used the first was the instructive authentic text. The action research lasted six weeks from April 22 to May 30. Three readings and two authentic texts were used to see the development of students’ performance in reading comprehension. Two tests were applied.
The second questionnaire contained the same questions but now it was related about their preferences. The third questionnaire was about Student Questionnaire on Reading Comprehension Tests in English. In order to avoid misunderstanding and learners’ low level, I had to translate the questionnaires.

4.4 Data after training results

Data after training results.

Interview questions for students MEIF II after the FINAL EXAMN reading comprehension strategies.

Table 26 Data after training results.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>easier 13</td>
<td>Applied scanning</td>
<td>15 yes</td>
<td>15 Looked questions</td>
<td>2 read the text</td>
<td>12 Relaxed</td>
</tr>
<tr>
<td>More difficult 4</td>
<td>skills</td>
<td>2 no</td>
<td>2 Self-assured</td>
<td>2 confused</td>
<td>2 Self-assured</td>
</tr>
</tbody>
</table>
**Questionnaires For Students**

**QUESTION 1**

1. Was reading section easier or more difficult?

   ![Bar chart showing data after training results.](chart1.png)

   *Graphic 1 Data after training results*

2. Why?

   ![Bar chart comparing Series 1 and Series 2.](chart2.png)

   *Graphic 2 Data after training results*
QUESTION 3 What did you do first?

[Bar chart showing the data after training results]

Did you apply any reading strategy/skill?

[Bar chart showing the data after training results]
Question 5 Did you read the text, or look at the questions first?

![Bar chart showing the distribution of responses to Question 5.]

**Graphic 5 Data after training results**

QUESTION 6 How did you feel when you answered the reading comprehension section?

![Bar chart showing the distribution of feelings for Question 6.]

**Graphic 6 Data after training results**
CHAPTER FIVE DISCUSSION & REFLECTIONS

The first important observation on these results is that reading training to which the students were exposed, has brought about much more substantial gains in basic reading strategies. The numerical comparison presented in table 1 to table 2 shows a considerable improvement in the participants.

*Table 27 Mid-term test scores.*

<table>
<thead>
<tr>
<th>PASSED TEST</th>
<th>FAILED</th>
<th>PERCENTAGE FAIL</th>
<th>PERCENTAGE PASS</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>11</td>
<td>35%</td>
<td>65%</td>
</tr>
</tbody>
</table>

*Table 28 Final test scores*

<table>
<thead>
<tr>
<th>PASSED TEST</th>
<th>FAILED</th>
<th>PERCENTAGE FAIL</th>
<th>PERCENTAGE PASS</th>
</tr>
</thead>
<tbody>
<tr>
<td>13</td>
<td>4</td>
<td>24%</td>
<td>76%</td>
</tr>
</tbody>
</table>

In particular, the large and significant difference on gains in reading strongly suggests that a training of reading strategies on MEIF students to the development of reading is much more beneficial by using adapted text.

The lessons based on the authentic material show a kind of difficulty. The results of the reading comprehension exams also provide very strong support for the hypothesis that learners after training achieved significantly higher scores than the mid-term exams.

Besides the implementation workshop was effective in raising students’ achievement on basic reading comprehension skills. Reading exercises using adapted material texts helped students to familiarize with basic skills as well as prepared students for what will come.
They knew what to expect and how to cope with the reading texts and questions, students had the basic tools to handle it.

The outcomes suggest that students benefit from reading strategies. It can be concluded therefore that training reading strategies has led to much greater improvement in students’ reading comprehension in authentic texts as well as adapted texts. In spite of the fact that one of the stated objectives of the authentic material used by MEIF students was training, it appears that this approach is less successful in developing comprehension than providing learners with attractive authentic texts, which learners are motivated to read and understand. The results certainly also suggest that certain types of activities used in reading lesson texts may impede the development of learners’ reading comprehension.

The present study investigated EFL MEIF II students’ development reading strategies through authentic texts to revamp the cross curriculum studies in English II from AFBG. The results indicate that 80% of the participants indeed enjoyed reading. Most students found the activities useful including those who did not like reading. “this training was certainly more useful. I both learned and enjoyed in the readings .I used to get low marks in the reading parts of the exams. This course, I hope to get higher marks”. (Student 2)

The participants who did not enjoy reading wrote “in the previous activities, the reading was quiet tedious, but then I felt motivated and relaxed “(student 17)

Students seem to have liked the training on reading strategies. The activities may have helped them to improve their vocabulary as well as comprehension. Most students improve their marks in the final exam. The evidence I collected from their marks suggests that an effective training on reading strategies supported students’ knowledge. Due to time
constraints, the project took place six weeks prior to the end of the semester, which might have influenced students’ and teacher’s in class performance.

On the other hand, having taken the limitations of the study into consideration, it can be said that time was too limited but the students benefited from training. They enjoyed the study as well as they were given an opportunity to see that reading is not difficult if the reader is provided with the necessary strategies and knows when and how to use them. Therefore, both the students and the researcher found the study useful.

MEIF students are mostly unaware of the strategies involved in reading, therefore, they usually unsuccessful in the exams. Some good readers are; on the contrary, comfortable using the strategies in their L1. Raising students’ awareness on the strategies used in reading works well in reading classes. Students benefit a lot from the activities and demonstrated to be better readers as they were trained. Having achieved something which they had found to be very difficult motivated students and encouraged them to practice outside the class.

The results of the qualitative data revealed that the students benefited a lot from the activities and made use of the strategies in their further readings. However, they also emphasized some points to consider when these activities were planned to be carried out. They are as follows; one of the most important findings of this study was that students benefited a lot from the study and realizing the effectiveness of such training. They complained about not receiving this kind of training before. Therefore, they emphasized that they would have liked to be trained on reading strategies starting at the first course.
Besides, the text and questions types must be similar to the ones that appear in their exams because indeed the main aim of students is to be successful in their exams. The second questionnaire contained the same questions but now it was related about their preferences. The third questionnaire was about Student Questionnaire on Reading Comprehension Tests in English. In order to avoid misunderstanding and learners’ low level, I had to translate the questionnaires. Taking into account all things, I think that, the focus on the teaching of reading strategies in the MEIF courses should be included in the syllabus, since students are evaluated in the four skills (speaking, listening reading and writing) Teachers should be keenly aware of the importance of reading and help learners to develop basic reading strategies.

I believe that in order to improve and enhance reading ability among learners it is important to work thoroughly over a long period. Like any other skill, it takes time and practice to become a good reader. The students need teachers that are aware of the importance of reading and that know how to help them become skilled readers.

The reading comprehension teaching should be taught from the AFBG considering the UV New Model from the AFBG as well as he use of authentic text in order to help university students to develop long life learners’ learning by applying basic reading strategies.

Richards (2000) stated that authentic texts often contain difficult language, unneeded vocabulary items and complex language structure, which can often create problems. Thus it proves that linguistic simplification will presumably decrease the language load a reader must grapple with, allowing the second language learner to concentrate on understanding the content of the text without being overly inhibited by difficult vocabulary or complex
sentences. Therefore, it is evidently clear that students perform better when they read authentic text. On the other hand, there was a difference in students’ performance when they read authentic and non-authentic texts. Authentic and non-authentic texts have been administered in order to seek the answers and findings to this research question. The reading comprehension scores obtained on comprehension tests which were the mid-term and the final exams are displayed first followed by the table and a bar graph of the readers’ overall reading performance.

From Table 1, it can be seen that eleven out of seventeen or 65% students who got good marks. They managed to answer ten out questions correctly. Only four students or 23% managed answer all ten questions correctly.

Table 29 Mid-term test scores.

<table>
<thead>
<tr>
<th>PASSED TEST</th>
<th>FAILED</th>
<th>PERCENTAGE FAIL</th>
<th>PERCENTAGE PASS</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>11</td>
<td>35%</td>
<td>65%</td>
</tr>
</tbody>
</table>

Table 30 Final test scores

<table>
<thead>
<tr>
<th>PASSED TEST</th>
<th>FAILED</th>
<th>PERCENTAGE FAIL</th>
<th>PERCENTAGE PASS</th>
</tr>
</thead>
<tbody>
<tr>
<td>13</td>
<td>4</td>
<td>24%</td>
<td>76%</td>
</tr>
</tbody>
</table>

In comparison to the final exam, thirteen students out of seventeen or 76% who got good marks. Only thirteen students or 76% managed answer all ten questions correctly. Three suggestions may be offered for teachers. At the beginning, teaching metacognitive strategies explicitly is a key for success. As studies demonstrate, students benefit from receiving a direct explanation of strategies that benefitted their reading outcomes (Anderson & Roit, 1993; Baker, 1996; Dole, Duffy, Roehler, & Pearson, 1991); that is,
teaching strategies step by step is important. Moreover, clarifying why it is important for students to learn a variety of strategies helps them understand. Then, it is recommended that EFL teachers use different metacognitive reading skills during the instruction. An image of the microwave oven for previewing text is one example. It consists of looking at the pictures to gain an understanding of what a text is about before it is read. Teachers and students may look through the text together and discuss any ideas students come up with from the images. Finally, teachers may expand the ideas by adding further prompt questions for preparation of the authentic reading, activating their background knowledge.
CONCLUSIONS AND IMPLICATIONS

This research generally detected a poor relationship between readers’ language proficiency and reading skills or strategies. The ability to recognize an authentic or adapted text is based not only on the students’ linguistic knowledge, but also on general knowledge of the world and the amount to which that knowledge is activated during processing. Reading comprehension is an interactive process between the reader and the text. If the unfamiliar content of a text has an effect on reading comprehension, then it must be considered as a criterion on the selection of reading materials and in the evaluation of reading comprehension. Thus, knowledge of reading strategies is of particular importance to teachers who have a responsibility towards presenting materials for reading instruction. Besides students need to be skilled or trained in reading strategies in order to have the tools for reading. According to learning reading strategies, teacher’s background knowledge about strategies and its relevance to the text determines the ease or complexity of understanding that text. It is important that students have a previous knowledge about the subject matter or the content of the text for a good comprehension. It could be very favorable to take into consideration some proposals for developing reading strategies using authentic texts to revamp the cross curriculum studies in English II from the AFBG. The reading comprehension teaching method should be really new and interesting and texts should be taught using these reading comprehension basic strategies. In addition, teachers need to design several types of reading strategies activities to improve students’ understanding of these materials and motivate them in their activities. As a teacher, I should motivate students in learning reading strategies and I need to be aware of students’
comprehension problems that can be facilitated through reading strategies. It is my obligation as a teacher help students’ to learn and apply basic reading strategies about when, where, and how to use the reading strategies while reading the text. Thus, it is important for English language teachers encourage students to use reading strategies, particularly, some of the basic ones such as predicting, skimming, and scanning, making inferences. Improving readers’ strategic reading is not simply a matter of introducing them to a number of reading strategies. Developing mastery of the comprehension strategies involves teachers’ continuous performance not only at the beginning but also through the whole implementation of comprehension strategy instruction. It can be seen that the use of non-authentic reading text in comparison to authentic reading text is indeed beneficial in facilitating the students’ comprehension. From the analysis and findings of this research, it is evident that non-authentic text are better able to better facilitate students comprehension process as was demonstrated through the activities in this study. In addition, students should have enough time to develop of the reading strategies. Learning to read strategies are recommended for foreign language reading teaching, especially for university students. In a near future, I would like to resume this project for a longer period. Besides, I am interested in implementing a reading training course or workshop during the inter-semestral period and offer it for different schools. This study showed that Reading comprehension is an important language skill for general development and acquisition of the language. Teaching reading strategies should be given emphasis not only by the teachers but also by curriculum planners and text-book writers since it is very useful in helping the students become independent
learners. It is important to equip them with necessary strategies and skills so that they can be effective learners.
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APPENDIX A

CUESTIONARIO (BACKGROUND QUESTIONNAIRE)

1. NOMBRE: ____________________________________________
2. FECHA: __________ 3. EDAD: ______ 4. SEXO: _______ 5: LENGUA MATERNA ______
6. ¿CUÁNTO TIEMPO HAS ESTUDIADO INGLÉS? __________
7. ¿CÓMO CONSIDERA SU NIVEL DE INGLÉS?
   EXCELENTE____ BUENO____ REGULAR_____ MALO____
8. ¿POR QUÉ?
   ____________________________________________________
APPENDIX B

Answer these questions before you develop your reading skills about your reading habits, and your strengths and weakness when reading in English.

1. Do you enjoy reading in your native language?    Yes ☐    No ☐

2. How much time do you spend each day reading in your native language? ___________

3. What types of material do you read in your native language?

☐ newspapers    ☐ textbooks    ☐ magazines

☐ poetry    ☐ fiction    ☐ Non-fiction

☐ e-mails    ☐ web sites    ☐ Letters from friends or family

☐ other: ___________

4. Why do you read these materials?

☐ pleasure    ☐ I have to    ☐ both

5. Do you enjoy reading in English?    Yes ☐    No ☐

6. How much time do you spend each day reading in English? ___________

7. What types of material do you read in English?

☐ newspapers    ☐ textbooks    ☐ Magazines

☐ poetry    ☐ fiction    ☐ Non-fiction

☐ e-mails    ☐ web sites    ☐ Letters from friends or family

☐ other: ___________

8. Why do you read these materials?

☐ pleasure    ☐ I have to    ☐ both

9. Assess your reading. Circle one of the two choices for each of the reading areas below.

a. speed    Fast    slow    ____________________________

b. comprehension    Good    not so good    ____________________________

c. vocabulary    Good    not so good    ____________________________

d. use of reading skills    Good    not so good    ____________________________

10. Which of the areas above would you most like to improve?

__________________________________________________________________________

Adapted from “ACTIVE Reading Student Book 1”. MACMILLAN
### APPENDIX C

**Student Questionnaire on Reading Comprehension Tests in English**

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
<th>Maybe</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I like to be tested on reading comprehension tests in English.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. I feel comfortable taking reading tests in English</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. I think about failing when I take a reading test.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. I prepare for reading tests.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. English is a very important subject in school.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Do you wish there were no reading tests in English?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Do you want to find ways of improving your reading comprehension tests?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Do feel that you cannot improve your reading in English?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Adapted from "QuestionPro Survey Software.(2004). Survey Results and Statistics for Student questionnaire on reading comprehension tests: A Frequency distribution analysis.

---

**Cuestionario para estudiantes en pruebas de comprensión de lectura en inglés**

<table>
<thead>
<tr>
<th>Question</th>
<th>Sí</th>
<th>No</th>
<th>Tal vez</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Me gusta ser evaluado en exámenes de comprensión de lectura en inglés.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Me siento cómoda haciendo exámenes de comprensión de lectura en inglés.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Pienso en que fallo cuando hago un examen de comprensión de lectura en inglés.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Me preparo para los exámenes de lectura.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Inglés es una material muy importante en la escuela.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. ¿Te gustaría que no hubiera exámenes de comprensión de lectura en inglés?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. ¿Quieres encontrar la forma de mejorar los exámenes de comprensión de lectura en inglés?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. ¿sientes que no puedes mejorar tu lectura en inglés?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Adapted from "QuestionPro Survey Software.(2004). Survey Results and Statistics for Student questionnaire on reading comprehension tests: A Frequency distribution analysis."
APPENDIX D

DEVELOPING READING STRATEGIES

INGLÉS II.

YOU ARE GOING TO READ AND ARTICLE RELATED TO THE AGRONOMY AREA. BEFORE READING THE ARTICLE SOLVE THE TO FIRST ACTIVITIES:

ACTIVITY 1. PREDICTING

1. LOOK AT THE PICTURES AND GUESS WHAT IS THE ARTICLE ABOUT:

ACTIVITY 2: VOCABULARY SKILLS

NOTE: ANTES DE LEER UN TEXTO EN UNA LENGUA DIFERENTE A LA MATERNA, ES NECESARIO RECONOCER EL VOCABULARIO Y HACERNOS UNA IDEA DEL TEMA QUE SE NOS PRESENTA EN LA LECTURA.

TRANSLATE THESE WORDS:


ACTIVITY 2A:

AFTER GUESSING ALL THE WORDS, PREDICT THE TOPIC (TEMA):

a) Pesticides in agriculture  b) organic food  c) FAMINE

ACTIVITY 3: SUMARAZING INFORMATION (TITLES)

READ THE FIRST PART OF AN ARTICLE ABOUT AGRICULTURE AND WRITE A TITLE FOR THE ARTICLE:
What is organically-produced food and how is it regulated?
Organically produced food is a fast growing area in Europe. It is defined as the product of a farming system, which avoids the use of man-made fertilisers, pesticides, growth regulators and livestock feed additives. Instead, the agricultural systems rely on crop rotation, animal and plant manures, some hand weeding and biological pest control. "Organic" farming is the description used in English-speaking countries, whereas in other markets "Bio" or "Eco" are the more usual product descriptions.

The main principles used in the production of organic foods include:
• The use of minimal "inputs" such as fertilisers and pesticides;
• The use of some "natural" pesticides (synthetic pesticides are not permitted);
• The establishment of standards for allowable materials, restricted materials and prohibited materials;
• The tolerance of low levels of some synthetic pesticide residues on organic produce resulting from pesticide "drift" from other fields or from the soil in which synthetic pesticides were previously used.

NOTE: ACABAS DE LEER LOS PÁRRAFOS DE DESARROLLO DEL TEXTO PRINCIPAL. LA SIGUIENTE SESIÓN LEERÁS EL ARTÍCULO COMPLETO DESARROLLANDO NUEVAS ESTRATEGIAS.

EVALUACIÓN:

1. ¿Cómo te sentiste al hacer las actividades?
2. ¿Fue difícil entender el texto autentico?
3. ¿Crees que aprendiste algo?
4. ¿Recuerdas algunas estrategias de lectura?
5. ¿Te gustaría leer el texto completo y aplicar nuevas estrategias?
Agriculture

Why is agriculture so important to ensuring a safe and consistent food supply?
Agriculture is the world’s largest economic sector. On a worldwide basis, more people are involved in agriculture than in all the other occupations combined.
Looking back through wars, famines and plagues, food shortages and starvation have been common throughout human history and there have been many grim predictions that gains in food production would not be able to keep pace with increases in population. To date, through invention and innovation, man has managed to keep up.
The world population is growing by 86 million per year and the United Nations estimates that the total is already over 6 billion people. It is predicted that the world population will reach over 9 billion by 2050 and although the proportion that is hungry and malnourished is slowly declining, the absolute number is still increasing. Today, the estimated number of people who are hungry and malnourished is around 830 million people, one quarter of them children below 5 years of age.

What is organically-produced food and how is it regulated?
Organically produced food is a fast growing area in Europe. It is defined as the product of a farming system, which avoids the use of man-made fertilizers, pesticides, growth regulators and livestock feed additives. Instead, the agricultural systems rely on crop rotation, animal and plant manures, some hand weeding and biological pest control. “Organic” farming is the description used in English-speaking countries, whereas in other markets "Bio" or "Eco" are the more usual product descriptions.

The main principles used in the production of organic foods include:

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- The use of some “natural” pesticides (synthetic pesticides are not permitted);
- The establishment of standards for allowable materials, restricted materials and prohibited materials;
- The tolerance of low levels of some synthetic pesticide residues on organic produce resulting from pesticide “drift” from other fields or from the soil in which synthetic pesticides were previously used.

Because organic food production is a specific system of production, it is essential to ensure that there is a credible guarantee of authenticity of organic production methods from primary production to consumption. In 1991, the European Union passed legislation 2092/91, which sets out in detail how food must be produced, processed and packaged to qualify for the description "organic". The regulation also specifies detailed criteria for the inspection and subsequent certification of food producers, importers and processors.


1.- a que se refieren los siguientes números

a) 86 million ____________________________
2. Que es un producto orgánico?

3. - Como es el producto orgánico regulado?

4. Cuáles son sus principales usos?

5. Que especifica el reglamento?
APPENDIX F

THE CANE.

The cane is a crop of tropical and subtropical areas of the world. Requires adequate water and soil to grow well. This plant assimilates solar radiation very well, having an efficiency close to 2% conversion of the incident energy into biomass. An efficient cultivation can produce 100 to 150 tons of cane per hectare per year (with 14% to 17% sucrose, 14% to 16% fiber and 2% other soluble products).

The cane is propagated by planting pieces of cane, each knot comes a new plant identical to the original, once planted the plant grows and accumulates sugar in its stem, which is cut when ripe. The plant sprouts several times and can still be harvested. These successive cuts are called "harvests". The plant will deteriorate over time and the use of machinery that treads the roots, so you should repot every seven to ten years, although there are reeds 25 or more years old.

Sugarcane requires water. Its growth period varies between 11 and 17 months, depending on the variety of cane and the area. Requires nitrogen, phosphorus, potassium and certain trace elements for fertilization.

The cane can be harvested by hand or by machine. Manual harvesting is based people with machete or cutting the stems (usually after the plant burned to streamline the work) and organized for transport. A person can harvest between 5 and 7 t burnt cane per day and 40% less unburned cane.

Once cut cane to the mill to be transported quickly to prevent spoilage by yeasts and microbes. The transport is done by rail cars, or pulled by a truck or tractor. The wagons have capacities from 5 to 20 tons each.

One can draw two tons of 19 tons of sugar cane.

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1. What is the text about?
2. What do you think is the most important in the text?
3. What does sugarcane need to be cultivated well?
4. Quantity of cultivation per year:
5. What means “harvests”?
6. What does a fertilization area need?
7. choose and write at least 5 cognates
8. complete the chart using the bold types from the text

<table>
<thead>
<tr>
<th>NOUN</th>
<th>VERB</th>
<th>ADJECTIVE</th>
<th>ADVERB</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
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</tr>
</tbody>
</table>
**READING TO DEDUCE MEANING**

Look at the underline words and choose the best option

**Soil means**

| a) land | b) solar light | c) Water |

**Stem means**

| a) ground | b) root | c) plant |

**Sprouts means**

| a) deteriorates | b) accumulates | c) Produces |

**Harvesting means**

| a) dispersing | b) collecting | c) dissolving |