

Reading Comprehension and Vocabulary Acquisition in the EFL Classroom

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Guadalupe García, María, Compiladora
Reading Comprehension and Vocabulary Acquisition in the EFL Classroom/
Compilado por María Guadalupe García, Asistente editor, Ajitha R.
Manjeshwar -- 1 edición -- Medellín: UPB, Seccional Montería, 2020
355 páginas, 16,5 x 23,5 cm.
ISBN: 978-958-764-887-4 (versión digital)

1. Comprensión de lectura - Inglés -- 2. Inglés - Métodos de enseñanza --
3. Vocabulario - Enseñanza del Inglés -- I. Manjeshwar, Ajitha R., editor
Asistente -- II. Título

CO-MdUPB / spa / RDA
SCDD 21 / Cutter-Sanborn

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ISBN: 978-958-764-887-4 (versión digital)
DOI: <http://doi.org/10.18566/978-958-764-887-4>
Primera edición, 2020
Escuela de Ciencias Sociales y Humanas
Centro de Lenguas
Grupo: CAVIDA
Seccional Montería

Arzobispo de Medellín y Gran Canciller UPB: Mons. Ricardo Tobón Restrepo
Rector General: Pbro. Julio Jairo Ceballos Sepúlveda
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Dirección Editorial:

Editorial Universidad Pontificia Bolivariana, 2020
Correo electrónico: editorial@upb.edu.co
www.upb.edu.co
Teléfono: (57)(4) 354 4565
A.A. 56006 - Medellín - Colombia

Radicado: 1978-16-04-20

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CHAPTER 3

Reading Strategies to Improve Inference Skills

Lia Montalvo Bedoya
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Resumen

El contenido presentado en este trabajo de grado fue implementado para concientizar a un grupo de estudiantes universitarios sobre la importancia del manejo de las estrategias de lectura para mejorar su nivel de inferencia y así entender y analizar cualquier información implícita en sus artículos de estudio. El lugar donde se llevó a cabo este proyecto es la Universidad de Sucre, única Universidad pública en la ciudad, la cual acoge a una población proveniente de los estratos sociales más bajos y necesitados. Para este objetivo concreto se escogió un grupo de cinco estudiantes de cuarto semestre de la facultad de Biología.

La metodología utilizada incluyó análisis de lecturas del texto guía, construcción de material de aplicación, análisis de respuestas obtenidas en la práctica, y una entrevista posterior para analizar y comparar sus respuestas en la lectura y la explicación que dieron para haber escogido dichas respuestas, lo cual explica su nivel de inferencia. Los profesores participantes también aprendieron cómo elaborar materiales de lectura que profundicen la inferencia y apunten a las necesidades de sus estudiantes. Por lo menos dos de los cinco estudiantes participantes emplearon correctamente la mayoría de las habilidades propuestas. Los objetivos programados fueron alcanzados. Los resultados demuestran que se hace necesario un entrenamiento y una práctica sistemática de todas las estrategias que conllevan un nivel de inferencia en la lectura comprensiva hasta que los estudiantes alcancen el nivel deseado no sólo en la asignatura de inglés, sino para un mejor desempeño de comprensión lectora en todas las asignaturas del currículo.

Los apéndices incluyen material de lectura comprensiva, solución de cuestionarios, entrevista preliminar, entrevista final, transcripción y categorización de las respuestas a la entrevista y análisis por categorías. El trabajo consta de catorce referencias.

Palabras clave

Estrategias, comprensión lectora, inferencia

Abstract

The program presented in this practicum was implemented to increase a target group of university students' awareness of reading strategies to improve their level of inference, to understand and analyse implicit information in their pertinent readings. The setting for the project is the only public university in the city representing a low socio-economic background and a wide range of culture. A target group of 5 fourth semester students studying Biology were chosen for this program.

Strategies included analysis of the textbook readings, construction of a new material, application and analysis of their answers in the reading comprehension and an interview technique was used to understand how they chose each of the answers, and to compare their actions and their real knowledge about inference. Participant teachers also learned how to develop reading materials according to the needs of their students. Levels of success were measured by at least two of the five students, who used the most strategies in the sample. All program objectives were met.

Systematic training and practice of all these important inferring skills are necessary in graded exercises until the students acquire a very good level of performance in this very important level of understanding in English but it would also contribute to a better understanding in all the curricular subjects.

Appendices include reading comprehension material, reading text answers, preliminary interview, final interview, transcription and categorization of the interview, and analysis per categories.

Key Words

Strategies, reading comprehension, inference

1. Introduction

Comprehensive reading is a linguistic and sociolinguistic process which is determined by the cultural reference, the interest, previous knowledge and even lifestyle of the reader.

There are many concrete strategies when applied in a systematical way let the reader obtain a deeper comprehension level each time.

Inference is one of these levels through which the reader discovers the implicit and explicit meaning of a reading text through the use of certain strategies such as understanding information. When not explicit in it, interpreting text by going inside it, identifying the main point or important information in a piece of discourse, distinguishing the main idea from the supporting details, extracting salient points to summarize, selective extraction of relevant points of the text, among others.

In our real context, students have always showed a superficial level in reading comprehension which concerns teachers as well as students, and which encourages teachers to search into solving strategies.

In this paper, a group of five university students have been observed in order to establish a real situation they would have in relation to inference as a higher level in reading comprehension: the handling they have on specific strategies and then, from these results, to promote a wide practice of most of these strategies to generate a learning which eases the interaction between students and reading texts.

In line with the results of the observation, this paper will present several comments based on the punctual experience which may implement inference work effectively.

The relevance of inference in a reading comprehension is that the reader strikes a critical attitude in front of a reading text, it means that he or she is able to judge, develop complement ideas, establish comparisons between the topic and his/her context, select and classify ideas, agree or disagree about the topic or the author, give reasons or justify an assumed position.

The paper has been organized in a conventional way which allows the reader go from conceptual and theoretical framework, through the application of some instruments which give results that sometimes agree completely with the theory and other times try to adapt the theory to the researched real situation.

This project has been conceived as a useful tool to improve reading skills of students who motivated this project; furthermore, it is available as a starting point for other teachers who wish to begin their own research.

2. Description of Problem

2.1 Geographical Location and Characteristics

The institution is located in Sincelejo, capital of the department of Sucre in the northern coast of Colombia. This city has a very hot climate all year round. It has a population of about 600,000 inhabitants. Most of the inhabitants are involved in agriculture and cattle raising. There are very few sources of employment as a result there is a serious socio-economical problem. Another pressing issue is the high drop out of high school students. They drop out before getting their diploma as they have very few opportunities to pursue university education.

2.2 Characteristics of the Institution

The research was applied to a group of students from Universidad de Sucre, located in the north eastern urban area. It is the only public university in Sincelejo. The University is located in a populous district. Across the street there are some entertainment places such as a pool, a canteen, some bars where students spend their time drinking alcohol and playing games of chance, but this environment does not affect the inner environment of the university. There are only few public buses and a lot of mototaxis that bring students from all around the city. The university is structured in 7 buildings in a very big campus. There is an administrative building, a second building with a very modern library, a media laboratory and a conference room. There are other smaller buildings that have different faculties. One of the newest buildings is the one which was assigned to English department. It has three floors

with very comfortable classrooms, two laboratories provided with computers and all technological devices needed to develop appropriate communicative strategies.

2.3 Characteristics of Students

Five 4th semester students studying Biology participated in this study: 2 boys and 3 girls. They are between 20 and 22 years. They belong to a group of 18 students from a lower socio-economic level. However, they always try to get the required material. They are very hard working students and show a great interest in learning English, although there are some students who have difficulties in understanding or applying knowledge.

The participants were chosen based on their performance in the last reading activities. So, two of them showed a high level of comprehension, and the other three participants showed a fair performance. During the project they were called participants A, B, C, D, and E to keep their anonymity.

Before their acceptance in being involved in the project, they were explained about the possibility to quit at any time they considered their rights were being violated.

2.4 Characteristics of Teachers

All the English teachers at the university have a modern language degree. Some of them have a post graduate level. L2 is used in a 70%-80% of the class and most of them have a good English fluency. Teachers are currently using different teaching methods, but all of them must follow the rules explained by the coordinator of the department: develop three or four units of the textbook. It means that teachers have to apply strategies for developing the four basic skills proposed in each unit: listening, speaking, reading, and writing. Besides, teachers should make students use the workbook and complete the required information from internet English addresses.

The English department has a total of 15 teachers, 3 are full time and the rest work part time.

2.5 Problem Statement

Through direct experience in teaching reading skills, our students from university degrees are able to answer questions based on information appearing in the text in an easy way. But they have difficulties to infer or deduce implicit information.

For this research the target group consisted of 5 fourth semester students studying Biology and an English teacher who was also the researcher plus a teacher from Universidad de Cordoba with whom the triangulation was made.

The participants have English classes 4 hours a week and every week the class is based on a reading. And this reading is analysed through four basic skills.

Two hours of the classes they practice audio-speaking exercises; then, the next two hours they practice reading-writing exercises. Every time they practice reading comprehension questions which demand an inference level through oral or written communication, they show limitations.

This situation demanded a special attention because the level of abstraction in this level must be high enough to read any text and be able to deduce the intention of the writer and the implications of the reading in the reader behaviour.

It affects learning outcomes in many specific situations, such as their analytical capacity to go beyond the explicit in any kind of input. Further, an unconscious reader is exposed to be alienated in thoughts, beliefs, and actions. In order to propose solutions to this current disadvantage, it was necessary to read theory about reading strategies in general, and specifically, about metacognitive reading strategies. Besides, it was necessary to read about methods, instruments, and others.

Through data gathering, it was important to notice which strategies were well handle, and we could observe which strategies were weak in practice and which ones were not practiced in order to be improved in a future action research.

3. Research Questions

Which reading comprehension strategies do a group of 5 fourth semester students of Biology faculty from a public university apply to improve inference skills for deducing implicit information.

- › Which of them are used spontaneously but unsuccessfully?
- › Which of them are not used?
- › Which of them are used spontaneously and successfully?

4. Objectives

4.1 General Objective

To identify the reading comprehension strategies that students apply to infer implicit information in their specific readings in any subject to improve their real understanding about new vocabulary, intentionality, hidden purposes and even beliefs and thoughts of the author.

4.2 Specific Objectives

- › To identify the reading strategies they use spontaneously and successfully.
- › To identify the reading strategies they use unsuccessfully.
- › To identify the reading strategies they do not use.

5. Theoretical Framework

“Reading is a receptive language process, it is a psycholinguistic process in that it starts with a linguistic surface and ends with meanings which the readers construct” (Goodman, 1987). This meaning varies depending on the reader’s social and cultural background, concepts, interests, views and lifestyles. To this respect, Wallace (1992) argues that reading “is an awareness of the way in which we use language” and the reading process could change from one reader to other. It depends on the reader’s own characteristics and the way the text is understood

and these can be influenced by the text itself, the particular interest of the reader and what is happening around him or her.

Referring to the aspects mentioned above it is assumed that the way readers read a text and overcome difficulties while reading is different. This means that the behaviour or strategies could change according to the reader. These strategies have been defined as learning techniques, problem solving or “study skills” which make them more effective and efficient” (Oxford and Crookall, 1989). To support this Wallace (1992) said that the settled list of strategies some authors have mentioned “have been selected from own readers experience”. In short, good learners “tend to use the same strategies as good experienced readers, for example they skip inessential words, guess from context and continue reading the text when they are unsuccessful in decoding a word or phrase”.

Aebersold and Field (1996) have found that, in general, more proficient readers exhibit the following types of behaviour that can be used to facilitate comprehension:

- › **Activating prior Knowledge** this enables the reader to make contrast of something they already have knowledge of and the new knowledge from the text.
- › **Clarifying** is making the meaning of the text clear to the reader.
- › **Context Clue** is using words surrounding an unknown word to determine its meaning.
- › **Drawing Conclusions** means the student uses writing and speaking to figure out something that is not directly stated in the reading.
- › **Evaluating** this involves encouraging the reader to make judgments and develop ideas from reading.
- › **Inferring** is giving a logical guess based on facts or evidence presented using prior knowledge to help the reader understand the meaning of a text.
- › **Predicting** is using the text to guess what will happen.
- › **Rereading** is a reading strategy that gives the reader another chance to make sense out of a challenging text. Establishing a purpose provides focus to the reader.

- › **Skimming and Scanning** are strategies that can assist a reader in getting specific information from the text. Visualizing encourages students to use mental images that emerge from the reading text.

Based on these strategies, we find **inferring** as the most problematic strategy to be developed by the chosen students, due to the habit to reproduce only the explicit information in the text. In this respect Nunan (1991) argues that reading comprehension at this stage consist on decoding written symbols into their aural equivalents. Inference has also been defined by Grellet, (1981, p. 14) as the “use of syntactic, logical and cultural clues to discover the meaning of unknown elements”. However, Kurland (2000) said that inference is a mental process by which we reach a conclusion based on specific evidence, and that inference may be guesses, but these guesses should be based on supporting evidence, by reasoning from the evidence. We agree with Grellet’s definition, as we have expressed in the first paragraph of this section, the cultural context and the way the text is understood can influence the reading comprehension process.

Reading strategies have been classified and adapted to the true purpose of reading specially to infer information (Grellet, 1981). The main ones are listed below (Munby quoted by Grellet, 1981, p. 4)

- › Understanding information when not explicit in the text.
- › Interpreting text by going inside it
- › Identifying the main point or important information in a piece of discourse
- › Distinguishing the main idea from the supporting details.
- › Extracting salient points to summarize (the text, ideaetc)
- › Selective extraction of relevant points of the text.

Pressley & Afflerbach (1995) have also added another group of good readers’ behaviours useful to improve inference skills:

- › Checking one cue with another (Cross-check).
- › Returning to the beginning of a sentence or paragraph and read it again (Reread).
- › Answering what is happening next (Predict and confirm).

- › Skipping an unfamiliar word and read to the end of the sentence or paragraph, thinking about what would make sense, then using the context, going back and reread to try to determine the word (skip, Read on and Go back).
- › Thinking about what you already know about the subject and the kind of material you are reading. Comparing the known information to what is said in the reading. (Connect Background Knowledge to the Information in the Text)
- › Thinking about the information given directly and the one is not directly stated in words, based on the clues the author has given. (Think about Explicit and Implicit Information).
- › Stopping and Thinking about the information that has been given in a longer text. (Stop and Review).
- › Telling what happened in the story and important events, and reviewing the presented information. (Retell and Summarize).
- › Using a story map, conceptual map, or other way to show what was included in what has been read. (Use a Graphic Organizer).

To this point, F. Grellet (1981, p. 4) argues that “to develop these strategies, several types of exercise can be used”. These exercises use some questions types which lead the students to develop two different functions.

1. To clarify the organization of the passage

The questions can be about:

- › The function of the passage
- › The general organization (e.g. argumentative)
- › The rhetorical organization (e.g. contrast, comparison)
- › The cohesive devices (e.g. link words)
- › The intrasentential relations (e.g. derivation, morphology, hyponymy)

2. To clarify the content of the passage

The questions can be about:

- › Plain fact (different reference)
- › Implied fact (inference)

- › Deduced meaning (supposition)
- › Evaluation

The above strategies, “are constantly related since a given exercise uses a certain type of question, with a certain function to develop a particular reading skill” (Grellet, 1981, p.5). Our research team finds it useful to develop those strategies and functions appropriately to improve the inference skills in the students. Since students don’t show any problem with questions to which they are required to find the answer from the text, like: true or false, open questions or multiple choice questions types, it is not our intention to dwell on the value of these question types but encourage the students to think and reason in order to give an answer or make a choice in relation to any not explicit information. To support this idea F. Grellet (1981) says that it is important to devise exercises in which there is no simple obvious answer but which will force the students to examine the text and the different possibilities carefully in order to make up their minds.

To reach the goal of having a critical reader, that recognizes not only what a text says, but also how that text portrays the subject matter, it is necessary to encourage our students to use strategies that would help them to overcome those difficulties they are presenting during their reading comprehension process. We find also necessary to discover the strategies they are already using spontaneously (without being taught), and that are giving them good results when they analyse questions, or the ones are not giving them good results or the ones they don’t use. To ratify these Baker and Brown (1984, p. 369) have said that “the successful readers appear to use more strategies than less successful readers and successful readers the same range of strategies”. In Relation to this, Carrel *et al* (1992) said that good readers will have a larger repertoire of strategies to draw upon than poorer readers will have.

On the other hand, as we mentioned before in this part the way the text is understood is connected with the reader’s own characteristic, as Kurland (2000) has pointed out, a non-critical reader might read a history book to learn the facts of the situation or to discover an accepted interpretation of those events. A critical reader might read the same work to appreciate how a particular perspective on the events and a particular selection of facts can lead to particular understanding.

If we aim critical readers it is also needed to have a critical reading that facilitates the student's process of going beyond the reading: to this respect Kurland (2000) says that, non-critical reader is satisfied with recognizing what a text says and restating the key remarks. Critical reading goes two steps further, having recognized what a text says, it reflects on what the text does by marking such remarks. And finally critical readers then infer what the text, as whole, means based on the earlier analysis.

However, "being a critical reader or having a critical reading does not guarantee that students will use the appropriate strategies" (Wallace, 1992, p. 5). Taking into account "that inference is an essential part of being human we engage in inference every day" (Kurland, 2000), this means that we as human beings are always interpreting actions to be examples of behaviour, characteristics, intentions or expressions of particular feelings. Referring to all this we find it useful to investigate the strategies the students are using successfully. Unsuccessfully, and those they don't use in order to improve their reading comprehension process, and encourage them to go farther and analyze deeper the different situations that could be presented in their lives.

From Wallace's (1992) Perspectives, "the teacher, by watching the various ways in which his or her learners' process texts, can encourage the use of those strategies which are observed to be most effective".

6. Methodology

6.1 Methodological Design

For the purpose of this research, a non-experimental or qualitative study was applied. There are some important concepts on what a non-experimental study consists of. Patten (2000, p.5) points out that in this type of research, participants are just observed without being intervened. A very important idea from Hannabus (1996, p.22) says that through a non-experimental research, the researcher is able to explicit some attitudes, thoughts, or feelings that only by the application of explicit instruments such as interviews and transcriptions may come into the concrete observation.

Non-experimental studies come in many forms and one of them is Ethnography.

Wilson (quoted in Nunan, 1992) relates ethnography with sociology and anthropology, because these sciences study human being in context, in relation with the others and the environment surrounding them. In this relationship each of the participants influence and is influenced by the others. “So, if we need to investigate a behaviour, we need to investigate it in the natural context in which it occurs...” (p.52).

In addition, Nunan (1992) highlights the ineluctable presence [as a positive factor] of subjectivity from all the participants in a research.

Van Lier (1988) also identifies cultural description as a central characteristic of ethnography. He presents two views of ethnography: the weak view and the strong view. The weak view is applied in linguistics and sees ethnography as “essentially inferior to psychometric, [measure of intellectual faculties] as it consists of unstructured and unsystematic observation.” (p.53)

It means that ethnography provides new “hypotheses” or “questions” to be proved or disapproved in a further experiment.

Van Lier talks on the strong view of ethnography as a “valid research paradigm in its own right....” (p54). From this point, ethnography involves the study of culture or characteristics of a group in a real world. “The researchers make no attempt to isolate or manipulate the phenomena under investigation, and insights and generalizations emerge from close contact with the data rather from a theory of language learning and use.... (p.55)

Van Lier (1988) classifies the characteristics of an ethnographic research as:

- › Contextual, because the research is carried out in the context in which the subjects normally live or work.
- › Unobtrusive, because the researcher avoids manipulating the phenomena under investigation.
- › Longitudinal, because the research is relatively long term.

- › Collaborative, because the research involves the participation of stakeholders other than the researcher.
- › Interpretive, because the researcher carries out interpretive analyses of data.
- › Organic, because there is interaction between questions/ hypotheses and data collection interpretation.

To carry out our research project we applied the following categories based on the reading strategies settled by Munby and Pressley & Af-flerbach which are referenced in the theoretical framework

- › Cross check
- › Reread
- › Relevant points
- › Predict and confirm
- › Skip, read on and go back
- › Connect background knowledge
- › Explicit and implicit information
- › Stop and review
- › Graphic organizer
- › Retell and summarize
- › Besides the strategies mentioned above, it was necessary to consider some emergent categories for other behaviours which appeared systematically. Empty words: non sense words according to the context.
- › Lack of understanding: when a word in text, instruction or option was not understood.
- › “Luckychete”: when the word in text, instruction or option was not understood, but the answer was correct.

We considered ethnography as the most suitable method for our project for many reasons such as,

- › It allowed us to observe and interpret our focus group behaviour in relation to their level of inference when reading.
- › It allowed us to observe in context without need of predicting.
- › It allowed us to observe objectively certain results but also let us to interpret them subjectively.

- › It let us triangulate our perceptions on some points and decide which ones were more acceptable.
- › It let us contribute to theory building and changing of behaviour from students when facing high level reading skills.

6.2 Instruments

The instruments applied in this research were: a reading material, the analysis of the reading comprehension product, and a semi-structured interview.

6.2.1 Analysis of Material

For the purpose of this research it was necessary to follow some steps. First, the existing material, the text book was revised in order to analyse whether the reading comprehension questions fulfilled the expectations of including inference level ones. The revision process proved that the questions from any reading text proposed in the textbook tended to evaluate an interpretative and explicit level. Second, the identification of the kind of questions which prove a high level of inference and deep understanding of a text. Third, the decision to design a completely new material which fitted to the research aims.

We think that a reading comprehension like the one we applied (Appendix A) was completely relevant with our purpose and with the students. First of all we chose a text which talked about apples and the process they needed to be kept during a long time. Besides, as our purpose was to know the strategies they used to infer information, we decided to design a questionnaire based exactly on the different strategies we knew from theory, which led students to get this level of comprehension. In our concrete questionnaire we designed the questions based on the following strategies.

Question 1: Deduct the title.

Question 2: Infer the purpose of the reading.

Question 3: Use Spider or conceptual map to find the topic and the supporting ideas, and establish the relation categories between them.

Question 4: Predict from the last paragraph information.

Question 5: Order the main ideas according to their presentation in the .text.

Question 6: Complete a cause and effect relation in a chart.

It is important to say that in questions 1 and 4 it was necessary to change some distracter choices because they caused confusion.

As we designed the questionnaire based on the different strategies we know about inference, all the answers gave us information about the strategies they use well, and those ones which produce some difficulties to be applied.

6.2.2 Analysis of product

One of the researchers practiced the activity in the university library. The five participants were seated in different tables and worked alone. They were not allowed to use dictionary. The teacher introduced the activity, the purpose of it, and the right they had to keep anonymity. The students were able to raise their hands and ask for any explanation to the teacher. They had two class sessions to finish the activity.

6.2.3 Interview

A semi structured interview in Spanish was applied with the purpose of collecting freely the respondents' significant ideas about the different topics we considered relevant to research. Preliminary interview consisted of sixteen questions (see appendix C). The tested student was very concentrated and disposed to answer the questions. She seemed to be pleased and confident.

But, later, piloting it with the help of the master, we realized there were too many important questions which did not really lead towards the research question solution. We also considered that we omitted the most important question: how each question was answered. So the definite interview (see appendix D) had 6 basic questions, which helped to discover the participants' performance on inference level in reading comprehension.

7. Results

7.1 Reading Text Material

The results of the analysis are presented below and are related to the research question.

Which reading comprehension strategies do students apply to infer implicit information in their specific readings in any subject to improve their real understanding about new vocabulary, intentionality, hidden purposes and even beliefs and thoughts of the author?

In table 1 different participants were observed and the results of their answers in a qualitative appreciation. For this purpose each answer was classified as right, fair, wrong or not answered.

Table 1. Relationship between participants and questions

	Quest 1			Q 2			Q 3			Q 4			Q 5			Q 6					
	R	W	N	R	W	N	R	F	W	N	R	W	N	R	W	N	R	F	W	N	
Participant A	x			x				x			x			x					x		
B	x			x				x			x			x					x		
C	x			x				x			x			x					x		
D	x			x				x			x			x					x		
E	x			x				x			x			x					x		

R: right F: fair W: wrong N: no answer.

In table 2 qualitative results were organized and translated in terms of average.

100% of students answered right questions 1 and 2; question 3 was answered fairly by 80% of students and wrong by 20% of them: questions 4 was answered right by 60% of students and wrong by 40% of them; question 5 was answered fairly by 80% of them and wrong by 20% of them: and question 6 was answered fairly by 100% of students. So, it is deduced from these results that all the students tried to answer all the questions without omitting any of them.

Table 2 Percentage of answers



In table 3 the answers were classified in production and identification ones. Production questions were those which demanded from the participant a wording structure building (e.g. questions 3, and 6); meanwhile, identification questions only demanded the placement of the explicit information from the text. (E.g. questions 1, 2, 4, and 5).

Then, answers were analysed separately and the results showed that students in general had a better performance in identification than in production. These results showed an average of 89% of good performance in identification questions over only 34 % in production questions.

Table 3 Relationship between students and sort of questions

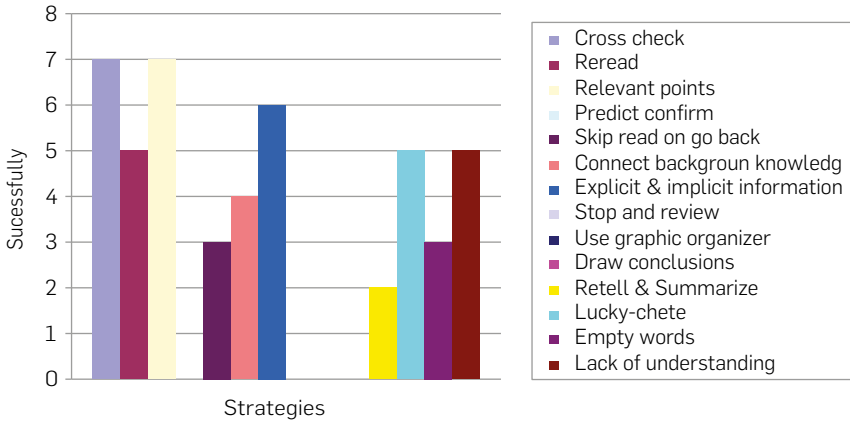
	Part 1	Part 2	Part 3	Part 4	Part 5
Identification Questions	16 questions = 100%	16 questions = 100%	16 questions = 100%	8 questions = 50%	16 questions = 100%
Production questions	14 questions = 41%	17 questions = 50%	10 questions = 29%	10 questions = 29%	8 questions = 25%

7.2 Interview

After analysing the participants' answers of the reading text and the interview the results showed the following information:

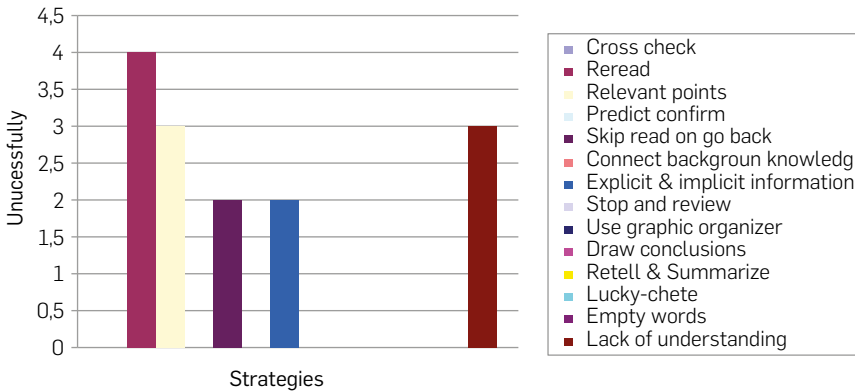
- › In relation to the successful strategies they used in this activity, we found that relevant points, cross check, implicit and explicit information.

Successfully Used Strategies



- › However, the strategies that everyone has used in this activity were: predict and confirm, use graphic organizer and draw conclusions.

Unsuccessfully Used Strategies



- › According to those which they used but were unsuccessful at least in this activity, were: reread, relevant points and lack of understanding.

8. Discussion

- › Participants 1 and 2 who obtained the best results in the reading test were the ones who used the most strategies in the sample. As

we mentioned in the theoretical framework researchers have found that good readers use more strategies than less successful readers.

- › Participants 1 and 2 use the same range of strategies: cross check, reread, relevant points, skip, connect background, and think about explicit and implicit information to this respect, Wallace (1988) has argued that good learners tend to use the same range of strategies, based on that the reading strategies have been selected from the own readers experience.
- › On the other hand, participants 3, 4 and 5 who had the highest number of wrong questions in the reading text had fewer amounts of useful strategies.
- › In spite of all of them using the inference strategy, when they were asked what inference is, they didn't know its meaning.
- › In relation to the more successful strategies, we found that they were relevant points, cross check, Implicit and explicit information.
- › However, the strategies that anyone has used in this activity were: predict and confirm, use graphic organizer and draw conclusions.
- › According to those which they used but were unsuccessful, at least in this activity, were: reread, relevant points and lack of understanding.

9. Conclusions

After reviewing the options again, it would be better if next time when writing the options for identification question types; they were written in nominal phrases instead of verbal phrases or using synonyms from the textual ideas in order to avoid doubts on the comprehension.

- › It is important to say that, next time, it would show a better level of inference whether the question asks for the construction of the steps from some drawings or from some key words because some students without being conscious of the question sense tried to relate the words in the option with the words in the text.
- › Instructions in English were a real obstacle to know whether students really knew the meaning of the purposed skills. We suggest instructions to be written in Spanish next time, in order to measure the level of understanding they have in relation to the text.

- › It is important to say that as participants showed in question six of the interview they are not conscious explicitly on the concept they are practicing in a punctual exercise; but that is not the reason for what they are not able to use it. Most of students have strong difficulties to express concepts in abstract; but they can apply them in concrete situations.

The participant students (as most of the teachers) showed through their explanations in the interview that they do not make a clear difference between infer and deduce. Even when looking for the meaning of each of them in the dictionary, one cannot clarify confusions. But meanwhile we can deduce a concept from the explicit information around this inference suppose that the reader makes later judgments or conclusions from explicit information he or she has read first. Further over, they show a tendency to replace the words in English with others they suppose are synonyms but actually have completely different meanings.

Infer information questions appear fairly frequently in reading comprehension texts all above in high levels of education, and their successful use on the part of students will greatly enhance their confidence, motivation, interpretation and academic results. Many teachers, perhaps due to their poor training and lack of awareness, tend to assume that most of the inferring skills are easily understood by students and that it is not therefore necessary to give any specific training in this theme. Analysis of student performance tests demonstrated that this is not completely true. Comparison of student performance in reading comprehension texts and the analysis of their explanations in a later interview, suggests that students should be helped in a better performance of skills such as Reread, Relevant Points and Lack of understanding. And to recognize the existence of other useful strategies such as Predict and Confirm, Stop and Review, use a graphic organizer and Draw Conclusions.

For all the reasons exposed above, it is necessary the systematic training and practice of all these important inferring skills in graded exercises until the students acquire a very good level of performance in this very important level of understanding not only in English but it also would contribute to a better understanding in all the curricular subjects.

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Appendix

Appendix A

Apples ripen in England in the autumn. Once ripe, they last up to a week or two. Apples are imported from other countries such as New Zealand to extend the season, but this alone will not make sure that you can have an apple at any time of the year. Many apples are picked just before they are ripe and then stored in a controlled environment. When stored carefully, some varieties of apple can last up to 12 months. So the apple you buy could be a year old.

How can you store an apple so that it will stay fresh? As apples ripen, the minerals and other chemicals in the cells that make up the apple tissue change. Starches in the cells change to sugars and the cell walls begin to break down, so when you bite into the apple it tastes sweet and juicy. If you want to keep an apple for longer you need to make sure it does not ripen too soon. You do this by picking the apple at the right time and then by storing it so that it ages slowly.

You can check how close apples in an orchard are to being ripe by testing one or two to see how much of minerals such as phosphorus, magnesium and potassium they contain. Cell walls need some of these minerals to maintain their rigidity. As the apple ripens, so the amount of each mineral in the fleshy part changes. By tracking the changes you can tell how ripe an apple is. Picking the apple at just the right time makes sure it will last longer.

Once picked the apple will continue to ripen, so this process needs slowing down. An apple is living and each of its cells continues to respire. This means that they continue to absorb oxygen from the air and give off carbon dioxide. As each cell respire, some of the stored food is converted to energy. The apple also gives off a gas called ethylene that helps to ripen the fruit. Controlling the atmosphere in the store can slow down the respiration rate in the apple cells. A slow-turning fan can keep the air circulating and blow away the ethylene as it is formed. If you decrease

the level of oxygen and increase the level of carbon dioxide then cell respiration slows. Some varieties of apple will tolerate high levels of carbon dioxide in the atmosphere. For instance, Cox apples will tolerate 9% of carbon dioxide. These varieties can be stored for longer. Apples such as the Worcester will tolerate less, so cannot be stored for long periods.

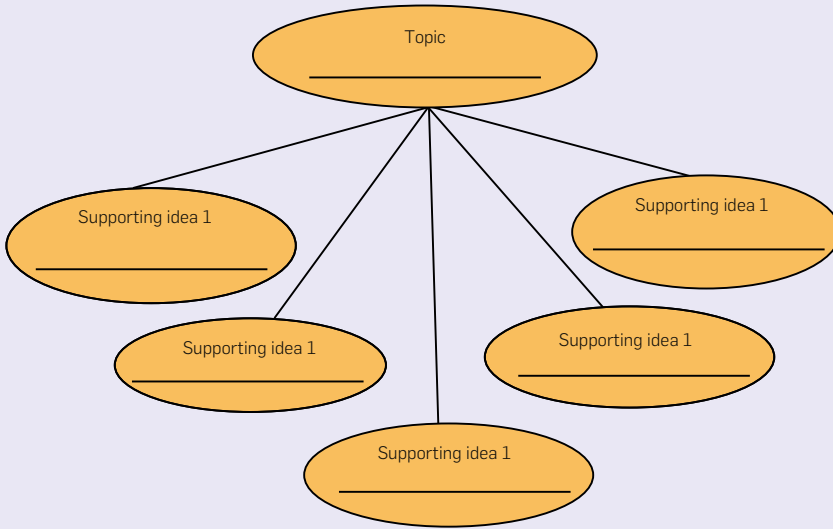
The apple store is also cooled. This makes sure that any chemical reactions, such as respiration, will take place at a slower rate than normal. Fruit such as apples cannot be frozen without becoming softer and mushy. This is because, as the water in the cytoplasm freezes, sharp crystals of ice form that burst the cell membranes and cell walls. As water freezes to form ice it expands and this will also cause the cell walls and cell membranes to burst.

Growing and selling apples and other fruits is big business, so it is in the interests of many to extend the shelf life of these products as long as possible. But do they taste the same as freshly picked apples? The industry claims they do. If you are lucky enough to live in an apple-growing area you could try your own experiment, but you may have to wait until next autumn.

Reading Comprehension

1. According to the content, the title of this text could be
 - a. How to cultivate apples.
 - b. How an apple became a forbidden fruit.
 - c. How apples are stored.
2. The purpose of this text is
 - a. To show the chemical process in the respiration of an apple plant.
 - b. To show how important this product is in the world economy.
 - c. To explain how the time an apple needs to be ripen, can be modified chemically.

3. Fill in the spider map with the information requested. Establish a relation category such as: cause, effect, composition, distribution, etc.



4. Reading the whole text, you can infer that the author might be
- a biologist
 - a farmer.
 - an architect.
5. Order the following ideas on storing apples process in the order the text proposes them.

___ Tracking the minerals level.

___ Controlling temperature.

___ Storing the apples.

___ Picking the apples.

___ Controlling gases level.

6. Complete the cause-effect chart

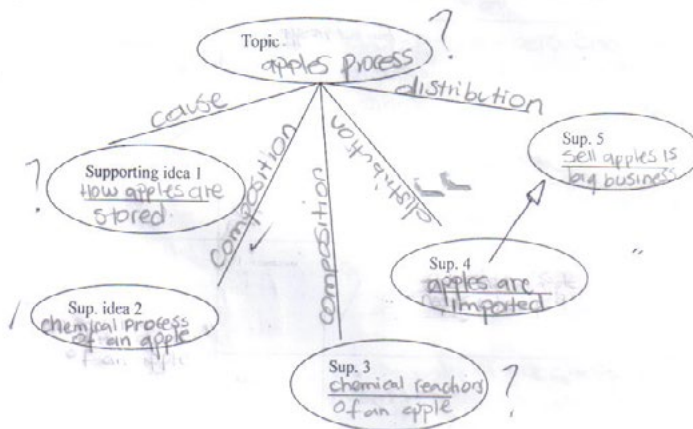
Statement	Explanation
Apples are imported from other countries such as New Zealand	Because
When you bite into a ripe apple it tastes sweet and juicy	Because
The apple store is cooled	Because
Levels of oxygen are decreased	Because
You cannot use freezing as a method to store apples	Because
An unripe apple contains phosphorus, magnesium and potassium	Because

Appendix B: Reading text answers

Participant 1

READING COMPREHENSION

1. According to the content, the title of this text could be
 - A. How to cultivate apples.
 - B. How an apple became a forbidden fruit
 - C. How apples are stored.
2. The purpose of this text is
 - A. To show the chemical process in the respiration of an apple plant.
 - B. To show how important this product is in the world economy.
 - C. To explain how the time an apple needs to be ripen, can be modified chemically.
3. Fill in the spider map with the information requested. Establish a relation category such as: cause, effect, composition, distribution, etc



4. Reading the whole text, you can infer that the author might be
 - A. a biologist
 - B. a farmer
 - C. an architect

5. Order the following ideas on storing apples process in the order the text proposes them

- 3 tracking the minerals level
- 5 controlling temperature
- 2 storing the apple
- 1 picking the apple
- 4 controlling gases levels

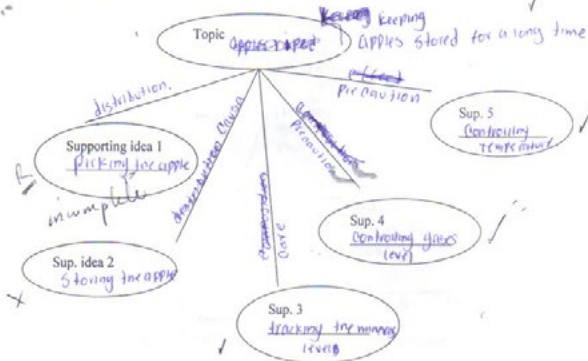
6. Complete the cause-effect chart

Statement		Explanation
Apples are imported from other countries such as New Zealand	because	it is necessary to extend the season ^{and} to sell apples from other countries.
When you bite into a ripe apple it tastes sweet and juicy	because	starches in the cells change to sugars and the cell walls begin to break down, so taste sweet and juicy
The apple store is cooled	because	apple makes any chemical reactions such as respiration.
Levels of oxygen are decreased	because	cell respiration slows
You cannot use freezing as a method to store apples	because	as the water in the cytoplasm freezes, sharp crystals of ice form that burst the cell membranes and cell walls.
An unripe apple contains phosphorus, magnesium and potassium	because	cell walls need some of these minerals to maintain their rigidity

Participant 2

READING COMPREHENSION

- According to the content, the title of this text could be
 - How to cultivate apples.
 - How an apple became a forbidden fruit
 - How apples are stored.
- The purpose of this text is
 - To show the chemical process in the respiration of an apple plant.
 - To show how important this product is in the world economy.
 - To explain how the time an apple needs to be ripen, can be modified chemically.
- Fill in the spider map with the information requested. Establish a relation category such as: cause, effect, composition, distribution, etc



- Reading the whole text, you can infer that the author might be
 - a biologist
 - a farmer
 - an architect

5. Order the following ideas on storing apples process in the order the text proposes them

3 tracking the minerals level

5 controlling temperature

2 storing the apple

1 picking the apple

4 controlling gases levels

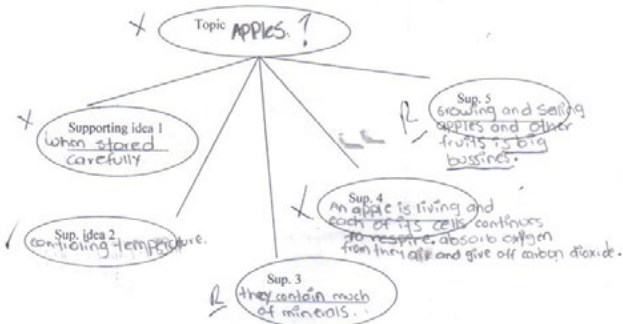
6. Complete the cause-effect chart

Statement		Explanation
Apples are imported from other countries such as New Zealand	because	techniques for growing apples for <u>several seasons</u> to extend the season, but this alone will not make sure that you can have an apple at any time of the year.
When you bite into a ripe apple it tastes sweet and juicy	because	As apples ripen, the minerals and other chemical in the cells that make up the apple tissue change, <u>glucose</u> and <u>fructose</u> change to sugar and the cell walls begin to break down.
The apple store is cooled	because	This makes sure that any chemical reactions, such as respiration, will take place at a slower rate than normal.
Levels of oxygen are decreased	because	This is for control the <u>temperature</u> cell respiration, and make it <u>slower</u> , slow.
You cannot use freezing as a method to store apples	because	As the water in the cytoplasm freezes, sharp crystals of ice form that burst the cell membranes and cell walls.
An unripe apple contains phosphorus, magnesium and potassium	because	Cell walls need <u>some of these minerals</u> to maintain their rigidity.

Participant 3

READING COMPREHENSION

1. According to the content, the title of this text could be
 - A. How to cultivate apples.
 - B. How an apple became a forbidden fruit
 - C. How apples are stored.
2. The purpose of this text is
 - A. To show the chemical process in the respiration of an apple plant.
 - B. To show how important this product is in the world economy.
 - C. To explain how the time an apple needs to be ripen, can be modified .chemically.
3. Fill in the spider map with the information requested. Establish a relation category such as: cause, effect, composition, distribution, etc



4. Reading the whole text, you can infer that the author might be
 - A. a biologist
 - B. a farmer
 - C. an architect

5. Order the following ideas on storing apples process in the order the text proposes them

5. tracking the minerals level
3. controlling temperature
2. storing the apple
1. picking the apple
4. controlling gases levels

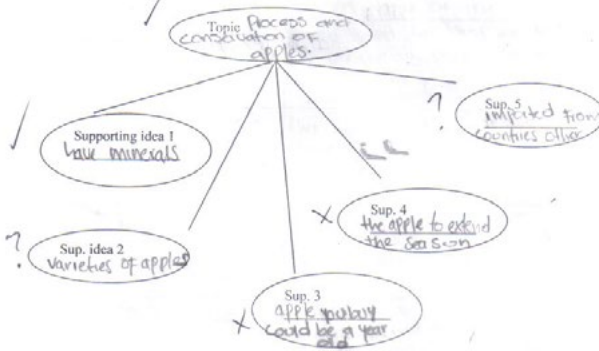
6. Complete the cause-effect chart

Statement		Explanation
Apples are imported from other countries such as New Zealand	because	to extend the season, this alone will not make sure that you can have an apple at any time of the year.
When you bite into a ripe apple it tastes sweet and juicy	because	if you want to keep an apple for longer you need to make sure it does not ripen too soon.
This apple store is cooled	because	this make sure that any chemical reactions, such as respiration, will take place at a slower rate than normal.
Levels of oxygen are decreased	because	A slow-moving fan can keep the air circulating and blow away the ethylene as it is formed.
You cannot use freezing as a method to store apples	because	this is because, as the water in the cytoplasm freezes, sharp crystals of ice form that burst the cell membranes and cell walls.
An apple cell contains phosphorus, magnesium and potassium	because	cell walls need some of these minerals to maintain their rigidity.

Participant 4

READING COMPREHENSION

1. According to the content, the title of this text could be
 - A. How to cultivate apples.
 - B. How an apple became a forbidden fruit
 - C. How apples are stored.
2. The purpose of this text is
 - A. To show the chemical process in the respiration of an apple plant.
 - B. To show how important this product is in the world economy.
 - C. To explain how the time an apple needs to be ripen, can be modified chemically.
3. Fill in the spider map with the information requested. Establish a relation category such as: cause, effect, composition, distribution, etc



4. Reading the whole text, you can infer that the author might be
 - A. a biologist
 - B. a farmer
 - C. an architect

5. Order the following ideas on storing apples process in the order the text proposes them

- 5 tracking the minerals level
2 controlling temperature
~~X~~ 1 storing the apple
~~X~~ 4 picking the apple
3 controlling gases levels

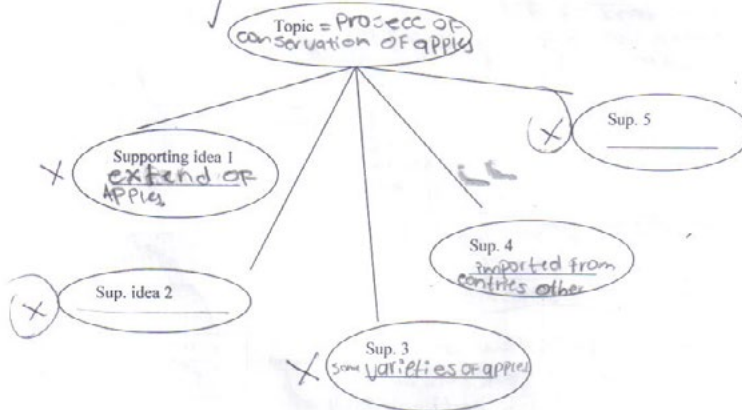
6. Complete the cause-effect chart

Statement		Explanation
Apples are imported from other countries such as New Zealand	because X	England, but this alone will not make sure that you can have an apple at any time of the year.
When you bite into a ripe apple it tastes sweet and juicy	because X	If you want to keep an apple for longer you need to make sure it does not ripen too soon.
The apple store is cooled	because ✓	this makes sure that any chemical reaction, such as respiration, will take place at a slower rate than normal.
Levels of oxygen are decreased	because	increase the level of carbon dioxide then cell respiration slows.
You cannot use freezing as a method to store apples	because ✓	as the water in the cytoplasm freezes, sharp crystals of ice form that burst the cell membranes and cell walls.
An unripe apple contains phosphorus, magnesium and potassium	because ✓	Cells walls need some of these minerals to maintain their rigidity.

Participant 5

READING COMPREHENSION

1. According to the content, the title of this text could be
 - A. How to cultivate apples.
 - B. How an apple became a forbidden fruit
 - C. How apples are stored.
2. The purpose of this text is
 - A. To show the chemical process in the respiration of an apple plant.
 - B. To show how important this product is in the world economy.
 - C. To explain how the time an apple needs to be ripen, can be modified chemically.
3. Fill in the spider map with the information requested. Establish a relation category such as: cause, effect, composition, distribution, etc



4. Reading the whole text, you can infer that the author might be
 - A. a biologist
 - B. a farmer
 - C. an architect

5. Order the following ideas on storing apples process in the order the text proposes them

- 3 tracking the minerals level
- 5 controlling temperature
- 2 storing the apple
- 1 picking the apple
- 4 controlling gases levels

6. Complete the cause-effect chart

Statement		Explanation
Apples are imported from other countries such as New Zealand	because	extend the season, but this alone will not make sure that you can have an apple at any time of the year.
When you bite into a new apple it tastes sweet and juicy	because	If you want to keep an apple for longer you need to make sure it does not ripen too soon
The apple store is cooled	because	this makes sure that any chemical reactions such as respiration, will take place at a slower rate than normal.
Levels of oxygen are decreased etc.	because	Increase the level of <u>Carbon dioxide then cell respiration slows</u>
You cannot see freezing as a method to store apples	because	as the water in the cytoplasm freezes, sharp crystals of ice form that burst the cell membranes and cell walls.
An apple apple contains phosphorus, magnesium and potassium	because	we have cell walls need some of these minerals to maintain their rigidity

Appendix C: Preliminary Interview

Semi Structured Interview

PLACE: Universidad De Sucre

DATE: September 20, 2007

Questions

1. How did you like the topic? How did you feel yourself?
2. How did you like this kind of questions? Why?
3. Had you practiced this kind of questions before? How often?
4. Did you have a concept of inferring? What do you understand on it?
5. What is this kind of questions useful for?
6. Which question was the easiest for you? Why?
7. Which question was the most difficult? Why?
8. Did you deduce the meaning of any new word? What did you do to get it?
9. What kind of question did you like most? Why?
10. Do you think that any question did not demand any inference? Explain.
11. Do you think that it is necessary more explicit theory to know more about these questions patterns, or only through more exercise you can get a good handling of them?
12. Which additional pedagogic explanations would you require in order to understand these questions clearly?
13. What kind of school did you study?
14. How many hours a week did you have English?
15. Did you practice this kind of reading comprehension? Explain.
16. What kind of questions had you never practiced?

Appendix D: Final interview

Semi Structured Interview

PLACE: Universidad De Sucre

DATE:

PARTICIPANT:

1. How did you do to answer the question? (it will be with all the questions of the reading text)
2. Which question was the easiest for you and why?
3. Which question was the most difficult and why?
4. Did you deduce the meaning of new words and how did you do to get it?
5. What kind of question did you like the most and why?
6. Do you think that any of the questions did not demand any inference? Explain

Appendix E: Interview transcription and categorization

Question (INPUT)	Answer	Priori Category (red color)	Emergent Category (pink color)
Participant 1			
According to the content, the title of the text could be: 1. Deduction of the title	Lo que hice para responder la pregunta número uno, fue leer el texto, y ahí me preguntaban que de acuerdo con el contenido, el pequeño texto de qué podría tratar más o menos, y yo escogí la respuesta C. la opción A habla de cultivar manzanas, y el texto no dice cómo se cultivan. La B no la entendí. La C habla de todo el proceso de agregarles..., de su metabolismo, de cómo reaccionan ante una sustancia, digamos que a temperaturas, de esas cosas. Entonces por eso escogí la C.	1. rereading 2. cross check 3. skip Cross check Relevant point	1. lack of understanding 2. luckychete 3. empty words
The purpose of this text is: 2. Infer the purpose of the reading	La segunda pregunta yo entiendo que se refiere al propósito del texto. Yo escogí la opción C. porque la opción A yo entendí que mostrar los procesos químicos en una planta. En la B entiendo que hablan de la importancia de este producto en la economía mundial. Bueno yo creo que esto lo mencionan pero no me parece lo más relevante. La C habla del tiempo que necesita una manzana para madurar y puede ser modificada químicamente y yo cogí esa porque ahí comienzan a explicar eso de los cambios de la manzana. Y al leer todo eso me parece que es lo que engloba el contenido.	Retell and summarize Relevant point	

Question (INPUT)	Answer	Priori Category (red color)	Emergent Category (pink color)
Fill in the spider map with the information requested.	En el punto número tres nos ponen como especie de un mapa conceptual donde hay que sacar el tema, nos tocó deducir el tema del texto y el tema que yo escogí fue los procesos de la manzana. Para encontrar las ideas yo no volví a leer todo. Como ya había leído yo ya tenía unas ideas y me ayudé de los mismos puntos de arriba.	Explicit and implicit information	
3. Find the supporting ideas, establish the relation categories between them		Connect background knowledge to the information in the text	
Reading the whole text you can infer...	La pregunta número cuatro pues obviamente biólogo pues un granjero no va a saber de todos esos procesos químicos. El solamente se limita a la cosecha y recolección. Y el arquitecto, pues no tiene nada que ver.	Cross check	
4. Prediction from the given information		Rereading Relevant points	
Order the following ideas... in the order the text proposes them...		Implicit and explicit information	
5. Order of the main ideas according to their presentation in the text		Connect background knowledge to the information in the text	
Complete the cause-effect chart	El punto seis tenía que completar dando la razón o porqué y las respuestas las encontré en el mismo texto en forma explícita y también trabajé la mente.	Connect background knowledge to the information in the text	
6. Complete a cause and effect relation in a chart			
2. ¿Qué pregunta te pareció más fácil y por qué?	La pregunta más fácil fue la número cuatro, porque había que decir quién era el autor. Yo conociendo ya las profesiones en español, pues obviamente que yo la iba a saber.	Implicit and explicit information	

Question (INPUT)	Answer	Priori Category (red color)	Emergent Category (pink color)
3. ¿Qué pregunta te pareció más difícil y por qué?	La más difícil que sentí fue la número seis. Porque de pronto no es solamente sacar la información del texto sino que también hablarlo con las propias palabras	Relevant points	Empty words
4. ¿Qué pregunta te gustó más y por qué?	El tipo de preguntas que más me gustan son las de selección, porque ya después de haber leído el texto y cuando me voy a contestar pues yo voy leyendo y voy descartando y deduzco la respuesta porque ya he leído el texto con respecto al vocabulario la verdad es que hubo más de tres palabras desconocidas, pero para poder deducirlas miraba lo que seguía más adelante.	Skip Cross check	Empty words
5. ¿Qué hiciste para conocer el significado de las palabras?		Rereading Think about implicit and explicit information	
6. ¿Con qué relacionas la palabra inferencia?	Para mi inferir es como deducir, dar una idea general del texto	Think about implicit and explicit information	
Participant 2			
According to the content, the title of the text could be:	Bueno, en la pregunta 1, para llegar a escoger la respuesta, primero tuve que leer el texto, sacar una idea general desde las ideas que comprendí, que afortunadamente fueron la mayoría, ya que comprendí la mayoría de las palabras...."	Retell and summarize Relevant point	
1. Deduction of the title			

Question (INPUT)	Answer	Priori Category (red color)	Emergent Category (pink color)
<p>The purpose of this text is:</p> <p>2. Infer the purpose of the reading</p>	<p>En la segunda, hice un análisis detallado del texto. La respuesta más apropiada fue la C porque nos explica el tiempo que una manzana necesita para estar madura y cómo modificarla químicamente, y esto es lo que dice el texto, que las manzanas se cogen todavía verdes y se maduran químicamente estando ya almacenadas.</p>	<p>Cross check Connect background</p>	
<p>Fill in the spider map with the information requested.</p> <p>3. Find the supporting ideas, establish the relation categories between them</p>	<p>Para la tercera pregunta no quise salirme del contexto. El tema que puse fue la manutención de las manzanas por largo tiempo en un almacenamiento. Con las ideas secundarias lo que yo quise dar a entender fue poner cada paso para que la manzana esté en óptimo estado. Las ideas secundarias no fueron sacadas textualmente. Solo me guie por una palabra clave del proceso.</p>	<p>Rereading Relevant points</p>	
<p>Reading the whole text you can infer...</p> <p>4. Prediction from the given information</p>	<p>El cuarto punto, si uno lee todo el texto, llega a la conclusión que tiene que ser un biólogo. Porque un granjero las cultiva pero no las almacena, pero el biólogo es el que sigue el proceso. El arquitecto no tiene nada que ver con esto.</p>	<p>Think about implicit and explicit information</p>	<p>Lack of understanding</p>
<p>Order the following ideas... in the order the text proposes them...</p> <p>5. Order of the main ideas according to their presentation in the text</p>	<p>Para hacer el quinto punto, lo único que hice fue leer el texto. Era solo cuestión de analizar, porque aunque no decía con las mismas palabras, si uno analizaba, las encontraba.</p>	<p>Relevant points</p>	

Question (INPUT)	Answer	Priori Category (red color)	Emergent Category (pink color)
Complete the cause-effect chart	El sexto punto consiste en una afirmación y uno decide la causa que la originaba.	Skip, read on, go back	
6. Complete a cause and effect relation in a chart	Las causas estaban explícitas en el texto y no hubo necesidad de hacer un análisis profundo.		
2. ¿Qué pregunta te pareció más fácil y por qué?	Los puntos más fáciles fueron el primero y el segundo, porque al leer el texto completo uno puede sacar una conclusión clara, y uno deduce de qué le están hablando. Fueron respuestas que no las pensé dos veces.	Cross check	
3. ¿Qué pregunta te pareció más difícil y por qué?	En la pregunta que tuve mayor grado de dificultad, fue en la tercera, porque buscar en el texto las palabras apropiadas para describir las ideas principales y secundarias, no es una tarea fácil.	Cross check	
4. ¿Qué pregunta te gustó más y por qué?	La pregunta que más me gustó fue la seis porque pone a prueba el nivel de análisis, el nivel de vocabulario, y cómo se puede uno desenvolver.	Think about implicit and explicit information	Lack of understanding Luckychete
5. ¿Qué hiciste para conocer el significado de las palabras?	En el texto encontré muchas palabras nuevas. Como no tenía diccionario yo hice lo que hago siempre: relaciono estas palabras nuevas con el texto anterior y con lo que le sigue, y así uno se hace una idea general, deduce lo que puede significar la palabra.	Think about implicit and explicit information	
6. ¿Con qué relacionas la palabra inferencia?	Por inferencia yo entiendo lo que nos quiere decir el autor. Porque en la pregunta cuatro, nos preguntan qué quiere inferir el autor, o sea qué nos quiere decir de acuerdo con el texto.	Cross check	Lack of understanding Luckychete

Question (INPUT)	Answer	Priori Category (red color)	Emergent Category (pink color)
Participante 3			
According to the content, the title of the text could be: 1. Deduction of the title	Escogí de la primera pregunta la C, porque hablaba de la conservación de las manzanas y me preguntaban sobre el título del texto.	Think about implicit and explicit information	Lack of understanding
The purpose of this text is: 2. Infer the purpose of the reading	La segunda me preguntaba sobre el propósito del texto. Escogí la C porque hablaba el tipo de maduración de las manzanas; no escogí la A porque el texto no hablaba de la planta en sí sino de la manzana y la B porque no hablaba en ningún momento sobre la economía.	Relevant points	
Fill in the spider map with the information requested. 3. Find the supporting ideas, establish the relation categories between them	La pregunta tres era como la relación de las categorías, su causa, efecto, composición y distribución. El tema, pues hablaba no más de las manzanas. Con relación a las ideas secundarias, pienso que son unos procesos para llegar a la conservación de la manzana.	Rereading	
Reading the whole text you can infer... 4. Prediction from the given information	La pregunta cuatro preguntaba sobre el que narraba el texto. Escogí la A porque era un biólogo. No era la C porque no podía ser un arquitecto; y la B no se realmente qué significa.	Skip	
Order the following ideas... in the order the text proposes them... 5. Order of the main ideas according to their presentation in the text	En la pregunta cinco me pedían ordenar las ideas según el proceso que llevaban en la conservación de la manzana. Aquí no tuve que regresar al texto, porque con la primera lectura lo analicé.	Cross check	

Question (INPUT)	Answer	Priori Category (red color)	Emergent Category (pink color)
Complete the cause-effect chart	En la sexta pregunta me pedían la causa de las afirmaciones y	Cross check	
6. Complete a cause and effect relation in a chart	prácticamente lo encontré todo en el texto.		
2. ¿Qué pregunta te pareció más fácil y por qué?	La pregunta uno fue prácticamente la más fácil porque todo el texto se refería a la conservación. No me confundió la opción A porque no se habló en ningún momento de cómo cultivarlas y la B como no sabía qué era, estaba segura que era la C.		Lack of understanding
3. ¿Qué pregunta te pareció más difícil y por qué?	La pregunta más difícil fue la tres, porque aquí eran las ideas principales con relación a la manzana, y esas ideas me tocaba como desarrollarlas a mí misma y se me complicó un poco ordenarlas.	Relevant point	
4. ¿Qué pregunta te gustó más y por qué?	Me gustaría tratar de manejar más el tipo de pregunta como la seis.	Connect background knowledge	
5. ¿Qué hiciste para conocer el significado de las palabras?	En el vocabulario hubo muchas palabras que desconocía, pero con la ayuda de la profesora, y la capacidad de relacionar una palabra con la otra, fue que pude conocer algunos significados.		
6. ¿Con qué relacionas la palabra inferencia?	Con relación a la palabra inferir, pues sinceramente no sabría el significado.	Cross check	Lack of understanding

Question (INPUT)	Answer	Priori Category (red color)	Emergent Category (pink color)
Participante 4			
According to the content, the title of the text could be: 1. Deduction of the title	1. Bueno. Con la primera pregunta, yo leí el texto y busqué las palabras que se asemejaban teniendo en cuenta la pregunta que me hacían, conociendo los conceptos que estaban en el texto.	skip	
The purpose of this text is: 2. Infer the purpose of the reading	En la segunda, lo mismo. Leí por párrafo y busqué la respuesta que más se relacionara con la pregunta.		
Fill in the spider map with the information requested. 3. Find the supporting ideas, establish the relation categories between them	En la tercera tuve que colocarle un título al texto y de ahí buscar las ideas secundarias que tenían relación con el título. Las busqué en el texto: cada paso que daban.		
Reading the whole text you can infer... 4. Prediction from the given information	En la cuarta pregunta preguntaron quién era el que sembraba las manzanas.		
Order the following ideas... in the order the text proposes them... 5. Order of the main ideas according to their presentation in the text	En la quinta pregunta uno tenía que ordenar las ideas principales según el texto		
Complete the cause-effect chart 6. Complete a cause and effect relation in a chart	En la sexta pregunta teníamos que dar el porqué de las preguntas. Las respuestas se podían encontrar en el texto. Lo que había era que explicarlas.		

Question (INPUT)	Answer	Priori Category (red color)	Emergent Category (pink color)
2. ¿Qué pregunta te pareció más fácil y por qué?	La pregunta que me pareció más fácil fue la sexta, porque las respuestas ya estaban en el texto de manera explícita.		
3. ¿Qué pregunta te pareció más difícil y por qué?	La pregunta número tres, porque teníamos que inventar el título, y según el título teníamos que colocar las características principales, lo que se me hizo complicado, porque tenía que inventarlas yo.		
4. ¿Qué pregunta te gustó más y por qué?	La pregunta que más me gustó fue la número tres, por qué tuve que volver a leer el texto para encontrar las respuestas y por el conocimiento que adquirí.		
5. ¿Qué hiciste para conocer el significado de las palabras?	Relacioné esas palabras con la oración y otras veces le pregunté a la profesora		
6. ¿Con qué relaciones la palabra inferencia	Yo relaciono la palabra inferencia con el proceso de conocer significados de palabras que no conocía y para que mi vocabulario sea más extenso.		Lack of understanding

Participante 5

According to the content, the title of the text could be:	1. La primera pregunta me piden que identifique el título. Yo contesté la C porque ahí vi que me hablaban sobre las manzanas y cómo las cultivaban.		
1. Deduction of the title			
The purpose of this text is:	En la dos, me estaban preguntando sobre el texto, el propósito del texto.		
2. Infer the purpose of the reading	Escogí la C porque ahí hablaban de la maduración, sobre el proceso de las manzanas		

Question (INPUT)	Answer	Priori Category (red color)	Emergent Category (pink color)
Fill in the spider map with the information requested. 3. Find the supporting ideas, establish the relation categories between them	En la tres me preguntaban unas características y el título. Para contestar las características leí el texto, pero no las contesté todas.		
Reading the whole text you can infer... 4. Prediction from the given information	En la cuatro me preguntaban quién cultivaba las manzanas y contesté la A, porque a mí me pareció que era el biólogo. No contesté la B porque no sé el significado ni la C, porque un arquitecto no se dedica a eso.		
Order the following ideas... in the order the text proposes them... 5. Order of the main ideas according to their presentation in the text	En la cinco solamente sabía que tenía que colocar unos números, pero no entendí muy bien		
Complete the cause-effect chart 6. Complete a cause and effect relation in a chart	En la seis, tenía que colocar el porqué de lo que me estaban preguntando. La respuesta la saqué del contenido del texto.		
3. ¿Qué pregunta te pareció más difícil y por qué?	La pregunta que me pareció más fácil fue la pregunta cuatro, ya que como sabía el significado de las palabras, la pude contestar.		

Question (INPUT)	Answer	Priori Category (red color)	Emergent Category (pink color)
3. ¿Qué pregunta te pareció más difícil y por qué?	La pregunta tres fue la que me pareció más difícil, ya que había que sacar la idea principal y otras características. No las pude sacar por falta de tiempo y también porque fue muy difícil sacar otras características, y otra cosa que no entendí bien que tenía que hacer.		
4. ¿Qué pregunta te gustó más y por qué?	El tipo de pregunta que me gustó más fue la de AB y C ya que leo menos y capto mayor información más rápido		
5. ¿Qué hiciste para conocer el significado de las palabras?	Con respecto al vocabulario, había palabras que no conocía, en algunos casos con la palabra que seguía lograba entender lo que quería decir, otras que preguntaba y otras que finalmente no entendí.		
6. ¿Con qué relacionas la palabra inferencia?	Con respecto a la palabra inferencia, no me quedó muy claro.		Lack of understanding

STRATEGIES	EMERGENT													
	Cross check	Reread	Relevant points	Predict confirm	Skip read on go back	Connect background knowledge	Explicit & Implicit information	Stop & review	Use graphic organizer	Draw conclusions	Retell & Summarize	Lucky-chete	Empty words	lack of understanding
1	S	xxx	xx	xx	x	xx	x			x	x	x	x	x
	U		x											
2	S	x	xx	xxxx	xx	x	xxx			x		x		
	U													
3	S	x					x				xx	x	xx	xx
	U		xx		x									x
4	S		x	x			x					x		
	U		x	x	x		xx							x
5	S	x				x					xxx		xx	xx
	U		x	x										x
TOTAL	S	7	5	7	0	3	4	6	0	0	2	5	3	5
	U	0	4	3	0	2	0	2	0	0	0	0	0	3

S: Successfully U: Unsuccessfully