

**EFFECTIVENESS OF READING STRATEGIES AND IMPROVING READING
COMPREHENSION IN YOUNG ESL READERS.**

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**UNIVERSIDAD DEL NORTE
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**Thesis submitted in partial fulfillment of the requirement for the degree of
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ABSTRACT

Metacognitive awareness and the use of reading strategies in second language reading is beginning to receive attention. This paper adds to relevant literature by presenting a quality investigation designed to provide a concrete picture of some of the reading and metacognitive strategies used by young ESL students in their academic reading.

One 5th grade student at a bilingual school participated in the study for over 11 weeks. In depth interviews, think aloud sessions and journals served as the principal source of data. Analysis of the data revealed that ESL academic reading was a very complex process in which students could benefit of the use of reading strategies and metacognitive awareness.

The findings of this research suggest the importance of incorporating reading strategies into the Language Arts program in order to provide the students with greater learning opportunities, furthermore to make reading in a second language an autonomous process. The implications of the findings for ESL strategy teaching and research are discussed.

1. CHAPTER ONE

1.1 STATEMENT OF THE PROBLEM

A basic life skill appears to be at risk. Reading is a basic life skill and the lack of reading comprehension affects student's academic growth. Reading is the corner stone of a child's success in school and consequently through life. Without the ability to read effectively, opportunities for personal fulfillment and job success inevitably will be lost (Anderson, Heibert ,Scott and Wilkinson,1985). Reading is at the heart of all formal learning. Student's success or failure in reading at the early grades resonates throughout the rest of their lives. A child's opportunity to succeed in life depends on the right to read. (Illinois State Board of Education 1997)

In the past several years, studies on the lack of reading comprehension instruction have been preformed in schools throughout the USA. One specific research, is the study of Durkin in the 1980's followed by even a closer examination in 1998 by Pressley, Mc Donald, Mistretta-Hampston and Echevarria. These studies were based on Literacy instruction and scientific studies of reading. The researchers carried out these studies in ten fourth and fifth grade classrooms in upstate New York. According to the research the conclusions of this research were as follows:

In general, students were provided with opportunities to practice comprehension skills, but were not actually taught the strategies themselves or the utility of applying them. They observed only rare instances of comprehension instruction, with a great deal of testing but very little explicit metacognitive awareness. There was almost complete absence of direct instruction about comprehension strategies as well as little evidence that students were being taught to self –regulate comprehension process as they read. (Durkin, 1980.)

Empirical research in US contexts indicates that in most reading classrooms students have received inadequate instructions on reading skills and strategies (Miller and Perkins, 1989). There is a lack of connection between reading instruction and reading activity. The teacher's emphasis is often put on the production of comprehension rather than on the processing skill (Numrich, 1989). Reading research in Colombian contexts is limited or practically non-existent; it has relayed on findings in North American contexts. To this day, similar studies with a focus on reading strategies has not / to the knowledge of the researcher/ been performed or published.

Reading is an active, yet hidden process where the reader interacts with the text to obtain meaning. Due to this fact, it is a difficult task for a teacher to observe what makes a successful reader. Even a reading comprehension test would not provide the teacher with the answers as it only tests student's comprehension. In other words, it reflects student's product of comprehension. But to know the **magic formula** of successful reading, a teacher needs to focus on the process of understanding.

Over the years, there have been several researchers who have dedicated their efforts to study the process through which reading comprehension works. Some of the best known researchers are; K. Goodman (1996) and F. Smith (1928) whose theories have shed light on the complexity of the reading process and its conventions. There have been several other theorists, who have explored and contributed to the understanding of language and the process of reading comprehension in young children. (Robb 1995, Bell 1998, Block 1986.)

As David (2000) clearly states, because reading with comprehension is the foundation of all content areas, it is vital that the diversity of needs relating to reading comprehension be met. It must be assumed that it is not the fact that we give the students the chance to read, but that we instruct them on how to understand, how to comprehend and how to use strategies that will help them comprehend what they are reading, as they read for any specific content area.

Some of the following issues became apparent prior to the undertaking of the present research project: The emotional or affective aspects involved in the reading process, the effectiveness of reading as a learning tool and the efficacy of strategic reading. So, these three areas are inevitably intertwined in the theoretical foundations that support this study.

1.2 PURPOSE OF THE STUDY

One of the main issues teachers and parents have had to deal with in young students is the lack of motivation when it comes to reading. It seems that a good amount of children now days are not interested in reading; partly because they do not understand the information they are presented with. Therefore, it becomes just a boring act of browsing through a collection of meaning less words.

It is generally accepted that the only time children are given the opportunity to read and spend time with books is during school time. At home, the circumstances, the environment and the culture in which we live today are not very conducive to a constant interaction with books. Technology, computers games, the Internet, DVDs and so many other modern day tools have taken the place of books. These fashionable current tools do not teach children to think but rather sidetrack them from spending quality time reading books.

In the United States more than half of all fourth-graders who are eligible for the free lunch program fail to read at the basic achievement level needed for academic success. "In our highest-poverty public schools, a 68% of fourth-graders fail to reach the basic level of achievement. Only one in ten fourth-graders at these schools can read at the proficient level, the ideal goal for all students" (U.S. Department of Education, 1999, p, 7). The National Assessment of Educational Progress (NAEP) defines the basic level of reading achievement as partial mastery of the prerequisite knowledge and skills that are fundamental for proficient work at each grade. The proficient level requires solid academic performance and demonstration of competency over challenging subject matter for each grade.

Many at-risk students read below grade level, which contributes to their lack of academic achievement. Low literacy levels show a strong correlation with poverty, crime and unemployment. "On average, welfare recipients ages 17 to 21 read at the sixth-grade level, well below what is needed to earn a living wage. In fact, 43% of those with lowest literacy skills live in poverty" (U.S. Department of Education, 1999, p. 13). The percentage of prisoners in the two lowest levels of reading proficiency is 70% (National Institute for Literacy, 1998). Obviously, poor reading skills affect society as well as the individual.

The expected benefits are fairly obvious. Literacy is vital for the workforce. Literate workers make more money and can support themselves. It could be postulated that the prison population would decrease because more people would qualify for jobs. It could also be expected that there would be fewer dropouts because more students would have successful school experiences.

In Colombia, according to a report released in December 2005 by the Department of Education, says that over the past 20 years, dropout rates have also increased in this county. The report confirmed that many dropouts in Colombian schools say they leave school because they have a problem with reading and understanding what they read.

Gomez, a spoke person from the Colombian Department of Education reported the following: "Some students who are living in families with low income, or living in underprivileged conditions are the least likely to complete school. However some of these students come back and finish, but too many find themselves unemployed or stuck in a job with no future. If we are to meet the national goal of a 90 percent high school graduation rate, we must all do more to keep our children connected to school, to teach them the value of books and to keep them engaged in school by making schools places where challenging courses interest and reading expands young minds." This report is based on a calculation method required by the National Center for Education Statistics.

(Ministerio de Educacion Nacional Dic -2005)

This is material for thought to all language teachers. Educators have to be aware of the responsibility they have as instructors, which is providing students the opportunity for genuine learning experiences through reading, which will allow them to become competent and professional adults. It would appear that most teachers are aware of this responsibility and try their best to provide the time for students to read in classrooms. However, in school when students are given the time to read for a purpose they feel frustrated and easily give up on trying, much less on understanding. If this frustration is identified in first language contexts, the problem is compounded in a second language context.

Reading is a process that we use to gather information for some purpose. It is a way of interacting with text and constructing meaning based on previous information, knowledge and experiences. According to Goodman, (1996) reading involves connecting in a meaningful way to the schema we have and predicting new meaning from prior experiences. When the reader organizes the information and responds to it as they interact with the language of a text, readers develop some strategies that they feel comfortable with.

Robb (1995) says, putting the right book into a child's hand does not guarantee that the child will engage with it. To bring a child to understand what he/she has read they have to achieve several other aspects such as; experience the pleasures of reading, read stories, make predictions, visualize characters, talk about plot twists, imagine story settings, emotionally respond to characters and think with new information.

Teachers and parents have observed the lack of reading strategy instruction in present schools and how this instructional gap has become an eminent problem in our society. It is hoped that this paper can encourage teachers to become aware of the importance of not just learning to read, but of reading to learn. In the words the Hutchinson and Waters (1987) "It is not what we learn but how we learn."

As educators a greater effort has to be made to become aware of the importance of reading and understanding what is read. Teachers already know much about teaching, but many

need to become more active in participating in research studies in which they examine students' learning styles and effective comprehension strategies that will help improve students' overall learning process. It is only through joint research studies that instruction in the schools will improve, and as teachers a great effort in this regard has to be made. It is hoped that this research and its recommendations can benefit educators who might deal with students who are struggling with reading comprehension.

1.3 RESEARCH QUESTIONS

In the undertaking of this research project, a need to focus on some critical questions became essential. Research questions will lead the process in finding specific answers to the problems mentioned above. Following are the three main questions that will guide this research project.

- ✓ Can reading strategies which are currently used in North America for native speakers benefit ESL learners?
- ✓ How is a student's reading comprehension process affected by the use of strategies?
- ✓ How do acquiring reading strategies facilitate a student's overall learning process?

As the research developed, more specific concerns and questions arose. However, the goal of this research study was to add a little more information to what already had been found out about the effects of reading strategies and to bring new ideas and options to teachers who have difficulties dealing with ESL students who struggle with reading comprehension.

1.4 RESEARCH METHODOLOGY

In methodological research today, we find there is a wide range of well established methods and techniques used in data collection and help in conventional research to be carried out. Yet the most frequently used methods used in descriptive qualitative research are: case studies, action research and ethnographic inquiry.

As these research took place not only there were constraints of time, logistics and resources but also institutional and personal limitations were also present, but after much thought, the decision was made that, for this research project, case study and action research methods would be used. It was believed that these methods would be the most appropriate ways of gathering the needed data in order to obtain the information required for this research.

The history of case study research is marked by periods of intense use and periods of disuse. The earliest use of this form of research can be traced to Europe, predominantly to France, from the early 1900's until 1935. The practice of this methodology in the United States is often associated with The University of Chicago Department of Sociology, since The Chicago School was most identified with this methodology. There were serious attacks on their belief, which resulted in the decrease of interest of case study as a methodology.

After the 1935, public dispute between Columbia University professors, who were championing the scientific method, and the Chicago School and its supporters. The victorious outcome for the advocates of the Columbia University position brought about the consequent decline in the use of case study as a research methodology.

A frequent criticism of case study methodology is often based on its dependence on a single case, which - to some - renders it incapable of providing a generalizing conclusion. Yin (1993) presented Giddens' view that considered case methodology "microscopic" because it "lacked a sufficient number" of cases. Hamel (Hamel et al 1993) and Yin (1989a) forcefully argued that the relative size of the sample whether 2, 10, or 100 cases are used, does not transform a multiple case into a macroscopic study. In Case Study, the goal of the study should be well defined and clearly establish parameters that will be followed and applied. This way, even a single case could be considered acceptable, provided it meets the established objective. In the 1960s, researchers became concerned about the limitations of quantitative methods. Ever since, renewed interest in case study reappeared.

Case studies have been increasingly used in education, the technique is being applied in a variety of instructional situations and has been used to develop critical thinking . (Boisjoly & DeMichiell, 1994). Zonabend (1992) stated that case study is done through giving special attention to completeness in observation, reconstruction, and analysis of the cases under study. Case study is performed in a way that incorporates the views of the subjects under study.

Case study is known as a triangulated research strategy. Triangulation has been generally considered a process of using multiple perceptions to clarify meaning, verifying the repeatability of an observation or interpretation. (Denzin,2000) Triangulation also serves to clarify meaning by identifying different ways the phenomenon is being seen.

The need for triangulation arises from the ethical need to confirm the validity of the processes. In case studies, this could be done by using multiple data sources. The problem in case studies is to establish meaning rather than location. A case study methodology is defined by interest in individual cases, not by the methods of inquiry used. (Stake, 1995)

There have been some valuable sources of information and guidance for case study methodologies. Hamel (1993), Stake (1995), and Yin (1984, 1989a, 1994) in particular have provided specific guidelines for the development of the design and execution of case study research.

In sum, case study is a valuable method of research, with distinctive characteristics that make it ideal for many types of investigations. It can also be used in combination with other methods. Its use and reliability should make it a more widely used methodology, once its features are better understood by potential researchers. (Wiston, 1997) In the field of Education where hasty generalizations of any kind are so difficult, the results of a case study, albeit limited, can be more solid.

Often one of the hardest parts in research is deciding which methodology to employ. As pointed out before, Case Study research methodology was the main method used to guide

this investigation, however the Action Research framework is also appropriate for this specific research since it focuses on participants who recognize the existence of shortcomings and who like to adopt some initial stance in regard to the problem, formulate a plan, carry out an intervention, evaluate the outcomes and develop further strategies in an iterative fashion (Hopkins, 1993).

Action research has been described as an informal, qualitative, formative, subjective, interpretive, reflective and experiential model of inquiry in which all individuals involved in the study are knowing and contributing participants (Hopkins, 1993). Kurt Lewin (1946) has been credited with the development of the idea of action research. The evolution of an action research agenda within education has been influenced by people such as Kemmis (1983), Ebbutt (1985), Elliott (1991), Hopkins (1985) and others. Action research has the primary intent of providing a framework for qualitative investigations by teachers and researchers in complex working classroom situations.

Action Research represents a growing field of educational research whose identifying characteristic is the recognition of the pragmatic requirements of educational practitioners for organized reflective inquiry into classroom instruction. Action Research is an process designed to empower all participants in the educational process (students, instructors and other parties) with the means to improve the practices conducted within the educational experience (Hopkins, 1993). To better understand the concept of Action Research, following are some of the most widely accepted definitions.

- *Action Research aims to contribute both to the practical concerns of people in an immediate problematic situation and to the goals of social science by joint collaboration within a mutually acceptable ethical framework. - Rapoport (cited in Hopkins, 1985)*

- *Action Research is a form of self-reflective enquiry undertaken by participants in social (including educational) situations in order to improve the rationality and justice of (a) their own social or educational practices, (b) their understanding of these practices, and (c) the situations in which the practices are carried out. It is most rationally empowering when undertaken by participants collaboratively...sometimes in cooperation with outsiders. - Kemmis (cited in Hopkins, 1985)*
- *Action Research is the systematic study of attempts to improve educational practise by groups of participants by means of their own practical actions and by means of their own reflection upon the effects of those actions. - Ebbutt (cited in Hopkins, 1985)*

This research focused efforts to improve the quality, teaching methods and performance of an organization or in this specific case a Language Arts curriculum. Action research has the potential to generate genuine and sustained improvements in schools. It gives educators new opportunities to reflect on and assess their teaching; to explore and test new ideas, methods, and materials; to assess how effective the new approaches are; to share feedback with fellow team members; and to make decisions about which new approaches to include in the team's currículo instruction and assessment plans. Action Research involves teacher-as-researchers, administrators, researchers, and community members in collaborative action research that examines educational practice and encourages educational reform and improvement. (Bennett, 1994).

1.5 INSTRUMENTS

For the purpose of the present research study, sufficient thought was given to how to combine several approaches of analysis and merge them into a research method that would become what is commonly referred to as "triangulation". Triangulation is defined as the use of two or more methods of data collection". (Cohen and Maniom 1994).

According to Homes (1996), the most frequently used data collection techniques are: questionnaires, interviews, observation, self-report, test, diaries, protocol analysis, analysis of student's production and many more. In structured face to face interview, field extended observation, the use of a diary and think aloud protocols became the main key instruments for this investigation. With a closer look at some of the instruments that were implemented in this research project, the decision is taken in favour of the following:

1.5.1 STRUCTURED FACE TO FACE INTERVIEW

Interviews are an important strategy for data collection. It facilitates the gathering of essential information on past and present experiences relevant to the research problem. For the purpose of this study, most of the information was gathered by means of structured interviews. There was a variety of subjects whose interviews yielded important data for this research. These questions were open-ended type, to allow for a better understanding of the subjects' needs, wants and a thicker body of information.

The main advantage of a structured face to face interview is its flexibility, which avoids the rigid nature of questionnaires. On the other hand, the main disadvantage of open-ended interviews could be the difficulty that entails to table a large corpus of information. According to Walonic (1996) these are the main advantages in doing structured interviews.

- *The main advantage is its flexibility. It Can be prepared in advance, and it is general in nature .Interviews allow flexibility to the respondent with respect to response format. It allows frequent space for comments. Comments are among the most helpful of all the information collection instruments for they usually provide insightful information that would have otherwise been lost.*
- *A common consequence is that the subjects become more interested in their own learning strategies if the teacher discusses the research with them ”*

1.5.2 FIELD EXTENDED OBSERVATION

In order to perform an accurate investigation on the subject's learning process, one of the most common forms of research is direct observation (Holmes 1986). The main advantage of direct observation is that only the researcher and subject will be involved, this allows the researcher to focus on the subject's performance and learning routines while having in mind a clear objective for the observation.

The objective of extended observation was to obtain deeper insights into the individual performance of a given task ; to monitor the participant's study process of learning during a certain period of time. For the purpose of this study , it was necessary to establish the subject's reading level before the controlled situation was put in to effect. To establish a starting point of this progression, several tests were used. The objective of these entry tests was to determine where the subject stood in regards to his reading level. The researcher, then, was able to infer from his behaviors the possible variables entering into play and how they affect the process.

Naturally, one simple test does not provide enough information on how efficiently the subject understands what he reads; how much he knows about his reading process; how he recognizes the learning strategies he uses to perform tasks. Neither one of these aspects would be possible to determine through one test only. No existing form of test will provide all the academic information required from a student. These tests are just methods used to observe and determine where student stands. Garvie (1990) mentions that tests are considered to be a fundamental part of an academic judgment of a student. It can be added that testing is only one important tool.

These tests were administered subsequently on the first, second and third tutoring sessions. The Administering of the same tests occurred again later at the end of the tutoring period. This way any changes in behavior or observable changes in the informant's reading tasks can be recorded.

(See appendix for copy of the first exams preformed on March 7 , 9 and 14)

(See appendix for a copy of the final exam preformed on May 2 , 5 and 11)

1.5.3 THINK ALOUD PROTOCOLS

In attempt to clearly identify the learning strategies the student used when working independently, think aloud protocols were implemented. Wenden's learning strategies framework was employed to guide this exercise dividing learning strategies into three categories. These are: Metacognitive Strategies, Cognitive Strategies and Socio-Affective Strategies. This instrument will require that the subject think aloud while reading a text and doing reading comprehension exercises. Wenden (1987) states that "The best way to get at what strategies learners are actually using as they go about their learning task, it is to ask them!"

This Think Aloud protocol will be administered on the first week of the tutoring sessions. Administering the same protocol will occur again later at the end of the tutoring period. This way any observable changes in the informant's reading tasks could be observed.

(See appendix VI and VII for Think Aloud Protocols)

1.5.4 KEEPING UP A DIARY

A practical way to facilitate the subject's use of self-reflection is the use of a personal diary kept through-out the tutoring lessons. In this dairy, the subject was asked along with the

teacher's help to record his thoughts, feelings and ways he can apply what he learned via the use of strategies while reading. (See appendix VIII for copy of student's diary)

The implementation of a diary helped the subject control and monitor his own learning process, thus becoming aware of what he knows and what he has difficulties with. This form of Metacognition, will hopefully yield more descriptive valuable data.

As this research is carried out, the need to observe, describe, analyze and interpret the interactions between teacher and student-subject that occurred in a defined environment would be essential. At the end, some conclusions were drawn from the results of the analysis and some recommendations are given taking into account the constraints of the context. As this is a research seeks to explain, to some extent, the causes and characteristics of the variables involved, it's hoped that other teachers and researchers, who are interested in working with reading comprehension, and the use of reading strategies may use this study for their own needs. The results from this project can hopefully aid other teachers in similar contexts and with similar interest to more deeply investigate the acquisition and use of reading strategies in a typical classroom environment.

Instruments used in this research project :

- Structured face to face interview.
- Field Extended Observation.
- Think aloud protocols.
- Keeping a diary.

2. CHAPTER TWO

2.1 NEEDS ANALYSIS

As far as the theoretical foundation of this study in regards to needs analysis, it is necessary to indicate that some of the methods implemented on this research were taken from research done by: Hutchison and Waters (1987), Mackay & Mountlord (1978) and Peregoy and Boyle (2001). Hutchison & Waters (1987-pg: 98) stated that: "There is always a specific need for learning and any course should be based on the analysis of learners needs, making emphasis not only on the need, but the awareness of the need. " As stated, in order to begin a teaching course there must be a focus on the subject's need. The subject's main academic need is to become aware of his reading difficulties and help him realize he can become a better reader. Moreover, he needs to improve reading comprehension and build strong foundations based on the use of reading strategies.

Another point Mackay & Mountlord (1978- pg: 121) have stated is that:" The learner is the center of the learning process, it is based and characterized on learners needs, it is their needs which determine the purpose of the course making its main concern the objectives for learning and the learners needs analysis". English language learners are confronted with a multitude of academic and emotional challenges that every teacher must be aware of. Before beginning any kind of observation teachers must consider the specific variables that come into play in the learning process. Some of these are: Affective filters, motivation, socioeconomic status, prior education, proficiency in the first language, proficiency in the target language, cognitive ability and cultural background. Understanding the external and internal variables that influence the academic state of the student will lead to a more accurate and appropriate course building and assessment.

It is important to note that continuous assessment and understanding of the student's background is necessary (Peregoy and Boyle 2001). It would be careless for educators to assume that any initial assessment of students academic ability will be an adequate measurement in understanding a student as a whole. To better understand the base of this research, following is a detailed description of the student's preferences and background. By reading this description, the reader will be able to understand the context in which this research was carried through.

2.2 DESCRIPTION THE STUDY

This research focused on a case study. The subject was an eleven year old boy who just entered a new bilingual school in this city. His parents travel a great deal due to the work they carry out; as a result the child has been in several schools in the past 5 years. His parents believe that the continuing travel has affected their son's academic development. It is important to mention that he arrived recently to Colombia from another country where he had been studying for a year. This school was bilingual as well as all the other school he had been in the past, therefore he had experience with the English language in the past.

Before being admitted to this present school, he underwent several tests to see in what grade he would be placed in. After much examination performed by the school's psychologists, they thought he might be needing special attention in the area of reading comprehension; therefore the ORC (Optimal resource center- which gives extra attention to elementary students) would be a positive way to begin the progress of mainstreaming him. The only negative aspect would be that he had to attend special classes with other students who were also struggling with reading comprehension skills during the Language Arts period.

His parents opposed to this since they felt it would hinder their son's socio-affective process of settling into the new school if he had to be pulled out of class everyday while the rest of his classmates stayed in the class. Another option was to begin tutoring lessons

several times a week to help him catch up in his academic development. His parents agreed for this latter option and I was asked by the school's administration to become his tutor and focus on helping him reach the objectives the school had set for him. A training course designed to help the subject get into the mainstream had to be implemented. Following are the specific objectives, the plan of action and the schedule that was set for his course.

It can be gathered from the interviews and observations that the subject who is an eleven year old child is very mature for his age; he is rather a quiet and introverted but analytical young boy who likes to draw, (does extremely well at it) and enjoys outdoor activities. He doesn't have many friends or relatives in this city due to his parent's constant travelling. It's also important to mention that his parents are very demanding and strict with him, that might be the reason for his timid attitude and behaviour.

Following are the specific objectives, the plan of action and the schedule that was set for this course.

2.3 SPECIFIC OBJECTIVES

Following are the specific objectives set for the student.

- ✓ Evaluate subject's reading comprehension skills by performing tests at the beginning , middle and end of the tutoring sessions.
- ✓ Observe and identify subject's progress.
- ✓ Monitor the use of strategies while he performs reading comprehension activities.
- ✓ Offer opportunities for student to independently apply what he learns during the reading strategy mini lessons taught during tutoring classes.
- ✓ Work with subject to decide whether he needs additional practice with reading skills, and whether he is ready to try using the skill on his own.

- ✓ Have the student reflect on his own work and comment on the use of reading strategies. “Helping students reflect on the skills the instructor introduces by inviting them to talk and write about how they are using them. Highlighting students awareness of how a skill works so he can move towards applying it independently.” (Robb 1996)

2.4 PLAN OF ACTION

1. Perform several tests at the beginning of the tutoring lesson to observe the subjects achievement in each of these test. These same tests will be performed at the end of the course of study.
2. Reading Comprehension Test 1 : Below level
3. Reading Comprehension Test 2 : On level
4. Reading Comprehension Test 3 : Above level
5. The student will perform two Think Aloud Protocol to observe which learning strategies the subject uses while reading at the beginning, middle and end of the tutoring lessons.
6. Different genres of literature would be used for reading exercises to observe his preferences when it comes to reading.
7. Every two tutoring lessons a different skill would be presented, several activities would be performed to guide the use of these specific skills. In total 13 Skills would be used with the student through out the course. The skills were chosen from the book.(Reading for understanding Gr:5 and Reading comprehension Gr:5. McGraw-Hill. Children’s publishing)

8. As the student performs the reading comprehension activities and test, his choice and use of reading strategies will be observed.
9. Teacher strategies suggested by Bell, B. (1998) will be implemented on the tutoring lesson program.
10. A student diary will be kept to allow for further investigation. This diary will be written by the student with the help and guidance of the teacher.

2.5 SCHEDULE

✓ Week 1

Class 1:	Get to know each other a little better. Explain what my goal is and why he is having these tutoring lessons. Interview 1: General background . Specific questions on reading and use of strategies.
Class 2:	Visit to the library. Observation Interview 2: Specific questions on book and genre preference.
Class 3:	Observation of his school notebooks. Revise his work.

✓ Week 2

Class 1:	Perform test 1, discuss how he felt.
Class 2:	Perform test 2, discuss how he felt.
Class 3:	Perform test 3, discuss how he felt.

✓ Week 3

Class 1:	Think aloud Protocol (On level)
Class 2:	Continue Think aloud Protocol (On level
Class 3:	Continue Think aloud Protocol (On level

✓ Week 4

Class 1:	Work with skill 1: Finding Details that are Directly stated
Class 2:	Continue working with skill 1: Finding Details that are Directly stated
Class 3:	Work with skill 2: Drawing Inferences

✓ Week 5

Class 1:	Continue working with skill 2: Drawing Inferences
Class 2:	Work with skill 3: Cause and Effect.
Class 3:	Continue working with skill 3: Cause and Effect.

✓ Week 6

Class 1:	Work with skill 4: Finding the Main Idea of a Paragraph
Class 2:	Continue working with skill 4: Finding the Main Idea of a Paragraph
Class 3:	General review all skills learned.

✓ Week 7

Class 1:	Work with skill 5: Finding the Central Idea of a Story
Class 2:	Continue working with skill 5: Finding the Main Idea of a Paragraph
Class 3:	Work with skill 6: Using Divergent thinking

✓ Week 8

Class 1:	Continue working with skill 6: Using Divergent thinking
Class 2:	Work with skill 7: Following Directions
Class 3:	Continue working with skill 7: Following Directions

✓ Week 9

Class 1:	Work with skill 8: Categorizing
Class 2:	Continue working with skill 8: Categorizing
Class 3:	Work with skill 9: Completing Word Relationship -Analogies

✓ Week 10

Class 1:	Continue working with skill 9: Completing Word Relationship –Analogies
Class 2:	Work with skill 10: Finding Inconsistencies
Class 3:	Continue working with skill 10: Finding Inconsistencies

✓ Week 11

Class 1:	Work with skill 11: Distinguishing between fact and opinion
Class 2:	Continue working with skill 11: Distinguishing between fact and opinion
Class 3:	Work with skill 12: Character analysis.

✓ Week 12

Class1:	Continue working with skill 12: Character analysis.
Class2:	Work with skill 13: Summarization
Class3:	Continue working with skill 13: Summarization

✓ Week 13

Repeat previous tests performed on 2nd week.

Class1:	Perform test 1, discuss how he felt.
Class2:	Perform test 2, discuss how he felt.
Class3:	Perform test 3, discuss how he felt.
Class 4:	Perform Think Aloud Protocol.

GRAPH 1: (Tutoring schedule week 1-13)

2.6 FIELD

During the course, tutoring sessions took place in four different settings. They were: A classroom, the school's library, the school's exterior garden and the subject's house. These four settings had different surroundings. Following a brief description of each one of these settings.

2.6.1 THE CLASSROOM

Very spacious, no air conditioner, four ceiling fans which were a little noisy. One computer, a broad table to work on and a carpet with pillows to lie down. All needed resources were available, eg: paper, scissors, glue, a white board to write in and a space to eat if needed. There were large windows where nature could be seen. It's important to mention that we had no disturbances during our tutoring sessions except the noise provoked by the fan ceilings.

2.6.2 THE SCHOOL'S LIBRARY

A large variety of books and computers were available. Good temperature supplied by the air conditioner. At times a couple of people were studying or walking around which sometimes were a distraction. Phones would ring at times. No possible space to have a snack.

2.6.3 OUTSIDE SESSIONS

Sat on a blanket on the grass under a tree. A bit hot but peaceful. No distractions except the birds and sometimes mosquitoes were disturbing. We could lie on the blanket and work in a very relaxed atmosphere. A snack could be eaten with no problem. We had two or three rainy days where classes outside had to be cancelled.

2.6.4 THE SUBJECT'S HOUSE

Worked in the studio; we had a computer, TV, sofas. An extra plastic table to work on had to be added. Distractions such as the subject's younger sister and mother, the maid and the

phone were present. A snack was served and the subject felt very comfortable because he could change into clean comfortable clothes before beginning the class.

2.6.7 PARTICIPANTS

The people involved in these tutoring sessions were, the researcher, the subject and the subject's mother. It is important to mention that the mother was very dominant most of the time. She would call several times during the week to inform of her son's homework and tests, he did not understand. I tried to be as much help as I could, but they were things I could not do, such as instructing the subject in homework and tests since this would take up time of our course's schedule and final objective.

The homeroom teacher was not very involved. Two interviews were carried out with her, but she felt uncomfortable or had no spare time to meet regularly to discuss the subjects performance during the school year.

2.7 DURATION

The total duration of the course was thirteen weeks, divided in three hour and half classes per week. In total the subject received sixty-five hours of personalized classes focusing on the use of reading strategies and metacognitive awareness. When classes could not be carried out due to scheduling problems, classes were rescheduled.

It is suggested for regular courses to be more extended than this. The reason why this course became a crash course is because a schedule had to be followed and time was a constraint for this research.

3. CHAPTER THREE

3.1 LITERATURE REVIEW

Any serious attempt to study the phenomenon of reading needs to be based on a solid conception of what this phenomenon is. A leading perspective of this problem has been built on the theories of K. Goodman and F. Smith, known world wide as solid theories of the process and development of reading and the progression of what written language and comprehension entails.

A common question researcher ask themselves when thought is given as to what goes on inside people's brain when they read is: what do readers of different ages, levels of proficiency and language backgrounds do as they read?

Even with the fairly great amount of research available and writing on theories of reading, so many unanswered questions still exist about the phenomenon and the brain process that occur while the reader decodes and constructs meaning from a text.

The first entry on the word '*read*' in Webster's New World Dictionary (1991) defines reading as " getting the meaning of something written by using eyes to interpret its characters. It can be added "by using the brain" to that definition. Harvie (2000) says that reading demands a two-pronged attack. It involves cracking the alphabet code to determine the words and thinking about those words to construct meaning. Current research on the subject deals with the decoding aspect of reading. However, the focus of this research is primarily on the aspect of understanding reading and finding ways for young students to read even in a second language in a more efficient way.

Following is a list of the most important findings from Cognitive Sciences. These theoretical insights have been reinforced and aided by NCREL in collaboration with the Center for the Study of Reading and the University of Illinois. (2001)

1. Meaning is not in the words on the page. The reader **constructs meaning** by making inferences and interpretations.

2. Reading researchers believe that information is stored in long-term memory in organized "knowledge structures." The essence of learning is linking new information to **prior knowledge** about the topic, the text structure or genre, and strategies for learning.

3. How well a reader constructs meaning depends in part on **metacognition**, the reader's ability to think about and control the learning process (i.e., to plan, monitor comprehension, and revise the use of strategies and comprehension); and attribution, beliefs about the relationship among performance, effort, and responsibility.

4. **Reading and writing are integrally related.** That is, reading and writing have many characteristics in common. Also, readers increase their comprehension by writing, and reading about the topic improves writing performance.

In 1985, David Pearson referred to "the comprehension revolution." In essence, he was referring to the movement from traditional views of reading based on behaviorism to visions of reading based on cognitive psychology and constructivist views of reading based on Piagetian developmental ideas, among others.

3.2 THEORIES ON READING

As a guardian of phonics, Chall (1970) Professor Emerita of Reading from the Harvard Graduate School of Education had been active in reading education for almost 50 years. While Chall's contributions to reading theory and practice were many, from readability to stage theory, she was most often identified with the reading wars, the battle fought between those advocating phonics instruction and those advocating whole language, which relies in part on instruction using sight words. Chall's belief that decoding skills played a key role in the reading process forced her into a position of representing phonics. Her view of reading theory, however, always included rich language input along with skills in phonics. The reading field seemed to push her into the role advocating phonics and lost sight of her strong beliefs about the importance of world knowledge, well-written literature, and developmental stages.

Chall was often viewed as a bottom-up theorist, that is, one who emphasized the ability to decode or put into sound what is seen in a text. Other bottom-up theorists included Gough (1972), LaBerge and Samuels (1974). Teachers who followed this theory emphasized decoding skills and spent almost no time helping emerging readers recognize what they, as readers, brought to the information on the page. On the other hand the top-down model of reading does just the opposite, focus on what the readers bring to the process (Goodman, 1967; Smith, 1971,1982).

The readers read the text for information and contrast it with their world knowledge, helping to make sense of what is written. The focus here is on the readers as they interact with the text. For those reading theorists who recognized the importance of both the text and the reader in the reading process, an amalgamation of the two emerged-the interactive approach. The interactive model (Rumelhart, 1977; Stanovich, 1980) stressed both what is on the written page and what a reader brings to it using both top-down and bottom-up skills.

Chall, who actually took a more interactive stance in the great debate, served on a blue ribbon panel that helped create *Becoming a Nation of Readers* in 1985. These reading theorists and practitioners described skilled reading as constructive—that is, the reader constructs meaning from and makes sense of the printed page. The panel also described skilled readers as fluent, strategic, and motivated. Moreover, they suggested that skilled readers practice, develop, and refine their reading over their lifetime. More than a decade and a half later, these descriptors still illustrate the reading process for skilled readers. Following is a chart showing two different views of what reading is, focusing on traditional views and a new definition of what reading is.

3.2.1 Old and New Theories of Reading

	Traditional Views	New Views of Reading
Research Base	Behaviorism	Cognitive sciences
Goals of Reading	Mastery of isolated facts and skills	Constructing meaning and self-regulated learning
Reading as Process	Mechanically decoding words; memorizing by rote	An interaction among the reader, the text, and the context
Learner Role/Metaphor	Passive; vessel receiving knowledge from external sources	Active; strategic reader, good strategy user, cognitive apprentice.

GRAPH 2; Pearson, P.D. (1985). *Changing the face of reading comprehension instruction.*

Reading is a cognitive process. No two readers will ever produce the same meaning for a given text and no reader's meaning will ever completely agree with the writer's meaning. Making sense of texts involves complete control, by both the readers and the writers, of how language works and how texts are constructed. (Goodman 1967)

In order to read with mastery, one must utilize a predictive strategy originated from one's own knowledge of the world to appropriately integrate information from pre-existing knowledge of vocabulary, language structure, phonics, and rhythm in order to answer the question: "What does the text say?" If the brain is focused on any other goal, is not using a

predictive strategy, and/or is not integrating an appropriate mix of information at any given moment in the reading act, some degree of reading problems will be experienced the reading will not be fluent, comprehension will be poor, reading speed will be slow, and/or retention of information will be impaired.

(Smith 1996)

Goodman (1965) used the word "miscue" to "describe the times when a child's oral reading differs from our expectations of a reader's response to the printed text." Goodman's miscue analysis is an excellent way of analyzing a reader's miscues, and how they comprehend what they have read. By doing a miscue analysis on a student, their reading skills can be analyzed and help them use strategies to improve their reading based on the kinds of cues they use.

Weaver (2000 pg: 122-126) States that there are several different kinds of miscues that reader's make. If this miscues are analyzed it could provided in-depth information about what strategies a reader is using and help to identify areas that need attention for reading to develop. Following is a chart with some of the most common miscues made.

(See chart on following page)

Most common miscues made.

Substitution: A reader substitutes a word for another word in the text while they are reading.	Insertion: A reader inserts a word into text.
Omission: A reader leaves a word out of the text, or skips over it.	Partial: A reader partially tries to pronounce a word.
Reversal: A reader reverses a word and reads them in a reversed order.	Correction: A reader corrects his/her own miscue.
Unsuccessful Attempts at Correction: A reader tries to correct a miscue that they made, and are not successful.	Repetition: A reader repeats a portion of the text over again.
Sounding out: A reader tries to sound out the letters or syllables in a word that they don't know while reading	

Graph #2: Most miscues made. (Weaver 2002)

Poor readers have constructed a neural network for reading that contains errors. These errors cause them to under-utilize a predictive strategy and/or to inappropriately integrate the pre-existing knowledge necessary for reading. Poor readers are reading exactly the way their brains are directing them to read. To solve their problems, Pearson says, the incorrectly-built neural network for reading must be remodeled so the process of reading is guided appropriately. He later states that most of the knowledge comes from studies on good and poor readers. However, some of it is derived from research on expert teachers and from training studies. (Pearson,1985, pg: 228)

3.2.2 Characteristics of Poor/Successful Readers

Characteristics of Poor Readers	Characteristics of Successful Readers
Think understanding occurs from "getting the words right," rereading.	Understand that they must take responsibility for construction meaning using their prior knowledge.
Use strategies such as rote memorization, rehearsal, simple categorization.	Develop a repertoire of reading strategies, organizational patterns, and genre.
<p>Are poor strategy users:</p> <p>They do not think strategically about how to read something or solve a problem.</p> <p>They do not have an accurate sense of when they have good comprehension readiness for assessment.</p>	<p>Are good strategy users:</p> <p>They think strategically, plan , monitor their comprehension, and revise their strategies.</p> <p>They have strategies for what to do when they do not know what to do.</p>
Have relatively low self-esteem.	Have self-confidence that they are effective learners; see themselves as agents able to actualize their potential.
See success and failure as the result of luck or teacher bias.	See success as the result of hard work and efficient thinking.

GRPAH 3 : Durkin, D. (1978-79). What classroom observations reveal about reading comprehension instruction.

Weaver (2000), in addition, points out the key characteristics of good readers. She states, "These students read to construct meaning from texts, not just identify words, they predict, or think ahead as they read, they monitor comprehension and notice if something they said

doesn't make sense and they solve problems when something doesn't make sense or sound grammatically correct.”

Dr. Rose (1992), a neurobiologist, conducted most of his reading research using cause-effect relationships asking readers to read phony texts in highly constrained laboratory circumstances. This type of reductionist research in reading only focused on recognition of bits and pieces of language rather than on comprehension of real text in the real world.

Researchers L. Fielding and D. Pearson (1994) recently described the shift in our thinking about reading and comprehension: “Comprehension results from an interaction among the reader, the strategies the reader employs, the material being read, and the context in which reading takes place” Reading is not browsing through a group of words, reading is now viewed as comprehending in a much more complex process involving knowledge, experiences and thinking” (pg: 165)

Goodman (1996) conducted several research projects on reading. He stated that many people are mistaken when they think reading is the simple act of recognizing letter and or words. Texts, he says, are more than a collection of letters and words; a text has to be constructed based on meaning, not on a random list of words and punctuation marks. (pg:74)

When we ask young students to think about what reading is , they usually give answers such as , reading is; “ figuring out words,” “spelling the words,” and “knowing the letters”. Not very many students understand that reading is more than decoding words and figuring out words, reading involves thinking, and it is teachers job to educate students even from early stages of reading the authentic meaning of reading because reading encompasses both decoding and the making of meaning. (Smith 1994 pg: 102)

3.3 GENERAL STRATEGIES

The research project under discussion here also focused its attention on the use of metacognitive strategies and more specifically, precise reading strategies that could be

learned and used by elementary students in order to understand and reproduce in their own native language as well as a second language.

When most people think about strategies they immediately think about skills. The definition of strategy from the Larousse Chambers English dictionary is: "The art of planning or carrying out a plan skillfully" and the definition of skill is "cleverness at doing something either from practice or from natural gift". I believe skills and strategies are two sides of the same coin, but representing different stages of development. A conclusion falls on what Robb says; "I believe that a skill becomes a strategy when the learner can use it independently when the child can reflect on and understand how it works and then apply it on new reading materials, when this occurs, the student has become what I consider a strategic reader." (Robb, 1996, pg: 34).

Although a number of studies have attempted to conceptualize the notion of strategies used by language learners, Oxford (1990) offers a useful and comprehensive classification scheme of the various strategies used by learners within the broader context of reading strategies. The following six strategies can more appropriately be referred as sub-strategies.

Cognitive strategies are used by learners to transform or manipulate the language. In more specific terms, this includes note taking, formal practice with the specific aspects of the target language such as sounds and sentence structure, summarizing, paraphrasing, predicting, analyzing, and using context clues.

Techniques that help the learner to remember and retrieve information are referred to as memory strategies. These include creating mental images through grouping and associating, semantic mapping, using key words, employing word associations, and placing new words into a context.

Compensation strategies include skills such as inferencing, guessing while reading, or using reference material such as dictionaries or the internet. Metacognitive strategies are behaviors undertaken by the learners to plan arrange and evaluate their own learning. Such strategies include directed attention and self evaluation, organization, setting goals and

objectives, seeking practice opportunities, and so forth. In the context of reading self-monitoring and correction of errors are further examples of metacognitive strategies. Learners also use affective strategies such as self-encouraging behavior, to lower anxiety and encourage learning.

Lastly social strategies, are those who involve other individuals in the learning process and refer to cooperation with peers, questioning, asking for correction, and feed back; for example while reading, a student might ask another individual for feedback about his/hers reading responses. It's important to notice that the strategies mentioned above can be used to facilitate learning, or can be used to facilitate comprehension.

It was always of this research's interest to identify the strategies and techniques the subject already consciously used while reading and develop new ones that could enhance the ability to understand as he reads, taking into thought his individual learning behaviors, learning styles and factors that influence the mental processes and behavior.

3.4 LEARNING TO LEARN

From the moment of birth children learn. In time they learn how to communicate needs, get around and amuse themselves. At this stage, learning appears effortless and fast; as they grow older and fully engage in the world around them and as they mature throughout formal schooling, capacities for learning change. The brain's sponge like capacity changes and it takes longer and requires more effort to learn new things. On the other hand children have increasing reserves of experience, knowledge and awareness to enhance and influence their learning. "Learning to Learn" details the ways in which effective and successful learning occurs, how it enables learners to operate with greater independence, confidence, autonomy and self direction in learning.

Teachers and theorist have identified and named, "Learning to Learn" in different ways. Bickmore- Brand (1996) describes learning to learn as "Metacognition", one of the seven principles which should be embedded in good teaching practice."This principle is concerned with the ability of one's own thinking process.".McCormack and Pacinni (1990) describe being metacognitive as: "being in control of your own learning. Monitoring your learning, knowing what you know and still don't know."

Successful students employ strategies to learn, and effective education programs attend to the development of learning by enabling students to study learning processes in addition to context. Effective learners have the ability to identify goals and the steps required to achieve them, identify the strength of their own learning, actively engage in learning tasks collaboratively or independently, participate in different kinds of learning methods, recognize learning styles and study techniques that are effective for themselves, and evaluate and make changes to their learning strategies as necessary.

Successful learning requires reflection during and after the educational experience. Self monitoring is an essential element to learning to learn. Teachers should make a conscious effort to model and verbalize their own use of relevant learning strategies; integrate previous learning; select material that lend themselves to metacognitive strategies; encourage students to verbalize and share their thinking strategies; provide students with feedback about how they have accomplished a task ; and support learners with metacognitive learning and frameworks. (Mc Cormack and Paccini 1990)

Activities such as planning how to approach a given learning task, using reading strategies, monitoring comprehension, and evaluating progress toward the completion of a task are metacognitive in nature. Because metacognition plays a critical role in successful learning, it is important to study metacognitive activity and development to determine how students can be taught to better apply their cognitive resources through metacognitive control.

3.5 LEARNING STRATEGIES

Learning strategies in the second language literature can be classified within these three general categories, that is; meta-cognitive, cognitive or social affective. (Wenden, 1987) (O'Mally, M. Nad Chamot, A. 1990)

Meta-cognitive strategies involve thinking about the learning process, planning for learning, monitoring of learning while it is taking place and self-evaluation after the learning activity. Cognitive strategies involve manipulation or transformation of the material to be learned, the learner interacts directly with what is to be learned and is more related to an specific task and learning objective and may not be applicable to different types of learning tasks. (Brown and Palinscar (1982)

A third type of learning strategy involves affective and social components, cooperation and question for clarification. (Mc.Donald el al -1979)

This table provides the list of learning strategies in the second language literature which are classified within these three general categories (Wenden, 1987, O'Mally, M. and Chamot, A. 1990)

(See chart on following page)

<u>Metacognitive</u>	<u>Cognitive</u>	<u>Socio Affective</u>
Advance organizers	Repetition	Socio Affective
Direct attention	Resourcing	Cooperation
Selective attention	Directed Physical response.	Question for clarification
Self-management	Translation	
Advance preparation	Grouping	
Self monitoring	Note taking	
Delayed Production	Deduction	
Self Evaluation	Recombination	
	Imaginary	
	Auditory representation	
	Key word	
	Contextualitaion	
	Elaboration	
	Interferencing	

Graph 4 : Learning strategies in the second language literature (Wenden 1987)

3.5 METACOGNITION

A number of studies indicate that metacognitive strategies play an important role in helping students plan and monitor their comprehension while reading (Adamson 1991), Li & Munby, (1996), while other studies have shown significant improvements in reading for students who were trained in the use of these strategies (Block, 1992; Carell, Pharis and Liberto 1989).

Although the term metacognition has been part of the vocabulary of educational psychologists for the last couple of decades, there is much debate over exactly what metacognition is in the dictionary entry. It refers to one's own cognitive system; thinking about one's own thinking; essential skill for learning to learn. Includes thoughts about what we know or don't know and regulating how we go about learning.

The study of metacognition has provided educational psychologists with insights about the cognitive processes involved in learning and what differentiates successful students from their less successful peers. It also holds several implications for instructional interventions, such as teaching students how to be more aware of their learning processes and products as well as how to regulate those processes for more effective learning.

Alexander, Shallert, and Hare (1991) define it as knowledge about ones cognition (“knowing that”)and about the regulation of that cognition.(“knowing how”) These researchers also sub-divided metacognite knowledge into four dimensions, these are: Self knowledge, task knowledge, strategic knowledge and goals and plans.

The term "metacognition" is most often associated with John Flavell (1979). According to Flavell, metacognition refers to one's knowledge concerning one's own cognitive processes or anything related to them, e.g., the learning-relevant properties of information or data. For example, I am engaging in metacognition if I notice that I am having more trouble learning A than B; if it strikes me that I should double check C before accepting it as fact." Flavell argued that metacognition explains why children of different ages deal with learning tasks in different ways, i.e., they have developed new strategies for thinking. Flavell further divides metacognitive knowledge into three categories: knowledge of person variables, task variables and strategy variables.

What exactly is metacognition? Even though there are several terms currently used to describe the same basic phenomenon or an aspect of that phenomenon and there are some

distinctions between definitions. They all emphasize the role of executive processes in the overseeing and regulation of cognitive processes.

In the context of reading, metacognitive knowledge should be understood as readers' assessment of themselves as readers and their knowledge and control of strategies for processing and learning from a text, in relation to both the complexity of the task at hand and the goals and plans that guide the reading process (Bickmore and Band 1996).

Baker and Brown (1984), among others, have pointed out that readers who have enhanced their awareness of the nature of reading and of their own reading strategies are better readers than those who have not. That is why readers should be made aware of the importance of employing "problem solving, trouble shooting routines and remembering" which include basic strategies for reading and remembering.

Metacognitive instruction is an approach which emphasizes the development of thinking skills and processes as a means to enhance learning. The objective is to enable all students to become more strategic, self-reliant, flexible, and productive in their learning endeavors (Scheid, 1993). The use of these strategies has been associated with successful learning (Borkowski, Carr, & Pressley, 1987; Garner, 1990). Metacognition enables students to benefit from instruction (Carr, Kurtz, Schneider, Turner & Borkowski, 1989; Van Zile-Tamsen, 1996) and influences successful learning.

3.5.1 METACOGNITIVE AWARENESS OF READING STRATEGIES

The Metacognitive Awareness of Reading Strategies (MARS) is a self-assessment inventory, guided to direct students to reflect upon their own use of reading strategies. This tool was guided by several efforts including a review of recent research literature on metacognition and reading comprehension.

Alexander & Jetton 2000; Baker & Brown 1994; Gardener 1987; Paris & Winograd and Pressly 2000 used their expert judgement with respect of assignment and categorization of items within the inventory. Insights gained from existing reading strategies instruments regarding format and content were also obtained from research performed by Schmitt 1990 & Allington 2000.

Mockhtari & Reichard, (2002) state that MARS is not intended to be used as a comprehensive measure of student's comprehension monitoring abilities. Rather it is designed as a tool for helping students increase metacognitive awareness and strategy used while reading enabling students to increase awareness of their own reading strategies. It is important to mention that it is believed MARS can also serve as a useful tool for teachers and researchers in investigating the impact of teaching strategic reading on students reading comprehension under a variety of conditions including reading for different purposes. To see the results of this self-assessment inventory turn to 4.7 MARS results.

3.7 LEARNING STRATEGIES

There is not a definite list of skills or strategies that can be identified exclusively as learning to learn skills but there are a number of recourses and teaching programs that address specific skills that help learners become more efficient and reflective. These strategies could supplement the development of good learning behaviour. Winberg C. (1995) Points out several learning strategies which describe an effective student.

- ✓ Self-reflection
- ✓ Knows where to find help
- ✓ Uses the library

- ✓ Imposes his/hers own framework on study data.
- ✓ Understands exam writing techniques.
- ✓ Uses computer and technology to help her/him.
- ✓ Uses prior knowledge.
- ✓ Uses a writing process.
- ✓ Knows how to use reading strategies.
- ✓ Joins a study group.

These skills are good learning-to-learn skills and they should be taught or modelled in the classroom. However the purpose of this study lies on specific reading strategies children in their elementary years could use to improve their reading comprehension.

Pierson and Fielding (1991) defined strategies as "conscious and flexible plans that readers apply to particular texts and tasks" Based on the idea that learning and reading a language are skills therefore "teachable" through training and 'scaffolding' (Vygotsky 1962). A growing body of empirical research has supported the explicit teaching of specific strategies for improving students' reading comprehension. Certain studies in L1 and L2 contexts show that potentially useful strategies for effective reading were attributed to the level of metacognitive awareness of the students (Carell 1989; Jimenez 1996).

Carell 1996, 1998 argued that successful reading strategy is dependent on whether a strategy is employed metacognitively. This partly accounts for the fact that poor readers often do not lack cognitive strategies but failed to assess them metacognitively. Carell (1989) also suggested that successful use of reading strategies is, largely dependent on 'awareness' of, and flexibility in, the use of these strategies according to the purpose of the task or the problem to be solved.

Too often students in second language reading programs, who receive instruction only in the skills and strategies fail to use them intelligently and on their own volition because they don't understand the reasons why such strategies are useful nor do they understand where

and when to use them. “Adding instruction in ‘awareness’ or knowledge about a strategy evaluation, rationale, and utility should greatly improve the positive outcomes of instruction.” (Carell 1989-pg: 124)

Carell identified two main components necessary for reading strategy instruction to be successful. Firstly, knowledge of cognition, which involves what strategy to use, when and how to use it; secondly, regulation of cognition, which covers the monitoring, planning and transferring process. Problem identification and problem solving that is to say self regulation (also called monitoring) at a word, clause and text-level are identified as major characteristics in the three phases of comprehension monitoring: evaluation, action and checking.

Several researchers investigated the effects of using different metacognitive strategies in classroom contexts: direct instruction (Bauman 1988) reciprocal teaching (Brown and Palinscar 1989), question and answer (Benito, Foley, Lewis and Prescott, 1993), Self questioning, (Meyer, Young and Barlett, 1989) and problem solving (Ashman and Conway, 1993).

3.8 L1 AND L2 CONTEXTS

These studies, most of which were carried out in L1 contexts have, indicated a beneficial effect of metacognitive strategy training and reported significant improvement in students’ reading comprehension performance.

In other studies, responses by efficient readers were interpreted and demonstrated a greater awareness of the processes used while reading, consistency in task purpose and flexibility in reading as shown by re-reading when necessary, by relating ideas, and by reviewing content. Besides creating a clear sense of purpose for reading, such actions as relating prior experience, background knowledge and familiarity with the topic of the material read, were also important aspects of self-regulators. In this sense, success in the reading process

was closely connected not only to the strategies used but also to keeping track of the task at hand, as well as considering the characteristics of the texts being read.

Based on a needs analysis, Weir (1983) draws attention to L2 reader's difficulties with tasks requiring skills and strategies for reading efficiently, and helping students become more aware of themselves as readers, so they may develop a workable knowledge of reading strategies and thus become better prepared to attain better levels of reading comprehension in both languages.

The purpose of the research study described here was to establish if, and to what extent metacognitive strategy training can help young students in an EFL context read more rapidly and efficiently in a second language.

3.9 READING STRATEGIES

Reading strategies indicate how readers perceive a task, what textual clues they attend to, how they make sense of what they read and what they do when they do not understand (Block,1986) Strategies, therefore, can be classified into two types; cognitive strategies and metacognition. Cognitive strategies aid in bringing meaning to the text, a framework for understanding. These strategies involve a more direct manipulation of the learning material itself (O'Malley, 1985). Metacognition, on the other hand, refers to the understanding of one's cognitive process. In other words, it's the cognition of cognition. Casanave, (1988) McCormack and Pacinni, (1990) agree that, successful learning requires reflection during or after the educational experience. Self monitoring is an essential element to learning to learn. Students should be encouraged to verbalize and share their thinking strategies by providing students with feedback about how they have accomplished a task and supporting learners with metacognitive learning and frameworks

Hence, metacognitive strategies assist in monitoring understanding, evaluating one's learning process and taking action when necessary. According to Wade and Reynolds

(1989) it is imperative to note that both cognitive and metacognitive strategies not be thought as a discrete process occurring in isolation; rather they represent different but overlapping processes that can and usually function simultaneously. Any English curriculum should require teachers to give students explicit instruction in reading strategies that will provide them with tools to become more skilful and strategic readers.

When faced with the decision of which strategies to present to the student and what to include in the tutoring lessons, the researcher of this project went back to the chart of characteristics, designed for teachers in the edition of *Distant Voyages*. Trophies, Harcourt (2003) called; “Strategies And Behaviors Of Proficient Readers.” This chart is a guide for teachers to choose specific strategies to implement in the classroom while reading as well as students behaviors to observe during tutoring reading sessions. The following strategies apply to reading in all content areas.

3. 9.1 DEFINITION OF TERMS

	Strategy	Objective
Strategy 1 :	Finding Details that are Directly stated	To find information that is directly stated ; information that is based on recall
Strategy 2	Drawing Inferences ‘Reading Between the lines’	To gain understanding from information that is not directly stated.
Strategy 3	Cause and Effect	To determine what makes something happen- that is, why it happens (cause) and the result (effect)
Strategy 4	Finding the Main Idea of a Paragraph	To supply the main thought of a paragraph by determining what the topic is and what is special about the

		topic. All sentences in the paragraph should develop the main idea.
Strategy 5	Finding the Central Idea of a Story	To supply the central thought of a group pf paragraph or a story by determining what the topic is and what is special about the topic. All paragraphs should develop the central idea.
Strategy 6	Using Divergent thinking	To go beyond what the author has written to come up with new or alternative solutions.
Strategy 7	Following Directions	To read instructions and then carry them out.
Strategy 8	Categorizing	To classify items into a more general group or to determine whether an item belongs in s specific group.
Strategy 9	Completing Word relationships Analogies	To discern relationships between words and ideas.
Strategy 10	Finding Inconsistencies	To supply the correct word by drawing a logical conclusion from a sentences or story material.
Strategy 11	Distinguishing Between fact and opinion.	To differentiate between information that can be verified and information that

		cannot be proven.
Strategy 12	Character Analysis	To understand characters feeling and emotions,

GRAPH 5: Definition of terms. (Reading Strategies)

3.10 STRATEGIES FOR TEACHERS

Throughout any reading course, instructors should be aware of the important task that teaching children to read entails; Bell (1998) suggests seventeen reading strategies for teachers to help the reader gain confidence and which could encourage and help children develop a better understanding and perspective for reading. Each of these strategies were followed during the tutoring lessons.

1. Read to your students.	Students will learn reading from the modelling of it! Make it fun an exciting for them.
2.Uninterrupted reading.	Don't correct them on every single mistake. Focusing readers on reading to make sense is what is important.
3. Skip and go on.	When students come to an unknown word, encourage them to continue reading to obtain meaning from context. Reading is meaning construction. Knowing how to say a word is less important that knowing what the sentence says in a particular context.
4. Predict to make sense.	If the student comes to and unknown word or sentence; through context prediction could be used for a meaningful substitution of a word.
5. Modified Cloze Procedure	Words that could easily be predicted based on meaning can be blocked out. The reader should be more than willing to predict instead of sounding out.
6. Line Maker	Some students have a hard time focusing on lines of text

	and easily get distracted. A pencil, ruler or index card will act as a guide to stay focus.
7.Retelling	After the reader has completed a text or a piece of it, have him/her retell what he just read. This strategy will give a good indication whether the student is understanding what he/she is reading even though he might have miscues.
8. Responsive writing	Ask the reader to write about the part of the story they liked best and share their writing. Open ended questions could be made – make sure they are not an inquisition.
9.Rereading	Students can develop confidence by rereading pieces of work he feels confident with.
10. Reading is fun	Make reading sound like language by reading easy and fun jokes, poems, riddles etc.
11.Language experience	The teacher can write what the student orally produces; eg: a story or poem. This will allow the student to read+ something he is familiar with.
12.Eco-reading and partner reading.	The child and teacher read a piece together in a duet. This strategy helps children become more fluent, support her/his efforts, and help them move to becoming independent readers.
13. Reading to others.	Having your reader read to a younger group of students or into a tape recorder can help them achieve the fluency needed to develop good comprehension. This fits reading for a ‘purpose’. They must read properly so it can be understood by their listening audience.

14. Sustained Silent Reading.	Being exposed to a variety of materials and reading them silently for his own pleasure or information will contribute to the proficiency and efficiency of your reader.
15. Previewing a text	Previewing a text using pictures, graphs, chapter questions and charts is an excellent strategy to familiarize with the text. If the content is something he is familiar with, he can begin by making connections.
16. Journal Writing	Journal writing can benefit reading and writing because it connects them and thoughts about the content, personal background and experience can be expressed.

Graph 6: Bell, B. (1998) Reading: Strategies for teachers and parents.

3.11 TYPES OF LEARNING AND TEACHING SYSTEMS

When it comes to planning a course it becomes particularly beneficial to understand a useful classification of different types of teaching and learning systems. Some of these types of teaching and learning systems were first introduced by Professor Lewis Elton of the University of Surry and subsequently used by Fred Percival and Henry Ellington.

This concept divides all teaching and learning systems into three broad groups, which may be described as, mass instruction techniques, individualized instruction techniques and group learning techniques. (Ellington and Race 1998)

(See graph on following page)

Class of techniques	Examples	Role of teacher/ Instructor
Mass Instruction.	Conventional lectures and expository lessons; television and radio broadcast; cable television ; films.	Traditional expository role ; controller of instruction process.
Individualized Instruction.	Directed study; open learning; distance learning; programmed learning; mediated self-instruction; computer based learning.	Producer/ manager of learning resources ; tutor and guide.
Group Learning	Tutorials; seminars; group exercises and projects, games and simulations; self-help groups.	Organizer and facilitator.

(Graph 7: Three basic classes of instruction methods

In the present teaching situation, open and flexible learning instruction takes place due to the fact that the student arrives at classes to receive personalized attention, this type of teaching falls in the category of 'individualized learning methods' which is much more learner-centred in their approach and designed to cope with the needs of individual learners.

Although individualized learning has a long tradition of use in education, it was only recently that it has started to become an integral part of mainstream education. Certainly, no progressive teacher can really afford to ignore individualized learning any more, since it constitutes one of the most powerful groups techniques in the modern educational armoury. (Elington and Race 1985)

A wide range of individualized learning techniques has been developed over the years, from the text-based methods type used in traditional correspondence courses to the latest audio-visual and computer-mediated techniques. It is important in today's world to develop various communication and interpersonal skills in order to function effectively as a part of a group. (Rogers 1960)

Long (1976) found that small-group work prompted students to use a greater range of language functions than whole-class activities. Varonis and Gass (1983) also found that there was more modified interaction in small groups in which learners were from different language backgrounds and proficiency levels.

This concept follows a Humanistic psychology which is concerned with how people interact with and learn from one another in small-groups situations, and involves the use of groups dynamics. (Elington and Race 1985).

3.11.1 ACTIVITIES TYPES

As far as the theoretical foundation of this study in regards to the tasks planned for this course and the activities the subjects performed, it is necessary to indicate that the types of activities used during the study draw from ideas taken from such researchers as Hutchison and Waters (1987), Long (1976) and Nunan (1988).

Let us view some definitions of what an activity is, according to Richard and Lock heart (1994) An activity is a task that has been selected to achieve a particular teaching learning goal. For Clark and Yinger (1979) is the basic structural unit of planning and action in the classroom.

According to Nunan, tasks are rationalised in either “real-world” or “pedagogic”. Tasks with real-world rationale require learners to approximate, in class, the sorts of behaviours required of them in the world beyond the classroom. Tasks with a pedagogic rationale, on the other hand, require learners to do things which it is extremely unlikely they will be called upon to do outside the classroom. (Nunan 1988).

It was difficult to predict in advance which specific type of task was going to be used in each activity. This research suggested to plan activities which have a balance between the two task types due to the fact that many activities can be justified both in real-world and pedagogic terms. (Long’s 1985).

It must be considered into which extent which classroom tasks can be expected to “mirror” the real world. It would be unusual for real-world tasks not to be adapted in some way when they are brought into the classroom and are transformed into games, simulation, role plays etc., in order to make them appropriate for the classroom (Nunan 1988).

In order to plan proper task and activities, task components, must be identified Nunan (1998) Cadlin (1987) Shavelson and Stern (1981) and Wright (1987) suggest a variety of components this will be of assistance in selecting, adapting, modifying and creating tasks for the tutoring lessons.

Following is chart with the different task components stated by the authors.

(See graph on following page)

<i>Nunan</i> (1998)	<i>Shevelson & Stern</i> (1981)	<i>Cadlin</i> (1987)	<i>Wright</i> (1987)
Goals.	Goals.	Feedback.	Input
Input.	Students.	Input.	Initiating question.
Activities.	Activities.	Outcomes.	
Roles.	Content.	Roles.	
	Social community.	Setting.	
	Materials.	Monitoring.	

(Graph 8: Task components according to authors)

Activities used throughout the tutoring lessons were designed in order to reach the goals and objectives of the teaching program. It is important to remember that activities specify what learners will actually do which forms the point of departure of the learning task. (Clark 1987). We shall now look at three different activity typologies by Prabhu, Clark and Pattison. (See chart on following page)

<i>Prabhu (1987)</i>	<i>Clark (1987)</i>	<i>Pattison (1987)</i>
Information-gap activity.	Solve problems.	Questions and answers .
Reasoning –gap activity.	Establish and maintain relationships.	Dialogues and role-plays.
Opinion-gap activity.	Search for specific information.	Matching activities.
	Search for specific information	Communication strategies.
	Listen or read in information	Pictures and pictures stories.
	Give information.	Puzzles and problems.
	Create imaginative text.	Discussion and decisions.
	Read , listen or view a story.	

(Graph # 9: Activity types according to authors)

All these activities were very useful when it came to teaching, but its was important before choosing to consider the target situation, the audience, the time and the internal and external factors that affected the teaching situation.

Perceived form the interviews, the subject had a teacher-centered view of learning For this reason it was decided to make this course a student- centered one by having a hermeneutic view of education as well as a affective approach to learning. This course gave the subject the chance to experience a more learner-centred learning situation in which he was able to develop a more autonomous and responsible attitude towards his own learning process.

4. CHAPTER FOUR

4. 1 PRESENTATION AND RESULTS ANALYSIS.

Eisenhardt (1989) recommends starting data analysis with an in-depth study of each individual research activity performed and information collected. This first step called "within-case analysis", entails sorting through all the data, discarding irrelevant information and bringing together what is most important. Thus, only the most significant observations that emerged from the data gathered in the field are used in the analysis, while it helps reducing the volume of data to facilitate the cross-case analyses.

This is probably one of the most common methods used to give order to the vast amount of data collected for this case study during the interviews , surveys and field observation. As Eisenhardt (1989) suggests, such a preliminary analysis is helpful to develop an in-depth familiarization with each area before moving on to the next level of analysis.

Following comes a detailed analysis of the information gathered with the tools mentioned above. All detailed information and significant data is indicated, drawing together all important aspects of the study aiming at more general conclusions on the results of the following aspects:

- Survey results
- Results from tests
- Interview results
- Think aloud protocol result.
- MARSİ results

4.1.1 SURVEY RESULTS

A chart is provided below to provide a better understanding of each of the questions asked in the survey and the individual answers given by each student. Following there is also a detailed analysis of each question taking into consideration the percentage scale. To conclude, there is a summary of the main aspects and significant information of the survey.

Next there are the results of a survey performed with fifty one children, ages ten to eleven, from the school where the researcher of this project is currently employed. It is thought that having admission to these classrooms and student group, presented some advantages for this research, given that their input on their knowledge and experience regarding reading and the implementation of reading strategies constitutes an important aspect of this project. (See appendix I for survey format)

1.	Do you like to read?	<ul style="list-style-type: none"> ▪ Yes: 19 ▪ No: 15 ▪ Sometimes:17
2.	Do you think reading is important? Why?	<ul style="list-style-type: none"> ▪ Yes, to learn: 40 ▪ Yes, for when you are older:1 ▪ Yes, to be a better student: 1 ▪ Yes, to have fun: 5 ▪ Yes, to improve your imagination: 2 ▪ Yes, it gives you a of information:1 ▪ No, it's not important:1
3.	Why do you check out a book to read?	<ul style="list-style-type: none"> ▪ To read it:15 ▪ To learn:13 ▪ To have fun:8 ▪ It's interesting: 5

		<ul style="list-style-type: none"> ▪ I have to for school: 7 ▪ I like to read: 1 ▪ To go to sleep: 1 ▪ To look at the pictures: 1
4.	Now that you have a book to read, do you do anything before you start reading?	<ul style="list-style-type: none"> ▪ Didn't answer: 13 ▪ Read table of content: 5 ▪ I just start:14 ▪ Read the title:5 ▪ Read the first page to see if I like it: 2 ▪ Look at the pictures: 9 ▪ I predict: 3
5.	If you are alone and don't know what a word means, what do you do?	<ul style="list-style-type: none"> ▪ Look it up in the dictionary:27 ▪ Glossary: 2 ▪ Look it up on the computer: 5 ▪ Skip it: 5 ▪ Figure it out: 8 ▪ Ask someone: 3 ▪ Use my strategies: 1
6.	What do you do if you don't understand a paragraph or an entire page?	<ul style="list-style-type: none"> ▪ Ask someone for explanation: 7 ▪ Change the book : 14 ▪ Don't read anymore: 6 ▪ Skip the page: 4 ▪ Re read it: 15 ▪ Nothing; 5
7.	Once you complete a book, what do you do?	<ul style="list-style-type: none"> ▪ Keep it: 2 ▪ Nothing: 8 ▪ Check out another one: 22 ▪ See pictures again: 1

		<ul style="list-style-type: none"> ▪ Read another one: 4 ▪ Tells other what I learned about the book: 1 ▪ No answer: 4 ▪ I re read the back part again: 2 ▪ Read it again: 1 ▪ Recommend it to others: 1 ▪ Look for another thing to do: 3 ▪ I keep thinking about the book and what can happen after: 2 ▪ Go and watch T.V: 2 ▪ Resume it on my own words to see if I understood it: 1
8.	Do you know what reading strategies are?	<ul style="list-style-type: none"> ▪ Yes:39 ▪ No:11 ▪ Concentrate: 1
9.	For you , what are reading strategies?	<ul style="list-style-type: none"> ▪ Help you read better:15 ▪ Tricks and tips: 5 ▪ Didn't answer: 6 ▪ Good choices: 1 ▪ Learn: 2 ▪ How to read: 1 ▪ Chunk the word: 1 ▪ Ways to understand better:10 ▪ Don't know: 4 ▪ Read chapter by chapter: 1 ▪ Ways for you to read: 2 ▪ Things to find out what you want: 1 ▪ Feel as if I was in the story: 1 ▪ Way to help you say the word: 1

10.	Tell me all the reading strategies you know about.	<ul style="list-style-type: none"> ▪ Read patiently:3 ▪ Imagine what you are reading: 2 ▪ Look at pictures: 12 ▪ Underline words: 1 ▪ Read Captions: 2 ▪ Imagine it was real life: 3 ▪ Do silent reading: 1 ▪ Read the introduction: 1 ▪ Be comfortable: 1 ▪ I don't use reading strategies: 2 ▪ Chuck out the words: 6 ▪ Re-read: 18 ▪ Skip: 1 ▪ Stop and retell what happened: 1 ▪ Understand what I'm reading: 1 ▪ Stretch the word: 1 ▪ Use a dictionary: 8 ▪ Read bold words: 1 ▪ Predict: 4 ▪ Stop and think what is happening: 1 ▪ Skim: 1 ▪ Do mental reading: 1 ▪ I don't know: 6 ▪ Concentrate: 1 ▪ Imagine I was in the story: 1 ▪ Self questions: 1 ▪ Read ahead: 1
11.	Have you ever had specific classes on learning	<ul style="list-style-type: none"> ▪ No: 38 ▪ Yes: 8

	techniques to help you read better?	<ul style="list-style-type: none"> ▪ Yes, at school: 3 ▪ Yes, at the O.R.C: 1 ▪ Maybe sometimes: 1
12.	Would you like to receive classes on learning techniques to help you read better?	<ul style="list-style-type: none"> ▪ Yes:2 ▪ Yes, I want to be better in school: 2 ▪ No, I already had one: 2 ▪ Yes, I can learn what I don't know: 1 ▪ Maybe, to understand better:1 ▪ No, I don't like it: 1 ▪ No: 19 ▪ Never in my life: 1 ▪ No, it would be boring: 15 ▪ No, I have no time: 2 ▪ No, I'm good at reading: 3 ▪ No, I like to read on my own: 1 ▪ No, I don't like reading: 1

Graph 10: Detailed answers to survey performed to children.

- Question one: *Do you like to read?*

There is a constant positive response towards reading. More than 80% of the children feel optimistic about reading; they like to read frequently or in occasions. Only 20% of the children indicate they don't like to read at all.

- Question two : *Do you think reading is important? Why?*

98% of the participants think reading is important because they can learn, receive information, improve their imagination and that reading can help them become a better student. Only 1% feels reading is not important.

- Question three: *Why do you check out a book to read?*

40% affirms they check out a book from the school library for a positive purpose; either to learn, to have fun or because it is interesting. 10% of the students admit they check a book out because they have to as a school requirement.

- Question four : *Now that you have a book to read, do you do anything before you start reading?*

45% of the students say they don't use any reading strategy before they begin reading. 55% of the children use certain strategies as they begin reading the book. (See specific strategies on chart above)

- Question five : *If you are alone and don't know what a word means, what do you do?*

100% of the children say that they use the strategy of looking up word on the computer or a dictionary and/or ask a teacher when they come across an unknown word.

- Question six: *What do you do if you don't understand a paragraph or an entire page?*

50% of the participants believe they might use a strategy such as asking their teacher or friend or re-reading the paragraph when they don't understand it; the remaining 50% either change the book or simply give up the idea of reading.

- Question seven: *Once you complete a book, what do you do?*

15% of the children surveyed indicate that they don't do anything after they finish reading a book. The remaining 35% do such things as: looking at the pictures again, recommending the book to someone, re reading it or keep thinking about what can happen next.

- Question eight: *Do you know what reading strategies are?*

80% of the children think they know what reading strategies are. 10% of them say they don't know.

- Question nine: *For you, what are reading strategies?*

80% of the participants gave personal definitions of what reading strategies are. 20% of them gave examples of use of strategies; however, no formal definition was given by anyone. They seem to have only vague ideas.

- Question ten: *Have you ever had specific classes on learning techniques to help you read better?*

48% of the students surveyed mention the strategies they are acquainted with. (In the chart above the names of twenty six strategies can be seen); 2% of the students affirmed they don't use any strategies.

- Question eleven: *Have you ever had specific classes on learning techniques to help you read better?*

100% of the participants said they had never had any instruction on reading techniques or strategies. We can assume by this response that the explicit teaching of reading strategies is not taking place in most schools.

- Question twelve: *Would you like to receive classes on learning techniques to help you read better?*

This question was asked in order to know how interested this age group is upon receiving explicit instruction in the use of strategies that will help them comprehend better. 30% of the children surveyed expressed that they would like classes to help them read better. 70% is not interested in receiving classes.

Given the age group of the subject of this research project (ten and eleven year olds) , the researcher found very helpful to implement a survey to a group of students of the same age range. This was beneficial given that their input on their knowledge and experience regarding reading and the implementation of reading strategies constituted an important aspect of this project

As the survey was analysed, it was clear that most of the children feel reading is important even though they don't like to read so much as they should. Most of the children have some notion of what reading strategies are as well as their use, but most of them don't seem to be interested in wanting to learn more about the use of strategies in their reading. Also, they don't seem to be aware of the fact that using strategies can help them in a positive way in all content areas of learning, not just reading.

4.1.2 RESULTS FROM READING COMPREHENSION LEVEL ENTRY TESTS

In order to gain more data on the subject's learning process, direct observation of the subject's performance and learning routines was performed. The objective of this direct and extended observation was to obtain some insights into the individual task performance and to monitor the participants' process of learning during a given time period.

For the purpose of this study, it was necessary to establish the subject's reading level before the controlled situation was put into practice. To establish the starting point of this progression, several tests were used. The objective of these entry tests was to determine where the participants stood in regards to their reading level. Garvie (1990) states that tests are considered to be a fundamental part of an academic judgment of a student; following Garvie's recommendation, six multi-level reading tests were implemented as part of the observation procedure.

Although the same tests were implemented twice, a three-month gap between each reading test is hypothesized as not influencing in any way the subjects' comprehension level. It is also relevant to mention that the texts chosen as reading tests were taken from the Edition of Distant Voyages. (Trophies-Harcourt 2001) The reading levels of these tests were set by the programs' ESL categories.

(See appendix II for copy of the first exams performed on March 7, 9 and 14)

(See appendix III for a copy of the final exams preformed on May 2, 5 and 11)

	Level	Date	Story	Correct Answers	Incorrect Answers	Percentages
1.	Below level.	March 7th	The hot and cold summer	12	8	60%
2.	On level	March 9 th	Woodsong	16	4	80%
3.	Above level	March 14th	William Shakespeare and the Globe.	6	14	30%
4.	Below level.	May 2 nd	The hot and cold summer	16	4	80%
5.	On level	May 5 th	Woodsong	18	2	90%
3.	Above level	Mary 11 th	William Shakespeare and the Globe.	17	3	85%

Graph 11: Test results

In the chart above, the date, levels of tests, names of stories read by the student, the number of correct and incorrect answers and results can be observed for a clearer image of the student's progress over the three month period in which the subject received personal tutoring based on metacognitive awareness and the use of reading strategies.

When analyzing the reading comprehension exams performed by the subject before and after the tutoring lessons, it is noticed that there is a significant difference in the academic performance on reading tests performed at the beginning of March and the reading tests performed at the end of May.

In the comprehension tests performed at the beginning of March, a low percentage of reading comprehension skills is seen on test results, with a 60% and 30 % of the answers correct on both tests. It could be safely assumed that the subject presented a low reading comprehension level and a very small or none existing quantity of reading strategies.

A striking difference and a noticeable improvement is observed in the reading comprehension tests performed by the subject after the tutoring sessions, with 80%, 85% and 90% of the answers correct. Although the improvement wasn't quantitative large; It is clear that the subject demonstrated a great deal of improvement in his ability to read and comprehend a text.

(See appendix for comprehension test copies)

4.1.3 INTERVIEW RESULTS

Following are the results of the analysis of the structured interviews. Three participants were interviewed with the purpose of getting first-hand information concerning the subject's background. The participants were: the student subject of this study, his parents, and the subject's teacher.

Questions were distributed into nine categories in order to obtain better results for the analysis. The categories were the following: background information, general information, previous experience, personal information, likes and preferences, feelings, future expectations, previous academic knowledge and academic information. The totality of the questions which were asked was thirty-six.

The questions, which were asked to all participants, were divided into categories in order to facilitate triangulation due to the fact that it was essential to this research to acquire, as

much information as possible from all participants as to better understand the subjects' background concerning his previous experiences.

Among the drawbacks, it is important to mention that meetings with the subjects' teacher and parents became a constraint due to several factors such as, lack of time and cooperation of these participants. However the researcher believed that this information would greatly affect the research process both quantitative and qualitatively. It would have been beneficial if the participants had further cooperated and given more time to contribute to this fundamental information.

Following is a chart that helps visualize the questions according to categories and the number of participants. It is important to mention that in some categories, not all participants contributed or had the same amount of questions. For example, background questions were mainly asked to the subject's parents, since the teacher had little knowledge about the subject's personal and academic background. In the feelings category questions were mainly directed to the subject regarding his likes and preferences towards learning etc. Below the chart and divided into categories, a detailed analysis is presented. All questions were analyzed and triangulated in order to come about to more solid conclusions the subject's background, feelings, likes and preferences and future expectations.

(Transcriptions interviews with teacher , subject and subject's parents is provided in Appendix # four)

Categories	Background Information	General Information	Previous know.	Personal Opinion	Likes and preferences	Feelings	Future expectations	Previous Knowledge	Academic Information	Number of questions
Parents	**	***	* *	**	*	**	*	*	*	15
Subject	*	*	*	*	**	**	*	***		12
Teacher		**		*		**	*		***	9
Total of questions per category.	3	6	3	4	3	6	3	4	4	

Graph # 12: Questions for interviews organized by categories.

1) Three Background Information questions. (Two for parents and one for subject)

The purpose of these background questions was to determine what academic background the child had, what experiences he had had in the past and which schools he had attended.

The subject has travelled around South America during the past three years. The schools he has attended were all bilingual schools. Therefore, he has a standard knowledge in English. However, in previous years, attention has been given to problems concerning reading comprehension which continues to be the problem according to the evidence seen in several report cards from former years. His parents are aware of the importance of their son's

difficulty, and are willing to work side by side the school and teacher to achieve the expected objectives.

When the main subject was asked what he thought about learning and reading, he recognized that reading is important and he showed a positive attitude towards improving. He said “ If I learn to understand what I read, I’m going to get good notes (sic) in all subjects” He also showed awareness of the need to learn to comprehend what he is reading in order to do better in school. Particularly he was concerned with being referred to the O.R.C (Optimal Recourse Center), a program intended to give extra attention to elementary students by working separately in smaller groups, guided by a professional in the area of learning difficulties, during the Language Arts session . The subject mentioned the following about the ORC in the interview “I want to learn to read fast because I don’t want to be in the ORC, because I don’t want to go (sic) of my classroom when my friends are there” .

2) Six General Information questions. (Three for parents, one for subject, and two for teacher)

Questions were geared to obtain answers that gave evidence on the subject’s background and past. It was confirmed that the subject had been accepted in this specific bilingual school with the condition he received private tutoring for several months, in order to upgrade his reading skills. Would the participant not achieved the objectives set by the school by the end of the school year he would have to enter the ORC (Optimal Resource Center)

The only negative aspect according to the parents was that he had to attend special classes with other students who were struggling with reading comprehension skills during the Language Arts period. Thus he had to be pulled out of regular classes. His parents felt it would hinder their son’s socio-affective process of settling into the new school environment if the child had to be pulled out of class everyday while the rest of his classmates stayed in regular class.

3) Three Previous experience questions. (Two for parents and one for subject)

Two questions were asked to the parents. They were: En que colegios ha estudiado el niño, desde que inicio su formación académica? And Ha asistido su hijo a clases extracurriculares de Ingles o lecto escritura en algún momento? These were important questions, since it was significant to determine what previous experience the child had and where, when, why and what kind of instruction had he received in reading skills.

They mentioned that their son had attended several bilingual schools in the past due to their constant travelling; moreover, the area of reading comprehension had always been an area of concern in their child's academic growth, showing frequently in low grades, even in kindergarten and first grade, comprehension difficulties were noticeable.

4) Four Personal Opinion questions. (Two for the parents, one for the teacher and one for subject.)

To the parents it was asked; "How can your son's learning process improve"? They were honest in answering that they knew very little about education, and learning processes, but they were laying their trust on the school's methodology hoping and trusting they would know exactly what to do in order to help undergo their child transition process smoothly. Some of such changes were, constant travelling which entails changing schools, teachers, learning methodologies, friends and family.

To the subject's teacher the questions asked were: "What recommendations can you give me in order to help improve the child's reading process?" She addressed the importance of keeping a good attitude at home, as well as during tutoring sessions in order to make the subject's transition as easy as possible. She also recommended that he be thoughtful and

not lay back on the responsibilities he has as a student. With these comment it could be assumed that maybe the child is not liable enough or he has demonstrated some difficulty in being responsible at school. Moreover, the teacher mentioned he would have the same work load concerning reading as other students in the class. She would observe in a detailed matter his development in the area of reading comprehension.

The subject mentioned he liked his new school and he hoped he wouldn't have to move for sometime. He mentioned that he would "study a lot" if his parents promised they could stay in this city for a longer time than usual. From this comment it can be assumed that the child is happy in his new school and that he might be putting a little pressure on his parents with school issues in order to reside in one place instead of travelling so frequently.

5) Three Likes and preferences questions (One to parents and two for subject)

How much he liked to read and whether he enjoyed his tutoring in the afternoons was another question. Like any other child that age would answer, he said " Sometimes I like reading, but it has to be in a fun way not boring classes, like I had in my other school". It is assumed all children would give a similar answer due to the fact that children like to enjoy themselves while they learn. He also commented he enjoys his private classes in the afternoon, specially computer work. He says that he has learned reading tips by doing web based reading comprehension tests. (Accelerated reading) Accelerated reading is a program which encourages young ESL readers to read. It operates with library books that children checked out and read. Later, they can take comprehension quizzes based on the book they read and win fun prizes.

6) Six questions concerning Feelings (Two questions for each participant)

The subject expressed that it has not been easy for him to travel so much, leave his friends as he moves, get acquainted with new people and schools etc. Concerning the extra curricular classes he mentions that sometimes he feels too tired to have tutoring lessons after school. He is tired and wants to rest and play. In addition, he is also settling in a new country, a new environment and in a new school. Thus performing well academically it has not been easy for him. His parents said: “We admire our son; he works very hard; he goes to school all day and in the afternoon he still goes to tutoring classes; now he is also visiting a counsellor.” It can be assumed from these answers that the subject needs support and encouragement in order to keep on going, even though he has a full agenda everyday and that he misses some leisure time.

His parents are aware of the process their son is going through, because they express their concern and support. They also expressed concern about socio- affective matters. For example, their constant travelling hasn't allowed the child to have many friends, and when he begins getting acquainted with a group of friends he has to move away, he also spends little time (once a year) with his family in Costa Rica, he expresses he misses his relatives. Regarding school, the same situation can be assumed, changing teachers, teaching methodologies and school environments has made him a little reluctant towards school. His parents are aware of their son going through difficult times these couple of months with all the changes, a new country, a new school, new teachers and classmates.

The teacher has been informed of the subject's background and expresses her concern; however, she comments she sees him as a mature boy compared to other boys his age. Regarding his academic level, she comments, he is definitely a below grade lever achiever in the area of reading comprehension.

On the topic of feelings, the subject mentions he feels left out at school due to the fact he is new, and that he would feel even more rejected by classmates if he had to attend the ORC. That is for "dumb" kids and I'm not dumb he says. It can be assumed by the child's comment that he doesn't have a high opinion of the program; rather he has built his own conclusions based on what he has heard from his friends, which we can tell is not very positive. By the way he expresses himself it can be inferred that he feels he has already a hard time being new in school and making new friends; if he had to enter the ORC, classmates would categorize him as "not smart" and would make him feel left out.

7) Three Future expectations questions .(One question for each participant).

The subject was asked; why he thought having good reading skills would be good for? He answered, "I want to read good (sic) so I won't have to study in the afternoon and I can do sports, (sic) also because I don't want to be in the ORC, I want to be in the class with the rest of the class. Good reading can help me be a good student and get excellent (sic) because I can understand what I read." For his parents it is very clear that in order to do well in all subject areas in school and in the future be able to study abroad, their son needs to have mastered reading and understanding in the English language. The teacher, however, sees his low comprehension skills as a hazard and is concerned on how the student will deal with other core subjects that are taught in English and require a good level of comprehension of reading in a second language. She clearly states that, in order for the student to get promoted to the next grade level, an evident improvement has to be observed.

8) Four Previous Knowledge questions. (One for parents, one for teacher and two to subject)

The goal of these questions was for the subject to express himself and let the researcher perceive what former personal experience with reading he had had in the past. It seems that he didn't have much of a positive practice in previous classes. He said: "Reading classes were boring in the other school, we just did many quizzes and grammar test". It can be assumed from some of the child's answers and many of the parents comments that the former school he was in was a teaching-learning approach based on grammar and a teacher-centred view of learning which didn't appeal or interested the subject. It can also be assumed that reading and comprehension strategies were not given to him in an implicit or explicit manner due to the fact that he had very little knowledge in the use of reading strategies.

The parent's point of view was very clear when saying that their child had always had difficulties in reading comprehension. This problem had been brought up in former schools; consequently, they blamed this problem on the fact that their child had to learn to read and comprehend in a second language. This, of course, affected his comprehension level.

The teacher quickly answered that she didn't have much past information or history from the student; however, she was very aware that he had low comprehension skills and this might turn into a larger problem. We can assume from all this answers that the student presents an evident reading comprehension problem.

9) Four Academic Information questions (Three for teachers)

Two interviews were performed to the teacher, one at the beginning of the process and one at the end. The questions were: In what level is the subject at this moment? Have you noticed any academic change since the beginning of the year until now? How have you observed the students overall learning process ?

The teacher was brief in answering these questions. Mainly, she reported the subject as a very low reader with almost no reading skills. She expected it would take him a while to settle in the new school and to follow and get acquainted with the reading methodology they practice at school. She also mentioned his growth to be in process, a course of action which would take time and persistence not only on his part but also on his parents as well as teachers.

She indicated the subject showed improvement and a great deal of interest in reading since the beginning of the year, but it still would take time for him to catch up with the rest of the students in class, due to the fact that his reading level is lower than most of the members of the class. The teacher also reported the subject to show interest and trying harder to participate in class activities.

(See interview transcripts in appendix IV and V)

4.1.4 RESULTS OF THINK ALOUD PROTOCOLS

In the following chart, the results of the think aloud protocols performed with the subject are displayed. This instrument was implemented to observe the learning strategies the subject used while reading a text, following Wenden's (1987) Learning Strategies Framework. Wenden's model is based on three main learning strategies which are metacognitive, cognitive and socio-affective.

A chart below is provided to observe how strategies are divided and sub- divided according to Wenden (1987). A number is seen between parenthesis beside each sub-strategy; this indicates the number of times the subject used that specific strategy during the think aloud protocol. Below the chart an explanation and comparison of the outcome of the study and a comment of some of the implications gathered in the study is given.

(To see First Think Aloud Protocol transcript turn to appendix VI)

(To see Second Think Aloud Protocol transcript turn to appendix VII)

Results from First Think Aloud Protocol

<i>Metacognitive</i> Two strategies used	Cognitive Thirteen strategies used	Socio Affective Two strategies used
Advance organizers	Repetition	Socio Affective
Direct attention (1)	Resourcing (1)	Cooperation
Selective attention	Directed Physical response.	Question for clarification (3)
Self-management (1)	Translation (4)	
Advance preparation	Grouping (2)	
Self monitoring	Note taking (all the time)	
Delayed Production	Deduction (1)	
Self Evaluation	Recombination	
	Imaginary (2)	
	Auditory representation (1)	
	Key word	
	Contextualitaion (1)	
	Elaboration (3)	
	Interferencing	

Graph # 13 : Learning strategies (Wenden 1987)

After analyzing the information from the Think Aloud Protocol, it can be said that the subject bases his learning strategy mostly on Cognitive learning. Cognitive strategies are used by learners to transform or manipulate the language. In more specific terms; this includes note taking, formal practice with the specific aspects of the target language such as sounds and sentence structure, summarizing, paraphrasing, predicting, analyzing, and using context clues.

During the read aloud exercise the subject used thirteen of these Cognitive strategies to perform the reading task. The strategies he used were, using imagery, elaboration, grouping, auditory repetition, resourcing, translation, deduction and contextualization. The most frequently used strategy was translation (used four times): secondly there was elaboration (used three times) he used imaginary and grouping , two times each, deduction, contextualization, resourcing and auditory representation were used once throughout the exercise It can be observed that the subject used three socio affective strategies, as he continually expressed insecurity and had to use question for clarification several times during the text. The subject had to be encouraged several times to focus on the text and continue the assignment. Two meta-cognitive strategies such as direct attention, self management were used once by the subject while doing the exercise.

In sum, we can observe thorough this exercise which learning strategies the student used while he interacted with the text and which are missing. Furthermore it can be concluded that the learning strategies the subject used the most were Cognitive; which involve only the manipulation or transformation of the material to be learned. Concerning metacognitive skills, the results confirm the subject is not aware of the employment of these skills.

It can be assumed that most eleven year olds would not be aware of the use of these skills and it is evident that most teaching programs do not emphasize or encourage the explicit teaching of metacognitive strategies. However, this study demonstrates that Metacognitive skills can be taught even at early stages of cognitive development and be beneficial to their learning process. (See results of second think aloud protocol)

It is important to mention that the result of this Read Aloud protocol focuses on the implementation of the subject's learning strategies implemented before he began the tutoring sessions, furthermore, from the interviews it was identified, that the subject had no previous experience with the use of learning strategies, nor had he been explicitly taught the use of any of these strategies.

The think aloud protocol was performed following Wenden’s learning strategies framework to guide this exercise. This instrument required that the subject think aloud while reading a text and doing a reading comprehension exercise. Wenden (1987) stated that “The best way to get at what strategies learners are actually using as they go about their learning task, it is to ask them!” To closely understand how the teacher- student interaction took place and more precisely understand the sequence of the think aloud protocol, see appendix #VI)

4.1.5 RESULTS FROM SECOND THINK ALOUD PROTOCOL.

The second think Aloud Protocol was carried out with the subject after he had concluded several months of tutoring lessons. It can be observed by the results shown in the chart below that the subject improved his awareness in the use of learning strategies; he increased the use metacognitive and Socio affective strategies.

A chart below is provided to observe the number of times each learning strategy was used by the subject during the second read aloud protocol. Again a number is seen in parenthesis beside each sub-strategy; this indicates the number of times the subject used that specific strategy during the think aloud protocol. Below the chart an explanation and comparison of the outcome of the study is given adding a comment of some of the implications gathered in the study.

(See chart on following page)

<i>Metacognitive</i> Seven strategies used	Cognitive Fifteen strategies used	Socio Affective Six strategies used
Advance organizers (1)	Repetition (2)	Socio Affective (1)
Direct attention (1)	Resourcing (3)	Cooperation (9)
Selective attention	Directed Physical response.	Question for clarification(8)
Self-management (2)	Translation (2)	
Advance preparation	Grouping	
Self monitoring (2)	Note taking	
Delayed Production	Deduction (1)	
Self Evaluation (1)	Recombination	
	Imaginary (2)	
	Auditory representation	
	Key word (2)	
	Contextualitaion (1)	
	Elaboration	
	Interferencing (1)	

Graph # 14 : Learning strategies (Wenden 1987)

It can be observed that the subject used seventeen cognitive strategies to perform the given task. The strategies he used were interferencing, contextualitaion, key word, imaginary, deduction, translation, resourcing and repetition. Merging both exercises it can be said that the subject utilized most of the same strategies he used in the first think aloud protocol.

As far as Socio – Affective strategies, the subject used more during the second think aloud protocol to show and get approval of the exercise that was being carried out . The strategies he used were the following: Cooperation, (nine times) and question for clarification, (eight times.)

Nine meta-cognitive strategies such as self management (used two times), self evaluation, (used two times) the use of advance organizers (used once), self monitoring(used three times) and advance preparation (used once) were implemented by the subject while doing the exercise.

As it is seen from the results, it can be said that the subject based most of his learning strategies on this second exercise again on cognitive learning. However, after combining and observing both results, it is evident that there was a significant improvement in the use of Metacognitive and Socio-Affective skills. It can be observed after comparing both exercises that a great deal more of learning skills was shown by the student.

Moreover, it can be said by the results that even young learners can benefit from the explicit teaching of metacognitive strategies, due to the fact that metacognitive instruction emphasizes the development of thinking skills and processes as a means to enhance learning. This enables all students, even young ones to become more strategic, self-reliant, flexible, and productive in their learning.

In this research, the focus was the difficulties regarding reading comprehension skills in a second language; it is evident that a number of studies indicate that metacognitive strategies play an important role in helping students plan and monitor their comprehension while reading (Adamson 1991). It can be hypothesized by the benefits seen on this study, that the explicit implementation of any teaching- learning course based on metaconition awareness can be beneficial to any student, even young elementary students who we might think are too immature to self-manage, self-monitor and self-evaluate their learning process.

4.1.6 DIARY ANALYSIS

Following is the transcription of the subject's diary focused on the use of twelve specific reading strategies and metacognitive awareness. The diary was written by the student with the teacher's guidance, after each specific strategy was taught and implemented. The objective of this diary was for the student to reflect on his own work and comment on the use of reading strategies. As Robb (1996) puts it; "Helping students reflect on the skills the instructor introduces by inviting them to talk and write about how they are using them. Highlighting students awareness of how a skill works so he can move towards applying it independently."

As the transcription is read, some phrases will be encountered that might not be normally utilized by a ten- year- old child; however, words and phrases such as: " read between the lines", "details", "clues", "confusion of sentences" and "main and central idea" were utilized during the duration of the course.

Following is the name of the twelve specific reading strategies implemented during the course, the main objective of the strategy and the transcription of the brief personal comments written by the subject in his dairy. The subject was asked to write with the help of the tutor a small and personal comment regarding what he had learned while working with each strategy and how he could apply it in reading activities.

- Strategy one: Finding Details that are Directly stated

Main Objective : To find information that is directly stated ; information that is based on recall.

Diary comment: "Finding details in a story I read is important because it helps me see little things and details that help me recognize and understand better and get excellent (sic) when I read. I learned that some details are clear and easy to find. Other details are hiding (sic) and I have to look hard to find them."

- Strategy two: Drawing Inferences 'Reading Between the lines'

Main Objective: To gain understanding from information that is not directly stated.

Diary comment: "I like when my teacher says , read between the lines. (sic) Is like a detective. Sometimes when people write they don't write all, they want me to read between the lines and to find all the clues in the story. I have to pay attention and not get distracted, so I can recognize all the things and discover many things."

- Strategy Three: Cause and Effect

Main Objective: To determine what makes something happen- that is, why it happens (cause) and the result (effect)

Diary comment: "This is good for me because, cause is the problem and effect is the solution. I need to understand why things happened to get the most from what I'm reading. For example, if I hurt it is the cause and the effect is to go to the doctor."

- Strategy Four: Finding the Main Idea of a Paragraph.

Main Objective: To supply the main thought of a paragraph by determining what the topic is and what is special about the topic. All sentences in the paragraph should develop the main idea.

Dairy comment: "The main idea of a paragraph is what the paragraph is about, without a main idea a paragraph would just be a confusion of sentences. Finding the main idea of a paragraph is very hard for me because I think the paragraphs have many ideas, but I have to think of the most important idea."

- Strategy five: Finding the Central Idea of a Story

Main Objective: To supply the central thought of a group of paragraphs or a story by determining what the topic is and what is special about the topic. All paragraphs should develop the central idea.

Diary comment: “I get confused with the Main Idea and central idea , I don’t understand so good. I have to practice more to understand and I have to ask my teacher.”

- Strategy six: Using Divergent thinking.

Main Objective: To go beyond what the author has written to come up with new or alternative solutions.

Diary comment: “I don’t know what the word divergent mean, is hard. My teacher say divergent means different ways of looking at things. If I am a divergent thinker I can give new ideas., opinions. Make guesses and solutions. I think I’m divergent when I does (sic) math.”

- Strategy seven: Following Directions

Main Objective: To read instructions and then carry them out.

Diary comment: “I have problems with this I never follow directions. My teacher and my mom tell me that all the time. I learned that to follow directions I need to concentrate and I have to really look and try to understand before I start. My tutor did something funny today and I ‘m never going to forget. She gave me a paper and told me I had to answer all the 15 questions in 5 minutes, as soon as she say go I went and I tried hard to answer all the questions but I didn’t finish. When the time was over she say me, I didn’t follow directions, I said why? And she say me to look at the instructions on the paper. It said, it doesn’t matter if the teacher told you to answer the questions, all you have to do is turn the paper around and wait until the teachers say to stop. So I didn’t follow directions.”

- Strategy eight: Categorizing

Main Objective: To classify items into a more general group or to determine whether an item belongs in a specific group.

Diary comment: “Maybe this is easy now but when I get older is going to help me with more difficult things. I think I am good with this because I got all got them right- When I read this tip an help me organize my ideas.”

- Strategy nine : Completing Word relationships Analogies.

Main Objective: To discern relationships between words and ideas.

Diary comment: “In my classroom at school we do analogies a lot. I don’t like it too much because I have to think a lot, My tutor says that if I practice a lot it will be easy for me . I will put my attention , close my eyes and picture the connection. We do many analogies with my tutor, I like the one at the computer.”

- Strategy ten: Finding Inconsistencies

Main Objective: To supply the correct word by drawing a logical conclusion from a sentences or story material.

Diary comment: “I like this because I can be a detective and find mistakes. It can help me when I write and read. If I can do this I can be critical like my dad that is a lawyer and not believe (sic) all the things I read everywhere.”

- Strategy eleven: Distinguishing Between fact and opinion.

Main Objective :To differentiate between information that can be verified and information that cannot be proven.

Diary comment: “Once thing is a fact, something that is true like for example the cow give milk and another opinion is another thing, for example the movie is good. I have to practice the difference between this too, when I read.”

- Strategy Twelve: Character Analysis

Main Objective :To understand characters feeling and emotions.

Diary comment: “I like this very much, We read three stories and thought a lot about the characters in the story, I liked to draw them like I imagine them. when I think about the characters and I learn more about them and see how they are, I can understand the story better and feel if they feel and I can get in to the story better.”

Following is a chart focusesing on key words, actions and expressions the subject used to express himself as he wrote the reading strategy diary. This expressions demonstrate the subject’s basic use of self reflection and metacognitive awareness.

It is important ... (1)	It is hard for me...(2)	I am good at this... (2)
It helps me see...(2)	I get confused...(1)	Organize my ideas... (1)
It helps me recognize...(1)	I don’t understand... (3)	It can help me... (2)
It helps me understand... (2)	I don’t know what that word means... (1)	When I think about... (1)
I leaned... (2)	My teacher said... (2)	Didn’t follow directions... (2)
I have to pay attention...(1)	I know I have problems... (2)	St. gave an example (2)
Don’t get distriected ... (1)	When I get older... (1)	

Graph: 15 Subject’s most common words used in reading strategies diary.

Following is a brief personal description of how the researcher might interpret the statements used by the subject as the implementation of learning strategies and metacognitive awareness.

- ***“It is important”***: The student is able to discard what is important and what is not important.
- ***“It helps me see”, “it helps me recognize” and “it helps me understand”***: With these statements, we can see how the student self-evaluates what helps him see, recognize and understand.
- ***“When I get older” and “when I think about”***: The student is able to think about the future and plan for it.
- ***“My teacher said” and “Didn’t follow directions”***: These two comments lead us to believe that the student uses the metacognitive strategy of selective attention. He recognizes what important comments the teacher says and is able to recognize he doesn’t follow directions.
- ***“I don’t know what I word means” and students gave en example***: The student is able to recognize what he doesn’t understand and to give clear examples of the themes he does understand.
- ***“It is hard for me” and “I am good at this”***: With these statements it can be assumed that the student can self- evaluate what he is capable and not capable of doing.
- ***“I know I have problems” and “I learned”***: The student is able to classify the themes he learns and the themes he knows he has problems understanding.
- ***“Organize my ideas”***: The student implements the use of advance organizers to classify ideas.
- ***Don’t get districted and I have to pay attention***: With these comments the student shows he can self-evaluate his own actions.

4.1.7 RESULTS OF MARSİ (METACOGNITIVE AWARENESS OF READING STRATEGIES)

Following is the MARSİ inventory results performed on the subject after the tutoring lessons were completed. The evaluation progress of the use of Metacognitive strategies would have improved if the MARSİ inventory had been administered before and after the course. However, the researcher did not learn of this inventory until the research project was half way through. Nevertheless, the researcher thought it would be beneficial to this research if the subject was given the opportunity to reflect and complete a self-assessment on the use of reading strategies based on metacognitive awareness.

As the MARSİ inventory results are analyzed, it can be inferred, that the subject did increase in some extent his metacognitive awareness in the use of reading strategies.

Following the answer key of the MARSİ.

Answer key:

- 1 means "I never or almost never do this"
- 2 means "I do this occasionally"
- 3 means "I sometimes do this" (About 50% of the time)
- 4 means "I usually do this"
- 5 means "I always or almost always do this"

1.	I have a purpose in mind when I read.	5
2.	I take notes while reading to help me understand what I'm reading.	4
3.	I think about what I know to help me understand what I read.	4
4.	I preview the text to see what it is about before reading it.	5
5.	When the text becomes difficult I read aloud to help me understand what I read.	4
6.	I summarize what I read to reflect on important information on the text.	3
7.	I think about whether the content of the texts fit my reading purpose.	5

8.	I read slow but carefully to be sure I understand what I'm reading.	4
9.	I discuss what I read with others to check my understanding.	4
10.	I try to get back in track when I lost my concentration,	4
11.	I underline or circle information in the text to help me remember it	5
11.	I adjust my reading speed according to what I'm reading.	4
12.	I decide what to read closely and what to ignore.	3
13.	I use reference materials such as dictionaries to help me understand what I read.	5
14.	When the text becomes difficult I pay closer attention to what I'm reading.	4
15.	I use tables, figures and pictures in text to increase my understanding,	4
16.	I stop from time to time and think about what I'm reading.	4
17.	I use context clues to help me better understand what I'm reading.	4
18.	I paraphrase (restate ideas in my own words) to better understand what I read.	5
19.	I try to picture or visualize information to help me understand what I read.	5
20.	I use typographical aids like bold face and italics to identify key information.	3
21.	I critically analyse and evaluate the information presented on a text.	4
22.	I go back and forth in the text to find relationships among ideas in it.	4
23.	I check my understanding when I come across conflicting information.	3
24.	I tried to guess what the material is about when I read,	5
25.	When the text becomes difficult I re read to increase my understanding.	4
26.	I ask myself questions I like to have answered in the text.	3
27.	I check to see if my guesses about the texts are right or wrong.	4
28.	I try to guess the meaning of unknown words or phrases.	5

Graph 16: MARSI inventory results.

5. CHAPTER FIVE

5.1 LIMITATIONS OF THE STUDY

Several constraints became apparent during the time this research project was carried out and concluded. Not only were there constraints of time, logistics and resources, but also institutional and personal limitations were evident as this research was under process.

In a study that uses pre- and post –course data collection procedures to investigate the effects of a teaching and learning course, one the most important factors that might hinder the whole study is the student’s lack or regularity in attending course sessions, following a schedule and taking pre and post course tests. This was particularly true of this study, which was carried out in a real life context, where the subject had inconveniences and slight changes had to be made during the week to accommodate the tutoring schedule.

Another limitation of this study was the lack of video taping. The subject’s parents did not permit the use of a video taping during the tutoring sessions, thus audio recording was the only tool used. Another issue or concern was time, due to this limitation only twelve reading strategies were introduced and practiced during the sessions. This twelve strategies were chosen to limit the scope of the study, but it did not mean that these are the only recommended reading strategies that can be used. In fact, there are a vast amount of observable strategies that could be used and taught in a course. Perhaps this could call for a new study. Hopefully future studies could provide a more complete picture of the relative contribution of reading and metacognition strategies used in reading.

5.2 PEDAGOGICAL IMPLICATIONS OF THE STUDY

From a pedagogical point of view, metacognitive strategy training may be an effective tool both for ESL teachers and learners. The traditional approach to reading comprehension, at least shown in this study, has failed to equip elementary students with the adequate skills required for mastery in reading. It is clear that in the specific context that it was used, metacognitive strategy training had a positive effect on the student overall reading process.

Another implication of this study is that more time is needed to develop reading strategy training, develop specific reading skills and encourage content reading as to prepare students for independent reading. Also, since most of our students come from a teacher-centred learning background, they need help in moving from the state of dependence from the instructor to becoming independent readers in the target language. This independence in reading can be achieved if students are first introduced to the techniques of reading, and second if they are given a learning opportunity to experience and practice these techniques and gain familiarity in their use.

The present study indicates that the student found the tutoring lessons devoted to practicing reading strategies both beneficial and enjoyable. Superficially, the sessions gave the appearance that it was a vast amount of information to be covered in short amount of time; however, during the sessions the student, along side with the teacher, were exposed to several activities in which the subject was simply asked to chose what he wanted to read.

Meanwhile, the teacher was constantly present, providing ongoing guidance as well as individual counselling for different minor problems the student had at the early stages, motivating him to read and helping him gain confidence in reading in a foreign language as he acquired reading strategies.

Some thought and consideration must be given to the child who has to face the learning process of reading in a second language and perhaps learning in that language in the primary school. Surely, this must be a difficult task many young learners face in their elementary years. Garvie, (1990) states that the child who comes to school and is presented with a regime where their own community language is not used might feel unmotivated and frustrated about learning. It is, in particular, a reflection of the situation where the ESL child has to be immediately busy in the matters of their general schooling so that they very often don't have the support to sort out their disorientation.

The study results suggests a solution to facilitate the over all child's learning process. This implies focusing on two aspects: first, dealing with emotional problems and helping children overcome them. One way to overcome these problems is through constant motivation and encouragement. The other aspect has to do with designing a syllabus based on metacognitive strategies that can help children deal with the improving of reading and comprehension in a second language.

Teaching students to be explicitly aware of strategies that could help them overcome problems in reading is an accurate way to deal with the learning of reading in a second language. Furthermore, this will facilitate the general learning process in other areas of learning and developing basic learning skills which will enable students to become successful readers, writers and problem solvers.

5.3 CONCLUSIONS

The findings of this research suggest the importance of incorporating reading strategies into the Language Arts program in order to provide the students with greater learning opportunities, furthermore to make reading in a second language an autonomous process.

Garvie states; (1990, pg: 45) “Teaching students how to use strategies effectively should be a primary concern in the English classroom.” This calls for changes in all teaching programs where the focus should be on helping and guiding students to read by equipping them with tools and strategies they can use during and after reading.

Concerning students in which reading difficulties already exist, there might be ways of solving these problems, perhaps other than focusing on teaching meanings of specific words, phrases or concepts, teachers may need to adapt their teaching methods to incorporate the instruction of reading strategies, furthermore emphasis should be given in helping the students develop the ability to use strategies effectively. It is hoped that by taking all this recommendations into practice, ESL readers can become successful strategic readers and thus autonomous readers.

The findings of this study without forgetting its limitations, provide evidence in favor of the idea of teaching reading strategies and metacognitive awareness to elementary students. Both the qualitative and quantitative parts of this study point towards the fact that the subject who participated in the course indeed benefited from it.

What this study also confirms is that young students can, if exposed to it from an early age become strategic readers who use metaconitive strategies to solve their problems. The results of this study emphasize the importance of choosing the correct reading and teaching material in terms of content and length and the necessity of setting time limits for reading

tasks, and last but not least, the need to focus on the reading process and how it relates to the product of reading.

Furthermore it can be concluded that emphasis given on personal reflection and explicit teaching of metacognitive awareness can help students in some way to become a more conscious and responsive students.

In this research, a focus was given on a difficulty regarding reading comprehension skills in a second language; it is evident that a number of studies indicate that metacognitive strategies play an important role in helping students plan and monitor their comprehension while reading (Adamson 1991), Li & Munby, (1996).

It can be assumed by the benefits that the explicit implementation of metacognitive awareness can be beneficial in any teaching- learning course. Metacognitive instruction emphasizes the development of thinking skills and processes as a means to enhance learning. This enables all students to become more strategic, self-reliant, flexible, and productive in their learning (Scheid, 1993) because the use of these strategies has been associated with successful learning in all areas of learning development (Garner, 1990).

In conclusion, It can be said that: Metacognition enables students to benefit from all instruction (Carr, Kurtz, Schneider, Turner & Borkowski, 1989; Van Zile-Tamsen, 1996)

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Reading Strategies

http://www.mcps.k12.md.us/departments/isa/staff/abita/english/reading_strategies.htm
m

<http://www.allamericareads.org/lessonplan/strategies.htm>

Metacognition

<http://www.gse.buffalo.edu/fas/shuell/cep564/Metacog.htm>

<http://www.ncrel.org/sdrs/areas/issues/students/learning/lr1metn.htm>

<http://chiron.valdosta.edu/whuitt/col/cogsys/metacogn.html>

<http://www.psyc.memphis.edu/trg/meta.htm>

For further discussion of Metacognition, see

<http://snow.utoronto.ca/Learn2/mod2/index.html>

Reading miscues

<http://t3.preservice.org/~T0301073/miscueanalysis.htm>

<http://www.garfield.library.upenn.edu/classics1989/A1989R929100001.pdf>

Ministerio de Educacion Nacional

<http://www.mineducacion.gov.co/1621/channel.html>

APPENDIXES

I. Copy of survey format presented to elementary children.

QUESTIONNAIRE FOR MY STUDENTS



Dear Students: Ms. Claudia is trying to reach a dream, she is making an effort to become a better teacher and I need your input to make this dream come true. Please read each question and try to answer each one as honest and truthful as possible. This is not a test, don't worry, you don't even have to write your name on the paper! Thank you !!!!

- ✓ Do you like to read?
- ✓ Do you think reading is important? Why?
- ✓ Why do you check out a book to read?
- ✓ Now that you have a book to read, do you do anything before you start reading?
- ✓ If you are alone and don't know what a word means , what do you do?
- ✓ What do you do if you don't understand a paragraph or an entire page?

- ✓ Once you complete a book, what do you do?
- ✓ Do you know what reading strategies are?
- ✓ For you , what are reading strategies?
- ✓ Tell me all the reading strategies you know about.
- ✓ Could you tell me at list 2 strategies you use the most while reading?
- ✓ Have you ever had specific classes on learning techniques to help you read better?
- ✓ Would you like to have a classes like that sometimes?

II. Reading comprehension exams presented to subject at the beginning of tutoring lessons.

III. Reading comprehension exams presented to subject at the end of tutoring lessons.

IV. Transcriptions of first interviews of parents, teacher and subject.

Interview 1 with subject's mother: February 25th

T: Teacher

M: Mother

T: Cual es la principal dificultad que presenta tu hijo?

M: Mi hijo es un niño con muchas capacidades, en el colegio que venia de Costa Rica no presento muchos problemas, Pienso que sin hablar mal del colegio, la exigencia no era mucha en varias áreas académicas y por esa razón nunca tuve problemas ni tampoco demande mucho de mi hijo.

Ahora que llegamos a este colegio al realizársele varios exámenes al niño, si hubo varias áreas en las cuales necesita atención especial.

T: Cuales son esas áreas?

M:Comprensión de Lectura. Yo pienso que el niño no se concentra y se le dificulta comprender las lecturas asignadas.

Los hábitos de estudio son muy buenos y el es muy disciplinado pero necesita mejorar muchísimo en la lectura comprensiva. Eso fue lo que me dijo la Psicóloga del colegio y pienso que tiene la razón. La lectura y la comprensión de la misma son pilares fundamentales para el desarrollo académico del niño.

T: Piensas que el Idioma Ingles tenga algo que ver con las dificultad ? Las pruebas en su totalidad fueron en un segundo Idioma ya que es un colegio totalmente Americano.

M: Si yo se! El nivel del niño en Ingles es bueno, el lo habla bien. Nosotros viajamos mucho a U.S.A y tenemos familia allá y nunca ha tenido problemas en su comunicación verbal, el problema reside más bien con la lectura.

T: El pronuncia bien cuando lee.... pero la dificultad es en verdaderamente comprender el texto y producir algo después del leer el texto?

M: Si. En este colegio lo ponen a leer mucho y luego hacer resúmenes, responder preguntas, etc. y es ahí cuando el niño se bloquea y luego yo también y no logramos nada. Yo necesito que el niño se independice un poco de mi y pueda realizar sus cosas sin yo tener que hacerlas yo por el. Cuando tiene que hacer un resumen de una historia que leyó, enseguida me llama para que lo ayude y.... la verdad yo termino haciéndole la tarea y eso esta mal yo se que esta mal lo estoy perjudicando. Pero no soy experta y no se como enseñarle a hacer esos resúmenes. No tengo la paciencia tampoco.

T: Ah entiendo, tienes toda la razon, Cuéntame un poco mas de el, que le gusta hacer? Lee en la casa? Como son sus hábitos de lectura?

M: A mi hijo le gusta mucho pintar también algunos deportes, como somos nuevos en la cuidad, talvez se le dificulta hacer amigos al principio ya que el es un poco tímido. En la casa lee poco, pero eso va a cambiar.

T: Talvez si se le compran libros que le guste con temas que le interese talvez esa percepción negativa hacia la lectura cambie?

M: Yo hago lo que sea y le compro lo que sea. Este año el niño va para quinto de primaria y yo se que los ponen a leer mucho porque tengo una amiga que tiene un hijo en quinto y dice que tiene que leer mucho y sobre varia diversidad de temas! Te pido por favor que me le ayudes al niño y me le trabajes bastante a adquirir buenos métodos de lectura.

Interview 1 with subject's teacher: March 7th 2005

Teacher at present school.

Teacher Language Arts, Science and Social Studies.

I: Interviewer

T: Teacher

I: I know you are very busy, this wont take much of your time, what can you tell me about _____?

T: He is new at this school, He came from a bilingual school in Cost Rica. I've been observing him and I've noticed he is very mature for his age, he doesn't like to fool around or play in class. He is rather a quiet boy, like to get his class work done but has a hard time since he is a bit of a perfectionist, he erases his work over and over until is perfect and that takes much of his time. I already talked to him about that! He also likes to draw and does a great job at it, you should see his pictures... even though they are a bit `strange` I must say a lot of detail work goes into it.

I: What about his reading comprehension level?

T: Oh yes of course, I received a report from the psychologist about his difficulties in this area.

I'm currently working with him and others in my class on ways to improve his reading comprehension, but is not only him, there are many others who are also struggling. We do reading every day in our class and they have to submit a lot of information based on the story we are reading that week, so if they didn't pay attention or understand the story they will have a hard time turning in their work.

I: Do you work with or teach Reading Strategies in your classroom?

T: Yes of course! That is part of the curriculum. With the Four Blocks framework the school adopted not so long ago, we must give or teach mini lessons to our students on how to read and understand. I've seen many children improve in their reading and writing skills when we teach them not only to read but to understand what they are reading.

Interview 1 with subject. March 1st 2005

First tutoring session.

Teacher: Why do you think you are having this lessons?

Child: Because my mom wants to.

Teacher: Only because your mom wants to? Do you think there is another reason?

Child: Hummmm. Well, I'm new in this school and I think the principal told my mom I needed extra attention.

Teacher: Extra attention? What do you mean by that?

Child: I'm really good at Math and I like Science too. But is very hard for me to read, I need attention in reading, that is what my mom says. I like to read sometimes but I like to draw better.

Teacher: You said you like to read? But is hard for you to read?

Child: I like to read sometimes, but the stuff they give us at school is too difficult and I get bored.

Teacher: Why do you think is difficult?

Child: You see, In the other school I was in we didn't have to read that much, I liked that! Here in this school we read everyday and we have to answer all this hard questions and I never finish.

Teacher: Oh I see, the other school they didn't give you much reading assignments, but here in this school they give you a lot. So, tell me what do you think is more important, to read well or not to read well?

Child: Hummmm..... my mom and dad tell me reading is very important, so I think it is important.

Teacher: Yes, reading is very important, everyone no matter how old or young they are need to read all the time for different reasons and if you are a good reader you are going to learn faster and become a better student. Do you want to be a even better student_?

Child: I think I'm a good student, but a bad reader.

Teacher: What do you think differentiates a good reader from a bad reader?

Child: That they are good students.

Teacher: I see, what do you think makes a good student?

Child: They study hard.

Teacher: Do you think good readers or good students have secrets to be the way they are?

Child: no, maybe, I don't know.

Teacher: Have you ever heard of reading strategies? Do you know what that is?

Child: hummm. No.

Teacher: when you read, what do you usually think about? The author? The details in the story? Do you picture yourself in the story?

Child: I like scary stories, I get scared. It depends.

Teacher: Do you want to have these classes or is it because your mom wants you to?

Child: I would like to go to my house and rest, I ,m tired and a bit hungry but my mom tells me I have to have this classes so I can do better.

Teacher: I see your English is very good, Do you think is hard for you to read because you don't understand?

Child: Usually I understand everything but there are many words I don't understand and I get frustrated because I don't understand anything and I want to stop.

Teacher: Well, don't worry I will help you with that, if you agree to come to classes with me 3 times a week, I will help you and together we will learn many new things. Do you agree?

Child: Yes, I agree.

Interview with subject.

February 16 th

2nd tutoring session.

Reading strategies that work. Laura Robb.Scholastic

Teacher: Why do you read?

Child: Because I have to do assignments for my school.

Teacher : What benefits do you see in reading? How do you think reading helps you?

Child: If I read well I can do better in school and reading helps me get E's on my exams.

Teacher:What do you do well as a reader?

Child: Hummm,I can read good in English and I can pronounce well.

Teacher: Do you read at home? How often do you read?

Child: At home I read my homework and sometimes I read scary stories or magazines or books that help me draw. I read... mostly during the week, on the weekend I like to play with my friends.

Teacher : How does reading make you feel?

Child: Depends, I feel frustrated when I don't understand ,sometimes scared, when I read things that scared me, sometimes good because it explains things I need to know.

Teacher: What are some of your favorite books?

Child: I like the Goosebumps books and scary stories.

V. Transcriptions of second interviews of teachers, parents and subject

Interview 2 with subject's teacher: June-2005

Teacher at present school.

Teacher Language Arts, Science and Social Studies.

I: Interviewer

T: Teacher

I: Three months ago, we had a small interview concerning ____academic difficulties; you mentioned the main problem he faced was with reading comprehension. You also mentioned if he didn't improve in this area, he would have to attend the ORC, as he was also presenting some difficulties in other academic areas. After 6 months, how do you see this student? Have you seen any improvement?

T: I've been aware that ____ has had difficulties in the area of reading comprehension and that this difficulties were apparent even before he entered this school, I'm also aware of the fact that the school recommended personal tutoring for --- in this area, these lessons were not optional due to the fact that most of the reading evaluations performed at the beginning of the school year were very low and below fifth grade's reading level.

T: Now that some time has passed since these tutoring lessons began, How do you see him now?

I can tell you from the top of my head that some improvement is definitely evident. I've kept a record of his performance in all reading activities , quizzes and tests since the school year began up until know. Let me see. (goes and brings records)

VI. Transcription of first Think Aloud protocol with subject.

The procedure used was think- aloud.

Text read: Pioneer School Days,

C: Claudia (Teacher)

S: Student

C: Ok, We are going to begin this exercise, don't worry about the tape recorder, and just think we are playing. Read and ask me any questions you might want to know or tell me if you don't understand something.

S: What if I don't know what to do?

(Socio Affective- Question for clarification)

C: If you don't know what to do just tell me and I'll help you ok?

(I spoke to him for several minutes about relaxing, is not a test and this is just an activity to help him in his school work)

S: Reads: One day the school master rang a hand bell...

C: Do you know what School master is?

S: Hummm , we don't use that word in our school but I think ...is it the principal?

C: Really? Why do you think that?

S: Because if he rang the bell he is important and master is important like Taekwondo. My Taekwondo teacher is Master Henry, we have to call him like that because he is our teacher.

(Cognitive _ Deduction)

S: Reads,,,, When they entered the school they took their designated places
What is designated? Like designados? Puestos designados?

(Cognitive _ Translation)

C: That is right. Good job! Keep going!

S: Am I doing ok, like you told me to?

(Socio Affective-Cooperation)

C: You are doing just fine!

S: Keeps reading..... .. Signaling the start of the opening exercises, then the students,
signaling the start of the opening exercises. Then the students.....

C: Why are you reading it again?

S: I lost my place and I had to read it again to know were I was.

(Cognitive- Repetition)

S: Keeps reading Older children helped and taught younger children during this
time.....

C: What do you think about older children helping younger ones?

S: I don't know.. I mean this school sounds really boring, all they seemed to do was memorize and memorize all the time. I cant imagine being in a school like that! How boring!

(Cognitive _ imaginary)

C: Really? Why do you say that? How do you know those schools were boring?

S: Well look what it says here..... " They took their places in the wooden benches, the school did not provide paper or pencil, while one group recited others sat in the back and memorize their lessons and look how they are dressed!

(Cognitive- Grouping)

C: You are right , you just pointed out to me all those things. Honestly I wouldn't want to be in a school like that either. How about this school?

S: I really like my school! I like coming here and learn with my friends!

(Socio- Affective ´- Socio Affective)

S: Keeps reading.....

(We were both using the same paper to read the text, he kind of leaned back and looked at me for permission to get a hold of the paper)

C: Would you feel better if we each had a copy?

S: Yes! I like to put my finger on the paper because I lose my place sometimes.

(Metacognitive_ Self – management)

S: Keeps reading.....

S:Ms. What is penmanship? I had never hear that word.

(Socio – Affective – Question for clarification

VII. Copy of Student's Diary

IX. Transcriptions of tutoring observations.

1	Information (Date and Time)
2	Description (Setting and Context)
3	Action (What was done in the class)
4	Observation (What I observed in my student's attitude)
5	Questions (Issues I want to ponder about)

Graph used for recording observations.

1	Information (Date and Time) March 1st Time: 2:40
2	Description (Setting and Context) Andres arrives 10 minutes late.
3	Action (What was done in the class) Today was our first tutoring lesson. We spent sometime getting to know each other; I showed him my classroom (where we will have classes). Performed interview number one with him. Gave him a little present and said good bye.

4	<p>Observation</p> <p>(What I observed in my student's attitude)</p> <p>He felt a little lost at the beginning and told me as soon as he walked in, I couldn't find the classroom.</p> <p>When I showed him a round the classroom he seemed excited since is the classroom he will be in next year.</p> <p>When I told him about the interview and when I pulled out the tape recorder, he felt uncomfortable, after I explain what it was and played around with it a bit. He felt more comfortable but still he was quite shy when I was interviewing him.</p> <p>To break the ice a bit, I gave him a bag of chocolate and he loved it!</p> <p>His English seems very good, he has good speaking skills.</p>
5	<p>Questions</p> <p>(Issues I want to ponder about)</p> <p>Why did he say in the other school reading assignments weren't given? And in his new school there are too many?</p> <p>Why does he mention his mother all the time in the interview--- My mom told me , my mom said?</p> <p>He didn't seems to answer two of my questions, what are reading strategies? And what he thinks about when he reads. I have to find out more about that.</p>
1	<p>Information</p> <p>(Date and Time)</p> <p>March 3rd</p> <p>2: 30</p>
2	<p>Description</p> <p>(Setting and Context)</p> <p>Today I took him to the l school's library. We didn't work in the classroom.</p>

3	<p>Action</p> <p>(What was done in the class)</p> <p>Today I wanted to take him to the school's library.. A second interview was performed focused on his reading preferences.</p>
4	<p>Observation</p> <p>(What I observed in my student's attitude)</p> <p>He enjoyed going to the library and felt confident about our tutoring session.</p> <p>As we walked around looking at different books, I observed he likes to see pictures inside the books, he inspects the cover and back of books, skips through the pages and stops to read a bit but keeps looking around.</p> <p>We had the second interview and he seemed more relaxed this time, but still he asked me again why I was recording our conversation and if someone else was going to hear it.</p> <p>When I asked him to choose several books he might like to read and some he might not enjoy reading, he brought me several options.</p> <p>He choose a variety of fiction books, very colorful and with many pictures, two of them seemed the ' scary' type and others concerned with science fiction. And books on facts like the gines record. The books he chose not to read were novels directed to 'girls' and a couple of history books.</p>
5	<p>Questions</p> <p>(Issues I want to ponder about)</p> <p>Why does he chose fiction books to read?</p> <p>Why did he discard history books?</p> <p>Which type of fiction does he enjoy and why?</p> <p>He reads books on drawing direction?</p> <p>He never reads for fun –before going to bed?</p> <p>What kind of reading habits do his parent show to him?</p>

1	<p>Information (Date and Time) March 7th</p>
2	<p>Description (Setting and Context) 5th grade classroom Comfortable temperature . Student seems to be at ease. He feels a bit hungry.</p>
3	<p>Action (What was done in the class) First test was performed, (Test below level) Name of story: The hot and cold summer. He had to read the story on his own and answer 20 multiple choice questions , he time given was 45 minutes.</p>
4	<p>Observation (What I observed in my student's attitude) He seemed confident about doing the test, he read the story quietly and seemed to try his best, he re-read some paragraphs several times. I asked him why and he answered because he didn't understand some parts. It took him longer to answer the test 35 minutes than to read the story, 10 minutes. Out of 20 questions he got 15 right, After asking him how he felt doing the test he replied, the story was easy but the questions were hard. He also mentioned he was a bit hungry.</p>
5	<p>Questions (Issues I want to ponder about) Why did he only spend 10 minutes reading the story and 35 answering the questions? If this was a below level story, why did he get 5 wrong?</p>

	He re read some paragraphs several times, was he using a strategy with out knowing?
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1	<p>Information (Date and Time) March 9th</p>
2	<p>Description (Setting and Context) 5th grade classroom Good temperature Teacher brought in some chips and juice. He gladly ate them.</p>
3	<p>Action (What was done in the class) Second test was performed, (Test on level) Name of story: Woodsong. He had to read the story on his own and answer 20 multiple choice questions . Time given, 45 minutes.</p>
4	<p>Observation (What I observed in my student's attitude) He was very pleased with the fact that I had brought a small snack for him. After a 7 hour school day any child is bound to be hungry, I will talk to his mother and see what we can do about it. When I asked him we would do another exam, he said: AGAIN? It seems he was upset and disturbed. Maybe tired. He began reading the story and smiled and said: I saw a movie about this! And continued reading with a smile on his face, he read the story in 15 minutes and began answering the questions. Out of 20 questions he got 14 right.</p>

	He said he felt good with te story , he had liked the topic and that it was fun,
5	<p>Questions</p> <p>(Issues I want to ponder about)</p> <p>Did bringing a snack in, help my student feel better?</p> <p>Will talking to his mother improve the situation about him feeling hungry during class?</p> <p>Why did he react so disturbed when I mention we would do another test?</p> <p>Was making a connection with the story and the movie a positive aspect?</p> <p>Getting 14 right out of 20 on an on level test a good thing?</p>

1	<p>Information</p> <p>(Date and Time)</p> <p>March 10th</p> <p>Time: 2:40</p>
2	<p>Description</p> <p>(Setting and Context)</p> <p>5th grade classroom, air conditioner is off, I turned on the fans. It´s a little noisy.</p> <p>Andres arrives 5 minutes late.</p>
3	<p>Action</p> <p>(What was done in the class)</p> <p>Today another test was scheduled for today but I didn´t want to go ahead with the plan since we had had 2 tests in a row.</p> <p>Andres had a homework today, He had to read 3 pages off a story and answer some specific questions the teacher had given him. The Story was about a farm girl who didn´t want to come to school. We read the questions and I asked him if he had read the story, he said no, I asked him to look at the pictures and predict a little, he liked</p>

	<p>that! His prediction was quite incorrect but I did not argue, but went along with him. After predicting ... I let him on his own.... I asked him.. what do you usually do? He said read the story, he started reading ...with out paying much attention to it. Then I asked him the questions and he could not answer any of them- Time was short and I was feeling time working against us.</p> <p>We read the question and would skim through the text to find the answer, I told him, pick a key word of the question and look for it in the story , he liked it and began doing it with the other questions, I had to help him on several occasion. His mom began calling in my cell phone , she sounded hectic , please send me the child I'm very late for an appointment.</p>
4	<p>Observation (What I observed in my student's attitude)</p> <p>Andres didn't seem to be interested in the story at all, he seemed tired and not excited at all.</p> <p>The first time I asked him to read he, just read without focusing at all, he could not answer the questions.</p> <p>He liked it when I told him to read the question and find key words, I think he felt more confident.</p> <p>He felt pressured by time I think he saw his teacher feeling this way and began to feel it too!</p> <p>He sat straight in his chair all the time..</p> <p>He got nervous a bit when his mom called, he quickly packed his things.</p>
5	<p>Questions (Issues I want to ponder about)</p> <p>Would he had been more interested if it was another genre?</p>

	<p>Does time limit affect Andres?</p> <p>How is his relationship with his mother like?</p> <p>Why did he just read words instead of trying to find a way to do his task which was answering questions?</p>
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1	<p>Information (Date and Time) March 14th</p>
2	<p>Description (Setting and Context) My classroom was being used for another activity so we worked at the school's library. A lot of movement is going on, people coming in and out. Phones ringing. A lot of noise.</p>
3	<p>Action (What was done in the class) Third and final test was performed, (Test above level) Name of story: William Shakespere and the Globe. He had to read the story on his own and answer 20 multiple choice questions . Time given, 60 minutes.</p>
4	<p>Observation (What I observed in my student's attitude) He didn't seems to like the genre of the story at all, before starting to read he gazed at all the pages and twisted his eyes, he began reading. I had to call on is attention to focus on his work. He took more time than usual 40 minutes to read the story and 20 minutes to answer the test which he did not finish, He only answered 10 questions which only 4 of</p>

	<p>them were right.</p> <p>He said he felt uncomfortable with the story he didn't like it was boring and difficult to understand, he also complained about the time, he said it wasn't enough even though I had given him 10 more minutes to finish,</p>
5	<p>Questions</p> <p>(Issues I want to ponder about)</p> <p>Does noise and distraction affect him?</p> <p>Why did he twist his eyes when he saw the story?</p> <p>Why did he take 10 more minutes than usual and still didn't get to finish the test?</p> <p>Why did he leave 10 questions unanswered?</p>

1	<p>Information</p> <p>(Date and Time)</p> <p>March 16th</p>
2	<p>Description</p> <p>(Setting and Context)</p> <p>5th grade classroom, good temperature.</p>
3	<p>Action</p> <p>(What was done in the class)</p> <p>Today we began with our plan of action, Today the skill was; MAIN IDEA. Going through the skill, seeing why it's important, and how it can be used. I read the story to him. Sees Behind Trees. Then we focus only on the main Idea of the story and did some questions and answers about the main Idea of the text using some specific worksheets,</p> <p>Before beginning the story an exercise was done on activating prior knowledge.</p>
4	<p>Observation</p> <p>(What I observed in my student's attitude)</p>

	<p>He enjoyed the exercise on activating prior knowledge even though the them didn't seems so appealing he expressed it helped him get interested on the story before it began,</p> <p>Reading to him he said was good but he had to follow along or else he would get distracted and me reading to him helped him concentrate and not space out,</p>
5	<p>Questions (Issues I want to ponder about)</p> <p>.....Did he really understand the point of main idea?</p> <p>Will he use this 2 strategies(understanding main idea and activating prior knowledge on his own?</p>

<p>Information (Date and Time)</p> <p>March 16th 2:30</p>
<p>Description (Setting and Context)</p> <p>Today we went outside to work. He liked the change and we had some snacks while we worked.</p>
<p>Action (What was done in the class)</p> <p>Reading for Understanding worksheets by McGraw Hill</p> <p>We worked with 3 of them concentrating on the main point of the story, underlining main events and focusing on specific events which make certain aspects of the story important.</p>
<p>Observation (What I observed in my student's attitude)</p>

<p>He enjoyed a change of scenery- working outside and he felt relaxed because he could eat while he worked.</p>
<p>Questions (Issues I want to ponder about) Did working outside and eating help him feel more at ease?</p>
<p>Information (Date and Time) March 17th</p>
<p>Description (Setting and Context) 5th grade classroom. A bit hot in the class.</p>
<p>Action (What was done in the class) Today another skill was introduced; RECOGNIZING DETAILS. We went through the skill, seeing why it's important, and how it can be used. He read the story with me and concentrated on as many details as we could.</p>
<p>Observation (What I observed in my student's attitude) He felt very comfortable asking me questions about things he didn't understand, (CLARIFYING) I didn't correct him on every single mistake he made while he read the story I tried to focus him on reading to make sense which is what is important. He felt a bit frustrated with the heat in the classroom.</p>
<p>Questions (Issues I want to ponder about) bHe really impressed me with this skill, Does he have a special talent to notice details?</p>

<p>Information (Date and Time) March 21st</p>
<p>Description (Setting and Context) Student´s house Good temperature.</p>
<p>Action (What was done in the class) Reading for Understanding worksheets by McGraw Hill We worked with 3 of them concentrating on Recognizing details. We circled and underlined all the important details we could find about people and this in the work sheet.</p>
<p>Observation (What I observed in my student´s attitude) He did great on this exercises, I think that his drawing skills come from his observation of the world and he doesn´t know he could apply that talent he owns when it comes to reading.</p>
<p>Questions (Issues I want to ponder about) Does he know he can apply his talent (being detail oriented) to his reading? Does he know this is a strategy?</p>

<p>Information (Date and Time) March 28th</p>
<p>Description</p>

<p>(Setting and Context)</p> <p>Library.</p> <p>A bit noisy</p>
<p>Action</p> <p>(What was done in the class)</p> <p>Today another skill was introduced; SEQUENCING. We went through the skill, seeing why it's important for reading and how it can be used. We</p> <p>Read a story he chose and begin organizing all the events into first then last, we also worked with some word we could use like finally, at the beginning etc. to recognize in which even took place etc.</p> <p>After reading the story he the events of the story in chronological order. We also worked with Context Clues , using words surrounding unknown words to determine its meaning,</p>
<p>Observation</p> <p>(What I observed in my student's attitude)</p> <p>He seems to have a hard time when he doesn't understand a words in a text he tends to get a bit frustrated and reluctant to go on, I think working with context will help him with this problem.</p> <p>He had a hard time organizing event in order but he realized this strategy could help him study for other subjects like S.S and science.</p>
<p>Questions</p> <p>(Issues I want to ponder about)</p> <p>Is "context clue" strategy help him ease his frustration when he doesn't understand a word?</p> <p>He himself realized SEQUENCING would help him study for other subjects. Is he starting to realize the importance of the strategies being taught?</p>

<p>Information</p> <p>(Date and Time)</p> <p>March 30th</p>
<p>Description</p> <p>(Setting and Context)</p> <p>Worked outside.</p>
<p>Action</p> <p>(What was done in the class)</p> <p>Reading for Understanding worksheets by McGraw Hill</p> <p>We worked with 3 of them concentrating on SEQUENCING, He had to read several short stories and write them in chronological order. We went over them and corrected some aspects. Taking into consideration things we had learned before such as main idea and recognizing details!</p>
<p>Observation</p> <p>(What I observed in my student's attitude)</p> <p>When he came to an unknown word, I encouraged him to continue reading to obtain meaning from context. I explain that is ok to skip and go on, Reading is meaning construction. Knowing how to say a word is less important that knowing what the sentence says in a particular context.</p>
<p>Questions</p> <p>(Issues I want to ponder about)</p> <p>Is he starting to realize that he could use several strategies to obtain a purpose? Eg; To write a sequence he has to be aware of the main idea and recognizing details?</p> <p>Is he understanding that he doesn't have to know every word of what he reads? Am I making clear to him he can skip and go on?</p>

<p>Information</p> <p>(Date and Time)</p> <p>March 31th</p>
<p>Description</p> <p>(Setting and Context)</p>
<p>Action</p> <p>(What was done in the class)</p> <p>Today another skill was introduced: PREDICTING OUTCOMES . We went through the skill, seeing why it's important for reading and how it can be used.</p> <p>Today he had a homework, he had to read several pages and answer some questions, As we read we used next-confirm to predict what would happen next in the passage. We would both predict and write it on a little piece of paper and see who was right on the prediction.</p> <p>If the student came to and unknown word or sentence; through context prediction he could also use it for a meaningful substitution of a word</p>
<p>Observation</p> <p>(What I observed in my student's attitude)</p> <p>He loved to play the prediction game. I could see he really got into it and actually enjoyed doing his homework that way.</p>
<p>Questions</p> <p>(Issues I want to ponder about)</p> <p>Does he learn more or enjoy more when we play?</p>

<p>Information</p> <p>(Date and Time)</p> <p>April 4th</p> <p>2:30</p>
<p>Description</p> <p>(Setting and Context)</p> <p>Fifith grade classroom.</p>
<p>Action</p> <p>(What was done in the class)</p> <p>Reading for Understanding worksheets by McGraw Hill</p> <p>We worked with 3 of them concentrating on PREDICTING OUTCOMES.</p> <p>We also used prediction for words, attitudes , feelings endings. We also changed the ending to several ones.</p>
<p>Observation</p> <p>(What I observed in my student's attitude)</p> <p>He seemed to be shocked to use prediction all through the story. He told me he had only used this strategy at the beginning of a story not during a story , much less for words and endings.</p>
<p>Questions</p> <p>(Issues I want to ponder about)</p> <p>Why did he just think predicting was done only before reading? How are teachers using this strategy?</p>

<p>Information</p> <p>(Date and Time)</p> <p>April 6th</p> <p>2 Hours .3-5</p>
<p>Description</p>

<p>(Setting and Context)</p> <p>Today we worked at his house since his mother called and said his son wasn't feeling so good,</p>
<p>Action</p> <p>(What was done in the class)</p> <p>Today another skill was introduced: CHARACTER ANALYSIS. We went through the skill, seeing why it's important for reading and how it can be used. We also worked with Reading for Understanding worksheets by McGraw Hill. We worked with 1 of them.</p> <p>We also went back to some of the stories we had read before and chose several characters and described them as detailed as he could. He drew the characters and used arrows to describe each character. We looked for Key Words in the text to better describe each character.</p>
<p>Observation</p> <p>(What I observed in my student's attitude)</p> <p>He loved this activity, anything that has to do with drawing is his favorite, he really got into reading and looking for key words which he could use to draw the character's physical characteristics. We talked about adjectives and how important they are when we are trying to imagine something we are reading,</p>
<p>Questions</p> <p>(Issues I want to ponder about)</p> <p>Does he feel better working at home for a longer period of time than in school for a shorter period ?</p>

1	<p>Information</p> <p>(Date and Time)</p> <p>April 7th</p> <p>3 to 5</p>
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2	<p>Description (Setting and Context)</p> <p>My student's apt. Good temperature and a snack</p>
3	<p>Action (What was done in the class)</p> <p>Today another skill was introduced: CAUSE AND EFFECT. We went through the skill, seeing why it's important for reading and how it can be used. We also worked with Reading for Understanding worksheets by McGraw Hill. We worked with 3 of them.</p> <p>Today worked on writing a persuasive letter, he told me he needed to write one for a homework, we did brainstorming and thought of a topic to work with, he wanted to write a letter to his dad to convince him of buying a dog. So we also worked with the ideas of cause and effect what would happen if his dad buys him a dog.</p>
4	<p>Observation</p> <p>Andres' teacher pointed out the importance of working on some writing issues, it seems Andres does not have the proper training for writing.</p> <p>I saw he enjoyed writing the letter to his dad, even though I see he had some difficulties, he tried his best and I think he was doing this for real, not just for a homework.</p>
5	<p>Questions (Issues I want to ponder about)</p> <p>What kind of school did he go to? Why is the teacher mentioning writing problems ? What specific problems is he having? Does real life situation help him perform better for school tasks and homework?</p>

1	<p>Information (Date and Time) April 11th 3-5</p>
2	<p>Description (Setting and Context) My student´s apt. Good temperature and a snack</p>
3	<p>Action (What was done in the class) Today another skill was introduced: SIMILIARITIES AND DIFFERENCES. We went through the purpose of the skill, seeing why it´s important for reading and how it can be used. We also worked with Reading for Understanding worksheets by McGraw Hill. We worked with 3 of them. A text was read about US and Colombia. He had to compare both countries using a grid on paper. We also continued working on his persuasive letter. Worked on making corrections, we focused on spelling mistakes , run on sentences, synonyms and punctuation marks. We a</p>
4	<p>Observation (What I observed in my student´s attitude) It seemed he wants to do everything perfect and takes a while to write. I explained that is ok to make mistakes on his first draft, later on we will check and fix them. He continued writing with more confidence. Using a grid to compare both countries , he seemed to enjoy this ´outside help´ to bring to close his ideas.</p>
5	<p>Questions</p>

	<p>(Issues I want to ponder about)</p> <p>Do provided material (a specific grid for comparing) help him focus ideas?</p> <p>Does he feel better working at his home, after he had changes his clothes and eaten something?</p>
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1	<p>Information</p> <p>(Date and Time)</p> <p>April 13th</p> <p>3 to 4: 30</p>
2	<p>Description</p> <p>(Setting and Context)</p> <p>My student´s apt.</p> <p>Good temperature and a snack</p>
3	<p>Action</p> <p>(What was done in the class)</p> <p>Today another skill was introduced: CLASSIFICATION.</p> <p>We went through the purpose of the skill, seeing why it´s important for reading and how it can be used. We also worked with Reading for Understanding worksheets by McGraw Hill. We worked with 3 of them.</p> <p>To finalize his previous homework we typed the letter on the computer.</p> <p>He also had to learn some vocabulary for a test tomorrow, we went through the definitions several times, making connections and uniting ideas.</p>
4	<p>Observation</p> <p>(What I observed in my student´s attitude)</p> <p>He loved the idea of typing his persuasive letter on the computer. He said he was finally finishing a project he had worked hard on. He felt a little anxious about the vocabulary test he is having tomorrow. Even though I told him he didn´t have to</p>

	learn them by heart he insisted he must.
5	<p>Questions</p> <p>(Issues I want to ponder about)</p> <p>I was surprised to see he knew all the definitions by heart. How did he learn this?</p> <p>Does he feel anxious about doing exams in school?</p>

1	<p>Information</p> <p>April 14th</p> <p>3 to 4: 40</p>
2	<p>Description</p> <p>(Setting and Context)</p> <p>My student´s apt.</p> <p>Good temperature and a snack</p>
3	<p>Action</p> <p>(What was done in the class)</p> <p>Today another skill was introduced: FOLLOWING DIRECTIONS.</p> <p>Before starting we did a fun exercise, I told him I was going to give him a test, He had to answer 10 questions in 2 minutes. At the beginning of the page it said: Even though your teacher told you to answer the questions ..don´t ! Just read them and wait till the time is over. I gave him the paper and he rushed to answer all the questions , when the time was over, I told him to read what it said at the top of the page..... He didn´t Follow directions!</p> <p>We went through the purpose of the skill, seeing why it´s important for reading and how it can be used. We also worked with Reading for Understanding worksheets by McGraw Hill. We worked with 3 of them in which he had to follow directions and do exactly what the text said. Most of the directions were concerned with drawing.</p>

4	<p>Observation</p> <p>(What I observed in my student's attitude)</p> <p>He laughed a lot at the joke I played on him. He said he would never ever do that again, he will read and follow all instructions before doing anything.</p> <p>He had a blast</p> <p>With the activity, drawing several things which he had to read carefully in order not to make mistakes. He followed everything to the point and even corrected some of my mistakes.</p>
5	<p>Questions</p> <p>(Issues I want to ponder about)</p> <p>Can a " Joke" or a fun action from the teacher's side, help a student learn something for the rest of his life?</p> <p>Is the reading strategy journal helping him to organize his thoughts? Is it helping him? Making him aware of the importance of all the strategies?</p>

1	<p>Information</p> <p>(Date and Time)</p> <p>April 18 th</p> <p>3 to 4: 40</p>
2	<p>Description</p> <p>(Setting and Context)</p> <p>My student's apt.</p> <p>Good temperature and a snack</p>
3	<p>Action</p> <p>(What was done in the class)</p> <p>Today another skill was introduced: INFERENCE</p> <p>We went through the purpose of the skill, seeing why it's important for reading and how it can be used. We also worked with Reading for Understanding worksheets</p>

	<p>by McGraw Hill. We worked with 3 of them.</p> <p>Read aloud a story called Selmos' blues. I told him we would come up with 10 comprehension questions for my 5th graders.</p>
4	<p>Observation (What I observed in my student's attitude)</p> <p>He liked this idea about helping me make up and exam for my students, he quickly began reading and coming up with some questions. He had some difficulty with pronunciation and vocabulary.</p> <p>When we were organizing the questions he brought up some of the skills we had been working on, like main idea, character analysis, Sequencing, Cause and effect and Similarities and differences. He focused and aimed his questions with this skills!</p>
5	<p>Questions (Issues I want to ponder about)</p> <p>Is he already using the skills learned as strategies to perform a task?</p> <p>Does working for a task he enjoys help a student feel more passionate about his work?</p>

1	<p>Information (Date and Time)</p> <p>April 20 th 3 to 4: 40</p>
2	<p>Description (Setting and Context)</p> <p>My student's apt. Good temperature and a snack</p>

3	<p>Action</p> <p>(What was done in the class)</p> <p>Today another skill was introduced: APPRECIATION.</p> <p>We went through the purpose of the skill, seeing why it's important for reading and how it can be used. We also worked with Reading for Understanding worksheets by McGraw Hill. We worked with 3 of them.</p> <p>The story he had to read for the next day was rather long. I explained about Skimming and</p> <p>Assisted him in getting specific info from the text. Skimming is reading quickly to get "gist" of a section. Scanning is reading quickly to locate specific information.</p> <p>We brainstormed a list of textual clues that will aid in skimming/scanning, such as bold-face type, capital letters, dates, key words, etc.Practice skimming and scanning with short passages</p>
4	<p>Observation</p> <p>(What I observed in my student's attitude)</p> <p>Today was really hard to work with my student, he didn't feel motivated at all to do anything. Even though he had a homework which was reading a story he just didn't seemed to want to do it,</p> <p>His face seemed to light up when the strategy Skimming and scanning was introduced. It wasn't easy to work with him today but his mother pointed out he Must do his homework.</p>
5	<p>Questions</p> <p>(Issues I want to ponder about)</p> <p>Is he bored of our sessions? Why is he unmotivated today? Is something wrong with me? Is he having problems at home or at school?</p>

1	<p>Information (Date and Time) April 21st 2;30 to 3:30</p>
2	<p>Description (Setting and Context) Computer room at the library Good temperature</p>
3	<p>Action (What was done in the class) Andres has an LA and reading comprehension exam the next day, we went over vocabulary and spelling. Read the story together called FIRE, asked him some detailed questions, I was amazed to see he answered some specific questions concerning numbers. How many firefighters are there in the USA? About how many fires are there a year in the USA? He answered correctly. Today another skill was introduced: EVALUATION We went through the skill, seeing why it's important for reading and how it can be used. We also worked with Reading for Understanding worksheets by McGraw Hill on line. He did several activities on the computer, answers were provided. On the internet did some exercises using verbs and adjectives, for evaluation on people's character and actions</p>
4	<p>Observation (What I observed in my student's attitude) .I chose the activities mentioned above to help him with his vocabulary since he trends to use the same words over and over. I noticed he gets excited about any topic having to do with fiction, fights, dinosaurs and monsters, he said he wanted to write a story about it. He said he would bring</p>

	his drawings to show me.
5	<p>Questions</p> <p>(Issues I want to ponder about)</p> <p>Does he have special talent for numbers? He seems to like them.</p>

1	<p>Information</p> <p>(Date and Time)</p> <p>April 25th</p>
2	<p>Description</p> <p>(Setting and Context)</p>
3	<p>Action</p> <p>(What was done in the class)</p> <p>Mother called and canceled tutoring, she was worried and mentioned Andres was not copying all the communication log and she didn't know when he was going to have tests, she is moving apartments and has no time to be on top of his kids.</p>
4	<p>Observation</p> <p>(What I observed in my student's attitude)</p>
5	<p>Questions</p> <p>(Issues I want to ponder about)</p>

1	<p>Information</p> <p>(Date and Time)</p> <p>May 2nd</p> <p>3:00</p>
2	<p>Description</p> <p>(Setting and Context)</p>

	<p>My students apartment</p> <p>Good temperature</p> <p>Good atmosphere and silence.</p>
3	<p>Action</p> <p>(What was done in the class)</p> <p>Today the first test was performed, the story is called, The Hot and Cold Summer, he had already done this same test a couple of months ago.</p> <p>(March 7th) but today is the opportunity for him to do the test again after having his tutoring sessions.</p>
4	<p>Observation</p> <p>(What I observed in my student's attitude)</p> <p>I could see he felt a lot more confident of himself, I could see him taking some notes and re reading paragraphs. It took him 15 minutes to read the story and about 20 to answer the test.</p> <p>We had a small talk at the beginning of the class, I explained he would retake all the test he had done before again, but this time he would try to apply all the concepts we had learned in the lessons, He seemed to be attentive and listen to all I was telling him, we went over his journal and remember all the steps and tips we had gone over in our classes.</p>
5	<p>Questions</p> <p>(Issues I want to ponder about)</p> <p>Did I make him feel nervous with the conversation we had before the test began?</p> <p>Was he able apply all the skills he learned in the lessons?</p> <p>Was the story too easy for him?</p> <p>Was going over his journal good?</p>

1	<p>Information (Date and Time) May 5th</p>
2	<p>Description (Setting and Context) Students apartment Good temperature Good atmosphere and silence.</p>
3	<p>Action (What was done in the class) Today the second test was performed, the story is called Woodsong, He had already done this test before (Aril 28th) but today he will re take it after having the tutoring lessons,.</p>
4	<p>Observation (What I observed in my student's attitude) Since the beginning my student feel very god about this text, The first time he read the story I could see he enjoyed it since he had seen a movie about it and seemed to enjoy it. Today there was no exception, he immediately remembered the movie and that he had done the test in the past. He read the story in about 15 minutes and took another 15 to answer the questions. Today was my birthday, he was very nice to me and gave me a present and a gift, his mother brought a cake and I felt very welcomed in the family!</p>
5	<p>Questions (Issues I want to ponder about) Does seeing a movie about the same topic of the text he read, influence his interest? Does having a good relationship with his teacher influence his attitude toward learning?</p>

<p>Information (Date and Time) May 11th</p>
<p>Description (Setting and Context) Fifth grade classroom. Good temperature A snack was provided,</p>
<p>Action (What was done in the class) Today the third test was performed, the story is called William Shakespeare and the Globe, He had already done this test before (March 14th) but today he will re take it after having the tutoring lessons,.</p>
<p>Observation (What I observed in my student's attitude) He didn't seem thrilled about this text at all. He told me he didn't like the type of text and that it was difficult to read. We had another conversation on how he could do it or at least try to apply all the tips we had learned in our classes. As soon as he started I could observe he was trying his best to re read, take notes, re read aloud and ask questions for confirmation. It took him 20 minutes to read the text and about 25 to answer the text's questions,</p>
<p>Questions (Issues I want to ponder about) Will he improve the text scores even on this above level test?</p>

X. Letter of approval from subject's parents.

