Collaborative Strategic Reading (CSR) as a Didactic Strategy to Improve Reading

Comprehension

by

Paula Andrea Salazar Muñoz

University of Nariño

Faculty of Human Sciences

Linguistics and Languages Department

San Juan de Pasto

2018

Collaborative Strategic Reading (CSR) as a Didactic Strategy to Improve Reading

Comprehension

By

Paula Andrea Salazar Muñoz

Advisor

Gaby Muñoz Ibarra

Submitted to Faculty of Human Sciences in partial fulfillment of the requirements of the degree

of B. A. in Spanish and English in the Linguistics and Languages Department

University of Nariño

Faculty of Human Sciences

Linguistics and Languages Department

San Juan de Pasto

2018

Las ideas aportadas en el Trabajo de Grado son responsabilidad exclusiva del autor, artículo 1°

acuerdo N° 324 del 11 de Octubre de 1966 del Honorable Consejo Directivo de la Universidad

de Nariño.

CSR TO IMPROVE READING COMPREHENSION

Nota de Aceptación:

_____

_____

_____

_____

_____

_____

_____

Firma Del Presidente De Jurado

_____

Firma Del Jurado

_____

Firma Del Jurado

San Juan de Pasto, Junio de 2018

ACKNOWLEDGEMENTS

RESUMEN

El objetivo de ésta investigación es entender la influencia de la estrategia CSR (lectura estratégica colaborativa) en el mejoramiento de la comprensión lectora de los estudiantes de primer semestre del programa de inglés-español de la universidad de Nariño, tomando como base las necesidades que presenta el estudiante durante este nivel.

Este proyecto surgió de la necesidad de implementar nuevas estrategias de comprensión lectora que ayuden al estudiante a sobrellevar esta habilidad en un segundo idioma. Así mismo, con el fin de facilitar al docente el proceso de enseñanza-aprendizaje de los estudiantes de castellano-inglés.

Este proyecto contiene una serie de capítulos que permiten explicar claramente el problema de investigación, las teorías y autores que lo apoyan y la metodología a implementar.

Palabras clave: lectura estratégica colaborativa (CSR), compresion lectora, estrategia de lectura, edmodo.

ABSTRACT

The purpose of this study is to understand the influence of the CSR strategy (collaborative strategic reading) in the improvement of reading comprehension in the students of first semester of the Spanish and English program of the University of Nariño,taking as a base the students' needs during this level.

This project arose of the need to implement new strategies of reading comprehension to help student to overcome this skill in a second language. Also, with the goal to facilitate the teacher the teaching and learning process of the English and Spanish program.

This study involves a serie of chapters which allow to explain clearly the investigation problem, the theories and authores that support it, and the methodology to implement.

Key words: collaborative strategic reading (CSR), reading comprehension, reading strategy, edmodo.

Table of Contents

Collaborative Strategic Reading (CSR) as a Didactic Strategy to Improve Reading Comprehension

When people start to study a second language like English, reading comprehension plays an important role to learn it, because most of material that teachers and students use to know more about the L2 is written. Based on that, this research proposal has two foci of attention. Firstly, to state how reading comprehension is important for the students to acquire a higher level of Second Language Learning (SLL), and second, to involve the collaborative work by incorporating comprehension strategies offered by a specific instructional practice in the learning processes by using current didactic tools.

Considering the last positions, it is important to think about mechanisms that allow the teacher to help the students in the improvement of the reading comprehension. McNamara (2007) says "comprehension refers to the ability to go beyond the words, to understand the ideas and the relationship between ideas conveyed in a text" (p.11). That way, for students, this ability is converted in one of the most complex to develop, and for that reason, the professor should count with elements that support this process. Those aspects can be supported with reading comprehension strategies such as Collaborative Strategic Reading (CRS), which foster this skill, building vocabulary and also working cooperatively between teacher and students, creating discussion spaces about what they are reading with a permanent help between the group.

However, keeping a permanent contact between the members of a group is impossible, if it is only limited by the classroom, for that, it is necessary to look for any solution that allow to apply the principles of CSR based on cooperation and feedback. One option motivates the use of current tools such as platforms, social networks, apps, etc. to motivate the students. Rátiva,

Pedreros and Núñez (2012) say: "the world-wide web has impacted the educational model in a fundamental way and forced educators to think of ways that this technology can be used to improve teaching effectiveness" (p.13). In other words, the technological resources can be a suitable tool for teaching since nowadays this kind of elements influence the educational system in an active way. For this reason, tools like Edmodo which is a learning platform addressed to students and teachers can be useful in a learning environment, particularly in SLL.

In summary, this project is intended to propose the implementation of CSR as methodological strategy to improve reading comprehension by using Edmodo as mean in beginner students from the English and Spanish program at University of Nariño.

Finally, to present this research proposal, four parts will be considered. The first section includes the statement of the problem, which encloses the description and formulation of the same, the objectives, the justification and finally the limitations; the second section contemplates aspects such as the antecedents and theoretical framework; in the third section, I will address the methodology, which entails some aspects related to paradigm, type, context, population, and techniques to gather information.

Problem description

It has been observed by students and teachers how reading comprehension requires a major effort from some learners of first semester of the English and Spanish program of University of Nariño, which can be proved in the grades of reading activities or the results of diagnostic exams done during this level. the previous affirmation can be the result of factors such as: the little knowledge of grammatical structures, vocabulary, reading strategies, lack of motivation, fear to learn a second language among others.

On the other hand, sometimes the teacher provides complex and decontextualized texts for students who are beginning to learn a second language, which generates rejection and demotivation, since sometimes some students do not possess reading strategies that allow them to keep an appropriate reading for an easy comprehension.

In addition, some teachers continue using traditional teaching tools, without taking into account other tools such as the technological resources. Hayes and Gee (2011) mention that "digital media carry language, language can be interactive but also permanent" (p. 3), so these means allow the permanent interaction between the teacher and student; it permits the teaching spaces of a second language exceed the classroom, however, sometimes this type of sources have not been implemented yet or there is little knowledge about how they are used.

Problem Statement

How does Collaborative Strategic Reading (CRS) help students of first semester of the English and Spanish program of the University of Nariño improve of Reading comprehension skill?

Objectives

General objective.

To understand the influence of the CSR strategy in the improvement reading comprehension in students of first semester of English and Spanish program of the University of Nariño.

Specific objectives.

To identify the reading comprehension level of the students of first semester of English and Spanish program have before implementing the strategy.

To determine the drawbacks and achievements of the implementation of the CSR strategy to develop reading comprehension.

To know the patterns of improvement of reading comprehension after applying the CSR strategy.

Justification

Carrying out this study is relevant because it contributes to the pedagogical field of foreign languages as English by using the new technologies, being this one of the lines of investigation of the Linguistics and languages Department.

Furthermore, this proposal is meaningful because it presents the importance to improve the reading comprehension in a second language. Arismendi, Colorado and Grajales, (2011) state: "reading comprehension is composed of a combination of word recognition abilities and general comprehension abilities" (p.14). For this reason, this investigation will allow to know that this ability, formed by important cognitive elements, is the base that helps the students learn a second language by using reading strategies, since their implementation may become the most meaningful resource to support the comprehension and learning process by the readers (McNamara, 2007, p.11).

Besides, reading comprehension has become a requirement to approve and learn successfully any language, in this case English, in other words, field reading is an essential part

of learning proficiency, for that, reading comprehension will be an indicator of future academic achievement. Most of the subjects that are focused on teaching English, are based on principles of reading and writing, for that it is necessary that the student can dominate these skills to comprehend how to use English in terms of structure, grammar, functions, etc. if students are not able to manage their reading comprehension abilities they are more likely to encounter academic difficulties.

In addition, this project involves virtual tools like Edmodo to ease the use of CSR to improve reading comprehension. According to Denver (2016) Edmodo can be explained as a social learning platform used by teachers and students, characterized for its microblogging format. In a such way, it is integrated a virtual tool that generates a new space for the reading comprehension in second language students. Also, it fosters the elaboration of a permanent monitoring by the teacher, with the objective to share with her/his students their achievements, progress, and performance along the course. Equally, it supports the methodological strategy used by the teacher to stimulate the permanent interaction teacher-student.

Apart from that, this study offers the opportunity to enrich the English level of the students, as well as the teaching quality of the professor. The strategy proposes this study counts with several steps that promote reading and the development of activities addressed to improve the learning level of the second language since not only it will help improve reading comprehension, but it will also encourage other abilities such as writing.

Finally, it is necessary to mention that there have been several studies focused on the improvement of reading comprehension in the Second Language Learning; however, the present project takes the virtual means as tool to apply a methodological strategy in order to improve it,

which makes this work innovative and at the same time, fosters the creative use of the internet services and the implementation of an organized methodology by the teacher, as the professor in training, to achieve that its students can overcome, in a better way, the reading experience and Second Language Learning.

 Limitations

In the development of this study there are some limitations to be considered. These limitations are related to physical resources and time management.

The low availability of technological means at the university. Considering that the linguistics and languages department does not have continuous access to the computer classrooms, and at the same way, the internet service is limited.

 Finally, the academic work schedule of the study group is a little bit difficult, because it is at night, as a result the computer classrooms are already closed

Chapter II: Conceptual Framework

The following chapter introduces the conceptual framework which is the theoretical foundation of this work allowing to know key concepts for the development of this investigation and determine some topics such as the background or studies which support the main theories of the present research.

In that sense, once performed the reading of different sources about the main topic of this project, the next concepts have been selected: Reading comprehension, CSR, and Edmodo.

Reading comprehension.

In order to develop this study, Woolley (2011) says: "Reading comprehension is the process of making meaning from text. The goal, therefore, is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentence" (p. 15). In other words, reading comprehension is a process that demands more than one simple pre-reading, in special if it is read in a second language as English since a suitable reading requires that reader understands each word in a contextualized way and not isolated, establishes a conversation with the writer, achieves to overcome the difficulties that can be presented in this process and determines what reading techniques can be helpful to solve those obstacles.

From the point of view of Snow (2010), to understand what reading comprehension is, it is important to take into consideration the borders or limits. In other words, figure out that reading is different in relation to reading comprehension, since the last one is the process of simultaneously constructing and extracting meaning through interaction and engagement with print, while reading is considered as the process in which the reader receives a message that the writer wants to share through written words.

The previous information emphasizes in how reading comprehension implies a mental process more active than reading, involves several mental elements such as the accurate decoding of print, a process of meaning construction through which inferences and information not available from the print are incorporated into the meaning representation, and active, motivated engagement from the reader, which cannot be used with a simple reading of a text.

Once it is clear the definition of reading comprehension, it is meaningful to take into account a knowledge organization system about this ability, because it will allow to comprehend

that reading comprehension requires a set of steps that ease to move from basic reading to comprehension applying the higher mental abilities.

Levels for reading comprehension.

As it is mentioned before, reading is only the first step to achieve comprehension about what the individual is reading. For this reason, according to Snow (2010), reading comprehension can be explained by using a concentric circle (see figure 1), in which the basic reading is located in the center circle as the starting point, and then there is a progression until highly elaborated comprehension.

Below is shown a representation of this reading comprehension process, which contains four stages that will be explained clearly.

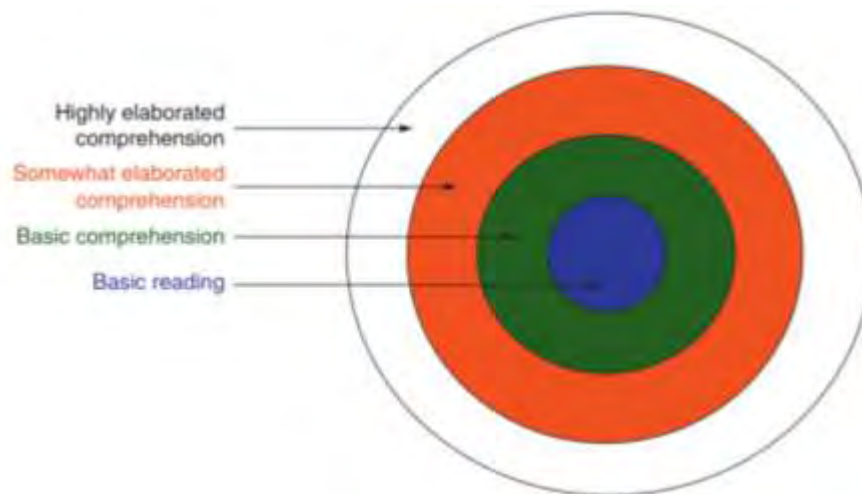*Figure 2: Basic reading processes, basic comprehension processes, and elaborated and highly elaborated comprehension processes represented as concentric circles, with reading comprehension located somewhere on a radius depending on the reader.*

Basic reading. this stage is related to word recognition, fluent access to word meaning, recognition of syntactic structures, sentence meaning, and short-term phonological memory.

Basic comprehension. in this part, the reader is able to construct an idea or mental representation about he/she is reading presented textually.

Somewhat elaborated comprehension. comprises more elaborated comprehension processes, the processes involved in going beyond creating an unadorned text representation to a deeper understanding of the text. For this moment, the reader uses reading strategies to understand the text in a deep way, for instance, making text-to-text connections, questions, visualizations, etc.

Highly elaborated comprehension. in this part, after the previous stages, the reader will learn about what he/she read because it has been developed a previous training about how to comprehend what he/she is reading.

In conclusion, reading comprehension is a skill that requires to develop a complete process that entails from recognizing the form of a text until learning based on the information of it, which is quite useful in the languages learning field because it will allow to the learner moves from recognize an unknown word to learn and use it in a real context.

Theories of reading comprehension.

Reading comprehension involves a series of human abilities that allow to recognize and learn from a text, it means that this ability is complex and requires several elements that are different depending on the reader, the context, learning environment, which influence in the perception of reading comprehension based on how this one is developed in each individual. As a result, it is found different theories that mention a particular perception about reading comprehension, such as:

- Gough and Tummer (1986) take into account a simple view of reading comprehension is "as a product of two abilities: the capacity to decode and the capacity to understand spoken languages" (p. 416). In other words, reading comprehension is influenced not only by accuracy of word reading but also, by oral comprehension ability, it means that it those abilities do not occur, comprehension does not exist. In that sense, the development of oral skills (vocabulary, comprehension of complex syntax, etc.) is a key for reading comprehension.

- Another view mentions the importance of background knowledge to foster reading comprehension. Kintsch (1998) says that background knowledge is articulated by taking into account how textbase interact with the mental model (rules about grammar, syntax, morphosyntax, phonology, semantic) that the reader already had.

- Also, it is important to mention the meaningful role of motivation as a catalyst for reading comprehension process. Guthrie (2003) affirms that reading comprehension can be richer in areas of personal interest, and that readers are more likely to persist in wrestling with text if first, they are interested on the topic and second, they experience self-efficacy as readers. It means that reading engagement is the result of high motivation from reader which can ease the comprehension process, without the presence of direct instruction.

- Finally, the role of teaching comprehension strategies to encourage comprehension. In this part, this kind of strategies are addressed to create a context for introducing comprehension strategies as learning tools, as happens in Guthrie´s program called Concept-oriented reading instruction (2002).

Once it is clear the role of reading comprehension in the reader, how it can be achieved and the different situations can motivate this ability, it is easier to understand the role of this ability in

the learning of a L2, and the importance of acquiring it to improve the use of L2 in all the language skills. for that reason, this study proposes the use of a specific reading comprehension strategy in the classroom to foster this ability in students of first semester that are learning English as a second language. It is not only the opportunity to apply another reading strategy, but also the moment to demonstrate that reading comprehension is a higher level than reading and involves a mental process that put into evidence the theories mentioned previously.

Collaborative Strategic Reading (CSR).

In order to put into practice, the concepts about reading comprehension mentioned above, this project proposes the use of Collaborative Strategic Reading (CSR) to foster reading comprehension. In fact, according to Klinger and Vaughn (1996), CSR is an excellent technique for teaching students reading comprehension and building vocabulary and also working together cooperatively, allowing to develop the mentioned ability. In that sense, it is sought to involve to this investigation CSR as the main model of Klinger and Vaughn (1996) which according to Israel and Duffy (2009), was designed to meet three goals:

- To provide cognitive strategy instruction to help students comprehend texts in the content areas.
- To assist students, especially students with learning disabilities and English language learners.
- To provide opportunities for students to work in collaborative environments."

According to Scrugss and Mastropieri (2010) "Collaborative Strategic Reading (CSR) is one of several multicomponent reading comprehension instruction models that include strategies for summarizing information, asking and answering questions, comprehension

monitoring, and peer discussion" (p.207-208) (see figure 2). In this way, this instructional

practice blends a group of general strategies to be able to comprehend any text. Besides, it

presents a planning based on the necessities of the reader, and provides opportunities for students

to work in collaborative, peer-mediated environments. Hence, it is significant to search a didactic

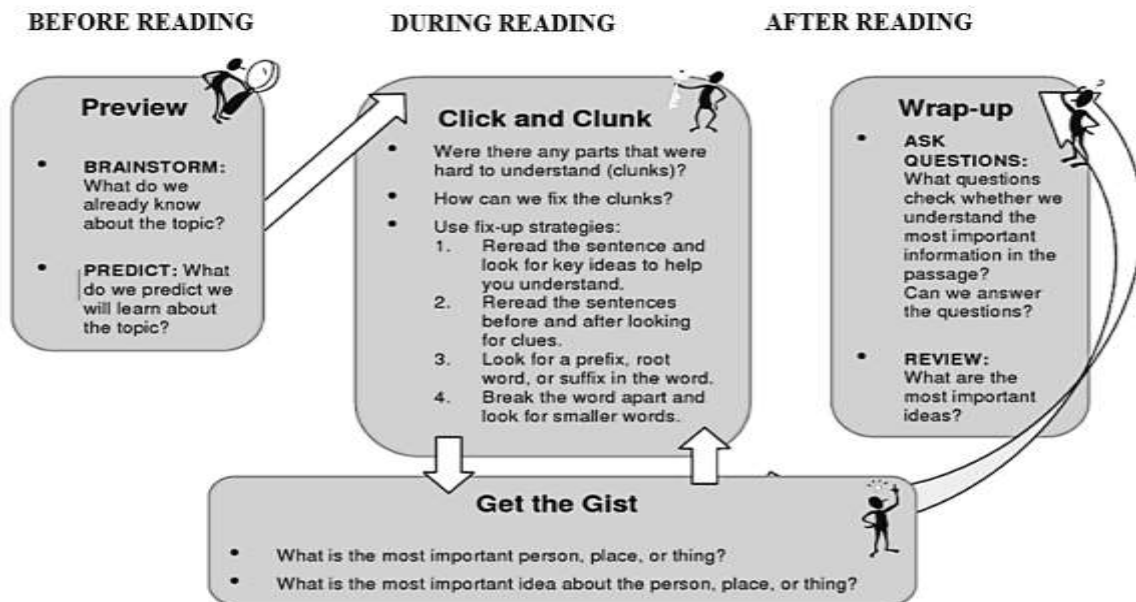and current tool allows to put into practice this methodological strategy.

Figure 2: Collaborative Strategic Reading (CSR). *Fuente: Klinger et. al., 2001, citado por Scruggs & Mastropieri, 2010, p.208*

Preview. In this moment, students preview the entire passage before they read each

section. The goals are: (1) to learn as much about the passage as they can in a brief period of

time (2-3 minutes), (2) to activate their background knowledge about the topic, and (c) to help

them make predictions about what they will learn. During this level, teacher motivates students'

interest in the topic and engages them in active reading from the onset.

***Click and Clunk*.** In the level, students click and clunk while reading each section of the passage. The goal of clicking and clunking is to teach students to monitor their reading comprehension and to identify when they have difficulties in understanding. Clicks refer to portions of the text that make sense to the reader. comprehension clicks into place as the reader proceeds smoothly through the text. When a student comes to a word, concept, or idea that does not make sense, clunk or comprehension breaks down. For example, when students do not know the meaning of a word, it is a clunk.

***Get the gist*.** Students learn to get the gist by identifying the most important idea in a section of text. The goal of getting the gist is to teach students to restate in their own words the most important point as a way of making sure they have understood what they have read. This strategy can improve students' understanding and memory of what they have learned.

***Wrap up*.** Students learn to wrap up by formulating questions and answers about what they have learned and by reviewing key ideas. The goals are to improve students' knowledge, understanding, and memory of what was read. Students generate questions that ask about important information in the passage they have just read.

The last information is related with each activity that the model proposes during each moment. However, another important thing of this model is "collaboration", this is the second phase. During this level, the role of groups is meaningful. Once students have developed proficiency applying the comprehension strategies through teacher-led activities, they are ready to learn the roles they will perform while using CSR in their peer cooperative learning groups (Klinger & Vaugh, 1998).

Each member in the groups acquire a specific role, so:

- Leader: this student leads the group in the implementation of CSR by saying what to read next and what strategy to apply next. The leader asks the teacher for assistance, if necessary.

- Clunk Expert: This student uses clunk cards to remind the group of the steps to follow when trying to figure out a difficult word or concept.

- Announcer: This student calls on different group members to read or share an idea. He or she makes sure everyone participates and only one person talks at a time.

- Encourager: This student watches the group and gives feedback. He or she looks for behaviors to praise. The student encourages all group members to participate in the discussion and assist one another. He or she evaluates how well the group has worked together and gives suggestions for improvement.

- Reporter: During the whole-class wrap up, this student reports to the class the main ideas the group learned and shares a favorite question the group has generated.

- Time Keeper: This student sets the timer for each portion of CSR and lets the group know when it is time to move on (the teacher might do this instead of students).

As it is noted, this strategy fosters not only reading comprehension skill, but also, cooperative work in order to create a better learning environment that ease the understanding of a subject, in the case of this study, English as a second language. Nevertheless, another aspect that is important is how the teacher can present the material for reading comprehension. For that reason, this proposal exposes the need to include TICs as means to share text and material to be studied by using CSR.

Educational platforms: Edmodo

Nowadays, the implementation of web-based means is a popular activity in several areas, especially into the educational field. Passey and Higgins (2014) mention that learning platforms have had a positive and great reception in higher education, with the objective to support access by students and teachers to course materials, enhancing involvement and interactions through different forms of course delivery (in multimedia as well as in textual formats), giving access to application focusing on monitoring and discussion, and providing features supporting submission of assignments and their assessment.

According with the latter, one of the learning platforms with the last characteristics offered to teachers is Edmodo, this one will be defined according to Crane (2012), as a free and useful social learning network for students and teachers, with 1.5 million users and growing, Edmodo provides a safe and easy way for teachers and students to connect, share content, and access homework, grades, and school notices.

So, Edmodo is considered as a social network that can work like an educational tool since it offers several services like:

- To allow that teacher and student interact in a space of discussion and diffusion of information.
- To create private groups with limited access to teachers, students and parents.
- To share diverse multimedia resources (files, links, videos, etc.)
- To access from any mobile device.
- To manage a digital library to which the students can add their own contents.
- To provide a space of communication through messages and notifications.

- To assign tasks to the students and manage the grades of the same; and so on.

In that sense, Edmodo, an educational platform, can work as a tool in which CSR can be applied easily. The principles of collaborative work, guidance, positive feedback, and monitoring of CSR are some basis to the creation of spaces like Edmodo since by using many functions and services that this site offers, CSR leaves the traditional classroom to be applied in a more modern context. For instance, monitoring and feedback about a reading comprehension activity posted on Edmodo can be discussed in the section of comments and messages that this platform develops, guarantying the discussion through questions and ideas from the reading, explanation about unknown terms by using others services like videos and cooperative work between the members.

Edmodo can function like a site in which the strategies proposed by CSR can be supported and reinforced. This platform allows the creation of groups in which each member will have a function in relation to the CSR parameters. This situation would help that each student can work successfully following the levels and steps that CSR proposes as reading comprehension strategy. In other words, Edmodo will work as a space of permanent reinforcement and support, applying CSR elements, in the reading comprehension process of each student.

It means, a learning platform is used in education as alternative of interaction between professor-student, giving relevance to activities such as academic discussions or assignments processes and keeping a constant connection. Furthermore, since the successful implementation of CSR requires a permanent accompaniment, Edmodo it will allow to keep the contact with students in any time, either in classroom or in other spaces.

Literature Review

The studies conducted on reading comprehension in the second language learning have been diverse. In some of them, it can be observed the importance of this ability as key part in the second language learning and the necessity of appropriate strategies.

The first study is an investigation in the University of Nariño, in the Linguistics and languages department, called reading comprehension learning strategies by Ingrid Arteaga and Leidy Delgado, in the year of 2013.

The purpose of this work is to survey the frequency of reading comprehension direct learning strategies use and to determine how it is influenced by the learners, proficiency level. In addition to this, it also aims to identify what reading comprehension indirect learning strategies were being used among learners. As it can be appreciated, this investigation aims to identify whether any strategies are being implemented by learners to cope with reading comprehension. According to that, this project contributes to the execution of the present study because it shows reading strategies as the opportunity to create a mechanism that supports students to promote reading spaces in order to improve the comprehension.

Last of all, one of the most important contributions from this investigation is to explain how important learning strategies are in reading comprehension for students, because they determine and ease the knowledge and understanding of the target language. That is to say, the implementation of reading strategies encourages the comprehension of what students read, allowing them to increase their knowledge and understanding about the second language learning.

The second antecedent is a thesis developed at the Rowan University, called the effect of collaborative strategic reading for 4th Graders with learning disabilities by Kathy Seacrist, In the year 2012. This study has several objectives to evaluate the effectiveness of Collaborative Strategic Reading (CSR) for students with learning disabilities to improve their comprehension skills, to evaluate the students' ability to utilize the strategy independently, and to evaluate the teacher's satisfaction with the Collaborative Reading Strategy.

The appropriate information in this research is the effectiveness of CSR on the comprehension abilities of the students, and how this strategy can persuade the teachers to use it. This part is relevant for the present research proposal, because it offers information about the effects of CSR on the students, which is an excellent starting point for the implementation of the same strategy in a different context.

Furthermore, this research shares important information about the application results of CSR, which suggest that CSR is a viable strategy for improving the comprehension of students when it is taught during an appropriate length of time, giving students a chance to master the four strategic steps involved. It means that the strategy is a positive way to motivate reading comprehension in the learners since CSR represents an opportunity to put in practice the four language skills in an integrated way.

After analyzing some of the research evidence on this field of study, it is convenient to check and review some key terms, definitions and characteristics that are closely related to this study. The terms found below will allow the readers to understand more this research and the basis for this.

Chapter III: Methodology

This chapter addresses the methodological guide which involves necessary elements to explain how the present work will be developed. Among those aspects are: the paradigm, design, type and context of study; also, the population and sample, data recollection and finally, techniques and procedures for data analysis.

Paradigm

This study is based on a qualitative paradigm, which allows to explore multiple fields of the social world, including the reality of everyday life, the understandings, experiences and imaginings of our research members, relationships work, and the significance of the meanings that they generate (Manson, 2002). In other words, this research influenced by this model aims to the understanding, modification, manifestation, and execution of events as well as educational and social, doing it suitable for this research work.

Simultaneously, the election of this paradigm is grounded in some characteristics, such as: it is exploratory-interpretative, there is an interrelation between the researcher and participants, it shows a deep interest to comprehend the reality in which the investigation problem takes place, and its concern is to contribute with a solution. Taking these aspects into account, the researcher will be able to approach the study individuals involved in this study and know some aspects that intervene in the research topic in a specific context, which is related to the problem and objectives of this investigation project.

Type of research

The design and type selected for this study are related to the Action-Research (AR) in education which refers to a disciplined inquiry done by a teacher with the intent that the research

will inform and change his/her practices in the future. This research is carried out within the context of the teacher's environment (Ferrance, 2000). It means that the AR is focused on the teaching practice and improvement, through an exploration process (planning, action, observation and reflection) easing the understanding and approaching of the problematic situation.

In addition, it is meaningful to mention that the purpose of the AR is to get better the educational practices, articulate the investigation, action and formation to get closer to the reality. That is to say, this type of investigation develops a set of strategies to enhance the current educational and social system during the research; also, AR encourages the critical analysis of the situations, considers the teaching as a process of exploration open to the change and the involved participants set a peer relation.

For that reason, the selection of this type of investigation for this Project focuses on the investigative work of the AR since it strengthens and improve class activities, which entails to figure out the teaching work, using the reflection and intellectual work in the analysis of experiences, understanding the classroom as a source of answers will allow to enrich the practice as well as teachers and learners.

Context

This study takes place in the University of Nariño situated in las Acacias, Pasto, where the linguistics and languages department is located. This place supports the population who attend to the languages courses and students ascribed in 2 programs: English and Spanish program and English and French.

For this project, the English and Spanish program will be the focus, which consists of 10 semesters at night schedule. Besides, it counts with a round of 232 students and more of 12 teachers who belong to linguistics and English areas.

Furthermore, this study is framed in the vision and mission of the university. This institution has offered a current education using as a reference the necessities of the students, either in scientific, technological or contextual environments, generating ideal opportunities for the development of professional and humanistic education. Also, it attempts to educate citizens and professionals in the different fields of knowledge with ethical and critical spirit basics for the alternative development of the community.

Population

In this part, the interest is focuses on "what and who", it means, in the subjects, objects, events and study communities (analysis units), which depend on the research approach (Sampieri, Fernández & Collado, 2006). In other words, this part is focused on the study individuals related to the objectives and problem of this research.

 In that sense, the students of University of Nariño are the study population, specifically the students of the English and Spanish program and the sample or analysis unit corresponds to the students of first semester of the same program, who take the Reading and Writing I course during the period B-2017. The selected group is made up of around of 30 students, between 18 and 26 years old, proximately.

This population and sample is chosen due to the academic situation of the students in this semester since most of them have different academic performance levels and for that reason, the

difficulties are common in comparison with advanced semesters, taking into account the mastery of the L2.

Consequently, the teacher must count with the necessary strategies that he/she can use to help the students overcome the impact of taking an English course in first semester, mainly in areas such as reading comprehension on English since this is the first contact with this language. For this reason, it is intended to propose a didactic strategy to improve that skill and ease the teaching and learning processes as well as teachers and students along first semester.

Data recollection: techniques and procedures for data analysis

In the research, the techniques and procedures used to gather information are an important and decisive part to carry out a study. The research techniques are the procedures that lead the specific and determined actions to recollect data related to the type of investigation (Campo & Gomes, 2009, p. 275). That is to say, the techniques are connected with the way in how the researcher is prepared to get data to respond to this work.

Meanwhile, the instrument is used in research to refer to the device that specifies the data collecting process. Instruments are usually written and maybe given directly to the subject to collect data or may provide objective description of the collection of certain types of data (Macnee & McCabe, 2008). In other words, the instruments are the tools used by the researcher to put in evidence the information collected from the source or analysis unit.

According to the latter, to develop this research proposal, once defined the terms technique and instrument, and taking into account the population, analysis unit, and the type of investigation for this study, the following techniques and instruments will be used:

Interview. it is carried out an interview addressed to the teacher, with the objective to get information about his/her perspective on the students' level in terms of reading comprehension, weaknesses and strengths. Kothari (2004) affirms "Interviewing is a commonly used method of collecting information from people...any person-to-person interaction, either face to face or otherwise, between two or more individuals with a specific purpose in mind is called an interview" (p. 137). Since the interview is the main technique for this part, it has been chosen as investigative instrument a semi-structured guide to apply a list of 10 closed and opened questions, which have been predetermined in a specific order. This will allow to know the point of view of teacher about the students' reading comprehension level, with the objective to answer the first specific objective of the study.

Tasks. once the last interview is done, tasks are the next tool to enlarge the information getting during interviews. The tasks, as techniques of data recollection, offer the opportunity to inquire from a participatory and integral perspective on a specific topic or social issues, which require to accomplish a critical position about the situation, being the tasks the most appropriate technique to get closer to the reality (Quintana & Monterrey, 2006).

For this moment, the tasks, as investigative technique, are classified in: Pre-test, which are carried out to identify the Reading comprehension level of the students before to apply CSR; and Post-test are the tasks designed to know the improvement level after the implementation. For this process, the instrument will be the task-guide contains around 10 questions related to the problem situation. The last procedure will be done to answer the first and third objective of this proposal.

Participant Observation. this technique will be used to determine the achievements and drawbacks during the application of CSR, which is related to the second specific objective of this work.

Kumar (2011), defines the participant observation as "another strategy for gathering information about a social interaction or a phenomenon in qualitative studies. This is usually done by developing a close interaction with members of a group or 'living' in the situation which is being studied" (p.125). It means that this technique eases the direct interaction with the subject of study, allowing to get exact and deep information related to the problem of investigation. For this technique, the main instrument is the field notes to register in a written way what the researcher finds during the investigation process.

Administrative Aspects

This part deals with the schedule and budget that are destined for the development of this investigation, which aims to define the necessary time and elements for this work.

Schedule

MONTHS \ ACTIVITIES	2017-2018 OCTOBER-APRIL				MAY				AUGUST				SEPTEMBER				OCTOBER				NOVEMBER			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
ELABORATION OF PROJECT	█	█	█	█																				
PRESENTATION							█																	
APPROACHING TO THE STUDY GROUP									█	█														
APPLICATION OF INTERVIEWS											█	█												
APPLICATION PRE-TASK													█											
APPLICATION CSR														█	█	█								
APPLICATION POST-TASK																	█							
ANALYSIS OF DATA																		█	█	█	█			

Budget

Quantity	Concept	Unit cost	Costs
Photocopies	100	200	$20.000
Transport	36	1.500	$54.000
Books			$80.000
Materials			$100.000
Unexpected Expenses			$30.000
Total			$284.000

References

Arteaga, I., Delgado, L. (2013). *Reading Comprehension Learning Strategies.* Pasto: Universidad de Nariño.

Arismendi, F., Colorado, D., Grajales, L. (2011). *Reading Comprehension in Face-to-face and Web-based modalities: Graduate students' use of Reading and Language Learning Strategies in EFL.* Colombia. Medellin. Recovered from http://www.scielo.org.co/pdf/calj/v13n2/v13n2a02.pdf

Campo, T. Gomes, E. (2009). Tecnicas e Instrumentos cualitativos de recogida de datos. Editorial EOS. Recovered from http://www2.unifap.br/gtea/wp-content/uploads/2011/10/T_cnicas-e-instrumentos-cualitativos-de-recogida-de-datos1.pdf

Crane, B. (2012). *Using Web 2.0 and social Networking Tools in the K-12 Classroom*. Chicago: The American Library Association.

Denver, S. (2016). *The SAGE encyclopedia of online Education.* California: SAGE publications.

Ferrance, E. (2000). *Action Research.* LAB a program of the education alliance. Recovered from https://www.brown.edu/academics/education-alliance/sites/brown.edu.academics.education-alliance/files/publications/act_research.pdf

Gomes, E., Campo, T. (2009). Tecnicas e instrumentos cualitativos de recogida de datos. Editoria EOS.

Gough, P., Tunmer, W. (1986). Decoding, reading and reading disability. Remedial and special education. 7, 6-10.

Guthrie, J. (2003). *Rethinking Reading Comprehension*. New York: Guilford.

Hayes, E., Gee, J. (2011). *Language and learning in the digital age*. New York: Routledge.

Israel, S., Duffy, G. (2009). *Handbook of Research on Reading Comprehension*. New York:
    Routledge.

Kintsch, W. (1998). *Comprehension: A paradigm for Cognition*. New York: Cambridge
    University Press.

Klinger, J. Vaughn, S. (1998). *Teaching Exceptional Children*. Recovered from
    http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.457.9953&rep=rep1&type=pdf

Kothari, C. (2004). *Research Methodology, Methods and Techniques: Second revised edition*.
    Jaipur: New age international (P) limited, publishers.

Kumar, R. (2011). *Research Methodology: a step-by-step guide for beginners*. London: SAGE.

Macnee, C., McCabe, S. (2008). *Understanding Nursing Research, using research in Evidence-
    based practice. Second Edition.* China: Lippincott Williams & Wikins

Mason, J. (2002). *Qualitative Research*. London, England: SAGE publications.

McNamara. (2007). *Reading Comprehension Strategies. Theories, interventions and technologies.*
    New York: Lawrence Erlbaum Associates, Inc.

Passey, D., Higgins, S. (2014). *Learning platforms and learning outcomes.* New York: Routledge.

Quintana, A., Montgomery, W. (Eds.) (2006*). Psicología: Tópicos de actualidad. Lima:*

    UNMSM. Recovered from

    http://cienciassociales.webcindario.com/PDF/Cualitativa/Inv_quintana.pdf

Rativa, M., Pedrero, A., Nuñez, M. (2012). *Using Web-Based Activities to Promote Reading: An*

    Exploratory Study with Teenagers. 14(2), 11-27. Recuperado de

    http://www.bdigital.unal.edu.co/34022/1/34034-131177-1-PB.pdf

Scruggs, T., Mastropieri, M. (2010). *Literacy and Learning.* Wagon Lane: Emerald group

    publishing limited.

Seacrist, K. (2012). *The effect of collaborative strategic reading for 4th Graders with learning*

    disabilities. Rowan University.

Snow, C. (2010). *Reading Comprehension: Reading for learning.* Cambridge. MA. USA.

Woolley, G. (2011). *Reading comprehension: assisting children with learning difficulties.*

    Queensland: Springer.

Appendix A: semi-structured guide

Universidad de Nariño **Facultad de ciencias humanas** **Departamento de Lingüística e Idiomas** **Programa de Lengua Castellana e Inglés**

Research project about the implementation of Collaborative Strategic Reading (CSR) as strategy to improve reading comprehension in English.

Objective: the present interview has as objective, to research about the reading comprehension strategies used by the teacher and her/his perspective on how students of first semester of English and Spanish program are in this level in terms of reading comprehension, weaknesses and strengths.

Name of the teacher: _____

Interviewer: _____

Date: _____

Questions:

1. For you, what is reading comprehension?
2. What does reading comprehension imply in a second language?
3. How do you help the student to improve reading comprehension in a second language?
4. What results have you gotten after applying a certain reading comprehension strategy?
5. Do you believe that it is important to use strategies to ease the development of this skill in this level? Why or why not?
6. According to your experience, what are the most common difficulties of the students in this level in terms of reading comprehension?
7. How often do you develop activities in which you can integrate reading comprehension and cooperative work?
8. After applying reading comprehension strategies, could you tell what type of strengths the learns get?
9. As you know one of the most important elements nowadays are TICs, how do you implement these kind of tools to foster reading comprehension?
10. What is your opinion about educational platforms?

Appendix B: Participant Observation-Field notes

> **Universidad de Nariño**
> **Facultad de ciencias humanas**
> **Departamento de Lingüística e Idiomas**
> **Programa de Lengua Castellana e Inglés**

Objective: this technique will be used to determine the achievements and drawbacks during the application of CSR.

REGISTER: Observation field notes   **NÚMERO DE OBSERVACION:**
CONTEXT: University   **DURACIÓN DE REGISTRO:**
SETTING: first semester-English and Spanish program.   **PARTICIPANTES: Teacher and students**
        Reading and Writing 1

FIELD NOTES	
OBSERVER NAME: Paula Andrea Salazar Muñoz	
DATE:	**HOUR:**
PLACE: VIPRI-university of Nariño- first semester English-Spanish program-reading and writing I	
DESCRIPTION	**REFLEXION**

Appendix C: online pre-test

Universidad de Nariño Facultad de ciencias humanas Departamento de Lingüística e Idiomas Programa de Lengua Castellana e Inglés

Objective: to identify the reading comprehension level of the students before to apply CSR by using Edmodo.

My working day starts very early. From Monday to Friday I get up at half past three and I have a shower and a cup of coffee. I usually leave the house at ten past four because the car always arrives a few minutes early. I get to the studio at about five o'clock and start work. My program *Good Morning Britain* starts at seven o'clock and finishes at nine o'clock. Then I leave the studio at a quarter past ten. After that, I go shopping and visit some friends. I get home at three o'clock. A woman helps me with the housework and the ironing. I read a newspaper and do some work.

Then my husband gets home at half past five in the evening and I cook dinner. We stay at home in the evening. We don't go out because I go to bed very early. We usually watch television and then I go to bed at half past eight, I'm usually asleep by nine o'clock.

I think my job is very interesting but I don't like getting up very early.

Taken from: http://www.esl-lounge.com/student/reading/1r2-my-working-day.php

1. Read the text above. For each question, decide if it is "True" or "False".

   a. the person is a woman _____
   b. she is a television journalist_____
   c. she drives her car to work. _____
   d. she goes home after the program____
   e. she is in the house alone till her husband arrives home. _____
   f. she goes to bed early during the week

2. Is there any unknown word?

   _____
   _____
   _____

3. What is the purpose of this reading?

   _____
   _____
   _____

4. Answer:

   a. How long does "good morning Britain" last?
   b. What time does Cynthia get up during the week?
   c. What is the name of the TV show Cynthia works on?
   d. What does she do in the afternoon at home?
   e. When does Cynthia cook dinner?

5. Can you describe another day for Cynthia? For example, when she has to attend to the dentist.

Appendix D: online post-test

Universidad de Nariño
Facultad de ciencias humanas
Departamento de Lingüística e Idiomas
Programa de Lengua Castellana e Inglés

Objective: to identify the Reading comprehension level of the students after to apply CSR by using Edmodo.

Questions for reading comprehension-first semester English and Spanish program.

In groups of five students, the students will have to answer the following questions posted on the platform. Once the group has sent the answers, immediately, the teacher will give you qualitative feedback about your work in the section of comments platform, in which among all member will talk about this activity and solve any difficulty. If the students have any doubt they will be able to communicate it by using the chat of Edmodo.

1. "Emily has three dogs and two cats. They are all brown, but one of the dogs has spots.
   His name is Spot." Which of the following is true?
   a. Emily has three animals in total.
   b. Emily has more cats than dogs.
   c. One of Emily's cats is black.
   d. All of Emily's dogs have spots.

2. "For the little boy, a car was **<u>tangible</u>**, whereas a promise was not"
   The word tangible in this sentence means:
   a. none of these

b. basic

c. untouchable.

d. Perceptible.

Questions 3-10 are about the following passage.

Being able to land safely is a critically important skill for all flying animals. Whereas

terrestrial animals face no particular challenge when they need to stop running or crawling,

flying animals move at much higher speeds, and they must be careful about how they land.

Hitting the ground, or even water, at full flight speed would be quite dangerous. Before

touching down, they must decrease their speed in order to land safely. Both bats and birds

have mastered the skill of landing, but these two types of flyers go about it quite differently.

In the past it was believed that, in terms of flying mechanics, there was little difference

between bats and birds. This belief was based only on assumption, however, because for

years nobody had actually studied in graphic detail how bats move their wings. In recent

years, though, researchers have discovered a number of interesting facts about bat flight.

Bats are built differently from birds, and their wings incorporate both their front and

hind limbs. This makes coordinating their limbs more difficult for bats and, as a result,

they are not very good at flying over longer distances. However, they are much better at

maneuverability: a bat can quickly change its direction of flight or completely reverse it,

something a bird cannot easily do.

Another interesting characteristic of bat flight is the way in which bats land—upside

down! Unlike birds, which touch down on the ground or on tree branches, bats can be

observed flying around and then suddenly hanging upside down from an object overhead.

How do they do it? A group of researchers recently used video cameras to film bats landing

on nets suspended from the ceiling of their laboratory and studied the recordings in slow

motion. They painted spots on the bats' wings to see in detail what happens to the wings

in flight and during touchdown. It turns out that the bats flew in a straight line up to the net

and then quickly flipped over and attached themselves to it upside down. One downside

to this landing routine is that the bats often slam into their landing spot with some force,

which probably causes pain. However, not all bats hit their landing spots with the same

speed and force; these will vary depending on the area where a bat species makes its home.

For example, a cave bat, which regularly perches on a hard stone ceiling, is more careful

about its landing preparation than a bat more accustomed to landing in leafy treetops.

3. What is the main topic of the passage?

    a. Places where flying animals choose to land.

    b. Why scientists have difficulty observing bats.

    c. Differences in the eating habits of bats and birds

    d. Ways in which bats move differently from birds

4.In line 2, the word "terrestrial" is closest in meaning to _____.

a. high-flying

b. fast-moving

c. tree-climbing

d. ground-living

5. According to the passage, what skill is crucial for flying animals?

    a. Diving underwater

    b. Slowing down to land

    c. Flying over great distances

    d. Balancing on high branches

Appendix E: pictures about pre-task and post-task on Edmodo.