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*Implementation of Reading Comprehension Strategies at Saint Michael School in
Desamparados during the Second Quarter of 2017*

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Chapter I

Introductory Framework

1.1 Background of the Study

Throughout the years, Costa Rica's whole education system has been constructed on the simple premise that learning begins when a student pays attention to what a teacher is saying. All children, regardless of how sincerely they might wish to please the teacher, will be chastised at some point or the other during their life in school for not paying attention in class.

Many teachers struggle with maintaining students' interest while they teach. The level at which students are paying attention is also called classroom engagement. Classroom engagement is one of the most important aspects of effective teaching and is a key measure of learning. (Ministry of Education Guyana, 2014)

Making students read more English in the classroom is not only a matter of forcing them to read. This demands good preparation of proper material and the implementation must be progressive and systematic which demands more teacher's workload. Despite your best efforts, your students just do not seem to be getting anywhere. It is not as if your students are not capable. They are bright, imaginative, and kind. (Gilberto Vaz, 2013)

According to A. Huxley (1958), language permits its users to pay attention to things, persons and events, even when the things and persons are absent and the events are not taking place. Language gives definition to our memories and, by translating experiences into symbols, converts the immediacy of craving or abhorrence, or hatred or love, into fixed principles of feeling and conduct. (par.2)

Language, in other words, is how we think. It is how we process information and remember.

Making students stay focused in a classroom is a huge challenge that every teacher has in her/his daily routine, especially more when they do not like or take a subject or activity in lessons seriously. According to Sylwester R. Cho J-Y. (1992), helping students to “pay attention” has always been a central concern of educators. Attention (the ability to focus the mind) is a prerequisite to learning and a basic element in classroom motivation and management.

Also, we have to think that maybe the students are not the problem; it is just us the professors. Some teachers tend to do the same routine every day in their class; this can cause that the students cannot be interested during the lesson, follow the instructions or complete assessments. Having students doing a task for many hours, we will notice that they are not interested in our lesson.

Another reason that we can mention is that in class we find stuff that can distract our students; for example, technology (cellphones, iPad, laptop, etc). A professor can use these tools without any problem, but only in order to work on activities in which it is necessary to use them. Every professor should know what the weaknesses of the student are when he or she cannot pay attention during the lesson. Maybe we can find the problem asking students or observing their behavior. You need explicit, strength-based strategies to support these different learners.

If we see this in a clear way, we can reach two key points. Maybe, you can think that your students are the problem and that they just do not want to learn and stay focused in your class because they are not interested or do not understand the topic that you are explaining to

them. According to Cognitive Learning Theory (2016), without comprehension, reading is a frustrating, pointless exercise in word calling. It is not exaggeration to say that how well students develop the ability to comprehend what they read has a profound effect on their entire lives. A major goal of reading comprehension instruction, therefore, is to help students develop the knowledge, skills, and experiences they must have if they are to become competent and enthusiastic readers.

The second reason could be that you are leaving something in your lesson or the way your class is given is not what they or you expected. You have unmotivated students and they get distracted when they get bored and they get bored when they do not have anything to do. The key to keeping students focused is keeping them busy and engaged. And to do that, you need to minimize the dead time when they have nothing to do in class.

In this part of the investigation, some reasons why it is difficult for students to pay attention and concentrate in class will be analyzed and explained.

On the other hand, we can explain that the human brain has a capacity that helps us focus in some things; that cognitive strategy is called “selective attention.” According to Kendra (2016), this is the process of focusing on a particular object in the environment for a certain period. Attention is a limited resource, so selective attention allows us to tune out unimportant details and focus on what really matters; in this case, we want our students to be able to stay focused in our classroom. (par.1)

This point is very important because with this we can relate the idea of this investigation and its purpose. Teachers can improve their own skills and improve their students learning in every step of knowledge.

There are cognitive strategies to support students' learning to maintain their attention on learning tasks. These cognitive strategies are very helpful to teachers.

There are different skills that are included in our teaching and learning, but there is a specific skill that can be very hard for some students to develop in a classroom; this skill is reading in class. Teachers notice that their students are not interested in the objectives and procedures of this skill when it is developed in class. However, teachers can apply and help students with learning problems and re-establish control over their learning.

Many successful strategies, such doing as warm-up activities, following the lecture with the teacher, answering questions about a text, and many others have been observed in experiences that we had in our lives when we studied, and maybe it was difficult for us to concentrate and pay attention to the professor. However, why does this specific skill have to be developed to find a way for professors and students?

All students have their troubles in developing some skills, but it seems that they have more difficulties in the learning of the reading skill. For example, vocabulary, spelling comprehension, even lack of confidence when they have to read in front of their classmates the factors that affect students' learning and concentration during a reading lesson.

Some students tend to feel uncomfortable to be in front of many people, and they do not know how to make an oral presentation. Also, some students know that they do not have a proper knowledge of vocabulary and sometimes it is difficult for them to speak because they think in their native language before speaking in the language that they are learning. This is another situation that affects reading and then explaining what they understood from what they read in the lecture.

For some students the reason why they do not want to improve their reading skills and put them in practice is feeling disappointed and unwilling to try to stay focused in class and reach this important goal.

The strategies that a professor can use do not only provide an excellent result to develop a great interest in reading, but also produce an improvement in the reading skill, and they try to help the students to stay focused during the lesson. However, we should have knowledge of how the brain is involved in this issue and what the function of the cognitive part in this learning process is.

1.2 Research Question

Why is it difficult for Saint Michael School students' to stay focused while reading?

1.3 Purpose and Significance of the Study

To demonstrate that the current methodology applied in reading tasks for schools can be improved. Some activities that will contain kinesthetic, musical, and visual intelligences at the same time will be included. The reason is to make the lessons more attractive for the learners and motivate teachers to do their job with passion that also influences the progress of the students. The impact this investigation will have over the methodology used is the self-improvement to achieve success in our students' future. As some investigations demonstrated in the past, students from tenth grade have not reached the required level in English. They are supposed to have at least basic English knowledge; however, most of them do not know even how to write a well composed sentence and make a lot of mistakes when pronouncing a word.

It is difficult for students to stay focused in class and develop different procedures, but reading is a huge challenge for them. Sometimes it can be that a text is difficult for them to understand or they just do not have a good relationship with books. This can affect their attention in class, reading comprehension, and some other areas.

On the other hand, reading is a difficult skill to develop in class. As it was mentioned before, some students can have their difficulties when it comes to participate in reading in front of many people in a room or just that they do not really like to read. However, teachers can prepare materials per week and make different role-plays based on a book or poem. The purpose of these class materials is to motivate the students' interest during the reading lesson and most importantly to improve their knowledge and concentration about the book, poem or text, in order to have a better understanding of what they are reading in the moment.

Another issue is when a teacher does not use visual techniques. If we take a deeper look, this kind of method will not only help the classes to become more interesting in reading, but also more relaxing for the students to avoid memorizing vocabulary. For example, the teacher will explain a text or story while he will show a presentation with different images related to the reading. The students will be paying attention to the text and they will be guided by the images.

In addition, we have to know the importance of why reading is important in classrooms and how to reach this goal with our students. Every professor has to know that reading has a variety of reasons; some of these reasons are that reading develops imagination, it is a good exercise for the mind, the way students can discover new things during their learning, and they can improve their spelling.

Before applying this, every teacher must know and understand the level that his/her student is on because if the teacher elaborated a lesson plan based just in one specific skill, this could affect the rest of the students that are not at this point of the learning. Because of this, teachers have to organize a class in which all their students can feel comfortable, willing to participate and improve the reading skill.

On the other hand, the motivation is an important point in this part because it is clear that we as teachers must feel our students motivated in the class and try to increase the participation with the classmates and the teacher.

This point of motivation is very important in reading skill too. Because as it will be explained in this project, when students do not feel comfortable in an environment or they do not know how to make this important skill possible, it will be very hard for them to succeed in class. And what a teacher really wants is that their students improve their knowledge and skills in their learning.

The improvement and motivation in class starts with a good teacher that knows how to reach his or her students' goals and their objectives that are very important because the objectives are the basis and what we want to make with our students during the lessons.

At this point, we will analyze different practical ways to eliminate a typical issue in education that is students cannot stay focused on reading. The purpose is that teachers can make a different environment in their classrooms with their students and make a huge difference in students' knowledge.

Finally, this investigation focuses on how teachers can improve their students' reading skills in class and how all these students will try to be focused while reading and all the factors

that belong to this skill (vocabulary, spelling, comprehension.) which is important in order to improve their knowledge and dominate some fears students face these days when we talk about English.

1.4 Objectives of the Investigation

1.4.1 General Objective

- To analyze the effect of staying focused in reading at Saint Michael School on section 6-B.

1.4.2 Specific Objectives

- To determine the major causes that affect students' concentration in reading.
- To provide different techniques that a teacher can apply in reading class.
- To evaluate a flexible, dynamic, and helpful technique that makes students' concentration enriching and enjoyable in the classroom with their teachers.

1.5 Limitations of the Study

Besides Saint Michael School is a good institution and contains different resources, it is difficult for some students to get involved in the methodology that every teacher applies in class, in this case an English teacher. First, because of the time and second because the teachers usually work with the same techniques or methodology every day, this produces lack of interest in the lesson, in this case reading.

Maybe the teacher does not use all the great sources that this school has; for this reason it is difficult for some student to understand and stay focused in reading. The lack of Basic Level that some students present is the reason why is difficult for them to have a good reading skill in

class, the material that is used in lessons can be easy for some of them and not very easy for others. The application of different methods of this study may affect because the students are not familiarized with other techniques in classes.

The material provided by the institution may not help improve their reading skill. Also, the support of the school is important in order to complete and reach the objectives of this study. If in any case, there is not support from the school, this can affect the study and development of the classes and techniques can be affected during the process.

As the research shows, there are many factors and obstacles as time and availability in the school; it also shows alternative ways in which these obstacles can be opportunities. Visual and audio material will be used in those in order to avoid connection issues.

Chapter II

Theoretical Framework

The mysteries of the brain, the implications of the findings will help educators expand on what they know about how to focus students' attention on learning.

The education system has been constructed with a belief that students have to pay attention to the teacher and listen to what he or she is saying. This belief is because if students try to be focused in class they can understand what the teacher's lesson is about and it will be easy for them to remember every detail that was covered in lessons.

Many teachers at some point in their careers have had problems in maintaining the interest of students in class. Classroom engagement is the key for teachers that their students can absorb important aspects about the class and improve their learning. However, teachers should know how to catch their students' attention in every skill that is to develop and obtain a better comprehension in English language.

This review includes previous studies that have investigated different problems students may have when learning pronunciation. In addition, strategies, and techniques are going to be stated in this chapter. In other words, ways in which a teacher can help students who are learning a foreign language to improve reading will be discussed. Alongside, it will be investigated how the little attention in class affects young students.

2.1 Antecedents

The researcher will start with the cognitive part because it is very important to comprehend the different ways that a student learns since a beginning.

According to Jean Piaget (1936), children gave wrong answers to the questions that required logical thinking.

Piaget's theory differs ways: it is concerned with children, rather than all learners; it focuses on development, rather than learning, so it does not address learning of information or specific behavior, and it proposes discrete stages of development, marked by qualitative differences, rather than a gradual increase in number and complexity of behavior, concepts, ideas, etc.

The goal of the theory is to explain the mechanisms and processes by which an infant, and then a child, becomes an individual who can reason and think using hypotheses. To Piaget, cognitive development was a progressive reorganization of mental processes as a result of maturation and experience. Children construct understanding of the world around them, then experience discrepancies between what they already know and what they discover in their environment. (McLeod, 2009)

The theory of this psychologist is related to the cognitive part of the brain in the students. He believed in operative knowledge, which implies that change and transformation produce knowledge. He wanted to improve the knowledge and focus of the students through thinking in the classroom and the environment.

In this theory, he explains that social interaction plays an important role in student learning. It is through social interaction both students learn from each other. This means that we learn first through person-to-person interaction and we develop an understanding step by step. Another theory about the cognitive part of the students in class is Vygotsky's theory.

There is a fundamental comparison of Piaget and Vygotsky's theories. Piaget believed the individual is primary in the learning process, while Vygotsky believed that social life is

primary in the learning process. This means that maybe the way students started to learn is the way they can keep learning and have a good attention.

Dimitriadis and Kamberelis (2006) note that Piaget grounded his developmental learning theory in the individual learner and positioned children as active, intelligent, creative constructors of their own knowledge structures. Vygotsky believed that if students were not improving academically, their instruction was inappropriate (p.170).

In general, both theories explain that in a classroom we can notice the different ways of learning that have each student has. However, we as teachers sometimes do not notice this in our lessons. We try to improve knowledge and concentration of our students in class.

As the two authors that were previously mentioned said, the Piaget saw creativity in the development of knowledge and children as active participants in the classroom and Vygotsky said that the problem was in the way teachers give instructions to the students.

For that reason, teachers must find excellent strategies to improve their students' concentration during classes and not only see weaknesses of the students. Also, teachers must know the definition of "selective attention" to understand in an easier way these two theories.

According to Cherry (2017), selective attention is the process in which a person pays attention to a particular object, this object is all that matters in that place. Therefore, teachers should have a good strategy or technique to find what the principal object on which their students can be focused on during the lesson is.

This investigation is going to be focused in the reading skill. The research mentions why reading is difficult to develop in class. Some students can have their difficulties when it comes to participate in reading. The investigator is going to analyze some of these issues to get to know why it is important to know and find a good solution for the students.

In addition, it is important to have very clear that not all our students are the same; some of them have their ups and downs. Teachers must know how to deal with this and improve the reading skill in the classroom.

Why is reading important?

The goal of language is communication and the aim of reading in a language context is to promote communicative efficiency; teachers want students to actually be able to use the language as correctly as possible and with a purpose. Students often value reading more than the other skills of speaking, writing and listening, so motivation is not always as big of an issue, but what often happens is that students feel more anxiety related to their reading production. (Best of Bilash Improving Second Language Education, 2009)

Aldous Huxley (1958) states that language permits its users to pay attention to things, persons and events, even when the things and persons are absent and the events are not taking place. Language gives definition to our memories and, by translating experiences into symbols, converts the immediacy of craving or abhorrence, or hatred or love, into fixed principles of feeling and conduct (p. 168)

Language, in other words, is how we think. It is how we process information and remember.

Before applying this investigation, every teacher must know and understand the level that his/her student is on because if the teacher elaborated a lesson plan based just in one specific skill, this could affect the rest of the students that are not in this point of learning. Because of this, teachers have to organize a class in which all their students can feel comfortable, willing to participate and improve the reading skill. Some good strategies for teachers will help to understand and make this possible in the classroom.

What are some difficulties in the reading skill?

According to Speech Language Resources (2016), it is difficult to understand some vocabulary when you are reading or hearing a text recording; to properly comprehend a written passage a child must be able to decode the words on the page. The child needs to hold the information in working memory long enough for the information to be more extensively processed. The student must have adequate vocabulary, grammar and syntactical skills to organize and interpret the written message efficiently, the student needs to access higher order thinking skills to process the written message and go beyond the surface layer of the text and infer possible meaning. These and more difficulties for students to improve this skill and be focused in it when they put it into practice.

On the other hand, there are many reasons why students today have poor reading skills. Some of these reasons are class conditions that do not favor reading activities, students have limited opportunities outside of class to practice, and sometimes the institution where they study does not emphasize reading skills as much as it is necessary. These reasons are a huge problem in education system. Students just do not feel that they are learning or improving their reading skill in class.

There are teachers who do not know how to develop good concentration in class to make all the students understand and apply their reading skills in the best way.

Given these points, it can be noted that learning a foreign language is difficult, but not impossible. Also, many factors as anxiety, stress, pronunciation issues, cultural factors, age, motivation, and attitude may take over the learning process. These studies have shown different analysis of the factors that mostly affect the most the process of learning a foreign language in this case, when students learn reading and the ways in which they have worked to overcome the barriers.

2.2 Literature Review

Learning a foreign language is not an easy thing to do. It requires big efforts and lots of motivation. For students who are learning a language, which is not their native one and when they are surrounded with their native language and not the foreign one, it gets challenging. As it was said before, many factors have affected the way in which one learns a new language.

However, according to the U.S. Department of Education, millions of students progress each year without the necessary reading skills. Reading comprehension involves various factors such as background knowledge, vocabulary and fluency, active reading skills and critical thinking that must work together.

Current researches say reading involves a combination of factors. According to Dr. Torgesen (2006), there are oral language skills (vocabulary, linguistic comprehension). Knowledge and skill to use cognitive strategies to improve comprehension or repair it when it breaks down, reasoning and inferential skills, etc.

An EFL student's excess of worry leads to anxiety problems; therefore, the reading process is affected, especially when the student does not understand what he is reading.

Also, Dr. Torgesen says that poor motivation to understand and interest in task and materials can affect the learning process while reading in the class.

Many students have errors in reading comprehension strategies. In this investigation, five common errors students perform while reading will be discussed. Reading the passage paying attention to too many details during the first reading (Ragsdale, 2010), not clarifying the question (Ragsdale, 2010), failing to go back to the text to prove on answer (Ragsdale, 2010), turning to the answer too soon (Ragsdale, 2010), looking for good ways in the answer choices (Ragsdale, 2010) are some of these mistakes.

Professors are often frustrated by the fact that students do not automatically transfer the strategies they use when reading in their native language to reading in a language they are learning. Instead, they seem to think reading means starting at the beginning and going word by word, stopping to look up every unknown vocabulary item, until they reach the end. When they do this, students are relying exclusively on their linguistic knowledge, a bottom-up strategy. One of the most important functions of the language instructor, then, is to help students move past this idea and use top-down strategies as they do in their native language.

Current researches say reading involves factors that make difficult for students to develop a good reading skill. According to Reading Rockets (2017), phonological and phonemic awareness, word decoding and phonics, fluency, vocabulary, and comprehension are some factors, that can increase the objective of not understand reading. It is a state of mind which students who are getting the feeling of not understanding what they are reading, can be very stressful for them. Vasa and Pine (2004) believe that the three basic interrelated aspects of anxiety are physiological, behavioral, and cognitive, but it is the cognitive aspect which has received the most attention in recent studies. Anxiety may be either facilitating; in a sense that it affects learning and performance positively or debilitating which hinders learning and performance (Alpert & Haber, 1960).

On the other hand, many foreign language learners experience foreign language anxiety which is “a situation-specific and unique type of anxiety closely related to the acquisition of a foreign language” Horwitz (1986). Although language anxiety can sometimes work as helpful "energizer" for learning, the harmful effects of anxiety which is considered "debilitating anxiety" (Brown, 1994), cannot be easily ignored in the context of teaching. Evidence of

negative relations between anxiety and achievement has been studied in several researches to find the processes which are likely to be involved in such a negative relation.

Each language context may lead to a specific form of anxiety. Therefore, they can be classified into speaking anxiety, listening anxiety, writing anxiety, and reading anxiety. Nevertheless, the research on language anxiety has mainly studied oral aspects of language anxiety (speaking and listening), and relatively underestimating the other two components of language anxiety (reading and writing).

By far, the number of research studies dealing with affect and EFL reading is limited. Reading in a foreign language ends in anxiety and finally poor language achievement. Saito, Horwitz, and Garza (1999) and Sellers (2000) found that reading anxiety is distinct from foreign language anxiety. Furthermore, Zhang (2000) and Adams (1996) believe that low language proficiency and teacher diversity may cause reading comprehension anxiety.

On the other hand, we have memory problems during reading. According to the page All Kinds of Minds (2017), as students read, they must hold important information and concepts in their minds. They must process words, sentences and paragraphs together in order to gain full meaning. In addition, readers must call up relevant information they already know. Memory, the storage and filling system of the mind, is essential in helping students comprehend as they read, make associations between prior knowledge and new information, and remember that same information at a later time, such as during a test.

Some important memory obstacles related to reading comprehension are that the student is not able to sufficiently register (or think about) ideas or information while reading, and seems to have trouble grasping meaning or thinking about the material. The student is not able to hold

what he has read in his mind. The student does not seem to be able to store or retrieve information after having read the text.

Vocabulary is central to English language teaching because without sufficient vocabulary students cannot understand others or express their own ideas. Wilkins (1972) wrote that “while without grammar very little can be conveyed, without vocabulary nothing can be conveyed” (pp. 111–112). This point reflects my experience with different languages; even without grammar, with some useful words and expressions people can often manage to communicate.

Teaching vocabulary helps students understand and communicate with others in English. English language students generally would concur, yet learning vocabulary also helps students master English for their purposes.

Many students make mistakes on certain vocabulary in English. In this investigation, the difficult points that are going to be evaluated are multiple sense English words and synonyms (words with a similar meaning) present special difficulty for foreign learners. Other difficulties with learning and using English vocabulary include fixed word collocations, phrasal verbs, idioms, proverbs and regional differences in vocabulary usage.

For Spanish native speakers, it is difficult to manage all the English words at once. It is even more difficult when those Spanish speakers have never been taught vocabulary in English correctly.

Different studies have shown many ways in which reading can be achieved. Methods, strategies, and techniques that help improve reading for EFL learners have been developed. Although, for a non-native English speaker it is almost impossible to have a perfect reading or

vocabulary in English. Due to the differences between the two languages and their words and meanings, it is difficult to achieve it. In addition, there are some studies that show how anxiety affects reading, but there are some techniques to overcome it. These methods and techniques have been proven and applied in different contexts and in different ways as follows.

2.2.1 Overcoming Reading Anxiety Techniques

When teachers assess speaking in their classes, anxiety has been part of reading problems. Students seem to get really nervous when they have to develop reading comprehension. There are some overcoming anxiety techniques students can follow in order to deal with their fears when speaking in public (Ayres, 1993). Relaxing is the first step. Students should breathe deeply and slowly. Then, they should warm up their body before reading, so they will reduce their tension and stress to help them concentrate. For instance, they can try walking or stretching.

Also, to practice before hand is very important. Also, students need to keep in mind that everyone makes mistakes when reading out loud. When people think about doing it perfectly, most of the times fail because they concentrate on how perfect they should do it and not on really doing it as best as they can.

Anxiety can affect reading along with other variables. In order to avoid reading mistakes, students can practice all the words they know that they cannot understand in the text before they start reading it. At the moment of reading, they should try to stay calm and to read at a normal rate, not too fast, but not too slowly. In that case, the communication process will be successful and the student will overcome anxiety and reading problems.

2.2.2 Strategies to Reading Skills

Effective language instructors show students how they can adjust their reading behavior to deal with a variety of situations, types of input, and reading purposes. They help students develop a set of reading strategies and match appropriate strategies to each reading situation. (The Essentials of Language Teaching, 2004.) Prewriting, predicting, skimming and scanning, guessing from context, paraphrasing are some strategies that a teacher can develop in class with their students.

Also, to practice in class, for example, instructors can help students learn when and how to use reading strategies in several ways. By modeling the strategies aloud, this shows students how the strategies work and how much they can know about a text before they begin to read word by word. By allowing time in class for group and individual previewing and predicting activities as preparation for in class or out of class reading. Allocating class time to these activities indicates their importance and value. By using cloze (fill in the blank) exercises to review vocabulary items, students learn to guess meaning from context. By encouraging students to talk about what strategies they think will help them approach a reading assignment, and then talking after reading about what strategies they actually used students develop flexibility in their choice of strategies. (The Essentials of Language Teaching, 2004.)

2.2.3 Reading Techniques

On the other hand, we have techniques that a teacher can apply in class and the students can develop them when they study. These techniques are related to the strategies that were seen before.

The student has to make an orientation about the reading, or a pre-reading preparation, skimming, scanning, decoding thorough comprehension, and global understanding (Oregon State University, n.d)

2.2.4 Oregon State University Reading Techniques

As it was mentioned before, there are different strategies to develop a better reading skill in class. According to Oregon State University, these strategies are effective to reach successful reading skill. The purpose of these techniques is to identify the thoughts and confront them in order to be eliminated.

The first step of these techniques is pre-reading preparation; students should look carefully at anything that can give information about the reading. The second step is to get the general information about the reading without trying to decode exactly what each word means. The third step is to extract specific pieces of information. The fourth step is thorough comprehension; after you scanned and skimmed, there will be stretches of the text that offer vocabulary or grammatical difficulties you cannot overcome easily. In those cases intensive reading is necessary. The fifth step is to understand and evaluate the “why” of the text, for example, why did the author put this description in this place and not in another one or what is the meaning of this line in the text?

2.2.5 Techniques for Building Reading Techniques

According to Barber (2016), teachers often find themselves wanting to impart every bit of knowledge about a well-loved text to their students. And this is not just an EFL issue; other disciplines also often focus on the content of a text. However, teaching reading skills in English

classes and across the disciplines is an almost guaranteed way to help students retain content. Unfortunately, the tendency to focus on the content is a real enemy to the ultimate goal of building reading skills.

Without a repertoire of reading strategies that can be applied to any text, students are being shortchanged in their education. In order to teach students to read effectively, teachers must be sure that they are not simply suppliers of information on a particular text but also instructors of techniques to build reading skills.

The first technique is to teach close reading that is to guide students in annotation by directing them to do more than highlight or underline. Encourage students to have a conversation with the text by jotting notes on the text while reading; this keeps students engaged and often increases comprehension. Second technique is to appeal to the senses; while reading is the work of the mind, incorporating the senses provides extra reinforcement for students who are still growing their skills. Reading passages aloud and verbalizing questions, you would mentally ask while reading can be a great benefit to students. Students often have no idea how to ask questions, what type of questions to ask, or how often to ask questions, so modeling this skill is invaluable. This can be further reinforced, especially for visual learners, by using a document camera or overhead projector to write questions, mark key words and phrases, and interact with a text.

Another technique is to vary text length when approaching a particularly difficult text, break it up and offer it in shorter segments. Students often become discouraged with lengthy texts that require intense concentration. Giving smaller segments allows the students to digest chunks in pieces, acquire academic vocabulary, and build confidence, as well as to offer

opportunities for choice reading. The best way to improve reading is to read, and students are more likely to read when they have a choice in the reading. Ask students about their interests and make recommendations. Reading for pleasure builds transferable skills for content reading and should be encouraged, including in class.

Finally, the teacher can assess content and skill in reading. Students should be able to demonstrate their skills in assessment, whether it is formal or informal, formative or summative. Recalling comprehension questions are a good way to check for basic understanding, but teachers should then move to the harder how and why questions. Choose activities that require students to dig deep into a text.

Most teachers already incorporate skill building in their classes to some degree; however, taking time to discuss and actively engage students in the process will keep skill development at the forefront of learning. The result will be students who not only make gains in reading but also understand how to become better readers.

2.2.5.1 Reading Aloud to Build Comprehension

Reading aloud is the foundation for literacy development. It is the single most important activity for reading success (Bredekamp, Copple, & Neuman, 2000). It provides children with a demonstration of phrased, fluent reading (Fountas & Pinnell, 1996). It reveals the rewards of reading, and develops the listener's interest in books and desire to be a reader (Mooney, 1990).

Students can listen on a higher language level than they can read, so reading aloud makes complex ideas more accessible and exposes children to vocabulary and language patterns that are not part of everyday speech.

2.2.5.2 Think Aloud to Improve Reading Comprehension

Students need to think while they are reading. By using modeling, coached practice, and reflection, you can teach your students strategies to help them think while they read and build their comprehension. (Farr, Conner, 2017)

Good readers tend to draw on background knowledge as they read. They make predictions as they read. Also, they visualize the events of a text as they read and recognize confusion as they read. They also recognize a text's structure/organization as they read. They identify/recognize a purpose for reading and monitor their strategy use according to the purpose for reading the text, etc.

In order to develop this method, teachers will need five different texts and three colored objects, for example, balls, hats, or sticks.

About model thinking aloud, the teacher gives the students one of the texts (students should have a copy of this text in front of them). The teacher makes students keep the list of different types of things the teacher (the reader) is doing to help them understand the text better. When the teacher is done, he/she should start a master list on a large piece of paper; writing down strategies students share with the teacher using their own words.

By engaging poor readers in coached practice in the think-aloud method, teachers are providing them with the opportunity and guidance needed to choose useful, appropriate

strategies to enhance reading comprehension. Teachers are encouraging them to think about why and when to use certain strategies and providing them with the tools they need to monitor their own comprehension successfully.

Getting students to reflect on the process of thinking aloud as they read, teachers are encouraging them to recognize the difference between reading the words and comprehending the text. By talking about the own strategy used, students gain insights into the complexities of reading, and hence expand their understanding of what it means to be a "good reader."

2.6 Reading Methods

Today's teachers need to take into account what methods they can develop in their lessons, in order to improve students' skills in this case reading in English. Moreover, various methods are going to be explained and how every teacher has to use them in class.

2.6.1 Choral Reading

Choral reading is reading aloud in unison with a whole class or group of students. Choral reading helps build students' fluency, self-confidence, and motivation. Because students are reading aloud together, students who may ordinarily feel self-conscious or nervous about reading aloud have built-in support. (Reading Rockets, 2017)

The teacher and class read a passage aloud together, minimizing struggling readers' public exposure. In a 2011 study of over a hundred sixth graders David Paige found that 16 minutes of whole-class choral reading per week enhanced decoding and fluency. In another version, every time the instructor omits a word during her oral reading, students say the word

all together. Students want to learn how to read a language, they want to be focus in the lesson, and they want to achieve this great goal.

2.6.2 Semantic Feature Analysis

According to the page Reading Rockets (2017), the purpose of this method is to help kids explore how sets of things are related to one another. By completing and analyzing the text, students are able to see connections, make predictions and master important concepts. This method enhances comprehension and vocabulary skills.

It illustrates how words are both similar and different and emphasizes the uniqueness of each word. It draws on students' prior knowledge and uses discussion to elicit information about word meanings.

To use this method the teacher has to select a category or topic for the semantic feature analysis and provide students with key vocabulary words and important features related to the topic. Vocabulary words should be listed down the left hand column and the features of the topic across the top row of the chart.

The students place a "+" sign in the matrix when a vocabulary word aligns with a particular feature of the topic. If the word does not align, students may put a "-" in the grid. If students are unable to determine a relationship, they may leave it blank.

2.6.3 Possible Sentences

Possible sentences is a pre-reading vocabulary strategy that activates students' prior knowledge about content area vocabulary and concepts. Before reading, students are provided a short list of vocabulary words from their reading. Students create, based on their prediction of

what the reading will be about, a meaningful sentence for each vocabulary word or concept. After reading, students check to see if their "possible sentences" were accurate or need revising. (all about Adolescent Literacy, 2017)

This method, activates students' prior knowledge about content area vocabulary and concepts, and can improve their reading comprehension. It sparks students' curiosity about their reading. The method teaches students to guess how words may be used in the text and create meaningful sentences.

The teacher chooses and displays the vocabulary words. Then ask students to define the words and pair related words together. The students to write sentences using their word pairs. Remind students that their sentences should be ones they expect to see in the text as they read. The students read the text and compare their possible sentences with the actual sentences within the text. If the students' possible sentences are inaccurate, the teacher has to ask them to rewrite their sentences to be accurate.

2.6.4 Word Walls

Another strategy according to the page Facing History and Ourselves (2016) is called Word Walls. The purpose of this method is to collect words that are displayed in large visible letters on a wall, bulletin board, or other display surface in a classroom. The word wall is designed to be an interactive tool for students and contains an array of words that can be used during writing and reading.

Teachers can use this method in their class by doing words accessible by putting them where every student can see them. They should be written in large black letters using a variety of background colors to distinguish easily confused words.

Teachers and students should work together to determine which words should go on the word wall. Try to include words that students use most commonly in their reading. Words should be added gradually a general guideline is five words per week.

Use the word wall daily to practice words, incorporating a variety of activities such as chanting, snapping, cheering, clapping, tracing, word guessing games as well as writing them. Teachers should provide enough practice so that words are read and spelled automatically and make sure that words from the wall are always spelled correctly in the children's daily writing. New information should be added on a regular basis.

Use content-area material from the curriculum rather than randomly selected words. Word walls should be referred to often, so students come to understand and see their relevance.

2.6.5 Questioning the Author

This method is about engaging students actively with a text. Rather than reading and taking information from a text, the Questioning the Author method encourages students to ask questions of the author and the text. Through forming their questions, students learn more about the text. Students learn to ask questions such as: What is the author's message? Does the author explain this clearly? How does this connect to what the author said earlier? (Reading Rockets, 2017)

Teachers can use this method during reading, in small groups or individually. The method engages students in the reading and helps to solidify their understanding of a text. Teaches students to form questions to the author while reading. It teaches students to critique the author's writing.

Beck (1997) identifies specific steps teachers should follow during a question the author lesson. This strategy is best suited for nonfiction texts.

Teachers select a passage that is both interesting and can develop a good conversation. The teacher decides an appropriate stopping point where you think your students need to obtain a greater understanding. Create queries or questions for each stopping point, for example, what is the author trying to say? Why do you think the author used the following phrase? Does this make sense to you?

Display a short passage to your students along with one or two queries you have designed ahead of time. Model for your students how to think through the queries. Then the teacher asks the students to read and work through the queries they have prepared for their readings.

2.6.6 Jigsaw Strategy

Jigsaw is a cooperative learning strategy that enables each student of a "home" group to specialize in one aspect of a topic. For example: one group studies habitats of rainforest animals, another group studies predators of rainforest animals. Students meet with members from other groups who are assigned the same aspect, and after mastering the material, return to the "home" group and teach the material to their group members. With this strategy, each student in the "home" group serves as a piece of the topic's puzzle and when they work together as a whole, they create the complete jigsaw puzzle. (Reading Rockets, 2017)

The objective of the method is to help build comprehension. Also, encourages cooperative learning among students. And it helps improve listening, communication, and problem-solving skills. This method is recommended to develop it during the reading and in small groups.

The teacher introduces the strategy and the topic to be studied. Then, he or she assigns each student to a "home group" of 3-5 students who reflect a range of reading abilities. After that, determine a set of reading selections and assign one selection to each student. Create "expert groups" that consist of students across "home groups" who will read the same selection.

Give all students a framework for managing their time on the various parts of the jigsaw task. Provide key questions to help the "expert groups" gather information in their particular area. The teacher has to provide materials and resources necessary for all students to learn about their topics and become "experts."

Prepare a summary chart or graphic organizer for each "home group" as a guide for organizing the experts' information report. Finally, the teacher has to remind the students that "home group" members are responsible to learn all content from one another.

Chapter III

Methodological Framework

This chapter will be a description of different methods, strategies, and techniques that are going to be developed in this investigation. In addition, a description of the population, institution, and participants is going to be described in detail. Moreover, all the data collection instruments and the instruments validation are going to be developed and explained in this chapter.

3.1 Research Method and Scope

The mixed method approach is the one that is going to be used according to this type of investigation. This kind of method is a mixture of both kind of research methods, the qualitative and the quantitative ones. By using both methods, multiple ways to explore a research problem can be used. In order to understand what a mixed method approach is, here is a brief explanation of each method.

Qualitative Research is primarily exploratory research. It is used to gain an understanding of underlying reasons, opinions, and motivations. It provides insights into the problem or helps to develop ideas or hypotheses for potential quantitative research. Qualitative Research is also used to uncover trends in thought and opinions, and dive deeper into the problem (Snap Surveys, 2011). The results of the qualitative research or method are descriptive and not predictive. That is the reason why hypothesis or research questions tends to change during the whole process of the research.

The qualitative method originated from the social sciences such as sociology, psychology, and anthropology (QRCA, 2016). By using this method or approach, the researcher can apply several kinds of methods for collecting qualitative data individual interviews, observations, questionnaires, focus groups, aptitude tests, background and context interviews, personality tests, and in-depth interviews. Also, when interviewing a group, the dynamic of this type of interview engages the participants to respond more actively than in a common survey.

A key characteristic of qualitative research is studying behavior as it occurs naturally within the setting. A natural setting is the one that the researcher does not manipulate or control. (Kellydubose's Blog, nd).

Quantitative methods include formalized principles that form the basis for a stringent research process that proceeds from formulation of research questions, research design, the selection and analysis of data to interpretations and conclusions (Research Ethics Committees, 2015). For instance, the researcher has to find a problem to be investigated and resolved. Then the researcher has to make a literature review with all the information about the study made, and to make a theoretical framework. Then the researcher has to examine the hypothesis and to find out if the method was correct or not.

Quantitative Research uses measurable data to formulate facts and uncover patterns in research. Quantitative data collection methods are much more structured than Qualitative data collection methods (Snap Surveys, 2011). The quantitative approach is objective; it means that social approaches or feeling of the group do not take place in this method. It has to be developed with numbers and statistics in an analysis.

Mixed methods research is a research designed with philosophical assumptions as well as methods of inquiry. As a methodology, it involves philosophical assumptions that guide the direction of the collection and analysis of data and the mixture of qualitative and quantitative data in a single study or series of studies. (Creswell & Plano Clark, 2007).

There are four decisions for mixed method designs. The first decision is the implementation sequence of data collection. The second one is which method takes priority during data collection and analysis. The third one is what does the integration stage of finding involves. Finally, it is essential to decide what theoretical perspective is going to be used (Creswell, 2003).

This investigation is mixed because it has both approaches in it. On the other hand, in order to analyze behaviors, emotions, and personalities, the quantitative approach takes place. Then, when it comes to analysis, it is made through the quantitative approach because all the data is going to be analyzed. At some point, the qualitative method takes place because of the behavior and responses of the group of participants during the process. The results are taken with numbers and percentages at the end of this investigation.

3.2 Selection and Description of Population and Participants

In this research, it is studied how to make students focus on reading on EFL learners. Then the population chosen is EFL students from a private school; the students are children, they are between the age of 12 and 13 years old. From this school, just one group of the three sixth grader groups has been elected to participate in this investigation 6-B.

3.2.1 Description of the Institution

The private school in which the investigation, all the data collection, and data analysis were developed is the Saint Michael School in San Miguel, Desamparados. It is a day school with the schedule from 7:00am to 2:00pm, from Monday to Friday. The institution is regulated by MEP (Ministerio de Educación Pública), the institution that is in charge of public and private education in Costa Rica.

The purpose of this school is to provide excellent education to the students that have the opportunity to study in this school. The institution teaches the students different subjects using various dynamics and methodologies, which are designed for them in order to have better knowledge and learning in their early lives.

The school is equipped with all the necessary tools for the students and their learning and it has many classrooms. The school has resources, such as technology, a little shop to buy school supplies, and others. The school has 19 classrooms in total. There is the administration building in which the principal's office is and all the personal administrative works there. There is a teacher's room and a computer class. Also, there is a library open for the students to use and take advantage of. They have several green spaces around the campus, a gym, and a cafeteria. In each classroom, there are thirty desks for the students, one desk for the teacher and one for the teacher's assistant, and just one board in each class.

The quality of the classrooms is very good. This means, that these classes present different tools to be used during the lessons, for example, technology, material for the class, and supporting material for the teachers. The students take care of the school's implements, materials, and classrooms. Also, every class room is decorated inside and outside with projects

the students have made with their professors and this makes the class rooms a pleasant and clean place.

However, these professors use the same routine in their lessons; they can elaborate different activities for their students and have a more dynamic and enjoyable class. The students could learn with a new perspective and not only with the same methodology every day.

The professors sometimes use the big campus that this school has and make their methodology excellent as they have been working on for years. In addition, they take advantage of the good behavior that these students have with them and their classmates.

The only disadvantage in this institution is the insecurity that is around the school, and there is no a traffic light near the institution. This could be dangerous to the students who walk to the school or to their houses when the lessons are over.

3.2.2 Description of the Population

The population of this research are the students of the Saint Michael School in San Miguel, Desamparados. Most of them are children from 12 to 13 years old. Also, they live in Desamparados, its surroundings, and others lives further away from the school.

This population depend on their parents for their education. It is known that the area in which the school is located is dangerous at certain time during the evening and night. During the day, this area is considered safe; it does not seem so dangerous in this time of the day. It is hard to know if some of these students present personal problems or family problems. The reason is because that is a private school and in these kinds of institutions sometimes it is difficult to know or understand the students' life styles, but with the time some students show

their problems when they have more confidence with their teachers. For example, during these current months, there was a student who has emotional problems. The teachers and the psychologist of the school have been helping him trying to solve his problem and motivating his parents to help and guide him at home.

Moreover, in this institution some students are the students that like to help their classmates and support them when they need it. They like to work on group projects and present them with their classmates. It is not difficult for them to help when another classmate has a problem about the topic that they are learning. This is also an advantage for the professor because she knows that their students are learning the subject and the way to share their ideas.

On the other hand, there are students who enjoy learning and giving the best of them in every class. They study very hard for their tests and like to participate in every activity or event that the school organizes. These students are known in their school as the best learners and sometimes they receive certificates for their excellent job in their studies and for their honor grades in their school year.

3.2.3 Description of the Participants

The participants of this research were chosen from the groups from fifth grade to sixth grade. Sixth grade was the one chosen for this research because of the level of reading that they are presenting. From the three groups, 6B was chosen to develop this investigation.

It is a big group of 30 students. The majority of students are children between 12 to 13 years old. It is not a quiet and perfect behavior group, but they are interested in learning and understanding the class. They pay attention to the teacher and participate when something is

assigned. If they have a doubt, they raise their hands or go to the teacher's desk and ask the teacher until they get it right.

However, there are students who present a learning problem, and just one student is diagnosed with Hyperactivity (ADHD). Occasionally, it is difficult for teachers to deal and teach students that show these details in the classroom, and for these students it is hard to follow teacher's routine in the lessons.

They need help with some skills during the learning, for example, when they have to do a listening activity, when they need to write an essay or when they have to perform something in front of the class. The students try to do their best and develop these skills as much as they can. They are interested in learning the language.

On the other hand, the students are very open to cooperate with the teacher and they are active to participate when a good practice or project is going to be developed in a specific class. Although there are students for whom it is difficult to complete a task, their classmates that have a better knowledge about the topic, they like to help and clarify their classmates' doubts and try to reach the objectives of the activities given.

3.2.3 Implemented Strategies

The strategies used on this research are made through the instruments. The instruments are ways in which different kind of data is collected and then analyzed. The participants of the investigation are going to answer different questions in order to get a better knowledge and analysis about the factors that make reading in English difficult for student. Also, two main strategies or techniques are going to be applied and evaluated in order to overcome the factors already mentioned and collected with the first instrument. The techniques are made to identify

the main factors, situations and feelings they have towards reading. In addition, there are other techniques to guide them to improve reading and concentration in class.

In order to evaluate their progress once they have done all the techniques, they are going to put them into practice with the final instrument. Every instrument is made with the purpose to analyze them and get conclusions about this research. Furthermore, the purpose of the investigation is to find out how to make students focus on reading. They will learn how to read, analyze, and find what a text is.

3.4. Data Collection Instruments

3.4.1 Questionnaire

According to Research Methodology (2016), questionnaires can be classified as both, quantitative and qualitative methods depending on the nature of questions. Specifically, answers obtained through closed-ended questions with multiple choice answer options are analyzed using quantitative methods and they may involve pie-charts, bar-charts and percentages, whereas answers obtained to open-ended questionnaire questions are analyzed using qualitative methods and they involve discussions and critical analyses without using numbers and calculations.

For this research, a questionnaire is made to the students of 6-B of the Saint Michael School in Desamparados. The objective of this questionnaire is to explore their opinions about the English language and reading in the classroom. It is a questionnaire in which each participant has to respond to a particular item. This instrument provides more information about the specific

factors influencing the group. Moreover, it determines the major causes or ideas of reading skill and how this can affect the concentration during reading comprehension.

Each question provides a more descriptive analysis of reading. The questionnaire and the answers are from the students' viewpoint. Once the factors of reading in class are known, it is easier to learn how they carry with concentration while they are reading and how to find a successful method.

In addition, it measures what the students' decisions to read in English are. It is important to mention that the questionnaire is originally written in English, it is not available in a Spanish version. Because the students have acceptable knowledge of the language, it can be reached what they are asked.

Once all the students have answered the questionnaire, the data is going to be collected and then, analyzed. After the analysis, all the factors that affect their English reading and their levels of English in this EFL class will be known.

3.4.2 Pre-test

The definition of pre-test is known as a preliminary test administered to determine a student's baseline knowledge or preparation for an educational experience or course of study. (Your Dictionary, 2017)

During the pre-test students have to read a short text. The objective of this second instrument is to determine the problems of understanding the context of an English text on EFL children learners of 6-B of the Saint Michael School in Desamparados. This instrument is a pre-test, which processes understanding of a text in the vocabulary and context in English.

The instrument is a reading test composed by a short text of four paragraphs. It has a rubric to measure the level of reading of each student by giving criteria. If the student has more than 10 errors in reading knowledge, it does not meet the expectations.

If there are from 5 to 9 errors, some improvement is needed. To meet the expectations, a student can have 2-4 errors in comprehension, and finally if he or she has 1-0 error, the expectations are achieved.

Once this instrument is applied, the analysis will be developed. It will give a score to the students' concentration problems in reading. This will help to know which the most common reading mistakes are that these students have in class.

3.4.3 Focusing on Reading Techniques

3.4.3.1 Simple Sentences Technique.

In order to overcome reading focusing problems, different techniques may be applied. In this research two of them were chosen to be part of it. The first technique is called the Simple Sentences already exposed and explained before in this research. The objective of this technique is to identify students' problems in prior knowledge about content area vocabulary and concepts. After the handout of this technique is complete, the students are going to identify what makes them make mistakes when reading and comprehending a text. In order to do this, they have to read a short story. They have to think about meanings of some words given; these words are extracted from the story and they have to write a possible sentence for each one related to what it says in the short story, what thoughts and concerns students have towards reading in English.

The students have to complete the handout and then they will share their sentences with the whole class. In addition, the students have to think about what the short story is trying to tell them. There are six words extracted of this story and the students have to write possible sentences for this vocabulary.

There are three different questions they have to answer, these questions are about what they already read and how they feel or what they thought when they were doing the handout of this technique. All the questions are related to each other because each of them asks about their thoughts during the technique. The first question is: Was it easy for you to comprehend the short story? With this question, the student has to choose which option best describes his or her thought when reading the short story. They have to remember what their thoughts were while reading the text: easy, difficult, challenging, etc.

The second question is: How would you feel reading this short story and explain it in front of the class? The students have to imagine the exact moment they are reading in front: how many people are in the room, if there are just women, or just men, or both; also, they have to plan how they will explain the vocabulary and meaning of this story. In addition, students have to think about the thoughts they have in that moment and how focused they can be. Feeling nervous can affect their concentration during the process.

The third question is: What were your thoughts while reading the short story? They have to choose one of the following four options: I cannot understand, I am blank, I feel worried and I got this. With this question and the previous one, the researcher can know the most common problems and thoughts students have about reading. With that stated, it can be easy to see from different angles their focus problems on their answers.

Finally, with the final question, the conclusions are made because it gives important information about the whole process of reading a text. Once all the students answer the three questions, the analysis takes place taking into account the students' answers in order to have some conclusions and to know in which way the reading techniques are applied.

3.4.3.2 Scanning Technique in Reading.

According to British Council (2017), scanning is reading a text quickly in order to find specific information, e.g. figures or names. It can be contrasted with skimming, which is reading quickly to get a general idea of meaning.

The first step the teacher has to take is to think about a topic they like or would like to read about. The topic has to be something they can understand and get the information from the reading.

The second step to follow is having students read the text and see if they can understand it the first time that they read it. The third step is providing questions or information that is about the text. The students with the information given have to scan all the text trying to find the correct answers to these questions, thinking about the whole text if it is necessary.

Finally, the fourth step is re-reading the text. Once they write the information that they had to look for in the reading, they can re-read the text to check if their answers are correct.

This technique helps students be more focused and interested when they read, and if they follow the steps correctly, the reading will be easier to comprehend and find the answers that were difficult for them to complete at the beginning.

3.4.4 Post-test

The third instrument is a post-test where students have to read a text and make inferences. The objective of this instrument is to evaluate the concentration of reading in the classroom. For this instrument, the students have to write down some inferences from the text to contrast the two passages. It is perfect for common standards for reading literature.

The speech has some rubrics to evaluate the objective. The rubrics are divided into 4. If the student does not meet expectations, the score is 1. If the student needs improvement, the score is 2. If the student meets expectations, the score is 3, and if the student exceeds expectations, the score is 4.

Chapter IV

Data Analysis

In this chapter, all the data collected previously is going to be analyzed through a mixed approach. In order to analyze the data, first the quantitative approach will be used and then the qualitative one in the analysis. This chapter is important because it provides an explanation of different theories, methods, strategies, and techniques used in the research. Also, it helps to make conclusions at the end of this investigation.

4.1 Analysis and Interpretation of the Results

In this section, the analysis of the data collected is made. The instruments for data collection were applied to all participants, and they are going to be analyzed and explained carefully.

4.1.1 Observation

As an observation made at sixth graders from Saint Michael School, the researcher wanted to have a clearer idea about what details were influencing students' inattentiveness during the lessons. The following graphic illustrates effectively the different aspects collaborating on the concentration of the learners and how the investigator had to deal with these negative issues.

Figure 1. Some causes distracting students' attention during lessons.

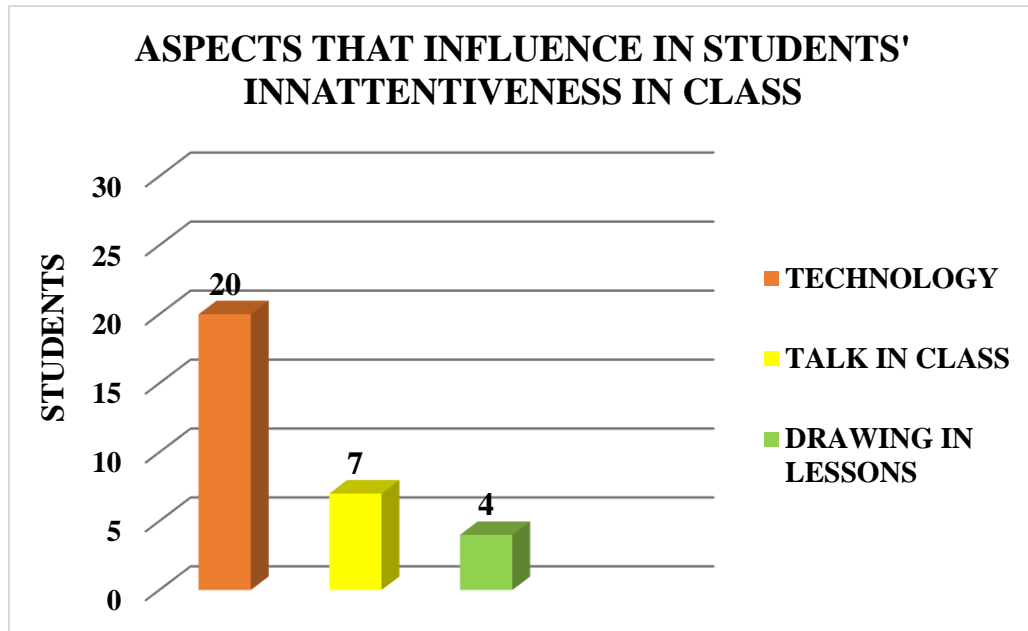


Figure 1. Represents aspects that influence students' inattentiveness in class.

This figure represents the different distractions that a student can find in today's society. As shown on this figure, the most common during the lessons is the use of technology. The first bar presents 20 of the students who normally tend to use technology during the classes, the use of cell phones for texting or check Facebook. Also, some of these students use iPads to find information related to the topic or play videogames which can be considered a disastrous distraction in classes. In addition, listening to music when they are completing an activity is another cause that affects students' concentration. Besides these data, it was easy to observe that 7 students chatted while the teacher was explaining a new topic. Finally, just 4 students were drawing during the lessons, or even when they had to complete an activity.

4.1.2 Questionnaire

The questionnaire had 10 closed questions. All of them are represented on the following figures with their corresponding answers and percentages per question. Moreover, the purpose of this questionnaire was to determine the major ideas or causes of reading skill when students have to read in class.

According to Business Dictionary (2017), the process of evaluating data using analytical and logical reasoning to examine each component of the data provided. This form of analysis is just one of the many steps that must be completed when conducting a research experiment. Data from various sources is gathered, reviewed, and then analyzed to form some sort of finding or conclusion.

The questionnaire was applied in English because the population speaks and understand English. The students' answers needed to be real, so the questions needed to be very clear for them to be able to answer them correctly.

The questionnaire was applied to the thirty students of the 6-B class at Saint Michael School in Desamparados. It was applied as soon as everyone was in the class, so no one missed the questionnaire. The instructions were given first in English and then in Spanish, and the questions were read one by one with the students. Then they were asked if they had any questions or doubts about what they had to do and how to do it. No one asked questions, so they started to answer the questionnaire.

On the following pages, there are the results of the ten questions and their answers. All the questions are relevant to the research. Each figure below represents each question of the

questionnaire. There are ten different figures, and each one represents the students' answers to the questions presented. They had some questions with two options and other questions with four options to choose which one best describes how often they face a specific situation. Two of the options were yes and no. The other options were always, sometimes, rarely, and never. The last options were English, Spanish, and none. There were different questions based on situations they face during their study routine.

The figures represent the percentage of students who chose the same answer. Each question helps to evaluate an aspect, which may be affecting reading in English class.

The first interrogation in the questionnaire was a Yes/No question. These results illustrate if English is an easy language to understand. The majority of students think that it is easy for them to understand this foreign language. The 20 may understand, speak, write or read the English language. But 10 may not understand the English language perfectly.

The following figure represents if the students use strategies to study reading at home. These results were analyzed to have a clearer idea about the students' methods when they study.

Figure 2. Strategies to study reading at home. Sixth graders' answers.

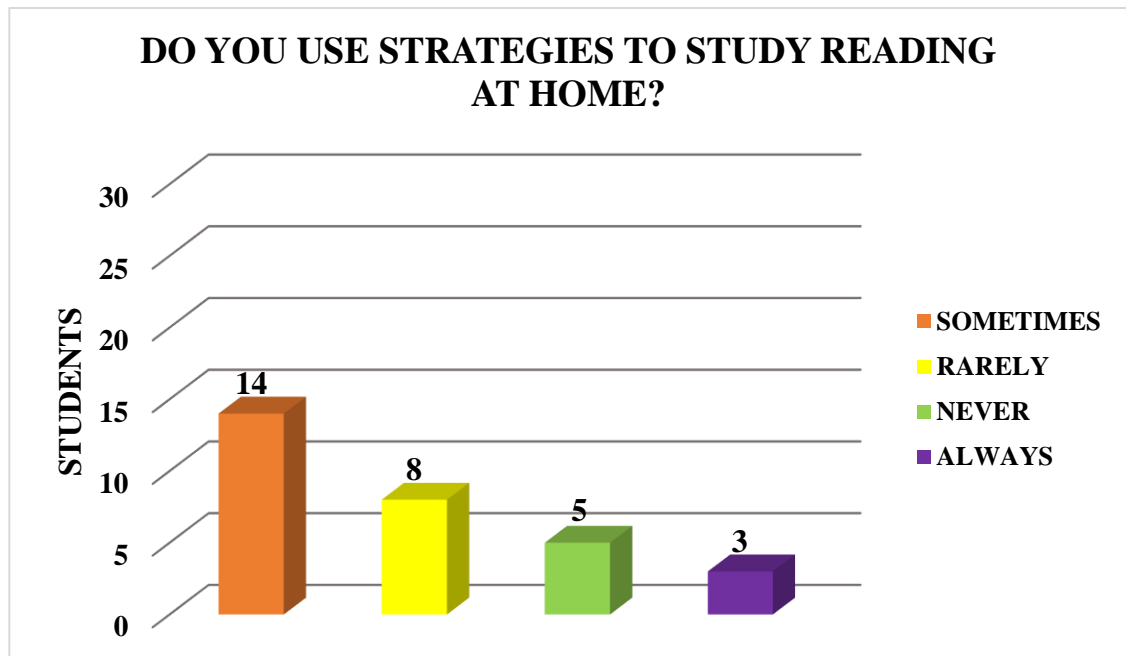


Figure 2. Illustrates how frequent students use strategies to study reading at home.

This figure represents how often the students use strategies to study reading. As shown on this figure, as common as in other subjects, 8 of the students rarely use strategies at home. The majority of them do it sometimes; the 14 of the students sometimes use strategies to study reading at home. Finally, just 3 answered always, and 5 never use strategies.

The next figure will show if the students read the necessary amount of time and their answers were analyzed to know if they have good habits reading. The answers were studied to have more details during this research.

Figure 3. Reading Habits. Sixth graders' answers.

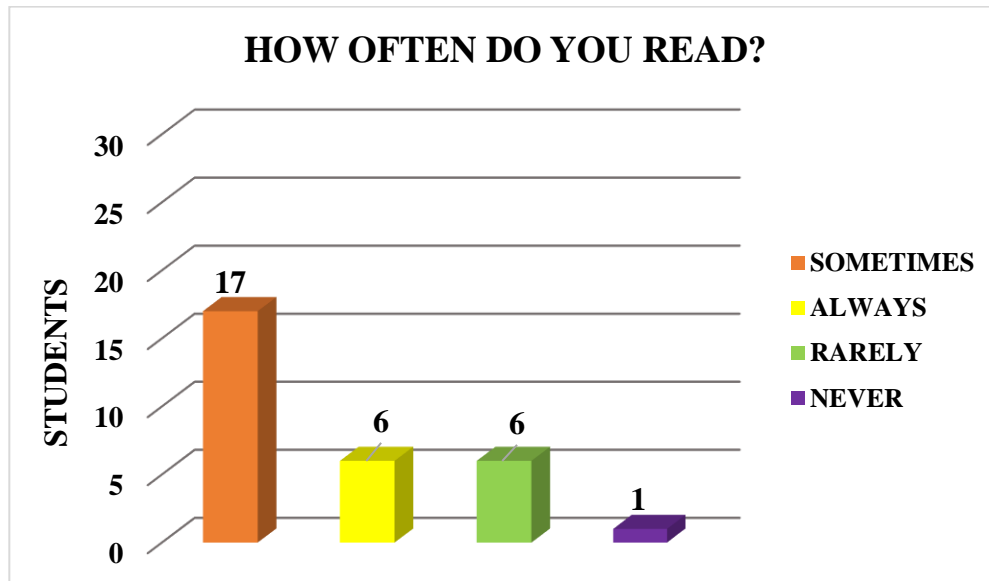


Figure 3. Represents how frequent students read.

On figure 3, the students were asked how frequently they read. As it is shown, 1 student answered that he or she never read. The majority answered that they have the habit to read; in other words, the 17 of the students, sometimes read. Also, 6 students have the habit to always read. Moreover, 6 students rarely read.

The following figure will illustrate the answers the students chose to answer this question in order to analyze the language that they prefer or it is easier for them to read. Also, the answers were analyzed to have clearer knowledge and why it is important for this investigation.

Figure 4. Favorite language for the students to read. Sixth graders' answers.

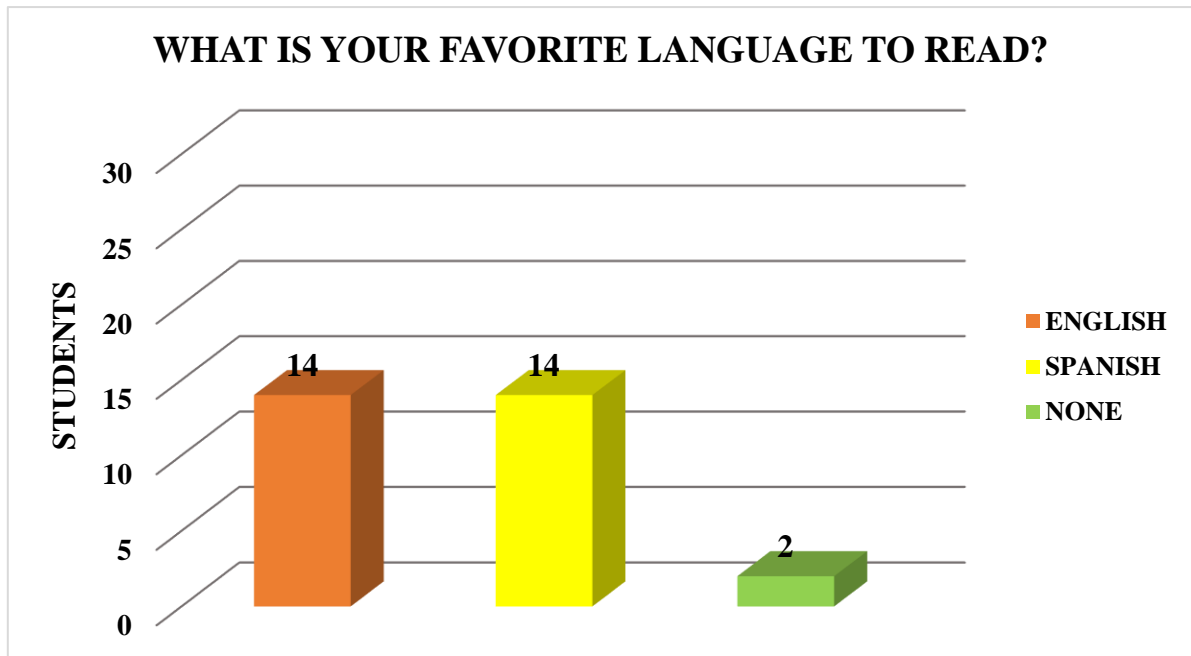


Figure 4. Represents what their favorite language to read in classes is.

As the question mentions, this one is about the favorite language for the students to read. The purpose of this question is to figure out if reading in English is like a routine, in other words, which scenario is more frightening for them, English, Spanish or none. 14 students prefer to read in their native language that is Spanish. Also, 14 students prefer to read in English. Finally, 2 of them do not prefer any of these two languages; probably they do not like to read at all.

The following results in the questionnaire, which was a Yes /No question, are about the frequency with which the students tend to be focused when they are reading. 27 students answered that they are focused while reading. Finally, 3 of them do not tend to be focused while reading a text.

The next figure will show if the students tend to follow an order to read a text. Also, all the answers were carefully analyzed to have a better idea of how this can have a relationship in reading.

Figure 5. Students tend to follow an order when they read a text. Sixth graders' answers.

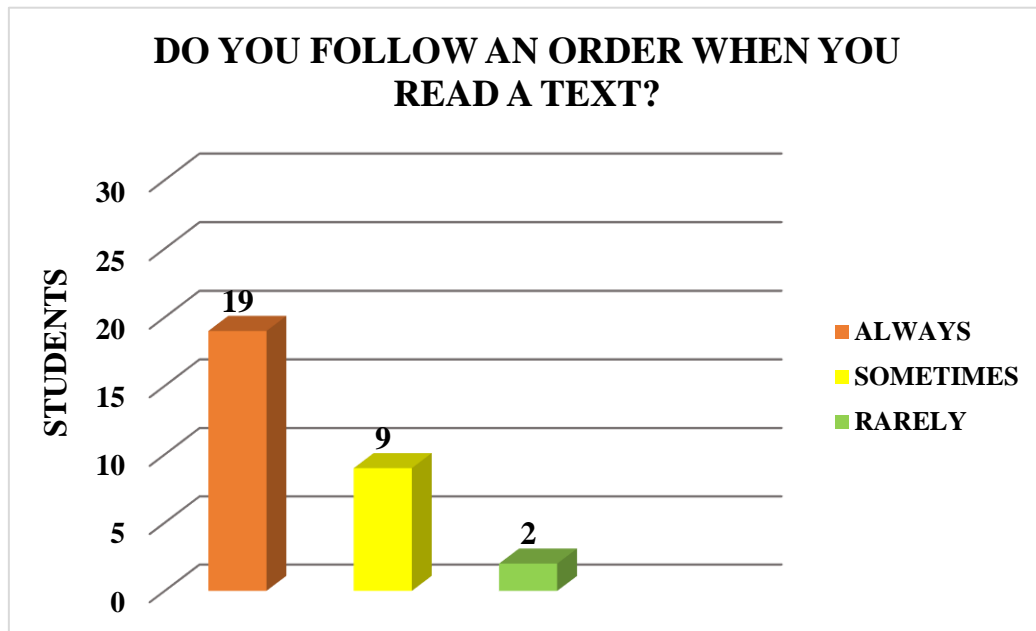


Figure 5. Represents how frequent by students follow an order when they read in class.

The previous question was how frequently students follow an order when they read in English class. It gives a description of how focused they are while they are reading in English. None of the students chose the option "never". 9 chose "sometimes", and 19, the majority, always follow an order. 1 student rarely follow an order when he or she read a text.

The following results in the questionnaire, which was a Yes /No question, is about how often the students are concentrated when they read in English. It represents how often they are concentrated in regular classes when they have to read in a place with many distractions and much noise. It gives a comparison between how much they are concentrated in a text and in a

place while they are reading. 25 students answered that it was easy for them to read and be concentrated in class. Finally, 5 students cannot be focused when they have to read in class.

The following figure will show the results of the students' opinions about the most difficult aspects in reading. All the answers were analyzed in this part of the investigation to obtain better knowledge about the study.

Figure 6. Difficult parts in reading comprehension. Sixth graders' answers.

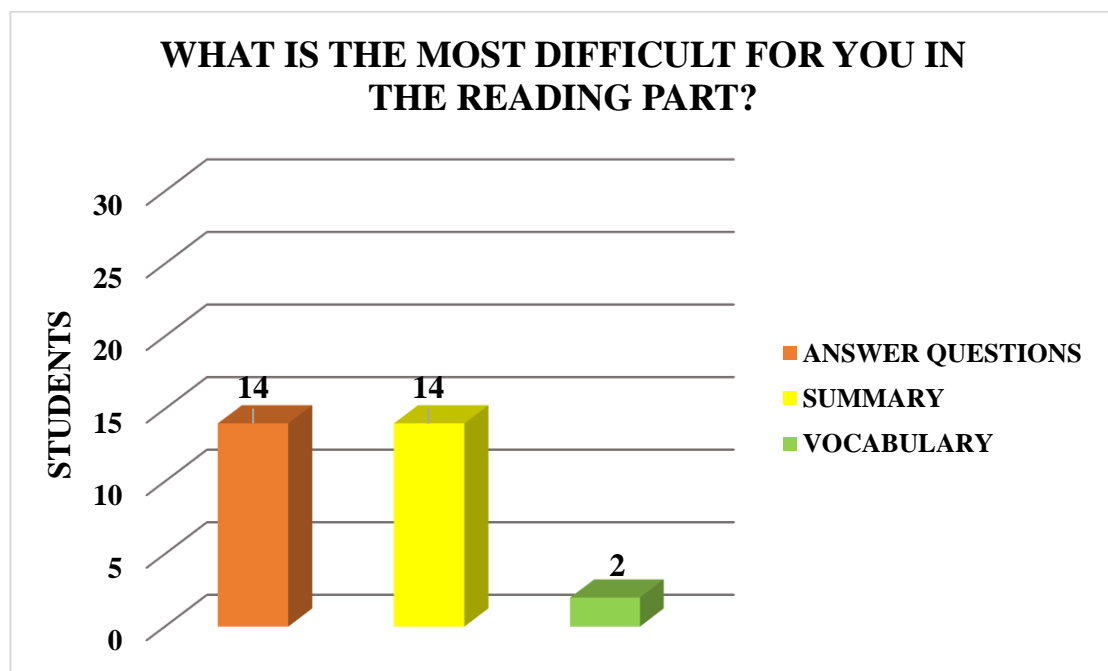


Figure 6. Represents issues presented when reading for students in EFL classes.

This question was asked to the students, but it was mentioned that they had to be very honest and think which aspect was the most difficult for them to develop in class. 14 students answered that summary is difficult for them in reading skill in English. Also, 14 students said that answering questions was difficult. Just 2 students mentioned that vocabulary was hard for them.

The following figure will illustrate the results of a good method to be focused that the students have when they study or when they are in class. The results were carefully analyzed to have more points in this study.

Figure 7. Students' methods to use in class. Sixth graders' answers.

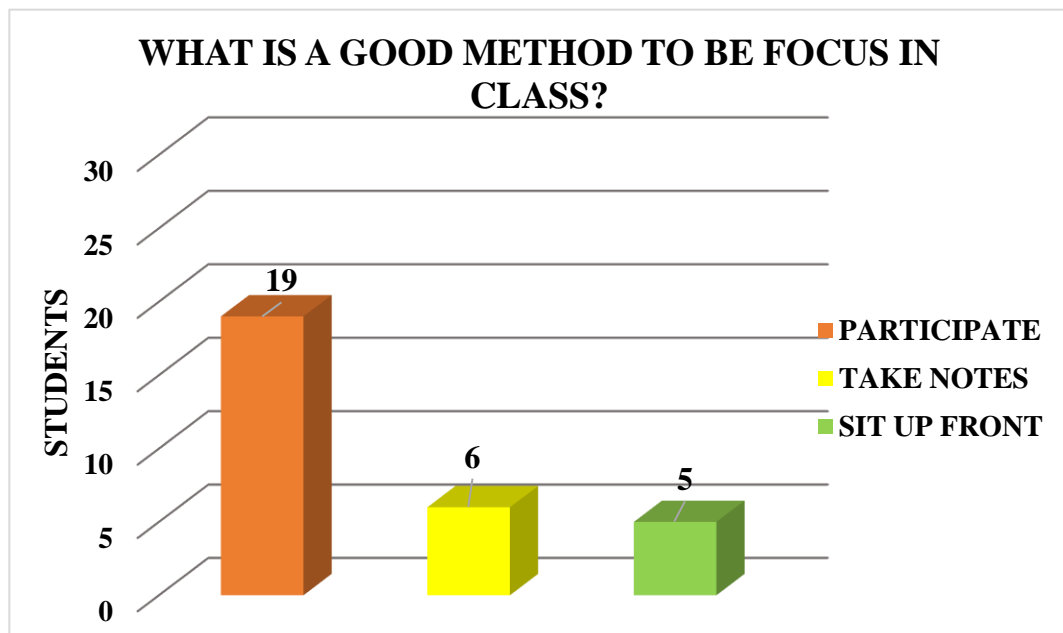


Figure 7. Represents the most effective method used by students to be focused in EFL class.

On figure 7, the methods or techniques students use when they try to be focused in an English class are represented. This is an important question because it gives a clear view of different forms students use to be concentrated in class. The majority, which is 19 students answered that they participated in class when they were prepared to do it. Also, 5 said that to sit up front was a good method for them. Finally, 6 students take notes as a method to be focused during the class.

The next figure represents the frequency with which students understand what they are reading. Moreover, all the answers were analyzed to have ideas that were studied during this investigation.

Figure 8. How often students understand when they read a text. Sixth graders' answers.

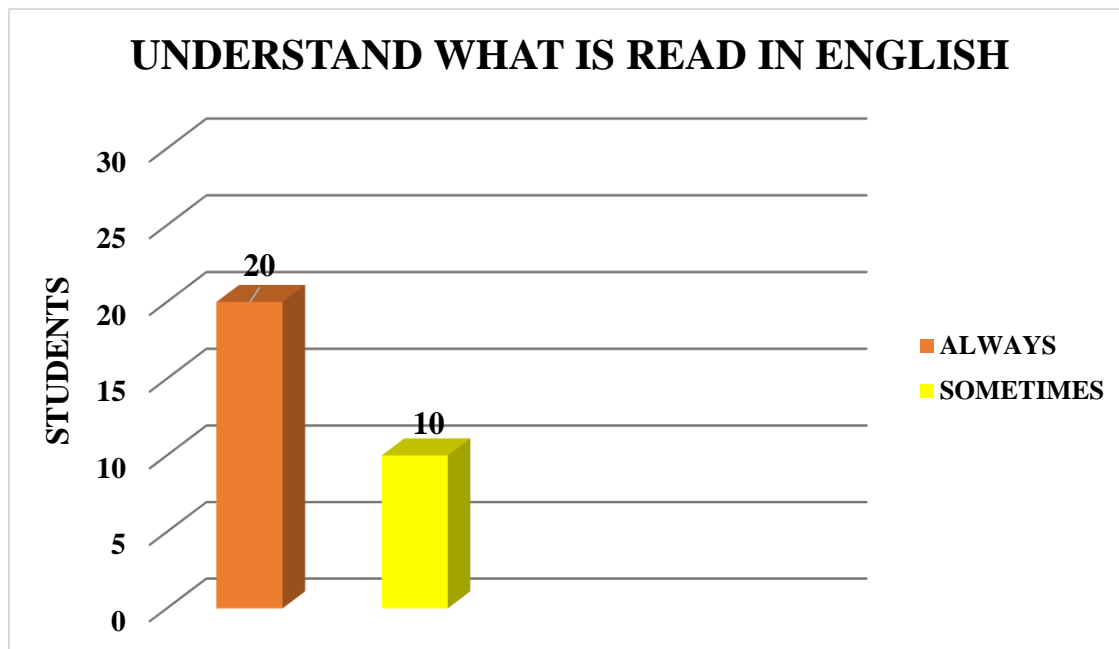


Figure 8. Represents how frequent students understand what they are reading.

Figure 8 represents how frequently they understand when they are reading and know everything about the text. 10 of the students answered that they did it sometimes. 20 students, who represent the majority, always understand what they are reading. None of the students chose the options “rarely” and “never” to answer this question.

4.1.3 Pre-test

For the pre-test, which is the Reading Comprehension Oral Test, twenty-three students were evaluated and not thirty because the other seven students were not present when this instrument was evaluated. They had some minutes to read the text and answer the questions

given by the teacher. In addition, each student was evaluated with a rubric, which measured their interpretation, detail, use of information, and clarity. They were given a score from 1 to 4 per rubric, depending on their performance while answering the questions. On each figure, the students are represented at the left side of the graph and the rubric is at the bottom.

4.1.3.1 Reading Comprehension Oral Test – Interpretation Rubric

The following figure will show more details about the results in the interpretation rubric obtained in the pre-test activity. The results were carefully analyzed by the researcher to have more details about the knowledge of the students in reading comprehension.

Figure 9. Interpretation rubric’s results for the pre-test applied to sixth graders.

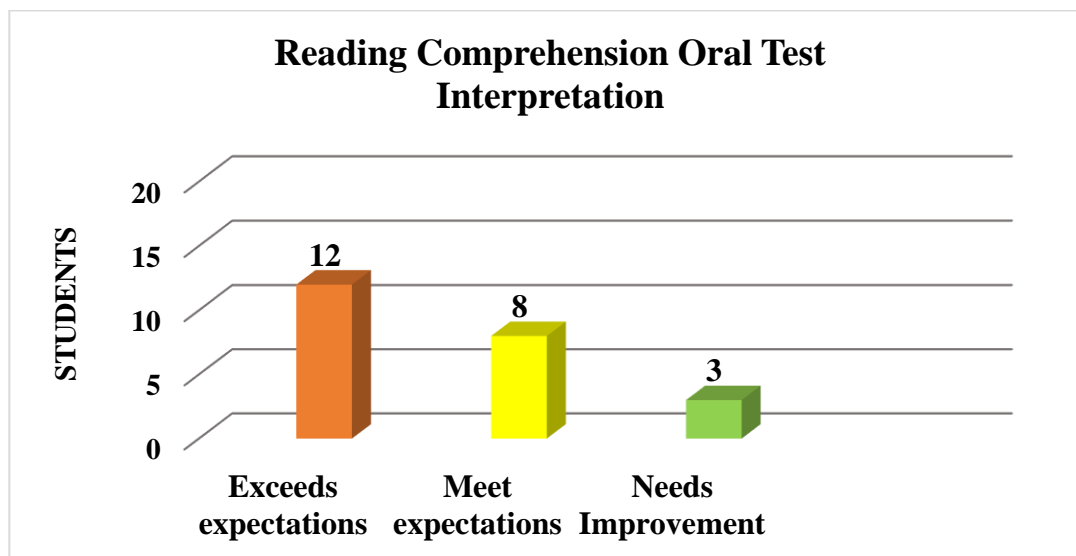


Figure 9. Results of reading comprehension oral test in interpretation.

Figure 9 represents the rubric on interpretation of the reading comprehension oral test the students were evaluated on. The rubric was taken into account to measure the students’ interpretation levels. For interpretation, 12 students out of 23 scored 4, which means that the majority answered mostly correctly and demonstrated excellent comprehension. The other 8

students scored 3, which means they often answered correctly and they have good comprehension, and 3 students scored 2, which means that their answers were occasionally correct and demonstrated incomplete comprehension.

4.1.3.2 Reading Comprehension Oral Test – Detail Rubric

The next figure will represent the results obtained in the detail rubric applied in the pre-test activity. The researcher analyzed the results in order to have a clearer idea about how the students use specific details in reading.

Figure 10. Detail rubric’s results for the pre-test applied to sixth graders.

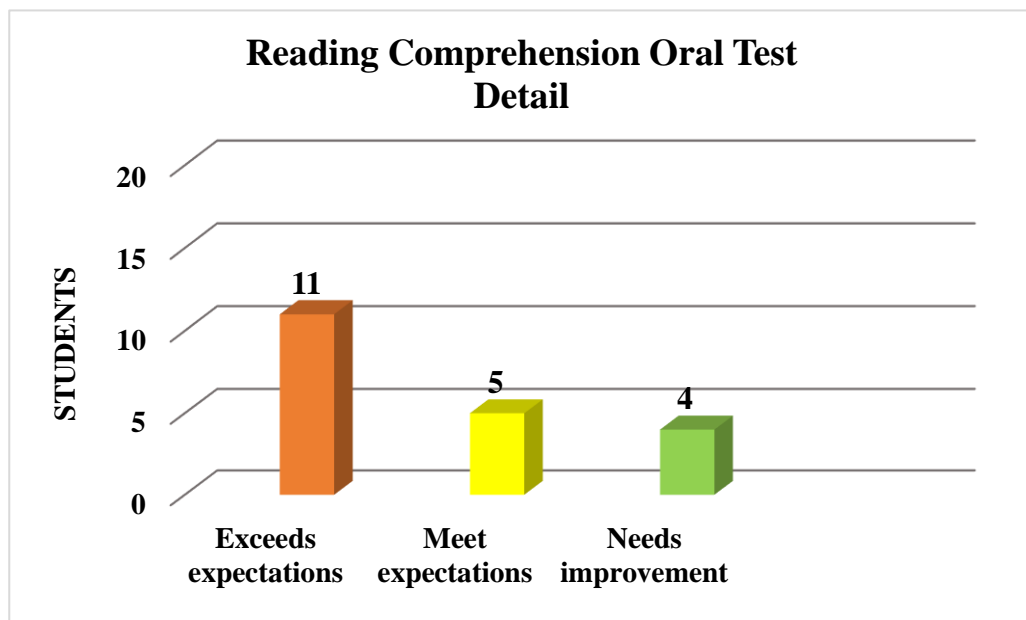


Figure 10. Results of reading comprehension oral test in detail.

Figure 10 represents the results of the reading comprehension oral test in regards to detail, taking into account the rubric and the scores the students got. 11 students out of 23 scored 4, which means that their answers were mostly complete and extensive, and included many details. 5 students scored 3, which means the answers were usually complete and included several details. The last 4 students scored 2, which means that their answers contained some

details.

4.1.3.3 Reading Comprehension Oral Test – Use of Information

The following figure will show the results obtained in the use of information rubric applied in the pre-test activity. The results were carefully analyzed by the researcher to have more ideas of how the students use the information extracted of a text.

Figure 11. Use of information's rubric results for the pre-test applied to sixth graders.

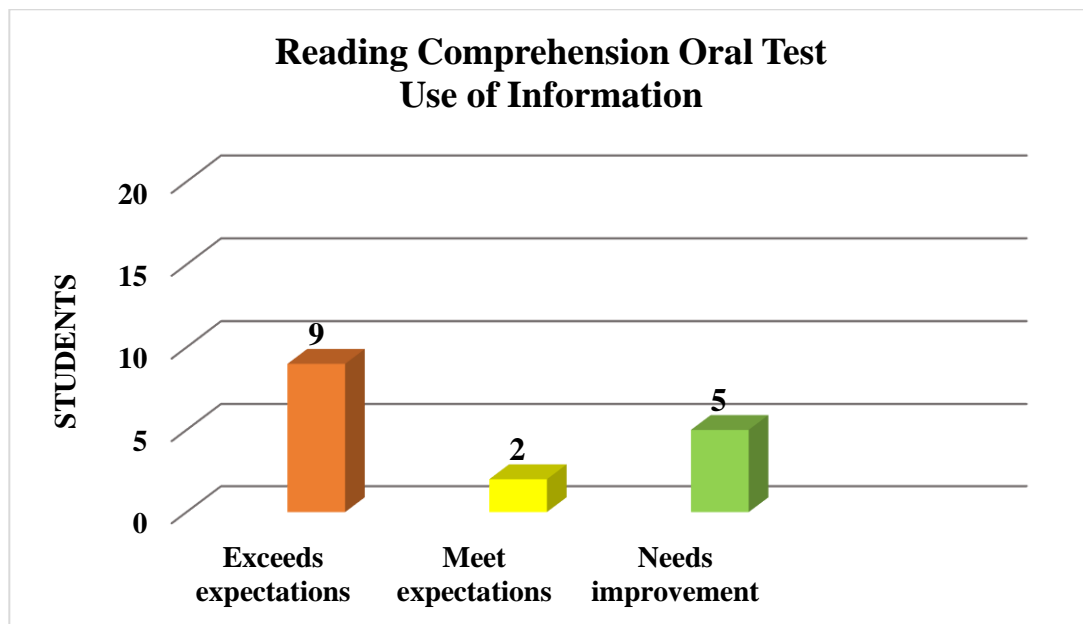


Figure 11. Results of reading comprehension oral test in use of information.

Figure 11 represents the results of the reading comprehension oral test in use of information. Each student was evaluated according to this rubric and they got a score. In this rubric, 9 out of 23 students scored 4, which means their answers mostly included supporting evidence from the text. In other words, they met the expectations of the information use. 5 students scored 2, which means their answers included occasional supporting evidence from

the text. The last 2 students scored 3, which means their answers usually included supporting evidence from the text.

4.1.3.4 Reading Comprehension Oral Test – Clarity Rubric

The next figure will illustrate the results obtained in the clarity rubric applied in the pre-test activity. The results were analyzed by the researcher to have a clearer idea about how clear and concise the students' answers are.

Figure 12. Clarity's rubric results for the pre-test applied to sixth graders.

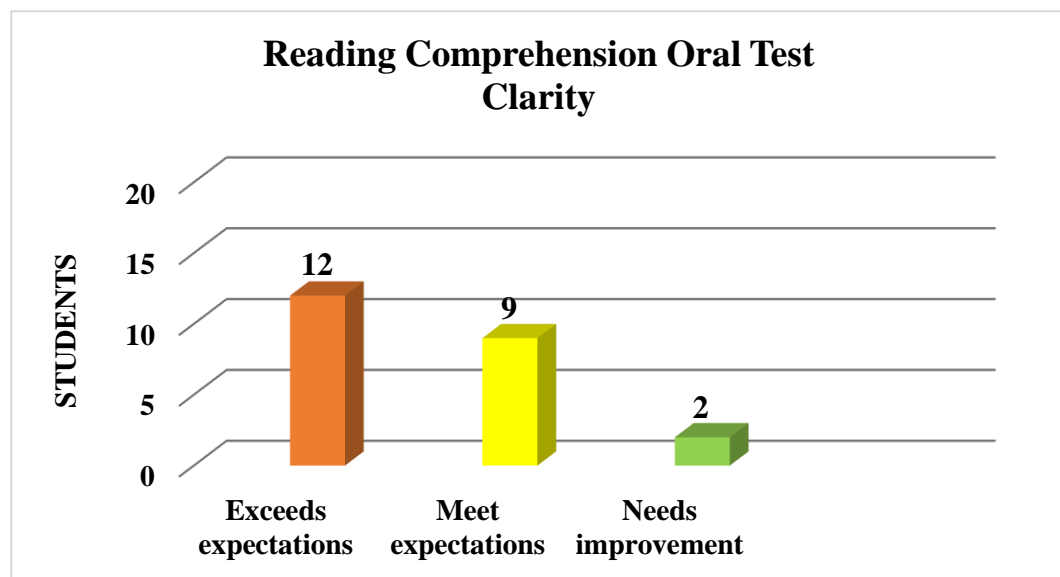


Figure 12. Results of reading comprehension oral test on clarity.

The clarity rubric was the most important one because with this rubric the teacher could know if the student had excellent comprehension of the text and the answers. 12 out of 23 students scored 4, their answers were easy to understand, clear and concise. From the 9 students scored 3, which means their answers were easy to understand. The other 2 students left scored 2 because their answers were sometimes easy to understand, but they needed to be more to the

point.

4.1.4 Simple Sentences Technique

The objective of this technique is to identify students' problems in prior knowledge about content area vocabulary and concepts. After the handout of this technique is complete, they are going to identify what makes them make mistakes when reading and comprehend a text.

The instrument was carefully made to measure different factors students commit in vocabulary and grammar structures based on a text. In order to apply it, first, they had to read a short story. They had to think about the meaning of some words given, these words are extracted from the story and they have to write a possible sentence for each one related to what they understood in the short story.

The instrument was applied to the thirty students and all of them participated actively and completed every single point made. The results were taken from this instrument in order to identify which thoughts and feelings were the most common ones among the students. Afterwards, they had to answer the three questions. Two questions had four answers and just one question had two answers. The results of those questions are explained below.

The aspects taken into account during the analysis of this instrument were the answers the students chose. For instance, the questions were made in order to know the students' feelings, thoughts, and emotions. Each answer gives them an option of one feeling, emotion, or thought they may have before, during, and after the reading. This instrument gives a view of those specific thoughts and feelings the students face when they have to read and analyze in English.

The following results in the questionnaire, which was a Yes /No question, represent the number of the students' opinions when they read the short story. 21 students answered that it

was easy for them to comprehend the short story. Just 4 students answered they did not understand the short story.

The following figure will show the results about the feelings the students would have if they had to read the story in front of the class and then explain it. The results were analyzed by the researcher to have a clearer idea about how the students can feel while explaining a text with their own words in a class.

Figure 13. Students' feelings for the simple sentences technique applied to sixth graders.

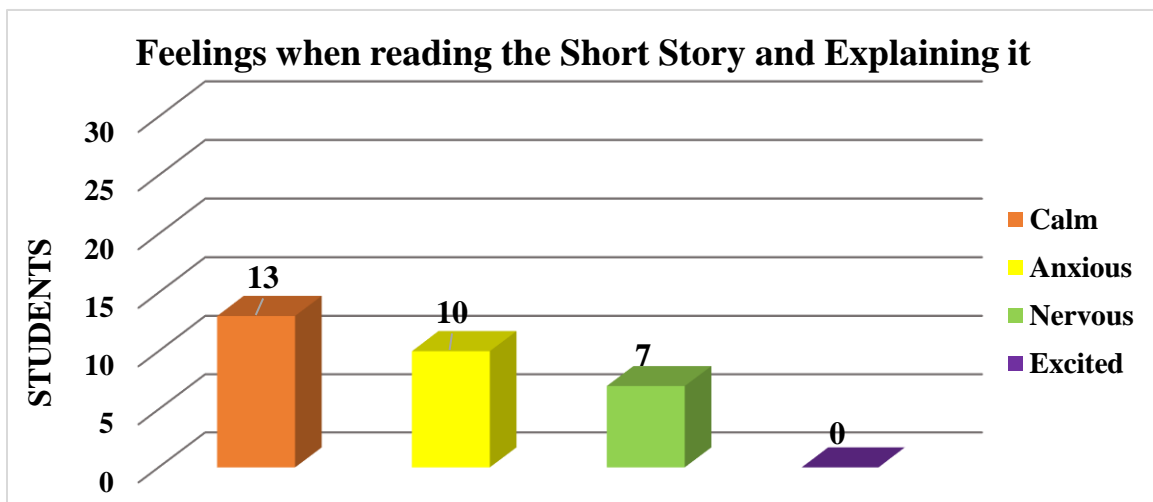


Figure 13. Illustrates feelings when reading a short story and explaining it in front of the class.

On figure 13, the percentages of the students' feelings when reading the short story are represented. In other words, the feelings they would have at the moment of reading the text in front of their classmates and teacher as shown. 7 students answered they would feel nervous. The majority, which represents 13 students, would be calm when reading and explaining the short story. Also, 1 of them would feel anxious. Finally, none of the students chose the option "excited". This figure indicates that the majority would feel calm performing this reading in class.

The following figure will represent the results obtained in the question about the thoughts the students had when they were reading the story. The results were carefully analyzed by the researcher to have a better idea of what the students think about when they can or cannot understand a text.

Figure 14. Students' thoughts question for the simple sentences technique applied to sixth graders.

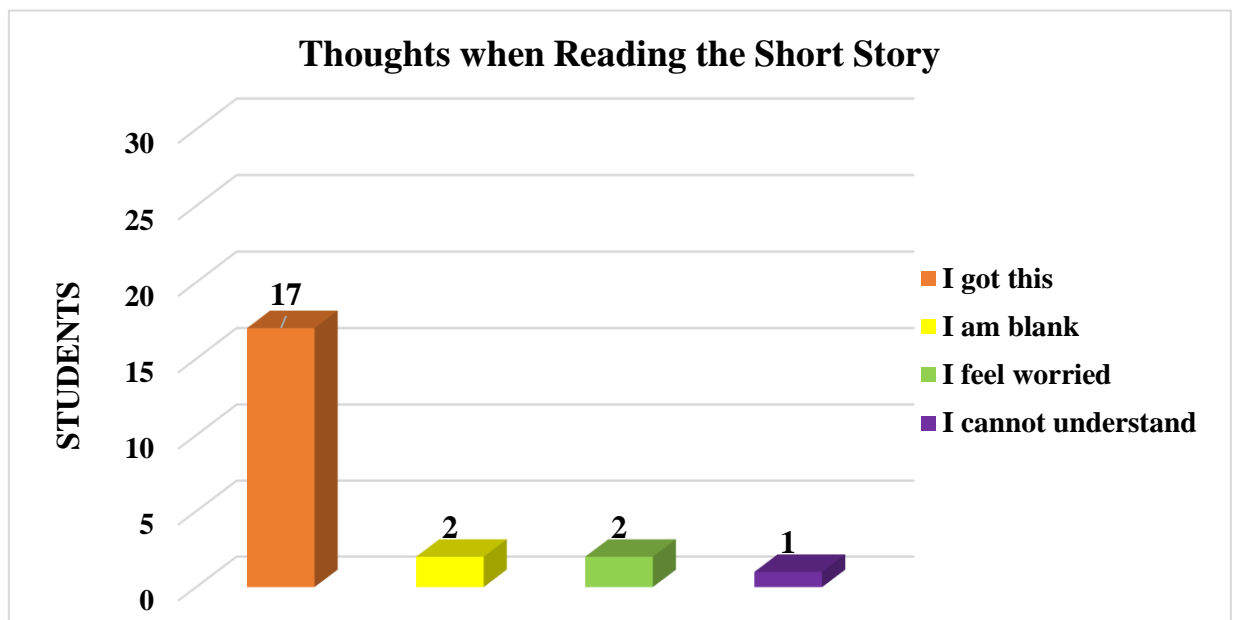


Figure 14. What were your thoughts when reading the short story?

Figure 14 represents the percentages of the students' thoughts when reading the short story. 2 students answered that they were blank during the process. Also, 2 of them answered, "I feel worried;" just 1 of the students, answered "I cannot understand;" and finally, the majority, which represents 17 of the students, answered, "I got this." As a result, it means that almost half of the students had a positive thought towards reading comprehension.

4.1.5 Scanning Training Technique

The objective of this technique is to develop reading skills when reading a text and improve reader's focus. In other words, the goal is to provide the students with a basic tool and achieve comprehension when they read in class.

The instrument was applied to the thirty students in class. All of them participated during the instrument application. They were told that they had to read the questions carefully and answer each of them with the information given in the back of the page. Some students first read the eight questions and then they read the chart with the information. On the other hand, there were students who started to answer the questions at the same time they were reading and scanning over the information chart. It was observed that some students highlighted the information and it was easier for them to do it in this way and there were other students for whom this technique was difficult.

The objective of the instrument was to provide basic skills to the students for them to be able to read, analyze, and then answer successfully. At the beginning, some students did not understand the dynamic very well. The teacher started to explain step by step what they had to do. First, she said they had to read all the information and the questions on the page. She told them to imagine that they were reading a newspaper in the entertainment section and they wanted to see all the series or documentaries that were in the chart of information. The base was the name that was mentioned on the question; they had to look for this section in the TV guide.

In order to make the explanation clear, they did the first question with the teacher, with this they felt less nervous or confused and they had a clearer understanding. Finally, the last step was to read their answers to the teacher and check them. This helped them be more confident and ready to do it one more time.

The reading of the scanning had to be interesting for them. The second step was to read the questions and finding the information. The third step was to clear out every doubt that they had during the application of this instrument. The fourth step was reading the questions again and finding the answers on the chart of information. Finally, they had to check their answers with the teacher and class.

The students were given the necessary basic skills to complete this instrument. They understood all the steps and they followed them one by one to finally be ready to demonstrate their answers to each question.

4.1.6 Post-test Making Inferences

This instrument was applied after all the techniques and methods were used by the students. It consisted in developing inferences in a text using all the focusing reading techniques of the previous instruments. Also, they had to answer some questions to demonstrate reading comprehension. The students wrote their best answers after reading the text carefully. There was a rubric, the same as in the pre-test, in order to make a comparison between the first results and the final ones using this post-test and its rubric. Also, is important to mention that in this test all the students obtained the same percentages at the end of the evaluation and analysis of the instrument.

4.1.6.1 Post-test Making Inferences- Interpretation Rubric Results

The following figure will show the results obtained in the interpretation rubric obtained in the post-test activity. The results were analyzed by the researcher to have a clearer idea if the students reached the objective at this point of the investigation.

Figure 15. Interpretation's rubric results for the post-test applied to sixth graders.

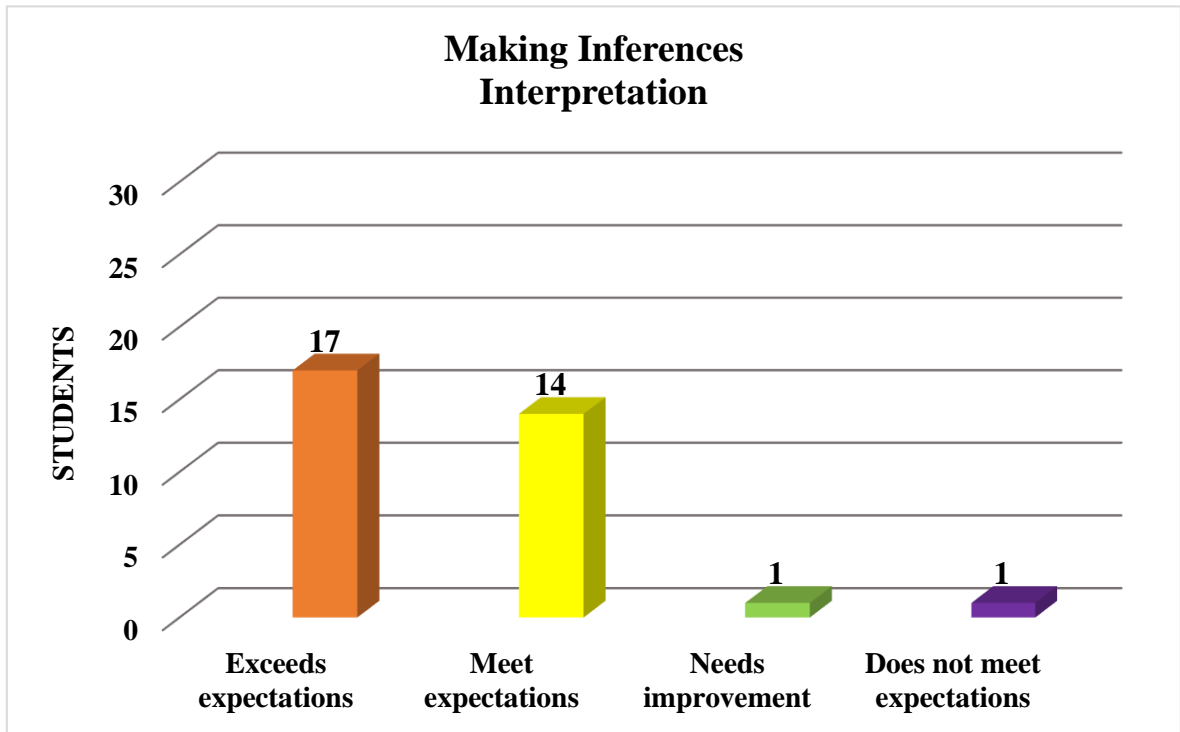


Figure 15. Represents the interpretation levels of the students during the reading.

Figure 15 represents the level of interpretation the students had on the post-test making inferences. In this figure it can be observed that the majority of the students exceeded the expectations of interpretation. From 30 students, 14 scored 3. Based on the rubric, these students, often answered correctly and had good comprehension; the interpretation was achieved. Just 1 student needs improvement in the answers. Finally, just 1 student does not meet expectations; in other words, the answers do not reflect comprehension, details, and were difficult to understand.

4.1.6.2 Post-test Making Inferences – Detail Rubric Results

The following figure will show the results obtained in the detail rubric applied in the post-test activity. The results were analyzed by the researcher to have clearer conclusions at the end of this part in the investigation.

Figure 16. Detail’s rubric results for the post-test applied to sixth graders.

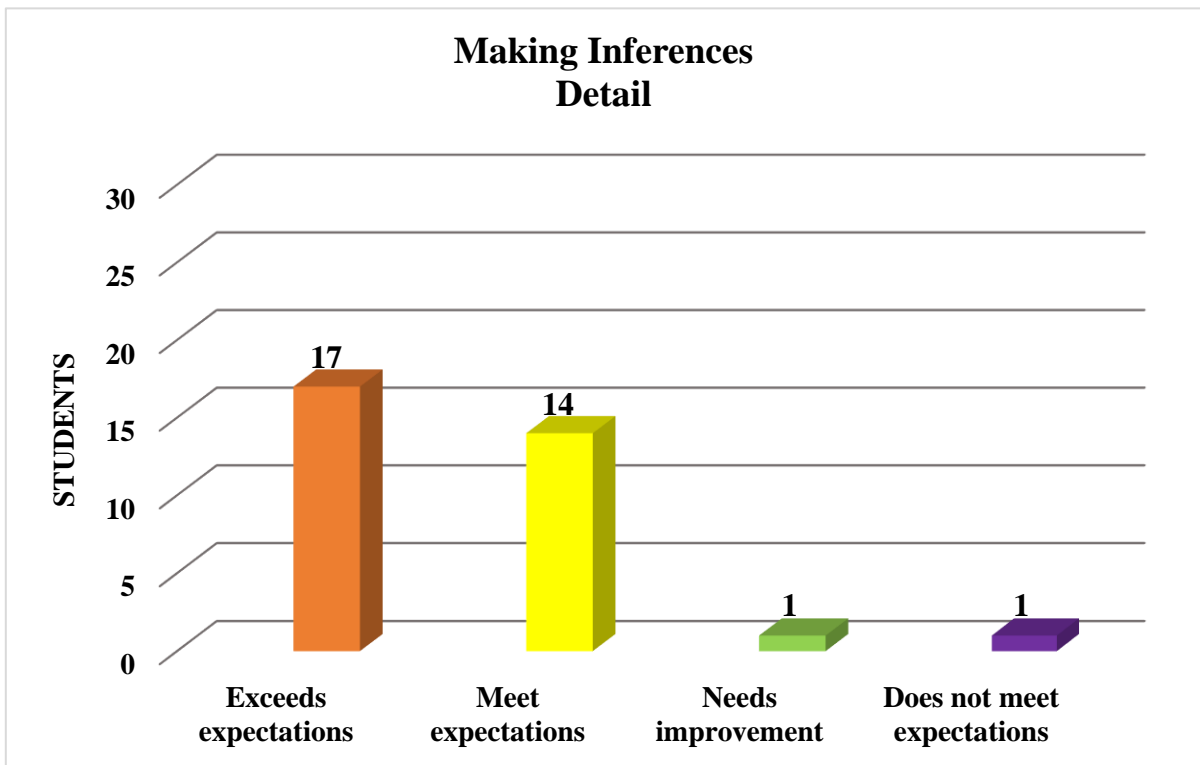


Figure 16. Represents the detail levels of the students during the reading.

Figure 16, represents the levels of detail the students had during the reading. They were evaluated based on the rubric, which measured their detail levels. The majority scored 17, which means they exceeded the expectations in this part of the rubric. Also, 14 students meet the expectations; they usually had complete answers and included several details. Just 1 student needs improvement in this rubric. The other student did not meet the expectations. In other words, 17 students improved their analyzing details in reading.

4.1.6.3 Post – test Making Inferences – Use of Information Rubric Results

The following figure will show the results of the use of information rubric applied in the pos-test activity. The results were carefully analyzed in order to have conclusions about if the students reached the objective in this part of the investigation.

Figure 17. Use of information rubric results for the post-test applied to sixth graders.

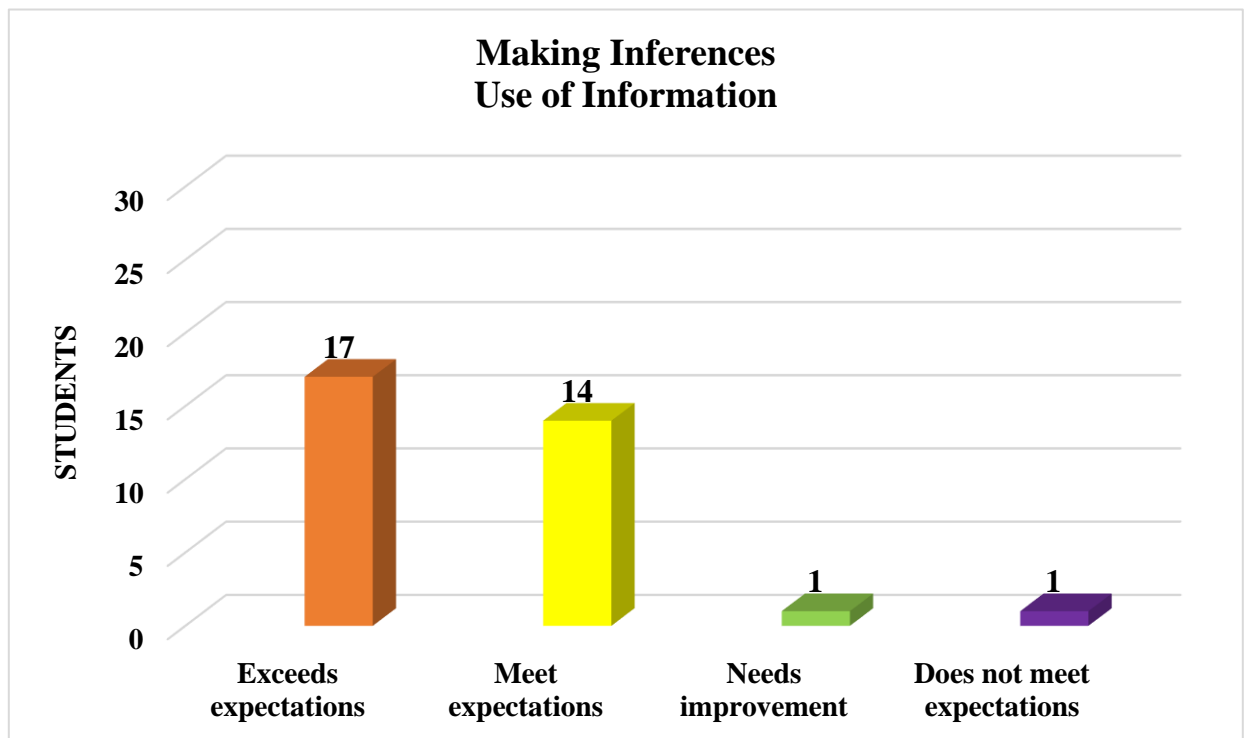


Figure 17. Represents the use of information levels of the students during the reading.

On figure 17, the use of information levels the students had during the reading is represented. The rubric measured how effectively they used of information and how easy their ideas were to understand. The majority, that is 17 students, scored 4. That means they exceeded the expectations in the use of information. They used the information and supporting details from the text effectively and clearly. The other 14 students scored 3 and met the expectations on the use of information. Also, just 1 student needs improvement in the use of information in reading. Finally, the other student did not meet the expectations in this use of information rubric.

4.1.6.4 Post – test Making Inferences – Clarity Rubric Results

The following figure will illustrate the results obtained in the clarity rubric applied in the post-test activity. The results were analyzed by the researcher to have clearer conclusions about the use of this part in the investigation.

Figure 18. Clarity’s rubric results for the post-test applied to sixth graders.

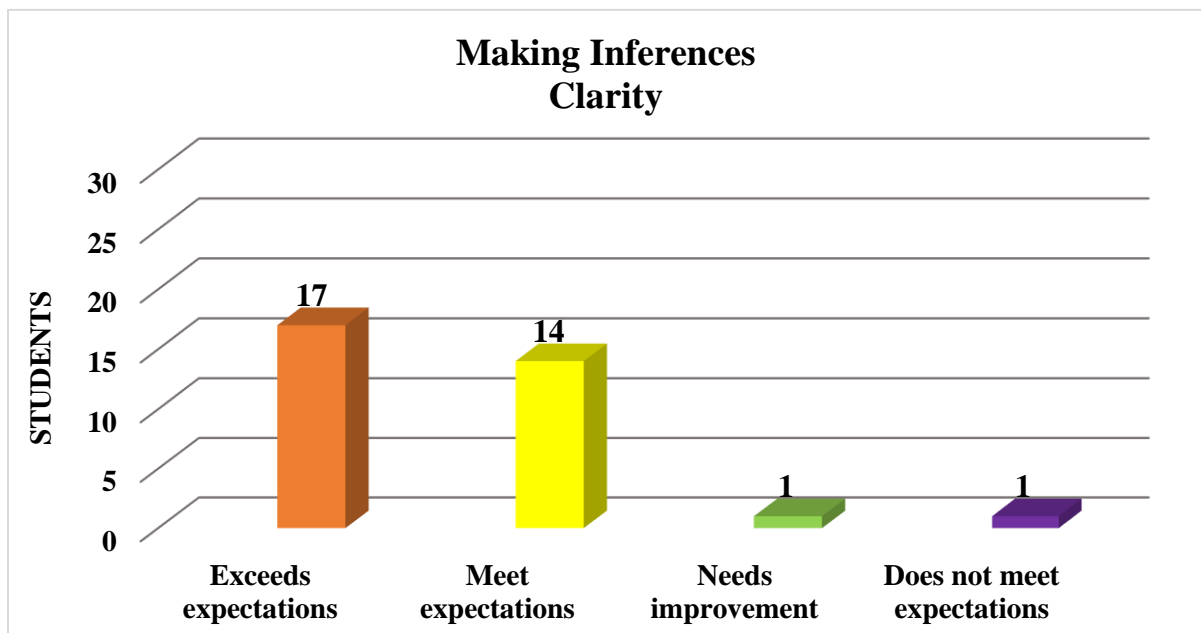


Figure 18. Represents the clarity levels of the students during the reading.

Figure 18 represents the clarity the students had while they were answering the questions from the reading. Just 1 student scored 2 on their clarity rubric, which means he needed improvement. Then, just 1 student scored 1, which means that he did not meet the expectations for the clarity rubric. In other words, he did not use strategies or techniques already learned. The other 14 students scored 4, which means they met the expectations. They used the strategies to answer correctly and demonstrate good comprehension. Finally, 17 students scored 4 which means they exceeded the expectations. In other words, the students use strategies to develop this

instrument, and they improved their reading comprehension and concentration by focusing on reading techniques.

In conclusion, the results showed an important improvement on all the rubrics. Interpretation, details improved, and the used of information were better; finally, clarity in the answers was to the point.

This shows that using different methods and techniques helps students to be focused and comprehend when they have to read, and they did a good job applying all the instruments in class. In contrast, the first time they used the first instrument, they did not understand what to do with the text or how to analyze it. Their answers and interpretation were not good. After all the process they did, they improved according to the rubrics evaluated, and they could do a better job than they did at the beginning.

Chapter V

Conclusions and Recommendations

The conclusion is intended to help the reader understand why your research should matter to them after they have finished reading the paper. A conclusion is not merely a summary of the main topics covered or a re-statement of your research problem, but a synthesis of key points and, if applicable, where you recommend new areas for future research. (University of Southern California, 2017)

The accomplishment of the conclusions was made through the interpretation of the results provided by the instruments applied by the researcher. Each specific objective and the research question are answered and analyzed to know if the specific objectives were achieved during this investigation. Besides that, some recommendations for the present and future researches about this topic are stated.

5.1 Conclusions

In the following paragraphs, the reader will find the most relevant aspect from the information and the answer for each objective.

5.1.1 To determine the major causes that affect students' concentration in reading.

This first specific objective consisted in analyzing and identifying the causes that affect student's concentration when they read English in class. This was possible by making an observation to the teacher and the students. The researcher explored the environment on this section and found different aspects that influenced students' paying attention during class

lessons. First, the use of technology became the first cause of distraction for these learners. Some of the main distracters were the use cell phones to check Facebook or WhatsApp, videogames on their iPads, and listening to music while completing a handout. Besides those distracters, some students interrupted the class talking with their classmates, and this cause affects the other classmates' attention. On the other hand, during the observation it was possible to witness how other students drew during the teacher's explanation; this is consider as another distracter during lessons.

The first instrument was the questionnaire; one of the questions was about the most difficult part to do after a reading, and the majority of their answers were "answer questions". This is one of the main causes of English when answering questions in reading comprehension, which sometimes is difficult for students to be focused, try to understand the text and the questions at the same time.

The second cause the researcher found is that the students do not have the correct habit to read, especially to read in English. Because this is not their native language, the majority do not tend to be very familiar with this foreign language and this affects their knowledge and comprehension in reading. The vocabulary is the hardest aspect to understand in a reading, and using it in a reading comprehension activity can cause difficulty.

Finally, through the questionnaire's results it was shown that students do not have the habit to read in English or prefer to read in the native language; these are the causes that affect students' concentration when they have to read and analyze a text in class. This means that the students are not familiar with the foreign language that they are studying and this is the reason why it is difficult for them to read and then analyze a text; it is difficult to have a clearer idea about what was read before.

Through the third instrument they had to read a short story and then answer some questions and choose the best answer about their thoughts and feelings during the process. They had to choose between four options: “anxious”, “nervous”, “excited”, and “calm”. The majority of the students chose “calm”. This is important to explain because the students said that they felt confident when they read the text and completed the task, but when all the handouts were analyzed and checked, the majority of the answers were not correct. This means that they do not follow the instructions to complete this instrument and some students did not read all the short story, as they had to do it. In addition, it can be mentioned that this happened because they were not focused when they were reading the text or some students did not understand some parts of the reading.

Moreover, the effects of poor concentration on reading in class were analyzed through a pre-test, which consisted on a reading comprehension oral test. A rubric was used for the instrument to evaluate every student. They had some minutes to read the text and answer questions given by the teacher. They were scored from 1 to 4 in interpretation, detail, use of information, and clarity. For the first rubric, interpretation, the majority of the students scored 4. This means that they exceed the expectations in their interpretation because their answers showed good comprehension of the text, and it was easy to understand what they were reading.

For the second rubric, detail, the majority of the students scored 4 again. They used supporting ideas from the text when they answered. However, some students needed improvement because they did not use any supporting details from the text when they answered. These students tried to use different information from what they read, but they did not use details extracted from the reading.

For the third rubric, use of information, the majority of the students scored 4, which means that they exceeded the expectations. However, some students met the expectations because they did not use the correct information from the text and their answers were not concise. The answers were not very clear, but they tried to use information from the text and think in a possible answer to the question.

Finally, the fourth rubric, clarity, the majority of the students scored 4 again. These students exceeded the expectations; they answered very clearly; their answers were understood. On the other hand, some students needed improvement; their answers were difficult to understand and were not very clear.

In conclusion, poor concentration on reading has different causes, such as not understanding a text or questions, not having the habit to read, and preferring to read in the native language, in this case, in Spanish. In addition, the effects these factors have in focusing on reading affect students' comprehension and make them feel insecure when they have to analyze a text. In other words, the concentration on reading was affected because of bad comprehension and all its causes.

5.1.2 To provide different techniques that a teacher can apply in reading class.

As it was seen before, there are factors that affect being focused on reading. However, during the research, the students were given some techniques to improve their reading skill in class, but in this case with the objective of techniques that a teacher can develop in class. It is important to mention that when these two techniques were applied, the teacher of this group was in the class and she was an observer during all the process.

The first technique applied was Simple Sentences Technique, which consisted in identifying students' problems in prior knowledge about content area, vocabulary and concepts. Therefore, the students, for this research, were asked three questions in order for them to know what they truly feel and think about the text they already read. The questions were about their feelings and thoughts when they were using this instrument. They had to choose one option for each question. Finally, when they were done with the questions, the teacher had to analyze their answers in order to have a clear view about the results in the investigation.

The results showed that the most common thoughts they had towards reading were that they felt calm when they read the text, and during the production of the sentences would be “I got this”; they motivate themselves. This means that the majority of them had a positive thought, and they motivated themselves to keep going and to finally succeed on the reading.

Some of the other students had different answers such as: “I cannot understand”, “worried”, and “nervous” through the process of this reading technique. However, the thought some of them had was “I got this!” this shows that a positive attitude regardless the final result in the test. This technique was difficult for the students to understand at the beginning, but then it was amazing to see how some of them read the text twice, analyzed each part, and tried to complete the handout with their best effort.

In conclusion, feeling worried, nervous or not understanding that text make students fail when they have to read a text and analyze it. Meanwhile, having positive thoughts and confidence in themselves is a good tool, and for teachers who try to find strategies or activities that help students succeed in reading, this technique can be a good technique to implement in a reading class.

The second technique to make students focus on reading was the Scanning Technique in Reading. The objective of this technique is to improve the reader's focus; this means that this basic tool can improve students' comprehension in reading class.

In order for them to understand what they had to do, they had to think that they were reading a TV guide as they usually do in their lives and they carefully look for a show or movie in that moment. The second step was reading all the questions that they had to answer following the TV schedule given with all the information. The last step was answering each question and looking for the details in the TV schedule and trying not to read the entire schedule, but just to find what was asked in the question.

At the beginning, some students had problems to do this activity because they had never used this technique in a text. The teacher explained one more time what they had to do and how to do it correctly. The students found this technique easier to apply when they had to read a text and answer questions about it.

In conclusion, all the students were given skills and techniques to analyze and write their answers correctly. This technique is excellent to apply in class because it covers students' skills in reading, such as use of information, analysis, identification, and comprehension of what is asked as in this case. This made the students more focused and they could identify details in a reading.

5.1.3 To evaluate a flexible, dynamic, and helpful technique that makes students' concentration enriching and enjoyable in the classroom with their teachers.

Once all the techniques were applied, they had to demonstrate what they learned through these techniques. In order to measure their improvement and enrich their concentration with

reading techniques, which are Simple Sentences Technique and Scanning Technique, they had to put into practice these techniques in class. They were evaluated through the same rubric as for the pre-test, but now in a post-test. This was done with the purpose of seeing their improvement on interpretation, detail, use of information, and clarity when they read and analyzed a text.

For the first rubric, interpretation, students got a score of 3 and 4; that means that they improved their knowledge in a text. Although they got good scores in the pre-test, the students who did not succeed in this part the first time improved their skills. These students used the techniques in the correct way and had a positive motivation to get better in the post-test. About the detail part, the students improved their skills compared to the first test. The students got 3 and 4. They used different details related to the text to answer the questions, which helped them improve their reading skills and it was seen that they were more focused while they were reading.

On the other hand, they improve their use of information because they scored 3 and 4. That means that they answered each question including information of the text when it was necessary. Students improved in this part because in this test they read the text twice in order to understand the context of text that is what the author wanted to say, and to have each question in the reading comprehension part clear.

Finally, in the clarity aspect, the students scored 3 and 4. They answered each question more clearly than the first time. Although they had good scores in this part the first time, the students that failed in the pre-test improved their reading skills and they were more focused this time. The answers were more concise and understandable this time, it was easier for them to comprehend the text and answer the questions.

In conclusion, making students focus on reading using techniques was effective because the students were able to read, follow the instructions, and apply the techniques taught and learned. In other words, knowing how to use some reading techniques can help teachers and improve students' skills.

5.2 Restatement of the Research Question

The main objective of this research was to analyze the factors that affects students' concentration in reading on EFL children learners. This objective was achieved through the implementation of different instruments (questionnaire, tests, and techniques) in order to get relevant information about those factors, its causes, and how it affects reading in class. Through the analysis of the instruments' results, it can be indicated that poor concentration that some students have affects their reading comprehension during the English lesson. The first point is because there are different causes, which affect reading in class: not understanding the vocabulary, being unable to answer a question correctly using information related to the text or not following the instructions in a reading part.

Those causes tend to make the students feel stressed and they cannot be focused when they have to read. However, EFL learners can have a process when they read in English; they have to comprehend the context of a text, all the new vocabulary, and try to understand what the text is saying to them. Also, it is important to mark the process of learning a new language, it is similar to starting again as a child.

These factors can affect their concentration if they feel nervous, anxious or stressed when they try to read and understand at the same time. Even reading in a native language is difficult because it is easy to read, but sometimes students cannot understand what the story or text is

about. The same thing happens with an EFL learner; sometimes it is hard to understand a new language, in this case English. The EFL learners have to deal with the new grammar structures, vocabulary, spelling, and many other details in English.

5.3 Recommendations

In addition, future researchers can analyze other causes that affect students' concentration in reading. It would be interesting to know if there are more factors that are not studied today. It can be analyzed how the poor concentration can affect writing because this skill is similar to the skill already studied. The researcher can analyze grammar structures when students answer the questions in a reading comprehension. Reading and writing have a particular detail: reading affects writing and writing affects reading. The future researches can find and analyze how reading helps develop specific writing skills.

Also, there can be done a research on how being nervous or anxious in reading comprehension affects the students' concentration while reading in English. Different factors and reasons why this happens can be analyzed. It would be motivating to know the different levels of anxiety that affect when students they cannot be focused while reading. The researcher can find different methods and techniques to overcome the factors that develop this in reading comprehension. The use of new techniques and the common ones used today can be compared.

Besides, the results of the researcher showed that there are other factors that affect reading comprehension. Future researches can analyze why vocabulary is difficult to develop in English and how this affects reading a text and its comprehension. There are other factors as this one that affect reading comprehension, but this seems to be the most important in the reading

part. A future researcher can study the problem of having poor vocabulary knowledge and how it can affect a student while reading.

Finally, the students had to take two different tests and techniques that consisted on reading a text. Through these techniques, a future researcher can analyze and identify the causes that affect students' concentration and the way read in different ways. In summary, the researcher can find alternative ways to overcome those difficulties and improve their reading and understanding by the application of new reading techniques and skills. Future researchers can investigate and create new and possible test to improve students' reading comprehension and with these different tests, the students will be more focused in class during the reading time.

These recommendations can be useful for new researches that are interested in a specific English skill, in this case, reading. Teachers should investigate and get their own conclusions about reading and students' concentration. Although teachers know how to teach their classes and have their own strategies, they can study more about how to reach their students' focus in class and how students can understand what they are reading at the same time.

Lastly, motivating students to read more often in English is important to them in order to have better knowledge of vocabulary, and this can help them analyze and understand a text more easily. Besides, using different tools, methods or techniques to practice vocabulary helps improve the writing skill and achieve the goal in reading comprehension.



APPENDIXES

Appendix A. Questionnaire

Universidad Internacional de las Américas

Escuela de Inglés

Indiana Calderón Padilla

II Cuatrimestre 2017

Questionnaire

Focusing in English Reading Scale

Objective: To identify the levels of reading in public on EFL (English as a Foreign Language) children learners.

Instructions: Read carefully the following questions and draw an X in the option that you considered appropriated.

1. Is it English a language easy to understand for you?
 Yes
 No
2. Do you use strategies to study reading at home?
 Always
 Sometimes
 Rarely
 Never
3. How often do you read?
 Always
 Sometimes
 Rarely
 Never

4. What is your favorite language to read?
 - English
 - Spanish
 - None
5. Is it easy for you to be focus on a text when you are reading it?
 - Yes
 - No
6. Do you follow an order when you read a text?
 - Always
 - Sometimes
 - Rarely
 - Never
7. Can you be concentrated in class when you read?
 - Yes
 - No
8. What is the most difficult for you in the reading part?
 - Vocabulary
 - Summary all the information
 - Answer questions about the reading
9. What is a good method for you to be focused in class?
 - Take notes
 - Participate
 - Sit up front
10. Depending of the text, how often do you understand what you are reading?
 - Always
 - Sometimes
 - Rarely
 - Never



Appendix B. Pre-test

Universidad Internacional de las Américas

Escuela de Inglés

Indiana Calderón Padilla

II Cuatrimestre 2017

Pre-test

Reading Comprehension Oral Test

Objective: To determine the major causes that affect students' concentration in reading.

Instructions: Read the following text and then answer the questions telling by the teacher.

Remember to use key words and follow the context of the text.

What is the Forecast?

The weather forecast tells us what the temperature and air conditions are likely to be outside in the near future. There is a wide variety of weather, from sunny to stormy and warm to cool. It can be rainy, cloudy, or windy. Listening to or watching the weather forecast can help us be prepared so we know what to wear. If weather conditions will be severe, like snow, a storm or a hurricane, getting information ahead of time can help us prepare so we can stay safe.

A meteorologist is a person whose job it is to forecast the weather. There are many tools available now that help the meteorologist do his/her job. A common tool for getting an accurate measurement of the temperature is a thermometer. A high temperature probably means plenty of sunshine for everyone.

When the weather is rainy, a meteorologist can use a rain gauge to get numerical data about how much rain is falling outdoors. If you are lucky, you may be able to see a rainbow if the sun comes out while the last of the rain is still sprinkling from the sky.

Wind brings us weather because it blows clouds from one place to another. Therefore, it is helpful to know from which direction the wind is blowing. A wind vane can provide this information so meteorologists know what is coming. Weather forecasts are not always right, but they get more accurate all the time.



Appendix C. Simple Sentences Technique

Universidad Internacional de las Américas

Escuela de Inglés

Indiana Calderón Padilla

II Cuatrimestre 2017

Making Students Focus on Reading Techniques

Possible Sentences Technique

Objective: To identify the irrational beliefs towards reading comprehension.

Instructions: Read the following story. Look at the vocabulary words the teacher provided, then analyze the words, think about the meaning related to the story, and write a possible sentence for each one. After you read, come back and review your possible sentences.

Influential	Gravely
Stroking back	Laid
Coursed	Attended

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

The Father

by Bjørnstjerne Bjørnson

The man whose story is here to be told was the wealthiest and most influential person in his parish; his name was Thord Overaas. He appeared in the priest's study one day, tall and earnest. "I have gotten a son," said he, "and I wish to present him for baptism."

"What shall his name be?"

"Finn,—after my father."

"And the sponsors?"

They were mentioned, and proved to be the best men and women of Thord's relations in the parish.

"Is there anything else?" inquired the priest, and looked up.

The peasant hesitated a little.

"I should like very much to have him baptized by himself," said he, finally.

"That is to say on a week-day?"

"Next Saturday, at twelve o'clock noon."

"Is there anything else?" inquired the priest.

"There is nothing else;" and the peasant twirled his cap, as though he were about to go.

Then the priest rose. "There is yet this, however," said he, and walking toward Thord, he took him by the hand and looked gravely into his eyes: "God grant that the child may become a blessing to you!"

One day sixteen years later, Thord stood once more in the priest's study.

"Really, you carry your age astonishingly well, Thord," said the priest; for he saw no change whatever in the man.

"That is because I have no troubles," replied Thord.

To this the priest said nothing, but after a while he asked: "What is your pleasure this evening?"

"I have come this evening about that son of mine who is to be confirmed tomorrow."

"He is a bright boy."

"I did not wish to pay the priest until I heard what number the boy would have when he takes his place in church tomorrow."

"He will stand number one." "So I have heard; and here are ten dollars for the priest."

"Is there anything else I can do for you?" inquired the priest, fixing his eyes on Thord.

"There is nothing else."

Thord went out.

Eight years more rolled by, and then one day a noise was heard outside of the priest's study, for many men were approaching, and at their head was Thord, who entered first.

The priest looked up and recognized him.

"You come well attended this evening, Thord,"

"I am here to request that the banns may be published for my son; he is about to marry Karen Storliden, daughter of Gudmund, who stands here beside me."

"Why, that is the richest girl in the parish."

"So they say," replied the peasant, stroking back his hair with one hand.

The priest sat a while as if in deep thought, then entered the names in his book, without making any comments, and the men wrote their signatures underneath. Thord laid three dollars on the table.

"One is all I am to have," said the priest.

"I know that very well; but he is my only child, I want to do it handsomely."

The priest took the money.

"This is now the third time, Thord, that you have come here on your son's account."

"But now I am through with him," said Thord, and folding up his pocket-book he said farewell and walked away.

The men slowly followed him.

A fortnight later, the father and son were rowing across the lake, one calm, still day, to Storliden to make arrangements for the wedding.

"This thwart is not secure," said the son, and stood up to straighten the seat on which he was sitting.

At the same moment the board he was standing on slipped from under him; he threw out his arms, uttered a shriek, and fell overboard.

"Take hold of the oar!" shouted the father, springing to his feet and holding out the oar.

But when the son had made a couple of efforts he grew stiff.

"Wait a moment!" cried the father, and began to row toward his son.

Then the son rolled over on his back, gave his father one long look, and sank.

Thord could scarcely believe it; he held the boat still, and stared at the spot where his son had gone down, as though he must surely come to the surface again. There rose some bubbles, then some

more, and finally one large one that burst; and the lake lay there as smooth and bright as a mirror again.

For three days and three nights, people saw the father rowing round and round the spot, without taking either food or sleep; he was dragging the lake for the body of his son. And toward morning of the third day, he found it, and carried it in his arms up over the hills to his gard.

It might have been about a year from that day, when the priest, late one autumn evening, heard someone in the passage outside of the door, carefully trying to find the latch. The priest opened the door, and in walked a tall, thin man, with bowed form and white hair. The priest looked long at him before he recognized him. It was Thord.

"Are you out walking so late?" said the priest, and stood still in front of him.

"Ah, yes! It is late," said Thord, and took a seat.

The priest sat down also, as though waiting. A long, long silence followed. At last, Thord said:

"I have something with me that I should like to give to the poor; I want it to be invested as a legacy in my son's name."

He rose, laid some money on the table, and sat down again. The priest counted it.

"It is a great deal of money," said he.

"It is half the price of my gard. I sold it today."

The priest sat long in silence. At last, he asked, but gently:

"What do you propose to do now, Thord?"

"Something better."

They sat there for a while, Thord with downcast eyes, the priest with his eyes fixed on Thord. Presently the priest said, slowly and softly: "I think your son has at last brought you a true blessing."
"Yes, I think so myself," said Thord, looking up, while two big tears coursed slowly down his cheeks.



Appendix D. Scanning Training Technique

Universidad Internacional de las Américas

Escuela de Inglés

Indiana Calderón Padilla

II Cuatrimestre 2017

Making Students Focus on Reading Techniques

Scanning Technique in Reading

Objective: To develop reading skills and concepts in a reading comprehension.

Instructions: First, read the following questions and then use the TV Schedule to find the answers.

1. Is there a show about making good investments?
2. You are thinking about traveling to the USA for a vacation. Which show should you watch?
3. Peter is interested in wild animals, which show should he watch?
4. Which sport can you watch that takes place outside?
5. Which sport can you watch that takes place inside?
6. You like modern art. Which documentary should you watch?
7. How often can you watch the news?
8. Is there a horror film on this evening?

TV Schedule

CBC	FNB	ABN
<p>6.00 p.m.: National News - join Jack Parsons for your daily news roundup.</p>	<p>6.00 p.m.: In-Depth News - In-depth coverage of the most important national and international news stories.</p>	<p>6.00 p.m.: Travel Abroad - This week we travel to sunny California!</p>
<p>6.30: The Tiddles- Peter joins Mary for a wild adventure in the park.</p>	<p>7.00: Nature Revealed- Interesting documentary taking a look at the microscopic universe in your average speck of dust.</p>	<p>6.30: The Flintstones- Fred and Barney are at it again.</p>
<p>7.00: Golf Review- Watch highlights from today's final round of the Grand Master's.</p>	<p>7.30: Ping - Pong Masters- Live coverage from Peking.</p>	<p>7.00: Pretty Boy- Tom Cruise, the prettiest boy of them all, in an action packed thriller about Internet espionage.</p>
<p>8.30: Shock from the Past- This entertaining film by Arthur Schmidt takes a poke at the wild side of gambling.</p>	<p>9.30: It's Your Money- That's right and this favorite game show could make or break you depending on how you place your bets.</p>	<p>9.00: Tracking the Beast- The little understood wildebeest filmed in its natural surroundings with commentary by Dick Signit.</p>
<p>10.30: Nightly News- A review of the day's most important events.</p>	<p>10.30: Green Park- Stephen King's latest monster madness.</p>	<p>10.00: Pump Those Weights- A guide to successfully using weights to develop your physique while getting fit.</p>
<p>11.00: MOMA: Art for Everyone- A fascinating documentary that helps you enjoy the difference between pointilism and video installations.</p>	<p>0.30: Late Night News- Get the news you need to get a hard start on the upcoming day.</p>	<p>11.30: The Three Idiots- A fun farce based on those three tenors who don't know when to call it quits.</p>
<p>12:00: Hard Day's Night- Reflections after a long, hard day.</p>		<p>1.00: National Anthem- Close the day with this salute to our country.</p>



Appendix E. Post-test

Universidad Internacional de las Américas

Escuela de Inglés

Indiana Calderón Padilla

II Cuatrimestre 2017

Post-test

Making Inferences Test

Objective: To evaluate a flexible, dynamic, and helpful technique that makes students' concentration enriching and enjoyable in the classroom with their teachers.

Instructions: Below are two passages from L. Frank Baum's classic story "The Wonderful Wizard of Oz." The first passage is about Dorothy's home in Kansas. The second refers to the road outside the Emerald City in Oz. Read both passages and answer the questions.

Passage A

<p>When Dorothy stood in the doorway and looked around, she could see nothing but the great gray prairie on every side. Not a tree nor a house broke the broad sweep of flat country that reached to the edge of the sky in all directions. The sun had baked the plowed land into a gray mass, with little cracks running through it. Even the grass</p>	<p>was not green, for the sun had burned the tops of the long blades until they were the same gray color to be seen everywhere. Once the house had been painted, but the sun blistered the paint and the rains washed it away, and now the house was as dull and gray as everything else.</p>
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1. What is the most common color of the area around Dorothy's home?

2. Does this sound like a pleasant place?

Passage B

<p>The road was smooth and well paved, now, and the country about was beautiful, so that the travelers rejoiced in leaving the forest far behind, and with it the many dangers they had met in its gloomy shades. Once more they could see fences built beside the road; but these were painted green, and when they came to a small house, in which a farmer evidently lived, that also was painted green.</p>	<p>They passed by several of these houses during the afternoon, and sometimes people came to the doors and looked at them as if they would like to ask questions; but no one came near them nor spoke to them because of the great Lion, of which they were very much afraid. The people were all dressed in clothing of a lovely emerald-green color and wore peaked hats like those of the Munchkins.</p>
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3. What is the most common color of the surroundings in this passage?

4. Does this sound like a pleasant place?

5. What do you think the author is trying to say about the differences in these two places?

Pre-test and Post-test Rubric

Category	Exceeds Expectations 4	Meets Expectations 3	Needs Improvement 2	Does Not Meet Expectations 1
Interpretation	Answers are mostly correct and demonstrate excellent comprehension. Opinions are always fully justified.	Answers are often correct and demonstrate good comprehension. Opinions are adequately justified.	Answers are occasionally correct and demonstrate an incomplete comprehension of the topic. Opinions are sometimes justified.	Answers do not reflect accurate comprehension of the topic. Opinions are unjustified.
Detail	Answers are mostly complete, extensive, and include many details.	Answers are usually complete and include several details.	Answers contain some details.	Answers lack the required detail or are incomplete.
Use of Information	Answers mostly include supporting evidence from the text when necessary.	Answers usually include supporting evidence from the text when necessary.	Answers include occasional supporting evidence from the text when necessary.	Answers do not include supporting evidence from the text when necessary.
Clarity	Answers are very easy to understand. They are clear and concise.	Answers are always easy to understand.	Answers are sometimes understandable, but need to be more to the point.	Answers are difficult to understand.

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