

**UNIVERSIDAD INTERNACIONAL DE LAS AMÉRICAS**

**VICERRECTORIA ACADÉMICA**

**SCHOOL OF EDUCATION AND FOREIGN LANGUAGES**

**EVALUATION OF FREE READING CHOICE AS A  
STRATEGY TO ENGAGE STUDENTS IN READING AT LICEO  
EXPERIMENTAL BILINGUE LA TRINIDAD DURING THE  
SECOND TERM OF 2018**

Thesis Submitted to Obtain the Bachelor's Degree in English with Concentration in Teaching

**BRENDA IVANNIA RETANA TREJOS**

**LIC. LESLIE ELIZONDO MORA**

**SEDE ARANJUEZ**

**NOVIEMBRE, 2018**

## Contents

Chapter I.....	1
Introductory Framework .....	1
<b>1.1 Problem Statement of the investigation</b> .....	1
<b>1.2 Objectives of the investigation</b> .....	3
1.2.1 general objective.....	3
1.2.2 specific objectives .....	3
<b>1.3 Justification of the investigation</b> .....	3
<b>1.4 Antecedents of the investigation</b> .....	5
1.4.1 El Fomento de la Lectura a Nivel Universitario (Mora et al, 2015).....	5
1.4.2 Using Authentic Materials to Teach Reading Comprehension (Ugalde, 2008).....	6
1.4.3 Factors that Affect the Reading Comprehension of Secondary Students with Disabilities (Sanford, 2015) .....	7
1.4.4 Does the implementation of Concept Oriented Reading Instruction improve students overall reading skills? (Fannin, 2011) .....	8
1.4.5 An Evaluation of the Teaching of Reading Skills of English in Bangladesh (Rahman, 2007) .....	9
<b>1.5 Scope of the Investigation</b> .....	10
Chapter II .....	12
Theoretical Framework.....	12
<b>2.1 Reading Skills</b> .....	12
2.1.1 decoding. ....	13
2.1.2 fluency.....	14
2.1.3 vocabulary. ....	14
2.1.4 sentence construction and cohesion.....	15
2.1.5 reasoning and background knowledge.....	15
2.1.6 working memory and attention. ....	16
<b>2.2 How to Teach Reading</b> .....	16
2.2.1 the sensorimotor state.....	17
2.2.2 the preoperational stage. ....	19
2.2.3 the concrete operational stage.....	19
2.2.4 the formal operational stage.....	20
<b>2.3 What is the free choice reading strategy?</b> .....	22

2.4 Introduction to the strategy .....	25
2.5 Selection of the authors and readings .....	25
2.6 Periodical monitoring on students.....	29
2.7 Motivation.....	31
Chapter III.....	41
Methodological Framework.....	41
3.1 Research Approach.....	41
3.2 Research Method .....	44
3.3 Information Sources .....	45
3.3.1 Description of the Institution .....	45
3.3.2 Description of the Population.....	46
3.3.3 Description of the Participants .....	46
3.4 Analysis Categories.....	47
3.4.1 Reading comprehension .....	47
3.4.2 Vocabulary.....	48
3.4.3 Fluency .....	48
3.4.4 Topics of Interest among Students .....	49
3.5 Data Collection Instruments .....	49
3.6 Collection Data Process and Data Analysis .....	50
Chapter IV.....	52
Data Analysis.....	52
4.1 Analysis and Interpretation of the Results .....	52
4.1.1 Questionnaire .....	52
4.1.2 Checklist.....	64
4.1.3 Survey.....	68
4.1.4 Interview to the teacher.....	80
Chapter V .....	84
Conclusion and Recommendations.....	84
5.1 Conclusions.....	84
5.1.1 to identify the principal reasons why students do not have a reading habit.....	84
5.1.2 to apply the strategy that allow students make their own decisions regarding reading topics.....	87
5.1.3 to evaluate the students' progress during and after the application of the strategy to engage students in reading at Liceo Experimental Bilingüe la Trinidad.....	89

<b>5.2 Recommendations</b> .....	90
<b>Appendixes</b> .....	93
<b>Appendix 1</b> .....	94
<b>Appendix 2</b> .....	95
<b>Appendix 3</b> .....	96
<b>Appendix 4</b> .....	97
<b>References</b> .....	98

## Tables

<b>Table 1</b> .....	59
<b>Table 2</b> .....	61
<b>Table 3</b> .....	69
<b>Table 4</b> .....	71
<b>Table 5</b> .....	74
<b>Table 6</b> .....	76
<b>Table 7</b> .....	78

## Figures

<b>Figure 1</b> .....	53
<b>Figure 2</b> .....	54
<b>Figure 3</b> .....	55
<b>Figure 4</b> .....	56
<b>Figure 5</b> .....	58

## Dedication

I want to devote this work to my mother who has been my greatest support in life. She has taught me to work hard to achieve my goals, to be respectful to others no matter what, to be strong and smart when facing difficult times, and many other things. She has been a leader who teaches by example to my siblings and me. She is a wonderful mother, an amazing daughter, a loving wife, a caring sister, and the best grandmother in the world. She has worked her whole life to support her family and she is the greatest example I will ever have of what hard work means. She has protected her family and will always do, and it is my dream to become at least half of the woman she is.

I also want to dedicate this work to my sister Irene, who represents the start of everything. She made a sacrifice a long time ago and decided to give me the opportunity to learn English when I was only eleven years old. Thanks to her English has become my way of earning a living and I found my passion for teaching thanks to it.

Finally, I would like to mention how blessed I was to find my best friend and a person who would later become a sister to me and has supported me since we met. All this time and every course would have not been the same without her being next to me and I hope the journey of our friendship stays strong for the rest of our life.

## **Acknowledgements**

I want to thank all of the mentors and professor I have had during my entire life, since I started in school until my very last course at university. I have been inspired by great professors and I have a clear thought of the kind of educator I want to become. In addition, I want to appreciate the assistance from co-workers, my bosses, other colleagues at U.I.A, and special thanks to Liceo Experimental Bilingüe La Trinidad and its team for opening the doors of the institution and allowing me to develop this work, not to forget the tremendous support I received from my tutor professor Leslie Elizondo Mora.

## **Abstract**

*Evaluation of free reading choice as a strategy to engage students in reading at Liceo Experimental Bilingüe La Trinidad during the second term of 2018* is an investigation based on the topic of reading. This investigation intended to discover what strategy should be implemented to students of eight grade at Liceo Experimental Bilingüe La Trinidad in order to engage them more into reading and therefore improve their reading comprehension and vocabulary.

The researcher concluded the investigation with a general statement of how students at Liceo Experimental Bilingüe La Trinidad do enjoy reading and their mental dictionary grew during the application of the strategy as the participants were able to learn new vocabulary and information about different topics, that they found interesting.

## **Resumen**

*Evaluation of free reading choice as a strategy to engage students in reading at Liceo Experimental Bilingüe La Trinidad during the second term of 2018* es una investigación basada en la lectura. La intención principal era descubrir cual estrategia debía implementarse con los estudiantes de octavo grado del Liceo Experimental Bilingüe La Trinidad, con el propósito de que los estudiantes se interesen más en la lectura y de esa forma mejorar la comprensión de lectura y el vocabulario de los participantes.

El investigador concluyó el estudio una vez descubierto que después de la aplicación de la estrategia los estudiantes si disfrutaron de la lectura y su diccionario mental creció ya que los participantes aprendieron nuevas palabras e información relacionada con diferentes temas de su interés.

## Chapter I

### Introductory Framework

Chapter one of this investigation is intended to explain the introductory framework of the research. According to the Oxford Dictionary an introduction is define as “A thing preliminary to something else, especially an explanatory section at the beginning of a book, report, or speech.”(Oxford, 2018)

On the other hand, the definition of the word framework for English Language Learners according to the Merriam-Webster dictionary says that framework is “a set of ideas or facts that provide support for something”(Merriam-Webster, 2018).

Learning a foreign language is nowadays necessary in order to excel in different aspects of life such as personal growth, professional growth, and intellectual growth. However, it requires compromise, practice, and motivation. According to Bloomsbury International, an English School in London, (International, 2013), the importance of learning English is showed every day when one sees the diversity of earth’s cultures since the language allow us to communicate across cultures.

#### 1.1 Problem Statement of the investigation

Costa Rica has the lowest illiteracy rate in Central America, this according to the data collected by Banco Centro Americano de Integración Económica (BCIE)(Garza, 2016).

However, according to the Organización de Estados Iberoamericanos para la Educación, la

Ciencia y la Cultura (OEI)(Nación, 2017), Costa Rica also has the lowest rate of books read by a person annually of the region. Based on their last survey about cultural habits and practices of Latin America in 2013, Costa Ricans read 2,7 books per year.

On a report of the journal article from(Nación, 2017), Luis Bernal Montes de Oca, president of the Costa Rican Chamber of the Book, suggested that there should be a higher support from the government to promote the habit of reading. Since, to be a good person may not require the exercise of reading, but this practice helps the human being to be more efficient in cognitive terms in a society that demands it.

If a Costa Rican high school student is asked to write an essay of more than three paragraphs about any topic, most of them will certainly struggle during the production of it. There will be lack of vocabulary, incorrect sentence structure, and lack of ideas. This certainly proves that the lack of a reading habit affects the ability of people to express or being able to defend an idea.

This fact sets a question that is intended to be resolved in this investigation.

What strategy should be implemented to students of eight grade at Liceo Experimental Bilingüe de la Trinidad to engage them into reading more in order to improve their reading comprehension and vocabulary?

## **1.2 Objectives of the investigation**

It is necessary to set the objectives of the investigation, since they will point a line that delimitates the study. Without objectives, the investigation might not have an established purpose and path to follow, as well, the research question will only be answered once the investigator accomplishes the objectives.

### **1.2.1 general objective.**

To evaluate the effectiveness of applying a strategy to engage students into a reading habit in order develop a better reading comprehension and vocabulary.

### **1.2.2 specific objectives.**

To identify the principal reasons why students do not have a reading habit

To apply the strategy that allow students make their own decisions regarding reading topics

To evaluate the students' progress during and after the application of the strategy to engage students in reading at Liceo Experimental Bilingüe la Trinidad

## **1.3 Justification of the investigation**

“Books are the quietest and most constant of friends: they are the most accessible and wisest of counselors, and the most patient teachers.” (Charles W. Elio)

According to the Nord Anglia Internacional School(School, 2018), having good reading skills is important to the success of a child in school as this will allow them to access the breadth

of the curriculum and improve their communication language skills. Not to forget that reading can be fun for children to spend their time, which will open doors to all kinds of new worlds.

When students communicate verbally, the vocabulary they use is often limited and repetitive; meanwhile reading books ensures that they will be exposed to vocabulary on different topics, since they will find words or phrases that may not find otherwise in their daily lives (Bonfiglio, 2017). Vocabulary enriches communication either verbal or written and it is important to be constantly looking for new words that can enrich even more our mental dictionary.

Some people devour books with no problem, they can read and read and collect many books and never get bored. On the other hand, for some other people having to read for homework or school in general may be the most boring thing to do, and never think about reading for pleasure because that will hardly happen.

This investigation is intended to help students identify the reason why they struggle with reading. As well as, assist them in finding good reasons to read, realize how important it is to learn how to properly do it, and the benefits that they can get from doing it not only because they have to but because they want to do so as well. The direct beneficiaries of this investigation will be the students of eighth grade at Liceo Experimental Bilingüe de la Trinidad, since they are in a bilingual high school they are assign to read a lot to make investigations about different topics. Some students struggle with reading and find this as a boring task. Which leads to the necessity of helping them find a way of making this a fun time.

The purpose is to apply a strategy that will allow students to forget about the idea that reading is boring and that they cannot have fun or learn something new when doing so. The intention is to apply the free reading choice as a strategy to engage students in reading more, that way they will enrich vocabulary and comprehend more when reading about any other topic.

#### **1.4 Antecedents of the investigation**

Before beginning the explanation of the strategy that will be used in this investigation, it is necessary to include the antecedents of this topic. According to the Merriam Webster Dictionary (Merriam-Webster, 2018), the word “Antecedent” means “Something that came before something else and might have influenced or caused it.” This definition suggests that, in this case, that the antecedents are studies, theories, and other investigations that have influenced in one-way or another the application of the technique or strategy applied in the current research.

##### **1.4.1 El Fomento de la Lectura a Nivel Universitario (Mora et al, 2014)**

This investigation was developed by Mora, Moraga, Murcia, Porras, Quesada, and Solano in 2015, at the Universidad de Costa Rica (UCR). The investigation was about the importance of reading for an individual’s personal and social growth. The goal that Mora et al. wanted to achieve was to diagnose the reading practices of university students in their first year, as well as to create a proposal for a Reading Literacy Program. The investigation had a quantitative approach and its variables were gender, age, economical situation, place of residence, frequency of reading, preferences of reading, languages in which the participants liked to read, places where people read, limitations to read, access to text books and reading promotion. The study

was applied to 466 students who were enrolled in the second semester of 2013 in the courses of “*Humanidades I*” and “*Humanidades II*”

According to (Mora et al, 2014), the investigation was useful to identify characteristics of the population studied in relation to the reading habits they had. These results were positive in despite of the limitations they presented on accessing sources to read. Besides (Mora et al, 2014) were able to identify that UCR had already started by then initiatives to stimulate students to read, which had already influenced the population of the university.

The investigation concluded with a statement from its authors who were able to prove that reading is a powerful tool for the development of a person's life and this is the reason why it was necessary to improve the reading level of first year university students at Universidad de Costa Rica. As well, the researchers were able to elaborate a proposal to UCR of a Reading Literacy Program and a campaign to promote the habit of reading.

#### **1.4.2 Using Authentic Materials to Teach Reading Comprehension (Ugalde, 2008)**

In 2008 Ana Rojas Ugalde, a student from the Universidad Nacional in Costa Rica, developed a research intended to study the effectiveness of the usage of textbooks and preparation of material for reading comprehension, as well as to provide teachers with the tools to identify the most significant textbooks to assist students in improving their reading skills.

In the theoretical framework (Ugalde, 2008) emphasizes that her interest for this topic derived from her belief that students should be taught to understand readings using the target

language. The study was applied at Universidad Nacional with the intention to assist professors finding the correct tools to identify which textbooks are better to enhance students reading abilities.

This study concluded with a statement from Ugalde that says that a book is never the focus of a course since the learning is not based on following a textbook, but it certainly provides the teacher with a tool for a successful class. However, she did emphasize that it is the instructor's job to create a good teaching-learning environment and promote motivation within the group and this cannot be done with any book on its own. In addition, (Ugalde, 2008) mentioned that it is essential to develop materials that are according to the “real life” of Costa Rican students.

#### **1.4.3 Factors that Affect the Reading Comprehension of Secondary Students with Disabilities (Sanford, 2015)**

This investigation was developed by Karen L. Sanford in 2015, at the University of San Francisco. In the introduction of the work, (Sanford, 2015) explained how the lack of literacy skills affects the development of individuals in different areas of their life. (Sanford, 2015) also explains how memory, vocabulary, prior knowledge, word recognition, reading strategies, and motivation are important factors to achieve reading comprehension. The researcher's concern was that according to her thirty-millions Americans are consider unable to complete job applications or understand health care forms due to the lack of literacy.

The investigation was applied to 158 students with disabilities in grades 9 to 12 attending two high schools in California. The goal that Sanford wanted to achieve was to improve reading comprehension for secondary students with disabilities, as well as, identify both cognitive and affective processes that affect reading comprehension.

Sanford concluded the investigation by stating that it is important that learners are motivated and engaged in the process of learning. Second, she pointed out that word recognition was the strongest predictor of reading comprehension followed by vocabulary, reading strategies and working memory. This since the more prepare students were in decoding words, the better equipped they are to understand what they were reading.

#### **1.4.4 Does the Implementation of Concept Oriented Reading Instruction Improve Students Overall Reading Skills? (Fannin, 2011)**

Kaminsia Mercedes Fannin at the LaGrange College in Georgia, USA 2011, developed this investigation. The purpose of this research was to determine if the implementation of Concept-Oriented Reading Instruction (CORI) strategy could contribute to an improvement for students with disabilities in reading fluency and comprehension. The goal that (Fannin, 2011) wanted to achieve was to discover a way of implementing CORI in the classroom, as well as if this has positive result in the reading fluency and comprehension skills of students. The researcher stated that the best stage to improve students' reading skills and proficiency is at an early age, since students will be more likely to remain engaged in their later years.

The study was applied to a group of elementary schools with disabilities in a school in the west Georgia area. The researcher had a mix approach since the investigation had both a quantitative and qualitative collection of data.

This investigation concluded with a statement from the researcher saying that after collecting data from the instructional plan, instructional plan rubric and interviews, she was able to determine that applying CORI strategy in the classroom is beneficial to improve reading fluency. She said, "This action research indeed made an impact on my student's learning and overall performance in the classroom. The students were able to experience a different classroom environment in the reading classroom than they were familiar with."(Fannin, 2011)

#### **1.4.5 An Evaluation of the Teaching of Reading Skills of English in Bangladesh (Rahman, 2007)**

Hamidur Rahman from the University of Rajshahi located in Bangladesh developed a thesis in 2007 that was intended to discuss the development in reading pedagogy at the moment, as well as to research about the reading skills of the learners in Bangladesh to determine how prepare are they for the context of a globalized world. The researchers primarily objective was to examine the developments in the methodology of teacher reading skills to students in Bangladesh. The goals that Rahman wanted to achieve were to examine the problems students face during their reading and recommend measures to improve the condition.

The study concluded with a statement from Rahman who found out that the students of Bangladesh were weak in reading. Their speed of reading was slow and the efficiency in understanding the meaning of a text was very poor. As well, Rahman provided recommendations that if implemented the state of teaching and learning of reading skills in the country of Bangladesh will improve significantly.

### **1.5 Scope of the Investigation**

Every investigation project must have a clear defined purpose, for this it is important that the researchers set up goals to achieve at the end of the study. Based on this, this investigation has the following goals that the researcher hopes to achieve by the end of the study.

First, dive deep into the causes of why students at Liceo Experimental Bilingüe de la Trinidad do not enjoy reading and why they consider this is a boring task. As well, the purpose is to change their mindset, engage them into reading more, and assist them to find topics that will interested them.

Second, develop the chosen strategy from beginning to end, be able to collect the necessary information from students to be able to start the strategy and collect their final thoughts after completing the process. This to identify if the process was helpful for them to change the idea they had about reading and investigate if the strategy was effective to improve their reading skills and vocabulary.

Third, verify the effectiveness of the strategy and be able to identify if the process needs any changes or additions in order to improve the process and make it more effective to students.

## Chapter II

### Theoretical Framework

The intention of this chapter is to develop the theoretical framework. According to College of Education. Alabama State University; Corvellec, Hervé, ed. it represents the ground and foundations of which the research project is based.

"A theoretical framework consists of concepts and, together with their definitions and reference to relevant scholarly literature, existing theory that is used for your particular study. The theoretical framework must demonstrate an understanding of theories and concepts that are relevant to the topic of your research paper and that relate to the broader areas of knowledge being considered."

#### 2.1 Reading Skills

According to (Mikulecky, 2008), reading is a conscious and unconscious thinking process. This author explained that the reader has to apply many strategies to reconstruct the meaning that the author intended when a text was written; and this is done when the reader compares the information in a text to his or her background knowledge and prior experience.

According to (Perfetti, 2001), reading skill is an individual's standing on some reading assessment. There will be skilled readers who are those that score above the standard on the reading assessments and readers of low skill who are those that score below the standard.

Perifetti also explained that the processes of teaching reading will produce the variation on the readers skill.

According to (Andre M.I Lee, 2014), some people think of the act of reading as a straightforward task that is easy to master, however, in reality it is a very complex process that involves many different skills together that lead to the ultimate goal of reading, which is to understand what is been read.

Here are six essential skills that are consider necessary for reading comprehension, and might eventually help readers improve this skill, according to (Andre M.I Lee, 2014)

### **2.1.1 decoding.**

It is a vital step in the reading process; children can use this skill to try to find the meaning of a word they have heard before but have not seen written out. Decoding comes from an early language skill called phonemic awareness that enables children to hear individual sounds in words, which are known as phonemes. This also relies on the ability to connect the individual sound to letters. Most children get this skill by being exposed to books, songs and rhymes since an early stage of their life.

### **2.1.2 fluency.**

In order to read fluently, children need to recognize words instantly. Fluency can speed up the rate at which children can read or understand a text. When reading fluently readers are able to group words together to help with the meaning, and they use proper tone in their voice when reading aloud, which improves the overall understanding of the text.

It is also important that readers encounter irregular words like, of and the, that are not easy to sound out. Fluent readers can read quickly and without making too many errors, they are able to read smoothly at a good pace. For readers to be able to read fluently, word recognition is a key since it is the ability to recognize whole words instantly by sight, without sounding them out.

### **2.1.3 vocabulary.**

To be able to understand what is read is the key to be successful at the reading skill, and to be able to understand the reader needs to be familiar with most of the words in the text. This is the reason why having a strong vocabulary is an important component of reading comprehension. Students obtain vocabulary through everyday experience and by reading.

Assisting children to build their vocabulary it is important that both parents and teachers have frequent conversations on a variety of topics, and to try to include new words and ideas that will help increase the reader's mental dictionary.

#### **2.1.4 sentence construction and cohesion.**

Despite the idea that understanding how sentences are build is more related to a writing skill and so is connecting ideas within and between sentences, which is called cohesion, but these skills are also important for a better reading comprehension.

When a reader knows how ideas are linked, it helps them to understand a meaning from passages and entire texts. This also leads to something called coherence, which is the ability to connect ideas to other ideas in an overall piece of writing.

#### **2.1.5 reasoning and background knowledge.**

Most readers tend to relate what they have read to what they know in real life. This is why it is important for children to have a background or prior knowledge about the world in general when they read. It is also important to learn how to "read between the lines" and extract the meaning even when it is not literally spelled out.

To be able to obtain a background knowledge children have to be as expose as possible to different experiences to help make connections between new knowledge and the existing knowledge.

### **2.1.6 working memory and attention.**

Attention plays a very important role when reading, since it allows readers to take information from the text, and a working memory allows readers to hold on to that information and use it to gain meaning and build knowledge from what they are reading. It is important that children learn to self-monitor while reading, since they need to be able to recognize when they do not understand something, as they need to stop, go back and re-read to clear up any confusion they may have.

In order to help increase children's attention, it is important for parents and teachers to look for material that is interesting or motivating to them. This will encourage readers to stop and re-read when something is not clear, as the topic will interest them.

## **2.2 How to Teach Reading**

According to (Glass, 2017) teaching reading can be accomplished by using the first three out of the four cognitive stages developed by the psychologist and biologist Jean Piaget. This author explains how Piaget suggested that children begin collecting sensory and motor information, and then gradually organize the information first into symbolic thoughts and then into abstract ones.

The author explains as well that reading requires both understanding of symbolic thought to translate sounds into letters, and abstract thought to translate words into ideas. This is why the fourth stage, formal operations, is beyond the learning process since it begins around age 12.

According to (Cherry, 2018), on a blog about cognitive development, Piaget believed that children take an active role during the learning process as little scientists. This is done when they interact with the world around them, since children are continuously adding new knowledge.

### **2.2.1 the sensorimotor state.**

This stage starts from birth to age two, during this early stage of cognitive development, infants and toddlers acquire knowledge through sensory experiences and manipulating objects. The sensorimotor stage is consider a period of dramatic growth and learning, since children are continually making new discoveries about how the world works. According to (Cherry, 2018)Piaget divided this stage into six sub stages that are characterized by the development of a new skill.

#### ***2.2.1.1 reflexes.***

During this sub stage, the infant is able to understand the environment mostly through inborn reflexes such as sucking and looking, it develops from zero to one month.

#### ***2.2.1.2 primary circular reactions.***

This sub stage involves coordinating sensation and new schemas. This sub stage is develop between months one and four. It is when an infant repeats an action that he or she finds pleasurable.

### ***2.2.1.3 secondary circular reactions.***

During this sub stage the child becomes more focused on the world and begins to intentionally repeat an action in order to trigger a response in the environment and this sub stage is develop between months four and eight.

### ***2.2.1.4 coordination of reactions.***

This stage is develop between months eight and twelve. At this sub stage, the child starts to show clear intentional actions. Children start exploring the environment and will often imitate behavior that she or he has observed from others. As well, during this sub stage, children begin to understand certain objects and their function.

### ***2.2.1.5 tertiary circular reactions.***

This sub stage is develop between months twelve and eighteen when children begin a period of trial and error experimentation.

### ***2.2.1.6 early representation thoughts.***

At this sub stage, children begin to develop symbols to represent events or objects. This sub stage starts during month eighteen and end in month twenty-four.

### **2.2.2 the preoperational stage.**

This stage begins around age two, as children start to talk, and lasts until approximately age seven. Some of its major characteristics and developmental changes are first, that children begin to think symbolically and learn to use words and pictures to represent objects, second, children tend to be egocentric and struggle to see things from the perspective of others, and third, while children are getting better with language and thinking, they still tend to think about things in very concrete terms.

Language starts founding since the previous stage, but the development of language is one of the major highlights of the preoperational stage. During this stage, children begin to engage in symbolic play and learn to manipulate symbols. However, (Cherry, 2018) stated that Piaget noted that children do not yet understand concrete logic, which means literal thinking that is focused on the physical world.

### **2.2.3 the concrete operational stage.**

This stage is the third stage in Piaget's theory of cognitive development. It begins around age seven and continues until age eleven. The main characteristic of this stage is the development of logical thinking. While this is an important stage itself, it also serves as an important transition between earlier stages and the coming stage where children will learn how to think more abstractly and hypothetically.

#### **2.2.4 the formal operational stage.**

This stage is the fourth and final stage of the theory of cognitive development of Jean Piaget. It begins at age twelve and lasts into adulthood. At this point, thinking becomes more sophisticated and advanced; children are able to think both about abstract and theoretical concepts. As well, skills such as logical thought, deductive reasoning, and systematic planning emerge during this stage.

As mentioned before by Piaget's theory of cognitive development, learning is a process that begins since age zero, reason why it is important that children start being expose to learning from home. Parents are responsible for correct development of the early stages of their children cognitive process and this might worry those who will be parents for the first time, however, there are important and simple steps that parents can apply to improve the early stages of the cognitive development of their children.

Parents can start by reading every day to their children, the topic and length of the readings will vary according to the children's age. As the complexity of the reading advance, parents can also start asking questions about the reading to start measuring reading comprehension. It is also important to remember that kids learn by example based on what they see in the environment that surrounds them, reason why it is important that parents read as much as they can in front of their children; slowly parents will see how children will start imitating them, until reading becomes a habit of their own.

When it comes to teaching reading in a class environment, it might be difficult for teachers to do so. The time spend at class is not the same they spend at home, and the amount of activities that teachers have to handle during classes makes it more difficult, however, when planning ahead it can be possible to have perfect reading lesson.

Planning plays a very important role when delivering a reading lesson, teacher must take into account that students will be mostly sitting at their desk, so preparing a five to ten minutes warm up period to get students moving and active will be beneficial to get their attention and energy well canalize. Although it is not mandatory for teachers to plan the warm up activity related to the topic, it is important to do it, as this will introduce the topic and generate interest about it.

When reading about new topics it is normal that students will encounter new words to add to their mental dictionary, therefore it is important to practice reading the material aloud, to make sure that students have the correct pronunciation and understanding of the new vocabulary.

To check the new vocabulary the teacher can ask students to match synonyms, antonyms or pictures or ask them to complete sentences with the correct vocabulary words. As well, to measure comprehension, teachers can start with some true or false questions, and it is important to dive deep into why a student believes that a particular statement is true or false, to make sure they have full understanding of the reading.

Preparing small discussion questions related to the reading can be beneficial for reading comprehension. Beginners might find discussions quite challenging in opposite to intermediate or advanced students, however, it is important that the teacher is constantly motivating and encouraging students to express their thoughts to make sure they have full understanding of the reading. To be able to measure the improvement of the student's reading skills, it is important that teachers include short speaking, listening and writing activities whenever possible during the reading lessons.

Reading can be taught in many ways, according to The Understood Team, which is a website composed by writers, editors and community moderators, many of whom have children with learning and attention issues (Team, 2018).

### **2.3 What is the free choice reading strategy?**

For this investigation, the researcher has decided to analyze the free choice reading strategy as a method to enhance student's reading skills. This method can be known as independent reading, which is the reading students choose to do on their own.

It reflects the reader's personal choice of the material to be read as well as the time and place to read it. Through history it has also been called different ways, according to (Cullinan, 2000) on her research about independent reading and school achievement, she mentioned that

reading has been called voluntary reading (Krashen 1993; Short 1995; Morrow 1991), leisure reading (Greaney 1980), spare time reading (Searls 1985), recreational reading (Manzo and Manzo 1995), and reading outside of school (Anderson, Wilson, and Fielding 1988).

According to (Cullinan, 2000), free reading choice involves personal choice, reading widely from a variety of sources, and choosing what one reads. This strategy has been used in many classrooms to help encourage children to enjoy reading on their own, to improve comprehension, vocabulary, and fluency. This strategy give students an opportunity to choose from a selection of reading materials and build confidence making their own decisions.

This strategy has been used in many classrooms to help encourage children to enjoy reading on their own, to improve comprehension, vocabulary, and fluency. This strategy gives students an opportunity to choose from a selection of reading materials and build confidence making their own decisions.

(Cullinan, 2000)indicated on her paper about independent reading that researches indicate that many students do not choose to read often or in great quantities. She also mentioned that Morrow and Weinstein (1986) found that very few preschool and primary grade children chose to look at books during free-choice time at school. (Cullinan, 2000) also included a research from Greaney (1980), who found that fifth-grade students spent only 5.4 percent of their out of school free time engaged in reading, and that twenty-three percent of them chose not to read at all.

The assumption that literacy is associated with school achievement, participation in a democracy, and self-fulfillment is widely believed. These reasons should be enough for students to read more, however, some people suggest that the way reading is taught is not promoting students to love to read. (Cullinan, 2000) included on her investigation a study for UNESCO by Irving (1980), who found that most respondents made no association whatsoever between reading and pleasure.

According to Anderson, Fielding, and Wilson (1988), students who begin reading a book in school are more likely to continue to read outside of school. Krashen (1993) said that students who read independently become better readers, score higher on achievement tests in all subject areas, and have greater content knowledge than those who do not.

Nowadays, increasing students' motivation to read is a constant struggle for teachers, especially in middle school. Guthrie, Alao, and Rinehart (1997) contend, "As children move into young adulthood, the strength of their motivation to engage in voluntary reading during their free time declines" (p. 438). (Seres, 2011) explained that students' need for control is the most important factor in their declining engagement and motivation during adolescence.

(Seres, 2011) stated, "One factor inhibiting middle school students' motivation is the feeling that they rarely control any part of what happens to them during a school day" (p. 3). When students feel that they are part of the decision-making process, it provides them with a sense of autonomy.

## **2.4 Introduction to the strategy**

When thinking about students' independent reading, it is necessary to investigate their engagement and motivation in such a task. Kelley and Clausen-Grace (2009) state, "Without engagement, learning is difficult. Engaged readers actively interact with text, seeking to understand what they have read" (p. 313). It is important that students are both motivated to read and engaged in their reading to be able to build their reading and comprehension skills.

Independent reading is helpful to engage and motivate students to read, since it allows them to choose readings that are interesting to them. When students have the autonomy to choose and the support from their teacher, it encourages students to become more interested in reading, to do it more frequently, and improve their skills.

Guthrie (2004) who has written about reading motivation and engagement in students, stated, "The crisis of our schools today is that too many children are disengaged from literacy" (p.2). Students must be engaged in their reading in order to achieve. When a student is not engaged, reading achievement stops, creating a gap in the learning process.

## **2.5 Selection of the authors and readings**

When students choose books for independent reading there are many reasons that can influence on the decision. According to (Routman, 2003) comments such as "I liked the pictures" and "A friend recommended it" are very common when students choose books. Students usually choose books that appeal to them visually, since books covers are designed to

capture their interest and emotions. However, students should be more focused on the content of the book than how it looks.

In order to ensure that students will choose a book that will help them enhance their reading skills, it is very important that teachers do activities to guide them into the correct book with the proper content. This can be done by having students bring a selection of two or three books from different or the same author and present them to the rest of the class. The student can read aloud while the teacher listens to it and analyzes the content to determine if the book's content is appropriate to the students' age, grade, and to see if the book will help with new vocabulary.

It is important to know that if the book is difficult for the level of student, it can cause frustration, reason why the book has to be chosen according to the students' knowledge. It is acceptable for the student to choose a slightly difficult book if the student is interested in a specific subject. However, it has to be a book that the student finds interesting and despite the fact that he or she will encounter new words or phrases, the student will not lose the motivation while reading the book.

The student needs to understand and enjoy the book to achieve reading success. If a student chooses a difficult book, it is possible that he or she gives up on the book out of frustration. On the other hand, easy to understand books will allow students to focus on the meaning and think deeper about its characters and the plot of the book. However, it is important

to remember that too much easy reading will not allow students to grow further their reading skills.

In order to teach students how to choose the proper book, the teacher can have them choose from a small selection of books. The teacher must be careful when selecting those books, as the idea is for students to choose one of those books and there has to be at least one book that will interest the students. If the teacher knows the group it will be easy to have an idea of what topics can be interesting for the students, but the teacher has a new group, she or he can do warm up activities to get to know better the group in order to find more about their interests.

As well, the teacher has to teach students how to look through a book, by looking at the cover, flipping through the pages, and scanning the illustrations and reading the synopsis in the back part of the book. In order to know if the book has the proper level of difficulty, teachers can use the five fingers rule with their students and teach them that if while reading the synopsis of the book they find five or more words that they do not know, this means that the book might be too difficult for them.

When a student find the right book it will be one that he or she finds interesting and can easily read and understand with just a small amount of support. As the student reads and reads, he or she will be able to increase the difficulty of the books they choose.

Another way in which teachers can help students choose the right book is by teaching them the Goldilocks strategy to choose books. This strategy is named by analogy to the children's story *The Three Bears*, in which a little girl named Goldilocks has to taste three different bowls of porridge, and she find that she prefers porridge that is not too hot nor too cold. Since the story is all well-known across cultures, the concept of "just the right amount" is easily understood and applied to a variety of disciplines, including education.

The strategy has three categories: too hard, just right, and too easy. To determine which book is the correct for each student, they must answer several questions for each category and if the answer is "Yes", the book probably fits into that category.

For the first category, named too easy, the student must answer questions such as, have you read it lots of times before?, do you understand the story very well?, do you know almost every word?, and can you read it smoothly?

For the second category, named just right, students must answer questions such as, is the book new to you?, do you understand a lot of the book?, are there just a few words on a page you don't know?, and, when you read, are some places smooth and some choppy?

For the third category, named too hard, students have to answer questions such as, are there more than five words on a page you don't know?, are you confused about what is

happening in most of this book?, when you read, does it sound choppy?, and, is everyone else busy and unable to help you?

Another activity that teachers can apply to assist students choosing the correct book is to develop a guide with the help of the students. Students will create guidelines with the assistance with their teacher. It is important that students understand and enjoy each item on the list of guidelines when choosing a book. The criteria created can be written on a chart and kept on a spot when students can see it all the time as a reminder.

Choosing books that are appropriate for the students and teaching them how to choose for themselves is essential for a success on the developing of reading skills. However, it is important to keep in mind that depending on the population of the classroom, some of them will find it difficult to go to a library or bookstore to find a book, so it is helpful to keep their environment full of books at least during the class time. Having a small book shelf full of options where they can choose and keep it updated every couple of months to make sure they will always have something different to read.

## **2.6 Periodical monitoring on students**

In order to monitor the students' development during the strategy, teachers can implement during their classes a time to read. It does not have to be greater than ten minutes and it does not have to be in every class. The teacher can choose a specific day of the week for students to bring the book they are reading at home and sit in silence to allow everyone to read. It is important to

remember that even though it does not have to be every day, the more it is done the faster it can become a habit for students to read.

Being able to monitor every student can take a lot of time from a class. Therefore, teachers must be creative when designing activities that will allow them to monitor the progress of the students in the reading. To know if the strategy is working to enhance vocabulary, fluency, and more important if the students are enjoying and understanding what they are reading.

Monitoring should be done frequently; however, the teacher must be careful on the way the monitor is done. Students should see the monitor process as assistance time, in case they need help with new words, understanding a sentence or context. Therefore, teachers should do progress monitoring as often as the student requires supplemental instruction.

Identifying the goal to reach by students is the first step for teachers to find. When determining the goal, it makes it easier for teachers to recognize what things to pay attention to while monitoring the progress of the students. It is important that for this process the teacher takes into consideration the students' thoughts. Setting goals with the students will also motivate them to work harder on reaching them.

It is important for students to feel that the strategy of free reading choice is their decision to make. They need to feel that the idea is coming from them and that reading is something fun that will not be scored. In order to do this the progress monitoring should not be graded. This should be done to assist students during the process of reading, they should feel like the progress monitoring time is for support, a time for them to clear doubts, ask about the meaning of new words or ideas.

However, even though the progress monitoring time should not be graded, teachers can take notes about that time. This can be done to collect data to be able to audit the progress of the students while the strategy is been applied. As well, to create a confident environment with the students, while the progress monitoring time is happening, if the teacher will be taking notes, it is important to explain them the reason why the teacher will be writing notes.

## **2.7 Motivation**

Motivation plays a very important role during the process of the free reading choice strategy. It is important that students keep motivated and excited during the whole process, this will increase the students' excitement about the process of the strategy and this is an important task for the teacher to take into consideration, since he or she must create an environment where motivation is constantly surrounding students.

When thinking about students 'independent reading, it is necessary to research their engagement and motivation in doing such a task. Kelley and Clausen-Grace (2009) state,

"Without engagement, learning is difficult. Engaged readers actively interact with text, seeking to understand what they have read" (p. 313). It is important that students keep motivated and engage in their reading to build their comprehension skills.

When students have the opportunity to choose a book that interest them, it provides motivation and automatically engage them into reading, since the book they will reading was the one they selected. Having the autonomy to choose and the support from the teacher encourages students to become more interested in reading, to do it more frequently and therefore improve their reading skills.

Motivation to read can be an indicator of the students' level of success with literacy tasks. Frequently, if a student is good at reading he or she will do it more often and therefore improve more and more. On the other hand, students who struggle with reading tend to avoid the task, and therefore they do not improve. A student's tendency of avoiding reading tasks is known as the "Matthew Effect".

Keith E. Stanovich developed a report in 1986 about some consequences of individual differences in the acquisition of literacy; he called this report "Matthew Effects in Reading". The Matthew Effects are not only about progressive decline of slow starters, but also about the gap between students who struggle with reading and those who do not struggle with reading.

When a student is constantly failing in reading, their motivation and engage in reading declines. Developing a successful free reading choice strategy encourages students to experience with reading and regain the motivation to read. Carrying out a program to motivate students to read is a powerful antidote to battle against the "Matthew Effect".

Despite it is known that motivation to read is a crucially important factor in reading success, there are very few instruments to measure this. Currently, the Motivations for Reading Questionnaire (MQR) by Dr. Allan Wigfield and Dr. John Guthrie, is the most common instrument to measure students' motivation to read. This is a psychological test designed to assess when readers read for their own interest or when they read for other's interest.

It is important to have clear that motivation can be categorized into intrinsic and extrinsic. Intrinsic motivation comes within a person; people are intrinsically motivated when they enjoy doing an activity. On the other hand, extrinsic motivation is a drive that comes from outside a person; people are extrinsically motivated when the motivation for doing an activity comes from them wanting to gain a reward, such as a prize or a good grade or simply to just avoid a punishment.

Generally, if a person has an intrinsic motivation, rewarding them with prizes can decrease their motivation, making them less interested on reading and therefore the performance will decrease. However, if a person is not interested on a subject giving them rewards can get

them to participate in the activity, which can spark some motivation within them. In other words, extrinsic motivation can lead to intrinsic motivation.

Nowadays, most students have a motivation to learn English, whether it is related to business, for academic purposes or something else. This is the reason why it is important to motivate students to enhance their reading skills as this will help them reach their goal. Keeping that in mind, too much praise or extrinsic motivation can obstruct their learning.

It is crucial to determine what type of motivation has each student to be able to identify how to increase motivation. According to Susan Verner from the Fluent English Educator Blog, there are five ways to promote the students' intrinsic motivation to achieve better results in the reading skills.

The first tactic recommended by Susan Verner, is to make the class communicative. Using a language to communicate is part of the joy, learners get excited when they can successfully translate their thoughts into words and get their points across. Aside from the fun of communicating, it is also what most students want to obtain from learning English. In other words, that is where their intrinsic motivation lies since they are eager to be able to communicate in English for their own reasons.

The more students are encouraged to communicate in class, the more motivated they will be. Group activities are a good way to make class communicative, as well, teachers can use the seating to their advantage and get rid of rows and columns, this way her or she will encourage communication among the students. If these do not work, minimizing the teacher talk time might help as well to increase students' communication.

The second tactic to motivate students is to make English practical; students like to know the purpose behind an activity. One way to keep things practical in class is to use realia whenever it is possible. Realia is another way to say materials that are created with native speakers in mind. Bringing realia into the classroom will make students more prepared for what they will find outside the classroom. A simple way to bring realia to the classroom is to use easy vocabulary, vocabulary that is common and used by native speakers daily.

Another technique to make English practical is to use project-based learning; it is a great way to keep things focused on reality. This technique starts with a true-life problem and asks students to solve it. The process is more important than the final product, since the process is where students really put language knowledge to use. When students are focused on the process it helps motivate students the correct way, this is because they will not be focused on the grade.

The third tactic to motivate students is to make the classes fun. When students are having fun, they will be more engaged in learning. Some strategies to make the classes fun that teachers can use are, first, to use social media in class, teachers can try to have students write a short post

on Facebook, Instagram or Twitter, or to start a class blog. This will help them interact with the real world and use everyday language.

The usage of movies and songs in the target language can also help to create a fun environment during the class time. This will also bring new vocabulary to their mental dictionary and would as well contribute with the reading comprehension skills. Using games such as Scrabble and Charades is also a way to increase vocabulary, grammatical structures and keep students motivated during the class.

A big part of motivation is done when students and teachers forge a good and healthy relationship. Earning students 'trust can be difficult, but it certainly will motivate students to go to classes and participate on the activities planned by the teacher. It is important for students to know that teachers care about them and their learning process; this will encourage them and keep them motivated. For the teacher to show that she or he cares about their students, it is crucial for them to take the time every day to relate to their students on a personal level.

Once that a good relationship has been established between teachers and students, it is important for teacher to consider feedback carefully. Knowing how to deliver the correct quantity and quality of feedback can be crucial for the motivation of students. When students are constantly corrected for every single mistake, this can decrease their motivation towards the learning process.

When speaking about feedback it does not necessarily mean bad feedback, recognizing positive aspects about a student's work is known as positive feedback. Positive feedback can be used along with constructive criticism; it is better to deliver constructive criticism along with positive feedback, this way the students will feel like they might have to improve on something but that there is something good they are doing and it is being acknowledged by their teacher.

Teachers do not have to be the only source of feedback, both their peers and themselves have to learn how to deliver feedback to others and know how to self-evaluate themselves. Before the teacher implements peer feedback and self-evaluation, it is important that there is a demonstration done previously to guide the students on how both of these things are done.

It is also rewarding for students when their achievements are celebrated. It does not mean that teachers have to give them a prize for every action the students perform; however, every once in a while the teacher can take the time to provide public recognition for their students' performance and achievements. This will be a good example of how extrinsic motivation can be implemented, without forgetting that students must develop intrinsic motivation as the learning process progresses.

Motivation has to come from both the teacher and the students, being a motivated teacher is crucial for a successful classroom environment. Motivation helps to energize, direct and

sustain positive behavior over a long period of time. It help to drive creativity, curiosity, and a sparking desire for students to want to learn more. If the teacher is not motivated, he or she cannot motivate students during the learning process.

Motivation for a teacher can come from different sources and it can be both intrinsic and extrinsic. When a teacher likes what they do, motivation will be on top, they will want to create and motivate their students all the time, plan different activities and strategy to teach better and encourage students to love learning. However, if the situation is not what he or she expected and their motivation is not as high as it should be, it is time to look for different sources to find motivation again; that is when extrinsic motivation is applied on teachers.

An article published by Aimee Hosler from the Education World website in 2013, indicated six simple ways to keep teachers motivated and the importance of it. (Hosler, 2013), made an emphasis on the stress and constant frustration a teacher goes through every day and how important it is for teacher to look up for themselves and practice techniques or activities that will keep them motivated and encouraged.

(Hosler, 2013)recommended six ways to motivate and inspire the best of teachers. The first way, is to give teachers their space. Most teachers need to adhere to a set curricula, this limits their ideas and time to develop new activities or strategies. Despite this, it is important that teacher find the time during their planning and class time to develop classes in a way that he or she feel completely comfortable.

The second way recommended by (Hosler, 2013) was to invest in greatness. Teachers can certainly commit to a lifelong learning process; they understand that students have different needs and ways to learn. This is why it is important for teachers to invest on their self-growth as professionals, by enrolling in seminars presenting new education technologies and pedagogical theories to remind themselves why they entered the education field.

Respect is the third recommendation by (Hosler, 2013). The usage of respectful language at all times among students, teachers and administrators will increase the positivism in the environment and therefore the teachers' motivation. When a teacher feels listened to and that his or hers concerns and observations are taken into consideration, their intrinsic motivation will increase. Teachers like to feel trusted and that administrators provide them with authority over their instruction methods.

The fourth recommendation of (Hosler, 2013) was to keep teachers challenged. When teachers settle and find comfort on their classrooms, this could cause teachers' motivation to hold back. Challenges are good for teachers to stay active, doing research to solve problems, to create and develop a better teaching way. In order to keep teachers challenged, administrators can help by assigning specific tasks or goals to achieve on a certain amount of time.

The fifth recommendation made by (Hosler, 2013) is to provide teachers with the correct tools to succeed. In order to keep improving and implementing new strategies to reach every student and achieve the goal of encouraging students to learn, teachers must have the proper materials. Technological appliances, visual aids and textbooks are good assets for a teacher to have on their classroom in order to be able to deliver better classes.

The final recommendation made by (Hosler, 2013) was to make sure that teachers get pay accordingly to what they deserve. Despite the fact that teachers love what they do, they are still regular people who has bills to pay and it is important that they receive the proper monetary compensation for their effort and work. It is important that teachers seek counsel from a professional to make sure that their compensation information is according to the laws of the country where he or she works.

(Hosler, 2013) mentioned that the recommendations mentioned on her article were written based on surveys made to actual teachers and that if these six ways are not enough then it is a good idea to go directly with the teacher and ask him or her, how they would like to be motivated. Discover what things motivates them what activities or actions students or administrators can do to increase their encouragement towards their work.

## Chapter III

### Methodological Framework

Before starting an investigation project, it is important for researchers to select the techniques and approaches that will be used during the process. Since these methods will guide the research, and gather information on how students show improvement before, during, and after the investigation. Therefore, chapter three attempts to describe the methods chosen by the investigator, as well as a detailed description of the institution and population involved.

#### 3.1 Research Approach

Among many definitions of the word research, (Kowalczyk, 2017) defines it as “a careful and detailed study into a specific problem, concern, or issue using a scientific method. It is the adult form of the science fair projects back in elementary school, where you try to learn something by performing an experiment.” To have a guide during the process of the investigation it is critical that the researcher chooses carefully the method to be use.

The research method chosen by the researcher depends on the questions that the investigation attempts to answer. "Research methods may be understood as all those methods/techniques that are used for conduction of research."(Kothari, 2004, p. 7)On his book,(Kothari, 2004, p. 8) classifies the research methods into three groups: first, methods that are concerned with the collection of data; second, the statistical techniques that are used for

establishing a relationship between the data and the unknowns; third, the methods that are used to evaluate the accuracy of the results obtained. Since the word data is a very broad term, data is subdivided into two main types: quantitative data and qualitative data (Punch, 2009, p. 3).

According to (Goertzen, 2017, p. 12) "In the most basic term, quantitative research methods are concerned with collecting and analyzing data that is structured and can be represented numerically." (Goertzen, 2017, p. 13) Also mentions that a quantitative research focuses on measurable data, and it is effective to be able to answer the "what" or "how" of a given situation. Therefore, this method uses statistical, mathematical, or numerical analysis of data collected through polls, questionnaires, and surveys.

The main goal when conducting a quantitative research is to determine the relationship between an independent variable and a dependent variable within a population. This type of study has subdivisions, it can either be descriptive when the subjects are measured once or experimental when the subjects are measured before and after a treatment.

On the other hand, (Crossman, 2018) mentions that a qualitative research is a type of social science research which collects and works with non-numerical data. (Crossman, 2018) Also stated that qualitative researches investigate meanings, interpretations, symbols, and the processes and relations of social life. This type of investigation produces a descriptive data that researchers must interpret using a systematic method of transcription, coding, and analysis of trends and themes.

To develop a qualitative investigation, researchers use a variety of methods to collect data; among some of these methods used by this type of research, we can find the following:

First, we have direct observation, which helps researchers to study people in their daily lives without interfering or participating. Second, open-ended surveys that are mostly related to quantitative research, but many are also designed with open-ended questions that allow researchers to generate and analyze qualitative data. Third, focus groups, which researchers used to engage small groups of participants in a conversation to generate data relevant to the research question. Fourth, in-depth interviews, which consist of an interview conducted by the researcher and involves the participants in a one-on-one setting. (Crossman, 2018)

Qualitative research has both strengths and weaknesses. Between the benefits, we can find that it creates a depth understanding of the attitudes, behaviors, and interactions of society. Besides, this type of research is flexible and easily adaptable to changes during the research and it can be conducted with minimal cost in many cases. On the other hand, we have the downsides of this type of research, and they are that its scope is limited so its findings are not always widely generalizable. As well, researchers must be cautious with these methods to ensure that they do not influence the data in ways that change it when interpreting the findings. (Crossman, 2018)

### 3.2 Research Method

The research method that was decided to be used in this investigation is the qualitative, because the main purpose of the investigator is to evaluate the effectiveness of applying a strategy to engage students into reading to develop a better reading comprehension and vocabulary. Besides the study and its conclusions will appear in a narrative form instead of in a numerical one.

The two types of research explained before, qualitative and quantitative, use different types of instruments to collect the data and analyze the conclusions to validate the purpose of the investigation. It is very important the investigator choose the instruments carefully so that in the case of this investigation they will work specifically on a qualitative approach.

Qualitative researching is exciting and important. It is a highly rewarding activity because it engages us with things that matter. Through this type of research we can explore a wide away of dimensions of the social world, including the texture and weave of everyday life, the understandings, experiences and imagining of our research participants, the ways that social processes, institutions, discourses or relationships work, and the significance of the meanings that they generate. (Mason, 2002)

In addition to select carefully the instruments to be used during the investigation, it is also necessary to include a scope. The scope needs to be as complex as the investigation. For this

investigation, the researcher has decided to choose a descriptive scope, since the current investigation will analyze the characteristics, behavior, and reaction of the population being studied before, during and after the application of the instruments selected, the descriptive scope fits the objective of the investigator.

### **3.3 Information Sources**

To initiate the investigation, the researcher has to describe the population chosen to work with for the study. To be able to describe the participants, it is also necessary to describe the institution selected.

#### **3.3.1 Description of the Institution**

The researcher decided to apply her investigation at Liceo Experimental Bilingüe La Trinidad, located in La Trinidad, Moravia. This institution is a public high school supervised by the Ministry of Public Education in Costa Rica (MEP) since 1996. The construction of this institution was possible thanks to the government of Spain, since they donated \$75,000.00. Being this how the program of bilingual high schools started in Costa Rica.

The institution began working with a problem of infrastructure, since back in the days meanwhile the construction of its two first classrooms was happening, the teachers and students began receiving classes in a comunal center in Paracito, Moravia. It was inaugurated by the ex-president of Costa Rica, José María Figueres Ferrer and by then the institution had 286 students enroll and receiving classes.

Nowadays, the institution has around 600 students enroll. The work with the MEP's curriculum; furthermore, the English curriculum has being expanded. This is because the high school is 100% bilingual. In terms of infrastructure, the institution has expanded since its creation. It now has 51 classrooms, dining area, administrative offices, teacher's room, a sports field, photocopy center and a library. Every classroom is equipped with desks, chairs and a whiteboard.

The institution works during mornings and afternoons; in its regular schedule, the shift starts at 07:00 and it ends at 16:20, from Monday to Friday.

### **3.3.2 Description of the Population**

The institution has allow the researcher to work with eighth grade for this investigation. There are four groups of eighth grade in the institution; however, this investigation will be developed with one group only, 8-1. This group has an intermediate knowledge of English.

### **3.3.3 Description of the Participants**

The group selected consist of thirty students; eighteen boys and twelve girls, whose ages range from fourteen to fifteen years old. Students show a great understanding of the language, their teacher speaks to them only in English and they are able to understand most of the information without any problem. Although most of these students come from public schools were English is not as strong as it is in this high school, since the students selected are in eighth grade, their knowledge of the language is very good.

There are different personalities among all students, but most of them have common interests such as technology, social media, video games, and sports. The group knows each other because most of them were classmates in seventh grade, so their communication is good, the environment during class is fun, and they help each other. Some of the students show a higher understanding of the language, so the teacher asks these students to assist a classmate who might be having a hard time with a topic. They feel comfortable around each other and the teacher and this makes the class easy. The students are familiar with the researcher already, since I was able to do my teaching practicum with the same group at the same institution.

### **3.4 Analysis Categories**

In this section of the investigation, the researcher will explain the areas that she would like to enforce with this research.

#### **3.4.1 Reading comprehension**

Students are used to read but not to understand what they read, with this research the idea is for the student to be able to fully understand what he or she reads, reading in both aloud and for themselves only. This is intended to be accomplished by the implementation of reading as habit for students of eight grade at LEB. The intention is to assist students in the election of a book or small reading of their preference, the election will be done based on the name of the book and a small summary of what the book is about. After students have chosen their book or small reading, the idea is for them to complete the reading from beginning to end in order to

fully understand it and be able to explain it in their own words, this to analyze their comprehension of the reading.

### **3.4.2 Vocabulary**

The participants selected for this research have an intermediate knowledge of English; however, the purpose is to enhance their vocabulary to assist in creating a better mental dictionary. This will give students the opportunity to express better their ideas, whether in a written or oral way. Students will encounter new words in the reading they choose and it will be their responsibility to find the meaning of it, by looking in the dictionary or understand the meaning by context. The ideal will be for students to understand the meaning of the new words by context, since this will help them work on both in acquiring new vocabulary and enhancing their reading comprehension. The intention is as well, to ask students to create a small dictionary with the new words that they found in their readings, with not only the meaning of the word, but also a small sentence in which they could use this new word.

### **3.4.3 Fluency**

Since students are not used to read with frequency, their fluency when reading it is not well developed. The idea is to improve their fluency by implementing the habit of reading every day. The length of the reading will vary among students since the readings will be different; however, as the purpose is to ask students to read on a daily basis the size of the reading does not change the objective. If a student chooses a reading that is very short, the intention is to have

more readings about the same topic or similar to the first topic they chose, in order to have all of the participants reading all the time during the process of the study.

#### **3.4.4 Topics of Interest among Students**

Since the strategy chosen is intended for students to be able to choose a reading of their preference, the research has to review each reading carefully before allowing the students to continue with the reading. The topics will vary among students, as they all have different personalities, but it is the investigator's duty to make sure that the reading chosen by each student will have proper content and will be helpful to complete the objectives of the study. Even though the students have the liberty to choose what they would like to read, it is important that the topic is adequate to the students' age and maturity.

#### **3.5 Data Collection Instruments**

Data collection allows gathering information that is critical to conduct a research. Therefore, it is important that the researcher select them carefully and accurately.

For this investigation, the first instrument that the researcher decided to select is a one-in-one interview with the participants. This instrument will allow the investigator to identify the principal reasons why students do not like reading or are not used to do so as a habit. The researcher will sit with each participant and have a conversation following the questions that she must prepare in advance to the interviews. The teacher will take notes and record the student's answers.

An one-in-one interview with the students will allow them the privacy to express their own ideas and thoughts of each question ask by the investigator, which will be a good instrument to collect participant's real answer in an environment where he or she will not be critique for the way they think. These will give students a sense of trust and will allow for the study to be develop with confidence on the researcher and the complete support from the participant.

Since the strategy chosen for the investigation is self-conducted the researcher will not have the possibility to observe daily the participant's improvement, therefore, it is important to monitor them with the help of the second instrument. The second instrument selected by the researcher is a checklist, which is intended to be apply in the middle of the investigation process. The idea of the checklist is to verify the participant's improvement after a couple of week applying the strategy and is being implemented. The checklist contains important bullet points that will give the researcher an idea of how the strategy is working in each individual participant.

The third and last instrument selected by the investigator is a survey. This instrument will give a final perspective of the participant's ideas about the whole process. Whether they found the strategy was helpful to complete the objectives wanted by the researcher.

### **3.6 Collection Data Process and Data Analysis**

The investigation will take the researcher an estimated of ten weeks. During this time, the idea is to implement with the students the strategy selected for this study. During the first week, the research will develop the interviews one by one with the participants to collect the

information, after this week the researcher will give them the option to select the reading of their preference and explain to them what the study is about and how it works. The research will take notes of the students' reaction to the explanation of the investigation.

Three weeks after the investigation begins the researcher will apply the checklist, this instrument will be apply in individually but the entire group can be on the same room. However, each participant will receive his or her own checklist to be able to collect an individual progress.

By the end of the ten weeks, the research will apply the survey to collect the final thoughts of the students about the strategy and the process itself. The idea is for students to take notes during the process so that they can check their own progress throughout the process.

## **Chapter IV**

### **Data Analysis**

In this chapter, the researcher will analyze the data that has been gathered during the investigation process. The Merriam-Webster dictionary (2017) defines data as "factual information used as a basis for reasoning, discussion, or calculation"

#### **4.1 Analysis and Interpretation of the Results**

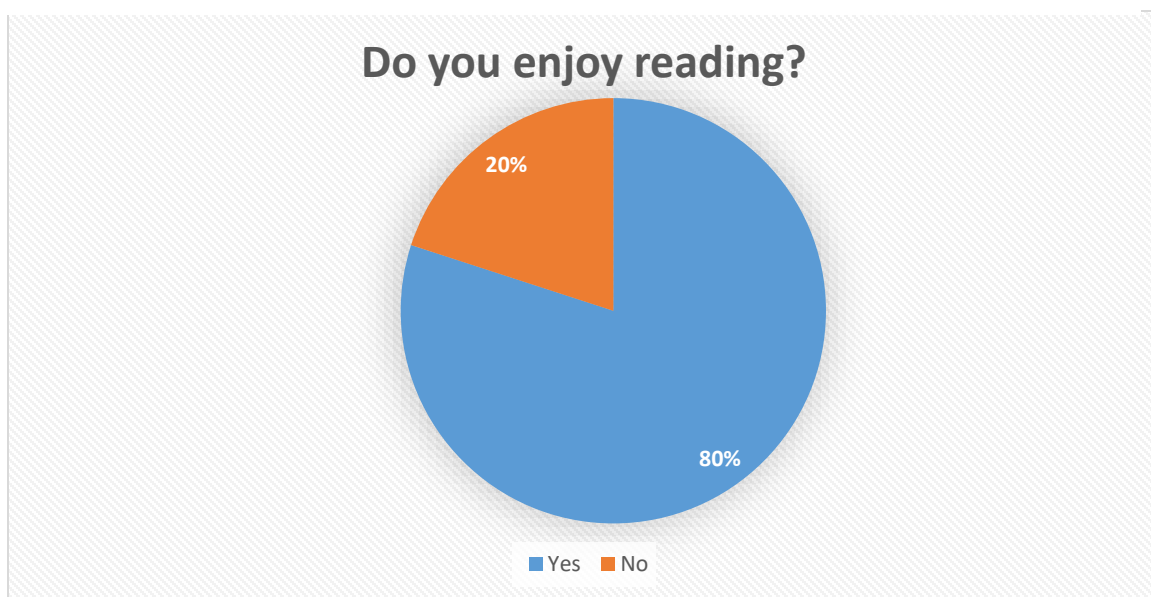
The first section of this chapter contains the description and explanation of the data collected through the instruments applied by the investigator. This information includes the interview applied to the students before the investigation, the checklist applied during the middle of the investigation to assess the students' progress, the survey applied to the students after the application of the strategy, and the interview made to teacher before the application of the strategy.

##### **4.1.1 Questionnaire**

The first instrument used by the researcher is an interview to the students. At the beginning of the current study, before any strategy was applied, a questionnaire to the students was delivered. This questionnaire consisted of seven questions, both multiple choice and open questions.

The first question asked was a closed ended question, the questions intended to investigate if students enjoy reading. The participants answered as figure one shows:

*Figure 1*



**Source: Questionnaire applied to the students**

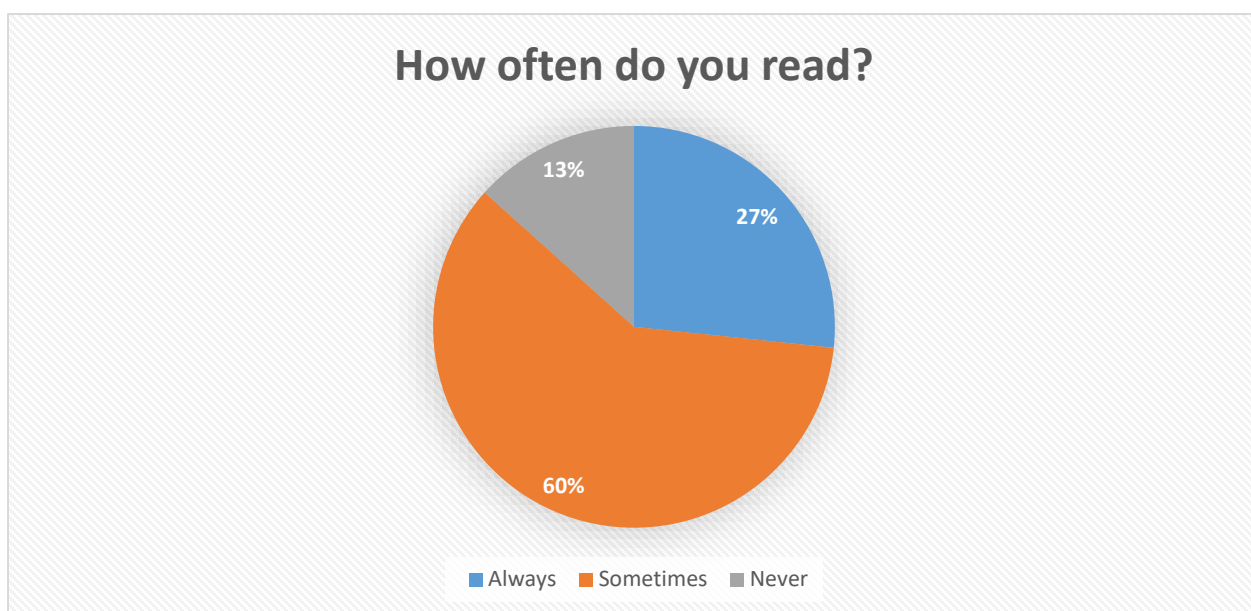
Among the thirty students in eighth grade, the majority of them being twenty-four students responded positively to the first question, twenty-four students indicated that they do enjoy reading. Meanwhile, the other six students indicated that they do not enjoy reading.

Based on the answer of question number one we can identify that, as a positive aspect that already helps the investigation is that the majority of the students enjoy reading. This in general is a very positive response from the participants knowing that most of the students enjoy reading is a motivation to the researcher at the time of applying the strategy. However, it is

important that the researcher take the time to pay close attention to the six students who had a negative answer towards the first question.

The second question of the first instrument applied was a multiple-choice question. Students were asked to marked with an “x” inside a parenthesis how much time do they consider that they read, being the options “Always”, “Sometimes”, and “Never”.

*Figure 2*



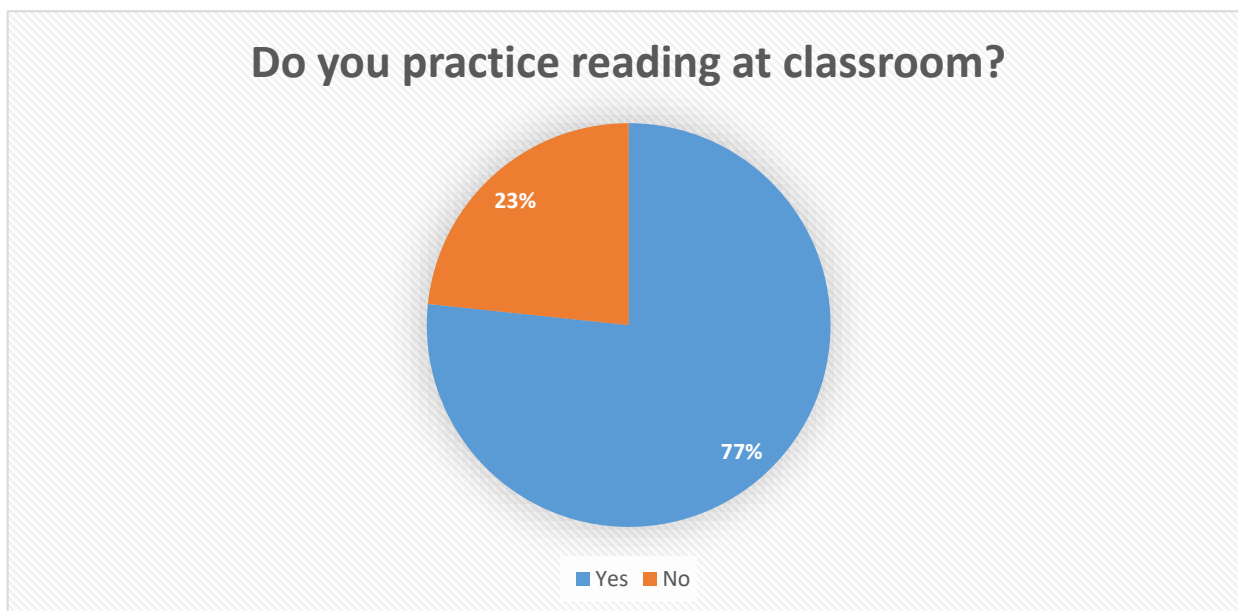
**Source: Questionnaire applied to the students**

It can be seen on figure two that out of the thirty participants eight indicated that they read “Always”, also four students indicated that they never read, and the majority being eighteen students, indicated that they sometimes read.

Question number two was intended to discover how much students think they read, this was to discover student's thoughts before the strategy was applied. As a positive outcome from this question, the researcher found that majority of students read frequently, some of them indicated that they read always and some of them indicated that they do it sometimes. However, it brings to the researcher's attention that four students indicated that they never read, which it is an important detail the investigator must pay attention to while the strategy is being applied.

Question number three was a closed ended question, the same was intended to discover if student's practice reading during the time of English class.

*Figure 3*



**Source: Questionnaire applied to the students**

Based on figure number three, it can be seen that out of the thirty participants, twenty-three answered that they do practice reading at English classes and seven students responded they do not practice reading at classroom.

As the researcher analyzes the results of the first instrument it can be seen that seven students consider that, they do not practice reading at class. This bring to the researcher's attention of to what exercises they consider to be reading related and why do they think that they are not receiving enough reading practice during the class time.

In question number four the researcher intended to get student's perspective on the amount of reading they consider that they do during the class time. It was a multiple-choice question where students were asked how much did they consider that they practice reading at English class, the options available for answers were "Always", "Sometimes" and "Never".

*Figure 4*

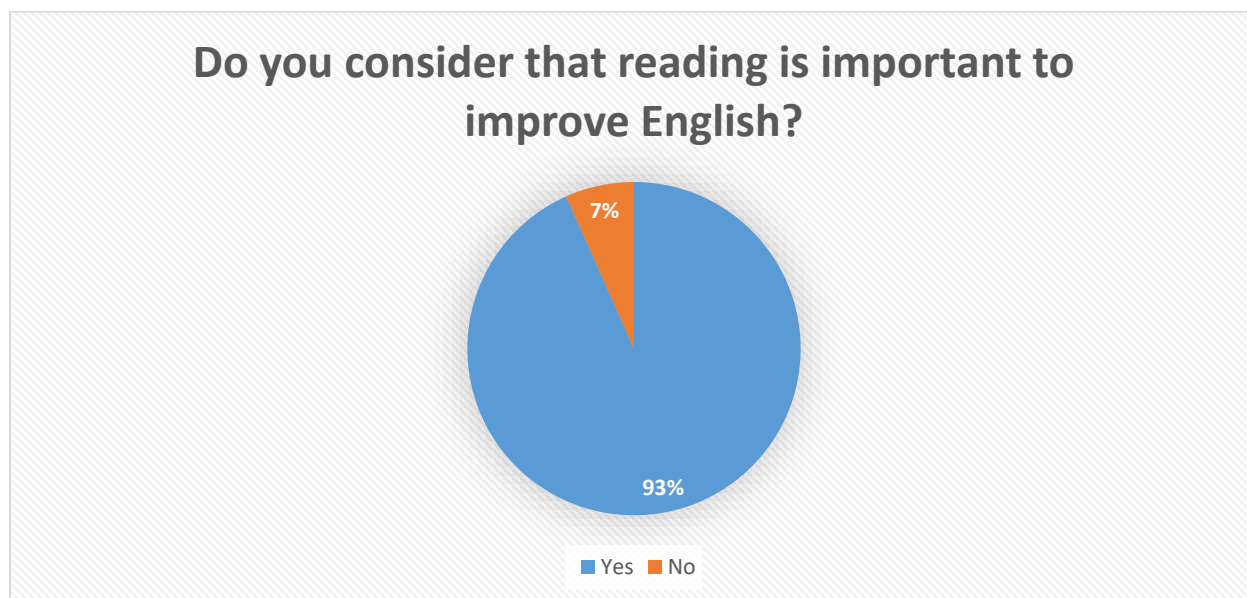


**Source: Questionnaire applied to the students**

According to the answers of questions number four, where six students responded that they always practice reading at classroom, eighteen students answered that they sometimes practice reading and six students responded that they never practice reading at classroom.

An equivalent of the same percentage thinks completely the opposite, six participants consider that they are constantly practicing reading and other six students believe that reading is never practice at classroom. Even though the majority of the students think similar to the amount of practice they do at classroom, the searcher has now to pay close attention to the amount of reading done to verify why students think the way they do and analyze if it is due to the way these practices are done.

Question number five was a closed ended question, included in the first instrument to discover the student's thoughts on the importance of reading to improve their English level. When learning English as a second language (ESL), it is important that students know the importance of improving every day and how reading can contribute to this.

*Figure 5*

**Source: Questionnaire applied to the students**

As it shows on figure number five, most students are conscious of the importance of reading to improve their English level. Out of the thirty students twenty-eight responded “Yes” to question number five and only two out of thirty responded “No”.

As a positive outcome from the answers of question number five is that most of the participants are aware of the importance of reading to improve English. Is important for them to acknowledge this information since it will work as motivation for them to participate in the strategy that will be develop in this strategy. However, it is important for the investigator to find out why the students who responded “No” consider that reading is not necessary to improve English.

Question number six of instrument number one is essential for the development of the strategy. This was an open-ended question, where students were asked to indicate what types of books they find interesting. This was done with the purpose of know what kind of readings could the researcher bring to carry out with the strategy.

The answers provided by the participants to this question were:

*Table 1*

<b>Interviewer</b>	<b>Answer</b>
<b>Student one</b>	Bibliographies and history books
<b>Student two</b>	Fiction
<b>Student three</b>	
<b>Student four</b>	Scary Novels
<b>Student five</b>	History
<b>Student six</b>	Science fiction and fantasy
<b>Student seven</b>	Any kind of book
<b>Student eight</b>	Magic and action books
<b>Student nine</b>	Anime
<b>Student ten</b>	Comics
<b>Student eleven</b>	Real stories from real people and action books
<b>Student twelve</b>	Fantasy
<b>Student thirteen</b>	Scary books
<b>Student fourteen</b>	Autobiographies
<b>Student fifteen</b>	Novels
<b>Student sixteen</b>	Romance
<b>Student seventeen</b>	
<b>Student eighteen</b>	Motivational books
<b>Student nineteen</b>	Adventure
<b>Student twenty</b>	Novels and news
<b>Student twenty-one</b>	

<b>Student twenty-two</b>	Technology magazines
<b>Student twenty-three</b>	
<b>Student twenty-four</b>	Science fiction books like Harry Potter
<b>Student twenty-five</b>	Drama and romance
<b>Student twenty-six</b>	Mystery and horror
<b>Student twenty-seven</b>	Fantasy and poetry
<b>Student twenty-eight</b>	Journals and autobiographies
<b>Student twenty-nine</b>	Art and travel
<b>Student thirty</b>	Science Fiction

**Source: Questionnaire applied to the students**

As shows on table 1 out of the thirty participants, only twenty-six responded to question number six. The remaining four students did not indicate any category of books that interest them. The answers were varied; some students have a similar interest on book types, such as fantasy and stories of real life such as bibliographies and autobiographies.

Since students have a similar taste in topics makes it easier for the researcher to find the readings that will be used during the investigation. When selecting the readings to be used the researcher can bring more readings about similar topics so the participants can choose the one they like the most to develop the strategy.

The last question of the first questionnaire was question number seven. This question intended to gather the participant's thoughts regarding three reasons why they consider that people do not enjoy reading. Among the answers given by the participants, we can find:

Table 2

Interviewer	Answer
<b>Student one</b>	<ol style="list-style-type: none"> <li>1. The topics are not interesting</li> <li>2. Is it not a habit in my country</li> <li>3. We are not taught to love reading since we are children</li> </ol>
<b>Student two</b>	<ol style="list-style-type: none"> <li>1. People is lazy</li> <li>2. Lack of time</li> <li>3. Lack of interest</li> </ol>
<b>Student three</b>	
<b>Student four</b>	<ol style="list-style-type: none"> <li>1. People is lazy</li> <li>2. Lack of interest</li> <li>3. People does not give reading a try</li> </ol>
<b>Student five</b>	<ol style="list-style-type: none"> <li>1. People prefer social media and smartphones</li> </ol>
<b>Student six</b>	<ol style="list-style-type: none"> <li>1. Because of television and video games</li> <li>2. Because we weren't taught since we were children</li> <li>3. We never saw our parents reading as a habit</li> </ol>
<b>Student seven</b>	<ol style="list-style-type: none"> <li>1. Lack of interest</li> <li>2. Technology has replaced books</li> <li>3. Some people find reading boring</li> </ol>
<b>Student eight</b>	<ol style="list-style-type: none"> <li>1. People prefer to watch T.V or movies</li> <li>2. People do not have the habit of reading</li> <li>3. People don't find the right book that catches their attention</li> </ol>
<b>Student nine</b>	<ol style="list-style-type: none"> <li>1. Lack of time</li> <li>2. Lack of interest</li> </ol>

	3. People find reading boring
<b>Student ten</b>	<ol style="list-style-type: none"> <li>1. People don't find the correct book</li> <li>2. Students are assigned to read boring books</li> </ol>
<b>Student eleven</b>	<ol style="list-style-type: none"> <li>1. Boredom</li> <li>2. People is tired</li> <li>3. Some people do not know how to read</li> </ol>
<b>Student twelve</b>	<ol style="list-style-type: none"> <li>1. Reading requires attention for a long period of time and people can find this boring and it is easy to lose the attention</li> </ol>
<b>Student thirteen</b>	<ol style="list-style-type: none"> <li>1. Lack of time</li> <li>2. Lack of interest</li> <li>3. People find it boring</li> </ol>
<b>Student fourteen</b>	<ol style="list-style-type: none"> <li>1. Lack of discipline</li> <li>2. People don't have the habit of reading since they were children</li> <li>3. People don't know how to find a good book</li> </ol>
<b>Student fifteen</b>	<ol style="list-style-type: none"> <li>1. Ignorance</li> <li>2. People is scared</li> <li>3. People find it boring</li> </ol>
<b>Student sixteen</b>	<ol style="list-style-type: none"> <li>1. Lack of time</li> <li>2. Lack of culture</li> <li>3. People don't know how to choose a good book</li> </ol>
<b>Student seventeen</b>	<ol style="list-style-type: none"> <li>1. People find it boring</li> <li>2. Lack of interest</li> <li>3. Lack of time</li> </ol>
<b>Student eighteen</b>	<ol style="list-style-type: none"> <li>1. People prefer social media</li> <li>2. Lack of interest</li> </ol>

	3. People wasn't taught to read since they were children
<b>Student nineteen</b>	1. People finds reading boring
<b>Student twenty</b>	1. Low stimulation 2. Lack of practice 3. Lack of time
<b>Student twenty-one</b>	
<b>Student twenty-two</b>	1. Because we are not allow to choose what we want to read 2. No money 3. Finding a good book is difficult
<b>Student twenty-three</b>	1. Reading is boring
<b>Student twenty-four</b>	1. It is tiring 2. It is boring 3. It is always the same thing
<b>Student twenty-five</b>	1. Because the readings at school are boring 2. People don't do it as a habit
<b>Student twenty-six</b>	1. People is lazy 2. People don't care 3. Lack of time
<b>Student twenty-seven</b>	1. It is not our culture to read as a habit
<b>Student twenty-eight</b>	1. It is not common that people read for pleasure 2. No money
<b>Student twenty-nine</b>	1. People is not interest 2. People do not have money to buy good books
<b>Student thirty</b>	1. People think it is boring 2. People don't like to read

**Source: Questionnaire applied to the students**

As shown on table 2, four students did not answer question number seven of questionnaire one. According to the participant's answers, the most repeated reason of why people do not enjoy reading are the lack of interest, lack of time, people find reading is a boring task, and in general the lack of culture society has on regards of reading for fun. One reason provided by many students that caught the researchers attention is that children were not taught to read for pleasure since they were children and that they are not used to see their parents read as an example.

#### **4.1.2 Checklist**

The second instrument applied on this investigation was a checklist, it consists on a list made of twelve bullet points that intend to discover the progress of the students while the investigation was being conducted. Students had to check next to the option that applied to them after reading the book or article of their preference.

The first bullet point asked the students if they were able to choose a reading of their preference. The group of participants was formed by thirty students of whom twenty-five students checked the first bullet point, agreeing to them being able to choose a reading of their preference and the remaining five participants did not check the box of the first bullet point, this means that five students were not able to choose a reading of their preference.

The second bullet point of the checklist asked the participants if they were engaged on the reading that they chose. For this option out of the thirty students, only fifteen made the check on the box. This means that out of one hundred percent of the participants, only fifty percent got engaged on the reading. When the investigator included this bullet point, the intention was to discover the emotion that students felt towards the reading they selected.

Bullet point number three was intended to ask students if the expectations that they had about the reading before reading it were accurate. From the moment a student selects a reading, there are some expectations created about it, the student must read the synopsis first, look at the cover of the book which is immediately going to create expectations about the book. The intention is to discover how students create their expectations and how different are they from the reality of the reading.

Out of the thirty participants who answered instrument number three, seven indicated that the book met their expectations and the remaining twenty-three students left the box unchecked. The researcher can infer that for those twenty-three students the reading was either below or above their initial expectations when selecting the reading.

The fourth bullet point of the checklist was if the participant enjoyed the reading or book that they selected for the development of the strategy. For this bullet point, twenty participants marked with the check and the other ten students left the option blank. In general, this bullet point shows that a majority of the participants enjoyed the reading selected and this is beneficial

for the development of their reading skills, since when a reader enjoys the reading, the fluency and understanding of the same will be better.

Bullet point number five asked the students if they would like to know more about the work from the author that wrote the reading or book that they selected. On this opportunity, the answers from the students were very similar, being that fourteen students marked the box indication that yes, they would like to read more from the author and sixteen students left the box unmarked.

For bullet point number six, the participants were asked if during the reading they were able to find new vocabulary for them. This bullet point was very important; since enhancing vocabulary is one of the main purposes of the strategy develop during the investigation. As a result, twenty-six students marked with a check on the box, indicating that they were able to find new vocabulary and only four students left the box unmarked.

In bullet point number seven it was asked to the participants if they were able to discover the meaning of the new vocabulary by the context. To this eighteen students marked the box and twelve left it blank. This indicates that a high percentage of the class was able to understand the meaning of new words by the context of the reading.

On bullet point number eight, on the contrary to number seven, students were asked if they looked the new vocabulary found while reading on the dictionary. In this bullet point, the response was high, as twenty students marked the box indicating that they did have to look the new words on the dictionary and only ten participants left the box on blank.

For bullet point number nine, the participants had to mark if they were able to read fluently the book or article that they selected. Out of the thirty participants, twenty-three marked the box, indicating that they were able to read fluently and the remaining seven students left the box unmarked. This certainly concerned the researcher since those who are showing difficulties to read fluently will require more assistance on the development of their reading skills.

The bullet point number ten of the second instrument, intended to discover how much time did the participants spent reading the book or article that they selected. The students had to mark the box if they considered that they spent at least one hour reading every day. For this bullet point, only eleven students marked the box, indicating that they did spend at least one reading the book or article that they selected and on the other hand, nineteen students left the box unmarked.

The penultimate bullet point of this instrument intended to discover if the participants felt that the reading they did during the investigation helped them to have a better understanding of a specific topic, the topic will vary according to the students' interest when of selecting the book

or article. To this bullet point, ten students marked the box and twenty participants left the box blank.

For the last bullet point of this instrument, the students were asked to mark with a check if they considered that they were able to fully understand the content of the book or article that they selected. After reviewing all of the answers from the participants, the researcher found that twenty-six students marked the box and only four of them left the box blank. This final bullet point demonstrate that the readings brought by the teacher were according to the students' level.

#### **4.1.3 Survey**

The third instrument used by the researcher during this investigation was a survey; the same was applied to the students at the end of the application of the strategy. This instrument was created with the purpose of obtaining the participants' final thoughts of the strategy. The questions were created to allow students to express themselves and be able to provide a large answer if they needed to. This survey was formed by five questions and the analysis of the answers is as shows.

For question number one of the final survey applied to the students, the question was open-ended. It meant to ask students if they completed the reading that they chose and why. The answers to this question are shown on table number three.

Table 3

Interviewer	Answer
<b>Student one</b>	Yes, I completed the reading because it was short and easy to understand
<b>Student two</b>	Yes, because I like reading and the topic was interesting
<b>Student three</b>	No, I don't like to read
<b>Student four</b>	Yes, I really liked it. It was interesting
<b>Student five</b>	Yes, because I enjoy reading in general
<b>Student six</b>	Yes, it was short and interesting
<b>Student seven</b>	Yes, I love fantasy books and this one was interesting
<b>Student eight</b>	Yes, it was a reading about the life of a very important magician and it was very interesting
<b>Student nine</b>	Yes, because it was short
<b>Student ten</b>	Yes, it was short and interesting, so I finished it all
<b>Student eleven</b>	Yes, teacher Brenda lend me her book of Malala. She is a warrior and I really liked it.
<b>Student twelve</b>	Yes, I finished the reading because it was interesting
<b>Student thirteen</b>	Yes, I always lie to read a good horror story and it was short, so I gave it a try
<b>Student fourteen</b>	Yes, because I like reading and it was a reading a chose.
<b>Student fifteen</b>	Yes, because I like reading and I chose the topic, so it was interesting
<b>Student sixteen</b>	Yes, because it was about my favorite author
<b>Student seventeen</b>	Yes, because I like to learn about new topics

	all the time
<b>Student eighteen</b>	Yes, I have read more about the author and I got engaged on this new book
<b>Student nineteen</b>	No, because it was boring and I had to look for a lot of words in the dictionary
<b>Student twenty</b>	Yes, because I wanted to know about the topic I chose
<b>Student twenty-one</b>	Yes, but it was difficult to read, and it was interesting
<b>Student twenty-two</b>	Yes, because I like technology a lot
<b>Student twenty-three</b>	No, because it was boring
<b>Student twenty-four</b>	Yes, because I like it a lot.
<b>Student twenty-five</b>	Yes, because we had to do it for the English class
<b>Student twenty-six</b>	Yes, because I chose it.
<b>Student twenty-seven</b>	Yes, because it was about poetry
<b>Student twenty-eight</b>	Because I like reading a lot
<b>Student twenty-nine</b>	Yes, I finished it because I thought it was interesting at the end.
<b>Student thirty</b>	Yes

**Source: Survey applied to the students**

Out of the thirty participants of this investigation, four of them did not complete the reading, they claimed that reading for them is boring and they do not like to do it. On the other hand, twenty-six students stated that they did complete the reading, for a variety of reasons, most of them was because they found the reading interesting, because they were able to choose the reading, and because the reading was related to a topic they are interest on.

Despite four students did not complete the reading, their reasons for not completing the reading were simply that they did not like to read, or they did not find the reading interesting. This demonstrates that the interest on reading is low on these four students and that the strategy could work for those four students if the selection of the readings is done more carefully. As well, regarding the twenty-six students that completed the reading it is clear that the selection of the topics played an important part on the development of the strategy.

Question number two of instrument three was also an open-ended question. This asked the students if they consider that they learn something new during the process of the strategy, and whether their answer was yes or not, they needed to explain what was it that they learned new. The answers to question number two are display on table four.

*Table 4*

Interviewer	Answers
<b>Student one</b>	Yes, I learned new vocabulary about nature that I didn't know
<b>Student two</b>	Although I learned new vocabulary, I did not learn anything new about the topic because I already knew about it
<b>Student three</b>	No, because I didn't finish reading
<b>Student four</b>	Yes, I learned new words and concepts that I didn't know before
<b>Student five</b>	Yes, mainly new words. The book wasn't entirely my type of book. I am into ancient history more
<b>Student six</b>	Yes, vocabulary new I didn't know before
<b>Student seven</b>	Yes, but mainly new words

<b>Student eight</b>	Yes, I learned more about Houdini and new vocabulary
<b>Student nine</b>	Not really. I like anime, but I don't like to learn about history of anime
<b>Student ten</b>	Yes, I learned new words
<b>Student eleven</b>	Yes, I learned a lot about Malala and how important it is to have education. I also learned new words
<b>Student twelve</b>	Yes, I learned new vocabulary
<b>Student thirteen</b>	Yes, new words and concepts
<b>Student fourteen</b>	Yes, new words and more about the life of Nelson Mandela
<b>Student fifteen</b>	I learned new tips for writing novels, but I knew most of the vocabulary already
<b>Student sixteen</b>	A lot of information I didn't know about my favorite author and why she started writing romance novels
<b>Student seventeen</b>	Yes, I choose a topic I didn't know anything about, so I learned a lot
<b>Student eighteen</b>	Yes, for sure a lot. The writer is great and gives great advices of how to deal with real life situations
<b>Student nineteen</b>	Yes, new words
<b>Student twenty</b>	Yes, I learned a lot about the current political situation of Nicaragua
<b>Student twenty-one</b>	Yes, I know new words
<b>Student twenty-two</b>	New information about technology and robots
<b>Student twenty-three</b>	No, I didn't read it
<b>Student twenty-four</b>	No because I already knew the vocabulary and the story

<b>Student twenty-five</b>	I learned new words
<b>Student twenty-six</b>	Yes, new vocabulary
<b>Student twenty-seven</b>	Yes, new vocabulary
<b>Student twenty-eight</b>	Yes, a lot of new vocabulary and concepts
<b>Student twenty-nine</b>	Yes, a lot of new words and places I didn't know before
<b>Student thirty</b>	New vocabulary

**Source: Survey applied to the students**

The respond to this question was very favorable for the strategy application. Majority of the participants; being the majority twenty-six students, responded positively to this question, indicating that yes, they learned something new during the process of reading the article or book they selected. Most of the answers were related to how they learned new vocabulary or general information about the topic they selected.

On the other hand, four students stated that they did not learn something new during the process of the reading. Two students, however, did not finish the readings and the other two claimed that they did not learn something new because they already knew most of the vocabulary or everything they needed to know about the topic. Given the students' answers, the researcher found that for the two students who did not complete the reading, learning something new would have been difficult since they did not give reading a chance and the other two students needed a more advanced topic and vocabulary.

The third question of the survey applied to the students was also open-ended and it asked students to mention what things they liked the most about the reading they selected. The answers of question number three are display on table five.

*Table 5*

Interviewer	Answers
<b>Student one</b>	The topic of my reading. I like being able to choose my own topic.
<b>Student two</b>	It kept me interested during the whole reading. I wanted to know how much of it I already knew.
<b>Student three</b>	
<b>Student four</b>	It was an interesting topic. I am very into novels and even though this wasn't my favorite I liked it.
<b>Student five</b>	It was cool and fun to read.
<b>Student six</b>	The topic was interesting.
<b>Student seven</b>	It was interesting from beginning to end.
<b>Student eight</b>	That I was able to learn more about my favorite magician.
<b>Student nine</b>	I didn't really like it.
<b>Student ten</b>	It was interesting, and I got caught into it. I would like to create my own comic, and this gave me lots of ideas.
<b>Student eleven</b>	I loved to learn about Malala and her life.
<b>Student twelve</b>	It was a reading I haven't read before, so I was interested the whole time I was reading.
<b>Student thirteen</b>	I didn't get scared, but it had a lot of suspense and that kept me interested.
<b>Student fourteen</b>	I like autobiographies and Nelson Mandela

	was a great man.
<b>Student fifteen</b>	The content. It had good tips for people who would like to learn how to write a novel.
<b>Student sixteen</b>	That I learned a lot about my favorite author.
<b>Student seventeen</b>	I always enjoy learning something new.
<b>Student eighteen</b>	The way it was written to inspire others.
<b>Student nineteen</b>	I didn't like it because I didn't understand it.
<b>Student twenty</b>	It was informative.
<b>Student twenty-one</b>	I learned new words.
<b>Student twenty-two</b>	It was very interesting.
<b>Student twenty-three</b>	Nothing.
<b>Student twenty-four</b>	It was Harry Potter in English.
<b>Student twenty-five</b>	That it was very romantic.
<b>Student twenty-six</b>	I was expecting more about the reading, so I really didn't like it.
<b>Student twenty-seven</b>	I think it was very well-written and it was very romantic.
<b>Student twenty-eight</b>	That it was like reading a story, however, it was someone from real life.
<b>Student twenty-nine</b>	It had a lot of information about traveling tips and stories from people that has traveled a lot.
<b>Student thirty</b>	It was about science fiction and I like it a lot.

**Source: Survey applied to the students**

The answers to question number three were very similar despite they were all written in different words. The general feeling of the participants was how the topic was interesting to them, or how much they liked the author and the way the reading was written. To this question twenty-five students indicated that did like it and mentioned at least one reason of why they liked it. However, there were five students that expressed that they did not like the reading at all.

Table number six will display the answers to question number four of the survey applied to the students at the end of the application of the strategy. This question asked students if they would recommend others to read the same reading that they chose for this strategy and to mention reason why they would or would not recommend it.

*Table 6*

Interviewer	Answers
<b>Student one</b>	Yes, but only if they are into nature a lot and want to learn about it
<b>Student two</b>	Yes, because it has the basic information of the topic, so it can work as an introduction to it.
<b>Student three</b>	
<b>Student four</b>	Yes, but only if you are into romance and suspense novels.
<b>Student five</b>	Yes, recommend someone to read about history is always good.
<b>Student six</b>	Yes, it was interesting and good to learn about fantasy.
<b>Student seven</b>	Yes, it was a good reading and interesting.
<b>Student eight</b>	Yes, if the person likes magic or stories about real life.
<b>Student nine</b>	It was not interesting to me, so I would not.
<b>Student ten</b>	Yes, it was very interesting.
<b>Student eleven</b>	Yes, mostly woman. It is the time we all become "Malalas" and fight for our rights.
<b>Student twelve</b>	Yes, it was short and simple to understand but also it was interesting.

<b>Student thirteen</b>	Yes, it was interesting.
<b>Student fourteen</b>	Yes, history is important, and Mandela is part of the world's history.
<b>Student fifteen</b>	Yes, if you are interested in both reading and writing novels.
<b>Student sixteen</b>	Yes, it was very interesting.
<b>Student seventeen</b>	Yes, the topic was very interesting.
<b>Student eighteen</b>	Yes, it can help people go through with difficult situations.
<b>Student nineteen</b>	No, because it has too many difficult words.
<b>Student twenty</b>	Yes, it is important if you have family in Nicaragua like me and you want to know what is happening to them.
<b>Student twenty-one</b>	Yes, but with a dictionary too.
<b>Student twenty-two</b>	Yes, because it was updated in technology.
<b>Student twenty-three</b>	No, I did not like it.
<b>Student twenty-four</b>	Yes, Harry Potter is amazing.
<b>Student twenty-five</b>	Yes, it was good.
<b>Student twenty-six</b>	No, it is just another story that was meant to be scary, but it was not.
<b>Student twenty-seven</b>	Yes, poetry is beautiful, and people should read more poetry to enhance English.
<b>Student twenty-eight</b>	Yes, people can be inspired by it.
<b>Student twenty-nine</b>	Yes, I found it was inspiring and if you want to travel it can help you.
<b>Student thirty</b>	Yes

**Source: Survey applied to the students**

To this question, one student left the answer blank, this since the student did not finish the reading. Then, four students stated that they would not recommend the same reading to

others because they did not find it interesting. Finally, twenty-five students answered that yes, they would recommend the same reading to others. The reasons why they would recommend the reading to others were varied, among the most common were, because the topic was interesting and because it was helpful.

The final question of the survey was question number five. This question was also open-ended, and it asked students if their perception of reading changed after the strategy and to provide a reason why they believe the reading help to change the perception. The answers of this question will be shown in table number seven.

*Table 7*

Interviewer	Answers
<b>Student one</b>	A little, I think that if I find the right book I can read more, and I could like it.
<b>Student two</b>	Not at all. I still love reading.
<b>Student three</b>	No, I still do not like to read.
<b>Student four</b>	Not really. I still like to read if I find a good book.
<b>Student five</b>	Mostly that it is always important to give reading a chance.
<b>Student six</b>	Yes, I think I should read more.
<b>Student seven</b>	Not really. I still like to read a lot when I find the right book.
<b>Student eight</b>	No, I really like reading.
<b>Student nine</b>	No, I still like to read anime and comics.
<b>Student ten</b>	Yes, a little bit. I think I could give reading another chance.

<b>Student eleven</b>	A little bit. I still like reading; however, I think I should do it more.
<b>Student twelve</b>	I have always like reading so the only thing that changed was that now I would like to do it more often
<b>Student thirteen</b>	No, I still like to read a lot.
<b>Student fourteen</b>	Not much. I still like reading and enjoy doing so.
<b>Student fifteen</b>	Not much. I still love reading novels, but now I know the importance of reading when you want to also write a novel.
<b>Student sixteen</b>	Yes, I think reading is good for me.
<b>Student seventeen</b>	No, I still think the same
<b>Student eighteen</b>	No, I still like reading.
<b>Student nineteen</b>	Yes, I should read more in English to be able to understand.
<b>Student twenty</b>	No, I like reading.
<b>Student twenty-one</b>	Yes, I should read more.
<b>Student twenty-two</b>	No, I think the same.
<b>Student twenty-three</b>	No.
<b>Student twenty-four</b>	Yes, I should read more in English.
<b>Student twenty-five</b>	No.
<b>Student twenty-six</b>	No, I still like to read.
<b>Student twenty-seven</b>	Yes, I believe that I should spend more time reading every day.
<b>Student twenty-eight</b>	No, I still love to read.
<b>Student twenty-nine</b>	Yes, reading is not so boring after all, if you have the right book.
<b>Student thirty</b>	No.

**Source:** Survey applied to the students

For this question the answers were very divided. Fifteen participants answered that their perspective of reading did not change because they have always like to read. For the remaining part of the group of participants, three students mentioned that their perception of reading did not change, however, they did not mention a reason why, and the other thirteen students stated that their perception of reading did change, but it was for a positive change. They stated that they should bring more reading into their lives.

This last survey had in general a positive outcome for the strategy, the students who completed the articles or books they selected, were able to learn new words and concepts, to improve fluency and to appreciate more how important reading is. The participants who did not complete the reading, as well realized that reading is important, and they have to work more on enhancing their reading skills.

#### **4.1.4 Interview to the teacher**

The fourth instrument used by the researcher was an interview to the teacher in charge of the group selected to carry out his investigation. The interview intended to get the teacher's point of view regarding the amount of reading the student's do during the English classes. The interview was made with both multiple-choice and open-ended questions to ensure that the teacher had the opportunity to express her thoughts.

The first question of the interview to the teacher is multiple-choice question where the teacher was asked how often she teaches reading during the English classes. The options available to answer the question were “Always”, “Sometimes” and “Never”. When the interview was conducted with the teacher her answer to this first question was “Sometimes”. The teacher explained the researcher how difficult it is to have more activities during the class, this is due to the lack of time.

Question number two of the interview was also a multiple-choice question. This question asked the teacher what percentage from 0% to 100% she considered that students read during each English class. The option available for answers was in intervals, the first interval was from 0% to 30%, the second interval was from 30% to 70% and the third interval from 80% to 100%.

The answer from the teacher to this second question was the first interval from 0% to 30%. She explained that high school divides the English classes into Reading & Writing and Listening & Speaking. She oversees teaching reading and writing, so she must combine the lessons, and this limits the amount of reading practices she can do with the students as the books she uses are more focused on grammatical structures and writing.

In the interview to the teacher, question number three was a closed-ended question where the teacher was asked if she considers that reading is important to improve the student’s English level. As expected by the researcher, the teacher’s answer to this question was “Yes”. Is it

crucial that the teacher acknowledges the importance of reading in English to improve the student's proficiency.

The fourth question of instrument number four was an open-ended question where the teacher was asked to provide a list of the methods or strategies that are implemented during the English classes to teach reading. The teacher provided the list of the following strategies; Questioning, Visualization of images, Summarizing, Scanning & Skimming, and Inferring meaning.

The strategies applied by the teacher are strategies that the textbook they use asked them to use; most of the strategy are implemented to achieve a goal related to the student's writing skills rather than focusing on their reading skills. This is an aspect that according to the teacher it affects the effectiveness of the strategies on the reading skills because the time used for each activity is not the appropriate.

The fifth question of this interview to the teacher was an open-ended question where the teacher was asked to describe what resources she uses when teacher reading during class time. The answer from the teacher was very concise and short, she explained that she is only able to use the textbook that the high school asked them to use that is call (Top Notch 2) and when the opportunity comes she tries to use different readings she can find on the internet.

This answered showed that limitation that the professor has when delivering her classes. The teacher must follow a curriculum that requires her to work on all fourteen chapters of this book and this certainly reduces the amount of time she can spend on new activities or more interactive and interesting readings. The activities that are conducted by the professor are constantly repeated and this makes the class environment boring to students.

The final question of this instrument was also open-ended. The question was created with the intention of obtain the teacher's thoughts on regards to the resources she currently have to teach reading. The question asked the teacher if she considers that resources she has are enough to teach reading and why she considers that.

The answer from the teacher was positive, she indicated that the resources she has are enough, however, she expressed that it is her believes that despite the resources she has are good, she could use more attractive reading and different strategies to obtain better results from students. This answer demonstrates that the teacher has desire to develop different activities and resources to help her students improve, however, it is difficult for her to do so when she has to work with the textbooks.

## Chapter V

### Conclusion and Recommendations

Chapter number five is the last chapter of the investigation. This chapter shows the conclusions that the researcher has achieved after the analysis of the information about the progress that participants manifested after the application of the instruments and the strategy. As well, this chapter will review the objectives and analyze if they have been achieved or not. Finally, this chapter will suggest some recommendations that the researcher considers crucial to take into consideration if the same investigation is continued or extended in the future.

#### 5.1 Conclusions

The Cambridge Dictionary defines conclusion as “the final part of something”. On regards of an investigation, a conclusion summarizes the content and purpose of the research. For this investigation, the researcher has come to the following conclusions.

##### **5.1.1 to identify the principal reasons why students do not have a reading habit.**

For this investigation, the researcher decided to develop the strategy at Liceo Experimental Bilingüe de la Trinidad, located in Moravia, San José. After conducting the investigation at this institution, the researcher has found that despite the good English level that most of the students of this institution have, the way in which classes are develop limits the creativity of the instructors and the type of learning students do.

Teacher must use textbooks for their classes. In the case of reading and writing, they used two textbooks of twelve units each that must be completed by the end of the school year. Due to the amount of units of each book and with the pressure from parents who demand for their children to use the textbooks completely since they were both expensive, the teachers' availability to apply different teaching strategies or activities is very limited.

The environment of class selected for this investigation is pleasant and good for the students' learning process. It is important to mention that the students and the teacher have created a comfortable environment, where they trust each other and this makes the class more manageable and easier to conduct for the facilitator. With observation, the researcher was able to feel how excited students were when going to English classes and the willingness they had towards the activities prepared for every class.

It is crucial that students have the right class environment in order to develop their reading skills to their full capacity. For this institution and thanks to the teacher the general environment of the class is comforting and students felt welcome to each class and excited to see the teacher. The students even spent their breaks inside the English class, sharing with the teacher and their classmates. Although, it was clear that the students knew the difference between how to behave during the class time and how to behave during breaks or leisure time.

On regards of the participants, the researcher observed that the majority of students are very responsible and conscious of the importance of their education. The participants are constantly willing to participate in the activities and make sure to complete all of their tasks on time. The students are clear on how important English is nowadays and they gave their major effort in order to succeed during the classes and improve their fluency, pronunciation, grammar, and English lexicon.

During the beginning of the investigation, it was difficult for the researcher to measure students' fluency, since the participants afraid of reading aloud. However, throughout the activities conducted during the investigation, the researcher found that most of the students read fluently and they need to overcome the fear of reading aloud in order to improve even more. The portion of the group that showed difficulties reading aloud was mostly due to nervousness.

The participants of this investigation do practice reading in English at classroom; however, the participants of this investigation do practice reading at classroom, however, the practices and exercises from the textbook are not focused on improving their reading skills. The practices of the textbooks do require for the students to read, but the main purpose of the practices is related to other skills, such as writing, speaking or listening.

Although the teacher is aware of the importance of implementing more reading activities to improve the students' performance, she is able to recognize the difficulties she faces to bring more activities due to the lack of time, since she has to make sure that all of the units from the

textbooks are complete. As well, besides the class time, she is in charge of organizing the students' lunch and this takes time from her every day classes and limits even more her availability and time to prepare different reading activities to conduct during the English classes.

The reading activities that the teacher is able to apply are common reading strategies such as scanning and skimming, inferring meaning, questioning, among other. However, these activities are related to the textbook's content so this limits the creativity of the reading and strategies apply by the teacher. The main purpose of those activities are not related to enhancing the students' reading skills, instead they are applied to reach goals related to other important skills like writing and speaking.

### **5.1.2 to apply the strategy that allow students make their own decisions regarding reading topics.**

After applying instrument number one and after completing its analysis, the researcher realized that eighty percent of the participants enjoy reading, which was beneficial for the development of the strategy. The factor that stops most of the students to dedicate reading more time during the day is the type of readings they are assigned from the English classes and the difficulties they have on finding a good book that will be appealing for them.

On regards of the importance of reading, most of the students agreed that reading in English does help on improving their English level. They were able to recognize how the reading helped them acquiring new vocabulary and improve their fluency, as well, they got used

to the everyday language, so English became more natural to them. They were exposed to different topics and authors they hadn't heard about before the application of the strategy, it also opened up the opportunity for students to search outside the classroom for authors and books they found interesting during the selection of the article or book.

During the application of instrument number one, which was a questionnaire created by the researcher, with the purpose of discovering if the participants were interest on reading, the investigator found that indeed most of the students were interest on reading. The participants were able to express their preferences on reading topics or authors that were related to their personality and taste on literature. As well, participants showed an even bigger willingness on participating on the investigation as they knew that they were going to be able to choose what they wanted to read during the process.

For the investigation during the application of instrument number one, on the fifth question that students had to answer to complete the questionnaire, the participants were asked to mention three reasons why they believed people has such a high lack of literacy nowadays. The participants' opinions on regards of the lack of literacy nowadays, demonstrated that people do not enjoy reading for pleasure due to similar reasons. The options that participants mentioned the most are lack of time, lack of interest and the lack of reading culture taught by parents to their children when growing up.

During the investigation there was an observation done the entire time to both the teacher and the students. The researcher was able to observe that the facilitator of this class was constantly willing to implement more reading activities and she was conscious of the lack of reading her students do during the classes and the benefits that having well develop reading skills can bring to her students life. As well, the investigator noticed the constant positivism that the facilitator brings to the classes and how this influences the students' performance.

### **5.1.3 to evaluate the students' progress during and after the application of the strategy to engage students in reading at Liceo Experimental Bilingüe La Trinidad.**

During the beginning of the investigation, the students were reluctant to participate, as they believed that the strategy was going to be like an assignment or homework more; however, when the researcher explained that process of the strategy and its purpose, and the students were especially excited about the ability of being able to choose a reading of their preference. This instantly created interest on them and increase their willingness to participate on the activities.

After the application of the strategy, the students' perception of reading did not change too much, however, the students became more aware of the importance of reading to enhance their English and improve vocabulary, fluency, and general performance at the moment speaking in English. The reason why students' perception did not change on it majority of the participants, is because most of the students were used to read and enjoyed doing so before the application of the strategy; however, the students were more willing to create a habit for reading.

The reading selected by the investigator were related to different topics and with vocabulary different that the one they had on the textbooks they used during they English classes. This was beneficial for students to acquire new vocabulary and they were able to enhance their ability to guess the meaning of words by context and their agility to look at words on the dictionary when the information around a word is not enough for them to figure the meaning of a word.

Despite the class had already a good environment, it could be seen that they were bored about the activities they had to do on the class, they have been working with the same textbook system for two years already and they are tired of the same systematic way in which classes are conducted. After the application of the strategy the students showed a great appreciation for the difference on the activities and expressed to that they were able to experience a nicer environment and they enjoyed the opportunity of being able to learn in a fun and different way.

## **5.2 Recommendations**

The final section of this chapter offers a series of recommendations that are considered by the investigator to be crucial in case that it is decided to carry out a similar investigation afterwards.

The first recommendation that the researcher considers important before beginning the application of the strategy selected is to be careful and choose carefully a group that requires assistance with enhancing the reading skills, make sure that the application of the strategy is

necessary for the participants. The future researcher must observe the institution and group selected to make sure that the activities that will be conducted are not going to be an inconvenient for the participants, the teachers or the institution's values.

Second, it is important to take into consideration that the strategy and its objectives are only achievable if certain resources are available. Because of this, the researcher recommends that it is crucial to be sure that all resources needed to achieve a specific objective are available or easy to get. In this kind of study, the availability of these resources usually depends on the institution; however, if the institution is not prepared to provide the resources needed then the researcher must be able to obtain different readings, related to various topics and with appropriate vocabulary and content according to the students' age and English level.

The third recommendation is to start working beforehand, in any case that the researcher requires to change the course of the investigation then he or she will have enough time to prepare the changes. This recommendation involves pre-analyzing the population selected for the application of the strategy; this means that the researcher must be conscious of their likes and dislikes and if there is any special condition that deprives a student from participation in any activity.

For recommendation number four, the researcher would like to suggest future researches to make sure they sync up with the teacher in charge of the group, make sure that he or she is involved and willing to assist during the application of the strategy. Students and teachers create

a bond due to the daily coexistence, the researcher can be seen as a stranger to the group, and it can create a difficult environment to develop the strategy. However, if the teacher is who introduces the searcher and the participants realize that both the teacher and researcher will work together, this creates confidence and students will be more comfortable with the presence of the researcher since the beginning.

When conducting an investigation like this, the researcher must take into consideration that is important to make sure the teacher does not feel attack and that he or she understands that the process of it is done to assist on enhancing a certain skill such as reading. The teacher must be conscious that the purpose of the investigation is to help improve the learning process of the students and as well simplify the teaching process. It is important to do previous observations and have conversations with the teacher to explain the objectives of the investigation and how this will benefit the population.

The sixth recommendation to take into consideration is directly for future researchers. Circumstances such as the application of exams, vacation time, holidays or even a strike can affect the time of the application of instruments and activities. Therefore, the researcher must be prepared with a backup plan in case that an external circumstance that can affect the development of the strategy. As well, when planning beforehand, the researcher makes sure that all of the necessary resources, spacy and time will be provided to him or her when conducting the investigation.

## **Appendixes**

In this section, the researcher includes the instruments that were used in order to correct information for the analysis of the investigation.

## Appendix 1 Instrument 1

### Questionnaire

The main objective for this questionnaire is to gather general information about different variables in study related to the eighth grade group from Liceo Experimental Bilingüe La Trinidad in order to establish an analysis, which benefits the institution and school population in the teaching-learning process. The information obtained will be treated just for educative purposes and with total confidentiality.

Student's name: \_\_\_\_\_ Group: \_\_\_\_\_

1. Do you enjoy reading?  
 Yes  
 No
  
2. How often do you read?  
 Always  
 Sometimes  
 Never
  
3. Do you practice reading at classroom?  
 Yes  
 No
  
4. How often do you practice reading at classroom?  
 Always  
 Sometimes  
 Never
  
5. Do you consider that reading is important to improve English?  
 Yes  
 No
  
6. What kinds of books are you interested in?
  
  
  
  
  
  
  
  
  
  
7. Can you mention three reasons why you believe people do not enjoy reading?

**Appendix 2.**  
**Instrument 2**

**Checklist**

- Write a check next to the option that you consider has been completed or achieved during the time you have been using the free reading choice strategy.

Name: \_\_\_\_\_ Group: \_\_\_\_\_

• I was able to choose a reading of my preference	
• I got engaged on the reading	
• My expectations about the reading were accurate	
• I enjoy reading the book/article I selected	
• I would like to know more about the work of the author I chose	
• I have encountered new vocabulary on the reading	
• I was able to understand the meaning of the new words by context	
• I have looked for the meaning of the new words in the dictionary	
• I am able to read fluently the reading I chose	
• I spend at least 1 hour reading a day	
• I consider this reading has helped me understand more about a specific topic	
• I have been able to understand completely what the reading is about	

### **Appendix 3. Instrument 3**

#### **Survey**

The main objective for this questionnaire is to gather general information about different variables in study related to the eighth grade group from Liceo Experimental Bilingüe La Trinidad in order to establish an analysis, which benefits the institution and school population in the teaching-learning process. The information obtained will be treated just for educative purposes and with total confidentiality.

- This survey will be apply to the students who were part of the whole process of the investigation.

1. Did you complete the reading? Yes/No. Why?
2. Do you consider that you learn something new during the process of this strategy? If yes, explain what it was. If no, explain what you think was the reason.
3. What did you like the most about the reading?
4. Would you recommend others to read the same reading you did? Why?
5. Has your perception towards reading changed? Why?

#### **Appendix 4.**

#### **Instrument 4**

##### **Interview to the teacher**

The main objective of this questionnaire is to gather general information about different variables in study related to the English teacher from Liceo Experimental Bilingüe La Trinidad in order to establish an analysis, which benefits the institution and school population in the teaching-learning process. The information obtained will be treated just for educative purposes and with total confidentiality.

1. How often do you teach reading during the class?  
 Always  
 Sometimes  
 Never
  
2. What percent do you consider your students read during each class?  
 0% - 30%  
 30% - 70%  
 80% - 100%
  
3. Do you consider reading as important in order to improve English?  
 Yes  
 No
  
4. What strategies or techniques do you apply in class in order to implement reading?
  
  
  
  
  
  
  
  
  
  
5. What resources do you use to teach reading during classes?
  
  
  
  
  
  
  
  
  
  
6. Do you consider the resources you have are enough to teach reading? Why?

## References

- Andre M.I Lee, J. (2014). *Understood.org*. Retrieved from <https://www.understood.org/en/learning-attention-issues/child-learning-disabilities/reading-issues/6-essential-skills-needed-for-reading-comprehension>
- Bonfiglio, C. (2017). *BILINGUAL KIDSPOT*. Retrieved from BILINGUAL KIDSPOT: <https://bilingualkidspot.com/2017/10/19/benefits-importance-reading-young-children/>
- Cherry, K. (2018). *verywellmind.com*. Retrieved from verywellmind.com: <https://www.verywellmind.com/piagets-stages-of-cognitive-development-2795457>
- Crossman, A. (2018, March 31). *An Overview of Qualitative Research Methods*. Retrieved from ThoughtCo: [thoughtco.com/qualitative-research-methods-3026555](https://www.thoughtco.com/qualitative-research-methods-3026555)
- Cullinan, B. E. (2000). *New York University*. Retrieved from New York University : [http://www.ala.org/aasl/sites/ala.org.aasl/files/content/aaslpubsandjournals/slr/vol3/SLMR\\_IndependentReading\\_V3.pdf](http://www.ala.org/aasl/sites/ala.org.aasl/files/content/aaslpubsandjournals/slr/vol3/SLMR_IndependentReading_V3.pdf)
- Fannin, K. M. (2011). Retrieved from Fran and Laura Lewis Library: <https://lagr.sirsi.net/uhtbin/cgisirsi/?ps=qyAnm5DxTz/x/X/5/0#>
- Garza, J. (2016). Retrieved from La Republica: [https://www.larepublica.net/noticia/costa\\_rica\\_unico\\_libre\\_de\\_analfabetismo\\_en\\_centroamerica](https://www.larepublica.net/noticia/costa_rica_unico_libre_de_analfabetismo_en_centroamerica)
- Glass, M. (2017). *penandthepad.com*. Retrieved from penandthepad.com: <https://penandthepad.com/learn-read-according-piagets-stages-8219378.html>
- Goertzen, M. J. (2017). Applying Quantitative Methods to E-books Collections. In M. J. Goertzen, *Applying Quantitative Methods to E-books Collections* (p. 12).
- Hosler, A. (2013). *Education World*. Retrieved from [https://www.educationworld.com/a\\_admin/six-ways-motivate-teachers.shtml](https://www.educationworld.com/a_admin/six-ways-motivate-teachers.shtml)
- International, B. (2013). Retrieved from Bloomsbury News Blog: <https://www.bloomsbury-international.com/blog/2013/09/13/importance-learning-second-language/>
- Kothari, C. (2004). Research Methodology . In C. Kothari, *Research Methodology* (p. 7). New Age International (P) Limited, Publishers.
- Kowalczyk, D. (2017). *Study.com*. Retrieved from <https://study.com/academy/lesson/what-is-research-definition-purpose-typical-researchers.html>
- Mason, J. (2002). Qualitative Researching. In J. Mason, *Qualitative Researching, Second Edition* (p. 1). SAGE Publications.
- Merriam-Webster, I. (2018). Retrieved from Merriam-Webster, Incorporated: <https://www.merriam-webster.com/dictionary/framework>

- Mikulecky, B. S. (2008). *Pearson Education, Inc.* Retrieved from Teaching Reading in a Second Language : <https://longmanhomeusa.com/content/FINAL-LO%20RES-Mikulecky-Reading%20Monograph.pdf>
- Mora et al. (2015). Retrieved from <http://eprints.rclis.org/30096/1/Alfabetizacion%20lectora%20a%20nivel%20universitario.pdf>
- Nación, L. (2017). Retrieved from La Nación: <https://www.nacion.com/viva/cultura/leer-mas-en-costarica-deber-o-placer/SI3FOP2ESFC4PMZNQO54LFOWEI/story/>
- Oxford, U. (2018). Retrieved from Oxford University Press: <https://en.oxforddictionaries.com/definition/introduction>
- Perfetti, C. A. (2001). *University of Pittsburgh.* Retrieved from Learning Research and Development Center : <http://www.pitt.edu/~perfetti/PDF/Reading%20skills.pdf>
- Punch, K. F. (2009). Introduction to Research Methods in Education. In K. F. Punch, *Introduction to Research Methods in Education* (p. 3). SAGE Publications Ltd.
- Rahman, H. (2007). Retrieved from Hamidur Rahman : <https://asian-efl-journal.com/Thesis/Thesis-Rahman.pdf>
- Routman. (2003). Retrieved from [https://www.professionalpractice.org/about-us/selecting\\_just\\_right\\_books/](https://www.professionalpractice.org/about-us/selecting_just_right_books/)
- Sanford. (2015). Retrieved from <https://repository.usfca.edu/cgi/viewcontent.cgi?article=1125&context=diss>
- School, N. A. (2018). Retrieved from Nord Anglia International School: <https://www.nordangliaeducation.com/our-schools/al-khor/parent-resources/our-school-newsletter/primary/the-importance-of-reading>
- Steres, D. &. (2011). Retrieved from <https://files.eric.ed.gov/fulltext/EJ951779.pdf>
- Team, T. U. (2018). Retrieved from <https://www.understood.org/en/school-learning/partnering-with-childs-school/instructional-strategies/11-methods-for-teaching-reading>
- Ugalde. (2008). Retrieved from <http://www.revistas.una.ac.cr/index.php/letras/article/viewFile/261/217>