

**Reading Comprehension in ninth graders through reading strategies
using authentic material on Facebook**

Dayana Alejandra Castiblanco Becerra

Laura María Rodríguez Campo

Corporación Universitaria Minuto de Dios

B.A in English Language Teaching

Tutor: Mabel Díaz

Bogotá, Colombia

Abril 04 del 2016

ACKNOWLEDGMENTS

We want to thank the students from ninth grade who participated actively in the activities in the classroom and in the Facebook group, because their participation constantly in the social network helped us to carry out this research project.

Also, we are grateful with our research tutor, Mabel Diaz, because she was a support during all the development of our thesis, she made all her effort to give the best in this project, besides, with her positive attitude she demonstrated us that we need to show a happy face in all the circumstances that happen in our lives and through that we can do all that we want to if we have dedication and responsibility.

Additionally, we appreciate the time that the teachers Catalina Lalle and Catalina Herrera spent in our chapter five, because with their help we could do this chapter which was one of the most difficult for us, and in those moments that we were upset about this, we could find a support in them throughout this chapter.

Furthermore, we thank to the teacher Alexander Benito, because he was the first person who helped us in this project and he provided us the idea to involve a social network, for that reason, his support at that time was one of the key points to continue development in the best way this project.

Finally, in all those moments that we were frustrated during this research, our families always were there, to help us with their best attitudes and give us strength in order not to lose our minds during the development of this.

INDEX

CHAPTER 1	7
INTRODUCTION	7
Justification	9
Research Problem	12
Purpose Statement	15
Research Question	15
General Objective	15
Specific Objectives	15
CHAPTER 2	17
LITERATURE REVIEW	17
THEORETICAL FRAMEWOK	28
Authentic Materials	29
Reading Comprehension	37
Reading Strategies	42
CHAPTER 3	53
RESEARCH DESIGN	53
Research paradigm	53
Research Approach	54
Setting	56
Participants	57
Data Collection Instruments	58
Diagnostic Test	59

Progress Achievement Test	60
Questionnaires	61
Surveys	62
Ethics	65
CHAPTER 4	66
INSTRUCTIONAL DESIGN	66
Activities and Time Table	71
CHAPTER 5	77
DATA ANALYSIS	77
Category 1: FACTORS WHICH INCREASE COMPREHENSION... 78	
Subcategory 1: Meaningful context to comprehend unknown vocabulary.....	78
Subcategory 2: Critical thinking to understand written texts.....	82
Category 2: READING STRATEGIES AS FACILITATORS OF READING UNDERSTANDING	87
Subcategory 1: Visual cues as a pre reading strategy	87
Subcategory 2: Think alouds as a while reading strategy	89
Subcategory 3: Summarization as a post reading strategy	92
Category 3: FACEBOOK AS A WAY TO IMPROVE STUDENTS' PARTICIPATION	95
Subcategory 1: Motivation in tasks development	96
Subcategory 2: Autonomous work as a way to promote learning.....	100

CHAPTER 6	104
CONCLUSIONS	104
Implications	110
Limitations	111
REFERENCES	112
APPENDIX 1 (DIAGNOSTIC TEST)	117
APPENDIX 2 (PROGRESS ACHIEVEMENT TEST)	118
APPENDIX 3 (SURVEY #1)	119
APPENDIX 4 (SURVEY #2)	120
APPENDIX 5 (QUESTIONNAIRE #1)	121
APPENDIX 6 (QUESTIONNAIRE #2)	122
APPENDIX 7 (PRE READING ACTIVITIES)	123
APPENDIX 8 (WHILE READING ACTIVITIES)	124
APPENDIX 9 (POST READING ACTIVITIES)	125
APPENDIX 10 (STUDENTS' INTEREST REFLECTED IN THE FACEBOOK GROUP)	128

CHAPTER 1

Introduction

This study started since the analysis done to a group of ninth graders when performing a reading activity in their English class. What this research attempted to do was to improve their reading comprehension levels when reading in the foreign language, therefore some different dynamics had to be employed in order to offer students the opportunity to read in other ways which allow them to have more interest towards the reading activity and in the same way achieve better results when developing those kind of tasks.

The reading comprehension field had been worked by several authors, all of them have stated diverse definitions towards the topic in discussion and there have been some others who have done similar studies in order to solve the issue proposed, through this document some of those explanations and documents were used in order to offer the reader a deep view about the problem and in that way provide this with different supports and evidences.

In order to accomplish the main objective different aspects had to be considered before thinking about the best way to introduce reading to students, for this, an analysis about students' needs and interests was done and in the same way a procedure was defined with the purpose to give the research a clear perspective about the way in which it could worked and the aspects which had to be considered in order to gather the necessary data for further analysis after the implementation of the methodology designed.

Finally, the results were obtained and those were analyzed, contrasted and compared with the theory which had been selected for the research, the objective of this was to realize how reliable was all the information which was gathered from the research and in that way state the appropriate conclusions and provide further research for the people who pretends to continue working into the same field.

Regarding the structure of the present research, six different chapters will be exposed and developed in order to offer the reader a deep analysis into what has been mentioned during this introduction. The first chapter includes the justification of the research as well as some information about the research (problem, question, objectives) all this with the purpose of introducing the reader into the present study. Chapter two will offer a theoretical framework and literature review where different theories and definitions will be exposed which are related to the focus of the study.

Chapter three is the research design, therefore in this section specific details of the research will be explored; this will offer a perspective about context and participants and also is going to explain the data collection instruments used for the research. Chapter four is the instructional design, this is the complement of chapter three and in the same way the introduction to chapter five, what this gives is a brief explanation about the implementation.

Chapters five and six will include the analysis and conclusion of the whole research, those two chapters will be the ones to answer the question of this research, all this through a series of data collection analysis and examination to the implementation and the theory exposed through the document.

Justification

Reading comprehension in students has decreased, because schools, teachers and society in general are not aware enough of the importance of reading in this century where the accessibility to information is anywhere, for anyone and through any kind of device. This is a consequence of globalization which has create an accessible world for information and knowledge all around the world, if you want to be part of the modern society you have to be in touch with it and informed about what is happening around.

And even when nowadays exist more ways to be in touch with what is trendy around the world, people do not know how to take advantage of that opportunity and acquire information from different resources, it is because of the lack of interest in reading; at least that is what happens in Colombia where people is really lazy to read and to be informed. Perhaps the consequence of this is a lack of critical thinking; people tend to assume that everything published in social media is right. Despite this resource is for people to be informed it has created lazy people who are not able to think by themselves.

When the information is retrieved from Internet, there are two issues, the first one is the acceptance of information on Internet as unique and true, and the second one, and more extreme (and not presented just when reading on Internet), is that when people read they do not comprehend the meaning of the text. From this point, the main problems again are the failures in reading comprehension and the attitude towards reading, without mentioning the lack of critical thinking when people read and receive information.

From an early age parents should support their children to start having an interest in reading, because through this simple action they can get a lot of knowledge which will be useful for their lives and also they can develop the habit of reading, they are going to see reading as something necessary and interesting in their lives and not as something boring and mandatory.

That is the key point on developing reading comprehension with this population, if ninth graders had not had the opportunity to be involved with reading it is going to be difficult that at this age they can love reading, but it is not everything about their interest and attitude towards reading, something really important is that they do not know how to comprehend or understand a written text and it causes in them feelings as frustration or boredom that do not allow them to increase their reading levels or interest in reading.

However not all is students' fault, teachers should teach student how to read, understanding reading as the process where comprehension of what is in the written text is acquired, the problem is that people assume that reading is just to be able to see the letters in the text. Normally teenagers get distracted when they are reading because of the effects that reading causes in them, they feel sleepy and also laziness, this is because they have priorities in their lives, and those priorities are to be with their technological devices, chatting or developing any other kind of activity that looks more interesting than reading, and this is harming this population.

When they grow up and go to college they will have lacks of reading comprehension and this will be reflected in their academic process, therefore the information previously presented was the hook for this research, it took advantage of those skills teenagers have developed with technology and it helped them to improve

their comprehension levels with the help of Facebook, as the way in which their motivation and perspectives towards reading increased and changed.

A research from Lima University by Gonzales (1998) supports the last argument about students' reading performance at school, when performed six reading exams to see the reading comprehension level in beginners of that university, as conclusions of this research, the author could observe that just two of the readings were easier for the students, but the general results shows that 40% have lower reading comprehension level, meanwhile just the 6% have in intermediate level, and nobody got an advanced level.

The last research shows that people who enter to higher education with lack of reading comprehension have difficulties to achieve the work- class and the extra-class satisfactorily, and that is what happen to most of students, not just in the university but also in the school and in their daily live, they do not have enough bases to face and overcome the comprehension challenges that the world and education is presenting to them.

At this point, it has being probed how important is to start improving the reading comprehension levels in students since school, but being aware of the reality and the context of those students who need new or at least different methodologies to learn; twenty one century students have different interests and lots of distractions that the world offers them and that in some way separate teenagers from reading. Since this point, this present research pretended to work with those needs and features to improve this skill in their performances when developing reading tasks.

What this research pretended, was to give relevance to the reading comprehension process, as well as to see if the strategies that were implemented worked with the participants for this research (those strategies are, visual cues as pre reading, think aloud as a while reading and finally summarization for post reading); finally, the importance was not all about the reading comprehension, also the way in which students made use of social networks and their electronic devices to learn that when they are out of the classroom. In conclusion the importance of the research was to made students recognize reading as a process that needs to be developed into different stages for a final purpose which is the comprehension of the written text.

Research Problem

The problems rose because students of this research had shown some problems on reading comprehension and the major issue is that they did not have interest in reading, when they had to read, they did that without any kind of motivation or without dedicate too much time to read. In that way, the implementation sessions of this research were more dynamic based on the reality, it means based on technologies and applications, including the social networks, taking into account students' needs and interests and in this way try to improve their motivation and their reading performance.

The idea was to make of the English classes a space where students could learn and apply those strategies while they read the book *Animal Farm* which was posted on Facebook and with which they had to develop some reading comprehension tasks in the social network in order to check understanding. The objective of this methodology was that students could continue practicing the strategies learned in those spaces even if they were not in class, that extra class and autonomous practice was done through Facebook,

in that way they did not see the activity as boring or mandatory, instead of that, they perceived the task as a way to share with their classmates online.

The reason why that methodology was chosen was because students spend a big amount of time checking their Facebook accounts and almost all people consider this as a waste of time despite that is something normal for teenagers; actually, checking their Facebook accounts does not have any purpose, the ideal was change their perspective about the use of Facebook as a way to practice reading, that activity was more meaningful for students and they could become aware of the importance of understanding what they read.

In this way students improved their reading comprehension, developing interest on reading and also increasing their cultural and intellectual knowledge through the book which was read and which is called *Animal Farm*, this book offered them critical thinking, creating a bigger challenge for them because they read in English, thought in English and understood and criticized social and real aspects of their context in English, also they could improve their vocabulary learning new words and practicing involuntarily grammar structures (this specific book works with past simple, which is appropriate for their English level) having an example of how to write properly; all of those were just more benefits inside the main purpose of the research.

On the other hand, technology has a big influence in people's minds and time, it seems that life goes around this aspect, everything is based on technology and nowadays people feel better spending their lives in front of a screen and in most of the cases their time is consumed in checking their social networks, as was said before. Life is easier with technology even when talking about reading, there are some books can be download for

free or bought on Internet, all this without moving from a place to other one.

It is necessary to start seeing technology as something relevant in this century, this is a reality that students are asking for different things in education, for example their higher interest in social networks or any other kind of activity rather than in the school. The solution is not to avoid those aspects, more than that; the idea is to use those to allow students succeed in their academic process.

What this research did not pretend to change completely the form in which schools teach students how to read, more than that and being more realistic, the idea was to make a little contribution to the methodology in which reading is presented to students, all this with the purpose to see if it was possible to increase students interest and motivation in reading if they are engaged with the activities worked on class and with the reading strategies developed through reading.

As a conclusion, it can be stated that it was a huge challenge to try to change paradigms in education, for the teacher and for the students, the traditional methods had been fixed for years but actually with all the opportunities that the modern world offers it is a need to start changing some methodologies when teaching and developing activities in the class, for this research, it was determined to work on the reading comprehension, this with the purpose to help students develop their reading skill when reading in the foreign language, the idea was to solve this with the help of different tools, for the research Facebook was used as a way to introduce the book to students and also to ensure comprehension three reading strategies were proposed and developed through the whole processes, this was with the objective of following the activity as a process where they had the opportunity to understand reading and achieve comprehension.

Purpose Statement

The main purpose of this research is to improve reading comprehension and the way in which reading comprehension can be improved is using a pre- visual cues, while- think alouds and post- summarization reading strategies, and this is going to be done with the help of social network Facebook to work with students and the book that is going to be read is Animal Farm by Orwell.

Research question

How can reading comprehension in English improve using Visual Cues, Think aloud and Summarization as reading strategies, on the social network Facebook?

Objectives

General

To improve reading comprehension using authentic reading material published on a social network through visual cues, think alouds and summarization as reading strategies on ninth grade students in a private school.

Specific Objectives

- To introduce to the English classes authentic reading material to improve reading comprehension in ninth grade.
- To use the Visual Cues, Think alouds and Summarization as pre, while and post reading strategies to improve students' reading comprehension.
- To demonstrate that social networks can be used as educational tools to present reading comprehension activities to students and in that way facilitate and promote

reading comprehension levels on ninth grade students in a private school

- To promote autonomous learning in students making use of the technological resources available in this century.

CHAPTER 2

During this chapter different theories and studies are presented in order to offer the reader a background about this research. First, a literature review will be developed, this section will provide previous studies which have been done in the same field, with those similarities and differences will be contrasted in relation with the present research.

In the second part of the chapter, the theoretical framework is exposed, what this pretends is to present theories developed by different authors, which provide a support and reliability to the main aspects of the research considered as constructs.

LITERATURE REVIEW

As it is known reading comprehension is a skill that goes beyond than just see different letters in a text. It involves analyzing the information that is presented in there, with the purpose to understand what is being read, and this requires some strategies in order to achieve the main objective which is comprehension. Comprehension is not an isolated process, more than that, it is a complex mechanism of recognition and understanding of different words that together makes sense. In order to provide this research with a theoretical background, different studies will be presented on this research, those have relation with reading strategies, reading comprehension level and Facebook as an educational tool; all those are the bases which conduct this research.

To start Moore (2000) is going to be mentioned, he performed a study about Reading comprehension strategies and he defines seven strategies as the most important in reading comprehension; those strategies are part of a personal improvement plan in reading comprehension which see the reader as the only factor that infers in the

comprehension process. Those strategies are; monitoring the process, determine importance, ask questions, make inferences, make connections, synthesize and visualize.

Those strategies are important because they reflect the commitment that the reader has with reading. During this research not just the reader has been taken into account when talking about reading comprehension, as this is a pedagogical task, some other factors are considered, for example the interest towards the book and also the teacher's role as a facilitator. For that reason the strategies used to improve reading comprehension need to focus more in activities that help the reader to understand the text, the reader has to feel commitment in order to feel a kind of interest in the text and therefore pay attention and achieve the main purpose.

The study developed by Moore (2000) has relation with the present research because it accepts the reader as the main participant in the reading comprehension process, and actually, the reader is the person in charge of the understanding, however, and what makes the difference between this present research and the study conducted by Moore (2000) is the principle that the reader has to focus his attention towards the reading (text) using some reading strategies. The strategies proposed by Moore (2000) are focused into a self- monitoring process that allows the reader to focus his attention and achieve comprehension, this present research pretended to do the same increasing students' interest and motivation but with the use of some other strategies which were used with the supervision of the teacher as facilitator and activities designed to give students the opportunity to achieve comprehension as a process.

Continuing with Moore's study about the importance of the self process of the reader when performing the task, Murad & Zain (2011) made a study where they tested

reading attitudes in second language, feelings towards reading and their self-efficacy in adolescents. Finally they made a relation between the aspects mentioned before, establishing the relation between those aspects and how can those be used as reading strategies. This gave as results that: students' attitude while they read is a key point in comprehension.

This is an efficient strategy, but more than that, the idea is to allow students to read what they like, because it gives the opportunity to learn by themselves and also they do not see reading as something mandatory, it is a conscious process that they develop in order to satisfy their personal motivations. In the same way their feelings when they read are going to be completely different because they do not feel pressure and the anxiety levels do not affect their understanding, finally the reader can start developing certain interest towards the reading activity and he is going to acquire the task in a natural way and he is going to read even out of the classroom.

Complementing what has been stated by both authors and joining that information with the project, it has been conclude that the motivation towards the activity is fundamental when trying to improve the skill because most of the students get bored when they read and this feeling affects their performance when they read, for that reason teachers need to demonstrate students how to enjoy reading and of course students will become active participants in charge of acquiring that knowledge and apply it in real life. This research had the purpose to apply the strategies that allow students to improve the reading comprehension. In that way students can be involved with the readings in order to achieve different goals, such as; obtain innovative knowledge and it has an effect in their future as professionals.

The motivation is not just presented in the type of reading offered to students; it also has relation with the methodology and resources used when presenting students the reading activity. The modern world offers different alternatives and makes life easier in different aspects, and reading is not the exception, technology has become as important nowadays that there is accessibility to different information all over the world, most of that information is presented through written texts and shared and socialized by different social networks.

This aspect has made of those years the age of information and this changes some paradigms and conceptions that existed before and that have been replaced for different and new concepts created as years go by, for example the terms TIC's or social networks and other aspects related with technology that offer people the opportunity to learn and to be in contact with the world from an interactive and comfortable way. Those technologies have innovated in different fields, and education has been one of the beneficiaries with those contributions, the use of technology on educational processes is one of those paradigms that are being changed because of the need of working with the new tools presented in the real and modern world that offer students and teachers the option to develop the classes in different ways more attractive for students of this XXI century.

One of the changes that those last years have had is create a Net Generation, that is the name this generation has received because most of the people and especially young people spend most of their time in technological devices. According to Barnes, Marateo, & Ferris (2007), the Net Generation forces the educational institutions to deal with new learners whose needs, interests and learning styles are different to the ones used in the

past to teach, and it responds to what they exposed in their document about ..."they grow with digital and cyber technologies..." and taking into account this, students are in that reality in which technology is made for them and they have created a dependency of those electronic and technological devices.

This is the reason why schools and institutions should make the students conscious about the advantages those devices offer in order to let students know that they can use these resources in an educational and dynamic way that will allow them to learn through this, the solution is not to forbid the use of those devices in class to try to prevent distraction or disciplinary actions, what is more, the alternative is to create the way in which the Net Generation can take advantage of those resources and that knowledge in that matter and make of education something innovative and enjoyable for students, something near their realities and contextualized with their needs.

In a research developed by Barnes, Marateo, & Ferris, (2007), they also present the idea of a Net Generation which want to learn, this aspect is really important for the present research paper taking into account that as they mention teenagers nowadays are education oriented, which means that the society has imposed in them they need to study in order to get a good job and improve their quality of life. The previous aspect mentioned can be a shock for students, because most teenagers are interested in socialize with their peers and most of the social contact they have is through chatting or sharing things in social networks and with this they are building their identity, also, if students learn and study through social networks or technology they are going to be more interested into learning.

Regarding what has been exposed through this study Barnes, Marateo, & Ferris, (2007) quote Oblinger (2005) saying that the Net Generation have distinctive ways of thinking, communicating and learning and this make them more assertive and information seekers shaping their learning in the classroom, also students of this Generation have the need of more varied forms of communication that do not have relation with the traditional methods. In the same way Tapscott (1998) supports what was said before adding that most of the information they seeker is retrieved from Internet and this is what marks the difference between this generation and the previous ones.

The previous aspects are relevant for the present research paper because it states most of the things that are being exposed, first students from this century need to learn with the different methodologies than the ones which have been presented in the traditional education, their learning styles have changed in comparison with the tendencies in the past, now they are more critical and curious about the world and therefore activities based on newspapers or long articles where the information is fixed is not enough for them, they are ready for bigger challenge and to stop being passive agent who just acquire the information.

With this new Net Generation, students are exposed to social networks, Internet, apps, etc., and those aspects make that the kind of material that students read have relation with the resources previously mentioned, for that reason those are the one which must be taken into consideration at the moment to start helping students to read, and what is more, to realize the importance of reading and comprehending what they read.

However, and contrasting what has been mentioned about the Net Generation, it cannot be pretended that all students enjoy being in those virtual environments, maybe

some of them do not feel comfortable in such context or also it is not a myth that not all the students have access to technology and social networks, some others are fixed in all methodologies and it cannot be expected to change completely the system they have had through all their lives. Despite technology has had a huge impact in our context and environment, not all the people is near to that reality, even when nowadays Internet or electronic devices are more accessible and affordable for different people, not all the population has access to it. Therefore, this Net Generation is still learning how to acquire knowledge and use those new technologies, they just need the guidance.

Moreover the advantage that is presented is that teenagers are so inquisitive nowadays, they have a need to explore and to find information about different things but this is because of the fact that they can look for whatever they want, most of the information is on Internet or PDF documents that give the students the opportunity to learn in different ways, even though the library gives the option to lend their books online, students can also look in different webpages or universities' platforms , all those are an excellent way to search information and learn about different topics. Teachers need to be familiarized with the 21st century and leave the usual lesson behind and start teaching with different and motivational way.

As has been stated, it is a reality that the methods must be changed and adapted for the needs of the new generation and that technology has to be seen as a new educational tool that allows students and teachers to develop education and convey knowledge in different alternatives which can engage students and take advantage of the time students spend in social networks and the need to read to comprehend what is happening around the world.

The present research has not been the only study which has tried to introduce social networks into the education field; another study was conducted by Pollara & Zhu (2011) from Louisiana state university with high school students and mentors. The purpose of this study was to examine the use of Facebook in a high school and university science- mentoring project, performing an implementation of social networking would encourage the communication between mentors and mentees and through this increase the students' participation. Semi- structured interviews were conducted with students and teachers in order to see how the interaction that they had was, e.g. students and mentors were asked about their experiences with the Facebook page, the benefits and limitations of using social networking. Besides, the data gathering was collected through an analysis of postings on the Facebook group page.

As results in the research the participation of a mentor and mentee on the Facebook group page was seen to positively affect their relationship both online and offline, also students and teachers that interacted regularly, posting questions and receiving feedback through the page, through this, the relationship was stronger between them. However, the participation on the Facebook webpage was lower than expected, because the tutors were not connected or paying a lot of attention that is why learners were affected in their interaction levels. Finally, most of the students would like to use social networking for educational purposes and were interested in using social networking in school because it can improve their motivation when they are learning.

Also learners admitted that initially had difficulty in accessing the page, but they believed the benefits of using the Facebook page were worth the extra time and effort, because they could reinforce any topic through the technology and more, a page that

usually the young people use. However, it has to be admitted that the use of technology and social networks was not created for everyone, there is people who does not feel good using social networks, they considered that as a waste of time, and actually, if it is used without any purpose it can be something worthless, therefore, what this present research pretended to do was to give the students the opportunity to learn how to take advantage of that time, despite it went further than just communication, it was expected that students could improve their relationships when socializing and sharing things through the virtual environment and in the same learn about it.

Technology has influenced the people's mind, because they spend more their time in front of a screen watching their social networks, it affects the learning process and the interest for reading or other topics. In the last research young people would like to learn by a social network, while the mentors or teachers do not have enough attitude or knowledge to be on line.

Other studies had been done regarding the use of technology as an educational tool. Baker; Wentz; & Woods, (2009) developed a research about technology and teaching, and more specific they create an online world where students had the opportunity to learn in this website creating an avatar and making of this Second Life (name of the site) in the real world where they had the opportunity to interact and learn, being this a big challenge for teachers and students, with this experience they suggest that as a key point for the success of using technology in the classroom it is necessary to formulate clear objectives, start with simple activities and involve the students in the virtual world. Taking into account this it is notorious that the use of technology or social networks is not bad if the teacher knows how to do that students respond and use those

tools for the benefit of the class, creating in them self-autonomy where those resources are going to be seen as an important and useful way of education.

"Online virtual environments increase popularity of social networks in the future as a means of proving students the experience of interacting in which a virtual world". Baker, Wentz, & Woods, M (2009) this quotation was taken from the previous study, and specifically that sentence makes a real change in XXI century education. The online environment is something that is present in the world and has to be taken seriously because that is what is going to replace the traditional methods still used, taking into account this social networks are just a new experience, not just for students, teacher also have to deal with this and adapt their methodologies to the virtual world where the experience online plays an important role in the way in which knowledge is presented.

But it is something certain that even when those technological and innovative resources are presented not all the people see those as good strategies to learn because of the pre conceptions about education. To try to change the educational system from a moment to the other one is a challenge, not just for institutions and teachers, also for some students, the same author Baker, Wentz, & Woods, (2009) explains that "Student willingness to try new technology needs to be weighted. Some students do not enjoy online interaction, and some might have anxiety about learning to use to virtual spaces". Even when the use of technological tools looks like new or interesting not all the students can find this as good as it seems, that is the reason why it is necessary to think in all the students, their likes and preferences and their learning styles.

In conclusion reading comprehension and reading strategies are two topics that even where they are present in everyday situations carry out a lot of different aspects to

take into account. For that reason reading comprehension is something that has a lot of relevance in nowadays' society, because information is anywhere and depending in the way in which the reader understand the information they are going to catch the message or not. A lot of different studies have been done into the field that is worked during this research, as it was stated, there are researches about reading comprehension, reading strategies and the relevance that technology and social networks have had in the last years.

Despite those studies offer different perspectives to the same topic, this study had a difference and this was the union of all those factors previously mentioned joined in an action research process that offered the participants the opportunity to improve their abilities in a field which gave them the opportunity to learn while they did what they enjoy. This present research was focused on the reading comprehension process, what was expected was to help students improve their reading comprehension through the use of some reading strategies, those strategies were different to the ones used in the studies mentioned during this sections of the research, also those strategies are going to be better explore in further sections. Finally, what was pretended was to change paradigms, and for that reason technology and the social network Facebook was the support to introduce the dynamic to students.

With the information that was presented through this chapter in the theoretical framework and the literature review it was pretended to demonstrate the viability of the research had, and in that way offer the reader a background about what the study was about and give other perspectives about what has been researched and also the studies mentioned in here will be needed again in further sections as the data analysis where the

evidence collected will give new perspectives towards this research field and in the same way this present research will provide a proof point of view between three different dimensions worked on here, those are reading comprehension as a process which need of reading strategies to be achieved, the strategies which will be used are different to the ones used normally (top-down, bottom-up, skimming and scanning) and finally it continues contributing to the innovation of Facebook, social networks and technology in general as educational tools.

THEORETICAL FRAMEWORK

In order to contextualize this research paper it is necessary to mention the bases on which the development of this study was supported, as well as some authors who have worked in the same field and that are going to be mentioned through this document in order to gather different information from different sources and perspectives. In order to give a theoretical background, three different constructs will be mentioned throughout this chapter, those are: authentic materials (the book *Animal Farm* written by George Orwell which will be developed with the social network Facebook), reading strategies (visual cues as pre, think aloud as a while and summarization as post reading strategies) and the final is construct reading comprehension.

Authentic Materials

Reading allows a person to improve their knowledge, culture, experiences and abilities to understand information presented through written language; those features are presented in any reading, in any language. Also, this skill is a way in which intellectual growing can be reached after each reading experience. This skill is necessary in the

learning process because besides, this is an activity which a person has in the daily life since the majority of the information nowadays is presented through written texts, for that reason it is important to show reading to students in a way which they can have the facility to read in an easy, active and understandable way.

On the other hand, when learning a foreign language it is better to acquire knowledge with the use of authentic material, those are resources from real life which offer real English with the use of contexts, vocabulary and structures written and designed native speakers, those represent the opportunity of going out of the classroom and give students a more reliable source of information where they can have the possibility to learn as they would do in real life.

“Authentic materials are reading texts that were written by native speakers and published in contexts designed specifically for native- speaker consumption, with no thought given to non- native accessibility. The topics, language, syntax, structure, etc., are all pitched at a target audience of native speakers and offered through media intended primarily for non-native speakers.” (Lansford, 2014).

As the last author mentioned and joining this with the previous introduction to authentic reading materials; those are designed by native speakers to all the population non- native and/or native speakers, these texts help to all the people to reinforce different topics of their interest in different languages in order to learn more about a foreign language or diverse subjects, those can be about literature, medicine, education, pedagogy, etc., the majority of books are written in English and most of them does not have translation. This is the opportunity which non-native speakers can have to be in touch with a native culture and in this way they will have the chance to acquire language

and knowledge through reading.

On the other hand, the same author Lansford, (2014), talks about the advantages about authentic materials, “those help prepare learners for the ‘real’ world of communication; also it guides learners toward the language they need for their particular context; and it motivates learners to communicate, because they help make communication ‘real’”.

Despite reading is not considered a productive skill, it has the option to help speakers of a foreign language to communicate and receive information through the written speech. According to this specific project, the idea is to work with reading comprehension but also it has been considered as important that students can be able to understand and communicate what the story is about, creating a real comprehension process where they can apprehend what is in the written speech and also analyze and develop the critical thinking towards the reading work.

Students need to be in the real context and in an English environment and through this have an interaction between their mother tongue and the foreign language they are learning, for that reason, English teachers have to include authentic materials to the activities and classes proposed in class, in that way students can learn in an easier and understandable way and what is more they are not just learning the language, they are also learning about cultures because they are immersed into foreign contexts which will make learning a more meaningful activity.

According to Sacha, (2006), the different types of text means makes easier to find something that will interest the learner and may even encourage further reading or

reading for pleasure. An advantage of taking a complete newspaper or magazine into classroom, rather than photocopies of an article, is that students can actually choose what they want to read. The more the learner reads, the better a reader will become, not only improving his language level but also his confidence.

Taking into account what was said by Sasha (2006), when students are willing to read what they prefer to read, the motivation increases and it is one of the most relevant parts in the acquisition of a foreign language, considering that they are going to be encouraged and they are going to do it by pleasure and not by obligation, what makes that they feel more confident with the reading activity. Reading cannot be a curricular class presented through isolated fragments without sense; what is more, students have to take advantage of the reading activities done in class and feel motivated to read and in that way they will see the activity as a meaningful task for their learning, and in general, for their lives because through that activity they're going to be able to acquire knowledge from different resources in real life.

Regarding authentic materials Sacha, (2006) states that those should be used in accordance with students' ability, with suitable tasks being given in which total understanding is not important. In order to overcome the problems created by difficult authentic texts, one solution is to simplify them according to the level of the learner.

Something relevant was mentioned by the last author, the type of the text should be chosen carefully, different variables have to be considered, as for example students' level (cognitive and with the language), also their interests and their abilities, all this in order to achieve a good reading comprehension through the use of authentic reading material. As the idea is to motivate the students to read and introduce them into the

habit, it is important to consider what kind of text is going to be presented, despite authentic material offers a big advantage to learn the foreign language, it is also a hard work to choose the appropriate kind of reading for all students and this decision is crucial in develop students' interest into the task or not.

This present research wants to work based on those principles, first an authentic reading material book is going to be used to motivate students to read, of course this book is written in English and by a native English speaker, therefore students will have that reliable resource to read and acquire knowledge (the book is about history in Russia, also they can learn values and the most important, they can develop critical thinking about the social problems society has nowadays) and improve their English as well as their reading comprehension. On the other hand this book has a real life topic with which students can feel identified with and motivated to read, that is the idea: to join what was said by Lansford, (2014) and Sacha, (2006) and in that way allow students to have a real part of the world inside the classroom.

Rojas, (2008) from the National University in Costa Rica defines the key point of reading as "the fact that readings should contain language as it is really used since students will eventually be exposed to authentic texts (texts not created for teaching purposes) outside of class".

Having in mind this aspect, it is important to recognize reading as a process that goes beyond the fact of just teaching reading with grammatical or academics achievements; what is more, the importance of teaching how to read and comprehend what is read is that students and people in general can be able to develop reading comprehension processes in their daily lives, being relevant the fact of the use of

authentic material in order to make of reading a genuine activity in students and in that way increase their motivation demonstrating that they can read about topics of their likes.

In other words, what is pretended is that students read because of pleasure and it can be done at the moment in which students can know how to read. Since early ages students are exposed to reading and they are “taught” to read, but that reading process does not go beyond than recognize the letters in a text, reading has not been taken seriously and therefore asking students to comprehend and analyze a written text is something that they find really difficult because they have not been in the process of developing reading as it should be, with the help of reading strategies.

Once students have learnt how to read they are going to see reading as a habit, as a routine of their normal life. Teachers can do that if their students are able to read by pleasure and make of this as a routine, if teachers allow them to choose, to give options what they want to read depend on their likes and interests, through that they are going to read comfortable and they are going to feel confidence in the task. When students have learnt to read for pleasure in the class they are going to continue reading outside the classroom, they will talk about the knowledge they obtained from reading and encourage other people to read. This is closed related with what was said by Sasha, once students are in charge of their own knowledge they can be autonomous in their learning process.

In this order of ideas, Rojas, (2008) defines the material that should be presented in classes as authentic reading which integrates authenticity, meaningfulness and students’ needs or interests. Also she says “My interest derives from the belief that students should be taught to understand readings I like the ones they may eventually

need or prefer to read in their own context (outside the classroom) using the target language".

Regarding this aspect, it is clear that the finality of reading is to cause an effect on the reader, and this can be done through the use of real material that constitutes something interesting for students and that have relation with their interests and needs, as it was mentioned, in order to make that students start loving reading, comprehend what they read and take advantage of reading mainly as a source to acquire any kind of knowledge.

Finally, the same author Rojas, (2008) states that the concept of authentic reading material is not something that can be taken just because of, it must be carefully thought in order to offer students the appropriate material they will enjoy in the classes; this is similar to what it was said by Sasha previously. This is better explained by the author as the following:

This can be applied to the use of authentic material. If we choose texts containing aspects that students can relate to themselves, such as their social context, their feelings, or the world they have created and believe they live in, students can find a connection with the text and reading can become interesting. (Rojas, 2008)

Taking into account authentic reading material the teacher has to show students they are active participants in their reading process. The teacher should create students awareness in what they read and also the teacher has to tell the students why is important what they read, what they want to read, what are their preferences, through this it creates in students a kind of motivation that allow them to develop the task with more interest,

also, with “real” texts, students will have more confidence, they show their feelings and intentions when they are reading, that is the reason why students should have any idea of what they are reading in order to involve them in the task and in that way increase their interest towards the text.

It has been presented enough information about the importance of the use of authentic reading materials in the class. However, within this present construct of *authentic materials*, not just the book *Animal Farm* is going to be used. Facebook, the social network which is going to be implemented is also considered as authentic material taking into account the definition presented by AuthenticMaterials (2007) “Authentic materials are not created specifically to be used in the classroom, but they make excellent learning tools for students precisely because they are authentic.”

As it is known Facebook was not created with academic purposes, or to be used inside the classroom, what is more, currently it has a completely different use than being implemented in the class, it is seen as a distraction for students, but actually during this research it was pretended to demonstrate that Facebook can be used as a pedagogical tool with academics purposes, despite this is going to be used in the classroom is not a conventional way to learn or to develop reading comprehension (which is what was pretended during the research).

Continuing with this idea and the definitions given by AutenticMaterials (2007): “Authentic materials help Students bridge the gap between the classroom and the outside world”. Regarding this aspect, what is pretended is to use Facebook as the tool to introduce the authentic material and trough this join the outside world with the world inside the classroom. Facebook is one of the social networks students use with more

frequency in their daily lives, they spend more time on Facebook or in their cellphones than the time spent in the school or reading, therefore and supporting what was mentioned in the quote by AuthenticMaterial(2007), the use of those kind of methodologies used in the classroom can fill the gap between the curricular activities developed in the classroom and new pedagogical and real life tools which can be introduced into education.

Finally, AuthenticMaterial(2007), states “It is important to use materials in authentic ways, not in traditional school-based ways” this is important to consider this aspect taking into account the tools and materials which are going to be used, first there is the book *Animal Farm* which is in English and also there is the social network Facebook, which is used the method to introduce the authentic material to students, those two tools were not created to teach or for education, and that is the challenge, to present those as a way to change some traditional paradigms presented in education and learning a foreign language inside the classroom. Therefore this present research is an interesting study where new perspectives can be given towards education this methodology will be better explained in further chapters.

Concluding what has been said by the authors mentioned in this section the usefulness of authentic materials is that those offer the reader the opportunity to read about diverse topics, however what has to be considered is what Sasha (2006) states, those must be chosen in concordance with the readers. Rojas (2008) supports that saying that the text should be meaningful for students, focused on their needs and interests. Those must be books which students would choose if they are out of the class, what those have to offer is what Authentic Material (2007) the feeling that the reading activity

fill in the gap between the real world and the classroom.

Those have to be meaningful as Rojas (2008) expresses as much relation the book has with readers' previous experiences as much interest and understand they will have towards the task. That understanding ensures the reading comprehension of the text that the comprehension of the text that the comprehension will be better explained in the following section.

Reading Comprehension

Understanding texts can be a complex part of learning, students might have different reactions at the moment of reading, for example, some of them might not understand the reading perfectly or they can just comprehend some parts of the text and those things cause frustration in them. To try to avoid those kinds of problems, teachers should have reading as a fundamental skill to teach and in that way familiarize students with the activity and facilitate students' lives when they enter to colleague or in real life situations where high reading comprehension levels are required.

“We define reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. We use the words extracting and constructing to emphasize both the importance and the insufficiency of the text as a determinant of reading comprehension”. (Snow, 2002)

The same author explains the extracting and constructing meaning saying that the comprehension entails three elements:

“• *The reader who is doing the comprehending*

• *The text to be comprehended*

- *The activity in which comprehension is a part.*” (Snow, 2002)

As the last quote mentioned, reading comprehension is a process divided into three different elements related to extracting and constructing meaning towards a written text. For this research the same three elements are going to be used but the order was changed in order to accomplish the objectives of the research. The main aspect will be the reading activity; those should be completed through dynamic and interesting techniques to help the reader achieve the final comprehension which is the expected from the whole process.

The purpose of that comprehension is that at the end of the reading the reader can be able to show the understanding towards the reading or to identify the problems presented after the analysis and interpretation of the text, for that reason the text is going to be the second element. The third one will be the reader who is the person in charge of the comprehension carried in his mind; this is explained as the following;

According to Snow (2002) “Reader, text, and activity are also interrelated in dynamic ways that vary across pre-reading, reading, and post-reading each of these three “microperiods” in reading are considered to distinguish between what the reader brings to reading and what the reader takes from reading”.

The micro periods that the last author called, is basically what this research is focus on: pre, while and post reading strategies that are three different periods in which the comprehension process took place, those strategies are visual cues, think aloud and summarization. Those were chosen with the purpose to leave a pre, a while and a post evidence regarding the improvement and the stages in the process and in this way at the

end have a complete result to see if the objective of this research was achieved successfully, it is appropriate to remember that the purpose of this present research is improving students' comprehension level through these strategies previously described and with the help of Facebook.

“A reading activity involves one or more purposes; the purpose is influenced by a cluster of motivational variables, including interest and prior knowledge. The initial purposes can change as the reader reads. That is, a reader might encounter information that raises new questions that make the original purpose either incomplete or irrelevant”. (Snow, 2002)

As the previous quote states, it is not possible to determine how is going to be the process in all the students, because a lot of different variables infer when considering purposes, the first one is the motivation students have towards the task, then other principles as interest and prior knowledge have to be taken into consideration in order to ensure comprehension. Of course those purposes are not fixed, those can change as the reader develops the reading task, if maybe at the beginning they do not feel any kind of interest it can vary as the reader goes deeper into the text, or in the opposite way, reader's perception can change towards the reading as long as they read.

A key point in reading is the level of commitment a reader has with the text, basically this is about how much interest the reader has in what is being read. As it is known something that is not interesting is difficult to cause an effect, and it changes depending on the interests of each person. For that reason it is easier to achieve comprehension when the person feels interest in reading because it develops motivation and in the same way the reader establishes goals and creates more opportunities to

understand and monitor his/her reading process in a conscious way.

According to Hill, (2011) “reading comprehension is divided in: literal comprehension, reorganization, inference, prediction, evaluation and personal response”. This information reflects that reading comprehension takes place in different situations, as are understanding literally what you read, which means an overall understanding of the text when you use the information presented in order to answer specific questions using your previous knowledge about the topic or predicting what is in the text, and readers tend to evaluate the information they receive and it gives a personal response based in their feelings as readers, being this is the process involved in comprehension.

To go deeper into what was said by Hills it is what is pretended to achieve through the implementation of this research, what is expected is that students can understand what the text wants to communicate, but despite this is going to be a literal comprehension there is also going to be a process in which inference and reorganization are going to be vital parts in the comprehension process, considering that through those steps other more complex processes as prediction and evaluation can be carried with the final purpose to move the reader from the literal comprehension to the personal response which is going to be the assimilation between the text and the connection it made with the reader.

In this order of ideas, the information and theory presented by Hills is fundamental when understanding the reading process, despite reading is not analyzed as a process it is, going over the steps proposed: literal comprehension, organization, inference, prediction, evaluation and personal response, those are followed when a

person reads, even if it is an unconscious process, most of those steps are developed in an involuntary way, therefore, recognize reading as a the development of stages and identify the elements that are involved are cues to achieve comprehension.

As reading comprehension is a complex process it can be influenced and affected by different factors, and regarding Hill's document about What can teachers do to improve reading comprehension (2011) she mentions that reading involves a lexical processing, eye tracking and cultural familiarity. Those elements allow a reader to be successful or not in the process of reading comprehension, taking into account that is the lexical process the one that makes that the brain understand the words and the vocabulary in the text.

If the brain does not perceive the information properly it is really difficult that comprehension takes place, for that reason the speed with which the eyes are used by the readers influences comprehension, if the reader does not pay attention to the information presented in the written text, this is going to be difficult to understand the message, therefore this is an important point to focus the attention on the text and in this way avoid reading in a fast way, this changes the reading comprehension process to scanning, another reading strategy that just focuses on getting the most relevant information, but that does not ensure comprehension.

Finally if you read about a topic with which you are not familiarized, it is difficult to understand what the text wants to communicate. This aspect is closed related with what has been exposed by the different authors mentioned through the document, once the reader feels interest and commitment for the reading task they are going to be willing to complete the process, this increases their motivation and in the same way that

motivation is reflected in their process after reading, this means their comprehension. Therefore it is important to consider students' likes and interests when asking them to read, once students read about something they like or are familiar with it is going to be easy to ensure comprehension.

For this reason, reading comprehension is not something difficult to achieve if each reader knows about himself or herself and if he/she is able to identify the strategies in order to understand a written text. This is more than a study because if students become good readers, they will use strategies when they read in order to understand the information that is presented in written texts and it is going to be necessary knowledge that will be with them not just in school or university, also in their daily lives.

Reading Strategies

When talking about reading, people might assume that is just to read a text and finish it and that it is an involuntary process as walking or breathing. Also people might think that the information that is perceived through the eyes is going to go to the brain and in that way the information is going to be acquired. Unfortunately, reading is not as simple as that. What is more, when students are asked to read in school they always expect to be asked for the general idea of the book and they wait to complete workshops related to the "understanding" of the text, in most of the situations they can achieve the task and they feel they have a good reading comprehension level, the problem is when they have to analyze the text.

In order to comprehend what reading is, it is necessary to use some strategies that people maybe use without being aware of that, and that is the reason why students (and people in general) do not understand or comprehend when they read because

reading is seen as the interpretation of symbols (letters) but without any sense and this lead the problem that people do not like to read, because even when the majority of the information is presented through reading, people do not take the time to comprehend and analyze what is being read, and it carries other problems as misunderstandings caused by the poor interpretation towards the written text.

Something that has been considered as important when trying to promote reading is the motivation because this is a significant factor in the learning process; therefore this aspect can be a determinant point in the understanding of a text as well as in the acquisition of a foreign language. Students need the motivation that the teacher gives them to develop a topic and the activities proposed through the development of the class. That is why it is a relevant topic in reading strategies, reading can be boring and frustrating for teenagers, for that reason they need innovative activities and the appropriate strategies to improve their comprehension level.

Therefore, in this project motivation is a relevant feature in reading strategies to improve the reading comprehension because as was stated by Memis, and Bozcurt, (2013) reading is based in a metacognitive strategy better understood in the following way: “reading comprehension is close related to metacognitive awareness and reading motivation”. Reading comprehension is closed related with motivation, taking into account that this aspect ensures the success or a failure of reading comprehension in a high percentage. Therefore motivation is what influences readers’ attitudes and in the same way those attitudes have an effect in reading.

Complementing the previous quote and as it has been determined, reading is not an isolated process, and this is a complex task that involves several factors that are

important when considering the final purpose which is the comprehension and the understanding of the text. The metacognitive process is the mental effort the reader has to do in order to understand what is perceived through the eyes and conveyed to the brain, in the brain some metacognitive processes are carried out and in that way the comprehension can be achieved, however the process is going to be easier if the reader has the motivation to do the task, as it is a metacognitive process, if the reader feels interest and motivation towards the written text, this is going to facilitate the process which takes place in the mind.

Wigfield (2005), has a theory related with the one mentioned before, for him: “readers should take interest in subject, have an internal reading desire, have a purpose for reading and have technical skills of reading so as to comprehend a text”. At this point it is clear the impact that motivation has in reading comprehension, for that reason when talking about reading comprehension it is necessary to think about the reader as the main participant in the understanding process, in the same way that comprehension can be influenced by the interest, desire or purposes of the reader.

To problematize all the information which has been presented, students do not feel the desire to read, they do those activities without any interest, and one of the hypotheses that have been considered is that students do not read because they do not want to, and therefore if they do not have that interest the motivation is not going to be part of the process, as the authors that have been mentioned in this document state, motivation is an important fact when talking about reading.

This is not a students’ problem, also the teacher has an important role in providing students the motivation they need to read and do the task with interest. As all

the tasks students have to perform at school, they read for obligation, and reading is not the exception. That is the problem, students do not have interest in studying, their minds are focused in other things and the school and the activities done there are not interesting if are not related to meet people or talk with their friends, that is the only thing they feel interest in.

Finally, there are some activities and some teachers that are able to catch students' attention towards the class, that was the major challenge during this research, students' motivation and interest towards the activities that they performed, that was the most important point, that students could feel confidence and interest in the research and therefore that they could achieve the purposes decided when implementing the present research.

Eidwisck. (2009) defines the problem previously described as a phenomenon in which interest is the starting point in reading because when students feel interest in reading it increases their attention and engagement with the text and in the same way autonomy is going to be developed. Eidwisck, (2009) divides interest into different categories which are: environmental situations and stimulus, individual interest, and topic interests.

Regarding those categories, reading comprehension can be influenced for different facts and that is something important to be aware at the moment of reading and choose the material to read.

In that way it is clear that the place, the location and the incentives and other factors are essential when reading because it can make of reading an enjoyable or a boring experience, also if a person does not find interesting the text it is difficult to be

able to comprehend what is the purpose of reading and that involves that comprehension is not going to be achievable. Taking into account that motivation is a main way to improve the reading comprehension level, the idea is to motivate students to understand the text through different reading strategies according to some authors which try to help and understand to learners that reading has benefits in obtain new knowledge and have benefits in the learning. Those strategies are going to be better explained in the following paragraphs.

According to the National Capital Language Resource Center, (2003, 2004), teachers are often frustrated because students do not transfer completely the strategies because they maybe think that reading means starting at the beginning and going word by word, stopping to look up every unknown word, until they reach the end. When they do this, students are relying exclusively on their linguistic knowledge, a bottom-up strategy.

Effective strategies can help students in order to read more quickly, those are: Previewing, Predicting, Skimming and Scanning, Guessing from context and paraphrasing.

Previewing: “reviewing titles, section headings, and photo captions to get a sense of the structure and content of a reading selection” (National Capital Language Resource Center, 2003, 2004)

Predicting: “using knowledge of the subject matter to make predictions about content and vocabulary and check comprehension; using knowledge of the text type and purpose to make predictions about discourse structure; using knowledge about the

author to make predictions about writing style, vocabulary, and content” (National Capital Language Resource Center, 2003, 2004)

Skimming and scanning: “using a quick survey of the text to get the main idea, identify text structure, confirm or question predictions” (National Capital Language Resource Center, 2003, 2004)

Guessing from context: “using prior knowledge of the subject and the ideas in the text as clues to the meanings of unknown words, instead of stopping to look them up” (National Capital Language Resource Center, 2003, 2004)

Paraphrasing: “stopping at the end of a section to check comprehension by restating the information and ideas in the text” (National Capital Language Resource Center, 2003, 2004)

According to Jensen, (2010) to improve reading comprehension, students should apply a variety of reading strategies. In her research quote to Cunningham and Allington (2007) who summarized five strategies based on Duke and Pearson (2002) which are: Prediction, think-aloud, text structure, visual cues and summarization. This project will work with three strategies which have divided in three categories; in pre reading strategy: Visual cues; in while reading strategy: Think aloud; and in post reading strategy: Summarization.

Using Visual Cues

Using a visual to facilitate understanding is another reading strategy that improves

the reader's understanding of a text. Like story webs (where ideas are placed in boxes or bubbles), all help a reader to "see" what he/she has learned. It helps a reader to relate to the text and improves comprehension levels. Visualization cues may also be used to self-monitor for understanding. For example, a fluent reader should see a "movie" running through his or her mind when reading. If the movie or mind pictures stop, then the text is too difficult or the reader is not engaged. (Jensen, 2010)

Think Alouds

It helps readers to understand the thought processes of a competent reader. Proficient readers think aloud as they read to show how they make meaning of a text. For example, a reader stops in a reading for a second and says "I think the author wants me to see a picture in my mind when I read that paragraph." This is an excellent way to teach students to make inferences as they read. Think-alouds provide examples of an effective reader using metacognition strategies to solve problems. (Jensen, 2010)

Summarization: "The ability to retell the key points of a text in a logical sequence and hold these details in memory is an important comprehension strategy called summarization. Often these key points are needed later in the text to make sense of what is read". (Jensen, 2010)

Prediction: "Readers need to ask questions about what they are about to read, and to relate what they read to their prior knowledge. Using prediction skills, such as looking at the illustrated cover or discussing the title of a work, can help readers to make a link to related works." (Jensen, 2010)

Using text structure

Readers must be familiar with a variety of text forms and features to aid their comprehension of that genre of text. Understanding the components of a narrative form provides the framework for global understanding. For example, a student knows what to expect when reading a fairytale. There will be a clash between good and evil, and the plot will have a happy conclusion. Providing students with opportunities to work with adventures, mysteries, science fiction and other genres helps readers recognize the components of various genres, which aids in comprehension. (Jensen, 2010)

Questioning

Good readers ask questions about what they read, as they self-monitor for understanding. They ask questions of themselves, of their peers and of their teachers. Pausing to ask questions is part of the reading process. The ability to make inferences about what one reads requires higher order thinking skills. Asking questions that start with how or why engage the reader. By asking questions of the text, a reader is actively responding with the material to incorporate the new material into his or her schema. (Jensen, 2010)

The strategies previously quoted are considered as important for this research because those give the definition about what is the reading process, also it offers the view about how complex is the reading and how many things have to be considered when developing a reading task. However, it is not possible to work with all the strategies during the research, therefore three reading strategies are going to be chosen for the list previously mentioned. Those strategies were selected considering the

problems students have when reading.

Some of those problems are: the lack of motivation and information they have before starting a reading task, the comprehension problems they have when they finish the written text and at the end they have not understood anything and finally after they read, they are asked just to complete a workshop that does not demand any effort from them, they are not asked to analyze or interpret the information, it is unknown if students were able to comprehend or if they enjoyed the activity and learned something from that, one more time, the curricular activity is just one grade more, nothing important to be used out of the classroom.

The strategies selected also follow the reading comprehension process which has been explained and supported through the document, those are classified into a pre a while and a post procedure. As a pre, this is going to be used the Visual Cues, "...fluent reader should see a "movie" running through his or her mind when reading. If the movie or mind pictures stop, then the text is too difficult or the reader is not engaged. (Jensen, 2010)".

Despite this strategy has been a little bit modified to make it easier and more useful for the purpose of this research, this strategy will offer the reader the opportunity to create and own visual image and imaginary about the book, this is going to be done through the use of some visual aids presented before the reading task, this is with the purpose that students can feel more confident and with more ideas and curiosity when they have to read.

Regarding the while, the strategy is think aloud, "It helps readers to understand

the thought processes of a competent reader. Proficient readers think aloud as they read to show how they make meaning of a text (Jensen, 2010)”, this strategy is going to be important for students because this will offer them the opportunity to focus their attention in the reading, they have to do it as a process done step by step, with the help of this strategy they can reflect about the written text and think what is the idea the author wants to convey, as the book which is going to be read is a metaphor and a critique to society, they have to stop through the reading and reflect about what is the idea of the text, in case this do not happen they are going to lose the flow of the story.

Finally, the post is summarization “The ability to retell the key points of a text in a logical sequence and hold these details in memory is an important comprehension strategy called summarization (Jensen, 2010)”. As the key point is to know how much students understood about the reading, this summarization goes over the main important factors of the reading, therefore some comprehension check activities are going to be done in order to know how effective were the previous strategies used and to make students create awareness about the process they have to follow when reading. As it was seen, there are a lot of reading strategies, the ones selected are just a purpose for students for the reasons previously described.

Jolibert (n.d.) defines reading strategies as the ones adopted by the reader, making emphasis in the fact that is pointless for the teacher to create questions to check comprehension because it is the student who has to interrogate him or herself in order to create meaning from reading. In this way students acquire knowledge and autonomy in the reading process. Jolibert (n.d.) also explain reading strategies as “a way to facilitate an active an interactive construction in problem’s solving” this is where students have

the opportunity to learn through reading different situations that they can face in their normal lives and daily routines.

But even when she considered students/readers' role important in the way in which reading strategies are applied, Jolibert (n.d.) realize the importance of the teacher in the way in which the material is presented to students, understanding material as a strategy to help in reading comprehension, she mentions that choosing the type of texts for students influences the kind of strategies for each learner, taking into account that the strategies used by the reader and the strategies presented by the teacher are going to allow the reader to build meaning in the text or not, and in that sense to achieve comprehension or not.

CHAPTER 3

RESEARCH DESIGN

The purpose of the present chapter is to describe the methodological procedures done in order to improve students' reading comprehension levels when reading a book written in English making use of three reading strategies as well as using Facebook as a tool to present the activity to students. The first aspect considered in this chapter is the explanation of the research paradigm selected for this study. Then, the research approach is described in order to comprehend the way in which the study took place. Also, some information about the participants and the setting is presented. Finally, the data collection instruments and the data collection procedures used for the research are exposed.

The paradigm chosen for this study is qualitative, and the approach is action research. The reasons and explanations of why those were selected will be better explained during this chapter, those were choosing considering the objectives of the research as well as the theories and all the information which has been exposed through the document.

Research paradigm – Qualitative research

The idea of the research was to analyze students' progress when implementing the methodology proposed in order to improve the reading comprehension levels they had, this with the purpose to achieve the main objective of the research. At that point the study uses the qualitative approach because; According to QRCA (Qualitative Research Consultants Association, n.d.), this approach helps to see how they respond to different

activities or what are the different results with the implementation of diverse instruments and in this way enabling the researcher to reach beyond initial responses and rationales.

This type of research was selected because of the need of knowing how effective were the different activities implemented. Those activities allowed the researchers to see students' responses towards the methodology, their attitudes, points of view, opinions towards the research, therefore what is important in the research is the study of behaviors and attitudes, quantities or numbers are not too important for the study because the idea is to implement some actions in order to solve the problem identified since the beginning of the implementation.

“Qualitative research is designed to reveal a target audience's range of behavior and the perceptions that drive it with reference to specific topics or issues. It is used in depth studies of small groups of people to guide and support the construction of hypotheses” (QRCA n.d). Regarding that, the main issue of the research is the problem when understanding written texts, also this was done with a specific group of people and the idea was to analyze the behaviors observed during the implementation.

Research Approach

What was pretended with this study was to follow the model proposed by Susman (1983) and in that way solve the solution identified since the beginning. Considering the previous pattern, the methodology was the following:

1. Diagnosing, identifying or describing the problem: Since the beginning the problem was identified and as was described in previous chapters the major issue was the problem students presented when developing a reading task, their lack of reading

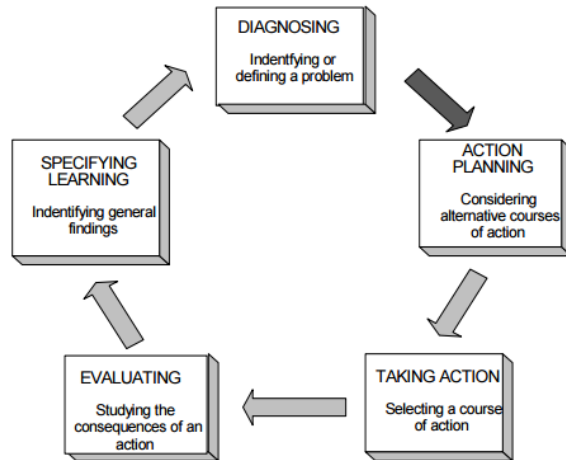
comprehension affected their performance, not just in the class but also in extracurricular activities which demanded comprehension from them.

2. Action planning: Focused on that reality, the methodology was planned in a way in which students could have interest towards the task and in that way increase their motivation through different activities which gave them the opportunity to develop the tasks in a different way. Those were planned in lessons plans which were used as a guide for the implementation sessions.

3. Taking action: The population had already been selected and based on the needs and interests they had the activities were planned, through six sessions the implementation took place.

4. Evaluating: After each implementation the activities done and the results obtained were analyzed in order to recognize the progress and effectiveness of the activities which had been prepared.

5. Specifying learning: Once the information was gathered through the implementation and the help of the instruments applied during the research, the findings were analyzed in a way in which the research question of the research could be answered and in that way offer the results of the study. In case the results were not as expected it could be necessary to apply the cycle again making the correspondent modification to obtained better results.



*Detailed Action Research
Model (Adapted From Susman, 1983).*

Based on the methodology previous described, the present research adapted the action research approach in order to provide the study with the stages needed in order to solve the problem which was identified since the beginning. Also, as O'Brien (1998)

states; "Action research is "learning by doing", a group of people identify a problem, do something to resolve it, see how successful their efforts were, and if not satisfied, try again". What he expresses is a summarize of the previous stages, the process of learning by doing allowed the participants to be involved into the research and in that way help to obtained good results when implementing the process.

Setting

The school is located in Bogotá in Teusaquillo. This locality is one of the biggest of the city and there are a lot of private and public schools. The study was made in a private school, where the majority of the students' social stratum is medium class, this means that despite they have no a lot of money their families can afford the living cost and offer them a good education, at home and academic, and also their lives are comfortable and they can have the opportunity to receive some benefits that people in other classes would not have, this is a middle class, they are not poor but neither rich.

Students are polite compared to other schools near this one, they have to have a good behavior because of the rules of the school and that aspect makes a difference with some other schools around. There is a lot of grass and there are lots of trees around the school, the school is like a bit cottage however the building of the school is small, in each classroom there are maximum 20 students, and there is only one course per grade, it offer students a personalized learning.

Participants

The participants of this project were the whole group of ninth grade's students, they are 19 people in the classroom; whose ages are between 14 and 15 years old. In this classroom there are more men (10) than women (9), in general the relationship between students is very good, they usually talk with others and during the break they continue in group. Regarding the English class, there are some people who do not like it, and in the same way they are not interested in the class, that is what they manifested and it was seen in the observations done.

They have English classes three times per week, each class lasts 45 minutes, and they see it twice in a day, for example, the first class in the day is English then, they continue with other subjects, and the final class is again English subject, that is the methodology of the school. They like this methodology because they do not feel tired in a class, because the class finishes in an appropriate time, this is a good methodology considering variables as attention span or so on, however for the teacher is really difficult to organize the time, there are 45 minutes but in real life those become like 30 minutes while he organizes the class and in 30 minutes is not too much what the students can do.

Regarding reading, some of the students like the idea to read, and some of them are excited to use Facebook with education purposes but not because they take it seriously, it is because they think they are going to waste time in the class in Facebook, while they get used to the methodology that can happen, however this is not going to be like during the whole process, this will be better analyzed in the data analyzes. On the other hand, students consider learning English as something important and necessary for their lives but they do not have enough motivation to learn English properly in the school, they take that as any other subject and they do not see how the class can give them something for real life.

In order to select the sample for this research the opportunistic sampling technique was used taking into account that during data collection it is possible to analyze the cases that are presented in the classroom (negative, critical or typical) and based on the results from the reading comprehension texts those participants can be selected. In that way, the sample population is going to be selected when the opportunity allows that, focusing on the data collected while reading and classes in general. Also how interested students are in learning English is going to be a good aspect to consider when choosing the sample, considering that has been mentioned, motivation and interest influences reading comprehension.

Data Collection Instruments

To obtain the data, this research is focus on four instruments (Diagnostic Test and Progress achievement test, Questionnaires and Surveys) which support the project in the process of trying to improve the students' reading comprehension level, and also the data- gathering help to understand the results or how they respond to the reading strategies and the dynamic exposed and used for the researchers. Those instruments are

going to be used in order to gather the information that will be collected through the research.

Diagnostic Test

Students' learning should be supported by the teacher and the teacher should follow the process of the students' performance in any task done in the school, in the same way, the teacher has to implement different activities through different strategies or methodologies for students to obtain the information successfully and in that way acquire learning. During all these activities, learners will show their strengths and weaknesses and the idea is that the teacher can work with those problems in order to help students improve these aspects and also reinforces the aspect in which they do well.

The first test which was implemented had as objective to know the reading comprehension level ninth graders in a private school had; the test is known as a diagnostic test taking into account; "Diagnostic tests are used to identify learners' strengths and weaknesses" and "we can be fairly confident of our ability to create tests that will us that someone is particularly weak in" (Hughes, 2003, Pg.; 15)

The diagnostic test is the way in which the teacher can determine students' weaknesses or strengths since the beginning of the process. Tests are useful instruments to determine students' levels in different tasks, however, tests should not be taken as a grade, or at least during this research that is not going to happen. Tests are going to be useful to determine students' level at the beginning of the implementation (diagnostic test) and student's improvements at the end of the process (progress achievement test).

This first test allowed the researchers to know students' reading comprehension

levels and in that way know what can be the best ways to improve those results.

Therefore, this first one is going to be a diagnostic test which helped participants to see their performance and abilities in terms of reading comprehension, which is the skill is exposed in the test, this kind of test help to identify the students strengths and difficulties when accomplishing a task.

The diagnostic test helped to this research to see the comprehension level of students, and in that way perform different activities in order to fulfil the problems students have towards reading comprehension, all this with the purpose to implement the appropriate activities and strategies and in the same way choose the appropriate material and activities that offer the opportunity to support the reading plan of the research and to reach the objectives proposed for the research.

Progress Achievement Test

Achievement tests determine students' improvement, the results tend to be presented through a numerical grade, however, what the test provides are the students' weaknesses and strengthen towards determined topic.

According to Hughes, 2003, are intended to measure the progress that students are making. Since progress is towards the achievement of course objectives, these tests, too, should relate to objectives. One way of measuring progress would be repeatedly to administer final achievement tests, increasing scores indicating the progress made. (Pg. 14)

With the progress achievement test, the idea was to measure how the students have improved their reading comprehension level through the final test which allow to this project to see if the final purpose was achieved and also this test will be the opportunity to identify if the activities performed in class and in the Facebook's group

using the Animal farm book by George Orwell, were useful and successful.

Those were part of the reading plan for the project and in the same way that was a preparation for this final test. This progress achievement test was performed in the last session which was composed by fifteen questions according to a text, it is needed to clarify that the book Animal farm was a help during all the improvement process, this final test had a different short story that helps to this research to see their reading level of the students.

This progress achievement test was important in this research because it helped to see if the use of strategies through Facebook have been done successfully or which have been the failures implementing this project, of course the ideal is that students have better results in this test than the results obtained when doing the first diagnostic test. Also, the use of tests are going to be a good tool to record a process having in mind the idea of this project, improving the comprehension level with authentic reading material posted on Facebook.

Questionnaires

“A questionnaire is simply a ‘tool’ for collecting and recording information about a particular issue of interest. It is mainly made up of a list of questions, but should also include clear instructions and space for answers or administrative details.”
(Research & Consultation Guidelines, n,d)

The questionnaires explore the aspects of the case deeply, and this is fundamental in the action research because it helps to this project to know in great detail the students’ views and perceptions about the reading comprehension, the book (Animal Farm), and social networks. Therefore this instrument made emphasis in collect students’ experiences and opinions. This research made two questionnaires,

both of them are divided in three different sections, as mentioned before (reading comprehension, reading background, preferences and styles and social networks).

One questionnaire was applied at the beginning of the implementation; this is to know students perceptions about the categories in which the research will take place, those are reading comprehension, reading strategies and social networks and technology as educational tools. The second questionnaire will be done at the end of the implementation to know students perspectives through the whole process. The information obtained with the help of this instrument is all about students, they are not asked to complete any test or exam, this is just to answer based on their own experiences during the process, the questions in each questionnaire are the similar, the idea is to compare both questionnaires in order to know if students had or perceived any progress or not.

The idea is that the students will have a paper, the researchers ask a set of questions to whole the class, and students write their answers in the paper. (e.g.; teacher says: “first question is; do you like reading?” the student writes in the paper “#1. Yes”. Teacher says: “second question is; how do you feel when you read in English?” The student writes in the paper “#2. I feel lost”), and so on. What is pretended with this is to collect short answers in each students, despite they have the possibility to write their own answers, those have similar patterns in the response, most of the answers will be yes or no questions, therefore it will provide the opportunity to select similar opinions and in that way analyze common patterns in the whole group.

Surveys

According to behavioral & social sciences research (n.d) “A survey instrument is a tool for consistently implementing a scientific protocol for obtaining data from

respondents. For most social and behavioral surveys, the instrument involves a questionnaire that provides a script for presenting a standard set of questions and response options”.

In order to take advantage of that information, surveys are going to be the third instrument used in this research. Surveys are relevant for this research taking into account that the kind of research is qualitative, and therefore what is important are the perceptions and different factors that are more related to the participants, this is based on attitudes and so on, opposite to the quantitative research which is focused on quantities and numbers, for being this a qualitative research, participant’s perceptions are important for further analysis, findings and conclusions.

The survey is in a chart where there are seven statements, next to each statement, students have to put a check a number from 1 to 5 indicating the response of each answer taking into account that 1 is the lowest score and 5 the highest score, most of the questions are based on students perspectives but all the questions have relation with the fundamentals of this research (reading comprehension, reading strategies and Facebook & technology). The next question is a sample of some of the questions and the way in which it works.

	1	2	3	4	5
I lost in most of the parts of the reading			✓		

In this example 1 indicates that the person has been lost in most of the reading and 5 that the person has understood the majority of the reading. For that reason the first survey is going to be done in the middle of the implementation, after the first six

chapters. The methodology of this first survey is going to be as described before, students received a piece of paper with the questions and the scale to grade each one, they are going to have supervision in case they present any question. The second survey was done the last day of the implementation; the idea of this instrument is to see the students' feelings and the views in terms of reading progress, the use of Facebook as an educational tool, or to see if students have learned or if they feel that they have improved their comprehension level, this second survey has the same methodology than the first one, are the same questions, but of course answers may vary depending on each students' progress.

In the same way, because of different questions of the surveys, helped to this research to check all their learning process, since the beginning of the first chapter until the end of the book, in the survey they reflect the perspectives they have had during all the implementation. Therefore the analysis registers how they have felt using the social network with the strategies to improve the reading comprehension level. The different surveys made in class to allow students to do a kind of self-evaluation about their process.

The paradigm chosen for this study is qualitative, and the approach is action research. The reasons and explanations of why those were selected will be better explained in the following chapters, those were choosing considering the objectives of the research as well as the theories and all the information which has been exposed through the document.

Ethics

During the development of this study we have acquired and collected information from students from ninth grade in a private school. The institutions' identity is presented as a private school, protecting the schools' name for possible future inconveniences. Students' identity was protected, all the activities developed by the students gathered during the implementation were not showed their names, also, the students' participation in the Facebook group with their personal Facebook profiles, in order to avoid further problems those profiles were covered, as it can be seen in the different appendixes.

Besides, a formal letter was given before starting the implementation to school directives in order to make known the purpose of this project, the intention that we had with students from ninth grade to work on reading comprehension and to request permission to develop the implementation of this research.

CHAPTER 4

INSTRUCTIONAL DESIGN

The present chapter has the pedagogical issues which are directly related to the implementation of the reading comprehension workshops carried out during the classes and the activities posted on Facebook. It presents a short description of the activities developed through the sessions which took place during this implementation, in the chart presented at the end of the chapter the reader will find the objective pretended with the study as well as a short description of the activities and the kind of data collected in each session, this will be better explained in further analysis as well as the relation of those with achieve the main object of the present research (chapter 5).

It was considered necessary to give students the opportunity to learn something making use of the knowledge and interest they have in social networks and technology. The idea was to use social networks as a way to promote reading and also to improve the reading comprehension levels in students. Having in mind that aspect, the six sessions carried out in the school were designed focusing on promote the use of reading strategies when students read in English, and as it was said before, the way in which the reading activities and the tasks were developed was with the help of Facebook.

Regarding the sessions, those were developed twice per week, each session was of about 50 minutes, this means that students read the whole book in three weeks and just with an intensity of one hour and forty minutes weekly, most of the work was autonomous, the class was a space to share their ideas and the rest of the time they were using Facebook to complete the activities proposed there and complete the work that could not be done in class. Other good aspect was that students did not see this

research as something academic, it was a space focused on reading comprehension and the topic of the book was also interesting for them, and most of them used that as a motivation to read.

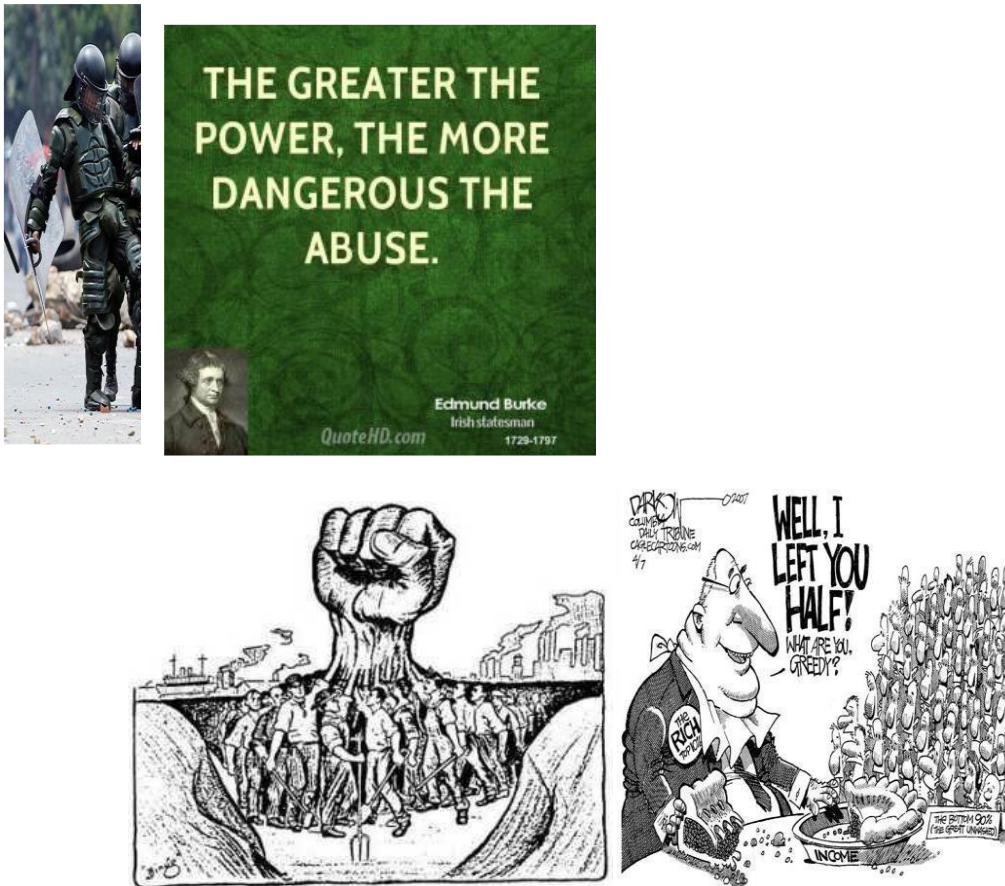
Students also realized about the importance of reading using the appropriate strategies and paying enough attention to the text in order to achieve comprehension, the idea to divide the process into three different steps offered them more understanding, also the purpose was that reading was not perceived as an activity developed in a rush just to get a grade.

This research had six lesson plans to do the implementation. The way in which it worked was following: the task-based approach were the six sessions done during the implementation, each session was divided in a pre, while and a post stage, this was designed in this way with the purpose to demonstrate students that reading comprehension is a process. Those sessions were worked in the following way: students had to read two chapters per session of the book *Animal Farm* by George Orwell, this was not the complete book, this was an adaptation of the book, students read and they had to follow a process.

The activities were designed in the way in which students could comprehend what was happening through the book, also this promote the questioning and critical thinking about the situations presented in the book, as it was said before, those activities were most of the times posted and developed on the Facebook's group. The methodology was in the following way:

1. Visual cues as pre reading strategies. During this step students had to see different images related to the book, those images had relation with the plot of the chapters of the book they will read for the next class. This stage was done in the

classroom, they had the images and they had the opportunity to socialize and debate with their classmates about what they think the chapters will be about.



The previous images were the visual cues for chapters 5 and 6, as it was a little complicated to get original images about the book, and as students already knew it was a metaphor it was decided to present them more reliable images taken from Internet, it offered them a deeper analysis about the content of the book and at the moment of reading they could understand better the metaphorical expressions because they had already relate that information with the pictures presented and their previous knowledge and experiences.

2. Think aloud, while reading strategy: Because of time we could not read in the class, and also as the reading was posted on the Facebook group not all the students had

the opportunity to had data in the phone, therefore this strategy was worked at home. As autonomous work students had to read the book (the book was published on the group created on Facebook, therefore all students had access to that, there were two versions, one was the PDF document with the whole book, the other was based on pictures of each chapter they have to read, this was updated each time they had to read a new chapter and it gave them the opportunity to save the book in images and download those in their phones).

Once students had read the corresponding chapters they had some activities posted in the group and those had to be done there. Those activities were the think aloud, those where developed while they read in order to clarify ideas about what was happening while they read.

Reading Reading
September 18, 2015

Hello Guys, this is the activity that you have to participate!! You have to write a comment what you understood about each paragraph!!, just is a comment, is very simple, go ahead and participate guys. 😊

- It is because humans are so cruel. Major wants the animals to chase Mr Jones away. If he goes away, all the animals will be happy.
- All the animals are excited. They want Major to carry on talking. Mr Jones wakes up. He goes to the window. He fires his gun. Maj... See More

Like Comment

Julian [redacted] and Diego [redacted] Seen by everyone

View 8 more comments

Led [redacted] I understood that in the farm there are a bad man, and for this reason the animals make a "plan" to avenge Mr. Jone
Like · Reply · September 22, 2015 at 9:41pm

David [redacted] ok what I understand is that Mr. Jones is a man who is very wrong with the animals and that animals want is to be happy fence and restricts the lot and feeds them
Like · Reply · September 23, 2015 at 6:58pm

Diego [redacted] Mr.jons is a bad farmer, but the pigs are the kings of the farm because they are the most intelligent of the farm and they controled the farm with the all food and the others animals are the slaves
Like · Reply · September 23, 2015 at 9:14pm

Write a comment...

This image was taken from the think aloud activity for chapters 3 and 4, the idea here was that students could follow the story, as it can be seen, they had the opportunity to see their classmates' comments, complement those or construct ideas, this was a collaborative work where all of them found sense of the story even when they did the workshops alone. Not all the activities were like this, there were different activities for each chapter.

3. Summarization, post reading strategy: Finally, the post reading strategy was worked in the next class, for example, today they made the visual cues for chapters 5 and 6 in class, at home they read those chapters (5&6) and in the same class we made a summarization about chapters 3 and 4 which were the previous chapters they had read. The activity in class was more like a discussion where they share ideas and answer questions about what had happened during the chapters and it gave the students a deeper reflection about the book, at this point they were also using their critical thinking and they were making short summaries in their minds to continue reading and comprehending what they have to read. The final summarization activity was done in Facebook, they were asked to complete other tasks (also posted and shared on the Facebook's group) with the purpose of doing the activity more meaningful for them. That was the way in which the sessions were developed.

This is an example of the first summarization activity they did on Facebook, this was about chapters 1 and 2 and the idea was to make a collage with the characters of the book and how they had perceived each animal in the story.

To finish with the methodology of the implementation and to introduce the reader a little bit about what was the book *Animal Farm* by George Orwell about, and to give an overview and an explanation about how the activities were designed in that way,

it has been considered as important to let the reader know something about the book.

The story is about a group of animals, they can talk and they have meetings, they think whatever it walks on two legs is an enemy that is why they do not like their owner, Mr. Jones is the farmer, he is not a good man, and he killed Major.

Major was an intelligent pig who, before dying, told the animals that he had had a dream this was that one day there would not be human beings and animals could be free, after that, they chase Mr. Jones away, they live as Major’s dream, but two pigs, Snowball and Napoleon, took the power of the farm, but Napoleon wanted to be the owner, he started to act as a human, the animals did not agree about it, then, the humans decided to fight against the animals for the power, but they could not. Napoleon, who was the president, and the other pigs in the farm started to behave as a humans, animals see that everything is not as that Major’s dream, they do not see the difference between animals and human beings.

To complement and summarize what has been said thought this chapter, the next table gives a better understanding of how it was worked and the way in which the methodology was implemented through the sessions:

TABLE 3

Activities and timetable

Session and date	Learning objectives	Pedagogical activity/ies	Kind of data to be collected
1st session September	1. 1. To observe what the students’ reading comprehension level is	<i>Activity:</i> 1. To make a diagnostic test to verify how their comprehension levels are.	

<p>10th</p>	<p>through the diagnostic test.</p> <p>2. To identify students' likes, dislikes, backgrounds and experiences related to reading, the plot of the book.</p> <p>3.To introduce students into the research and show them the methodology and activities use for the project</p>	<p>2. To make a questionnaire which is classified into three different categories, the first one are four questions are about students' backgrounds and preferences when they read, the next category are four questions are about the book chosen "Animal Farm" to see how are their perspectives about it, and the third category are five questions are about technology and the use of social Networks,</p> <p>3. To ask students their Facebook accounts to add them in the Facebook group.</p> <p>4. Students make groups of three to analyze some pictures which represent the plot of the book (visual cues activity to introduce them into the context)</p> <p>5. As homework, students are going to read chapters 1 and 2, teachers will post on Facebook some paragraphs of the chapter, students will write a comment about what they understood about each one of the chapters (Thinks aloud activity). Besides, students will make a collage in any virtual program they know, e.g. paint, Photoshop, pizap.com, picmonkey.com. This</p>	<p>- Diagnostic Tests</p> <p>- Questionnaires</p>
------------------------	--	--	---

		collage needs to have the characters that appear in the first two chapters of the book, post it on the Facebook's group (Summarization activity). (Each chapter is posted on the Facebook's group to read virtual).	
2 nd Session September 17th	1. To review the first and second chapter in order to ensure students' accomplishment and comprehension towards the proposed tasks. 2. To put in practice the three strategies proposed in the research during the development of the established activities	1. The class starts with a discussion about what happened in chapters 1 and 2 and the relation of those with the real life. (Summarization activity) 2. Teachers show four pictures to students related to chapters 3 and 4, and they analyze those pictures and how the story will continue according to their point of views seeing the pictures. (Visual cues activity) 3. As homework, students are going to read chapters 3 and 4 for the next class.	- Surveys - Questionnaires
3 rd Session September 23rd	1. To review the third and fourth chapter in order to ensure students' accomplishment and comprehension towards the proposed tasks. 2. To follow students'	1. The class starts with a discussion about what happened in chapters 3 and 4 and the relation of those with the real life. (Summarization activity) 2. Teachers show some pictures to students related to chapters 5 and 6, and they analyze those pictures and what they can understand with the	- Surveys - Questionnaires

	<p>progress during the process of reading.</p> <p>3. To verify if students feel engage with the lesson and with the activities proposed on Facebook</p>	<p>illustrations and how they can relate it with the real life as a metaphor. (Visual cues activity)</p> <p>3. Students will draw something representative of the chapters 3 and 4 while they are reading, then, post it on Facebook. (Think alouds activity)</p> <p>3. As a homework, students are going to read chapters 5 and 6 for the next class.</p>	
<p>4th Session September 24th</p>	<p>1 To review the fifth and sixth chapter in order to ensure students' accomplishment and comprehension towards the proposed tasks.</p> <p>2. To know students' perceptions about the implementation and to do a self-monitoring or self-evaluation</p>	<p>1. The class starts with a discussion about what happened in chapters 5 and 6 and if it has a relation with the reality and the sequence of the story (Summarization activity).</p> <p>2. Teachers show some pictures to introduce chapters 7 and 8, students will analyze the meaning of those images and they will predict what will happen in the next chapters. (Visual Cues activity)</p> <p>3. Students will make the first survey according to the reading plan, self-evaluation.</p> <p>4. As a homework, students are going to read chapters 7-8 for the next class. Also they will do a matching exercise with the chapters 3, 4, 5 and 6.</p>	<p>- Survey</p>

<p>5th Session September 30th</p>	<p>1. To carry out the reading strategies proposed for the Project in order to improve their reading comprehension</p> <p>2. To infer the production, creativity and the reading comprehension level of the students in the activities proposed.</p>	<p>1. The class starts with a discussion about what happened in chapters 7 and 8 and what they found positive or negative things in order to know their reactions and reflections (Summarization activity).</p> <p>2. Teachers show some pictures to introduce chapters 9 and 10 students will analyze the meaning of those images and they will predict the end of the book. (Visual Cues Activity)</p> <p>3. Students have to make groups of four for the final homework.</p> <p>4. As a homework, students are going to read chapters 9- 10, after that they will make a summary of the whole book using the virtual tool <i>Dvolver.com</i> (This tool is about make videos, the virtual program gives them the characters to act in the video, students write what each character is going to say making a short film), then, post the link of the video in the Facebook's group. (Summarization activity)</p>	<p>- Survey</p> <p>- Questionnaire</p>
	<p>1. To evaluate the comprehension through</p>	<p>1. The class starts with a discussion of whole book, a summary about the last two chapters and</p>	

<p>6th Session October 1st</p>	<p>implementation process.</p> <p>2. To know students' final perceptions about the implementation.</p> <p>3. To verify the students' performance and their opinions of the implementation and the use of Facebook as an educational tool.</p> <p>4. To see the students' performance and their opinions of the implementation and the use of Facebook as an educational tool.</p>	<p>then make a complete summary about the book, students share their ideas, their opinions and perspectives.</p> <p>2. To divide students into three groups, one group is going to make the progress and achievement test, the other group is going to make the final questionnaire and the third group is going to make the final survey.</p> <p>3. The group with the questionnaire will have 15 minutes to complete it, the group with the exam will have 20 minutes and the group with the survey will have 10 minutes, the idea is to rotate, once the group of the questionnaire has finished they can start with the test and then, they move to the survey and the same with the other two groups.</p>	<p>- Progress and achievement test.</p> <p>- Questionnaire</p> <p>- Survey</p>
--	---	--	--

CHAPTER 5

DATA ANALYSIS

In previous chapters made reference to the use of the visual cues, think alouds and summarization as reading strategies to improve reading comprehension using the social network Facebook. This chapter reflects the results of analysis of the data collected along the six sessions implemented in three weeks at a private school in Bogotá in order to explain how the use of the three strategies can improve the reading comprehension level using Facebook with ninth graders.

The categories which will be presented in this chapter contain relevant information that fulfills the objective of this study and answer the main question of the research, supporting the analysis with the theoretical constructs exposed in this study. After reviewing all the data collected, this research project includes three strategies.

The first category is: Factors which increase comprehension; with two subcategories; Subcategory 1: Meaningful context to comprehend unknown vocabulary, Subcategory 2: Critical thinking to understand written texts. The second category is; Reading strategies as facilitators of reading understanding; with three subcategories; Subcategory 1: Visual Cues as a pre reading strategy. Subcategory 2: Think Alouds as a while reading strategy. Subcategory 3: Summarization as a post reading strategy. The third category is: Facebook as a way to improve students' participation; with two subcategories; Subcategory 1: Motivation in tasks development. Subcategory 2: Autonomous work as a way to promote learning.

Category 1: FACTORS WHICH INCREASE COMPREHENSION

This category shows two factors of comprehension which increased during the implementation of the research. It was identified that inside the main purpose, which was to improve the reading comprehension levels in ninth graders some other factors were developed through the process.

The data which will support this category will be taken from: the diagnostic and progress achievement tests which were done at the beginning and at the end of the implementation respectively, also the surveys and as a matter of evidence about different products obtained from Facebook which will support what is explained in the analysis.

Subcategory 1: Meaningful context to comprehend unknown vocabulary

When implementing the diagnostic test it was noticed that students had difficulties to comprehend the reading because of the unknown vocabulary presented in there, this aspect affected the results gathered in some of the answers from the first test. That aspect was identified in questions where the answers were based on synonyms from the vocabulary used on the reading.

3. When the woodcutter found the wolf in the tree, what was the wolf's action?

- a. Scape.
- b. Get angry
- c. Gave him beatings.

4. Why the wolf couldn't get out of the hole?

- a. For his big stomach.
- b. Because he didn't want to.
- c. Because he wanted to eat more.

5. What did the woodcutter do at the end of the story?

- a. Gave it something nice.
- b. Gave beatings to himself.
- c. Hit the wolf.

(Diagnostic test, September 9th 2015)

Correct answers: 3.a, 4.a, 5. C

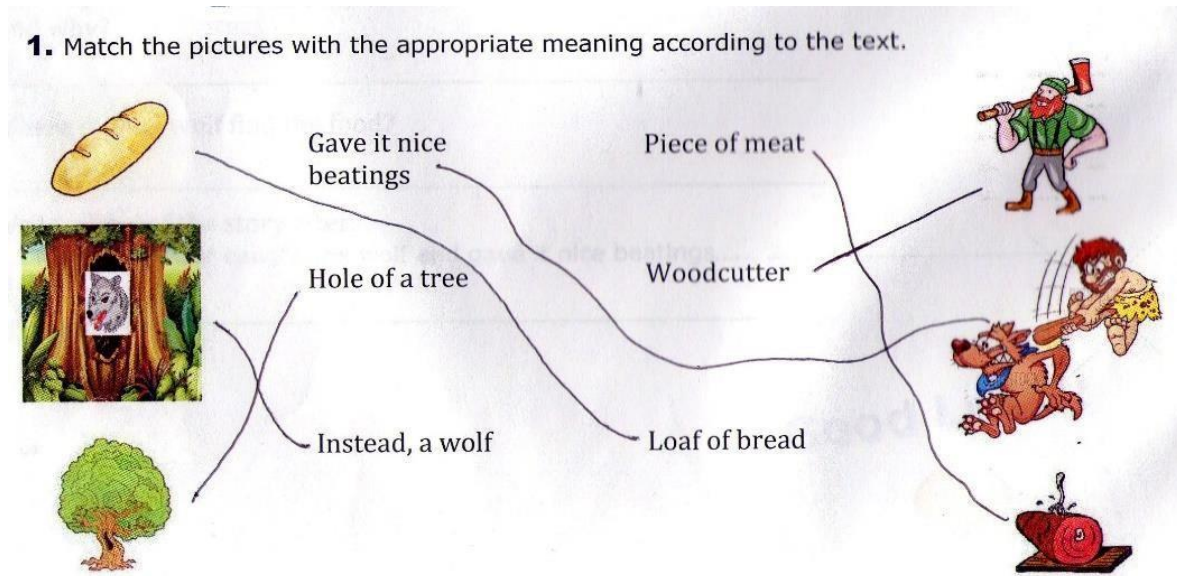
The majority of students responses followed a pattern similar to the previous example, two of the three answers marked by students were wrong, this was because of the unknown vocabulary students found in the questions. Students were not familiarized with those words since those were taken from an authentic reading which has real English context with which students are not engaged because they are not usually immersed in an English environment which allows them to acquire that kind of vocabulary to accomplish task which demand higher efforts than the tasks they are used to complete.

According to Lansford (2004) “Authentic materials are reading texts that were written by native speakers and published in contexts designed specifically for native-speaker consumption, with no thought given to non- native accessibility. The topics, language, syntax, structure, etc., are all pitched at a target audience of native speakers and offered through media intended primarily for non-native speakers.” (pg. 113)

Interpreting the definition Lansford (2004) gives about the use of authentic reading materials, it was seen that despite students had problems with the understanding of unknown words they also had a strategy to overcome those difficulties. This one was to find meaning to the words from the text and to figure out those from the context the reading and the visual aids offer to them. That was the meaningful context they found from the authentic material used to develop the reading activity, in this way it was analyzed that authentic materials represent a support for students at the moment of understanding from the context, this is a reliable resource which allow students to build meaning towards the text and in that way ensure comprehension.

The previous strategy was confirmed in the first point of the diagnostic test where students had better results than in the previous questions because of the help they

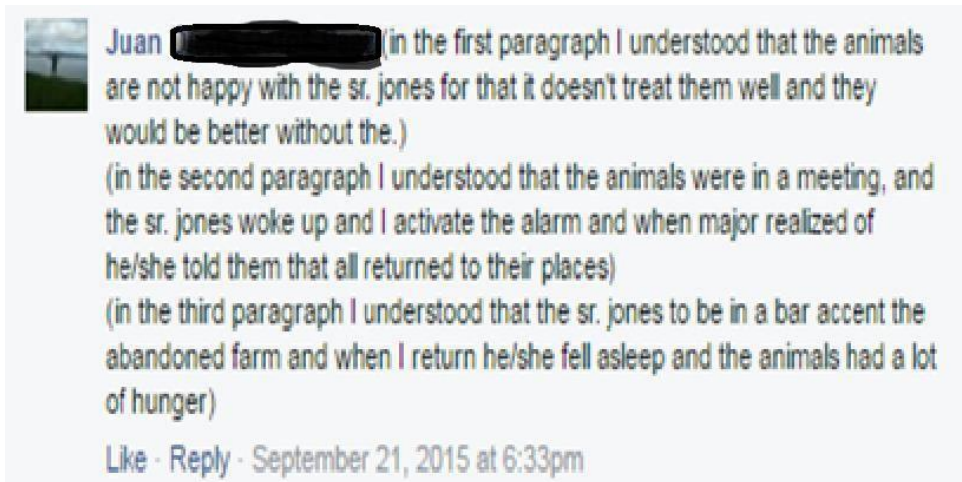
had when finding the meaning from the context depending on pictures used as visual aids.



(Diagnostic test, September 9th 2015)

All the aspects which have been mentioned show that if students are guiding their reading with the help of meaningful context they will have better understanding of the words presented on the reading. That aspect was also seen when students were developing the reading plan with the book *Animal Farm*.

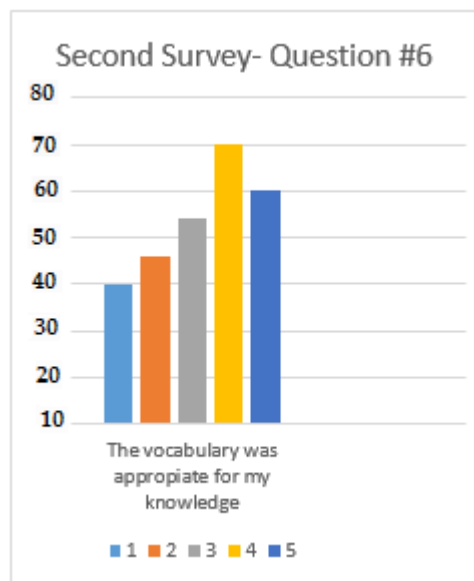
During the whole process students showed improvements with the acquisition of new vocabulary learn from the authentic material which was the book. At the beginning they tried to participate in English in the Facebook group but their comments were too basic, however, as they were reading, their interventions were better. That aspect can be seen in the following image.



(Taken from Facebook group, September 21st, 2015)

Students' progress was seen and analyzed thanks to the participation they had in the Facebook group, their vocabulary had improved and that aspect was confirmed with the second survey. To the following question, a 65% of students' answers were between the highest scales 4-5.

”The vocabulary was appropriate for my knowledge (*second survey, question #6, September 30th*)



What can be inferred from the previous evidence, students had the opportunity to acquire the different words with the use of the text as the resource in which they could interpret and understand the story. According to Lansford, (2014) “Authentic materials help prepare learners for the “real” world of communication; also it guides learners towards the language they need for their particular context; and it motivates learners to communicate, because they help make communication “real”.

Considering all the previous information it was seen that the use of authentic reading materials represent a help for students to communicate with real language. This meaningful context gave students the chance to increase their vocabulary and with that they were able to increase their production. They improved not just in the receptive skill which was reading but their productive skills as writing and speaking were also developed with the help of the vocabulary they had acquired from the use of the authentic material.

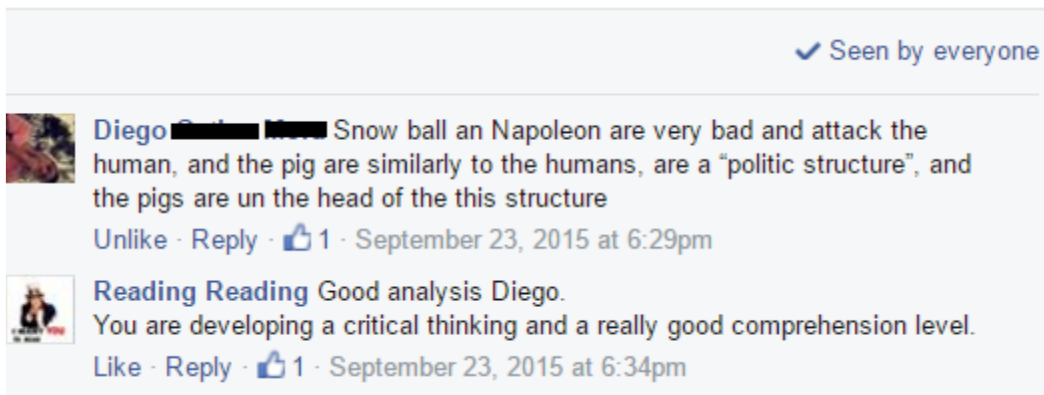
And also as Lansford (2014) expresses, the use of those resources are a way to promote interaction in the foreign language. Actually, that was what happened during the research. As was perceived in the evidence taken from Facebook and students’ perceptions expressed in the surveys, their vocabulary increased as well as their ability to comprehend texts from real contexts and to build meaning from a text.

Subcategory 2: Critical thinking to understand written texts

There were some students who went further than others. Those students started to develop their critical thinking; they were willing to develop more critical analysis based on the reading. That aspect was the one which probe that the implementation process had been a success; they were able to provide critical comments towards the reading plan which was developed because they felt secure about their comprehension

towards the text. What is more, they were participating by themselves, they did not have the obligation to post their comments on Facebook, and this means that at that point they were reading for pleasure.

According to Sacha, (2006), “the wide variety of different types of text means easier to find something that will interest the learner and may even encourage further reading or reading for pleasure”. Considering what was said by Sacha, (2006) it was seen that what students need are reliable resources which encourage them to read for pleasure and not for obligation, as it was shown, when students feel engaged with a text they will have interest in participating and share their knowledge. It was verified through the use of the social network Facebook, once students had read the correspondent chapters for each session they posted their comments with a critical analysis from the text. Leaving to know to the research they had improved their reading comprehension while they were developing critical skills. The following evidence probes those aspects.



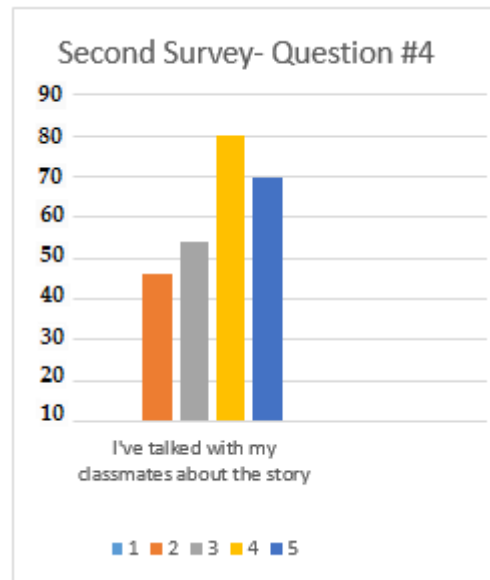
(Taken from Facebook group, September 23rd, 2015)

Besides the last evidence, it was demonstrated that students were sharing their knowledge about the book with their classmates in a voluntary way. They were able to participate in discussions and to give their own comments about the story and not just in

the class and on Facebook but also outside the classroom. That was confirmed by students with their answers in the following statements of the last survey.

“I’ve talked with my classmates about the story” (*second survey, question #4,*

September 10th, 2 015)



Between the ranges 1 to 5, a 75% of students marked the highest scales in the survey (5-4), confirming what was mentioned in the previous graphic, students were using English without academic purposes, they were using the language as it is used in real life because of the help and the immersion they had with the authentic material introduced to the class in order to improve their comprehension.

According to what Rojas, (2008) says "readings should contain language as it is really used since students will eventually be exposed to authentic texts (texts not created for teaching purposes) outside of class". What was identified was that students were better when understanding text when they applied their critical thinking to achieve

comprehension.

That aspect is presented in what Rojas, (2008) expressed, they were using language outside the classroom, therefore they did not follow any specific patters of language, and they had the possibility to express their ideas in a freeway and the way they were doing this was through critical points of view towards the story they were reading.

That aspect was concluded in the last test. In the parts in which students had to answer with a critical analysis they got better results. Also they were encouraged to provide complete responses. Those questions will be presented on the next evidence:

Before Reading: Look at those images and try to guess what the text is about. What do you think feelings represent? What do you think is the relation between a clock and a heart? Does the second image have relation with the first one?

in this picture represents the different emotions of the people.

Love and time stories

The love is patient.

(Progress achievement test, pre reading stage, October 8th, 2015)

After reading:

Based on the reading, answer those questions

What was the reason why feelings had to leave the island? *cause the island sinked*

Which was the last feeling in leave the island? why? *The love, cause it wanted help the island*

Which ones were the feelings which love asked for help? What do you think about their answers? *The / sadness*

Did you expect that Time was which help Love? *No, cause the time can't*

What is your reflection about the ending of the story? *That the time help the*

feelings

(Progress achievement test, post reading stage, October 8th, 2015)

In the last test, student's responses were deeper to what was expected. The reading they had was about a story which includes a moral lesson, based on that aspect they started to develop an analysis about their previous experiences with feelings, some of them, as the evidence says some manifested things like "love is patient" or "love is an aspect of time", also in the last part of the activity they were able to answer based on what they had understood, they did not have problems to express themselves because they had the vocabulary to express their ideas and their minds were more critical and open to analysis and not just to copy literal answers from the written text.

As a conclusion of this subcategory, it was determined the importance authentic materials have in English classes, because those offer students the opportunity to learn real language which help them to share their ideas as they do in their mother tongue, therefore they were using the language in real contexts of interaction were a meaningful learning was acquired thanks to the context presented to students with which they had the opportunity to manifest their ideas as they wanted. In that way this research could state that they improved

their reading comprehension because of the new vocabulary and the critical thinking they increased and improved with the development of the reading plan.

Category 2: READING STRATEGIES AS FACILITATORS OF READING UNDERSTANDING

This category shows the perceptions and points of view students had towards the reading strategies used in the project. Those three strategies were (Visual cues as a pre, Think alouds as a while, and Summarization as a post), the idea was to know if they felt that this was helpful in their reading comprehension process and also if the activities in each strategy helped them to improve their level.

The information about the perceptions was gathered by one of three instruments. In this case is the last questionnaire which was performed in the last session with ninth graders. The last questionnaire that students made was interesting in the way in which they expressed their awareness about this fundamental aspect (reading strategies) for this research. The strategies were a guide since the beginning until the end, the three strategies chosen for this project are supported by Jensen, (2010) that in her research she quoted to Cunningham and Allington (2007) who summarized the strategies based on Duke and Pearson (2002).

Subcategory 1: Visual cues as a pre reading strategy

Since the diagnostic test it was seen that students understood better the texts when they have visual aids to facilitate comprehension. Taking into account that aspect, during the entire reading plan, students were using visual cues to establish previous ideas and conceptions about what they had to read.

“Does this text have any relation with the images presented at the beginning? If the answer is yes, explain why” (Progress achievement test, October 08th, 2015)

“Yes, cause the images is important in the text and was fun and the text is about feelings and the images are feelings” (answer to the previous question, progress achievement test, October 08th, 2015)

What can be deduced from the answer is that students found meaningful the use of visual cues to understand the text. Despite they were not aware that the strategy was called visual cues they knew that the aspect of showing them pictures before reading caused a positive effect in their understanding.

According to Jensen, M (2010) visual cues help to facilitate the reader's understanding of a text. It helps a reader to relate to the text and improves comprehension levels. Visualization cues may also be used to self-monitor for understanding.

“Are you aware that we were using three reading strategies?” (Second questionnaire, third question October 8th, 2015)

The majority of students said “no” to the previous question. The research did not pretend they recognized the name of the strategies, it was a deductive process and what was expected was that they were conscious that the sessions were divided into three stages and that the use of visual cues was the first step they developed in order to have a pre conception of what they will read.

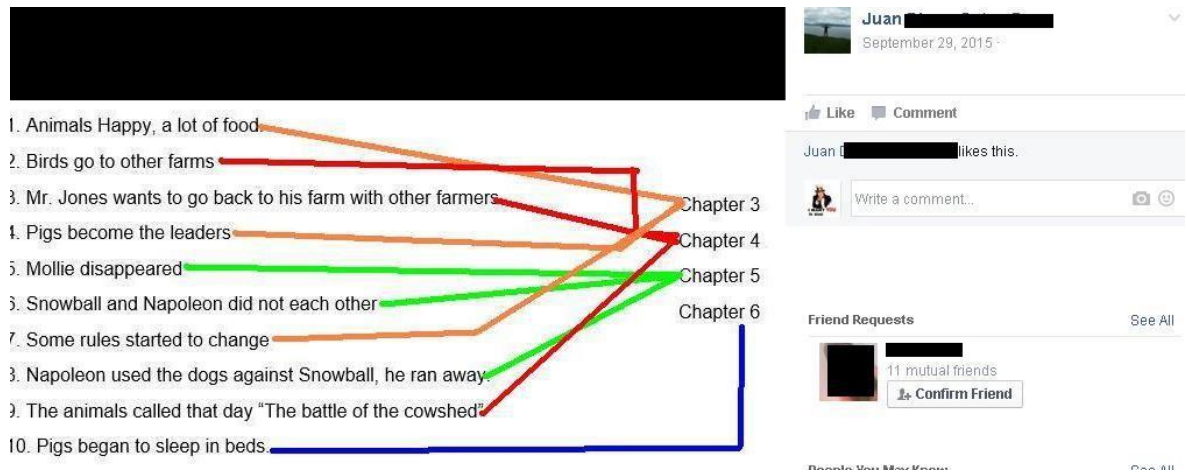
Based on the previous information, the theory provided by Jensen, M (2010) and the answers students provide about the effectiveness of the use of visual cues as a pre reading strategy, it can be concluded that this is a helpful resource to implement before giving students a reading task. It was probed in both tests, as well as when they were reading the book and developing the reading plan, that when they had previous ideas about the text they felt confidence to develop the task and their understanding towards the text increases. This strategy is complemented with the ones which will be explained below.

Subcategory 2: Think alouds as a while reading strategy

Jensen, (2010) defined Think Alouds: as “the strategy which help readers to understand the thought processes (...) Proficient readers think aloud as they read to show how they make meaning of a text”.

Despite the usefulness of think alouds, Jolibert, (n.d) defines reading strategies as the ones adopted by the reader, making emphasis in the fact that is pointless for the teacher to create questions to check comprehension because it is the student who has to interrogate him or herself in order to create meaning from reading. In this way students acquire knowledge and autonomy in the reading process.

Considering what Jolibert, (n.d) states, it is worthless to ask students for comprehension if they had not make their own interrogation towards the reading, they are the people in charge of the comprehension process. What was expected during the implementation was that students could be able to create their own analysis as they were reading. To achieve that purpose all activities posted on the social network allowed that aspect can be seen in the following evidence. What was pretended with this activity was to know if students were able to follow the story making a match of the most important events in chapters 3 to 6 from the book.



(Think aloud activity for chapters 3-6, September 29th, 2015)

From the previous example taken from the Facebook group, twelve students developed the activity while they were reading the story; also the majority of them (90%) matched correctly the statements with the appropriate chapters. What it shows is that as Jolibert states, if students are in charge of their comprehension process, questioning themselves about their understanding of the story their reading comprehension will be achieved.

It had been revealed that when students are following the story while they read at the end of the text, their ideas about the reading will be clear, this was thanks to the use of the while strategy which allow them to build meaning towards the text. However, what motivated students to do those activities and to follow the process was the use of Facebook, because this tool facilitated their interaction and increases their motivation to share their understanding of the book. That aspect is confirmed in the following evidence.

“Did you find interesting the use of Facebook to complete the activities while you read the story?”

(Second questionnaire, question 11, October 8th, 2015)

“Yes, because is fun and interest. My friends like my posts and comment”

(Second questionnaire, answer 11, October 8th, 2015)

What can be seen from the previous answer is that what motivate students to participate was their interest and motivation with the use of Facebook in all the activities which they developed. They were in charge of the reading comprehension, they were interacting with their classmates and they were not passive participants in the process, they were active contributors, who had developed an autonomous process to participate and share their own ideas and in the same way comment and give feedback to their classmates.

What was stated before can be summarized by what Jolibert, (n.d) explains about the use of reading strategies “those are a way to facilitate an active an interactive construction in problem’s solving”

As the last author mentioned, when students use reading strategies, those offer them the opportunity to complete the reading comprehension process in an organize way. Those strategies also offer students the opportunity to build meaning and use reading as a way to learn how to solve problems in real life, they are able to practice something different to the activities they used to do when completing a reading task, they can be able to express their ideas and demonstrate they have acquired knowledge to express themselves based on what they read.

Complementing what has been shown in the evidence and the theory Jolibert (n.d) has given to the research, it can be concluded that the use of reading strategies is essential when asking students to read and understand. The importance of this while strategy (think

alouds) is that they can make meaning from the story in order to create their own ideas, putting in practice what they have comprehend while they have read.

All this can be summarized with what Jensen, (2010) states in his definition towards the strategy Think Alouds: “It helps readers to understand the thought processes of a competent reader. Proficient readers think aloud as they read to show how they make meaning of a text”

In conclusion, the importance of a while activity is that as Jensen, (2010) it helps students to understand what they read. When using this type of strategies they are following a process and they are demonstrating their capabilities to demonstrate what they have understood about the reading. For the project, the think alouds strategy was used to make of students proficient readers able to think about the story while they were reading and in that way make meaning of the text. What students demonstrated was that achieved that purpose and that they were able to image the story and reproduce that as a movie in their minds, which was the way in which they understood.

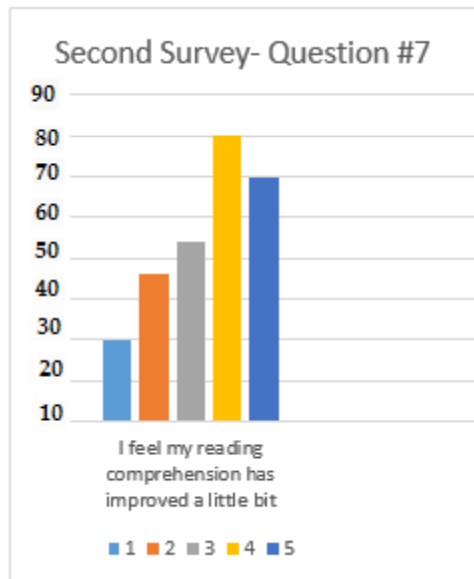
Subcategory 3: Summarization as a post reading strategy

According to Jensen, (2010), summarization is “the ability to retell the key points of a text in a logical sequence and hold these details in memory is an important comprehension strategy called summarization. Often these key points are needed later in the text to make sense of what is read”.

Considering the theory Jensen (2010) offers, this post reading strategy was the one in charge of showing if students had comprehended the story worked on the reading plan or not. This post reading strategy allowed this research to identify if the main purpose about improving reading comprehension was achieved.

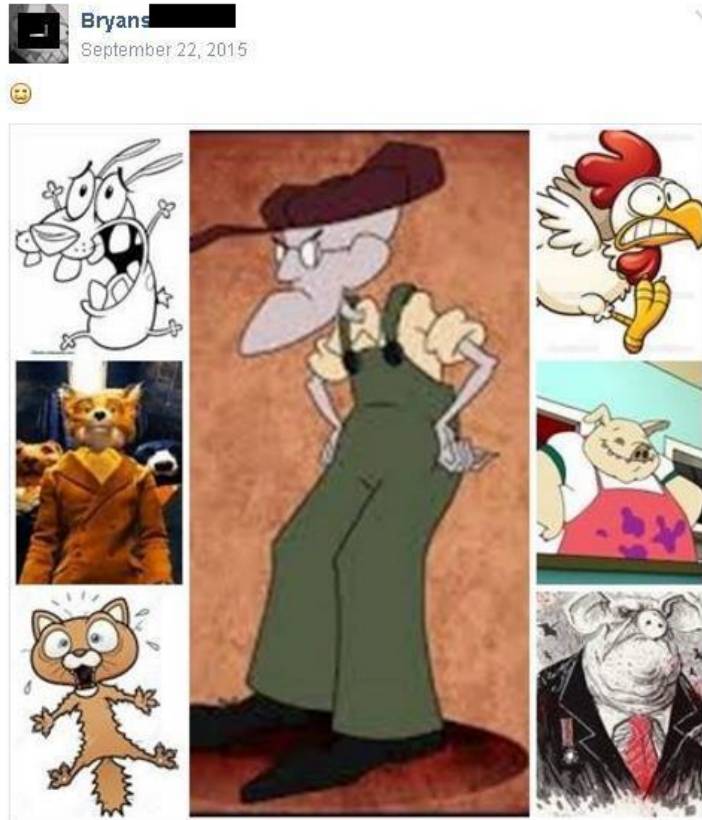
In the following evidence, it can be seen students' perceptions towards their reading comprehension improvement.

“I feel my reading comprehension has improved a little bit” (Second survey, question #7, October 8th, 2015)



Of results gathered from the previous question of the second survey, it can be demonstrated through the graphic that a (75%) of students marked their answers between scales 4-5, which represents ninth graders were aware of the improvement they did when understanding texts. As it was said at the beginning the summarization strategy was the one which allow the research to determine the final comprehension level students had reached after reading each chapter.

The next evidence was taken from the Facebook group, from chapter 1-2 were students had to create a collage which included the characters which had appeared in the story, what was pretended is that they could synthetize their ideas based on what they have understood about the personality and the role of each character in those chapters.



(First summarization activity, chapter 1-2, September 22nd, 2015)

From those products made by students it could be analyzed what students did was to collect all their ideas and try to associate those to their previous knowledge in order to build and summarize what they had read from those chapters.

Summarization activities as this one were done during the whole process. In order to identify the final students' comprehension level about the book, at the end of the implementation they made a short video summarizing the whole story, what was pretended with this activity was to know what they had comprehend, if they had comprehend some ideas, some chapters, they were making their own assumptions or if they were able to achieve a whole understanding of the story. The following screenshot is an evidence of one of the final students' products.



(Video performance, last summarization activity, October 06th, 2015)

The previous evidence demonstrated what Jensen, M (2010), stated in their definition about summarization as post reading strategy. With those activities, students developed their skills to retell the story making emphasis on the key points of the story, what was interesting was that were following a logical sequence with the story, they showed that aspect with their final products and also with the videos they created, those were following the story of the book, they had understood the text and they were able to follow the sequence emphasizing in the most important parts of the reading.

As a conclusion in this subcategory, summarization as a post reading strategy allows students to have a whole understanding of what they read, and in that way, their comprehension level improved significantly. This aspect confirms what the research has supported, reading is based on a process which needs the help of strategies for readers to

get the necessary knowledge to make the reading activity a useful process that offers students something else than just complete workshops in the class.

According to Snow, (2002) “reading comprehension is the process of simultaneously extracting and constructing meaning through the interaction and the involvement with written language”. Considering this theory and complementing with the previous conclusion, the usefulness of reading strategies is that those are the ones which ensure and facilitate comprehension because through that process students are extracting and constructing meaning with the text, those aspects were exposed and analyzed through this category about reading strategies as facilitators of comprehension and in the same way, it demonstrates that the use of social networks or any other virtual resources increases students’ motivation and autonomous work, in the same way those factors rise students comprehension on the reading.

Category 3: FACEBOOK AS A WAY TO IMPROVE STUDENTS’ PARTICIPATION

This category shows students’ autonomous work and the motivation they had when developing the different tasks posted on the social network Facebook and how it helped them to improve their reading comprehension level during the implementation process.

This information was gathered by one of the three instruments of the research, in this case the two questionnaires which were performed one at the beginning and at the end of the implementation.

Subcategory 1: Motivation in tasks development

Since the beginning it was determined that the most important aspect of the research and the success of the implementation would be based on the motivation students had towards the methodology which was going to be used. The idea was to motivate students to

read because that was the problem detected in participants. Although the research was about reading, the procedure should be presented to them in a more interesting way than give a book to complete copies in order to check understanding.

In order to give a solution to the previous problem Eidwisck. (2009) explains that the starting point in reading is interest, because when students feel interest in reading it increases their attention and engagement with the text and in the same way autonomy is going to be developed. Therefore, Eidwisk, (2009) considers motivation as a fundamental factor when introducing reading to students. Also, for the present research motivation was the most relevant element to encourage students to read because when students feel motivated towards an activity because it catches their attention at the moment to read and understand the reading.

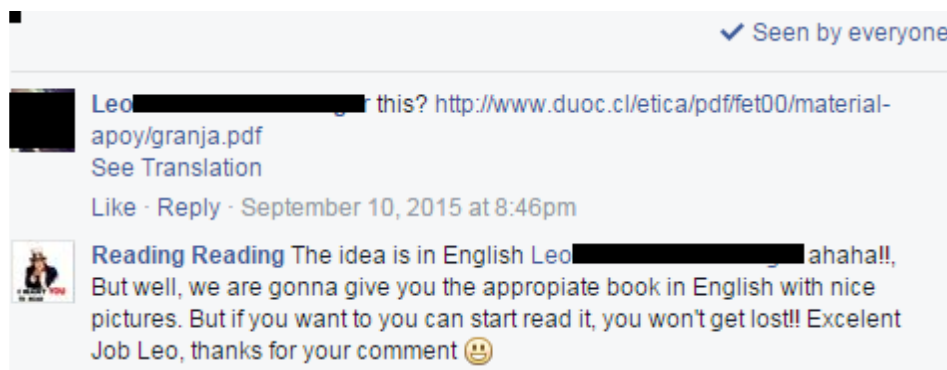
It was known that catch their attention with reading was a challenge, what was pretended was to motivate them with a new methodology to read and to study. First at all, it was needed to know if students had had the experience to use Facebook for doing homework and in that way determined the interest' level towards the project.

“Have you ever used Facebook for homework?” (First questionnaire, 13th question, September 10nd, 2015)

From the previous question 75% of students said, “yes”, the use they had given to the social network was to discuss with their classmates about their assignments to be agreed about what they had to present in a presentation and so on, what it represents is that students had used the social networks just to chat with their classmates and communicate, however what the research gave them was the opportunity of taking advantage of the time

they spent in social networks while they used this to discuss their tasks and have the opportunity to complete and published those through the social network.

When students were told about the methodology they felt excited to try it. Most of them were sceptic about the usefulness and success that methodology could have but in the same way they were willing to be part of the study. Since the first moment their interest to be part of the research was high as well as their participation in the Facebook group to post their tasks in there.



(Taken from Facebook group, September 10th, 2015)

Since the moment in which the methodology of the research was introduced, students felt excited to know more about it. In this first session, the cover of the book was published in order to see if students were curious about this. As the comment done by the student shows, they felt the interest and the motivation to look for the book by him.

What was positive about this comment was that he motivated their classmates to participate. That motivation was the same and increased after each session, students' interaction in the Facebook group was always high, despite not all the 19 students participated frequently, there were 12 of them who were always posting their tasks on time and interacting actively with their classmates.

That previous analysis determines that participants have responded better when they have something that motivates them based on their likes or interests. Oblinger (2005) saying that the Net Generation have distinctive way of thinking, communicating and learning and this make them more assertive and information seekers shaping their learning in the classroom.

What the previous information demonstrates is that the behavior the students had is because he is part of a different generation who is characterized for being curious, that is what the quote states as “information seekers”, thanks to internet and the possibility they have to find information and to learn from those resources being assertive people who has more chance to participate and to build their learning in a more autonomous way, what they need is the motivation to do this.

During the implementation it was pretended that students had the possibility to express themselves, as Marateo, & Ferris, (2007) said, this generation has different ways of communicating and learning and therefore the help of using a social network to share their ideas was a methodology which had an impact on them and their interaction and participation towards and academic process. It was demonstrated in the next evidence.

“How did you feel using Facebook to express your thoughts” (second questionnaire, question 13th, October 8th, 2015)

“Good, because is good activity and I interaction with my friends”(answer from the question 13th, second questionnaire, October 8th, 2015)

An 85% of students expressed positive feelings towards this question, what this represents is that this XXI century students need new ways of thinking, they showed that, not just because their interaction was higher than the participation they had in the classroom but also because they felt more confidence at the moment of sharing their thoughts and even providing feedback to their classmates' products, in that way they are shaping their own learning based on a cooperative and interactive learning.

As a conclusion of this subcategory this research could state that motivation was a fundamental factor in improving students' reading comprehension level. The way in which that motivation was presented to them was with the methodology of the research which responds to the teenagers' interest of this century have. What increases their comprehension and interaction was their enthusiasm following the method, sometimes they were more motivated in posting their products on Facebook than in reading the book.

However and what encouraged them to read was that they were aware that if they had not understand the text they could not be able to participate and receive feedback in the group. Therefore, the point is the way in which the activity was presented to students and to think about their needs and interest at the moment to ask them to complete the tasks.

Subcategory 2: Autonomous work as a way to promote learning

Besides motivation, the other challenge which was expected from the beginning was students' autonomous work. Because of the few time the implementation had, most of the work had to be done by students; at that aspect required discipline and autonomous work for them. The methodology of the research looked interesting for them. For that reason, the development of autonomous skills was needed in order to succeed in the implementation.

All the evidence which has been exposed during this chapter has represented the autonomous work students had developed during the research. They were not forced or obligated to complete those tasks, not even a grade was presented to them, it was considered that if they had the motivation to participate they would do it by themselves, therefore, all the extracts which have been taken from Facebook and exposed in here are the probe that students' autonomous work was achieved and this factor was a key point at the moment of increasing their reading comprehension.

Complementing what was said before, Memis, and Bozcurt, (2013) stated that reading is based in a metacognitive strategy better understood in the following way: “reading comprehension is close related to metacognitive awareness and reading motivation”.

Regarding the process, what developed the autonomous work in students was the possibility to think and learn by them. They were the people in charge of their own comprehension and this aspect increases their awareness towards their learning. They were able to stablish their own strategies to learn, despite they had the support and the guidance of the researchers they had the responsibility to complete the tasks proposed, as Memis, and Bozcurt, (2013), what help them improve their comprehension was the metacognitive awareness towards the process and the motivation they had when reading and socializing their understanding.

Students also realized they had improved regarding their autonomy and discipline when studying, most of them said that was because they felt happy when doing the homework on Facebook, that was demonstrated in the following evidence.

“Do you find interesting the use of Facebook to study?”

(Second questionnaire, 11th question, October 8th, 2015)

“Yes, it was nice” (Second questionnaire, 11th answer, October 8th, 2015)

The previous answer was the most common response to the question above. What it means is that students realized that they can learn in an autonomous way with unusual resources. They noticed that learning is anywhere and that with the technological resources they have they have the possibility to acquire knowledge in different ways while they are out of the classroom. In this research they were using what they like, social networks and based on this it was wanted to know if students considered that those resources could be considered as pedagogical tools.

“Do you think Facebook and social networks in general can be a good pedagogical tool?”

(Second questionnaire, question 14th, October 8th, 2015)

“Yes, it was shown”. (Second questionnaire, answer 14th, October 8th, 2015)

The previous answer confirms what has been presented. Students accepted the use of social networks in the class. Their justification was that it was probed and it was interesting to see how they changed their minds, at the beginning they were sceptic about the use of Facebook to study; most of them did not take the idea seriously, but during the implementation they realized how easy is to learn while they are out of the classroom.

As conclusion, their autonomous work increased, they overcome the challenges that they experimented through the research. It was not something easy for them considering

that they were doing three strange things at the same time; they were thinking in a foreign language, they were reading a book in other language and they were using their free time to learn by themselves. All this probes what Memis, and Bozcurt, (2013), once students have the motivation to learn they will do it, they are willing to acquire knowledge, and they just need the guidance and the support to accomplish some tasks while they became better autonomous learners.

CHAPTER 6

CONCLUSIONS

The data collection and the categories in the data analysis allowed to this project to identify four main conclusions which support the objectives which were established in the first chapter, and through that let this project answer the research question of this study.

To introduce to the English classes authentic reading material to improve reading comprehension in ninth grade:

The first thing which was pretended to do was to introduce real English to the class. Most of the times students do not take the English class seriously because everything is based on a series of repetitive statements to work on grammatical structures and provide explanations. That reflects the low interest students have towards learning a foreign language. Also, most of the text books used in the English classes are not contextualized with their realities, this aspect also makes that they do not feel any kind of motivation to read or to complete the task they are asked for by the English teachers.

Regarding this research what was proposed was to improve students reading comprehension, therefore a new methodology had to be used. First at all, the main idea was to select the kind of text which students could enjoy, consequently the book *Animal Farm* was chosen. The purpose of the book was to ask them for bigger analysis and to demand more things from them, the story was not easy to understand the advantage was that the context was related to a real life situation they were living, or at least that was the focus the research gave to the book because the original content of the book is to criticize the social situation lived in Russia during an specific period of time.

As the idea was to introduce authentic reading material to the class and this was an English class, the book was not the original version, this means that the book selected was

an adaption which includes a kind of summary of each chapter, it is composed by ten chapters and each chapter had maximum three pages and was reinforced with images. What this gave to the research was to increase students' motivation towards the text; the book was interesting for them.

What were obtained from the use of authentic materials in the class were different positive results. Students increased their vocabulary in the foreign language, they had the motivation to use their phones to translate or look for the unknown words in online dictionaries, this was a really positive aspect because this reflects students' interest into the task; this does not mean they looked for every single unknown word, there were some other situations in which they figured out the meaning of the words from the context of the reading, what it means is that they were following the story and therefore based on the knowledge they had about the reading they were able to guess possible definitions according to the context of the book.

Apart from the vocabulary students also had a support and a model to write in English. The book for them represented a guide to understand grammatical structures and some ideas about how to write in the foreign language. Despite this aspect it was implicit while they were reading it was seen that after they had read each chapter their participations in the Facebook group were better in grammatical terms, they became also more fluent readers, as they had more vocabulary, and their sentences were longer and well structured. The book worked with past simple and despite they had not review that topic in the English class they understood how it works in real contexts.

Other advantage of the use of authentic material was that this aspect gave them confidence, it means that while they were reading they were sure those aspects were true and reliable, therefore at the moment of expose their ideas they felt secure of talking about

what they had learnt from the book. When they were talking about the book expressing their ideas, they were also practicing their speaking in the foreign language, this was not one of the objectives of the research, and however this was other benefit the research gave students.

However, students learnt more than just English, they also learnt about culture, personal values, historical events. They realized about all the endless possibilities reading can offer them; this is a really positive aspect because they found in the book the opportunity to learn. It was seen that the reason why the participants of the research did not have the motivation to read was because the methodology proposed to them when presenting a reading activity, their feelings towards the task were negative as well as their interest in the text, this aspect for sure affected their comprehension, therefore, it was seen that when offering them different resources they took advantage of those to acquire information from different resources.

As it can be seen, introducing authentic material in classes bring to students a lot of benefits. Authentic materials are not just books, those are any kind of resources written in the foreign language without academic purposes, for this research a book was chosen considering that the emphasis was reading comprehension, however if teachers want to work with authentic materials the options are endless, everything is a matter of knowing the students and in that way present them different tools in a positive and different way that encourage them to accomplish the tasks proposed.

Based on the previous reasons the research attempted to respond to those needs. Besides, the book which was used as authentic reading material there was also other tool which is used every day and which is not used with academic purposes. That tool was the social network Facebook. What was pretended is that participants and readers of this

research could notice that Facebook can be used as a pedagogical tool. The social network which is seen as negative and dangerous for teenagers had a different used in this research.

At the beginning it was really difficult to demonstrate students that the idea to use Facebook to develop some task was serious, they thought it was just to go to the social network and waste their time chatting or doing any other thing on Facebook. Despite the use of Facebook was a distraction to students, when they felt the commitment to complete the task it also represented a hook for them, because they were sharing their homework and interacting with their classmates, they received feedback from their classmates and comments as “nice” “very good” or reactions in Facebook as likes, comment or replies to their posts.

Besides the activities which were posted on Facebook, students also had the book in there. The book was presented in two ways, one was the option to download it on images, and each image was a page of the book, the other options was to download the complete book in a PDF document and in that way they could have the document in their phones whenever they wanted.

Regarding this aspect, the majority of students read the book in their phones with the images, they said that for them was better to read with the images because they did not feel the pressure to read the whole book, there were some other students who decided to download the complete PDF because in that way they had the opportunity to make their own comments on the documents and to highlight the information they considered as relevant and so on. And, there were some other students who printed the book because for them it was annoying to read in the computer or in the phone, however that aspect did not affect their participation in the group of Facebook, they also read and participated in the activities proposed.

Based on the results obtained, what was perceived with the participation and the interaction students had in the virtual environment it can be concluded that students are ready for different ways of learning. The idea is to present those new tools in a way in which they can have clear rules about the methodologies, of course one of the fears was cases as bullying and that for that reason they would not participate, however, since the beginning students had the rules of the research and the behavior they should have on Facebook and this let positive results.

Those situations are bullying were higher in face to face interaction, when they are in virtual environments they can work better individually and also they can work good in group because it becomes a cooperative work in which each person has a responsibility and they feel part of the process, they stopped being passive participants in the education process and with the use of social networks when studying they feel they are in charge of their own learning and they develop an autonomous learning process.

The way to facilitate that improvement was the use of the strategies, visual cues, think alouds and summarization, those were the pre, while and post reading strategies that this project used. All the performance developed in the reading process was fundamental to achieve the purpose of this project and to answer the research question with the appropriate results.

Taking into account that the sequence of the process was, summarization, visual cues and think alouds this project could determine that this organized way helped ninth graders to be engaged with the implementation and it facilitates the motivation and the participation, because it was a main factor during the three weeks, the participation of the students were active in all moments, and in the Facebook group it was excellent, because students always paid attention to all the classmates' comments and the different tasks that

the researchers did. All the students shared their ideas, and the positive attitudes were reflecting all the time.

Also, another main factor that this project could state is that ninth graders showed another skills apart from the reading skill, the vocabulary did a fundamental factor in this strategy, because there were some activities about some paragraphs which were published, and students wrote their comments about what each paragraph means, despite the text had unknown words for students, they were able to assimilate the meaning of that vocabulary deducing and interpreting those depending on the context the text offered them and in that way the comprehension that they did during the reading of the book *Animal farm*; in that way they commented doing a discussion.

The idea with this kind of activity was to allow students to share what they think according with the reading comprehension that they got during the reading, demonstrating that their level improved, leaving a positive answer about the research question of this study. Therefore, the think alouds was developed successfully, they respond to this category in a way that allowed to this project to know that they could improve their reading comprehension depending on what they posted in the Facebook profile, through that developing the while reading strategy.

Besides, the visual cues activity was performed in class, in which students made small groups to discuss about the pictures that were exposed in the session as a pre activity before start reading the chapters of the book *Animal Farm*, the researchers made evidence the discussion because the idea was they shared their thoughts and the possible stories that perhaps the next chapters had. Students enjoyed these activities, they even laughed to each other, because they created funny stories for the next chapters, doing that ninth graders felt a motivation, and they could leave from the traditional English classes, and they could

participate and work whole the group together in an extroverted way, giving more positive results to this research in terms of the use of the strategies with the social network Facebook can work together and for pedagogical purposes.

Moreover, the final strategy that was used in this project was the summarization activities, which in classes there were a discussion with whole the groups about the chapters that they had to read. The implementation of this strategy helped to know if ninth graders obtained a good reading comprehension level, or if they were doing well the process to improve that reading level. The majority of the students participated in the questions that were already prepared for each class depending on each chapter, they even read other readings related with the story, taking into account that the book Animal farm was written for the Soviet Union in Russia.

In the implementation was not mentioned this part for the researchers, because with some of the pictures, they had to relate these with the real life having in mind that that happened in Russia, but in the book the author George Orwell did a metaphor with animals, but through that was the students who mentioned this, in a discussion after the six chapters, one students shared that they had read about this episode in Russia that it was reflected in the book, and the rest of the students agreed, because some of them had read that history.

The three strategies were fundamental in this project, and it could mention the most important factor in this study, because through that, the idea to join reading comprehension with the social Facebook appeared. And the performance was done successfully, because students were engaged with the strategies, and through that they felt that they improved their reading comprehension level, having also a motivation thanks to the use of Facebook as a pedagogical tool.

IMPLICATIONS

Teachers who want to carry on a project like this one could obtain more results than the ones gathered during this research if they are aware of the following implications the research could include:

- *The first thing is to know participants' interests, likes, motivations and expectations towards the kind of research pretended to be applied.

- * Elaboration of activities which will be presented to students, the researcher has to be careful with the objectives pretended for the study because the activities are the ones which will provide results or changes on participants.

- * To choose the appropriate reading strategies for the population selected. And to implement to suitable methodologies to achieve the purpose of the research the person wants to perform.

- *To think about the different technological resources available and how those can contribute to the research. Researchers have to be familiarized with those tools to be a support for participants.

In order for teacher to do this kind of project they have to be aware that this process is really time consuming, for the researchers and for the students, everything is based on an autonomous work and if students do not have enough time to accomplish those tasks they will feel stressed and frustrated and they are going to give up in the middle of the process, therefore the time disposed to the project is really important, this aspect can be anticipated in the plan of the sessions.

LIMITATIONS

There were not big problems at the moment of implementing this study; however there were some issues with which the researchers had to deal with. Those were the few time to implement the research and the problems of accepting Facebook as education tool.

Regarding the time, each class was of 45 minutes, this was a really short time and besides this the English class was the first class of the day, therefore while they arrived to the classroom and organize themselves that took at least 15 minutes. This was a really big problem because in the class students had to perform the summarization activity as well as the visual cues for the next chapters.

The advantage was that the bigger tasks as reading the book and complete the think alouds activity was done in the Facebook group, in that way they were free to use their time in their convenience. Other of the advantages was that students had the resources to do the activities proposed, all of them had smartphones and even when not everyone had data in their phones they had the book download in their phones, and therefore it was a support to accomplish the tasks proposed in the class.

Another limitation was the use of Facebook with academic proposes, students found a distraction in the phones and in Facebook therefore, high motivation was needed when asking students to complete task in the group. Also, as it was said before, students need to have clear rules about the use of the tools, and in that way avoid further problems.

References

- Authentic Materials. (2007). Professional development. Fact Sheet N1., Calpro Taking from: <http://www.calpro-online.org/documents/AuthenticMaterialsFinal.pdf>
- Baker, C; Wentz, R; & Woods, M (2009). Technology and teaching. Using Virtual Worlds in Education: Second Life as an Educational Tool. Routledge Taylor & Francis group. Taken from: <http://edtc6325teamone2ndlife.pbworks.com/f/VitruaWorldsSLI%2B.pdf>
- Barnes, K; Marateo, R; & Ferris, P (2007). Teaching and Learning with the Net Generation. The Fischer School of Education and Human Services at Nova Southeastern University. Taken from: http://www.ajhepworth.yolasite.com/resources/Teaching_and_Learning_with_the_Net_Generation.pdf
- Berardo. S. (2006). The use of authentic materials in the teaching of reading. September 21st, 2015, de Vol. 6, No. 2 Taken from: <http://www.readingmatrix.com/articles/berardo/article.pdf>
- Developing a Survey Instrument. (n.d). Sample Surveys. October 16th, 2015, de behavioral & social sciences research Taken from: <http://www.esourceresearch.org/eSourceBook/SampleSurveys/6DevelopingaSurveyInstrument/tabid/484/Default.aspx>
- Difference Between In and Out. (2011). Difference between Similar Terms and Objects. May 24th, 2015, de DifferenceBetween.net. Taken from: <http://www.differencebetween.net/language/difference-between-in-and-on/>

- Eidswick, J. (2009). The influence of interest on reading comprehension in EFL students. Annual Research Report of the Language Center, 12, 25-38. Kwansai Gakuin University. Taken from: <http://files.eric.ed.gov/fulltext/ED506195.pdf>
- González, R. (1998). Comprensión lectora en estudiantes Universitarios iniciales. Lima, Peru. Taken from: <http://www.eduteca.mex.tl/imagesnew/8/8/4/5/0/Comprensi%C3%B3n.pdf>
- Gamboa, A. (2013). Foreign Language Reading Comprehension Processes: Implementation of the interactive Model of Reading (Tesis de Maestria). Universidad Pedagógica Nacional, Bogotá, Colombia.
- Hill, C. (2011) What can teachers do to improve reading comprehension? An examination of Second Language Reading Research and implications for English language teaching practices. Vol 2, No 1. The Arbutus Review. Taken from: <http://journals.uvic.ca/index.php/arbutus/article/view/9063>
- Hughes, A. (2003). Chapter 3. Kinds of tests and testing. In Testing for Language Teachers, 2nd edition. Cambridge University Press, pp 11-23
- Jensen. M. (2010). Improving reading comprehension of junior division students as the teacher-librarian: an action research study. Requirements for the Degree of master of education. North Bay, Ontario. Taken from: http://oar.nipissingu.ca/Reports/reports_and_documents-Melissa_Jensen.pdf
- Jolibert J. (n.d) Formar niños lectores / productores de textos Propuesta de una problemática didáctica integrada. Article Lectura y Vida. Taken from: http://www.lecturayvida.fahce.unlp.edu.ar/numeros/a12n4/12_04_Jolibert.pdf

- Lansford, L. (2014). Authentic materials in the classroom: the advantages. October 19th, 2015, de Cambridge University Press Taken from:
<http://www.cambridge.org/elt/blog/2014/05/authentic-materials-classroom-advantages/>
- Memiş, A & Bozkurt, M. (2013). The relationship of reading comprehension success with metacognitive awareness, motivation, and reading levels of fifth grade students. Educational Research. Bulent Ecevit University. Faculty of Education. Turkey.
Taken from:
http://www.academicjournals.org/article/article1379770876_Memis%20and%20Bozkurt.pdf
- Moore, D. (2000) Reading Comprehension Strategies. Best Practices in Secondary Education. Taken from:
http://www.roberson.k12.nc.us/cms/lib6/NC01000307/Centricity/ModuleInstance/18533/Best_Practices_in_Secondary_Education.pdf
- Murad, A & Zain, Z. (2011). Relating Adolescents' Second Language Reading Attitudes, Self-efficacy for Reading, and Reading Ability in a Non-Supportive ESL Setting. Magazine the Reading Matrix. Volume 11. Taken from:
http://www.readingmatrix.com/articles/september_2011/sani_zain.pdf
- National Capital Language Resource. (2003- 2004). Teaching Reading. June 15th, 2015, de The essential of Language Teaching Sitio web:
<http://www.nclrc.org/essentials/reading/reindex.htm>

- O'Brien, R. (1998). An Overview of the Methodological Approach of Action Research. Faculty of Information Studies, University of Toronto. Taken from:
http://web.net/robrien/papers/arfinal.html#_Toc26184655
- Pollara, P. & Zhu, J. (2011). Social networking and education: using Facebook as an Edusocial space. Research from a bachelor. Louisiana State University United States. Taken from:
http://www.academia.edu/394232/Social_Networking_and_Education_Using_Facebook_as_an_Edusocial_Space
- QRCA (Qualitative research consultants association), (n.d.). Web Site. Taken from:
<http://www.qrca.org/?page=whatisqualresearch>
- Research & Consultation Guidelines. (n.d). Questionnaires. October 17th, 2015, de Corporate Research & consultation team. Kirklees council Taken from:
<http://www.kirklees.gov.uk/community/yoursay/questionnaires.pdf>
- Rojas, A. (2007). Using Authentic Materials to Teach Reading Comprehension. Universidad Nacional from Costa Rica. Taken from:
<http://www.revistas.una.ac.cr/index.php/letras/article/viewFile/261/217>
- Snow, C. (2002). Defining Comprehension. Reading for Understanding (11). Office of Educational Research and improvement (OERI): Rand Education.
- Strohmetz, D & Rosnow, R. (2013). Artifacts in Research Process. SAGE research
- Wigfield. (2005). Guthrie JT, Wigfield A (2005). Roles of motivation and engagement in reading comprehension assessment. Paris, S.G. and Stahl, S.A. (Eds), Children's

Reading Comprehension and Assessment, Mahway, NJ: Lawrence Erlbaum
Associates pp.187-213

APPENDIX

APPENDIX 1: DIAGNOSTIC TEST

(Answers of one of the student)

Teachers' names		Activity length	Date	Nr of session
Laura Rodriguez - Alejandra Castiblanco		30 minutes	Sep 09 th - 2015	1 th
Grade	Class Level	Topic of the activity		Language Skills
Ninth grade	A1 - Basic	Hungry Wolf- Comprehension Level		Reading

Learning objective

- Students will be able to identify the meaning of the word depend on the different pictures or search these in the dictionary.
- Students will be able to answer all the questions depend on their comprehension level.

Personal aim

- We will give to our students the instructions clearly and slowly in order to they carry on the activity successfully without any problem.

NATHALIE



Once, a wolf was very hungry. It looked for food here and there. But it couldn't get any. At last it found a loaf of bread and piece of meat in the hole of a tree. The hungry wolf found the food into the hole. It ate all the food. It was a woodcutter's lunch. He was on his way back to the tree to have lunch. But he saw there was no food in the hole, instead, a wolf.

When the wolf saw the woodcutter, the wolf tried to get out of the hole. But it couldn't. It was full. The woodcutter caught the wolf and gave it nice beatings. And the wolf learnt that it couldn't take food from someone else. To get the students' comprehension level

Questions

1. Match the pictures with the appropriate meaning according to the text.

- What is the general topic of the story?
 - The woodcutter's lunch
 - The wolf wanted to eat
 - the woodcutter found the wolf in the hole of a tree.
- When the woodcutter found the wolf in the tree, what was the wolf's action?
 - Scape.
 - Get angry
 - Gave him beatings.
- Why the wolf couldn't get out of the hole?
 - For his big stomach.
 - Because he didn't want to.
 - Because he wanted to eat more.

- What did the woodcutter do at the end of the story?
 - Gave it something nice.
 - Gave beatings to himself.
 - Hit the wolf.
- What was the message at the end of the story?
 - The wolf couldn't give beatings to someone else.
 - The wolf must respect the food of others.
 - The wolf learnt how to take food from someone else.

7. Organize each word, check the story.

YrgnuH Hungry ✓
 doFo Food ✓
 cdoWotertu woodcutter ✓
 Lnuhc Lunch ✓

8. Find six words in the WordSearch based on the text.

H	a	e	b	c	i	u	g	j	y
w	o	t	b	t	h	r	e	r	
m	a	e	o	i	o	u	n		
g	r	t	g	d	b	c	w	o	
L	b	r	e	a	d	s	t	w	
y	L	j	l	a	e	f	r	f	p
l	u	k	g	d	r	e	h	u	t
o	f	s	d	g	e	y	h	g	c

9. What do you think about the attitude of the woodcutter at the end of the story? It was good or bad and why?

It was bad because the violence is not good 1.0

10. Where did the wolf find the food?

in the hole of a tree 1.0

11. Write a final of the story after:

- The woodcutter caught the wolf and gave it nice beatings.... and the wolf ran 1.0
but he return and he give the woodcutter
a chocolate

Good Luck!!


APPENDIX 2: PROGRESS ACHIEVEMENT TEST

(Answers of one of the students)

Name: Deg Grade: 9^o 95

Before Reading: Look at those images and try to guess what the text is about. What do you think feelings represent? What do you think is the relation between a clock and a heart? Does the second image have relation with the first one?

The we need time!



not always feelings are the same

in the love change the feelings with the time

Love and time stories

Once upon a time, there was an island where all the feelings lived: Happiness, Sadness, Knowledge, and all of the others, including Love. One day it was announced to the feelings that the island would sink, so all constructed boats and left. Except for Love.

Love was the only one who stayed. Love wanted to hold out until the last possible moment. When the island had almost sunk, Love decided to ask for help.

Richness was passing by Love in a grand boat. Love said, "Richness, can you take me with you?" Richness answered, "No, I can't. There is a lot of gold and silver in my boat. There is no place here for you."

Love decided to ask Vanity who was also passing by in a beautiful vessel. "Vanity, please help me!" "I can't help you, Love. You are all wet and might damage my boat," Vanity answered.

Sadness was close by so Love asked, "Sadness, let me go with you." "Oh... Love, I am so sad that I need to be by myself!" Happiness passed by Love, too, but she was so happy that she did not even hear when Love called her.

Suddenly, there was a voice, "Come, Love. I will take you." It was an elder. So blessed and overjoyed, Love even forgot to ask the elder where they were going. When they arrived at dry land, the elder went his own way. Realizing how much was owed the elder, Love asked Knowledge, another elder, "Who Helped me?"

"It was Time," Knowledge answered. "Time?" asked Love. "But why did Time help me?" Knowledge smiled with deep wisdom and answered, "Because only Time is capable of understanding how valuable Love is."

Retrieved from: http://www.kidsworldfun.com/shortstories_loveandtime.php

While reading:

- Answer those questions while you are reading.

Do I understand the main idea of the text? Yes ✓

Does this text have any relation with the images presented at the beginning? Yes ✓ *10 cause the image is important in the text and was fun and the text is about feelings and the images are feelings.*

Am I learning new words? Yes ✓

Does this reading give something new for my life? Yes ✓

- Organize the sequence of events according to the reading

There is no space for you; the boat is full of silver and gold. (6) X

I am sorry, I am sad and I need to be alone. (1) ✓

Someone offered help; love was happy and did not know who helped them. (6) ✓ *0,7*

"Only time is capable to understand how valuable time is" (7) ✓

I cannot help you, you are wet and you can damage my boat. (3) X

Time was who had helped. (4) X

Love has the hope things would change, finally he asked for help. (2) ✓

Love asked knowledge who was the old man how had helped. (5) ✓

The island would sink, feelings need to scape (1) ✓

After reading:

Based on the reading, answer those questions

What was the reason why feelings had to leave the island? cause the island sinked ✓

Which was the last feeling in leave the island? why? The love, cause it wanted help they island ✓

Which ones were the feelings which love asked for help? What do you think about their answers? The sadness! ✓

Did you expect that Time was which help Love? No, cause the time can't ✓ *Good*

What is your reflection about the ending of the story? That the time help the feelings ✓ *10*

APPENDIX 3: SURVEY #1
(Survey of one the of the students)

Name: <u>Jenna</u> [REDACTED]						
How I feel about the reading comprehension of the first six chapters						
5 as the highest score and 1 as the lowest score						
Q	5	4	3	2	1	
#1	I lost in most of the parts of the reading	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
#2	I am not sure what happened at the end of the story	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
#3	I felt stress because I could not understand very well	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
#4	The vocabulary was appropriate for my knowledge	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
#5	I've talked with my classmates about the story	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
#6	I feel excited to continue reading in order to know what happened in the story	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
#7	I feel that my reading comprehension has improved a little bit.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

APPENDIX 4: SURVEY #2
 (Survey of one of the students)

David [redacted] Navero 1/10/2015

How I feel about the reading comprehension of Animal Farm Book
 5 as the higher score and 1 as the lower score

Q	5	4	3	2	1
#1 I lost in most of the parts of the reading	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
#2 I felt stress because I could not understand very well	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
#3 I am not sure what happened at the end of the story	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
#4 I've talked with my classmates about the story	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
#5 I feel excited to continue reading more books	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
#6 The vocabulary was appropriate for my knowledge	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
#7 I feel that my reading comprehension has improved a little bit.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

APPENDIX 5: QUESTIONNAIRE #1

(Questions and answers)

1. Do you like reading?
2. How many books have you read this year?
3. How do you feel when you read in English?
4. What kind of reading do you enjoy reading?

5. Would you like to read a short book?
6. Are you interested in reading a book about society and inequality?
7. Are you good understanding metaphors?
8. How would you feel reading a book in three weeks?

9. Do you think your life would be the same without technology?
10. Do you use social networks? Mentions the two you use the most
11. What do you use Facebook for?
12. How much time do you spend on Facebook?
13. Have you ever used Facebook for doing your homework?

1 - YES	
2 - 3	
3 - Good	
4 - Terror / PSICOLOGY	
5 - YES	
6 - NO	
7 - YES	
8 - nice	
9 - NO	
10 - YES - Facebook & Youtube	
11 - INFORMARME SOBRE NOTICIAS & COMUNICARME	
12 - 1 hora Aprox 1 H.O. N	
13 - YES	

APPENDIX 6: QUESTIONNAIRE #2

(Questions and answers)

In your own words, what is reading comprehension?

la comprensión lectora es entender y poder analizar
desarrollar el libro

Did you feel better doing the test in comparison with the previous test done during the second session?

igual que el primero - the same

Do you feel better now having read one book in English?

si va que es una actividad fuera de lo habitual
jes a lot

Do you think that your comprehension improved?

I like this book because is interesting history
jes because is good activity

How did you feel reading the book?

Do you feel any kind of motivation to continue reading in English?

yes

Did you enjoy the book?

Are you aware that we were using three reading strategies to improve comprehension?

no

Do you think those strategies were useful?

jes this information is very important in mi live
jes because I learn more

Are you going to continue implementing those strategies when reading?

yes

Did you find interesting the use of Facebook to complete The activities while you read the story?

is good tool

Do you think that the use of Facebook for learning makes things more interactive?

good because is good activity

How did you feel using Facebook to express your thoughts?

yes it was shown

Do you think Facebook and social networks in general can be a good pedagogical tool?

APPENDIX 7: PRE READING ACTIVITIES (In the Classroom)



APPENDIX 8: WHILE READING ACTIVITIES (In the Facebook group)

Reading Reading
September 18, 2015

Hello Guys, this is the activity that you have to participate!! You have to write a comment what you understood about each paragraph!!, just is a comment, is very simple, go ahead and participate guys. 😊

- It is because humans are so cruel. Major wants the animals to chase Mr Jones away. If he goes away, all the animals will be happy.
- All the animals are excited. They want Major to carry on talking. Mr Jones wakes up. He goes to the window. He fires his gun. Maj... [See More](#)

Like Comment

Julian [redacted] and Diego [redacted] ✓ Seen by everyone

View 8 more comments

Leo [redacted] I understood that in the farm there are a bad man, and for this reason the animals make a "plan" to avenge Mr. Jone

Like · Reply · September 22, 2015 at 9:41pm

Reading Reading
September 27, 2015

Hello Guys.
we hope you are enjoying your weekend!!
Remember this is the homework.
Select in which chapter has appeared each moment of the story.
Deadline: Wednesday 30th

1. Animals Happy, a lot of food.
2. Birds go to other farms
3. Mr. Jones wants to go back to his farm with other farmers.
4. Pigs become the leaders.
5. Mollie disappeared
6. Snowball and Napoleon did not each other
7. Some rules started to change
8. Napoleon used the dogs against Snowball, he ran away.
9. The animals called that day "The battle of the cowshed"
10. Pigs began to sleep in beds.

Chapter 3

Chapter 4

Chapter 5

Chapter 6

Like Comment



✓ Seen by 10

Juan Diego [redacted]

1. Animals Happy, a lot of food
2. Birds go to other farms
3. Mr. Jones wants to go back to his farm with other farmers
4. Pigs become the leaders
5. Mollie disappeared
6. Snowball and Napoleon did not each other
7. Some rules started to change
8. Napoleon used the dogs against Snowball, he ran away
9. The animals called that day "The battle of the cowshed"
10. Pigs began to sleep in beds

Chapter 3

Chapter 4

Chapter 5

Chapter 6

Like · Reply · 1 · September 29, 2015 at 8:14pm

Diego [redacted]

1-Chapter 3 6-Chapter 5

2-Chapter 4 7-Chapter 3

3-Chapter 4 8-Chapter 5

4-Chapter 3 9-Chapter 4

5-Chapter 5 10-Chapter 6

Like · Reply · September 29, 2015 at 8:30pm

APPENDIX 9: POST READING ACTIVITIES

(Some of the questions to discuss in the classroom)

Chapter 5

1. What do you think happened to Mollie?
2. What happened with equality? Did pigs have the right to make all the decisions? Is this similar to what happen in Colombia?
3. What do you consider is more useful, being like Snowball (good speaker and kindly) or being like Napoleon (Intelligent but not nice)?
4. What do you think happened to Snowball? Do you think that actions like this one take place in real life?
5. What is the metaphor for the nine dogs?
6. The government was based on fear? Is this common to you?

Chapter 1

1. What are the characters mentioned? What it the role of those in the story? What do you think is the relation of those characters with the real society in which we live?
2. Who is our enemy?
3. Do you think that, if there is not authority in the society people would be free, happy and respectful? It is necessary to have a government which make people obey the rules?
4. As you saw, Major has three rules. Try to create three rules as those but based on humans
5. What do you think the clandestine meetings represent in Animal Farm? Does it have any relation with real life?





(The last summarization activity using the virtual tool Dvolver.com and students posted the link in the Facebook group)



APPENDIX 10: STUDENTS' INTEREST REFLECTED IN THE FACEBOOK GROUP (Autonomous work)

Reading Reading updated the group photo.
September 10 at 6:43pm

This is the book that you are gonna read guys, it is awesome, enjoy it!!

NINTH GRADERS FROM [redacted] PAY ATTENTION, IS TIME TO READ THIS BOOK!!!!

Like Comment

Linda [redacted] Seen by 11

View 1 more comment

Linda [redacted] Leerlo?
See Translation
Like · Reply · September 26, 2015 at 10:34pm

Linda [redacted] Ok 😊
See Translation
Like · Reply · September 26, 2015 at 10:35pm

Reading Reading Yeap
Read for the next class
Like · Reply · 1 · September 28, 2015 at 9:03am

Hi guys
As we told you, those are the first and second chapter. This is for TOMORROW and remember this will be a grade. Have fun!

Like Comment

Linda [redacted] and Diego [redacted] like this. Seen by 1

Diego [redacted] The pigs are the most inteligent of the farm
Unlike · Reply · 1 · September 16 at 10:14pm

Diego [redacted]
Like · Reply · September 16 at 10:15pm

Ju [redacted]

Reading Reading uploaded a file.
September 18, 2015

PDF in case you do not like to read with the images, here you have the PDF.

ANIM.PDF
Portable Document Format

Download Preview Upload Revision

Like Comment

Seen by everyone

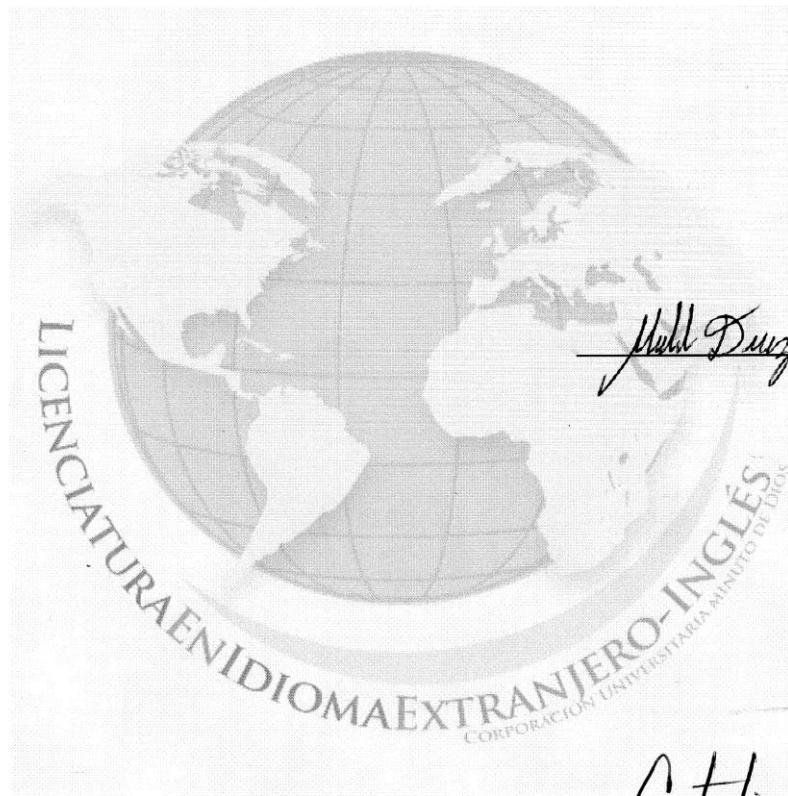
Juliana [redacted] think that with images it's better because i can't downlad
Like · Reply · September 18, 2015 at 6:40pm

Reading Reading Thanks for comment Juliana
I also think that with images is more didactic and the idea is to satisfy everybody
Like · Reply · 1 · September 18, 2015 at 9:15pm



F. Firma de aceptación de monografía de jurados y asesor

Note of acceptance:



Héctor Díaz S.
ADVISOR

Catalina Salas
JUROR