

Running Head: READING COMPREHENSION THROUGH DRTA STRATEGY

FOSTERING READING COMPREHENSION THROUGH DIRECTED READING
THINKING ACTIVITY (DRTA) STRATEGY BY ADOPTING A COOPERATIVE
LEARNING APPROACH: AN ACTION RESEARCH AMONG EIGHTH GRADE
STUDENTS IN A PUBLIC SCHOOL

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Table of Content

General Introduction of the Integral Practice.....	10
General Justification of the Integral Practice.....	11
General Objectives of the integral practice.....	12
General Objective	12
Specific Objectives	12
CHAPTER 1: PEDAGOGIC COMPONENT	13
1.1 Introduction of the pedagogic component.....	13
1.2 Justification of the pedagogic component.....	14
1.3 Objectives of the pedagogic component	16
1.3.1 General Objective	16
1.3.2 Specifics Objectives	16
1.4 Theoretical Framework	17
1.4.1 Reading.....	18
1.4.2 Reading Comprehension.....	20
1.5 Methodology of the Pedagogic Component.....	22
1.5.1 Cooperative learning approach (CL)	23
1.5.2 Developed Activities	24

READING COMPREHENSION THROUGH DRTA STRATEGY

1.6 Schedule	29
CHAPTER 2: RESEARCH COMPONENT	31
2.1 Introduction of the research component.....	31
2.2 Justification of the research component	31
2.3. Research questions.	33
2.3.1 General question	33
2.3.2 Specifics questions:	33
2.4 Type of research	34
2.4.1 Sample	36
2. 4.2 Sampling Method	36
2.5 Data Collection.....	36
2.5.1 Data Collection in the research component	37
2.6 Data Analysis	39
2.6.1 Qualitative Data Analysis.....	40
2.6.2 Quantitative Data Analysis.....	41
2.7. Results	42
2.7.1 Results from Observations.....	42
2.7.2 Results from Questionnaires.....	45
4.3 Results obtained from the mean	66

READING COMPREHENSION THROUGH DRTA STRATEGY

4.4 Results from Interviews.	67
4.4. Conclusions and suggestions for further research.....	69
4.4.1. Conclusions	69
4.4.2. Recommendations for further research.....	71
4.5 Limitations of the study.....	72
CHAPTER 3: OUTREACH COMPONENT.....	73
3.1 Introduction of the Outreach Component.....	73
3.2 Justification of the Outreach Component.....	73
3.3 Objectives of the outreach component	75
3.3.1 General Objective	75
3.3.2 Specifics Objectives	75
3.4 Methodology	76
3.4.1 Description of extra activities developed at Bicentenario School.....	76
CHAPTER 4: ADMINISTRATIVE COMPONENT	79
4.1 Introduction of Administrative Component	79
4.2 Justification of Administrative Component	79
4.3 Objectives of the Administrative Component.....	80
4.3.1 General Objective	80
4.3.2 Specific Objectives	80

READING COMPREHENSION THROUGH DRTA STRATEGY

4.4. Institutional observation.....	81
4.4.1 Topographic location of the education center	81
4.4.2 School principal, teachers, coordinators, students, and administrative.....	81
4.4.3. Mission	82
4.4.4 Vision.....	82
4.4.5 Philosophic framework of the institution	82
4.5 Bases of education.....	83
4.6. Legal Situation	84
4.6.1 Distribution of the school	85
4.7 Schedules and list of the students.....	85
4.7. 1 General schedule.....	85
4.7.2 Schedules: 803, 802, 803	86
4.6.2. List of students.....	90
References	

READING COMPREHENSION THROUGH DRTA STRATEGY

List of tables

Table 1 Comparing CRFR and NBP English proficiency levels	17
Table 2 Ordinary schedule at Bicentenario public school 803	30
Table 3 Comparison between formal or academic research and action research	35
Table 4 Importance of learning.....	46
Table 5 Reading reasons	48
Table 6 Reading time	50
Table 7 Importance of comprehension	51
Table 8 Use of reading comprehension strategy.....	53
Table 9 Strategy used.....	54
Table 10 DRTA facilitates comprehension.....	58
Table 11 Comprehension improved.....	56
Table 12 Reasons giving students.....	57
Table 13 Easiest DRTA part	60
Table 14 Hardest DRTA part.....	61
Table 15 Likert scale.....	62
Table 16 Results of the mean.....	66
Table 17 List of students who were in tutoring	76
Table 18 High school general schedule	85

READING COMPREHENSION THROUGH DRTA STRATEGY

List of figures

Figure 1 Importance of reading in learning	47
Figure 2 Why and what you read for	49
Figure 3 Reading time.....	50
Figure 4 Importance of comprehend.....	52
Figure 5 Use of reading comprehension strategy.....	53
Figure 6 Strategy used.....	55
Figure 7 DRTA facilitates comprehension	59
Figure 8 Comprehension improved.....	56
Figure 9 DRTAimproving reading comprehension	57
Figure 10 DRTA part	60
Figure 11 Hardest DRTA part.....	62
Figure 12 Level of frequency.....	64

READING COMPREHENSION THROUGH DRTA STRATEGY**List of appendices****Appendix A. Photos****Appendix B. Letter of Presentation****Appendix C. Final Letter****Appendix D. Sample of the Test applied****Appendix E. Observational Reports****Appendix F. Questionnaire Schedule****Appendix G. Sample of a Questionnaire****Appendix H. Interview Schedule****Appendix I. Sample of an Interview Transcript.****Appendix J. Sample of a Questionnaire****Appendix K. Reading Activities****Appendix L. Samples of tests for the reading activities**

READING COMPREHENSION THROUGH DRTA STRATEGY

General Introduction of the Integral Practice

This integral practice project which is entitled, Fostering Reading Comprehension through Directed Reading Thinking Activity (DRTA) strategy by Using Cooperative Learning (CL) approach, is a detailed explanation about all the process developed for the practitioner teacher during her integral practice.

This research was conducted at Bicentenario Public School, located in Cucuta-Colombia. Additionally, it is presented to the Foreign Languages Department of the University of Pamplona at Villa del Rosario headquarter.

This study is composed by four (4) chapters, each one of them with specific purposes and component as follow:

The first chapter is called, pedagogic component, includes, firstly, all the information about the approach and type of methodology that is used to solve the problem established from observations. Secondly, the theoretical framework about the strategy implemented and relevant concepts, theories and authors for supporting this project. And thirdly, the description of each one of the activities proposed and developed during the implementation of this research.

The second chapter is called, research component. It focuses on the whole process follows for the practitioner teacher in order to answer the questions propose in this study. Likewise, it provides a detailed description about participants, data collection instruments, analysis of results and conclusions, involve in this action research process.

READING COMPREHENSION THROUGH DRTA STRATEGY

The third chapter, is called outreach component. It aims is to describe the extra activities made for the practitioner teacher for her enrollment with the educational community of Bicentenario school in general.

The fourth chapter is called administrative component. It contains all the administrative aspects and regulations for the institution. Also, it aims to know essential elements for the institution management and operation, mission, vision, methodology and PEI.

General Justification of the Integral Practice

The main goal of this research project is to identify the influence of Directed Reading Thinking Activity (DRTA) for fostering English reading comprehension. Furthermore, this study deals with factors and elements involve when learning English as a foreign language by the meaning of describing and mentioning fundamentally challenges and components that are found through the process.

Additionally, for developing this study are followed and specified all the parameters included in research process. Since, it takes reference on students' needs and educational methodology established at Bicentenario School. Thus, the integral practice allows to the practitioner teacher not only acquire experience in the research field but also gain enrollment with all the educational field.

READING COMPREHENSION THROUGH DRTA STRATEGY

General Objectives of the integral practice

General Objective

To analyze the incorporation of DRTA strategy to foster reading comprehension among eight grade students of Bicentenario School

Specific Objectives

To observe eighth grade students for knowing their context and organization of the classes for establishing a problem to be solve

To create a pedagogic and research proposal in order to solve the problem detected.

To plan a schedule for implementing the proposal designed

To follow the steps contain in action research.

To gather data through the instruments selected for this study

To analyze the data gathered

To provide results and conclusions from the data collected.

READING COMPREHENSION THROUGH DRTA STRATEGY

CHAPTER 1: PEDAGOGIC COMPONENT

1.1 Introduction of the pedagogic component

Language around the world is not only necessary for the formulation of thought, but also it is part of the thinking process itself (Broughton, G., Brumfit C., Pincas A., & Wilde, R. D. 2002). Furthermore, it is nowadays where learning a foreign language has become a need in a changing and innovating environment. Thus, in this learning process competences and skills, reading, speaking, listening and writing, are involved and they allow learners' development, acquisition and master, when learning a target language.

In order to improve education quality in Colombia and to respond to the educational requirements in the present time. The Ministry of National Education (2006), (MEN) implement the Guidebook No. 22 which Basic Standards of Competition in Foreign Languages: English, are defined. In this guidebook are specified all the cognitive competences that learners have to achieve through their learning process stages. Consequently, it is divided in two parts: English standards part 1: for students from first (1st) to fifth (5th) grades, and English standards part 2: For students from sixth (6th) to eleventh (11th) grades.

The name of this study is fostering reading comprehension through directed reading thinking activity (DRTA) by using a cooperative learning (CL) approach. This research is conducted at Bicentenario public school with eighth grade students.

During the observation period it was noticed: On the one hand, the lack of reading comprehension activities in the classroom. There were more grammar activities than any other type, reading comprehension activities, writing and listening activities. Even though the teacher in the classroom uses a reading book as a tool. It was worked focus on vocabulary acquisition

READING COMPREHENSION THROUGH DRTA STRATEGY

more than on reading comprehension exercises. To illustrate this situation, in one of the observations made for the practitioner teacher could be observed one exercise where the teacher provides the reading worksheet and she asked for looking the meaning of the words in the dictionary.

On the other hand, the lack of cooperative work was also noticed during the observations. In fact, all the activities proposed in class during this period were developed individually. Consequently, this study seeks to reinforce students' cooperative work through Cooperative Learning approach (CL). Due to these factors mentioned above, the practitioner teacher decides to focus on fostering eighth grade students' reading comprehension through the implementation of DRTA and by applying principles of cooperative learning approach.

1.2 Justification of the pedagogic component

This proposal arises from the observation stage in which was clearly noticed the lack of reading comprehension activities in English classes. Since, reading comprehension is one of the main skills in any language, the researcher considers this issue vital to work on it. Taking into consideration competences and skills it could be said that in this classroom the lack of reading comprehension activities can be a factor affecting negatively in the learning process but, it also can be improved by implementing some types of readings comprehension strategies to overcome it.

Bicentenario eighth grade students are the main beneficiaries from this study. Due to the fact that it was the grade designated for the school coordinator to implement the research because

READING COMPREHENSION THROUGH DRTA STRATEGY

it complies all the requirements for the teacher trainee completion of her integral practice process.

Additionally, it is expected that this project helps students to reinforce their reading comprehension. And at the same time they can discover and implement DRTA strategy to work on reading comprehension for further readings situations.

READING COMPREHENSION THROUGH DRTA STRATEGY

1.3 Objectives of the pedagogic component

1.3.1 General Objective

To foster reading comprehension through Directed Reading Thinking Activity (DRTA) among eighth grade students at Bicentenario public school in Cucuta, Colombia.

1.3.2 Specifics Objectives

To plan a schedule for applying readings comprehension activities.

To choose the type of readings based on curriculum guidelines and students' level.

To introduce DRTA strategy and explain how it works.

To apply DRTA strategy for strengthening students reading comprehension

To assess the effectiveness of the strategy through application tests in each activity.

READING COMPREHENSION THROUGH DRTA STRATEGY

1.4 Theoretical Framework

In Colombia, the Ministry of National Education (2006), (MEN) is the entity which regulates the educational parameters that all the academic institutions have to follow in order to contribute with the improvement and enrichment within Colombian educative system. In particular, the National Bilingual Program (NBP) specifies the goals that English learners have to accomplish during their learning process, providing levels and specifications according to the scholar grades.

It is important to highlight that NPB is designed based on Common European Framework Reference for languages which indicates the guidelines and standards what have to be obtained in every single level of management of a foreign language. In the following table are illustrated levels for high schools students according to their grades and also is showed a comparison between CEFR and NBP.

Table 1

Comparing CRFR and NBP English proficiency levels

CEFR Levels	NPB Levels	Specifications for Scholar grades in Colombia
A1	Beginner	1st to 3rd grade
A2	Basic	4th to 7th grade

READING COMPREHENSION THROUGH DRTA STRATEGY

B1	Pre-intermediate	8th to 11th grade
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In order to place eighth grade students' English level at Bicentenario public school, the practitioner teacher applied a short reading text in which where included a series of questions to be answered. This short test was selected taking into account students' curriculum. (See Appendix D). From the results evidenced from the assessment of the test, the researcher concluded that eighth grade students are placed in A1 level. This level was determined taking as reference standards establish for Colombian context. That is to say, the NBP through the Guidebook No. 22, which refers to the elemental learner level of proficiency as indicated in the table presented above.

1.4.1 Reading

According to (Lesaux, N. 2012) Reading is a dynamic construct in which experiences differs from several aspects as function of text demands, learning situation, purposes of readings, and also reader characteristics. "There two main reasons for reading: Reading for pleasure and reading for information" (Grellet, F. 1981, p2). Thus, in the reading process is not only involve readers' abilities but also readers' previous knowledge. Another important aspect states by Lesaux, N. (2012) it refers to the fact that the reading process changes from ages. That is to say, is not the same reading when you are nine years old that reading that when you are a high school student. In others words, the age is an important factor for taking into account when planning reading activities.

READING COMPREHENSION THROUGH DRTA STRATEGY

Additionally, Martens, P. (2007) states that learners who are proficient in reading are more optional to be proficient also in the rest of the learning process areas. Undoubtedly, reading is one vital piece in learning process.

To summarize, Koda, K. (2005) affirms that reading is a purposeful active which requires direct interaction between the reader purposes for reading and the written text. In others words the readers always read by having a purpose in mind. For instance, reading a newspaper to be aware about the latest news.

1.4.1.2 Type of reading

There are some types of reading which can be used in different purposes. For this project, intensive reading, is the type selected to work with. According to Nation (2004) as cited in Bogoya, A (2011) intensive reading is a process in which a text is reading in detail. Since the readers purposes are understanding the text and learn language elements from it.

This type of reading offers significant advantages and specific characteristics. Since, it allows to the reader get a deeper understanding of the text. Furthermore, Hedgcock & Ferris (2009) states specific characteristics for the intensive reading as follow, the teacher is the one who chooses the text (but taking into account students' levels), the assessment is facilitates due to all the students read the same text. Students complete the reading in class or out of it (particularly, in this research students did it in the class). Another characteristic is that the teacher focus the activity on specific purposes and also simultaneously introduces reading strategies.

READING COMPREHENSION THROUGH DRTA STRATEGY

To summarize, taken into account intensive reading characteristics the readings were selected by the practitioner teacher. Furthermore, the reading level worked was A1, taking reference on guidelines on educational authorities mention before in this project. Additionally, the readings were taken from <http://www.newslevels.com.in>, which is a web page that offers readings about many topics, culture, technology, environment, science and so on.

1.4.2 Reading Comprehension

Reading comprehension is the activity of integrating all readers' skills in order to better comprehend, learn and retain new information from a written text (Blachowicz, C. and Ogle, D. 2008) . This is the aim that the teacher trainee is seeking to achieve. It is a need that eighth grade learners realize the importance of reading, because it is a process not only for their academic and educational life but also it is found in many daily life situations which require comprehend any amount of information and not matter what topic is about.

To summarize, Blachowicz, C. and Ogle, D. (2008) emphasize that reading comprehension is make sense of what has being read.

1.4.2.1. Reading Comprehension Strategies

McNamara, D (2007) emphasizes about the importance of using Reading comprehension strategies because these are essential, not only to successful comprehension, but to overcoming reading problems and becoming a better reader and comprehended.

Besides, Yazdani, M (2015) argues that it can be found two groups of reading comprehension strategies: 1.Single Reading Comprehension Strategy, and 2. Combining Comprehension Strategy.

READING COMPREHENSION THROUGH DRTA STRATEGY

1.4.2.1.1 Directed Reading Thinking Activity (DRTA)

Blachowicz, C and Ogle, D (2008) Affirms that DRTA is one of the more powerful ways that can help teachers get students actively correlate within the pieces of literature that they are reading but generating the improvement of the learning process. In addition, Sihite, D. a., Sumarsih, S., & Santos, D. (2015). Affirms that DRTA is one of the reading comprehension activity which engage students in reading by generating a complete process of thinking. Moreover, Yazdani, M (2015) states that this strategy belongs to single reading comprehension strategy group. According to El-Koumy, A. (2004) DRTA the reading comprehension process is developed through three phases. Firstly, students generates predictions from the title about what they will read about. Secondly, students make the reading process in order to refute or to confirm what they have predicted. Thirdly, students assess their predictions by using information contain in the text to support them.

Many advantages have been established through the use of DRTA. Likewise, El-Koumy, A (2006) specifies that there are six steps for teachers to follow them when using DRTA in the learning process. 1. Teacher writes the title and ask students to read it. 2. Teacher ask students to make predictions. 3. Teacher list their predictions on the board and generate a discussion from posing questions. 4. Teachers requires Students to work in small groups. 5. Teacher invites students to read silently to refute or to confirm their predictions. 6. Teacher generates students' reflection through responding questions. Because of all the steps mentioned above, DRTA generates a complete learning activity involvement creating a direct interaction and necessity of activate the thinking process itself.

READING COMPREHENSION THROUGH DRTA STRATEGY

Likewise, Richardson, J., and Morgan, R. (1997) establish that one of the major advantages of using DRTA is that it allows students to engage higher order thinking skills by making connections between elements in the text, justifying their thoughts and generating conclusions about what have been thought. At the same time it is helpful in order to become students into independent readers. For instance, this study through the use of this strategy aims that eighth grade students become more independent, more engage and more active during any reading comprehension process.

1.5 Methodology of the Pedagogic Component

During the observation phase the participants were observed several times, and the researcher had played a role of nonparticipant observer. Put it to others words, the researcher is an “outsider”. Thus, the researcher is sitting strategically in a place that allows him to see almost everything that happen into the setting (Creswell, 2002). Additionally, the non-participant observation is a data collection method which is widely used in the investigation of educational studies in which the researcher enters a social system to observe events, activities and interactions in order to obtain direct knowledge of a phenomenon in its natural context.

The teacher trainee has selected the cooperative learning approach for applying this study in eighth grade students at Bicentenario public school according to the needs identified from the observation, as lack of reading comprehension activities. Since, this study does take the cooperative learning approach as teaching guidance for improving reading comprehension though DRTA, as reading comprehension strategy implemented during the teaching process.

READING COMPREHENSION THROUGH DRTA STRATEGY

1.5.1 Cooperative learning approach (CL)

According to Johnson, D., & Johnson, R. (1999) Cooperative learning is the instructional use of small groups of students in which all work together in order to achieve a common goal and at the same time to maximize their own and each one of the group member learning involvement. Moreover, working based on this approach students learn how to work cooperatively with others. This allow each student be more engage during the activities. Also, Johnson, D., & Johnson, R. (1999) determine that there are many advantages of CL. Namely, through this approach students experience increase about retention of information, they gain self-esteem, and also enhance positive attitudes toward learning. Thus, CL provides the opportunity to take risks and see from different perspectives. Moreover, it stimulates cognitive and social growth. It promotes students move from memorizing material to creating their own. Besides, students working cooperatively receive deep rather than surface learning.

Furthermore, Johnson, D., Johnson, R., & Smith, K. (1991) establish that in Teaching CL is helpful because in the classroom it generates a cooperative environment in which students can interact with others students and also they create stronger relations with the teacher. In fact, the general aim of cooperative learning in Teaching is the establishment of social relationships among the students and with the teachers. As well as, promoting interaction allow students be aware that each member of the group is responsible and important in the accomplishment of the task assigned (Gillies, R & Ashman, A. 2003).

Likewise, according to Johnson, Johnson, & Holubec, (2008) as cited in Roseth, C., Johnson, D., & Johnson, R. (2008) state that exist three (3) types of cooperative learning as follow:

READING COMPREHENSION THROUGH DRTA STRATEGY

1. Formal cooperative learning: In this type of learning students work in the same group for several weeks or during the accomplishment of specific task or assignments activities.

2. Informal cooperative learning: In which students have to work together just few minutes for achieving a goal in temporary. This is used to focus students' attention about what have been learnt. Furthermore there are two key aspects when using informal cooperative learning. Firstly, it is necessary to specify and precise the task and the directions. Secondly, it is needed to require that the group produce a specific product.

Nevertheless, this type of learning includes a procedure to follow: a).Introductory focuses discussions. b) Intermittent Focused Discussions. c) Closure Focused Discussion.

3. Cooperative base groups: these groups are long-term heterogeneous groups, which are composed by stable memberships.

As a result from this cooperative learning classification this study the groups will work by using informal cooperative learning. Due to the fact that the procedure of it is similar to the procedures to follow by applying DRTA strategy. In conclusion, the combination of DRTA and informal cooperative learning provide the practitioner teacher with all the guidance to foster reading comprehension through DRTA.

1.5.2 Developed Activities

For the implementation of this research (4) fourth reading activities were developed in the class (See Appendix K). This activities were designed with the aim of achievement of the objectives specifies in the pedagogic component. Therefore, the objective to achieve from the

READING COMPREHENSION THROUGH DRTA STRATEGY

development of these activities was to develop the three phases requires for DRTA in order to foster eighth grade students' reading comprehension process.

To develop reading comprehension activities based on DRTA it is necessary to keep in mind El-Koumy, A. (2004) who establishes DRTA phases and specifications for its implementation in the classroom.

As suggest kinsella, K.(2001) as cited in Puspita, S., Rahmah, M., & Sofyan, D .(2013), the DRTA during development of its the second phase, the teacher has to establish until what point students have to read.it is to say, that during the reading it has to have specific point to stop the exercise. This is required because it allows students organized their thoughts and follow the ideas included in the text. To follow this principle of the DRTA strategy the teacher practitioner included in all the forth (4) reading worksheets with a bolded face word at the end of each paragraph for indicating where it was necessary to stop the reading. At the beginning of each activity students were sitting all over the classroom by making lines, one behind the other. At the end of the activity in order to implement the main principle of CL students conformed small groups, maximum 4 students, to work on the third stage of DRTA strategy.

In addition, is important to mention that after analyzing the results from the test applied, it was determined that eight grade student's level is A1. For instance, readings A1 level have been implemented. Thus, the readings were taking from the website mentioned before, but the practitioner teacher was who designed the questions for the test taking guidelines in students' curriculum requirement (see appendix L)

READING COMPREHENSION THROUGH DRTA STRATEGY

1.5.2.1 Activity 1: My Name Is Tom

.My name is Tom was the first reading activity proposed by the teacher trainee to work it based on DRTA strategy.

After greeting students the practitioner teacher explained to the students about DRTA strategy, what is it, its steps and principles to follow when developing it. Thus, the activity began by the practitioner teacher writing on the board the title of the reading. After this, the practitioner teacher started to ask to students about what came to their mind after reading the title. The question was firstly asked in English. Even though most of the students could not comprehend the whole statement, some of the students could infer a little information from it.

As a consequence, the teacher practitioner provided students with the explanation in Spanish related to what the question was about. After giving students time to think about it, answers from them, arose. Students began giving ideas about what they could find in the text. It is important to highlight that due to students' English proficiency level the ideas and comments that students were doing, they did it in their mother tongue, which is Spanish. Even though the teacher trainee transcribe their answers and wrote them in the board in English. This was with the aim of make students have more contact with the foreign language.

After that, the teacher practitioner indicates students to start reading until a boded face word is found. Then, comments about the information found in the paragraph is discus and all the students have the same opportunity to express themselves.in fact, the prediction process is developed during the whole activity. Because when students found a point to stop the comment about their predictions made. In addition students have to predict about what will find in the following part of the text.

READING COMPREHENSION THROUGH DRTA STRATEGY

Importantly, it was notorious from the side of some students, to be sharing and complementing their ideas. It was notice that in the classroom students' were participating and engage with the activity.

After reading the whole worksheet exercise students had to conform small groups in order to close the activity by using the main element of CL which is that each members of the group has an important role on it.(Gillies, R & Ashman, A. 2003). In this part each member of a group was in charge of one part of the reading. Students were discussing about their first predictions about the text in order to confirm or refute them. Additionally, in the same worksheet but in the other side there were some questions to be answer about the reading. Even though during the activity the comprehension was showed from most of the students answering the questions would allow to assess the process. However, is important to establish that the reading was taking from a website, they were designed for A1 level students, whereas the questions were designed for the practitioner teacher based on the grammar topic, wh questions and yes or no questions, concerning to their fourth academic term in which students were working on.

The objectives for this activity were:

To promote students' interest about reading comprehension through DRTA strategy

To show students that cooperative work is useful in learning.

To reinforce grammar topics by including them in the texts

READING COMPREHENSION THROUGH DRTA STRATEGY

1.5.2.2 Activity 2: The galaxy note 7

The topic of this activity was related to a new cellphone, technology. As usually, this activity is based on DRTA strategy procedures. So, the three steps which have been mentioned before in this research were followed and developed completely. See appendix

Students in their predictions phase were expressing their thoughts. The development of the activity was very active and students were more engage with the use of DRTA strategy.

During the last part was observed the principle of interaction and better relationship between teachers and students. And also, students were able to compare their thoughts with the rest of their group. The objectives for the implementation of these activities were:

To promote students' interest about reading comprehension through DRTA strategy

To encourage cooperative work in classroom activities.

1.5.2.3 Activity 3: Wife carrying competition

As usually, students were following the specific steps of DRTA strategy. The topic of this activity was related to a competition. . In the first stage of the activity, students were making predictions about the content, predictions were made from the title.

In the second stage, students were reading until the point marked. The practitioner teacher were asking questions about the information found in that part of the reading and students were answering and also they could recap about their predictions form the title and also in this stage students were predicting about the missing part of the reading.

READING COMPREHENSION THROUGH DRTA STRATEGY

In the third stage students were able to discuss and make comments about the whole reading. In their groups students were interacting and complementing the last part of the process.

1.5.2.4 Activity 4: sixteen, what now?

This was the last activity applied in which DRTA process was repeated. But now students were more familiar with the process and the strategy. Students' engagement during the activity was positive. Students were developing the activity in an accurate way. The three phases of DRTA and the use of cooperative learning were evidenced in the classroom and students showed be more comfortable with this type of activity.

The beginning, prediction stage was made. Then, the second phase was developed in which the students were interacting in order to confirm or refute predictions which were made at the beginning. Additionally, students were asked about their predictions for the following part of the reading. In the third and last phase of this activity students were very assertive when answering.

At the end of the application of all these activities the practitioner teacher thanked students for their participation and enrolment in the process.

The objective for this activity was:

To encourage the DRTA usage in further reading comprehension activities.

1.6 Schedule

The schedule for developing the activities propose by the practitioner teacher was an agreement with the English teacher and the practitioner teacher. The group selected in order to apply DRTA strategy was 803 grade with a charge of 4 hours per week. Two hours on Mondays

READING COMPREHENSION THROUGH DRTA STRATEGY

and two hours on Wednesdays. At the beginning was decided to work with the students on Wednesdays because of the calendar holy days were most of the time on Mondays. But this was not follow at all due to the fact that some extracurricular events and situations were presented also on Wednesdays. As a result, the activities were applied three of them on Wednesday and one on Monday.

Table 2

Ordinary schedule at Bicentenario public school 803

Ordinary English schedule
803

Monday	Tuesday	Wednesday	Thursday	Friday
6:10-		8:20-		
8:00		10:10		

READING COMPREHENSION THROUGH DRTA STRATEGY

CHAPTER 2: RESEARCH COMPONENT

In this chapter research questions, data collection instruments, sample, sampling method, data analysis, results and suggestions for further research are explained in detail.

2.1 Introduction of the research component

This component focuses on action research which is the method applied during this research process. Furthermore, the aim of this project is to answer the research question: How does Directed Reading Thinking Activity (DRTA) influences reading comprehension?

Additionally, in this component are includes authors and theories to support it, what is action research, step when conducting it, and its advantages for using it. Thus, related to the methodology, context, sample, data collection instruments, results, data analysis, and graphics are described.

2.2 Justification of the research component

During the application of this study action research was applied and the approach adopted was cooperative learning. This approach promotes cooperation and interaction not only students and students but also, students and teachers.

Furthermore, action research offers the advantages to improve a real problem notice within the classroom. In fact, action research donates the opportunity of improvement in learning- teaching concerns.

As a consequence, from the immersion and direct contact with eighth grade Bicentenario school students, this research project focuses on reading comprehension. Due to the fact that this skill is essential for enhancing any foreign language learning process. Additionally, McNamara

READING COMPREHENSION THROUGH DRTA STRATEGY

(2007) states the necessity of using reading comprehension strategies. Essentially, because reading strategies are actions that readers use in order to make easier and self-directed to comprehend, learn and retain new information. Even though, many readers do not know exactly whether they are adequately comprehending the text. It is believed that acquisition of reading strategies help readers improve their comprehension calibration AbiSamra (2006) as cited in Zsigmond, I. (2015). states that the Directed Thinking Reading Activity (DRTA) is a helpful strategy for fostering reading comprehension skill because it helps students set reading purposes by activating in them different reading process like, making predictions, read more actively and enthusiastically, and at the end students keep in mind more ideas and information from what they have read.

Therefore, reading comprehension is a process of decoding and understanding words and phrases in order to become them in amount of information as a result from the decoding process (Zsigmond, I. 2015). But also, it is an important activity which helps readers to better apprehend meanings and concepts.

READING COMPREHENSION THROUGH DRTA STRATEGY

2.3. Research questions.

In this research is proposed to answer one (1) general question and three (3) specific ones.

2.3.1 General question

How does Directed Reading Thinking Activity strategy (DRTA) influence reading comprehension among eighth (8th) grade students?

2.3.2 Specifics questions:

- How do students react to the application of DRTA strategy to foster reading comprehension?
- What are the advantages and disadvantages of implementing DRTA in the classroom?
- What are the advantages and disadvantages of using CL by combining it with DRTA strategy?

READING COMPREHENSION THROUGH DRTA STRATEGY

2.4 Type of research

According to Creswell, J (2002) action research is a systematic procedure implementing for individuals involve in educational settings, to gather data about a specific issue identified in students learning or in educators teaching. This type of research is used for educators who aim to improve their teaching practice though studying problems and issues which face themselves.

Creswell, J (2002) proposes eight (8) steps in conducting an action research. These research works base on five (5) of these steps.

- Step 1: Identify a problem to study. The first thing made by the practitioner was to observe the setting and identify the most common problems in it. Then, having in mind that problem to be solve must be relevant and important to work on it, the practitioner has to focus on one problem.
- Step 2: locate resources to help address the problem. It is important to review the literature about the problem, it will help the researcher to formulate a plan of action.
- Step 3: Identify the information you will need. It is requires to establish data collection instruments in order to gather the data needed.
- Step 4: Implement the data collection. The researcher has to apply the data collection instruments selected.
- Step 5: Analyze the data. Data analysis and interpretation is made specifying and presenting results from them.

Furthermore, the type of action research used in this study is individual action research because it allows to the researcher teacher to focus on solving a single problem identified in the classroom (Ferrance, E 2000).

READING COMPREHENSION THROUGH DRTA STRATEGY

To summarize all the information about action research and all the process that it implies, the table below is showed. Additionally, in the same table is made a comparison between formal or academic research and action research (Professional Learning and Leadership Development Directorate, 2010).

Table 3

Comparison between formal or academic research and action research

	Formal research	Action research
training needed	extensive	little
goals	knowledge that is generalisable to a wider audience	results for improving practice in a local situation
method of identifying problems	review of previous research findings and extensions of them	problems currently faced or improvements needed in a set of classrooms or a school
literature review	extensive enquiry into all research previously conducted on this topic using primary sources	some primary sources but also use of secondary sources plus what practitioners are doing in other schools
sampling	random or representative preferably with large populations	students and/or members of the school community
research design	rigorous controls over long periods	flexible, quick time frame, control through triangulation
approach	deductive reasoning – theory to hypothesis to data to confirmation	inductive reasoning – observations, patterns, interpretations, recommendations
analysis of data	tests leading to statistical significance	generally grouping of raw data using descriptive statistics
application of results	theoretical significance	practical significance

READING COMPREHENSION THROUGH DRTA STRATEGY

2.4.1 Sample

According to Frey et al. 125 (as cited in Latham, 2007) Sample is a subgroup of the population. Naturally, it is a portion of population that is truly representative part of it. This study works with a sample of 14 students, 6 males and 8 females and their ages oscillate among 13 years old and 16years old. The participants are students from eighth (8 03) grade Bicentenario school students, with a schedule on Mondays from 6:10 to 8:00 and on Wednesdays from 8:20 to 10:10 am.

2. 4.2 Sampling Method

For this study random sampling technique is used. This sampling technique is used in this research, because it allows to the researcher to gives the same opportunity to have a change of participation in the data collection process, (Frey, et al. 2008). In addition, this type of sampling is very convenient to the investigation due to its low cost, which is an advantages due to most of the time when conducting research it is expensive.

The collaborators selected through this sampling technique only will participate in two of the three data collection instruments to be applied in this research, questionnaires and interviews.

2.5 Data Collection

In this section are included all the process to gather all the information required for answering questions established at the beginning of this research component..

According to Cresswell, J (2002) data collection is the process of planning for gaining useful information on key quality characteristics produced by the research process.

READING COMPREHENSION THROUGH DRTA STRATEGY

Furthermore, for this study there are three specific instruments used to collect the data:

Firstly the observations, secondly the questionnaires and, thirdly the interviews.

Another important aspect to keep in mind is that this study works with both, qualitative and quantitative data collection to get the information required in this study. On the one hand, the qualitative data allows to the study gather detailed information from a small sample and is conducted through four (4) direct observations and four (4) interviews. In the second place, the quantitative data which allows to examine numbers of answers using statistics, for this study is collected through one questionnaire composed by fourteen questions, which allows to the researcher presets questions which notably give to the research a thick picture of the phenomenon.

2.5.1 Data Collection in the research component

For this action research the data collection procedures are selected by existing processes and instruments to develop research. Moreover, in this project the data collection methods are: Four (4) direct observations, fourteen (14) questionnaires with fourteen questions each one of them, and several types of questions (demographic questions, open-ended questions, Likert scaling questions, and multiple choice), and finally, four (4) interviews were applied to the participants to close the data collection process.

2.5.1.1 Observations

For this research four (4) direct observation were conducted. Fred, R (2013) describes direct observation as a data collection method in which the researcher observes an issue in its

READING COMPREHENSION THROUGH DRTA STRATEGY

setting without causing any alteration of it. Furthermore, the data collected from this instruments provides more effective results when achieving evaluating behaviors, events and situations.

2.5.2.2 Questionnaire

According to Scheuren (2004) the questionnaire is applied with the goal of recording specific quantitative information about statistical trends concerning to participant's opinions, beliefs, attitudes and ways of thinking. This data must be related to the variables of the study.

Later on, 1 questionnaire is applied to every member of the sample. The questions were generated with the aim of answering the questions proposed in this research in order to clarify and to gather more data about the concern of this study. Additionally, this questionnaire is composed by fourteen questions, and it is a standardized questionnaire which contains types of questions quantitative in which are established several types of questions allow such as; open – ended questions (this type of question allows giving answers easily, tangible and shorts answers), yes/no question (also are known as closed question because they allow only two possible answers), and Likert scale (which allow students to express freely what they think, feel, know or have heard about the topic in which this research is mainly interested in).

2.5.2.3 Interviews

Interviews are conversations with structure and purpose that are defined and controlled by the researcher. Even though, the research interview may not lead to objective information, it captures many of the subjects' views on something (Kvale, 1996). In fact, it allows an interpersonal contact between the interviewer and the

READING COMPREHENSION THROUGH DRTA STRATEGY

interviewee. By using semi-structured interviews the researcher has the opportunity to create a series of questions based on the matter of concern of the project. The type of questions used are open-ended questions which, are easier for the participants when answering. On the contrary, if a problem occurs or a misunderstandings arise to the collaborators when answering the interview, the researcher has the opportunity at the moment to encourage them to consider the question further. The relaxed pace of these interviews allowed the interviewees to explore and recount events that contribute in collecting significant data.

For this research four participants from the sample are selected and the questions for the interview are established from the answers of the questionnaire and aspects noticed in the observations. Additionally, for this project the interview is composed by five questions. To conclude, this instrument for gathering data has the advantage that is more detailed and the participants can add information to explain their point of view. Finally, the responses provides for the participants are recorded, transcribed, summarized and, coded by the researcher.

2.6 Data Analysis

Data analysis allows to describe the way in which findings and results are obtained. Thus, it pursues is to reduce and gives sense to a big amount of information gathered from different sources. The importance of this analysis is to obtain relevant notions from different sources of data collection. In this case, the aim of the analysis are the information that offers answer to the questions establish for this research. The type of

READING COMPREHENSION THROUGH DRTA STRATEGY

data analyzed in this study are both, qualitative and quantitative because through them is collected a massive quantity of evidences and relevant information for this study.

2.6.1 Qualitative Data Analysis

Qualitative data analysis is the process of explanation, understanding and interpretation about people and situations which are investigated (Wanlin, 2007). The analysis is made through a general inductive approach by reason of, it allows to analyze data significant for the study with an exploratory focus, and this procedure is based on the objectives of the research; where researcher has not access to existing categories in the literature. In other words, this approach provides each study with its specific and determine categories.

Furthermore, the techniques used in this study for analyzing the information are: In the first place content analysis, which is a set of operational instruments more experienced and frequently improved for applying to a "discourse" extremely expanded and based on deduction and inference. It is also about a challenge of interpretation and explanation based on the one hand, the demanding objectivity, and on the other hand, the effectiveness of subjectivity (Wanlin, 2007). Since, in this project content analysis is organized into three chronological phases: pre-analysis, operation of equipment and the processing of results, inference and interpretation. In the first phase pre-analysis, through this technique.

Likewise, there are two levels of analysis, descriptive it is about what is the data, and interpretative, which is related to what is meant the data (Nigatu, 2009). In the first

READING COMPREHENSION THROUGH DRTA STRATEGY

place, content analysis is noticed in this research by explaining and interpreting observations. And in the second place, narrative analysis, by means of transcribe experiences, and finally present them in a reviewed form to the reader. Consequently, interviews are analyzed using this techniques which, it provides this study with significant and pertinent information (See appendix E)

2.6.2 Quantitative Data Analysis

Quantitative data analysis is the process whereby information collected from questionnaires it is examined and interpreted. The technique used for developing this quantitative analysis is qualitizing. According to Sandelowski, M (2000) qualitizing is the process whereby the researcher transform quantitative data into qualitative, this with the purpose of extracting more detail information, or for confirming interpretation of it. Moreover, while doing this process some graphics and tables are used in order to illustrate the data collected. However, this interpretation is made question by question. Additionally, graphics are included in order to illustrate answers and information obtained.

For this study the more convenient types of graphics are Bar chart and pie chart since, they are useful for this study because they allow to compare things between them and also they are feasible for establishing categories for the data.

READING COMPREHENSION THROUGH DRTA STRATEGY

2.7. Results

In this research results obtained from the data gathered are presented by specifying each one of the data collection instruments, results from observations, results from questionnaires, results from interviews.

2.7.1 Results from Observations

In this study two types of observations were conducted. The practitioner teacher developed the observation process in this research from the beginning to the end based on context, students' attitudes, reactions, methodology and, resources and materials. These observations were conducted at 803 classroom at Bicentenario public school, in which there were 24 men students and 22 women students.

From the first phase of the observations, the practitioner teacher had a role of observer without participation in the process or issue which is been observed, the type of observation conducted was non-participant. When conducting this type of observation the observer is placed in a strategic place which allowed her to realize almost all the issues and events happening in the classroom. Furthermore, it was noticed low interest from the side of students for learning English. This was confirmed for the researcher through an informal conversation with some students in the break time. However, from that conversation was evidenced as well that there are students who like English even though they manifested that is more challenging than others subjects, as language and communication, to mention one.

READING COMPREHENSION THROUGH DRTA STRATEGY

Furthermore, it was noticed during the application of the last activity that most students were more engaged with the process and at the same time they showed higher English interest.

2.7.1.1. Results from the first objective

The first objective established in the observational report made for the practitioner teacher was to identify students' disposition to work. During the first type of observation developed, non-participant observation. Through this objective was perceptible that there existed a low disposition to develop English activities. Since, it was evident in most of the activities that students manifested dislike about English classes. This was expressed and supported by the student from the fact that they declared they felt themselves demotivated because they did not have enough English management to interact and develop the activities proposed by the English teacher. This objective was relevant for the study since it provides the practitioner teacher with a better understanding about factors identified as affecting negatively students' disposition to work in English classes. During the application of the first reading activity most of the students felt frustrated from the fact that they were aware that their amount of knowledge was low. This aspect was manifested in some occasions for the students when the teacher proposed any English activity.

Furthermore, another aspect perceived was the fact that there was a big group, 46 students. For instance, when developing an activity even the teacher always was encouraging them to participate, through making questions, comments, it was difficult to keep their attention

READING COMPREHENSION THROUGH DRTA STRATEGY

during the development of the whole activity. Even though most of the students show attentiveness and interest in some periods of the classes.

Another aspect detected from the second type of observation conducted, direct observation, students in order to follow the steps for working on DRTA strategy through the development of the reading comprehension activities, most of students were participating and giving opinions about the topic proposed by the practitioner teacher. Even though there were students who did not want to participate with ideas. Some of the students told to the practitioner teacher: "Teacher I do not know the meaning even of a word in that title". Then, from the fact that the teacher started to talk to them and emphasizes about that was not important if they are accurate or not in their answers, students started to participate and give more ideas.

Another item noticed is the English fear. That is to say that once when the researcher teacher arrives to the classroom and greets them in English instantaneously, most of the students made facial and corporal gestures to show not to be attracted in English class. For instance, this situation was faced for the practitioner teacher during the first activity in which one student when saw the practitioner teacher and after greeting her, the students told her: Teacher English is very complicated, I cannot understand it, and I do not like it at all

To summarize, students' disposition to work was good in most of the activities. They through the activities were getting more involved and participating more actively. And also students were laughing and interacting by making predictions from the text proposed for the practitioner teacher. In the last activity was verified that students were familiar with the DRTA reading comprehension process and they had more disposition to work.

READING COMPREHENSION THROUGH DRTA STRATEGY

4.7.1.2. Results from the second objective

The second objective was: To analyze students' reading comprehension process and performance when using DRTA. This objective was studied through direct observation when developing the activities proposed by the practitioner teacher. From this objective to main aspects were identified. Initially, students in the first activity manifested that the process was difficult because they did not understand the step even though they were completely explain from the practitioner teacher. Students attempted to developed all the reading process without following DRTA instructions, thus was explained to them the importance of following instructions.

Another circumstance observed was that some students most of the time were doing different instead of following the activity. Even though the teacher had a microphone and she was walking around in the classroom, in order to involve all the students in the activity, there were some students who did not followed the reading process. For instance in one occasion one of the student told the teacher that she knew that English was an important subject but she did not like it and she did not know how to do the activity. Them, the practitioner teacher explain again and clarify doubts about DRTA strategy and at the end most of the student showed that they followed the process and instructions.

2.7.2 Results from Questionnaires

For presenting these results obtain from the questionnaires one table and one graphic for each one of the questions are made in order to better illustrate the information gather. Likewise, explanations and interpretations are presented with the aim of making easier for the reader understanding process.

READING COMPREHENSION THROUGH DRTA STRATEGY

2.7.2.1 Results from demographic questions

According to the results obtained from the demographic questions. Eight (8) are women and six (6) students are men. Additionally, they ages oscillate between thirteen (13) to sixteen (16) years old. And they are all Colombians.

2.7.2.2 Results from every question

Question number one (1): Do you consider reading as an important element in learning process?

Interval Yes – NO

Table 4

Importance of reading learning

Ítem	
Yes	14
No	0

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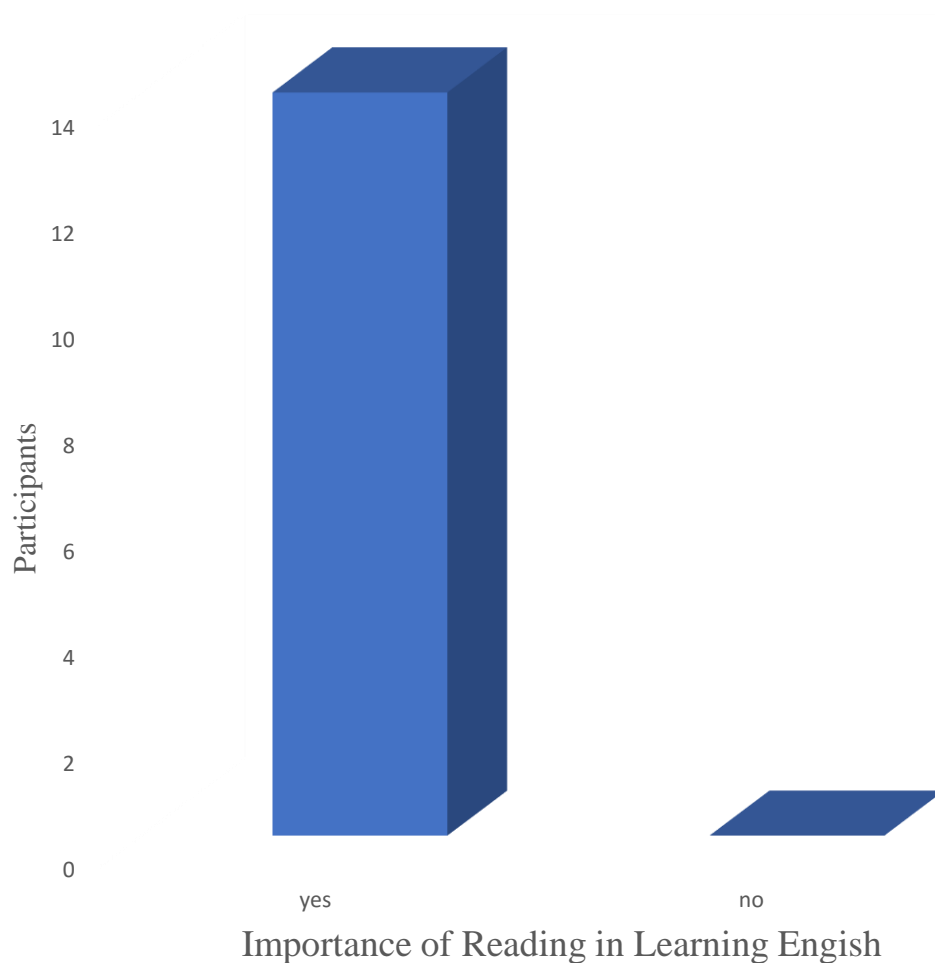


Figure 1 Importance of reading in learning

From the answers given by the participants all of them manifested that reading is important in learning. This conception from the side of the students about reading allows the researcher to confirm that students are aware about what is needed in learning process. Also, it gives support to the importance of the conducting this research in order to strength this vital learning element.

Question number two (2): what reasons do you read for?

READING COMPREHENSION THROUGH DRTA STRATEGY

- a) Personal concerns b) because I like it
- c) For the assessments d) because I have to.

Table 5

Reading reasons

Items	
Personal concerns	2
Because I like it	9
For the assessments	3
Because I have to	0

READING COMPREHENSION THROUGH DRTA STRATEGY

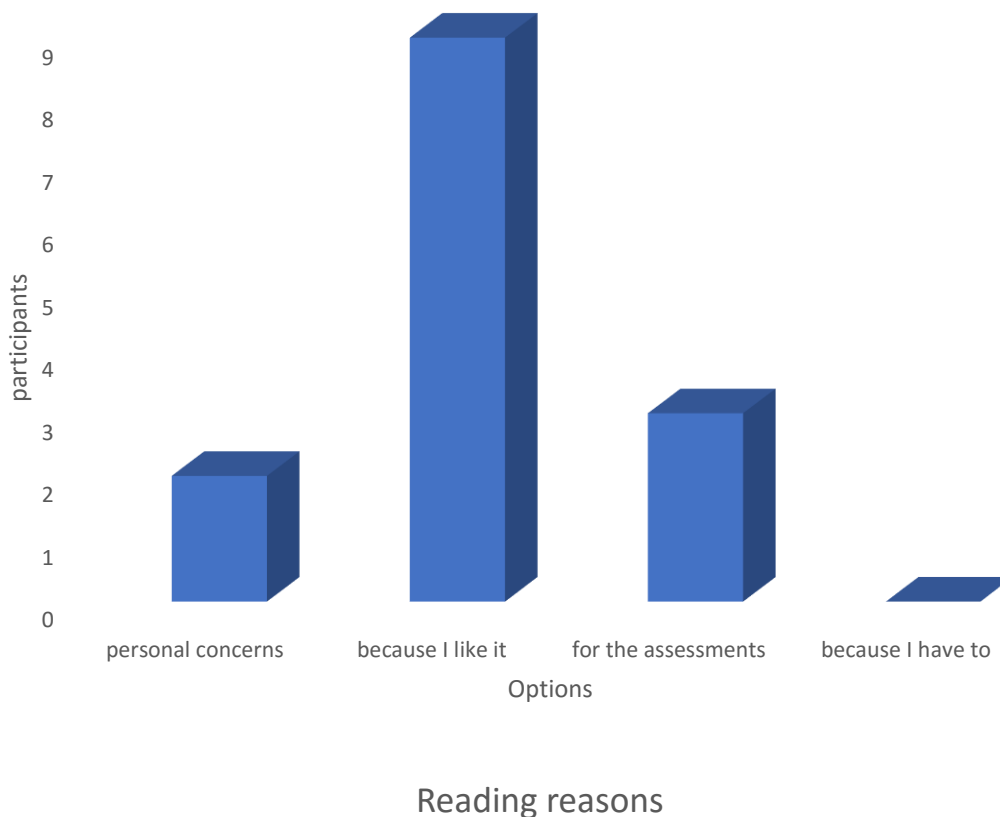


Figure 2. reading reasons

Most of the students manifested reading because they like it, and some of them revealed that they read owing to the fact that they must do it for their assessments. Even though there are some others affirmed reading for personal concerns. It seems to be established that students do not read because they have to. On the contrary, they enjoy reading and they do it because they read because they want to do it.

Question number three (3): *how much time do you spend reading?*

a) 20 minutes

b) Half an hour

READING COMPREHENSION THROUGH DRTA STRATEGY

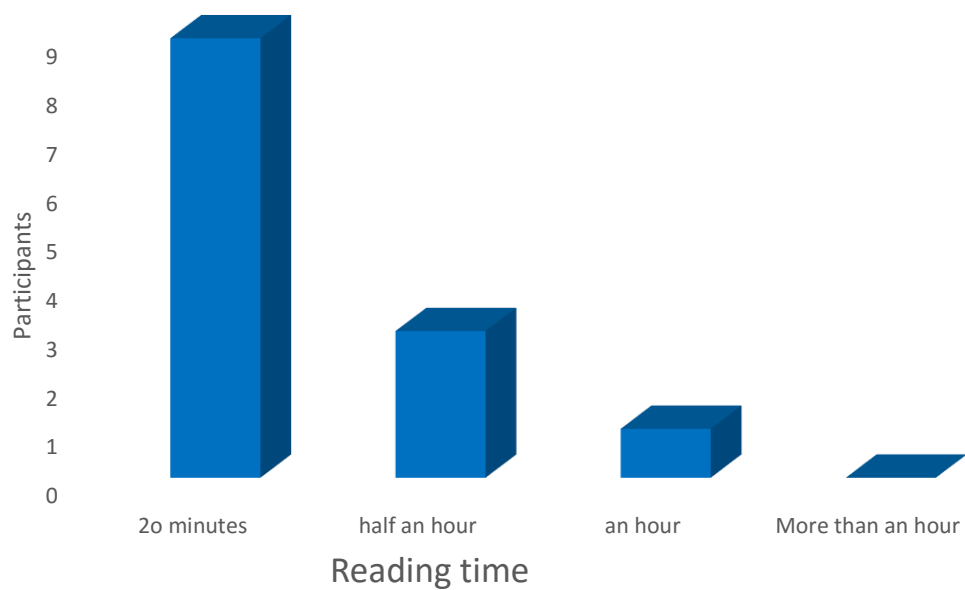
c) An hour

d) More than an hour

Table 6

Reading time

Items	
20 minutes	9
Half an hour	3
An hour	1
More than an hour	0

*Figure 3 Reading time*

READING COMPREHENSION THROUGH DRTA STRATEGY

From the results obtained in this questions it is appreciated that the majority of the students spend just 20 minutes when reading. This fact can be associated with the results gained from the question posed before this one, most of the students read because they like it.

Additionally, there are also some students who spent half an hour when reading. But it is noticed that none of the students dedicates more than an hour for reading activities. It seems that students do not employ much time to develop reading comprehension process accurately.

Question number four (4): Do you consider that it is important to comprehend what you are reading about?

Interval

Yes no

Table 7

Importance of comprehension

Items	
Yes	14
No	0

READING COMPREHENSION THROUGH DRTA STRATEGY

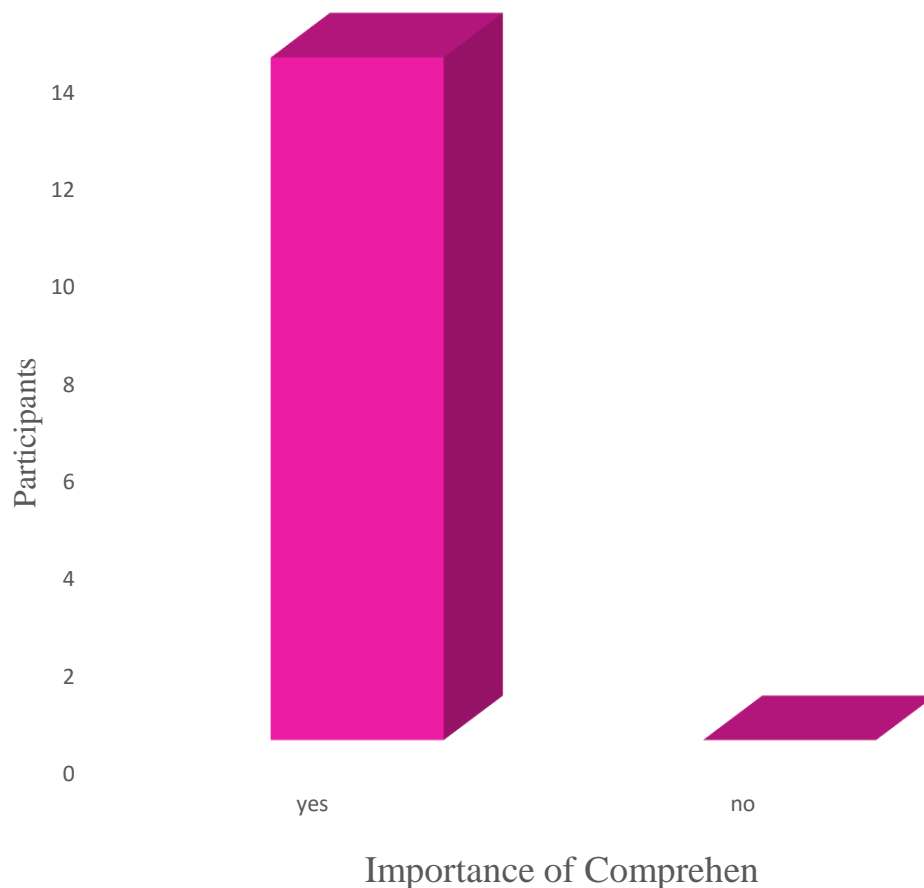


Figure 4 Importance of comprehend

Through data collected is noticed that students feel all in a same way about the importance of comprehend when have been reading. It is appreciate in the bar chart that all the students agreed that comprehend is important. The results are positive related to the attitude towards English learning, owing to all the students established that they know that comprehend is important.

Question number five (5): *Do you use any strategy to comprehend what are you reading about? If so, which one?*

READING COMPREHENSION THROUGH DRTA STRATEGY

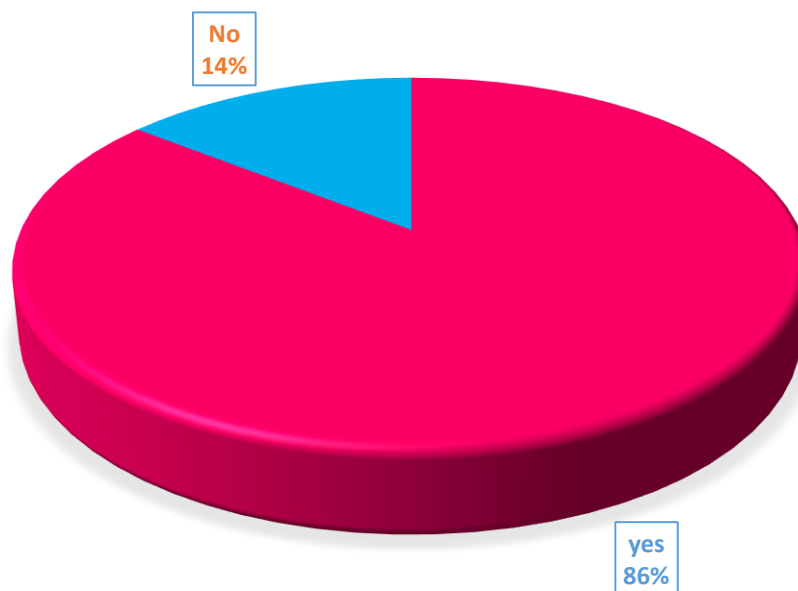
Intervals

Yes No

Table 8

Use of reading comprehension strategy

Items	
Yes	12
No	2



USE OF READING COMPREHENSION STRATEGY

Figure 5 Use of reading comprehension strategy

READING COMPREHENSION THROUGH DRTA STRATEGY

This question emerge as crucial for supporting the importance of using reading comprehension strategies. Even most of the participants manifested have a strategy for comprehend, there are few of them who stated not to use any. It appears that most of the students are interested in success in comprehension when reading and they take in consideration that it is needed to have a strategy for better understanding.

From the results it is noticed that most of the students have a strategy for improving their reading comprehension. This confirmation is important because it seems that students in their own look for ways or manners of enhancements in foreign languages reading comprehension.

If so, which one?

Table 9

Strategy used

Items	
Interpretation	3
Imagination	4
Thinking	2
Use of dictionary	1
Ask to myself	1

READING COMPREHENSION THROUGH DRTA STRATEGY

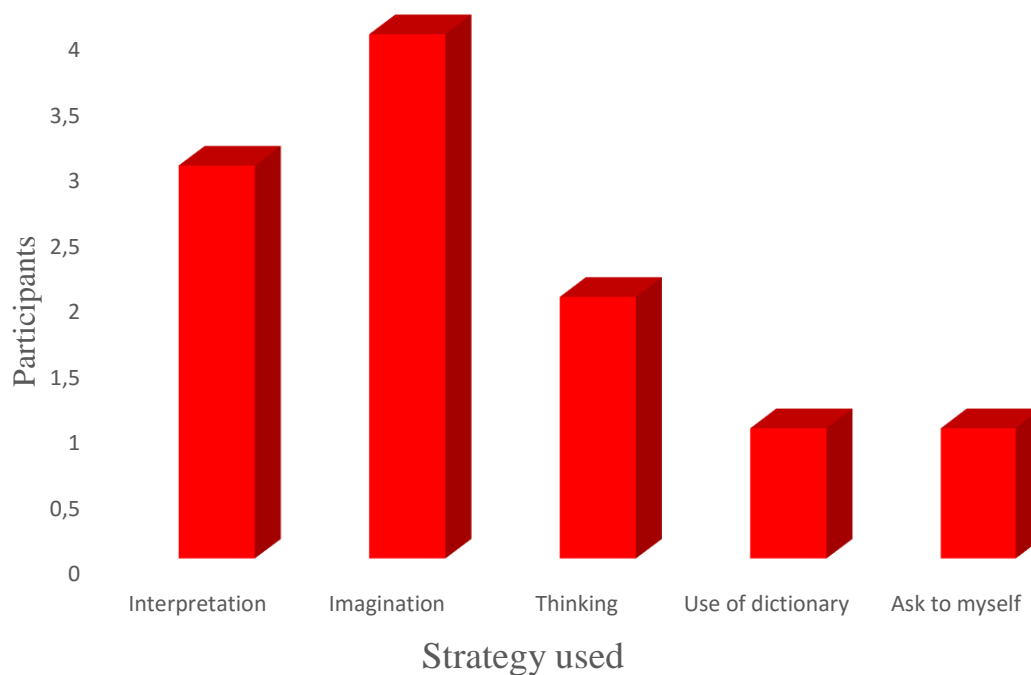


Figure 6 Strategy used

From the options obtained from students' reading comprehension strategies. It seems that most of them prefer the use of their imagination in order to comprehend a written text. Also, students specified that, by thinking and interpretation they can reach the aim of understanding. However, they also manifested they used other strategies such as questioning to themselves and the use of dictionary but these two implemented by a few number of participants.

Question number seven (6): *Do you consider that the use of DRTA have improved your reading comprehension? If your reading comprehension has been improved from the usage of DRTA strategy, how do you know it?*

Intervals

READING COMPREHENSION THROUGH DRTA STRATEGY

Yes No

Table 10

Comprehension improved

Items	
Yes	13
No	1

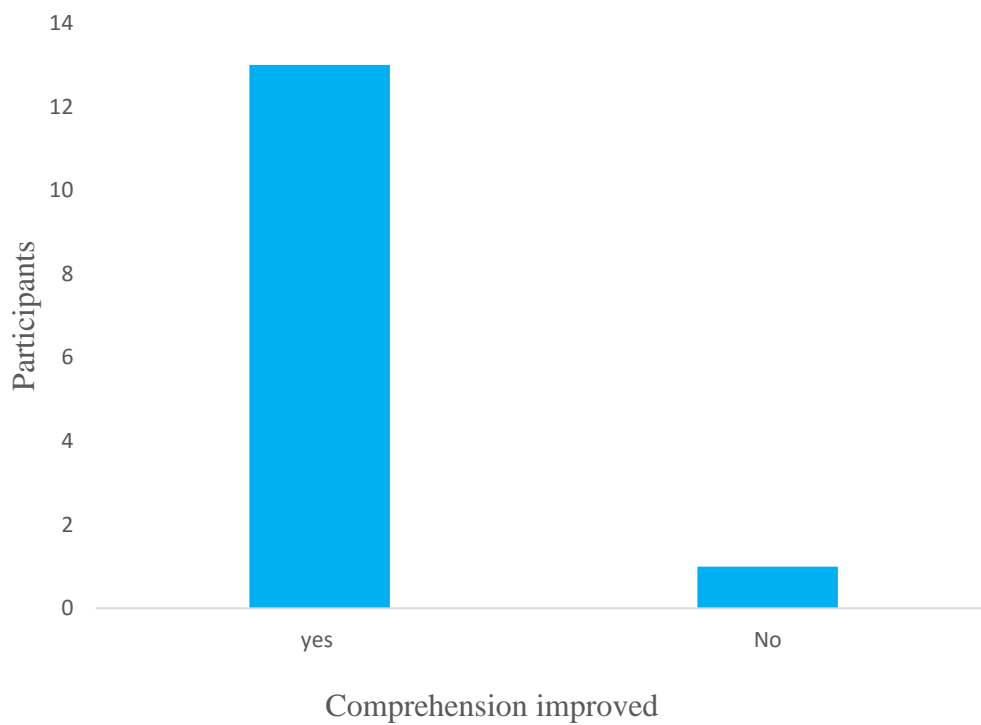


Figure 7. Comprehension improved

Reasons giving for the students to explain how they know that their comprehending process have improved.

READING COMPREHENSION THROUGH DRTA STRATEGY

Table 11

Reasons given for the students

Items	
Know what to do	2
Learn how to read	6
Major comprehension	5
Acquire new vocabulary	1

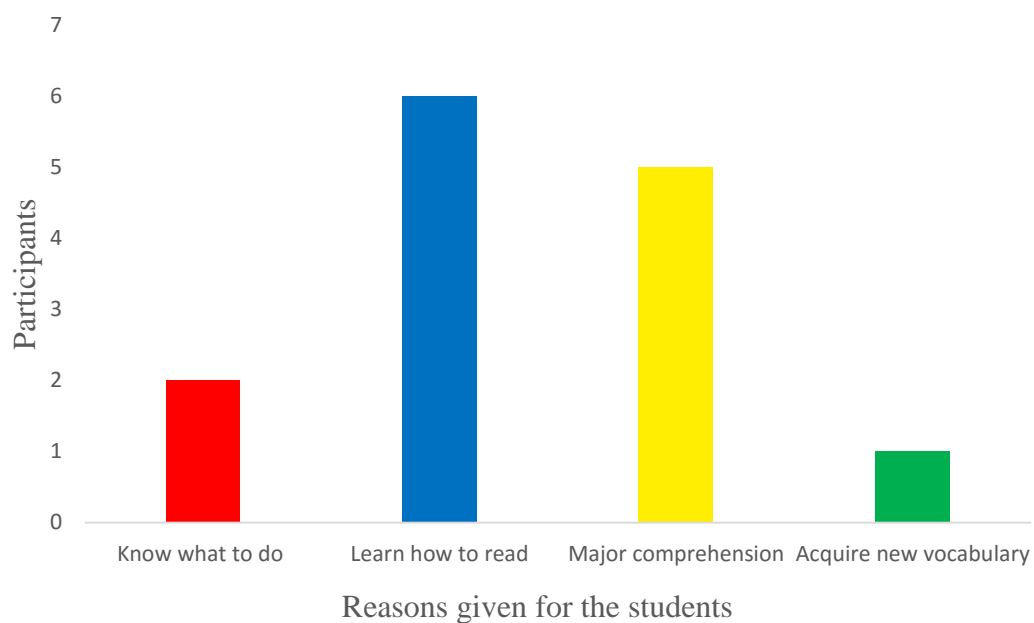


Figure 8. *DRTA reasons given for the students*

From the bar chart we can observed the percentages gained from students answers. It is noticed that students consider that DRTA have improved their reading comprehension because they have learned how to read. It seems that students have adopted this strategy as a main

READING COMPREHENSION THROUGH DRTA STRATEGY

guidance when reading a text. Furthermore, participants affirm that through this strategy they can get better comprehension about what they are reading. However, lower percentages are assigned for reasons as, through DRTA participants know what they have to do in order to read, and this strategy allows new vocabulary acquisition. It appears that students have internalize DRTA process.

Question number seven (7): Do you consider that DRTA facilitate the comprehension of texts?

Explain.

Intervals

Yes No

Table 12

DRTA facilitates comprehension

Items	
Yes	13
No	1

READING COMPREHENSION THROUGH DRTA STRATEGY

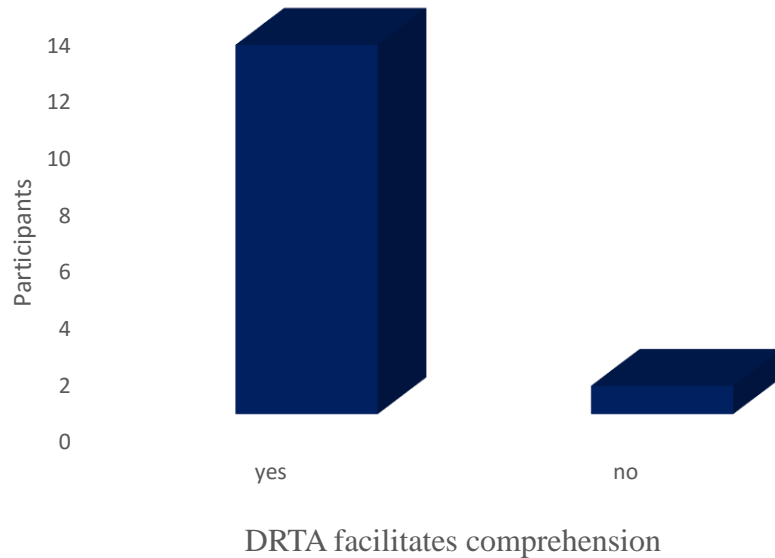


Figure 9. DRTA facilitates comprehension

The reasons established for the students when explaining about this question were:

- Reading comprehension is easier
- We can learn more vocabulary
- Reading comprehension is better
- We can learn more English

Question number eight (8): What do you consider was the easiest part of doing reading comprehension activities through DRTA strategy?

- a) The beginning b) The middle
 c) The end d) None

READING COMPREHENSION THROUGH DRTA STRATEGY

Table 10

Easiest DRTA part

Items	
The beginning	5
The middle	3
The end	5
None	1

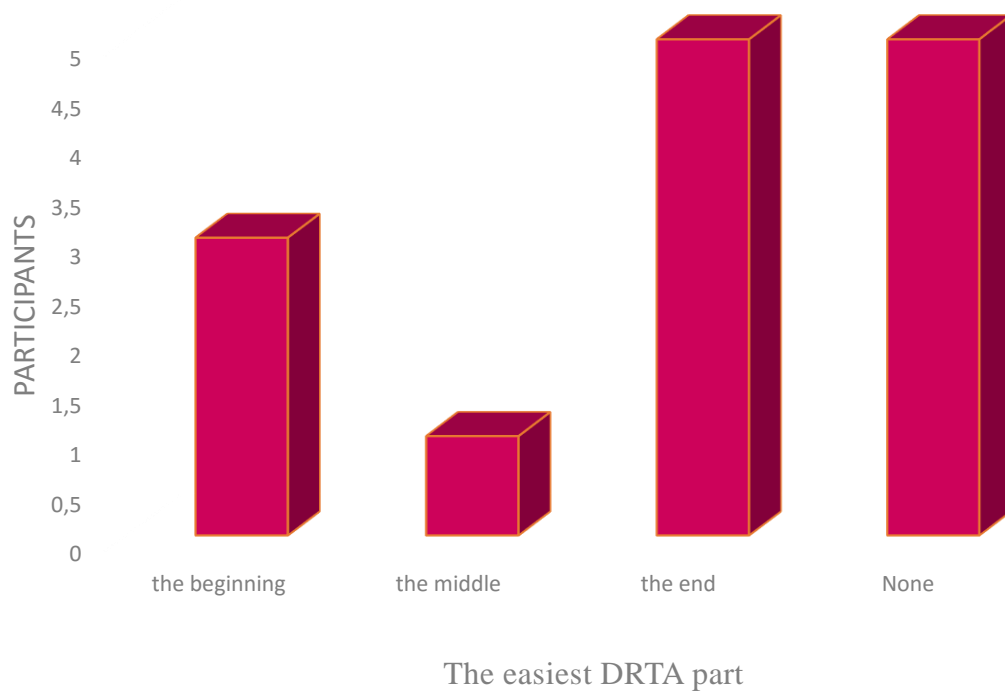


Figure 10. The easiest DRTA part

READING COMPREHENSION THROUGH DRTA STRATEGY

Question number nine (9): What do you consider was the hardest part of doing reading comprehension activities through DRTA strategy?

- a) The beginning b) The middle
c) The end d) All the process

Table 11

Hardest DRTA part

Items	
The beginning	3
The middle	1
The end	5
All the process	5

READING COMPREHENSION THROUGH DRTA STRATEGY

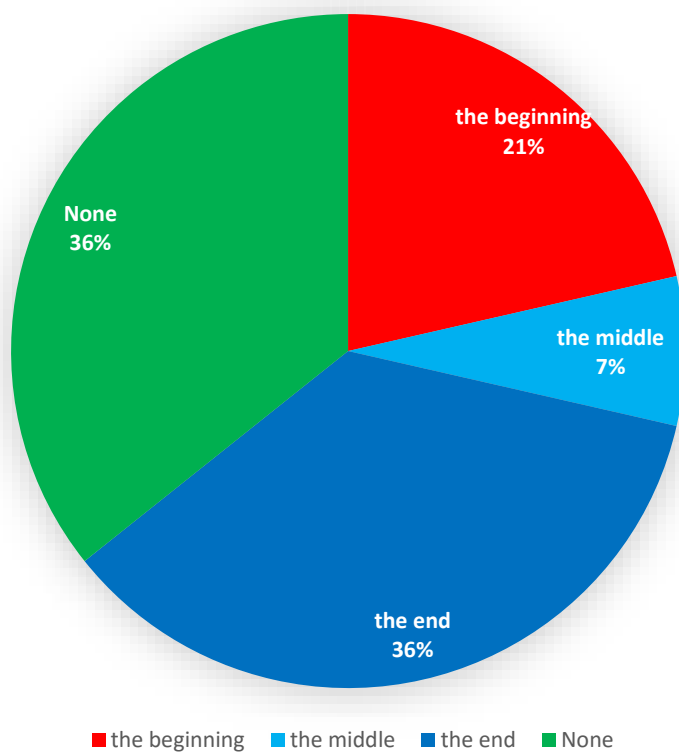


Figure 7 Hardest DRTA part

Table 12

Likert scale

- LIKERT SCALE.

STATEMENTS	ALWAYS	USUALLY	SOMETIMES	NEVER
<i>10. I am interested in comprehending what I read</i>	6	5	3	0

READING COMPREHENSION THROUGH DRTA STRATEGY

<i>11. I consider the use of dictionary important in reading comprehend.</i>	8	3	1	2
<i>12. I seek support in the teacher practitioner to clarify my doubts</i>	8	4	1	1
<i>13. I seek support in my classmates to clarify my doubts</i>	0	9	3	2
<i>14. I consider that DRTA strategy could be implemented in any type of text.</i>	9	4	1	0

READING COMPREHENSION THROUGH DRTA STRATEGY

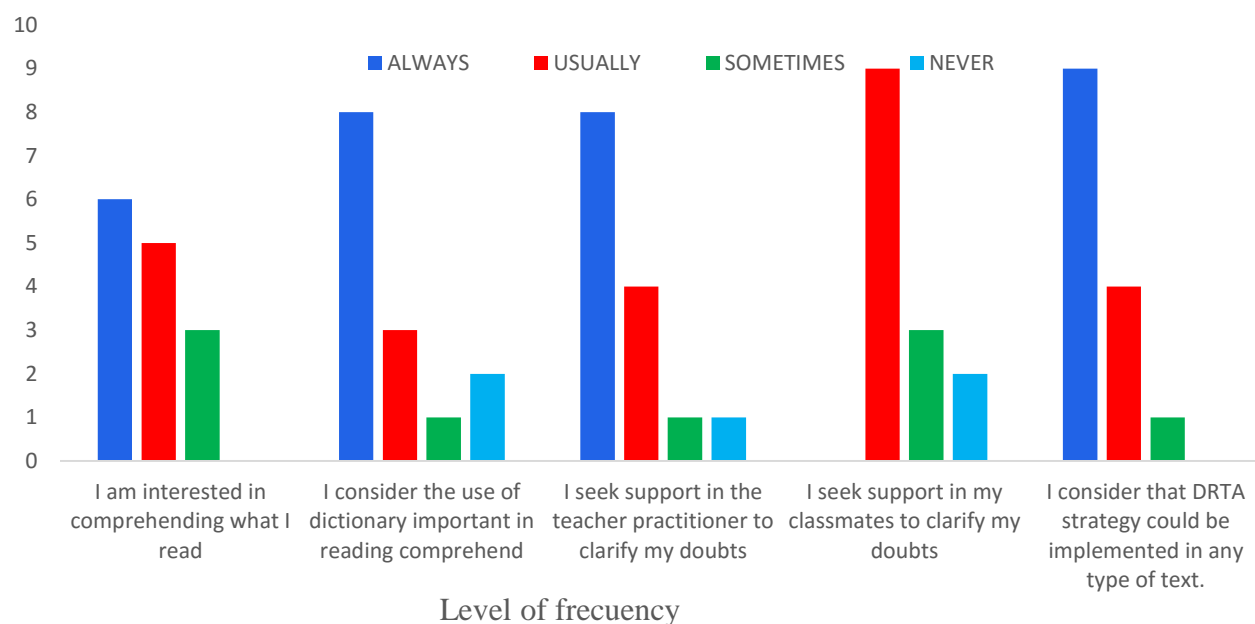


Figure 8 Level of frequency

From this Likert scale table some conclusions are emerged, as follow:

- Most of the students manifested are interested in comprehend when they read. This is an advantage for learning process by means of students show positive perceptions about reading comprehension. Since, they specified the importance of understanding meanings for written texts.
- Most of the students agree that using dictionary during the comprehension process is a good way to better understand what is being read. This aspect can be take it as a complementary help in order to success when is required to accomplish an English reading activity. Particularly in this research was used this complementary tool that most of the eighth grade students manifested the lack of English vocabulary. For instance in

READING COMPREHENSION THROUGH DRTA STRATEGY

some of the reading comprehension activities implemented for the researcher -teacher was notice the lack of vocabulary from the beginning. It is to say from the first stage, making predictions from the title, as working with DRTA strategy suggest to do it.

- From the results is noticed that most of the students are most of the time looking for guidance from the teacher. Even though, there were some of them who emphasized that they never look for this type of guidance. In contrast, most of the students established that look for guidance from their classmates is sometimes a good idea. That can be attributed to the fact that before the implementation of this project the students were rarely involve in cooperative reading comprehension activities. It appears that students working cooperatively is a good English reading comprehension activity within the classroom.
- Most of the students indicated that always DRTA strategy can be used in any type of readings. It seems that students give a more importance to reading comprehension as a result from the process followed when implementing this strategy.

READING COMPREHENSION THROUGH DRTA STRATEGY

4.3 Results obtained from the mean

Table 13

Results of the mean

ACTIVITY N° 1	Frequency	ACTIVITY N°2	Frequency	ACTIVITY N°3	Frequency	ACTIVITY N°4	Frequency
	1,5		1		3,75		4,2
	2,8		3		2,5		4,2
	1,5		1		3,75		2,84
	2,8		3		3,75		3,55
	2,8		2		3,75		3,55
	1,5		1		2,5		2,84
	3,7		2		2,5		2,84
	1,5		4		2,5		2,84
	1,5		4		2,5		3,55
	2,8		3		2,5		2,84
	1,5		2		3,75		3,55
	0		3		2,5		2,84
	1,5		2		3,75		3,55
	3,75		3		2,5		3,55
	1,5		3		3,75		2,84
	3,75		3		3,75		3,5
	2,8		2		3,75		3,55
	2,8		2		2,5		3,55
	1,5		2		3,75		2,84
	3,75		5		3,75		2,84
	2,8		3		2,5		2,84
	1,5		2		3,75		3,55
	2,8		4		2,5		3,55
	1,5		2		3,75		2,84
	2,8		3		3,75		2,84
	1,5		1		3,75		3,55
	3,75		2		1,25		3,55
	1,5		3		3,75		4,2
	2,8		2		1,25		3,55
	1,5		2		3,75		4,2
	1,5		2		3,75		3,55
	1,5		4		1,25		3,55
	3,75		3		2,5		4,2
	1,5		3		3,75		3,55
	2,8		2		3,75		3,55
	1,5		2		3,75		4,2
	1,5		4		2,5		3,55
	1,5		3		2,5		2,13
	2,8		2		3,75		3,55
	3,75		2		2,5		3,55
	1,5		3		3,75		3,55
	1,5		3		3,75		3,55
	1,5		2		3,75		3,55
	3,75		2		3,75		3,55
	1,5		3		3,75		
	1,5		2		3,75		
SCORE	2,20		2,54		3,18		3,4

According to the table it is observed a clear difference between each activities tests. The results obtained through the mean shown that the activity that obtained a better score was the last one activity 4 .This activity was about students about sixteen, students were interested towards this reading because it is related about the decisions that young people might do when they

READING COMPREHENSION THROUGH DRTA STRATEGY

become sixteen. Further, the test was composed by seven multiple choice questions with only one right answer. Furthermore, in this activity, students obtained the highest scores (3.75) in comparison with the rest of the activities, followed by the third activity that was about wife carrying competition, 3, 18 as score. The activity was composed by three multiple choice questions and two yes/ no questions. . (See appendix k)

To conclude the first activity see appendix “My name is Ben” was the activity that obtained the lowest media, followed by the second activity that was about “the galaxy note 7” were the activities in which students obtained low results in the comprehension part.

4.4 Results from Interviews.

For this action research four (4) participants were interviewed. As it was explained in the data collection section. Additionally, for conducting the interviews, these participants and the questions to ask them are established from the answers obtained from the questionnaires. And also are taken into account some aspects noticed during observations of the sample. For instance, the questions selected allow to the researcher obtain deeper information and insights about the concern of this action research.

To summarize, the interview in this study is composed by five questions. Thus, the results emerge from the answers obtained, and in depth patrons found are revealed. Interviews are conducted on November 15/2016. (See appendix H, I)

Question number one (1): Do you consider reading as important in learning process? Why?

All the students agreed that reading is an important element in the learning process. Three of the students said that is because through reading they can understand better and faster a text. Also,

READING COMPREHENSION THROUGH DRTA STRATEGY

one student affirms that it is important because through reading can learn more and also it helps to understand what surround them. And another one states that is because every day he is learning from reading. These answers confirm the results obtained in the questionnaire about the same question.

Question number two (2): do you consider that the strategy (DRTA) proposes by the practitioner teacher helps to improve reading comprehension? How?

All the students said that DRTA helps to improve reading because through the vocabulary acquire from the reading comprehension process, learning English can be facilitated. Another reason that they expressed was that DRTA helps to well distribute the text and also know what it is about.

Question number three (3): what do you consider was the difficult part during the DRTA?

Four of the students agreed that the difficult part was the beginning because there were unknown words and they could not understand what the text was about. In contrast, one of the students said that there was not a difficult part due to the clear explanation gave for the practitioner teacher.

Question number four (4): Do you consider that is important to ask for help to your classmates?

Three of the students specified that always is important and they do it because there are some situations in which their classmates can support them by giving guidance and clarifying doubts. Because sometimes there are classmates who understand more the thing and then they can explain them to those who did not understand at all. By contrast, one of the students said that is better to ask to the teacher because she has more knowledge and also the students can obtain

READING COMPREHENSION THROUGH DRTA STRATEGY

better help from her. Furthermore, one student said that is not necessary because the practitioner teacher well clarifies the topic and help from classmates is not needed.

Question number five (5): Do you consider that your reading comprehend has been improved from the implementation of DRTA?

All the students answered that yes. Three students expressed that it has been improved because now they know more vocabulary and now they can better understand a text. Another reason established for them is that DRTA provides them with a new technique which allows get more vocabulary and also comprehend what the text means and also what we can learn from it.

4.4. Conclusions and suggestions for further research

4.4.1. Conclusions

In this action research some questions were established to be answered:

The first question was, how do students react to the application of DRTA strategy to foster reading comprehension? This study allows to confirm from all the process and from the data gather that most of the students reacted positively to the implementation of DRTA strategy. Moreover, most of the students agreed that the reading comprehension process has been improved and they highlighted reasons as follow, know they know what to do, they have learn how to read by using this strategy, now they have major comprehension, and also they have acquired new vocabulary.

The second question was, what are the advantages and disadvantages of implementing DRTA in the classroom? From this questions have been establish some elements:

Advantages:

READING COMPREHENSION THROUGH DRTA STRATEGY

- It was noticed that this strategy is helpful to foster reading comprehension because it permits to develop a process which involves students' cognitive skills and at the same time provide them with a deeper understanding of the text.
- DRTA create independent readers since students are responsible for their process.

Disadvantage:

- The disadvantage noticed in this research was that some in a classroom working with a big group is very difficult to control and guide the activity in order to get all the students working on the process.

The third question was, what are the advantages and disadvantages of using CL combining it with DRTA?

Advantages:

- CL promotes cooperative work. In this study students recognized the importance of working in groups since, they interact and exchange opinions and ideas when it is required in the DRTA process.
- CL is useful to combining it with this strategy because students take responsibility in their process and also they complement the process what needs to be develop.

Disadvantages:

READING COMPREHENSION THROUGH DRTA STRATEGY

- Working based on CL with a big group. This was evidenced in this research from the fact that even most of the students were attentive, participating and involve in the process, due to the among of students there were some who when was required to work in groups they were dedicated to do any other thing but no to continuing with the development of the instructions established.

4.4.2. Recommendations for further research

- The results and conclusions of this research could be share with teachers who work within educational settings, in order to support their process and at the same time for them to get a deeper insight about all the factors consider by students like important and relevant in the foreign language learning process.
- The importance of working cooperatively must be emphasize. Even though with big groups is difficult to do it but it important that students appreciate and recognize that interacting and socializing ideas, though and doubts the learning process can be developed more dynamic.
- Even is known that reading comprehension is important in the learning process, it needs to be reinforced and integrate with students' process by implementing strategies in order to make it easier and more attractive for them.

READING COMPREHENSION THROUGH DRTA STRATEGY

4.5 Limitations of the study

In this study the limitation faced by the researcher teacher was the time. It was noticed from the fact that the implementation of DRTA strategy was extremely limited. For instance, having more time would offer deeper information and also the process could be studied in depth.

READING COMPREHENSION THROUGH DRTA STRATEGY

CHAPTER 3: OUTREACH COMPONENT

3.1 Introduction of the Outreach Component

One of the aspects manifested from the authorities of Bicentenario public school was the necessity of enrolment with all the activities programmed in it. For instance, this enrolment includes from the side of the practitioner teacher, integration with the educative community itself and its extracurricular activities. Likewise, this component is also called Community Extension.

Furthermore, the teacher practitioner will take part of the extracurricular events planned by the institution, these activities include: Offers help for the organization of the events, Take active part when developing them, contribute with ideas and materials, and so on.

To summarize, this component involves the teacher practitioner with all the real situations and requirements which as a future educator she will have to deal with.

3.2 Justification of the Outreach Component

This component is beneficial for all the educational community in general and undoubtedly, for the practitioner teacher. Due to the fact that is important to encourage students for higher enrollment with practical language usage further than just in an academic way. In other words, students will have the opportunity to make language connections with their real context.

Additionally, the main activity worked through this component is called “English live in our school”. Furthermore, this activity was developed with the aim of familiarizing students with different areas that were found named in Spanish around the school. For instance, English little posters were made and placed next to the Spanish ones.

READING COMPREHENSION THROUGH DRTA STRATEGY

Furthermore, extra activities allow positive interactions and integration. Since, students and teachers have the opportunity to generate another environment, different from the academic one.

READING COMPREHENSION THROUGH DRTA STRATEGY

3.3 Objectives of the outreach component

To work on this component six (9) objectives are designed. On the one hand one (1) general objective. On the other hand, five (5) specifics ones.

3.3.1 General Objective

To strength academic and extracurricular activities by encouraging students interacting cooperatively.

3.3.2 Specifics Objectives

To support organization of some extracurricular events of the institution in general

To encourage students engagement with academic and extracurricular activities.

To be part in the organization of eighth grade religious mass ceremony.

To provide students with spaces in different schedules for reinforcing their leaning process

To promote students' familiarization with English vocabulary by placing English little posters over the school.

To attempt meeting with parents for informing them about students' English learning process.

READING COMPREHENSION THROUGH DRTA STRATEGY

3.4 Methodology

The methodology of this component was established at Bicentenario School.

Firstly, students, teachers, practitioner teacher, the educative community in general participated together in some extracurricular events. Secondly, the teacher practitioner assigned as a complementary task for some eighth grade students, designed and put over the school English posters concerning to the places which were named in Spanish already.

3.4.1 Description of extra activities developed at Bicentenario School.

3.4.1.1 English live in our school

One of the contributions that the practitioner teacher has made to the institution is that she implemented an activity which she called it: "English live in our school". This initiative arise from previous conversations with the English teacher in charge of the groups which the practitioner teacher was conducting her integral practice. Likewise, through this activity the practitioner teacher with students' help situated all over the school little posters in English. This posters where located below the one where in Spanish.

3.4.1.2 Tutoring

The practitioner teacher offered tutoring to the students in order to clarify doubts and reinforce their academic development.

Table 14

List of students who were in tutoring

Date	Grade	Students
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READING COMPREHENSION THROUGH DRTA STRATEGY

27 September, 2016	8:03	Michael Leonardo Guerrero
	8:03	Arlington Arturo Roperro
	8:03	Angy Rosmery Lazaro
	8:03	Grecia Nathalia Soto
	8:03	Luis Brayam Villabona
	8:03	Danna Castro
	8:03	Cristian Julian Florez
	8:03	Karen Dayana
	8:03	Cristian Adolfo
	8:03	Jonathan Melendez
	8:03	Danna Sierra
30 September, 2016	8:02	Fernando Botellon
04 October, 2016	8:02	Breiner Suarez
	8:02	Jordan Marquez
	8:02	Edgar Rojas
	8:02	Edinson Leonardo
	8:02	Huberth Martinez
	8:02	Michell Florez
	8:02	Luz Danny Yopez

READING COMPREHENSION THROUGH DRTA STRATEGY

3.4.1.3 Institutional events and activities

The main purpose of this component is to motivate and integrate students in the English learning process not only in the academic classes but also in the extra-curricular ones. For example: English song festival, Technology and Science Festival, Eucharist Family day, Business Festival, San Valentines' day, Saber 3° 5° and 9° test accompaniment, Nobenas delivery flags ceremony.

READING COMPREHENSION THROUGH DRTA STRATEGY

CHAPTER 4: ADMINISTRATIVE COMPONENT

4.1 Introduction of Administrative Component

During the development of this research it was necessary to recognize Bicentenario's school background, as well as its mission, vision, philosophy, historical outline, symbols, and hymn, which are all in conjunction fundamentals to provide students with the bases for becoming integral people.

Furthermore, It was necessary to take into account the institutional programs of the school year that are indispensables in the recognition of any educative organization, the description of physical structure of the institution, Then the English class schedule of the 8 01, eight 02 and eighth 03 grade students and their respective list was considered in the development of the integral practice at the institution.

4.2 Justification of Administrative Component

At the beginning of the integral practice process also it was necessary to observed and realize about educative authorities, teachers, students, context and, Bicentenario school management in the whole, aspects include in the administrative component.

Additionally, this component provides the practitioner teacher with all the institutional regulations and structuration which are essential for the research development.

READING COMPREHENSION THROUGH DRTA STRATEGY

4.3 Objectives of the Administrative Component

In order to develop this component one (1) general objective and five (5) specific ones are established.

4.3.1 General Objective

To analyze the most significant administrative aspect at Bicentenario school.

4.3.2 Specific Objectives

To know the calendar established for the institution during the second semester of the year 2016.

To know the methodology used by the institution

To identify authorities function in the school

To recognize and get familiar with the physical structure of the school

To identify main aspects of the institutional educational project (P.E.I.) at Bicentenario school.

READING COMPREHENSION THROUGH DRTA STRATEGY

4.4. Institutional observation

4.4.1 Topographic location of the education center

The educative institution “Mega Colegio Bicentenario” is located in the 13th street and avenue 47th in the neighborhood of “Antonia Santos”, Cucuta Colombia. The neighborhood is located in the highway from Cucuta to el Zulia, and the principal route of public transport is located 10 streets to the main gate entrance of the school. Therefore, the population social status is level 1.

The authorities of the institution are divided into six levels. First, the class teacher, who is responsible of the classes schedules. Second, the permanent teacher of the class or the holder of the class, who is responsible in his classes and the discipline of the group. Third, the coordinator of the institution, Nubia Letty Rivera Granados. Forth, the principal of the school, Geovanny Cubillos Osorio. Fifth, the Directive council. And sixth, the University of Pamplona.

4.4.2 School principal, teachers, coordinators, students, and administrative.

Principal: Geovanny Cubillos Osorio

People who work in the Establishment:

Managers: 1

Teaching Officers: 2

Teachers: 43

Administrative: 11

Other: 06

READING COMPREHENSION THROUGH DRTA STRATEGY

Total number of students served: 1472

4.4.3. Mission

Bicentenario School attends the training of children, young people, from pre-school to middle school, with a critical spirit, Productive, sensitive and supportive

4.4.4 Vision

In 2025 our institution is providing actors for the consolidation of a country at peace, solidarity and well educated; from a highly qualified teaching and management structure that works as a community of learning in scenarios of human warmth, and in coordination with higher education, parents, actors and productive community.

4.4.5 Philosophic framework of the institution

The institution bases its action and its purpose in the arguments raised by the Critical Theory of Science and complex thought. The PEI is consistent with these theories and practice aims to contribute to the training of future generations to be able to see, think and act in everyday life proactively, entrepreneurial and aware.

In the educational order and within the framework of our mission, critical thinking allows us to make sense of our action in the framework of the development of the country and therefore we are committed to training people with a foundation for understanding, comprehension and argue the proceedings, dreams, ideals and knowledge needs of the human being, among other things; Complex Thought and invites us to think and see the institution as a whole available to a training and comprehensive proposal and, moreover, to project the person as a natural, cognitive,

READING COMPREHENSION THROUGH DRTA STRATEGY

social, cultural, environmental, emotional, spiritual being immersed in an articulated by visible and invisible strings world.

4.5 Bases of education

MANUAL: It is conceived as a way of normalizing the daily come to live in harmony and joy, understanding and implementation will contribute significantly to the fulfillment of the mission and achieving institutional vision.

CONCEPT: Student Handbook. It is the basis for guiding the overall harmonious development of the educational community in accordance with the principles, philosophy, mission and vision outlined in the Institutional Educational Project.

TO SERVE: Allows you to direct the guidelines in the human formation of the students and the development of coexistence of all members of the Community. It is a facilitator of actions for achieving the purposes established in order for the Community to agree on the management of the different situations within the institution and facilitate a draft institutional life. In addition, enables integration between all members of the educational community to the Student Handbook is effective in achieving the goals and ideas. Educational processes. They are the planned teaching and administrative activities interrelated to the integral formation of students in basic and competencies of the Institutional Educational Project that will allow them a chord personal, cultural, social and productive development projects of life and socio-dynamic projection its economic environment.

READING COMPREHENSION THROUGH DRTA STRATEGY

DISCIPLINARY PROCEEDINGS: These are the guidelines which have to be followed in the case that students commit a violation of the rules and stipulations included in the Student Handbook.

4.6. Legal Situation

This Student Handbook is based on the following laws:

- The Constitution, which directs the life and actions of people.
- The Universal Declaration of Human Rights.
- Disciplinary Procedures Law 734
- Law 115 or General Education Act of 1994 and Regulatory Decrees Ongoing.
- Law 715 of December 21, 2001.
- Resolution 3055 December 12, 2002.
- Decree 1860 of 1994.
- Act January 12, 1991. 22 Conventions on the Rights of the Child.
- Decree 1108 of May 1994 in the 3rd chapter for educational purposes, prohibited in all educational institutions of the country the possession and consumption of narcotic drugs and psychotropic substances.
- New juvenile code.
- Decree 1278 of 2002.
- Decree 1850 of 2002.
- School and working hours are regulated
- Decree 0230, 2002-evaluation and promotion of pupils.
- Statements of the Honorable Cortes.

READING COMPREHENSION THROUGH DRTA STRATEGY

- Act 1620 of April 2013.
- Law 30 of 1992.
- Act 749, 2002
- Decree 2216 2003.
- Regulatory Decree 1965 law 1620

4.6.1 Distribution of the school

The School was created in 2008 as a result of a project developed by the University of Pamplona in 2007, to a prior announcement from the MEN to organize, as Mega School, an institution that could provide quality from preschool to high school, one of the displaced populations to the city of Cucuta, capital of Norte de Santander department. While they were building the physical plant, school developed its activities at the headquarters of Our Lady of School. Since 2013 it is working in the physical plant itself, which was built entirely with the viability to implement the educational model to ensure the full development of the educational proposal.

4.7 Schedules and list of the students

4.7.1 General schedule

High School schedule

Table 15

High school general schedule

1 HORA	6:10 a.m. a 7:05 a.m.
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READING COMPREHENSION THROUGH DRTA STRATEGY

2 HORA	7:05 a.m. a 8:00 a.m.
1 DESCANSO	8:00 a.m. a 8:20 a.m.
3 HORA	8:20 a.m. a 9:15 a.m.
4 HORA	9:15 a.m. a 10:10 a.m.
2 DESCANSO	10:10 a.m. a 10:30 a.m.
5 HORA	10:30 a.m. a 11:25 a.m.
6 HORA	11:25 a.m. a 12:20 p.m.
7 HORA	12:20 p.m. a 1:15 p.m.

4.7.2 Schedules: 803, 802, 803

The table below shows eight grade students' schedule for second semester of 2016, 801, 802,803. The practitioner teacher has to attend to all the English classes.

801 Student Schedule

HOR	LUNES	MARTES	MIERCOLES	JUEVES	VIERNES
A					
1		INGLES			FILOSOFIA
6:10 a	MATEMATIC	Nubia Figuera	LENGUAJE	SOCIALES	Martha Alicia
7:05	A		Yaneth Ramir	Mercedes	
2	Astrid Barrera	RELIGION		Roa	MATEMATIC
7:05 a		Hugo Portilla			A
8:00					Astrid Barrera

READING COMPREHENSION THROUGH DRTA STRATEGY

DESCANSO 8:00 a 8:20					
3					SOCIALES
8:20 a	LENGUAJE	ED. FISICA	MATEMATIC	INGLES	Mercedes Roa
9:15	Yaneth Ramir	Dennis Prato	A	Nubia	
4			Astrid Barrera	Figueres	INGLES
9:15 a					Nubia Figueres
10:10					
DESCANSO 10:10 a 10:30					
5		CATEDRA		MUSICA	
10:30	ARTES	PAZ	FISICA	Edgar	QUIMICA
a	Edgar Rivera	Martha Alicia	Adriana Rozo	Rivera	Adriana Rozo
11:25					
6				PROYECTO	
11:25		NATURALE		O	
a		S		Edna	
12:20		Yolanda		Arismen	
7	TECNOLOGIA	Mont	TECNOLOGIA	LENGUAJE	ETICA
12:20	Eucaris Grima		Eucaris Grima	Yaneth	Yaneth Ramir
a 1:15				Ramir	

802 Students' Schedule

READING COMPREHENSION THROUGH DRTA STRATEGY

HORA	LUNES	MARTES	MIERCOLES	JUEVES	VIERNES
1	CATEDRA PAZ				MUSICA
6:10 a	Martha Alicia	NATURALES	MATEMATICA	INGLES	Edgar Rivera
7:05		Yolanda Mont	Astrid Barrera	Nubia Figuerre	
2	LENGUAJE				ARTES
7:05 a	Yaneth Ramir				Edgar Rivera
8:00					
DESCANSO 8:00 a 8:20					
3					
8:20 a	MATEMATICA	LENGUAJE	LENGUAJE	ED. FISICA	FISICA
9:15	Astrid Barrera	Yaneth Ramir	Yaneth Ramir	Dennis Prato	Adriana Rozo
4					
9:15 a					
10:10					
DESCANSO 10:10 a 10:30					
5	INGLES	ARTES		TECNOLOGIA	FILOSOFIA
10:30	Nubia Figuerre	Edgar Rivera	SOCIALES	Eusiris Grimal	Martha Alicia
a			Mercedes Roa		
11:25					
6	TECNOLOGIA	ETICA			MATEMATICA
	Eusiris Grimal	Hugo Portilla		QUIMICA	Astrid Barrera

READING COMPREHENSION THROUGH DRTA STRATEGY

11:25					Adriana Rozo
a					
12:20					
7	RELIGION	INGLES	PROYECTO	SOCIALES	
12:20	Hugo Portilla	Nubia Figuerre	Edna Arismen	Mercedes Roa	
a 1:15					

803 Student Schedule

HORA	LUNES	MARTES	MIERCOLES	JUEVES	VIERNES
1		QUIMICA			SOCIALES
6:10 a	INGLES	Adriana Rozo	ED. FISICA	MATEMATICA	Mercedes Roa
7:05	Nubia		Dennis Prato	Astrid Barrera	
2	Figuerre	MUSICA			LENGUAJE
7:05 a		Edgar Rivera			Yaneth Ramir
8:00	DESCANSO 8:00 a 8:20				
3	PROYECTO			ARTES	MATEMATICA
8:20 a	Edna	MATEMATICA	INGLES	Edgar Rivera	Astrid Barrera
9:15	Arismen	Astrid Barrera	Nubia Figuerre		
4	SOCIALES			LENGUAJE	CATEDRA PAZ
				Yaneth Ramir	Martha Alicia

READING COMPREHENSION THROUGH DRTA STRATEGY

9:15 a	Mercedes				
10:10	Roa				
DESCANSO 10:10 a 10:30					
5			FILOSOFIA	SOCIALES	
10:30 a	FISICA	LENGUAJE	Martha Alicia	Mercedes Roa	NATURALES
11:25	Adriana	Yaneth Ramir			Yolanda Mont
6	Rozo		ARTES		
11:25 a			Edgar Rivera	TECNOLOGIA	
12:20				Eusiris Grimal	
7	RELIGION	ETICA	LENGUAJE	QUIMICA	
12:20 a	Yolanda	Hugo Portilla	Yaneth Ramir	Adriana Rozo	
1:15	Mont				

4.6.2. List of students

In order to specify the population in which this study was implemented, it is necessary to include the list of the students who belong to it. This is a big group because of the number of students, 46 students.

801 Students' list

READING COMPREHENSION THROUGH DRTA STRATEGY

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Appendices

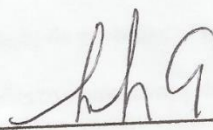
READING COMPREHENSION THROUGH DRTA STRATEGY

Appendix C. Final Letter

 UNIVERSIDAD DE PAMPLONA FACULTAD DE EDUCACIÓN LICENCIATURA EN LENGUAS EXTRANJERAS PRACTICA INTEGRAL-2016-2	
FICHA DE EVALUACIÓN DE EJECUCIÓN DE LA PRÁCTICA INTEGRAL	
ESTUDIANTE PRACTICANTE: <u>Santra Aviléz Mendoza</u>	
SUPERVISOR(A): <u>Olga Lucía Sánchez González</u>	
CRITERIOS DE EVALUACIÓN	NOTA
<p>ASPECTOS GENERALES</p> <ul style="list-style-type: none"> • Diseño del programa de área y/o asignatura del grado correspondiente a su práctica. • Planeación - desarrollo y evaluación del proyecto o propuesta correspondiente al período que dure su Práctica Integral Docente. • Planeación, desarrollo y evaluación, de actividades complementarias del área. • Planeación, desarrollo y evaluación de actividades de refuerzo y recuperación en las áreas de desempeño. • Planeación, desarrollo y evaluación de actividades institucionales relacionadas con su área de trabajo, consignadas en su propuesta, tendientes al campo de la investigación, a la promoción del área, a la integración con la comunidad y a la relación con los padres de familia. • Planear, desarrollar y/o participar en las actividades propias del área de Práctica Integral Docente de orden interinstitucional. • Participar en actividades culturales, en reuniones de profesores a las que fuere invitado, de padres de familia y a la realización de actividades lúdicas. 	14/15p
<p>ASPECTOS METODOLÓGICOS</p> <ul style="list-style-type: none"> • Sigue el plan de clase y desarrolla actividades de acuerdo con los objetivos del plan de clase. • Privilegia la integración de las competencias comunicativas y desarrolla las competencias subyacentes (fonética, gramática, vocabulario). • Utiliza variedad de material didáctico y emplea material auténtico. • Tiene en cuenta los diferentes estilos de aprendizaje. • Centra el desarrollo de la clase en los estudiantes. • Facilita la participación de los estudiantes. • Da instrucciones precisas a los estudiantes. • Propicia actividades que involucran el trabajo en grupo. • Orienta el trabajo de los estudiantes (individual y grupal). • Corrige los errores de los estudiantes. • Refuerza continuamente el aprendizaje de los estudiantes. • Circula por el aula atendiendo las necesidades de los estudiantes. • Usa elementos paraverbales y no verbales para facilitar la comprensión de los estudiantes. • Incorpora Tecnologías de Información y Comunicación en el desarrollo de sus clases. 	13/15p


READING COMPREHENSION THROUGH DRTA STRATEGY

<p>ASPECTOS LINGÜÍSTICOS -COMUNICATIVOS</p> <ul style="list-style-type: none"> • Conoce los diferentes componentes de la Lengua extranjera. • Domina los contenidos trabajados durante la clase. • Se expresa correctamente en forma oral en la lengua extranjera. • Se expresa correctamente en forma escrita en la lengua extranjera . • Se hace entender en la lengua extranjera. • Alterna el uso de la lengua materna y la extranjera en clase. 	15/15p
<p>ASPECTOS ACTITUDINALES</p> <ul style="list-style-type: none"> • Desarrolla y mantiene una actitud de responsabilidad, interés y creatividad en la planeación y ejecución en las actividades propias de la docencia. • Es estrictamente puntual en la iniciación de sus clases y las demás actividades registradas en el cumplimiento de sus deberes. • Aplica la ética profesional en todas sus actuaciones. • Observa una conducta decorosa, mantiene una presentación personal adecuada y utilizar un lenguaje respetuoso. • Acata lo dispuesto en el Manual de Comportamiento de la institución. • Se presenta en estado de sobriedad y lucidez mental a todas y cada una de las actividades de Práctica Integral Docente. 	14/15p
<p>*NOTA FINAL 4,6</p>	56/60p

Firma del(a) supervisor(a): 

READING COMPREHENSION THROUGH DRTA STRATEGY


Appendix D. Sample of the Test applied

 COLEGIO BICENTENARIO UNIVERSIDAD DE PAMPLONA Una Universidad incluyente y comprometida con el desarrollo integral		FEB 001	
GESTION ACADEMICA – Reading comprehension exercise			
SUBJECT:	ENGLISH	TEACHER:	SANDRA AVILEZ
TERM:	IV	GRADE:	8 ^o 3
		DATE:	Sep 26/2016
NAME:	Federico Arzu	LASTNAME:	Perce

MEXICO.

One of my favorite vacation places is Mexico. I really like the weather there because it never gets cold. The people are very nice too. They never laugh at my bad Spanish. The food is really good. Mexico City is a very interesting place to visit. It has some great museums and lots of fascinating old buildings. The hotels are too expensive to stay but there are more affordable options. For example, you can stay at one of the beach resorts like Acapulco. If you are planning to visit Mexico, you should definitely see the Mayan temples near Merida.

<http://www.grammarbank.com/reading-comprehension-test.html>

 COLEGIO BICENTENARIO UNIVERSIDAD DE PAMPLONA Una Universidad incluyente y comprometida con el desarrollo integral		FEB 001	
GESTION ACADEMICA – Reading comprehension exercise			
SUBJECT:	ENGLISH	TEACHER:	SANDRA AVILEZ
TERM:	IV	GRADE:	8 ^o 3
		DATE:	Sep 26/2016
NAME:	Federico	LASTNAME:	Perce

Answer the questions:

1. a) Sam likes warm weather
 b) Sam doesn't like warm weather at all
 Sam hates warm water
2. a) His Spanish is very good
 b) He is Spanish
 c) He doesn't speak Spanish very well
3. a) There's a lot to see and do in Mexico
 b) There aren't a lot of beautiful places in Mexico
 c) Tourists never come to Mexico
4. a) Hotels are very cheap in Mexico
 Hotels are all poor in Mexico
 c) The hotels in Mexico are pretty expensive

1,25

READING COMPREHENSION THROUGH DRTA STRATEGY

Appendix E. Observational Reports

Reading comprehension through DRTA	
Date: 24-10-2016	Time : 7:00 -8:00
Course : Research component	place : Bicentenario school, classroom 803
Observational report #1	Objectives : <ul style="list-style-type: none"> ➤ Identify students' disposition to wok. ➤ Describe students' comprehension process and their performance with working with DRTA.

Factors to observe	Description	Interpretation
Students' disposition to work	<p>DURING STAGES OF THE ACTIVITY:</p> <p>At the beginning, it was noticed low interest from the side of students for learning English.</p> <p>In the middle, students were a little more engage with the process.</p>	<p>The first activity developed students told to the teacher that reading is complex and they did not know how to do it. Additionally, some of them expressed not to be interested in learning English.</p>

READING COMPREHENSION THROUGH DRTA STRATEGY

	<p>At the end, students were working cooperatively among them and they showed to be pleasant with the activity.</p>	<p>In the middle and at the end, as students were more familiar with the process it seems more engagement and better acceptance to the process which they were developing.</p>
<p>Students' comprehension process</p>	<p>Reading</p> <p>Most of the students showed concern about reading comprehension</p> <p>Performance:</p> <p>Most of the students were following instructions and also the sequence established for the teacher.</p>	<p>Most of them consider it, as an important factor engaged and needed in learning process. On the contrary, there are some of them who do not care about English learning.</p> <p>Students at the beginning of the activity were attempting to develop the activity in the way in which they thought that it had to be. For instance, the practitioner explain to them again the</p>

READING COMPREHENSION THROUGH DRTA STRATEGY

		purpose and procedure to work through DRTA.
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Reading comprehension through DRTA

Date: 26-10-2016	Time : 9:00 -10:00
Course : Research component	place : Bicentenario school, classroom 803
Observational report #2	Objectives : <ul style="list-style-type: none"> ➤ Identify students' disposition to wok. ➤ Describe students' comprehension process and their performance with working with DRTA.

Factors to observe	Description	Interpretation
	<p style="text-align: center;">DURING STAGES OF THE ACTIVITY:</p> <p>At the beginning, students showed expectations about the next activity to be developed.</p>	<p>The second activity developed students' interest was higher than in the first one. For instance, some students made positive comments in the class about the reading process.</p>

READING COMPREHENSION THROUGH DRTA STRATEGY

<p>Students' disposition to work</p>	<p>The middle, students were participating actively.</p> <p>At the end, students were working cooperatively among them and they showed to be pleasant with the activity. Furthermore, they stated that cooperative work was helpful for the activity and for them.</p> <p>Most of the students manifested to enjoy working in groups. .</p>	<p>In the middle and at the end, as students were more familiar with the process it seems more engagement and better acceptance.</p> <p>It seems that students are finding advantages in the implementation of this activities.</p>
<p>Students' comprehension process</p>	<p>Reading</p> <p>Some of the students manifested that even English is challenging for them, they like the way in which it has been worked.</p> <p>Performance:</p>	<p>Most of the students showed that this strategy allows them to read better. It seems that they consider DRTA significant in reading comprehend.</p>

READING COMPREHENSION THROUGH DRTA STRATEGY

	Most of the students were following instructions and also the sequence established for the teacher.	Students were attentive and following the process as the practitioner teacher was indicating.
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Reading comprehension through DRTA

Date: 02-11-2016	Time : 9:00 -10:00
Course : Research component	place : Bicentenario school, classroom 803
Observational report #3	Objectives : <ul style="list-style-type: none"> ➤ Identify students' disposition to work. ➤ Describe students' comprehension process and their performance with working with DRTA.

Factors to observe	Description	Interpretation
	During the stages of the activity:	

READING COMPREHENSION THROUGH DRTA STRATEGY

<p>Students' disposition to work</p>	<p>Students' disposition to work was increased. Now, students develop the activities by showing more interest.</p>	<p>In the third activity developed students were very accurate and participative. Additionally, most of them expressed that DRTA strategy facilitates comprehend a text.</p>
<p>Students' comprehension process</p>	<p>Reading</p> <p>Most of the students showed concern about reading comprehension</p> <p>Performance:</p>	<p>Most of them consider it, as an important factor engaged and needed in learning process. On the contrary, there are some of them who do not care about English learning.</p>

READING COMPREHENSION THROUGH DRTA STRATEGY

	Most of the students were following instructions and also the sequence established for the teacher.	Students were attentive and following the process as the practitioner teacher was indicating. They were accurate.
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Reading comprehension through DRTA

Date: 09-11-2016	Time : 9:00 -10:00
Course : Research component	place : Bicentenario school, classroom 803
Observational report #4	Objectives : <ul style="list-style-type: none"> ➤ Identify students' disposition to work. ➤ Describe students' comprehension process and their performance with working with DRTA.

Factors to observe	Description	Interpretation
	During the stages of the activity:	In the fourth activity developed students were

READING COMPREHENSION THROUGH DRTA STRATEGY

<p>Students' disposition to work</p>	<p>Students' disposition to work was increased. Now, students develop the activities by showing more interest.</p>	<p>very accurate and participative. Additionally, most of them expressed that DRTA strategy is useful in reading. Additionally, the agreed that the reading process is easier though the use of it.</p>
<p>Students' comprehension process</p>	<p>Reading Most of the students showed concern about reading comprehension</p> <p>Performance:</p>	<p>Most of them consider it, as an important factor engaged and needed in learning process. On the contrary, there are some of them who do not care about English learning. Even they accepted that this strategy is very accurate during the learning process.</p>

READING COMPREHENSION THROUGH DRTA STRATEGY

	<p>Most of the students were following instructions and also the sequence established for the teacher.</p>	<p>Students were attentive and following the process as the practitioner teacher was indicating. There were more accurate and the showed to be more active and engage in reading.</p>
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READING COMPREHENSION THROUGH DRTA STRATEGY

Appendix F. Questionnaire Schedule

READING COMPREHENSION THROUGH DRTA STRATEGY

Cuestionario

FOSTERING READING COMPREHENSION THROUGH DIRECTED READING THINKING ACTIVITY (DRTA) STRATEGY

A partir de la aplicación de este cuestionario, se obtendrá información importante para analizar e identificar la influencia de la actividad de pensamiento de lectura dirigida en el fomento de la comprensión lectora en inglés en el salón de clases.

Las respuestas que usted dará son de vital importancia en la realización de este proyecto y estas serán totalmente anónimas. Usted encontrará preguntas de tipo demográficas, preguntas de respuesta sí o no, preguntas de selección múltiple y también preguntas abiertas. Cabe resaltar que no hay respuestas correctas o incorrectas, siéntase libre de responder en la manera que usted quiera. Gracias por su colaboración y por su tiempo.

Edad: _____ Género: _____ Grado: _____

Nacionalidad: _____

1. ¿Considera la lectura como parte importante de su proceso de aprendizaje?

Sí _____ No _____

2. ¿Por qué razones lee usted?

a. Inquietudes personales

d. para evaluaciones

b. porque me gusta.

e. porque tengo que hacerlo.

3. ¿Cuánto tiempo dedica a la lectura?

a. 20 minutos

c. Una hora

b. Media hora

d. Más de una hora.

4. ¿Considera usted que es importante comprender a cerca de lo que se lee?

Si _____ No _____

5. ¿Utiliza alguna estrategia para comprender lo que lee?

Si _____ no _____

Si su respuesta fue sí. ¿Cuál? _____

6. ¿Considera usted que la estrategia de actividad de pensamiento de lectura dirigida utilizada por la profesora practicante le ha ayudado a mejor su comprensión lectora?

Si _____ no _____

Explique _____