READING COMPREHENSION STRATEGIES WITHIN AN EAP SHORT-COURSE

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LICENCIATURA EN LENGUA INGLESA

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Reading Comprehension Strategies within an EAP Short-Course.

1. INTRODUCTION

This qualitative research study was based on the implementation of reading comprehension strategies when dealing with foreign language texts (English) for academic purposes (EAP). Moreover, this study took place at a public university in Colombia. The participants included five young adult students within the tertiary education system in Pereira city attending to a sport field program. Moreover, the participants argued to be previously exposed to English texts related to their academic field, sports.

On the other hand, the instruments for data collection used while carrying on this study included a questionnaire, the observation of six classes as instruction of an hour and half long previously designed for the current research study; in addition to this, a semi-structured interview gathered data at the end of such instruction.

Furthermore, this study facilitated reading comprehension strategies instruction to college students, due to the fact that they argued to have been previously exposed to English texts related to sports, as their academic field. Additionally, the current study aimed to answer the following research questions: Which are the reading comprehension strategies in which the participants of this research study relied on the most when reading in their mother tongue (Spanish)? Which are the reading comprehension strategies used by the participants of this research study when reading in their foreign language (English) after receiving the instruction from the EAP short-course they attended to? and What does the use of reading comprehension strategies in EAP texts evidence in the participants' comprehension?

Finally, the findings revealed the importance of the participants' mother tongue when reading in a foreign language; moreover, there is evidence of collaborative learning as a supportive strategy fostering comprehension when developing the classes' instruction.
El presente estudio tuvo como objetivo la implementación de estrategias de comprensión de lectura dentro de un curso corto de Inglés para propósitos académicos, además de considerar métodos de pensamiento en voz alta y aprendizaje colaborativo luego de la instrucción proporcionada a estudiantes universitarios en Pereira, Colombia. Igualmente, los instrumentos para recolección de datos como el cuestionario, las clases desarrolladas y observadas, y una entrevista semi-estructurada, aportaron información para obtener los descubrimientos de éste estudio investigativo. Como resultado, éste estudio reveló la comprensión de los participantes al ser instruidos en dichas estrategias.

Primeramente, el cuestionario diagnosticó la exposición previa de los participantes al Inglés como lengua extranjera, (EFL) a raíz de que ellos habían estado en contacto con dicha lengua durante su desarrollo académico. Además, la información de las estrategias de comprensión de lectura que los participantes usaban al leer en su lengua materna, Español y (L2) Inglés también se encuentra reportada dentro del cuestionario.

En el siguiente lugar, la instrucción desarrollada dentro de este estudio ofreció evidencia sobre la comprensión de los participantes y las estrategias de comprensión de lectura que ellos usaron luego de haber sido instruidos, así como lo evidenciado en las transcripciones de las observaciones y datos video-grabados.

Asimismo, como último método de recolección de datos, la entrevista semi-estructurada preguntó sobre la experiencia de los participantes a través del la implementación de estrategias de comprensión de lectura dentro de un curso corto de Inglés para propósitos académicos, al que asistieron.

En conclusión, los resultados de este estudio investigativo ilustraron que durante la instrucción y uso de estrategias de comprensión de lectura, los participantes obtuvieron una comprensión más acertada al leer en lengua extranjera. Sin embargo, los participantes usaron su lengua materna y métodos de pensamiento en voz alta para incrementar su comprensión al leer colaborativamente.
1.2 ABSTRACT

The aim of the current research study was to implement reading comprehension strategies instruction within English for Academic Purposes (EAP) short-course, by considering the use of think aloud methods and collaborative learning after previous instruction provided to college students in Pereira, Colombia. Therefore, the instruments for data collection such as the questionnaire, the conducted and observed classes' instruction and a semi-structured interview, gathered data for the findings this study presents. As a result, this study revealed the participants' understanding while being instructed in reading comprehension strategies.

Firstly, the questionnaire evidenced a diagnosis about the participants' previous exposure to English as a Foreign Language, (EFL) since they have been in contact with it during their academic development. Moreover, background information from the reading comprehension strategies the participants used while reading in their mother tongue, Spanish and L2 English is also reported within the questionnaire.

On the next place, the instruction developed within this study offered data involving the participants' understanding and reading comprehension strategies they used after being instructed, as also evidenced on the transcriptions of the observations and video-taped data.

Furthermore, as a last data collection method, the semi-structured interview inquired about the participants' experience throughout the Reading Comprehension Strategies within an EAP Short-Course they attended to.

To conclude, the findings this research study offered illustrated that during the instruction and usage of reading comprehension strategies, the participants obtained more accurate comprehension when reading in a foreign language. Nevertheless, the participants used their mother tongue and think aloud methods for improving their comprehension when reading collaboratively.
1.3 ACKNOWLEDGEMENTS

It is a pleasure to thank God and the people who made this thesis possible, like the professors involved in its development guidance and evaluation, the participants, my family and friends.

Firstly, it is relevant to thank professor Angela María Lopez Velásquez who guided the beginning of this process when accepting this research idea. Moreover, I would like to show my appreciation to professor Enrique Arias whose comments and evaluation reinforced this study, before conducting it. Furthermore, it is mandatory to acknowledge professor Dolly Ramos Gallego, whose advice, encouragement, guidance and support made feasible to carry out the current research study. Therefore, it is relevant to thank Professor Jose Carlos Giraldo whose support also contributed to this process. Finally, it is important to thank Karol Adrián Meza Cataño whose earlier support made possible the approval of this research study when presenting it as a “Research idea” and who also contributed with the data collection for this study while working as a team.

On the other hand, I would like to thank the students who played the most important role within this study; indeed, without their discipline, positive attitude and active participation, this study would not be conducted or would not have the results it evidences.

To conclude, I would like to acknowledge my family and friends for supporting me throughout this process when approaching its ups and downs.

DEDICATION

I would like to dedicate this study to all the people involved in it, including those who are not with us anymore, but whose words engaged the people who worked on this research study to give their best.
College students in Colombia have the need of accessing updated information involving their own academic field. Students get such information from foreign sources and as a matter of facts, written in foreign languages; thus, knowing a foreign language has become an important tool for these students to search information pertaining to their academic and later professional fields.

Nowadays, societies are demanding access to knowledge, and as a result, these societies are constantly moving changing and evolving; in consequence, people with foreign language knowledge are required for maintaining, building and improving the image of the world that we all know, a demanding world in constant change and growth. Moreover, knowledge in foreign languages are considered as resources for facilitating learning, administrating new technologies and integrating people socially and culturally, as Gómez & Montealegre (1999) argued.

Furthermore, considering the previous authors’ point of view, they also highlighted that having the proficiency required in order to communicate with the people who speak a language different to your mother tongue or L1, and being able to comprehend texts in this different language, provides a confidence atmosphere for themselves guiding these people to remove obstacles, language and culture barriers by taking advantage of their own knowledge.

Besides, Colombian people who are competent in a foreign language, are capable of performing activities related to their professional and academic fields more successfully than those who do not expose themselves to such foreign language, as shown by the DANE in 2008. Furthermore, Gómez & Montealegre, (1999) support the results published by the DANE since these authors believe that dominating a foreign language, substantially enlarges people’s intellectual horizon because they access to cultural, scientific and technological issues, communicated in such foreign language. Consequently, the knowledge people acquire when learning a foreign language, helps them to work in different fields and be competitive.
On the other hand, in order to get an overview about our national and later local current situation involving the fact of reading in Colombia, the Departamento Administrativo Nacional de Estadística, DANE conducted a survey in 2008 in which the surveyed population ranged ages from twelve years and ahead. In addition to this, the surveyed population argued to be literate in Spanish, their mother tongue. Moreover, the surveyed population also argued to have read books at least for the last twelve months. Therefore, the aim of such survey was to find out the reasons why people read as established by the DANE. As a result, three main reasons guided the survey conducted by the DANE in which reading as a hobby, reading for job requirements, and reading for academic purposes, were included, as shown in the following chart:

<table>
<thead>
<tr>
<th>Razon de lectura</th>
<th>Total</th>
<th>Hombre</th>
<th>Proporción %</th>
<th>Mujer</th>
<th>Proporción %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Requerimientos del trabajo</td>
<td>1.136.822</td>
<td>599.958</td>
<td>4.60</td>
<td>536.864</td>
<td>4.12</td>
</tr>
<tr>
<td>Exigencias del estudio</td>
<td>4.377.312</td>
<td>2.016.796</td>
<td>15.48</td>
<td>2.360.517</td>
<td>16.11</td>
</tr>
<tr>
<td>Total</td>
<td>15.362.145</td>
<td>7.669.975</td>
<td>49.43</td>
<td>7.692.166</td>
<td>50.57</td>
</tr>
</tbody>
</table>

In consequence, the information presented above, evidenced that the population who read as a hobby included 3.953.321 males and 5.895.691 females, for a total of 9.849.011 people of both genders. Moreover, people who read for their job requirements included of 599.958 males and 536.864 females, resulting in a total of 1.136.822 people. Additionally, people who read for their study requirements registered 2.016.796 males and 2.360.517 females offering a total of 4.377.312 people of both genders. Hence, the amount of people who read only for academic requirements was minimum, in contrast to the population who read as a hobby evidencing a total of 9.849.011 people, as shown in the above chart as well.

However, the information the DANE provides, does not inform about the quality of reading comprehension achieved by the surveyed population, neither informs about the outcomes or information the readers grasped,
obtained or provided after reading a text. Therefore, considering the previously surveyed population and the surveys conducted by the DANE during the same year, (2008); it is feasible to state that studies based on reading in a foreign language in Colombia and reading in English for Academic Purposes (EAP), were not taken into account by this department since there were no surveys conducted by the DANE including this type of material in 2008. As a result, there is no similar data to compare the information gathered from the current research study pertaining to reading comprehension strategies.

Furthermore, the fact of recognizing that English plays an important role in the current Colombian culture; empowers also the fact that English as a foreign language is being implemented and integrated in tertiary level education in Colombia, as known by the people currently attending college education and also argued by the participants for this study, since they also claimed they have been exposed to English as a foreign language as part of their academic and later professional development, within their high-school as part of the policies established by the Ministerio de Educacion in Colombia because the exposure to foreign languages is mandatory as known as “Areas obligatorias y fundamentales” by the law 15, article 23; presented in 1994.

Moreover, obtaining a greater result in reading as a hobby when comparing it to reading for academic requirements, as presented in the chart above provided by the DANE; motivated the development of the current research study because by also being a college student, been constantly required to access to updated material related to academic field involving the program (foreign language teaching degree) was a circumstance alike to the participants for this study; therefore, this is a first similarity considering the type of material used in college education, since such material is written in English. Additionally, there is a second similarity linking the reasons to carry out this research; thus, this paper focuses on reading comprehension strategies instruction because there was no information about this provided by the DANE. Consequently, it is relevant to consider to what extent the population who read for academic purposes as previously stated with the DANE’s survey, in fact comprehended what they read. Therefore, the aim of the current research study was to implement reading comprehension strategies instruction within an English for Academic Purposes (EAP) short-course, by also taking into account the use of think aloud methods and collaborative learning.
On the other hand, Grabe & Stoller (2001) argued that students of second or foreign language (L2) come to class with motivations to read that may differ from those of L1 students; this, allows people to think that the first group of students are willing to read because they want to learn new vocabulary or want to make sure of the spelling of a word that seems difficult for them or they might focus on fluency while reading in a foreign language, as the previous author suggested. In addition to this, L2 students generally come from a variety of families, social and cultural backgrounds in consequence, there is a lack of motivation to read, as Grabe & Stoller (2001) pointed out, once they considered that such families do not have plenty of reading materials and do not encourage independent reading either. On the flipside, the motivations to read in L1 include the students’ interest to comprehend what they are reading and being able to talk about what they just read.

Accordingly, taking into account Grabe & Stoller (2001), the current study did not consider motivations to read as part of the research conducted; instead, it linked the information matching the reasons people had to read within this study to the reasons people read as presented in the survey the DANE provided. Therefore, when inquiring about the comprehension people would be able to achieve after being exposed to L2 texts relating their own academic field and considering reading for academic purposes, as also linked to English for Academic Purposes (EAP), the result was the research idea for this study.

Furthermore, Laverpool (2008) argues that instruction in metacognitive strategies for the improvement of reading comprehension has a long history. Therefore, this author considers what Baker & Brown (1984), and Garner & Kraus (1981-1982) agreed on by establishing that almost all the prevailing knowledge concerning strategies relies on indirect measures; such measures were obtained from self-reports provided by students or gathered throughout interviews conducted after taking tests or developing experiments. However, Laverpool (2008) highlighted that self-reports present problems in terms of accuracy and validity, as also argued and supported by Spring (1985); consequently, self-reports do not reveal information regarding strategy effectiveness. In fact, conducting a research study in which reading comprehension strategies instruction is the main focus, entails the support such study can provide to the educational field by also considering the readers’ comprehension, evidenced after being instructed.
In spite of the fact that a variety of cultures and social groups provide more emphasis on spoken communication in order to learn, rather than using reading to communicate and learn, as Grabe & Stoller (2001) drew into attention. These authors also argued that reading plays a limited role within the communities and social groups once such groups establish major importance to oral communication and oral learning. In consequence, we can observe the problematic involving reading itself, reading comprehension, reading in English for academic purposes, (EAP) and reading in a foreign language, as leading issues researchers around the world are willing to focus on, such as reading comprehension strategies and reading in EAP. Otherwise, spoken communication and oral traditions would be the only and ultimate resources human beings would have in order to communicate and access to new information including aspects previously mentioned by Gómez & Montealegre (1999).

Furthermore, the aim for the current study places reading comprehension strategies as the resources college students in Pereira, Colombia need to focus on in order to succeed in their academic tasks requiring them to read and comprehend relevant, updated and widely known information written in a foreign language, English involving their academic field.
3. RESEARCH STUDY

In the current research study, classes' instruction were designed for teaching and implementing reading comprehension strategies directed throughout think aloud methods supported by collaborative learning, and English for Academic Purposes (EAP). This study aimed to implement reading comprehension strategies instruction within an English for Academic Purposes (EAP) short-course, by also taking into account the use of think aloud methods and collaborative learning.

This research study was guided by three main research questions:

-Which are the reading comprehension strategies in which the participants of this research study relied on the most when reading in their mother tongue (Spanish)?

-Which are the reading comprehension strategies used by the participants of this research study when reading in their foreign language (English) after receiving the instruction from the EAP short-course they attended to?

-What does the use of reading comprehension strategies in EAP texts evidence in the participants' comprehension?
4. LITERATURE REVIEW

This research study offers an instructional design based on reading comprehension strategies when reading in a foreign language within an English for Academic Purposes, (EAP) settlement. In consequence, some studies and relevant concepts were included in order to consolidate the current research. Moreover, the literature review is organized by taking into account concepts such as English for Specific Purposes (ESP) in which English for Academic Purposes (EAP) is the focus. Besides, subtitles for think aloud methods and collaborative learning are also presented. In addition, the meaning of strategy within the academic field when reading and carrying out reading comprehension strategies is also considered. Finally, there are subtitles for some reading comprehension strategies.

4.1 English for specific purposes (ESP) and English for academic purposes (EAP).

In order to organize the information involving the origin of this study, Dudley Evans (2001) argues that English for Specific Purposes (ESP) has been a separated branch of English Language Teaching (ELT) for over 30 years, since ESP comes from a branch of Teaching English to Speakers of other Languages (TESOL) and applied linguistic that is divided into categories as shown below:

```
TESOL
  (Teaching English to Speakers of other Languages)
    ↓
    ESP
    (English for Specific Purposes)
      ↓
      EOP
      (English for Occupational Purposes)
    EAP
    (English for Academic Purposes)
```

Furthermore, Stevens (1977) describes two major differences between EAP and general English courses. Firstly, EAP courses focus on the learners and the situations since there is some previous experience the learner has experienced involving English; in addition, the materials used in an EAP course are more relevant to the students' specific and academic purposes. However, general English courses focus on the language itself, thus teaching grammar and vocabulary is mandatory. On the other hand, general English courses
emphasize on speaking and listening because they combine a productive and a receptive skill, which are necessary in order to achieve communication; whereas EAP courses take into consideration programs that are focused on reading and writing, demanding more time and instruction than the skills used within general English courses, as Strevens (1977) also points out.

Moreover, Strevens (1977) argues that EAP courses can be specific or more relevant to the learners in four modes. The first mode, in which an EAP course can be specific, includes the use of the skills that the learners require for their immediate purposes. The second mode, relates the restriction of the language taught or language item to the readers requirements for achieving their immediate purpose (reading comprehension in this case). The third mode, involves choosing topics, themes and discourse contexts that are relevant to the learners' immediate language needs. Finally, the fourth mode includes what the teacher must address pertaining to the learners' communicative needs for their immediate purpose. Therefore, the previous concepts are relevant to the current study since the author offered a clear explanation for the characteristics an EAP course must accomplish. Besides, this information is also important to this study in order to design the classes' instruction taking into consideration what Strevens (1977) argued.

In contrast to the previous modes in which an EAP course can be specific or more relevant to the learners, Grabe (2002) points out that most L2 reading instructions, reading teachers and curriculum developers, have only a limited concept of processing demands of reading for general comprehension under relatively urgent time demands. Hence, instructors and text materials end up teaching slow translation of texts which are time consuming in comparison to the time demands this author presents, by fitting translation into one of the final purposes for reading, as stated by Grabe (2002). Moreover, taking into account such time limitations previously described, it is feasible to plan EAP instruction by considering the modes Strevens (1977) presented in advance.
4.2 Think aloud methods.

The use of think aloud method allows researchers to gather information about their readers' ideas and thoughts while reading. Moreover, a relevant idea drawn by Gunning (1996) who defines think aloud methods as saying aloud what the readers are thinking when reading a text or when being asked. Additionally, think aloud methods are aimed to direct comprehension processes such as predictions, the use of mental images and the connection of information within the text being read. Moreover, the association of such information with prior knowledge; the fact of monitoring comprehension and solving word recognition or comprehension problems, is also important. The information the previous author highlights is related to this research study because it shows the advantage of knowing what the readers are comprehending and interacting with while reading. Furthermore, Gunning (1996) also argues that think aloud provides the learners the possibility to be independent learners, by reflecting on their own about what they are thinking over a text while being conscious about the effort, and the difficulties that the text they are reading presents.

On the other hand, Wade (1990) presents informal assessment procedure as a tool by using think aloud; thus, one of the main verbal reporting methods to use with students and readers is thinking out loud. Moreover, this author also reports that there are two common elements in comprehension instruction. The first element Wade (1990) presents includes the selection of the appropriate material related to the interest of the readers or the material the readers are required to read and comprehend, in which content and text demands are taken into consideration. The second element comprehension instruction considers is the instructional support through modeling and direct explanation to the students and readers. In addition, the previous concepts are related to this study because Wade (1990) argued that teachers should also consider during their instruction the readers' adequate background knowledge, and specific knowledge related to the topic the participants are being required to use or recall while developing the reading activity proposed. Consequently, the above concept suggests taking advantage of such background knowledge as well as the two elements described by Wade (1990) in order to achieve the readers' comprehension.
Finally, when recalling a study conducted by Upton (1997), accounting with 11 native speakers of Japanese divided into two groups who participated in the study; the author pointed out that think aloud provided more concrete results of the readers' outcomes while reading. In order to clarify the results from such study, it is important to mention some characteristics the population this study had. The first group of participants included six subjects who were taking intermediate ESL classes at the Minnesota English Center at the University of Minnesota, known as “ESL students”. The second group of participants included five subjects who were no longer taking ESL classes, but who were enrolled in academic programs at the same university known as “academic students”. The participants were asked to think aloud in English while reading a passage taken from *Aide Magazine*, a quarterly magazine published by the insurance organization USAA, entitled *The Problem with Lead-Based Paint* (which discusses some of the harmful health effects of lead-based paint as well as some suggestions for dealing with the problem). In addition to this, the author pointed out that there were two stages within the data collection for such study, thus the role of language in the L2 reading process and both think-aloud verbal protocols and retrospective interviews on the think-aloud protocols were used for looking at how subjects used their L1 and their L2 during the actual act of reading, since the readers paraphrased, inquired and solved word problems. As a result, Upton (1997) confirmed what Cohen (1987b) states about think-aloud protocols because having the advantage of giving a more direct view of how readers process texts as they indicate what they are doing at the moment they are reading them, is useful whenever comprehension is required.

Moreover, the think-aloud protocols evidenced in Upton (1997) were analyzed by using Block's (1986) coding system for categorizing the strategies used and the language in which these strategies were conducted. In addition to this, from the think-aloud data, Upton (1997) found that there were three basic trends to point out. The first trend, involved the ESL subjects who focused more on local linguistic aspects of a text as they read; whereas academic subjects focused more equally on both, the general comprehension-gathering/monitoring strategies as well as the local, linguistic oriented strategies, Upton (1997) proposes. The second trend, relates the ESL subjects who relied heavily on their first language to help them think through,
and wrestle with the L2 text; whereas the academic subjects felt much more comfortable with thinking about
the texts and making sense of them by using the language the text presented, readers' L2. Finally, the third
trend involved reading comprehension strategies and the relative use of the L1 and L2 in the comprehension
process which varied between individuals but fell within predictable domains, as Upton (1997) also stated. In
addition to the previous information, “no one has ever claimed that think aloud thoroughly revealed all of the
strategies used by readers; their value comes in that they do reveal valuable information about the types of
strategies they do use” (Upton, 1997, p. 13). Finally, this finding is relevant to the current research study
because it provides an overview linked to think aloud methods and the type of information a researcher can
find while conducting it; nevertheless, this author also warns about not obtaining all the reading
comprehension strategies a reader used through think aloud methods.

4.3 Collaborative learning.

In order to communicate concepts involving collaborative learning, Smith & MacGregor (1992) argued that
collaborative learning is characterized for differentiating it from the traditional teacher centered or lecture
centered environments in college classrooms. Moreover, in collaborative classrooms, the lecturing, listening,
and note-taking process do not withdraw completely, but they live alongside other processes that are based on
the students' discussion, and active work with the course material, as stated by Smith & MacGregor (1992).
Furthermore, “teachers who use collaborative learning approaches tend to think of themselves less as expert
transmitters of knowledge to students, and more as expert designers of intellectual experiences for students of
a more emergent learning process” (Smith & MacGregor, 1992, p.1). Therefore, collaborative learning
supports the current study since the interaction participants and teacher create, enriches the participants' 
comprehension and reading performance because of the processes they share.

On the other hand, by noting silent reading, Fielding & Pearson (1994) agreed on what Koskinen & Blum
(1986), and Labbo & Teale (1990) explained as a way to develop such skill since teachers can allow part of
their class time for reading in pairs, including pairs of different abilities and ages; as a result, providing regular
opportunities for readers to discuss their text with the teacher and with one another classmate or reading
partner is considered to be helpful in order to comprehend, as Labbo & Teale (1990) suggest. Moreover, Fielding & Pearson (1994) establish reading comprehension as a social as well as a cognitive process. In consequence, conversation not only raises the status of independent silent reading from a time filler to an important part of the reading program, it also gives students another opportunity to practice and build comprehension skills collaboratively when taking advantage of discussions provided about the text. Finally, the previous concepts for collaborative learning are relevant to the current research study because having a definition for this topic fosters researchers to ask readers to share information with others about what they are thinking while reading individually or as a team.

4.4 Strategy and reading comprehension strategies.

Working with reading comprehension strategies implies mentioning the definition for strategy; thus, Van Dijk & Kinsch (1983) define a strategy as a routine or procedure to accomplish a goal. Moreover, these authors stated that strategies are also divided into cognitive and metacognitive strategies. The cognitive strategy is a mental routine or procedure employed to accomplish a cognitive goal like solving a problem, studying for a test or understanding what is being read, (as considered by Van Dijk & Kinsch (1983)). Whereas, the metacognitive strategy is focused on monitoring and evaluating the understanding of the information that is being read, as Greeno et al. (1996) also stated.

Moreover, when considering the above concepts for the two branches of comprehension strategies stated by Van Dijk & Kinsch (1983) and Greeno et al. (1996); Weinstein & Mayer (1986) establish differences between cognitive strategies and comprehension strategies. Hence, cognitive strategies focus on the control of the reader, since readers use them in order to accomplish their comprehension goal, by helping them grasp and enhance meaning from what they already read (as argued by Weinstein & Mayer (1986)). On the other hand, comprehension strategies are used by the teachers to accomplish the goal of assisting readers in understanding the text they are reading by asking them questions, instead of having the readers taking control of their own understanding, as also stated by the previous authors.
Moreover, Upton (1997) and Block (1986) agreed on the concept for general comprehension; since Block (1986) argues that general comprehension strategies include methods used for “comprehension-gathering” as the strategies used by the readers and “comprehension-monitoring” as the strategies either the teacher or the reader uses to follow comprehension, both as part of general strategies; although different from local strategies in which the attempt to understand specific linguistic units is mandatory. As a result, top-down and bottom-up strategies came out.

Reading comprehension strategies aiming to recognize either the text’s structure or meaning, relate top-down and bottom-up strategies. According to Carrell & Eisterhold (1983) the reader will be aware of novel information, or information that differs from the structures the readers recognize; consequently, the authors offered this concept as linked to bottom-up strategies. In addition, Carrell & Eisterhold (1983) argue that top-down processing helps the readers to solve ambiguities or to select between possible interpretations for the incoming data, thus the reader focuses on the meaning rather than on the structure. Finally, in order to support the previous concepts, Block (1986) argues that top-down is considered as reader-centered strategies; whereas local linguistic strategies deal with the reader’s attempt to understand specific linguistic units, also considered as text-centered strategies and bottom-up strategies, at the same time considered as general comprehension strategies.

In order to support the use of top-down strategies, Qiu-Mei (2007) points out what Aebersold & Field (1997) explained as a top-down theory since it considers the readers as able to fit the text into their previous background knowledge, in which aspects such as the cultural, syntactic, linguistic and historical match the new or unexpected information that appears on a text. However, involving the bottom-up theory by Nunan (1999), this author considers reading as matching the written symbols with their aural equivalents and blending those symbols and equivalents together in order to form words with meaning. Hence, it is important to consider top-down and bottom-up strategies within this research study because the authors presented above, agreed on that reading strategies are organized into top-down and bottom-up strategies; in consequence, using those reading strategies effectively, readers can achieve comprehension.
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4.4.1 Scanning.

The most fundamental ability for L2 reading is basic comprehension of main ideas from a text, as argued by Grabe (2002). As a result, this author states that purposes for reading can include reading to find specific information (scanning, searching), in which scanning aims to find relevant information in a reading such as a word, a phrase, forms or numbers as crucial data. On the other hand, reading to learn from the text requires reading for the main ideas, as another purpose to read. Additionally, Grabe (2002) declared that reading to find specific information demands awareness from the readers to locate several details of a text. Moreover, textual coherence increases the readers' memory span, and aids them recalling general information when needed. In addition, a third purpose Grabe (2002) claims is reading to critique and evaluate. Nevertheless, this author also argues that it requires reflection and elaborated connections with prior knowledge. Consequently, an integration of prior knowledge including the readers' attitudes, emotions, motivations for reading and level of topic-specific background is fundamental. Finally, the fourth purpose Grabe (2002) states includes reading for basic comprehension, in which taking details into account is not as important as reading for basic or general comprehension, thus, this fourth purpose to read is considered as the primary goal for most L2 reading instruction, as established by this author.

4.4.2 Cognates recognition.

The metalinguistic term used to name a word that holds similarities in its form when found in two different languages, is known as “false cognate” or “false friend”. Moreover, according to Richards et al. (1985) such words' meaning vary in each language.

The use of cognates while reading in a foreign language provides useful information to the readers in order to achieve comprehension. Furthermore, in a study conducted by Proctor and Mo (2009) in which 30 fourth graders from a school in Southern California participated, provides evidence of the advantage working with cognates implies when reading in L2. The participants for the study Proctor and Mo (2009) conducted were Spanish-English bilinguals as well as monolingual English students, considered as being struggling with
reading, as claimed by their teachers. In addition, the participants took a Gates-MacGinitie reading subtest as part of the study. As a result, the researchers found a significant effect of bilingual status predicting cognate awareness, since bilingual students outperformed their monolingual counterparts on the ratio of correct items that were represented by cognates noted with the test the participants took. Consequently, this finding is relevant to the current research study because considering readers mother tongue while reading in a foreign language fosters their comprehension by taking advantage of words that look familiar to their mother tongue linking their spelling and meaning, as Proctor and Mo (2009) suggested.

4.4.3 L1 support when comprehending a foreign language text.

The use of the readers' mother tongue while reading in a foreign language supports their understanding. Moreover, in a qualitative study conducted by Seng & Hashim (2006) with four undergraduate Malay females from the University of Pendidikan Sultan Idris (UPSI), who were in their second semester of their bachelor in education, and who spoke Bahasa Malaysia as their L1; evidences the advantage readers' L1 provides while facing foreign language texts. The researchers found that the existence of L1 when reading in a foreign language did not obstruct the learners reading comprehension progress when reading in L2, English. Moreover, this finding denies the belief people have when dealing with foreign language texts, because the L1 is considered as interference, disturbing the readers' attention when trying to comprehend L2 texts by considering readers' L1 usage when they read texts in their L2. Furthermore, another finding from this study reveals the idea of using the first language as a tool while reading in a foreign language; the previous tool fosters readers' comprehension instead of struggling with difficult or demanding vocabulary, as Seng & Hashim (2006) drew into attention. Therefore, this finding is relevant to the current study because it emphasizes on the influence the mother tongue has on foreign language readers' comprehension.

Additionally, the researchers Seng & Hashim (2006) pointed out that the L1 was used mostly for translations and management of unknown words, or to substitute the unfamiliar ones with possible equivalents from the participants' L1 to L2. The previous finding is also relevant to the current study since it states readers'
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strategies illustrating the meaning of unknown words, throughout the identification of key words from the text; hence, L1 supports L2 texts' comprehension.

Finally, within the same study the researchers Seng & Hashim (2006) cited the findings from Kern (1994), who stated that translation is useful when readers or learners need to confirm understanding from what they are reading. Therefore, reading comprehension strategies are not isolated from the readers' L1; consequently, the readers have the opportunity to face foreign language texts and support their comprehension with their L1, as the authors agreed on.

Furthermore, reading in a second language is not a monolingual event, as claimed by Upton & Thompson (2001). Besides, in a qualitative study conducted by the previous authors, in which 20 students, who were Chinese and Japanese at three levels of language proficiency studying in the United States participated, there is evidence of the commonalities L1 and L2 have attempting reading comprehension. The authors claimed that L2 readers have access to their first language as they read, and many readers use it as a strategy to help them comprehend such L2 texts. Hence, the authors reported on their findings that the readers only used their L1 (Chinese) for helping them to retain and identify the main features of the text content. The previous finding is relevant to this research study because the foreign language texts assigned, provided the readers the opportunity to activate their L1 prompting their own comprehension. In addition, when the readers' L1 has similarities with their L2 and their foreign language texts, it is easier to understand.

Finally, supporting the above findings, Cook (1992) suggests that the L2 readers do not effectively switch off their L1 while processing the L2 text; instead they have their L1 constantly available. Moreover, this author also argues that the fact of working with second language learners entails that teachers must not treat the L2 in isolation from the readers' L1. Nevertheless, Cook (1992) also states that the L1 is presented in the L2 learners' minds, with no requirements to either use it or avoid it. As a result, the L2 knowledge that is being created in the learners' minds is directly connected with their L1 knowledge.
4.4.4 Predicting.

Predicting about a text content or sequence of events while reading in L2, as described by Dutta (1994), includes a variety of techniques. In addition, predicting techniques draw inferences about the content or topic of a text. Besides, Dutta (1994) suggests that involving readers in activities promoting the readers receptivity, responsiveness towards a text by participating actively, and willingness to read such text include the use of the title of the text, illustrations, warmers and key words, affording a fruitful environment for the students to employ their experience of the world, as well as their imagination and intelligence in order to guess what would happen within the text. Furthermore, the previous information supports this research study since getting the readers engaged when reading in a foreign language fosters their comprehension.

4.4.5 Previous knowledge.

Schematic and linguistic knowledge are considered as tools for constructing and revealing the L2 readers' understanding. Therefore, authors like Aebersold & Field (1997) and Carrell et al. (1988), comment about the readers' prior experience or background knowledge while reading in a foreign language.

4.4.5.1 Schematic knowledge.

The schematic knowledge plays a significant role in the reading process, as argued by Aebersold & Field (1997). Moreover, such role involves the fact that the reader is able to link the information from the L2 text with the previous information based on the reading topic and the stored information inside the reader's mind.

4.4.5.2 Linguistic knowledge.

The reader's prior linguistic knowledge, known as linguistic schemata and level of proficiency in the second language are considered as useful when comprehending L2 texts, as Carrell et al. (1988) claim. In addition, reading in a foreign language by linking the information the text offers to the readers, requires them to recall prior knowledge of the content area of the text, which is known as content schemata, and the rhetorical structure of the text, known as formal schemata as described by Carrell et al. (1988); thus, the readers do not
consider one aspect, instead the readers take into account the language level and demands, their previous knowledge related to the content, and the content itself.

4.4.6 Summarizing.

Readers comprehend and eventually summarize better once they have been exposed to previous texts related to the ones they are required to read, as established by Rumelhart (1984). In fact, when there is no exposure to previous readings, as in the case of beginners or foreign language students; such reading skill would be unsuitable or inadequate for the readers, as this author also suggests. Furthermore, empowering the previous concept, summarizing as stated by Johns (1988), is a task used in a variety of contexts. Consequently, this author argues that it is necessary to develop summarizing skills whenever there is an interest related to the study of such foreign language in order to succeed in the readers' comprehension tasks.

Furthermore, in a study conducted by Laverpool (2008) with students who belonged to an urban community college, known as Bronx Community college (BCC) in New York, and who were predominantly African-American and Hispanic, the researcher found evidence of summarizing skills these participants used right after noticing the use of a tool such as rereading. Moreover, these participants presented variation in comprehension scores, rereading frequencies, and rereading rates of speed when answering to three types of questions (details, main ideas, and inference); in consequence, such population was divided into good and poor college freshman readers in a computerized reading evaluation, as Laverpool (2008) declares. As a result, this author found that students did not use rereading in a selective and discriminating manner, instead good readers and poor readers used rereading as a metacognitive tool.

In addition to the finding previously mentioned, Laverpool (2008) agreed on the findings from Alessi (1979) who investigated the effects of looking back at relevant sections of previously read text developed by university students. Consequently, this author argued that approximately half of over 100 freshmen were required to reread prerequisite information aimed to answering comprehension questions within 24 pages of text; whereas half of the subjects reread material when they needed the information because they had not fully understood
the text during the first time they read it. Hence, those students who looked back showed better comprehension of information as stated by Alessi (1979).

4.4.7 Note taking.

Note taking is considered and recognized as a critical activity which enhances learning in real learning contexts, as Nguyen (2006) claims. Additionally, notes are essential for recalling what the learners had heard or seen, allowing them to reflect on what they read.

Moreover, allied to reading, listening, understanding, and remembering, is note taking, as Jordan (1997) argues. Thus, this author, also reports that note taking is a useful skill for later reference or revision purposes if required; however, this skill has being traditionally considered as linear because one point follows another down a page, instead of obtaining a complete and perfectly detailed composition.

Furthermore, Jordan (1997) recalls and locates “mind maps” in the category of branching notes or diagrams, which have similarities to spiders’ web as established by Buzan (1982). Hence, readers agree with both Jordan (1997) and Buzan (1982), in which branching notes are more memorable than linear notes because of their visual impact, mind maps holds, as these authors drew into attention.
5. METHODOLOGY

5.1 Type of Study.

This research is a qualitative study. Qualitative studies are characterized by being descriptive and interpretative. Moreover, instruments for data collection such as a questionnaire, classes’ instruction with later observation and a semi-structured interview carried out within this research, also evidence the type of study. In addition, the findings driven from the data collection methods just mentioned are also qualitative. Furthermore, the aim of the current research study was to implement reading comprehension strategies instruction within an English for Academic Purposes (EAP) short-course, by considering the use of think aloud methods and collaborative learning after previous instruction provided to college students in Colombia. However, this study also presents ‘Excel’, as the software used for organizing graphically and statistically the data obtained from the questionnaire and the semi-structured interview (see appendix E).

5.2 Context.

The current research study took place at a public university in Pereira (Risaralda) called ‘Universidad del Café’. The university with approximately 12,000 students offers teaching, engineering and technology programs, and is characterized for also offering spatial facilities such as sport fields, labs, classrooms, auditoriums, a library and a botanic garden for attending local and nationwide demands.

On the other hand, the ‘Universidad del Café’ offers the students free English language courses divided into five main levels, as it syllabus suggests. The five main levels are basic-A, pre-intermediate-B, intermediate-C, upper-intermediate-D and young advanced-E. In addition, these levels are also divided into three courses each; but the young advanced-E level holds an extra course, the fourth. Thus the courses are numbered in a sequence; for instance basic-A level holds courses 1, 2 and 3, whereas pre-intermediate level holds courses 4, 5 and 6 and so on. Moreover, the levels’ length, provide students 120 hours of English as a foreign language instruction; although, the young advanced-E level offers students 160 hours of English as a foreign language instruction, due to the fact it holds an extra course. As a result, the students currently taking all the
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courses by completing the last course for the young advanced-E level, they will get 640 hours of English as a foreign language instruction in total. Nonetheless, students' requirements to take such courses vary according to the program they belong to and their starting date once they are signed up in college. Therefore, the length of their English as a foreign language instruction also varies.

Finally, the classroom within the ‘Universidad del Café’ where the classes’ instruction took place was comfortable and naturally illuminated because there was a main window. Moreover, it is important to consider that there were neither posters nor images stuck on the walls. Besides, the classroom size allowed classes to have 40 chairs, two per desk for the students to sit, facilitating college teachers to have large classes.

5.3 Participants.

The participants for the current research study were five adult students from tertiary level education, or what in Colombia is known as high education, and who belonged to the “Ciencias Deportivas program” within the “Universidad del Café” previously described. In fact, they were three women and two men ranging ages from 20 to 25 years old approximately; their mother tongue, L1 was Spanish and their foreign language exposure had been recent since they have been in contact with English during their academic stage whether in college or at schools.

On the other hand, taking into account the participants' background information, it is feasible to state that there were four students who had previously attended English courses offered by the university. In addition to this, two of them were taking English courses offered by the University as described above, in fact they
attended to courses 3 and 5; hence, 3 participants were not taking English courses offered by the ‘Universidad del café’; as a result, all the participants for this research study were ranked as basic-A and pre-intermediate-B. Finally, one participant out of the five had been taken English courses before; although, only one of them had been exposed to the reading of an English book during her high school, as shown in the questionnaire (see appendix C).

Furthermore, the participants from this study were in their third semester, thus they were taking the subject ‘Fisiología Humanística’ in which they were required to read and analyze an English article related to medicine, science and sports, involving content linked to the program they were attending to; accordingly, this task was part of a grade participant needed for such subject.

Finally, the reading material the students used to read in English in order to comprehend and present later on for their ‘Fisiología Humanística’ subject, was mainly taken from a magazine entitled ‘*Medicine & Science in Sports & Exercise*’ (see appendix A) available at the university library as well as online.

5.4 Researcher’s role.

The researcher’s role involved two positions (see implications and limitation sections). As a result, teacher and observer were the roles played by the researchers by taking turns every class instruction; thus, during a class instruction one person was in charge of playing the role of the teacher whereas the other played the role of the observer.

Furthermore, the aim of the teacher was to provide the participants instructions by using and modeling reading comprehension strategies when facing a foreign language text involving their academic field. On the other hand, the role of the observer included data collection through field notes developed from the instruction provided, the participants’ behavior linked to the use of the reading comprehension strategies, showed, explained and modeled, also supported by the video-taped data of actions including the participants’ development, progress, reactions and performance during the reading activities proposed by the teacher in charge.
5.5 *Instructional Design.*

The reading comprehension strategies within an EAP short-course instruction developed for the current study was based on teaching the participants a few reading strategies using their foreign language (English) by taking into account EAP instruction, supported by the use of think aloud methods and collaborative learning, as evidenced in the outcomes the participants presented in the findings. Therefore, six classes' instruction of an hour and a half per week were carried out. In total, the participants were exposed to nine hours of reading comprehension strategies instruction developed in a foreign language (English) within an EAP short-course.

Furthermore, in this research study, reading comprehension strategies like rereading, true and false cognates recognition, predicting, and summarizing were included in different classes' instruction by offering the participants the strategy presentation and modeling when necessary, asking the students to work with the strategy and recapitulating what they did in class; although, in some classes' instruction there were no previous presentation for the strategy to work with, instead the teacher modeled and asked the participants to develop a task; finally, the teacher made sure the participants knew the name of the reading strategy they used. Besides, each procedure also included visual aids such as flashcards representing processes or words from the text and a short list of vocabulary different from the terms used in common general English courses the participants were not exposed before. Moreover, the methodology and teaching model implemented for the classes' instruction included the four ways in which an EAP course can be specific as Strevens (1977) suggested. Nevertheless, the concerns Atai (2006) comments were also useful when planning the lessons as included within the literature review section for the current study. Thus, instructions aimed to fit the characteristic the previous authors drew into attention.

On the other hand, the material used for the classes' instruction conducted was taken from the official monthly journal *"Medicine & Science in Sports & Exercise"*(see appendix A) published by the American College of Sports Medicine, including a variety of clinical studies, and reviews on topics involving sports, medicine and exercise science. In fact, this was the same source the participants were asked to read when...
searching their English articles for their “Fisiologia Humanística” subject, as also expressed in the context and participant's sections. Additionally, the reason to select this journal included the participants’ previous exposure to such articles during their current semester and familiarity with those texts and contents by taking into account the students’ needs linked to the comprehension of such texts.

Moreover, in the first class instruction, the teacher in charge did not have the participants exposed to the previous journal because the teacher’s aim was to introduce the students into the reading comprehension strategies people can perform when reading this type of scientific and academic material; thus, the article used for this session “Scientists identify key protein from mitochondria in energy regulation” was a warmer. Additionally, for the second class instruction, the article used was “The effect of cardio respiratory fitness and obesity on cancer mortality in women and men”; nevertheless, since there were not enough participants attending to that class (just one student attended the second class instruction), the teacher in charge used the same material for the third class instruction. Consequently, for the fourth and fifth class instruction “Heart rate recovery from submaximal exercise in boys and girls”, was the article used when developing those classes’ instruction. Finally, for the sixth, the article “physical activity and bone mineral density in adolescents with vitamin D deficiency” was included. To conclude, there were no specific directions to follow in order to select these texts, since they were selected at random because all the language’s demands the students had were the same, attempting to comprehend the texts, which means different demands from the ones a common English course has.

5.6 Instruments for data collection.

The instruments for data collection implemented when developing the current research study were: a questionnaire, classes’ instruction and their observations, and a semi-structured interview. Besides, the data collection was conducted approximately three or four months before finishing the first semester calendar of 2010.
5.6.1 Questionnaire.

The use of a questionnaire within this study, is in agreement to what Weir (1988) pointed out since questionnaires are frequently used when developing courses, serving as a diagnosis or needs’ analysis conducted before carrying out the course. Hence, this research study provided to the participants a questionnaire a week before starting the instruction. The reason to use such questionnaire was to inquire about the participants’ background information involving their foreign language exposure when reading in English as a foreign language, and background information when reading in Spanish (Students’ mother tongue). Additionally, the questionnaire was conducted in Spanish because the participants’ English level was unknown, therefore the results this questionnaire provides, evidences such level. Nevertheless, providing the participants for this study a questionnaire conducted in their mother tongue, avoided misunderstandings and anxiety (see appendix C).

5.6.2 Observations.

During the current research study, six observations of an hour and a half each were carried out while developing the classes’ instruction for the Reading Comprehension Strategies within an EAP Short-Course. Besides, those observations demanded the roles as a teacher and as an observer to be played. Consequently, the person in charge of playing the role as a teacher conducted the class instruction involving the material already chosen and the reading comprehension strategy or strategies planned for the class, whereas the person in charge of playing the role as an observer developed field notes for later support and analysis. Moreover, the observer was in charge of video-taping the sessions.

Furthermore, the use of observations is supported by Mack et al. (2005) who pointed out that observation is considered as a qualitative data collection method which helps the researchers to notice the perspectives held by the target population, by taking into account the context such observations provide.
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5.6.3 Semi-structured Interview.

In order to collect data, using a semi-structured interview provided reliable information to the current research study. Moreover, at the end of the last class instruction a semi-structured interview was administrated to the participants and it lasted approximately 3 minutes per student, offering a total of nine minutes data for later analysis. The previous, because only three students out of the five who participated in the current study attended to the last class, due to their academic responsibilities. Besides, the semi-structured interview was conducted in Spanish as well as the questionnaire (see appendix D); even though, at this time, the participants' English level was known; however, the nervousness, anxiety and accuracy for the answers was considered to be affected by the participants' responses if being required in their foreign language, as noticed in some class instruction exercises. Furthermore, the reason to use the semi-structured interview was to collect information in order to solve the research questions stated at the beginning of this paper; thus, such semi-structure interview inquired about the participants' perception, ideas, opinion and suggestions for the classes' instruction developed. Finally, the use of semi-structured interviews in this study is supported by Merriam (1998) who pointed out that they consisted of prepared questions which are flexibly worded to which the respondents evidence their perceptions.

5.7 Data Analysis.

The participants' performance gathered through the data collection methods was properly analyzed in order to obtain the findings for this research study. In consequence, the first step was the observation, writing and reading of the first analytical notes; then, the second step involved the act of rereading those first notes in order to create the emerging patterns by considering the new information closely related to the same piece of data. Furthermore, in order to organize the data gathered from the observations, the students' intervention were coded by using "Y", "E", "N", "Na", and "G" for identifying the participants, as Emerson et al. (1995) also show in their writing. In addition to this, numbers from 1 to 6 were written next to the codes according to the classes' instruction conducted, observed and transcribed. Consequently, the same codes for identifying the participants were used for presenting others data collection methods like: I for interview; Q for questionnaire, V
for video-taped session, and F for field notes. In addition to this, all the data gathered from the different data collection methods used within the current research study, was considered, triangulated, grouped and matched to similar or related information in order to construct the findings from the most leading reports. As a result, the constant comparative method described by Glaser& Strauss, (1967) was used to analyze the data obtained from the questionnaire, classes’ instructions, observations and the semi-structured interview.

On the first place, once the questionnaire was conducted, the answers each participant provided were compared and grouped according to their similarities, then a graphic was designed by using excel and the data obtained; therefore, such information supported the findings in order to answer the first research question proposed for this study; nevertheless, the data gathered was also used as a diagnosis of the reading comprehension strategies the participants within this study used to employ while reading in their mother tongue as a base for the instruction.

Moreover, teaching and observing the classes' instruction provided important data in order to compare the reading strategies the participants for this research study used before and after attending reading comprehension strategies classes’ instruction; consequently, participants’ awareness while using reading comprehension strategies when reading English texts related to their academic field were noticed and compared to the ones they used to employ when reading in their mother tongue. Hence, all the information gathered made up the findings aimed to solve the second research question. In addition to this, the use of field notes is in agreement with Emerson et al. (1995), since the authors pointed out that the primary goal field notes holds is to describe class situations by recording a slice of life on a paper; thus, field notes provided for the classes’ instruction conducted were expanded by taking advantage of description, characterization and dialogue for later transcription and analysis (see appendix F).

Finally, after conducting the semi-structured interview, the participants evidenced they were more aware of what they used to do before attending the classes’ instruction in order to comprehend foreign language texts related to their academic field by establishing comparison among the data provided for solving the first and second research question, meanwhile the third research question was being solved too.
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6. FINDINGS.

The results from the research study, Reading Comprehension Strategies within an EAP Short-Course included the data, the data collection methods and later data analysis from the information provided by the five participants within a sport-field program from a public university in Pereira, Colombia. Furthermore, the findings revealed the participants sense making after being instructed about reading comprehension strategies by illustrating their understanding of the texts proposed. In addition, the findings are grouped according to the data obtained which helps to solve the research questions previously presented (Which are the reading comprehension strategies in which the participants of this research study relied on the most when reading in their mother tongue (Spanish)? Which are the reading comprehension strategies used by the participants of this research study when reading in their foreign language (English) after receiving the instruction from the EAP short-course they attended to? What does the use of reading comprehension strategies in EAP texts evidence in the participants' comprehension?) and was grouped into four main categories under the titles:

Participants' use of reading comprehension strategies in order to understand academic texts written in a foreign language (English), The role of participants' previous knowledge when reading in a foreign language related to their academic field, Participants' sense making evidenced throughout the use of think out loud method while reading academically in a foreign language and working collaboratively and Participants' effect after finishing the reading comprehension strategies' instruction. Afterwards, there are main categories and subcategories within each group of findings, a brief introduction and description for each category is also provided. Nevertheless, unexpected findings are also included within the same 4 groups of findings.

6.1 Participants' use of reading comprehension strategies in order to comprehend academic texts written in a foreign language (English)

Participants' diagnosis before conducting the current research study and later comparison after instruction.
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This finding aims to recognize the reading comprehension strategies the participants for this research study used to employ, considering that the participants did not have any kind of instruction or any selection criteria for texts they used to read in their mother tongue, Spanish. Furthermore, the first research question works as part of a diagnosis before conducting the instruction, aiming to compare those strategies participants used while reading in Spanish to the ones they used in their L2 after receiving the instruction and reading foreign language texts academically. On the other hand, this group of findings aims to describe the use of the different reading comprehension strategies instructed by the teachers and used by the participants for the current study, evidencing the differences and commonalities the participants experienced while reading foreign language texts involving their academic field and the strategies they used to employ while reading in their mother tongue, Spanish. However, unexpected findings are also described; even though, there were not considered as part of the instruction provided, they enriched such instruction and findings.

In order to solve the first research question, the data collection method used was the questionnaire; since knowing about the participants' previous exposure to reading strategies was part of the diagnosis developed before conducting the instruction. Hence, by revising the answers for the first question within the questionnaire; it is possible to state that some of the participants were taking free English courses offered by the institute, as also described in the context and participants' sections. Therefore, the students' background information involving their English language exposure is shown below.

QY: 1/¿Alguna vez ha tomado cursos de inglés?

   Si [ ]   NO [ ]

2/¿Está tomando cursos de inglés ofrecidos por la universidad? Si su respuesta es afirmativa, en qué nivel/curso se encuentra?

   Si [ ]   NO [ ]

   Nivel: 5
The previous information states that some of the participants had had contact with English as a foreign language. Moreover, this information is linked to the results gathered from the field notes driven during the observations carried out when developing the instruction. Therefore, it was necessary to take into account the students’ foreign language proficiency, or courses they had attended or were attending to in order to code the interaction they presented within the classes’ instruction they participated in. As a result, participants took advantage of their foreign language previous exposure because they were able to recall information and previous knowledge, as evidenced in the description for the finding Participants recalling previous knowledge, later included within this section.

Furthermore, this research study included three participants who took the subject “Fisiología Humanística” for their second time, as found in question 8 from the questionnaire the participants took; thus, such previous experience allowed them to identify key words and familiar concepts from the articles that they had to read during the EAP short-course. Besides, reading in a foreign language implied that the participants recalled previous information from their subject, as noticed in the observations conducted. Consequently, the participants were exposed to both the subject and the topics, as deeply described in the findings Participants recalling previous knowledge.

Moreover, the questionnaire evidences that some participants were not aware of using reading strategies as shown in the sample below for question 4. Nevertheless, two participants expressed their concepts involving reading strategy meaning, presenting a contradictory event as shown in question 5 in which they provided such concept without taking into account the answer they previously provided for question 4 from the questionnaire inquiring about the use of reading comprehension strategies. Additionally, one participant was not aware of the use of reading comprehension strategies when reading in her mother tongue, as evidenced in question 6 from the questionnaire conducted before carrying out the instruction. Since the questionnaire was part of a diagnosis, previous explanations of concepts about types of reading strategies and advantages while employing them were not offered to the participants until beginning with the instruction. As a result, those participants who did not provide a concrete concept defining reading comprehension strategy, obtained useful information, whereas the participants who provided such concept built a stronger concept of what they thought
reading comprehension strategy meant since this grouped the tools they used in order to comprehend, as considered within the findings for solving the third research question.

On the other hand, supporting the above finding, the data gathered from the questionnaire shows that one of the most common reading comprehension strategies used by the students, before attending the classes' instruction conducted for the current research study, involved the use of key words, and mind maps when reading in their L1, as well as when reading in their foreign language, as shown in the answer for question 7 within the questionnaire, presented on the next page. Additionally, by taking advantage of the class observations and later field notes development, some of the participants highlighted words while reading an English article without being required by the teacher to do so; hence, they identified words they were not familiar with or they highlighted words that were important for them to remember while reading; as stated and evidenced in the finding for Participants' reactions towards a foreign language text and considered in the sample below.
Scientists Identify Key Protein from Mitochondria in Energy Regulation

ScienceDaily (Mar. 14, 2019) — With obesity and obesity-related diseases epidemic in the developed world, a clear understanding of how metabolism is regulated is crucial. One important metabolic pathway involves the oxidation of fat. In the current edition of the journal Nature, scientists at the Gladstone Institute of Virology and Immunology report on a new mechanism that governs this pathway and in the process identified a novel potential therapeutic target for controlling fat metabolism.

The target is a protein from the mitochondria, or the "power plants" of every cell that are responsible for processing oxygen and converting substances from the foods we eat into energy for essential cell functions.

"Many mitochondrial proteins undergo a small chemical modification known as acetylation, which varies during feeding and fasting conditions," said Eric Verdin, PhD, senior investigator and senior author of the study. "From our previous studies, we knew that the enzyme SIRT3 is involved in removing these modifications, and we speculated that SIRT3 might have a role in regulating metabolism and looked for how it might do this."

To study the enzyme's role in mice, the researchers used mice in which both copies of the gene had been deleted. Interestingly, mice that lost both copies of the SIRT3 gene appeared to be completely normal. However, the investigators then tested the mice under fasting conditions. During fasting, expression of SIRT3 was increased in the liver, an organ that helps maintain the body's energy balance. The livers of mice without SIRT3 had higher levels of fat and triglycerides than normal mice, because the mice could not burn fat.

To determine how SIRT3 controls fat burning, the researchers looked at the mitochondrial proteins. They found that the enzyme called LCAD was "hyperacylated" and contained even more acetyl groups than usual and the enzyme had reduced activity.

The mice that lacked SIRT3 also had many of the key markers of fat oxidation disorders, low energy levels and low tolerance to cold. Further investigation showed that higher levels of SIRT3 expression and activity increase the activity of this key enzyme in fat oxidation. However, a number of other proteins are acetylated in the mitochondria, an observation which suggests that other proteins may be involved.

Finally, when observing the classes' instruction and field notes, the results show that the participants were able to summarize information orally by being exposed to foreign language articles, as described in the finding for Participants rereading to recapitulate information since the students presented similarities in the use of rereading for obtaining a clearer idea of the text; even though, participants did not mention rereading as strategy they were familiar with or a strategy they used to work with before attending to the instruction. As evidenced below:

QY: ¿Qué es la estrategia de comprensión lectora que más usa mientras lee en Español?

QG: Leer luego sacar resumen de lo más importante.
In order to answer the second research question this study presents, it is necessary to take into account the classes’ instruction conducted, observed, transcribed and video-taped; although, relevant information for solving this question gathered from others data collection methods were also considered. As a result, the findings for this group are organized into categories involving the participants’ reading comprehension strategies used.

6.1.1 Participants recognition of true cognates from a foreign language text linked to their academic field.

Words that look similar in their written form, do not always have the same meaning, although there are some exceptions in which readers can encounter words similarly written that have an equal definition in one language to another, they are cognates.

In the following sample, the teacher asked the participant Y to define a word from her text, after reading it individually; since this was during the first class instruction the article used was “Scientists identify key protein from mitochondria in energy regulation”, which involved the word “Gen”. Afterwards, the participant realizes about the name of the strategy she used unconsciously.

Teacher: does anyone know what gene means? What’s the meaning of gene?

VY: “Gen”[ in Spanish]

The above excerpt shows that the participant Y was not aware of the name of the strategy she was using; nevertheless, she used Spanish because she established a connection between such word in her mother tongue, and the foreign language word from the text. As the sample evidences, this way of identifying or recognizing words, as a true cognate, in this case; is effective when students understand their meanings or at least got previous knowledge in which the meaning of a word is familiar to them. Moreover, the student took advantage of her English previous exposure because she answered successfully to the teacher’s question. In fact, this participant also evidences the effect of taking the “Fisiologia Humanistica” subject twice, as her answers for the first and eight questions within the questionnaire shows (see appendix C).
Moreover, when recalling the context from the previous sample, this time the whole class participated when the teacher asked for a word definition she found within the same texts the participants were reading.

Teacher: What's the meaning of cell?

V1: Célula... (Participants said it aloud)

The participants demonstrated they were able to link Spanish words that looked similar to English words once they established the connection among those words, consciously. As the passage above shows, there is a connection among words that look familiar between both languages (English and Spanish); thus, the students were willing to use them as a resource for getting comprehension from the text they were reading and expressed in the previous sample. Furthermore, by noticing the field notes from the class observations, students evidenced they were familiar with the word involved within their texts, since they all said it aloud.

Hence, the participants took advantage of their English previous exposure, previous knowledge, and also the fact of taking the subject ‘Fisiología Humanística’ for their second time because all these facts contributed for obtaining better reading comprehension in a few students’ cases, as also evidenced in the questionnaire conducted before carrying out the classes' instruction, since two participants were previously in contact with such subject; therefore, their comprehension was richer than the others.

Moreover, when developing the second class instruction, the teacher asked the participants about the process dealing with “cardiorespiratory” fitness, after finishing their reading in small groups; thus, one of the students provided the following answer:

Teacher: What do you think cardiorespiratory fitness is in the text?

FN2: “ehh...‘cardiorespiratorio’because it is similar like in Spanish ‘ejercicio cardiovascular’creo!”

In the above sample the participant N shared his own understanding when facing an English question, evidenced through the use of think aloud technique applied by the teacher in charge when the student answered to the question previously asked. Additionally, the student noticed the relationship between the words involved and what he thought they meant in Spanish. The previous sample also showed that the student set a relation with the written form for the word “cardiorespiratory” and its equivalent in Spanish; nevertheless,
there were no similarities in the written form for words such as "fitness" and "ejercicio" in Spanish. Therefore, the student recognized words which were properly linked to his academic field.

In order to conclude, it is possible to argue that the student was aware of providing a clear answer according to the context presented on the text he was reading. Moreover, by taking advantage of the semi-structured interview conducted at the end of the instruction (shown below), the student found similarities between the word "fitness" included within his academic field, and the article provided to the participants during the classes' instruction, since the source for obtaining the material used for conducting the classes was the same.

IE: "Yo pienso, creo que fue de mucha ayuda ya habíamos visto otros artículos que ustedes habían desglosado muy bien. Por otra parte, los relacionamos y sacamos palabras que nos ayudaban en los artículos que nosotros debíamos realizar para el parcial con el profesor. (También me parece que es una herramienta de mucha ayuda pues tienen ciertos "tips" para ayudarnos en el desarrollo de nuestro artículo, y relacionar las palabras que no entendemos con las de Español como uso de cognados)."

6.1.1.2 Participants' misconceptions of words (False cognate's recognition).

Misconceptions can appear by encountering words with familiar features pertaining to the written form some Spanish words have, which are found while reading in a foreign language (English) by not understanding the context where the word is, since those words vary in meaning. Hence, this category aims to show some misconceptions that participants faced during the reading comprehension strategies instruction conducted. As a result, those misconceptions are known as false cognates, and are described below.

In the following sample evidenced during the fifth class instruction, one of the students interrupted the class by clarifying the meaning of a word she was not sure of its meaning. Consequently, she provided a misconception relating words in her mother tongue and foreign language, as shown.

FY5: 'Either', eso no es juntos?
The participant Y submitted an answer she thought was linked to the meaning of the word “either” by recalling the audible ending of the word “together” which means “juntos” in Spanish, as suggested by the teacher as the word the student remembered and offered in such intervention, as well as evidenced in the transcription for the class observed. Moreover, it is noticeable from the field notes that the student intended to confirm the information she had in her mind by modifying her intonation when asking a yes/no question in her mother tongue, Spanish as also shown in the previous sample. Thus, the participant thought she understood what she read and wanted to confirm such understanding by raising her intonation while asking for the teacher’s approval at the same time.

Finally, the participant Y was able to take advantage of her English previous exposure, as evidenced in the questionnaire conducted before the instruction inquiring about her background information; unfortunately, some difficulties arose at the moment of trying to decode every single word because not all the English words that have similarities with words in Spanish share the same meaning, as just shown in the sample above. Hence, the information the student processed assuming it was linked to the word she was trying to decode for getting comprehension from what she read, was not accurate enough because those words hold differences in meaning. Additionally, the same sample also provides information of a tendency or bias participants had, in which analyzing language word by word instead of focusing on the general idea or comprehension from the text and its context they were required to read, is considered for them as a main concern.

In addition to the previous sample, after carrying out the fifth class instruction, the teacher asked for doubts, since in this case the teachers’ aim was to revise some concepts involving cognate’s recognition. As a result one of the participants provided the following excerpt:

*Teacher:* ¿Algo que no hayan entendido?

*FY5:* “Membership!”

*Teacher:* ¿Qué piensas cuando ves esa palabra?

*FY5:* “Membrete?”
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The data evidences that the participant Y related the English word “membership” with a word in Spanish because both words (membership and membrete) looked similar for her. Furthermore, by taking advantage of the answers provided by the same participant when conducting the questionnaire before the instruction, her previously exposure to English was noticeable and she linked those words due to the familiarities they presented in their written form in both languages. At the end, the teacher explained the student that “membrete” was an object to label things. Nevertheless, the participant also used a reading comprehension strategy, the participants in the study were not asked to use; scanning, which aims to find specific information within a text as pointed out by Kawabata (2007).

6.1.2. Participants re-reading to recapitulate information in either language, Spanish or English, (L1 and L2).

The students provided evidence of their comprehension by being exposed to a foreign language text involving their academic field during the classes’ instruction developed. In consequence, the participants used either English or Spanish to express their understanding from the readings in a short or synthesized form, known as summarizing.

The following excerpt shows the result from what the participant N understood after rereading the text proposed for the first class instruction, answering the comprehension question asked by the teacher.

FN1: “It's telling something about a searching, who about that say that ehh... the obesity... about a relation with a protein specific with the mitochondria”.

The previous sample demonstrates that the participant N provided a synthesized version, accurate enough in terms of meaning, according to the paragraph he reread. Additionally, in this case the student evidenced that although he was not sure about the summary he provided, as evidenced with some hesitation and short pauses, he synthesized the information without using his mother tongue (Spanish); the participant N took advantage of his previous language exposure according to his answers provided in questions 1 and 2 from the questionnaire conducted before the instruction (see appendix C).
Moreover, in the following data driven from the third class instruction, participant G was asked to reread a chunk of text individually, in order to review it and summarize it by sharing his understanding.

Teacher: what did you understand from the reading?

VG3: “Pues yo entendí que la obesidad es muy alarmante... y que los niveles de cáncer han bajado en los hombres, pero en las mujeres no”.

As evidenced from the sample above, the student used Spanish to show his comprehension of the text. The participant’s intervention illustrates the cognates’ recognition the participants were previously instructed during the EAP short-course, thus, the information participant G provided was closely related to the text. In addition to this, participant G used his mother tongue to express his understanding and what he was performing from the text, implying less effort from him, rather than expressing such understanding in English, as also evidenced in the video-taped instruction which supports the sample above, and the pauses he presented trying to remember what he reread. Besides, from the semi-structured interview conducted at the end of the instruction, one of the participants suggested that much more use of their mother tongue would also enrich their learning process in order to comprehend foreign language texts, as evidenced below.

IY: “¿Qué deberían usar más el Español cuando estén explicando es que mi cerebro es muy lento!”

Furthermore, while asking for the participants’ understanding of the text, they were rereading individually for about six minutes during the last class instruction, one of the students provided the following sample:

FE6: “Teacher ¿lo que haya entendido? (Laughs) lo que trata es de algo sobre la menstruación y de las muchachas con las que hicieron el estudio del laboratorio”.

This excerpt shows how the participant E employed her mother tongue in order to synthesize what she understood from the rereading activity previously proposed by the teacher; in fact, the information participant E provided was correct and reliable; hence, she gave a brief description of the text she covered since the participants were asked to read the abstract of the study, which means concrete information organized in a single and short paragraph. Furthermore, this sample is evidencing that the student linked the English text she was rereading with her mother tongue, in an attempt to comprehend the information presented within the text.
Finally, participant E took advantage of her previous foreign language exposure evidenced in the questionnaire conducted before the instruction, even though she did not use English for synthesizing what she understood (see appendix C).

During the fourth class instruction, the teacher asked the participants to reread individually and silently during five minutes before asking questions in order to foster students to summarize what they understood from the text they were reading, as shown in the following excerpt.

Teacher: ready? What can you tell me about the article?

FE4: que hicieron un estudio donde examinaban el HR de niños y chicas, ah... sí de las diferentes funciones cardiorespiratorias...

In the previous sample participant E used Spanish, even though she was asked in English. Also, this data shows that the student used her L1 in order to establish a close relation between the words involved in the material, and the words in her mother tongue by feeling more confident and comfortable expressing her ideas in Spanish rather than using English, which reduces anxiety in the students; thus, participant E provided a summarized answer of what she understood by being conscious of the strategy she was using since the instruction about this reading strategy was previously presented. Finally, by taking advantage of the questionnaire conducted before instruction, stating that by not being proficient English readers, participants interacted in their mother tongue when they were asked about their comprehension, is reliable; nevertheless, the fact of having a participant who provides an answer in her mother tongue suggests less effort when making herself understand.

6.1.3 Participants' resources towards a foreign language text linked to their academic field (unexpected finding).

The strategies or resources the students used to help themselves understand the English texts they were reading are illustrated in this finding. Hence, those resources included highlighting words and note taking
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during the classes’ instruction participants attended to. However, it is mandatory to clarify that the teacher in charge did not ask the participants to use such resources, since they were free to write or not in class, as shown in the samples below.

The measurement of heart rate (HR) is a routine assessment during and after an exercise test. Although HR can be influenced by a variety of factors, under carefully controlled conditions, HR is a practical and relatively easy way to assess physiological strain and differences in cardiorespiratory fitness between individuals (1). In children exercising at the same absolute submaximal exercise intensity, HR is generally higher in girls compared with boys (3,18). Several factors including differences in cardiorespiratory fitness, hemoglobin concentration, and cardiac dimensions may account for the variation between boys and girls (18). In contrast, Turley and Wilmore (19) found that HR differences between boys and girls were not apparent for five of six comparisons made at the same absolute submaximal exercise intensities on the cycle ergometer and treadmill. However, there were no differences between groups with respect to peak VO2, hemoglobin concentration, or left ventricular dimensions during diastole and systole, although left ventricular mass was higher in boys (19).

"We conclude that acetylation is a new mechanism for regulating fatty acid oxidation in mitochondria and that SIRT3 mediates the acetylation state," said Matthew Hirschey, postdoctoral fellow and lead author of the study. "The implication is that SIRT3 may have a pathologic role in some metabolic disorders, such as diabetes, cardiovascular disease, or fatty liver disease. We are excited about exploring these possibilities."

Additional contributors to the research include C. Ron Kahn of the Joslin Diabetes Center at Harvard Medical School, Robert V. Farese, Jr. of the Gladstone Institute of Cardiovascular Disease, and Chris Newgard of Duke University Medical Center. The work was supported in part by a Senior Scholarship in Aging from the Ellison Medical Foundation and by institutional support from The J. David Gladstone Institutes.

Dr. Verdin’s primary affiliation is with the Gladstone Institute of Virology and Immunology where he is associate director and where his laboratory is located and his research is conducted. He is also professor of medicine at UCSF.)

Taken from: http://www.educationalp.ru/educator/2010/05/10000000103328-pun

The participants were asked to read individually an English article connected to their academic field for the first class instruction; therefore, one of the student’s resources to help her understand, was note taking, as described in the field notes the observer wrote during the class.
FNA1: she looked interested during the class because she was taking notes on her notebook and reading her material smoothly with a very low tone of voice, whereas the rest of the students were chatting in Spanish.

As shown above, participant NA was focused on the reading activity, the instruction and the teacher's explanation because the field notes the observer related with the video-taped data offered evidence to suggest so. Moreover, this participant location was not near to the others and there were no instructions requiring the participants to either taking notes taking or highlighting; additionally, this fact facilitated participant NA to concentrate on the class, the text and what the teacher was explaining. Finally, in order to support the previous information and by considering the participants’ responses provided in the questionnaire conducted before the instruction, one of the reading strategies students used to employ in order to comprehend a text, included note taking and key words recognition as stated at the beginning of this finding and tied to the diagnosis part developed by conducting the questionnaire.

On the other hand, while developing the fourth and fifth class instruction, the participants were reading in pairs and one of them provided to the observer the following data:

F4: The student G was continuously highlighting words on the reading.

F5: Suddenly, the student E is using a notebook to write a sort of translation. Additionally, student Y does not write anything while reading in English; in fact, she highlights some words.

The previous excerpts show the initiative that participants G, E and Y had when reading a foreign language text related to their academic field. As shown in the samples at the beginning of this finding category, participants G and Y highlighted words for getting better comprehension from the text, by marking what they believed was important information, or marking such information in order to have an idea of the meanings for
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unknown vocabulary, for later searching. Nevertheless, the two field notes samples above differed in the way the first and third participants were taking notes, and the second highlighted information; nonetheless, they all hold the commonality of not being asked to develop those actions. Furthermore, this finding agrees to the one showed previously by supporting itself with the questionnaire information provided by the participants for question 7 (see appendix C).

6.2 The role of participants’ previous knowledge when reading in a foreign language related to their academic field (unexpected finding).

In this finding, the importance of noticing and recalling relevant information while reading in a foreign language is shown. Consequently, the participants remembered previous information or knowledge from their own life experiences and memories, organized into two categories. Hence, the first category for recalling previous information involves their foreign language text exposure relating their academic field to the reading, when being exposed to the articles taken from the same journal they were reading for their “Fisiología Humanística” subject. Moreover, the second category for recalling previous knowledge involves the participants’ familiarity with the topics, and English features throughout their foreign language exposure as well. Although, this category describes the use of previous knowledge driven from different sources, there were no instructions during the EAP short-course requiring the students to associate new knowledge to previous ones.

6.2.1 Participants recalling previous knowledge involving their academic field.

During the classes’ instruction the participants attended to, they were required to read foreign language texts linked to their academic field; as a matter of fact, students realized that by recalling previous information involving their study and academic field, participants’ comprehension and comprehension speed were faster and more accurate.
In the fifth class instruction participants were reading in pairs, and a student showed her interest on sharing the meaning of “BMI”; an acronym she found in the text.

**Teacher:** *Dice algo sobre BMI?*

**FY5:** “índice de masa corporal!!”

In the sample above, participant Y recognized the acronym “BMI”, by showing her familiarization with the term and the information it stands for. Additionally, the student was previously exposed to the term in her academic field, according to the way she answered and the confidence she presented, as evidenced by the observer in the field notes for such class instruction, besides this is supported by the questionnaire answer for question 8 in which participant Y revealed she was taking the “Fisiología Humanística” subject for a second time (see appendix C). Nevertheless, the student did not offer the definition of the acronym “BMI” in English, as also evidenced in the sample above.

On the other hand, during the second class instruction, the teacher asked participant N the following question while reading the text proposed:

**Teacher:** *what do you think is fitness in the reading about?*

**VN2:** “espera un momento…. Ehhh... es que yo lo debo saber... es algo así ehh... como es... si en si pues se refiere a algo así como el ejercicio en cómo influye el ejercicio en las personas con cáncer, pues si como lo he visto yo en mis clases, que las personas que no se ejercitan pueden tener más riesgo de obesidad y cáncer?”

In relation to the above sample, the teacher in charge employed the think aloud technique to ask for the students’ comprehension of the text. In this case, participant N provided his answer in Spanish by establishing a connection between the text he was reading and his own experience when dealing with his academic field previous knowledge. Furthermore, the student used Spanish here because it was more comfortable and easier for him to express the idea in his mother tongue rather than in English.
Moreover, during the sixth class instruction, one of the participants evidenced the use of previous knowledge when dealing with a daily life situation while talking about the source for getting calcium, as they were reading form the text. In fact, at the end the teacher restated the question she asked before, as shown in the following sample:

Teacher: It is ok, but is kind of incomplete.

Teacher: Solo escrutaron 54 niñas de Israel las cuales bailaban ballet. Las otras niñas consumían menos de 800 mg de calcio y de donde los consiguieron?... de los derivados de los lácteos!

FE6: “Queso, mantecilla”.

The participant E recalled previous knowledge involving her familiarity with the topic when offering two samples supporting the information provided by the teacher. As a result, the student shared what she knew in order to build and enrich her own reading comprehension experience after being prompted by the teacher’s answer, since participant E named the sources where people can find calcium. Thus, the student linked her academic field previous knowledge to the text she was reading. Moreover, by taking advantage of the answers provided within the questionnaire (conducted before carrying out the instruction), the student recalled such previous information pertaining to her academic field due to the fact that even though she was not taking the subject “Fisiología Humanística” for her second time as participants NA, G and Y did, participant E was able to relate such real life previous knowledge to her academic field while reading in English.

6.2.2 Participants recalling previous knowledge involving their foreign language previous exposure and its features when reading foreign language texts linked to their academic field.

During the first class instruction participants were reading in small groups, and the teacher wrote on the board the verb “burn” also presented in their texts several times, but the students did not understand such word; thus, they asked the teacher for its meaning. As a result, one participant provided the following real life example including such verb:

VN1: “you can burn a CD”
The student explained the verb “burn” to his classmates by providing an example using the same word within a real context where it is used, meaning that participant N identified such action involving burning a CD as something common for him. Although, the action he suggested was not related to the context concerning to the use of this word in the reading he was developing; the idea he provided was clear to the rest of the class. The previous information also evidences collaborative learning, since the participant N was concerned about his classmates’ lack of understanding of the verb ‘burn’ when presented within the text. Moreover, the student did not use Spanish to provide this example; thus he felt confidence and sure, sharing this feeling to the class. Finally, this participant also took advantage of his English previously exposure, as evidence in his answer to question 1 from the questionnaire.

6.3 Participants’ sense making evidenced throughout the use of think aloud method while reading in a foreign language and working collaboratively.

6.3.1 Participants’ oral production when reading foreign language texts involving their academic field (Code switching, (unexpected finding)).

In this finding the participants understanding and confirmation of the instructions offered by the teacher during the classes’ instruction are evidenced. Additionally, the use of the students’ and teachers’ mother tongue (Spanish), as a support for the foreign language understanding and reading comprehension strategies instruction were also taken into account. Consequently, a combination of both languages mother and foreign (English and Spanish) in order to come out with the idea of what is considered as code switching, is being presented. However, there were no instructions during the EAP short-course aiming to perform orally as the participant did for this finding, instead think aloud method was used by the teacher in charge in order to gather more information from the participants’ comprehension.
The following data shows the participant’s oral production involving his own understanding about the reading he was developing during the second class instruction. Since he was the only student who attended to that class instruction, he worked alone.

*Teacher: what did you understand?*

*VN2: “espera un momento cuando reclutaron se consiguieron, se recogieron los datos que se ocupaban de las poblaciones definidas que eran grupos de trabajo algo así... ‘they were group people who were women and men in obesity’.”*

In the above excerpt, it is noticeable that the student provided the information previously required regarding the population and their age, according to the text he was reading. The data evidenced what is known as “code-switching” since the participant N provided an idea in his mother tongue (Spanish), he finished his idea; then, he provided a short and complete sentence in his foreign language (English) supporting his answer within the same intervention. Furthermore, the student recalled some English words because he was able to use English due to his previous exposure to such foreign language, as evidenced within the questionnaire.

In the following sample, the teacher asked the participants about obesity fitness, and the people involved in the foreign language text, the participants were reading in pairs.

*Teacher: how are the people related to Obesity Fitness?*

*VN2: ‘Ehh... ratas de laboratorio... ehh... eso la gente que estaban estudiando algo así. ‘Reduces obesity and minimize the risks of cancer women”Ösea, si me entiende?... los cuáles eran los riesgos de contraer cancer’.*

In the previous data, the participant N changed his own speech from Spanish to English and the other way around by using think aloud technique without being conscious of it. Besides, the student felt much more comfortable using both languages, mother and foreign instead of one when making himself understand. In fact,
the pauses and hesitation participant N presented at the beginning of his explanation, supported by the gestures he used while answering, and identified within the field notes the observer took, helped him to overcome the difficulties and anxiety while expressing his comprehension, allowing him to keep the track and confirm the information the listener or teacher gathered from the answer this participant provided. However, the question the teacher asked inquired about the population for the study the participant N was reading, this student misunderstood the population from the reading by answering “ratas de laboratorio” first, since the people in charge of the study he was reading used mice for experimenting; nevertheless, mice were not the population that study worked with. To conclude, as a resource to complete participant's N idea and information, he also used English to support what he meant.

6.3.2 Participants negotiating and recalling meaning of words through the use of images (unexpected finding).

During the classes' instruction conducted, the use of visual input was classified as a different way of teaching reading comprehension strategies by adding an interesting and colorful space within the short-course; although, there was no instruction to use such images as part of the reading strategies considered while planning the EAP short-course; nonetheless, the teacher in charge and the participants took advantage of them. Accordingly, the participants were able to analyze the images the teacher brought to class by linking them to previous knowledge involving their academic field and real life situations, helping them understand and support what they were reading. However, since there are no reading comprehension strategies linked to the use of isolated images, there is a strategy called predicting in which the readers are prompted either by the teacher, the images or the title of the text in order to come out with an idea of what the text is about, as Kawabata (2007) suggests.

In the first class instruction the participant Y took advantage of the images provided by the teacher while reading individually, as shown below:
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Teacher: Ok on the stomach, we got something on the stomach..., ok tell me do you understand? You got it?

VY1: “Yes, liver”.

As shown in the previous excerpt the student answered correctly because she knew the location of the organ according to the drawing the teacher presented to the class (see appendix B). Furthermore, since the teacher provided an image for the participants to name the organ, this allowed the participant to recall previous knowledge involving her own study field and previous English exposure. In addition to this, the questionnaire also provides evidence that the student was able to use her previous knowledge dealing with her academic field and English features because she was taking the subject “Fisiología Humanística” for her second time, thus participant Y was used to recall those classes, concepts, processes and words, once she has been prompted.

Moreover, for the third class instruction in which the teacher provided visual input, one of the students presented the following data, as evidenced by the observer in the field notes.

FY3: ‘‘Esto será ‘brachi’? no, es esto!” (Says to herself by pointing to one of the pictures the teacher previously provided).

The participant Y inquired about the meaning of the word ‘brachi’, and figured it out by looking at the human image that the teacher presented to the class, as also evidenced in the video-taped data. Moreover, the student showed her concern for understanding what was happening in the classroom, in terms of attending at the explanations provided by the teacher; as a result, participant Y was talking to herself in Spanish while pointing at the image linked to the body part she thought was the one she tried to associate meaningfully within the text; thus, the student experienced think aloud method evidenced in her inner speech, by not being required to answer to any question. Consequently, the participant Y was also dealing with a word she did not recognize, however, she took advantage of the visual input provided, and at the same time she expressed the
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need she had of requiring much more use of Spanish in class, as also argued in the semi-structured interview conducted after finishing with the instruction.

Additionally, visual input was also provided by the teacher meanwhile students were instructed; nevertheless, the participants did not have a direct question asked by the teacher; thus, one of them provided the following sample:

FY3: "¡Eso es un pulmón!" (She continued pointing at the image).

The previous excerpt showed that the participant Y used the pictured from the material she had, and provided the right word to name such organ in her mother tongue when saying ‘pulmón’ which means "lung" in English. Therefore, the student evidences the possibility to comprehend a foreign language text by supporting it with images, and also by considering the context and the content such foreign language text presents. On the other hand, the student was concerned about vocabulary issues because she was not asked to define, neither required to name such organ in English or Spanish. Finally, it is possible to argue that this participant linked previous information including her own academic field since she was taking the subject “Fisiología Humanística” for her second time, as evidenced in the questionnaire.

6.4 Participants' effect after finishing the reading comprehension strategies' instruction.

This finding aims to recognize and describe the consciousness effect the reading comprehension strategies instructed and used by the participants during the EAP short-course provided. Besides, the participants' outcomes and suggestions from the foreign language texts they were exposed to, involving their own academic field and the instruction they received, are also illustrated. Furthermore, participant's comparison among reading foreign languages texts with and without instruction are evidenced as well. Nevertheless, this finding also enrich the section for further research within the current study.

In order to solve the third research question, a semi-structured interview was conducted at the end of the classes' instruction (see appendix D).
In the first question for the semi-structured interview, one of the participants argued the following:

IE: “Yo pienso que son muy importantes porque cuando a uno le entregan esos artículos uno no entiende nada lo que hay ahí, y muchas veces las palabras son muy desconocidas, y entonces por medio del curso a uno le pueden brindar una asesoría y puede aprender a entender más fácil un artículo, así uno no tenga mucho vocabulario”.

The participant Y showed that the exposure to English articles including her academic field helped her to comprehend better such foreign language texts. Furthermore, this participant realized that whereas she did not have a vocabulary guide, she was able to comprehend or obtain more accurate comprehension from what she read thanks to the guidance provided within this study rather than having no instruction. As a result, the participant is comparing what she used to feel while trying to read academically in a foreign language and comprehend texts with no instruction involving the reading comprehension strategies she knew at that time with the tools provided after the participation within this research study.

Furthermore, the students participated as required by using either language, as observed in the findings from oral production. Additionally, the students’ performance when reading an English text included also true and false cognates’ recognition as stated in previous findings, supporting the response participant Y offered.

Another response to the same question was the following:

IE: “Yo pienso, creo que fue de mucha ayuda ya habíamos visto otros artículos que ustedes habían desglosado muy bien. Por otra parte, los relacionamos y sacamos palabras que nos ayudaban en los artículos que nosotros debíamos realizar para el parcial con el profesor. También me parece que es una herramienta de mucha ayuda pues tienen ciertos “tips” para ayudarnos en el desarrollo de nuestro artículo, y relacionar las palabras que no entendemos con las de Español como uso de cognados”

The excerpt above showed that the participant E used true and false cognates’ recognition concerning to the reading comprehension strategies used during the short-course and comprehension demanding task developed once she was instructed. Moreover, the student took advantage of such classes because she
named one of the reading strategies the participants worked with during the instruction; consequently, she became aware of what she was reading and the strategies she was using in order to comprehend the text.

On the other hand, to the second question the interview asked about, the participant G argued the following:

IG: “La relación que encontramos es que eran artículos de una revista médica, deportiva, entonces esos artículos nos los da el profesor para traducirlos y en las sesiones con ustedes también nos enseñaban también de esa misma revista”.

The previous sample shows comprehension as the final aim participants have while reading foreign language text involving their academic field. In fact, since the participants’ need to comprehend the text they are reading causes students to think about translation as the only available and effective resource they have; however, this is a preconception participants presented before attending to the classes’ instruction. As a result, this L1 use presented in the foreign language readers helps them to focus on the text while interacting with both first and second language, as Kern (1994) pointed out. Although, this study did not considered “translation” as a reading comprehension strategy for the instruction designed and developed. Nevertheless, this is an issue foreign language readers tend to emphasize; thus, research studies including reading comprehension strategies provide guidance for avoiding relying just on translation, but on the flipside translation is also considered as helpful when reading in a foreign language according to readers.

Another important question conducted in the semi-structured interview at the end of the instruction provided data from the participant G, who argued the following:

IG: “La sugerencia sería que no hablaran con grupos de personas que están viendo “fisiología humanística” sino con grupos que están viendo “fisiología pre-humanística” para que ellos se preparen para el otro semestre.”
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As the sample above expresses, the participant G was concerned about the situation he faced and what others will experience next semester with their subject “Fisiología Humanística” involving the requirement allied to such subject, in which reading and comprehending foreign language texts related to their academic field is mandatory. The previous concern evidences the impact the reading comprehension strategies instruction provided during the EAP short-course, produced in this participant’s comprehension. As a result, working collaboratively is a way to promote and improve quality outcomes and veracity driven from comprehension tasks; this, in order to overcome comprehension difficulties when reading in a foreign language academically.

Additionally, the participant Y was also concerned about her own understanding while being exposed to the classes’ instruction and took advantage of the semi-structured interview suggesting the following:

**IY:** “¡Qué deberían usar más el Español cuando estén explicando es que mi cerebro es muy lento!”

The above excerpt demonstrates that the student did not have the foreign language proficiency level (English) she wished to reach. Additionally, this participant suggested much more use of Spanish because it represented less effort for her to understand the English texts during the classes’ instruction developed, as well as this also reflects the confidence environment foreign language readers would like to have in order to be able to monitor their comprehension, allowing them to feel comfortable by reducing the anxiety foreign language texts represent by employing both, the readers’ L1 and L2.

To conclude, the samples provided within this finding also support the further research or further studies section since the participants provided ideas for improving the instruction offered during the Reading Comprehension short-course and described the advantages of attending this instruction.
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7. DISCUSSION

This section discusses some findings from the current research study, Reading comprehension strategies within an EAP short-course; accordingly, it is supported by different authors' theories, concepts and studies, also evidenced within the literature review section. Moreover, this discussion is organized into titles presented for the findings once connections among those findings and previous works were established, they are: Participants' use of reading comprehension strategies in order to understand academic texts written in a foreign language (English), The role of participants' previous knowledge when reading in a foreign language related to their academic field, and Participants' sense making evidenced throughout the use of think out loud method while reading academically in a foreign language and working collaboratively.

7.1 Participants' use of reading comprehension strategies in order to understand academic texts written in a foreign language (English).

In this study, the findings showed that the participants recognized true cognates and decoded false cognates from the English passages they were reading by using their mother tongue, Spanish. Moreover, Chacón B.R (2006) argues that learners may focus on the language similarities between the readers' mother tongue and foreign language, and how those similarities affect the readers' understanding, because those words that are similarly written differ in meaning and sound when listening to them. This concept is important to the current research study because it is necessary to clarify that the students who participated in this study were not proficient in English; nonetheless, they identified words, decoded and negotiated their meaning, as evidenced in one of the findings for Participants' recognition of true cognates from a foreign language text. In addition to the previously stated, such finding is also in concordance with the concepts from Ringbom (1986) cited by Chacón B.R. (2006) who asserts that depending on how the L1 and L2 are related, the more a learner can recognize a word. As a result, in the findings for this study, the participants tried to comprehend foreign language texts by using their mother tongue, Spanish as a tool to support their understanding.
Consequently, they were able to link both languages (English and Spanish) in order to make sense of foreign language texts.

Furthermore, in order to bear out the findings from the current research study, it is important to present some similar studies as well. Hence, in a study conducted by Dijskstra et al. (1999) with 40 students from the university of Nijmegen, data involving cognates recognition was presented. As a result, the researchers argued on their findings that through the recognition of form-identical cognates, and inter-lingual homographs, the readers who were native speakers of Dutch and learned English as a second language during six years, obtained their own whole-word orthographic representation for each language. Accordingly, in the current study the participants presented word recognition involving true cognates. However, they also showed their misconceptions related to words in both languages, English and Spanish pertaining to the similarities evidenced in such languages written form of words (see Participants' recognition of true cognates from a foreign language text and Participants' misconceptions of words (False cognate’s recognition)). Consequently, the participants for this research study attempted to decode English words by considering their own assumptions regarding to unknown vocabulary. Thus, they were able to work with foreign language words which presented similarities to words within their mother tongue repertoire, Spanish. Furthermore, the participants of this study realized that not all the words that were alike in two languages, held the same meaning (see also Participants' misconceptions of words (False cognate’s recognition)). Besides, this finding is supported by Richards et al. (1985) who argued that the main difficulty of finding a word presented in two different languages that has similar features, involves two words which differ in meaning.

Additionally, in the findings for the current study there are supportive theories and concepts, to be presented and described. In consequence, it is necessary to consider the following aspects regarding such findings since the participants within this study expressed their own understanding by making sense of an English text whenever they recalled or negotiated the meaning of words that were difficult for them by using their mother tongue repertoire, Spanish. Besides, the use of visual aids enhanced the participants' understanding of the text. Moreover, the participants reread to summarize information. Additionally, the
participants for this study used strategies such as taking notes and highlighting when reading in a foreign language without being required to develop those tasks.

7.1.2 Participants' sense making when recalling and negotiating meaning by taking advantage of visual aids.

On the first place, supporting Dutta (1994), predicting relates to inferences about a text before reading it, or simply employing students' imagination when getting the gist of what may happen by taking a look to the title. Accordingly, the findings from this study showed that after the participants were prompted by the teacher while being asked about their own understanding or about a word meaning that was demanding for them, they provided the required information through the negotiation of such words' meanings by taking advantage of their mother tongue, Spanish. Furthermore, the use of visual aids according to Dutta (1994) offers the students the opportunity to predict the content topic. However, during the instruction within this research study there were no directions to develop predicting as a reading comprehension strategy; nevertheless, the teacher's questions related to the images presented during the classes' instruction, supported the text comprehension (see appendix B), and complemented the answers the participants provided either for a difficult word meaning or general comprehension employing images (see Participants negotiation and recalling meaning of words through the use of images).

7.1.3 Participants rereading to summarize information.

The students who participated within this study expressed their understanding by using either language Spanish or English for presenting a synthesized version of what they reread (see Participants' oral production when reading in a foreign language (Code switching)). As a result, the rereading strategy was used for obtaining a clearer understanding through foreign language texts exposure, since the participants were able to enrich their comprehension anytime they considered others' concepts. In addition to this, the results obtained by Seng & Hashim (2006) revealed that their participants reread, and this strategy was mostly applied by the
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Readers when facing L2 texts. Moreover, Stine-Morrow et al. (2004) and Callender & McDaniel (2009) agree on the fact that individuals reread to gain an enhanced comprehension of a text. Consequently, this study evidences that participants reread in their L1 and L2 in order to recapitulate information in either language, Spanish or English (see Participants re-reading to recapitulate information in either language); nevertheless, this rereading strategy also helped the participants to remember important aspects from the text accurately, because they used words that were reliable to the texts in both languages.

On the other hand, in order to support summarizing as one of the reading strategies the participants of this study used in order to understand texts in both languages as expressed within the questionnaire and the classes’ instruction conducted and observed, Johns (1988) argues that summarizing is a task used in a variety of contexts; additionally, this author considers that it is necessary to develop summarizing skills if there is an interest involving the study of a foreign language. Nonetheless, in the current research study teaching English as a foreign language was not the aim, neither to discuss motivations to read in a foreign language; instead, the focus of the current study relied on teaching reading comprehension strategies within an EAP short-course based on the participants’ needs. Furthermore, John (1988) agrees with Rumelhart (1977) on the fact that readers comprehend, and eventually summarize better when they have been exposed to texts which are similar to the ones they are asked to read for the task demanded. Consequently, the previous authors’ ideas hold a strong connection with the findings from the current research study because the participants were exposed to the same type of English texts they were required to read, understand and present for their “Fisiología Humanística” subject (see participants and context sections). Moreover, the articles or English texts provided during the instruction were taken from the magazine “Medicine & Science in Sports & Exercise” (see appendix A) which includes a variety of topics involving the participants’ academic field. Besides, the participants of the current study had the opportunity to get in contact with the material they have been familiar with, and expressed what they comprehended by using either their mother tongue (Spanish) or their foreign language (English); the previous, in order to present a summarized version of what they reread (see Participants re-reading to recapitulate information in either language, Spanish or English, (L1 and L2)).
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Furthermore, in order to continue supporting the findings driven from the current research study, similar studies are included within this discussion. Hence, in a study conducted by Upton (1997) with 11 native speakers of Japanese in which six participants were taking intermediate ESL classes at the Minnesota English Center at the University, known as ‘ESL students’; and five students who were no longer taking ESL classes, known as ‘academic students’; the researcher found the advantages the readers’ L1 provides while reading in a foreign language. Therefore, the author found three generalizations involving the students’ reports after reading a foreign language text. The first generalization Upton (1997) provides includes that the ESL subjects used their L1 when they confronted with unknown L2 vocabulary like Upton (1997) stated. On the other hand, since there was a lot more vocabulary the readers did not know in comparison with the second language resources the academic subjects presented and which were more extensive; the academic subjects did not need to rely on their L1 as much as the ESL subjects did when facing unknown words.

In addition to the first generalization previously described, Upton (1997) also suggests the second generalization as driven from the think-aloud and retrospective interviews this author conducted. As a result, the ESL subjects had a greater tendency to figure out L2 text and sentence meaning using their L1; whereas, the academic subjects used their L2 as the language of thought focused on meaning. Finally, Upton (1997) offers the third generalization in which the ESL subjects tended to check even the sentences they understood directly in their L2 by translating them, confirming such understanding in their L1; however, this strategy was not usually employed by the academic subjects as claimed by the author. Furthermore, Upton (1997) argues that less proficient ESL readers rely to a great extent on their L1 to help them determine word and text meaning, and check their comprehension; whereas, more proficient second language readers revert less frequently to their L1 as a reading comprehension strategy. In consequence, the findings’ section for the current research study evidence such L1 advantages used as a tool anytime the participants were required to read in their foreign language; nonetheless, it is also important to highlight that whether or not the participants for this study participated during the classes’ instruction in both languages, English and Spanish, they linked their own understanding to the previous knowledge they got regarding their previous exposure to such knowledge within their academic field or previous foreign language exposure.
**7.1.4 Participants taking notes and highlighting when reading in a foreign language.**

The findings for the current study evidenced that taking notes and highlighting were important activities the participants carried out while working with significant chunks of information from English passages. In fact, the participants took notes and highlighted without being required by the teacher. Accordingly, the participants paid attention to their texts, focused on the texts' meaning and recognized cognates. Moreover, in order to support those findings, Bauer & Koedinger (2007) declared two potential benefits of note-taking; hence, such benefits included encoding and artifact procedures. Firstly, the encoding hypothesis involved the idea that note-taking facilitates learning. Thus, note-taking requires students to identify important material, which they then transcribe into their own notes. As a result, this increases processing of the material and learning. On the second place, the external artifact hypothesis states that having notes for later revision or review, facilitates learning because notes help students most when those notes can be reviewed as also pointed out by Bauer & Koedinger (2007) Consequently, carrying out this procedures, foreign language readers can also consider important information, unknown words and cognates as memorable information (see Participants' recognition of true cognates from a foreign language text linked to their academic field, Participants' misconceptions of words (False cognate's recognition), Participants' resources towards a foreign language text linked to their academic field (unexpected finding)).

Furthermore, Jordan (1997) mentions that allied to reading, listening, understanding, and remembering is note taking. Hence, such skill for later reference or revision purposes is in accordance to the findings like Participants' resources towards a foreign language text, the participants for the current study developed once they highlighted what they considered was important information to keep track on; or as matter of facts, participants highlighted what was a difficult chunk of information for them to comprehend and remember.

**7.2 The role of the participants' previous knowledge when reading in a foreign language related to their academic field.**
The data collected for the current study showed the impact participants' background knowledge provided them due to their familiarity to the topics and foreign language while reading in English for academic purposes. In consequence, this title is divided into two subtitles like: the participants' background knowledge involving their own academic field (familiarity to the topics); and background knowledge in relation to the participants' foreign language exposure.

7.2.1 Participants' background knowledge involving their own academic field (familiarity to the topics).

The participants' previous knowledge involving their academic field helped them to clarify their outcomes, allowing the readers to inquire about relevant information and also to provide explanations when being exposed to familiar texts, such as the foreign language articles they were required to read for their "Fisiología Humanística" subject. The previous statement is in agreement with Callender & McDaniel (2009) who argued that the fact of having readers with previous knowledge of the content that will be read, increases the possibilities for them to understand those texts; nevertheless, low knowledge readers will face broader difficulties due to the fact they do not have such previous knowledge. Moreover, the findings of the current study are also related to the concepts from Fernandez-Toledo & Salager-Meyer (2009) who stated that readers may have previous knowledge for interacting with the information to be processed, known as "data banks". Furthermore, those data banks help students grasp meaning of a reading, like occurred in this research study since the participants processed the information within the text they were reading, and provided explanations proper of their own academic field among others; this process is similar to the example with the body mass index (BMI) information (see findings). Finally, the participants recalled previous knowledge involving their own academic field and familiarity with the topics.

7.2.2 Background knowledge in relation to the participants' foreign language exposure (familiarity to the language).

The participants' background knowledge in relation to the foreign language exposure was linked to foster comprehension. As a result, working with both participants' background knowledge and their foreign language
exposure were helpful because they acted like a strategy, facilitating readers’ comprehension of the text by taking advantage of language features such as verb tenses, cognates recognition among others. In the same way, Wade (1990) argued that teachers should consider during their instruction aspects such as the readers’ adequate background, and specific knowledge related to the topic the participants are going to read. Moreover, the previous concept supports the findings presented within the current research study regarding of previous knowledge because the participants’ comprehension was prompted through the use of previous information in relation to both foreign language features, and participants' familiarity with the topics.

Furthermore, Nunan (1999) pointed out the advantage of using the students’ previous knowledge known as the “Schematic knowledge”, which refers to the knowledge about the world, derived from the readers' years of study during their cognitive maturity process, is helpful when trying to comprehend a text. As a result, by considering the previous concept Nunan (1999) recalls “Schematic knowledge” in which knowledge and expectations about the world, strongly affect the readers' ability to understand new information by providing a framework within that new information might fit inside the readers’ mind, making such information meaningful. Besides, the participants of this research study used previous knowledge involving their life experiences and background knowledge since they interacted among themselves and participants also tried to recall and negotiate meaning of words and comprehension supported by visual aids; nevertheless, these participants reacted towards the text once they confirmed their own understanding, helping others to comprehend while working collaboratively without being required by the teacher to do so (see unexpected findings).

7.3 Participants sense making evidenced throughout the use of think aloud method while reading academically in a foreign language and working collaboratively.

The participants from the current study asked and commented among themselves about the information they read once the teacher required it. The previous, as evidenced when they code switched, summarized what they reread, and helped each other to understand the text. Besides, the teacher in charge confirmed
instructions by using the participants' mother tongue; Spanish, as a tool during the classes' instruction. In consequence, findings included information relating think aloud methods and collaborative learning.

One of the main verbal reporting methods is think aloud, according to Wade (1990). Furthermore, this author also pointed out that the examiner from think aloud strategy provides tasks asking the readers comprehension questions in order to say out loud what the readers are performing during a reading. Moreover, Gunning (1996) argues that the use of think aloud strategy reveals the problems and difficulties that learners may encounter when dealing with a reading comprehension task, because the readers share what they understand and evidence what they do not comprehend too. Consequently, think aloud supports this research study since the participants were asked about their comprehension from the text they were reading; even though, they were not aware of using this strategy because the participants were not instructed about thinking aloud; nonetheless, this strategy is included as part of the findings presented in this research study (see Participants re-reading to recapitulate information in either language, Spanish or English (L1 and L2) and Participants' oral production when reading in a foreign language (Code switching)). Furthermore, the participants also took notes as an example of what they were performing in their minds (as also evidenced in the findings' section for Participants' resources towards a foreign language text).

On the other hand, collaborative learning is evidenced in the current study when the participants worked in pairs. Hence, participants' intellectual effort was enhanced when working in groups, in order to gain better comprehension of what was read, helping the readers to solve their insights, as Smith & MacGregor (1992) pointed out. Moreover, collaborative learning is defined as an umbrella term for a selection of educational approaches that involves students' intellectual effort or students and teachers together, as the previous authors also claimed. Additionally, Smith & MacGregor (1992) reported that in collaborative learning students work in groups of two or more, equally searching for understanding, solving problems or/and meanings as evidenced within this research study whenever the participants were asked to reread in pairs or provided
information previously required, sharing their thoughts or understanding and providing real life examples relating their foreign language texts.

Finally, think aloud and collaborative learning are considered to be relevant to this study because during the classes' instruction the participants were frequently asked to work in pairs and they interacted among the class by asking and answering questions in order to confirm their own understanding, helping their classmates to comprehend either what the teacher was saying or the foreign language text they were reading (see findings).
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8. IMPLICATIONS.

In order to inform about the implications this research study presented, it is possible to divide the current section into three sub-titles involving research implications, instructional and pedagogical implications, and what I learnt from the process.

8.1 Research implications.

During the development of the research idea for this study, deciding whether to focus on ESP, EAP or content based area courses was the concern that arose at the beginning of this study. As a result, deeper research based on relevant theory involving ESP and EAP was taken into account. Hence, such research started with concepts of English for Specific Purposes (ESP), continued with English for Academic Purposes (EAP) and concluded with the identification of some reading comprehension strategies applied during the reading in a foreign language instruction, under the final title of Reading comprehension strategies within an EAP short-course.

Firstly, searching information involving ESP, meant a long process in which considering previous studies and relevant information was necessary. Nevertheless, there was a difficulty regarding of the availability of recent information about ESP; due to the fact this was a current branch of English for about thirty years ago. Consequently, finding such current and reliable information required to begin with this study, was a challenging experience.

Secondly, seeking information involving EAP was a long process similar to the one carried out with the ESP information required. As a matter of fact, part of the statement of the problem for the current study evidences the lack of information including reading for academic purposes, as showed by the DANE, which served as the base for this study.

Thirdly, finding out the meaning of strategy, was not as demanding as searching information involving the previous concepts because there were different sources available and recent. However, considering whether there were any differences among the strategies a reader can use in order to comprehend texts without taking
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into account language differences, such as reading strategies when reading in a foreign language in contrast to reading in a person's mother tongue, was time consuming. Nevertheless, significant information revealed that there was not a wide difference linking both languages, mother and foreign.

Finally, by reflecting on the research implications this study presents certain expertise degree was needed; however, taking a chance to face unexpected situations, conditions and limitations, allowed academic, personal and interpersonal growth among the people involved within this research study.

8.2 Instructional and pedagogical implications.

It is essential to obtain individuals' attention anytime EAP courses are conducted, due to the advantage these courses can offer to their participants by including their academic field without concerning too much about the foreign language proficiency required for obtaining a meaningful experience. Consequently, this research study considered simple language demands because of the lack of foreign language proficient participants, since their answers gathered from the questionnaire after being grouped and analyzed, evidenced they were not English advanced students or English proficient participants. However, conducting and instructing reading comprehension strategies within an EAP short-course noticed that instructions relied most of the times on the information originally exposed in English, rather than on explanation regarding language features within the content. Besides, researchers involved in teaching ESP and EAP can take into account the current study because it is focused not merely on such branches, it also includes reading comprehension strategies. Therefore, there is an alternative for conducting later research including reading comprehension strategies instruction with no advanced proficiency English readers as the one presented within this study.

On the other hand, conducting the students' needs analysis aimed at providing readers' background information, being the base and the starting point before conducting the instruction; nevertheless, such diagnosis can be improved in order to plan a better instruction and overcome possible problems such as the foreign language demands when reading academically, properly. Moreover, recommending teachers to keep in mind the instructional and pedagogical implications before, while and after conducting research studies is important in order to increase their own research and learning experiences.
Furthermore, since there was no a specific model suggested for instructing the students who participated within this research study, the commonalities among authors such as Strevens (1977) who provided ways to make EAP courses specific, and Atai (2006) who argued that a general concern EFL/EAP courses have to face are based on grammar-translation; thus, their concepts and information were highly considered. Moreover, Atai (2006) who conducted a study with Iranian college students, included translation as a dominant activity the participants' for such study performed. Furthermore, issues involving the medium of instruction in the EAP reading courses that Atai (2006) assessed, the urgency for working with a collaborative EAP methodology, and the teacher-oriented activities, dominated the EAP short-course instruction provided within this research study. Besides, the development of this research study aimed to overcome those issues the previous author established by planning classes' instruction in advance. However, the participants of this research study provided translation related data as the bias they got, since they used to consider such tool as a primary goal.

Finally, foreign language readers required more than word decoding aiming to comprehend texts related to their own academic field; thus, word decoding enhanced problem solving for vocabulary and key word issues; although, this was not the unique tool participants used. Therefore, it would be interesting to know more about the theoretical implications resulting from similar studies to the one presented in this paper. In addition to this, the fact of taking training in order to conduct EAP courses and reading comprehension strategies instruction is also being considered for later professional growth. Moreover, it is also important to share that this study would have a major impact if it were conducted in a setting with proficient foreign language participants; thus, participants would not be concerned on the new vocabulary, evidencing exclusive attention to the reading comprehension strategies instructed.

Accordingly, the following research questions are proposed for further studies: Which are the reading comprehension strategies used among skillful and non proficient English language readers from an EAP course? Which are the bottom-up and top-down strategies that EAP English proficient students use when reading? How does content-based instruction foster EAP reading? How does the text as a vehicle for information (TAVI) work with the readers' understanding when reading in EAP?
8.3 What I learnt from the process.

Acting as a reading comprehension strategies instructor in an EAP Short-Course, class instruction observer, and researcher, enriched my academic and professional experiences through the exposure to real students, real situations and responsibilities evidenced during this research study development.

First of all, being exposed to college students who were mature and responsible for their own learning development, represented advantages and difficulties throughout the whole research study. Hence, searching the participants for the current study was a demanding task professor Jose Carlos Giraldo, the teacher in charge of directing the subject “Fisiología Humanística” collaborated with. In fact, he allowed me a few minutes of one of his classes in order to conduct the questionnaire with the possible participants for this research. After obtaining the answers for the questionnaire conducted, it was necessary to get back to such class in order to re-arrange the schedule for the classes’ instruction conducted, due to some students’ lack of interest and time availability. Finally, had been taken part of every action within this study presented a moral which motivates participants and researcher to continue evolving, as noticed when there was good rapport with the participants who collaborated actively in this research study. Moreover, biases and commonalities people accept when sharing their college experience with a limited bunch of people were broken down language by deleting language and social barriers; as a result, socializing with different people from different programs within the same university, was possible.
9. LIMITATIONS.

Limitations and work issues during the development of this research normally appeared. Moreover, study difficulties involving the participants, the searching of theory to support this study, university’s strike, technical problems, and lack of communication among the researchers’ team, were faced.

On the first place, it is important to mention that organizing the participants and the classes’ instruction schedule, took much more time than the expected. The previously issue revealed the participants’ university schedules which were really tight. Moreover, there were a couple of classes’ instruction cancelled at the very last time, and some others in which the lesson plan previously prepared was not completely covered because of the academic responsibilities the participants had; thus, the participants needed to finish before the established time. As a result, some participants were absent during one or two classes’ instruction.

Furthermore, the fact of searching for studies and articles related to this research study, made the fact of teaching reading comprehension strategies a stressful and time demanding activity, but at the same time an enriching experience. The previously stated information is justified because during the classes’ instruction the participants’ mother tongue (Spanish) and foreign language (English) were supported by body language when teaching, since knowing that the participants were previously exposed to such foreign language but they were not English proficient, required teachers to use body language too. In addition, the teacher in charge invested a lot of time preparing classes’ instruction because there were no certificates naming any of the teachers in charge as experts EAP teachers or reading comprehension strategies instructors.

On the third place, involving the participants’ vacations and university’s strikes, it is also important to consider the starting date for beginning with the data collection, which in fact was conducted approximately three or four months before finishing the first semester calendar of 2010. Unfortunately, by the half of this period the public university in which the current study was taking place, was involved on a strike; as a result,
the participants were not allowed to attend their ordinary classes, neither asked to attend the classes' instruction this study offered to them. Consequently, those classes were re-arranged and later developed.

Furthermore, issues with the video-taped instructions also appeared. Hence, there were a pair of video-tapes damaged or lost due to technical issues with the video camera; nevertheless, the files containing video-taped instructions in good condition were saved in order to support the field notes carried out.

On the next place, it is also relevant to mention that the lack of communication among the researchers' team, provoked the researchers' team to split; despite of the fact of establishing and recognizing commonly stated norms aimed to enhance this research development. Unfortunately, working together throughout the whole process was not possible anymore.
10. CONCLUSION

During the development of this research study a variety of issues emerged to either enrich or limit it. As a result, the use of think aloud meant a resourceful method in order to gain the students answers to questions by exploring the participants' thoughts, opinions outcomes and understanding while facing foreign language texts after receiving reading comprehension strategies instruction in English. In addition to this, the ideas and doubts the participants provided for the findings section allowed them to construct and reinforce their understanding by also working collaboratively; even though they were not instructed about thinking out loud or required to work collaboratively most of the times.

On the other hand, throughout the instruction provided during this study and reading comprehension strategies application, the students participated actively in their own reading process, as shown within their interventions, evidenced in the findings samples. Nevertheless, the participants relied on their mother tongue, Spanish when needed or required, they also confirmed their understanding, asked questions or summarized what they read or reread, enriching their own comprehension by establishing meaningful associations between their previous knowledge and the new vocabulary driven from the foreign language texts the participants were exposed to. The previous also supported by the evidence involving the participants trying to explain a concept or solving a doubt regarding of their texts. Consequently, whenever the participants needed to confirm information from the English text or instructions offered by the teacher, they requested about it.

Finally, when providing reading comprehension strategies within an EAP short-course instruction, there was a concern about the foreign language exposure the participants had. In fact, for this study there were no proficient English participants, as evidence in the participants' section. Nonetheless, the use of reading comprehension strategies taught, did not totally differ from the ones the participants applied when reading in their mother tongue, as showed in the findings' section in comparison to the answers provided within the questionnaire conducted before instruction; consequently, some reading comprehension strategies revealed before the development of the current research study, matched the ones used during the classes' instruction.
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11. APPENDIXES.

11.1 Appendix A.

Cover of the Journal magazine and article sample.
11.2 Appendix B.

Lesson plan and material.

<table>
<thead>
<tr>
<th>STAGE</th>
<th>AIM</th>
<th>PROCEDURE</th>
<th>TIME &amp; INTERACTION</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Warm-up Name</td>
<td>Memorizing Game</td>
<td>The teacher will get the students by identifying their names and the Ss will have a confident environment with the teacher.</td>
<td>Whole group &amp; Individual interaction 15 min</td>
<td></td>
</tr>
<tr>
<td>EAP short-course program presentation</td>
<td>Ss. will know and will be able to use the vocabulary for the class, since it is an English spoken class.</td>
<td>The T will provide the Ss. a copy with the program of the course. The Ss will read it along the T. Finally the T will provide the Ss. some vocabulary for the class, such as: could you repeat please? What does mean? Etc.</td>
<td>T-Ss interaction Whole group interaction 15 min</td>
<td></td>
</tr>
<tr>
<td>Peer-reading activity</td>
<td>Ss will be able to identify the main idea from the reading without knowing the meaning for every single word.</td>
<td>The Ss will be required to organize themselves in pairs and read a passage from the article &quot;Scientists Identify Key Protein in Mitochondria in Energy Regulation&quot; and will be asked to share what they think the text is about (Scanning Strategy) (Think aloud)</td>
<td>Whole group interaction Group interaction 15 min</td>
<td></td>
</tr>
<tr>
<td>Rereading activity</td>
<td>Ss will be able to identify English words establishing the relation among their L1 (Spanish) and English.</td>
<td>After getting some general ideas, the Ss will identify some of the words they found similar to words in Spanish (Scanning Strategy). The T will write the list of such words on the board and will ask them to look for the meaning just of those words that are not relatives to words in Spanish on a monolingual dictionary, if necessary. Finally the T will present the vocabulary that seems to be difficult for them and will ask the Ss to reread but this time the complete article.</td>
<td>Whole group interaction Group interaction 15 min</td>
<td></td>
</tr>
<tr>
<td>Answering questions</td>
<td>Ss will be able to reinforce the scanning strategy they previously applied.</td>
<td>Ss will be required to answer to the questions they got at the end of the reading (Scanning Strategy) such as: What does the key metabolic pathway involve? What is acetylation? etc.</td>
<td>Group interaction 15 min</td>
<td></td>
</tr>
<tr>
<td>Summary</td>
<td>Ss will be able to recognize the name of the strategies they learn how to use.</td>
<td>The T will present the characteristics and differences skimming and scanning have by recalling the activities they just performed and in the following class they will go deeper into think about processes and cognates recognition.</td>
<td>T-Ss interaction</td>
<td></td>
</tr>
</tbody>
</table>

Results:

Who was not able to complete the exercise test protocol at 70w and was excluded from the data analysis for this test bout?

What did decline by a greater magnitude in girls?

What was apparent in the initial analysis and failed to achieve statistical significance?

Discussion:

What was hypothesized?

In one of the findings, which is the primary determinant of recovery responses and not necessarily an explanation for differences between boys and girls?

When is observed the difference ranging from 7 to 9 beats·min⁻¹ in girls?

Which are the limitations of the study?

---

The study population comprised of 256 individuals. As the general population 112 individuals, who were found to consume a diet retaining less than 800 mg of calcium.

The excluded population was:
1. dancer who
2. dancer who refused the blood test or BMD measurements
3. dancer who did not complete all baseline measurements
4. dancer who did not have 25 (OH) D data available because of technical reasons

The study was approved by the institutional...
Reading Comprehension Strategies within an EAP Short-Course.

11.3 Appendix C.

11.3.1 Questionnaire Participant E.

1/ ¿Alguna vez ha tomado cursos de inglés?
  SI ☐ NO ☒

2/ ¿Está tomando cursos de inglés ofrecidos por la universidad? Si su respuesta es afirmativa, en qué nivel de curso se encuentra?
  SI ☐ NO ☒

Nivel:
  ☐ Educación Básica Secundaria 6-9
  ☐ Educación Media Secundaria 10-11
  ☐ Educación Superior

3/ ¿Alguna vez ha leído un libro escrito en inglés? Si su respuesta es afirmativa, ¿cuándo?
  ☐ Educación Básica Secundaria 6-9
  ☐ Educación Media Secundaria 10-11
  ☐ Educación Superior

4/ ¿Conoce la existencia de estrategias de comprensión de lectura?
  SI ☐ NO ☒

¿Cuáles?

5/ ¿Qué concepto tiene de estrategia de comprensión de lectura?
  ☐

6/ ¿Es Ud. Consciente del uso de estrategias de comprensión de lectura mientras lee en su lengua nativa (Español)?
  SI ☐ NO ☒

7/ ¿Cuál es la estrategia de comprensión lectora que más usa mientras lee en Español?
  ☐

8/ ¿Está cursando esta materia por segunda vez?
  SI ☐ NO ☒
11.3.2 Questionnaire participant Y.

NOMBRE: [Name]  E-MAIL O CEL: [Email or Cell]

1/ ¿Alguna vez ha tomado cursos de Inglés?
   SI [ ]  NO [ ]

2/ ¿Esta tomando cursos de inglés ofrecidos por la universidad? Si su respuesta es afirmativa, en qué nivel/curso se encuentra?
   SI [ ]  NO [ ]
   Nivel: [Add level information]

3/ ¿Alguna vez ha leído un libro escrito en inglés? Si su respuesta es afirmativa, ¿cuándo?
   [ ] Educación Básica Secundaria 6-9
   [X] Educación Media Secundaria 10-11
   [ ] Educación Superior

4/ ¿Conoce de la existencia de estrategias de comprensión de lectura?
   SI [ ]  NO [ ]

¿Cuáles?

5/ ¿Qué concepto tiene de estrategia de comprensión de lectura?
   [ ] Son grupos que establecen para dar a entender de manera fiable actividades que ofrecen para mejorar la comprensión de la lectura.

6/ ¿Es Ud. Consciente del uso de estrategias de comprensión de lectura mientras lee en su lengua nativa (Español)?
   SI [ ]  NO [ ]

7/ ¿Cuál es la estrategia de comprensión lectora que más usa mientras lee en español?
   [ ] hacer resúmenes conceptuales  [ ] leer palabras clave o un resumen

8/ ¿Está cursando esta materia por segunda vez?
   SI [ ]  NO [ ]
11.3.3 Questionnaire participant NA.

1. ¿Alguna vez ha tomado cursos de inglés?
   Sí ☑️ NO 🆕️

2. ¿Está tomando cursos de inglés ofrecidos por la universidad? Si su respuesta es afirmativa, en qué nivel/cursó se encuentra?
   Sí ☑️ NO 🆕️
   Nivel:
   ☑️ Educación básica secundaria 4-9
   ☑️ Educación media secundaria 10-11
   ☑️ Educación superior

3. ¿Alguna vez ha leído un libro escrito en inglés? Si su respuesta es afirmativa, ¿cuándo?
   ☑️ 4º año de secundaria
   ☑️ 1º año de secundaria
   ☑️ 1º año de secundaria

4. ¿Conoce la existencia de estrategias de comprensión de lectura?
   Sí ☑️ NO 🆕️
   ¿Cuáles?

5. ¿Qué concepto tiene de estrategias de comprensión de lectura?

6. ¿Está Ud. Conociente del uso de estrategias de comprensión de lectura mientras lee en su lengua nativa (Español)?
   Sí ☑️ NO 🆕️

7. ¿Cuál es la estrategia de comprensión lectora que más usa mientras lee en Español?
   ☑️ identificar habilidades de escritura
   ☑️ identificar habilidades de lectura

8. ¿Está cursando esta materia por segundo vez?
   Sí ☑️ NO 🆕️
11.3.4 Questionnaire participant N.

¿Alguna vez ha tomado cursos de inglés?

- Sí [X]  - No [ ]

¿Ha leído un libro escrito en inglés? Si su respuesta es afirmativa, ¿con qué nivel se encuentra?

- Educación Básica Primaria 1-6
- Educación Media Secundaria 7-11
- Educación Superior

¿Cree que la existencia de estrategias de comprensión de lectura?

- Sí [X]  - No [ ]

¿Qué concepto tiene de estrategia de comprensión de lectura?

No [X] - Sí [ ]

¿Usa Ud. Consiente del uso de estrategias de comprensión de lectura mientras lee en su lengua nativa (Español)?

- Sí [X]  - No [ ]

¿Cuál es la estrategia de comprensión lectora que más usa mientras lee en Español?

- Lectura rápida [X] - Ideas principales [ ]

¿Echa mayor esta materia por segunda vez?

- Sí [X]  - No [ ]
11.3.5 Questionnaire participant G.

NOMBRE: [Name]  EMAIL O CEL: [Email or Phone]

1. ¿Alguna vez ha tomado cursos de inglés?
   SI [X]  NO [ ]

2. ¿Esta tomando cursos de inglés ofrecidos por la universidad? SI su respuesta es afirmativa, en qué nivel/área se encuentran?
   SI [X]  NO [ ]
   NIVEL: [ ]

3. ¿Alguna vez ha leído un libro escrito en inglés? Si su respuesta es afirmativa, ¿cuándo?
   SI [X]  NO [ ]
   [ ] Educación Básica Primaria 4-5
   [ ] Educación Media Secundaria 10-11
   [ ] Educación Superior

4. ¿Conoce de la existencia de estrategias de comprensión de lectura?
   SI [X]  NO [ ]

5. ¿Qué concepto tiene de estrategias de comprensión de lectura?

6. ¿Ud. Conoce el uso de estrategias de comprensión de lectura mientras lee en su lengua nativa (Español)?
   SI [X]  NO [ ]

7. ¿Cuál es la estrategia de comprensión de lectura que más usa mientras lee en Español?
   Leer luego hacer inferencias de lo más importante.

8. ¿Ha tomado este curso por segunda vez?
   SI [X]  NO [ ]
11.4 Appendix D.

Semi-structured interview conducted and analyzed after the instruction.

- ¿Qué piensa acerca de la implementación de sesiones que incluyen estrategias de comprensión de lectura para el análisis de artículos similares al de su escogencia?
- ¿Encontró alguna relación entre los artículos en Inglés a los se encontraba expuesto (a) y la implementación de sesiones que incluyan la enseñanza del Inglés y estrategias de comprensión de lectura? ¿Cuáles?
- Describa su propia experiencia a través del curso corto de inglés para propósitos académicos.
- ¿Tiene Ud. alguna sugerencia que desee aportar para mejorar el tipo de instrucción recibida?

11.5 Appendix E.

Statistics from the questionnaire conducted before instruction.

- ¿Alguna vez ha tomado cursos de inglés?
  - Sí: 40%
  - No: 60%

- ¿Ha tomado cursos de inglés ofrecidos en la Universidad?
  - Sí: 60%
  - No: 40%

- ¿Conoce de la existencia de estrategias de comprensión de lectura?
  - Sí: 100%

- ¿Es Ud. consciente del uso de estrategias de comprensión de lectura mientras lee en su lengua nativa (Español)?
  - Sí: 60%
  - No: 40%
11.6 Appendix F.

Field note sample.

English Comprehension Strategies within an EAP Short-course

Date: Monday April 12th, 2010.

Time: 2 pm to 3:30 pm

Classroom: Y- 406

Teacher : Karol Adrian Meza Cataño

Observer: Derly Catherine Yalma Ardila

Number of students: 1

This afternoon is very hot and sunny, the “Y” building is almost empty, there is a sound of what might be a machine because of the construction that is taking place in the building next the “Y” building. Also, we are able to hear some music from the “H” building. It is 2:15 and inside the room there is just one student, his name is ‘Nelson” and he is sitting in front of the teacher. ‘Nelson”is a tall young man, he is white, he has some scars in his face of what might be acne; he is wearing a cap, a t-shirt, trousers and tennis.

The only student in the attendance list that showed up was “Nelson”; thus after waiting for a while the teacher decided to begin with the class. At 2:25 the Teacher was giving an explanation of what was seen for the very first time during class 1 “Skimming and Scanning”

Teacher: “You must read from obesity to function, you have 5 minutes” while he sits down next to “Nelson’s chair” while putting his hands on the same desk.

Nelson : “La actividad fisica” (while pointing with his finger to his text).

Teacher: The research needs to have more studies about older people and women.

Nelson: ”Que es Elderly?”

Teacher : “Elderly people means people who are older than 65 years old. The article explains about the causes of cancer despite of obesity and lack of fitness who do not practice any sports .. now I need you to find the words that have similar meanings with the ones that are written in Spanish.”

Nelson: “In the whole?”

Nelson: “In the whole thing?” He added for calling teacher’s attention since he was taking a look to the paper “Nelson” was reading

Nelson: “According? que dice aca… es como de acuerdo a” (Staring at the teacher)…

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12. REFERENCES


Reading Comprehension Strategies within an EAP Short-Course.


