REVIEW INFORMATION THAT ADRESSES THE TOPIC OF ANGLOPHONE CULTURE LITERATURE AND READING COMPREHENSION IN THE EFL CLASSES

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PEREIRA, RISARALDA

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Trabajo de grado como requisito para optar el título de licenciada en bilingüismo con énfasis en inglés

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Abstract

Implementing anglophone culture literature in classrooms can be useful for EFL students to enhance their reading strategies and expand their cultural knowledge while they connect their own life experiences with the content provided in the different types of literature materials. This monograph is a qualitative study since it seeks to analyze different results once learners prove their reading comprehension development process through anglophone culture reading exercises. This study is also a bibliometric analysis because of the usage of qualitative methods used to analyze content, references, citations, and authorships of different publications. Based on this, there are no research questions or participants. Regarding Diodato (2012), the technique to be followed in this research, to gather information, is setting up the premises as explained as follows: The regarded topic for this study is to review anglophone culture literature to improve reading skills; this study is taking into consideration two key languages to find information such as English and Spanish; Some academic journal sources such as Íkala, Revista de Lenguaje y Cultura, and Revista Colombiana de Educación will be considered to establish the search of information. Other techniques used to collect information are searching, evaluating, and analyzing the criteria and results. With this monograph, I expect to stimulate research regarding the usage of anglophone culture literature in EFL classrooms to improve students' reading skills.

Keywords: Anglophone culture, EFL learners, English literature, literature, types of literature, reading comprehension.

Resumen

La implementación de la literatura de la cultura anglófona en los salones de clase puede ser útil para los estudiantes de inglés como lengua extranjera para mejorar sus estrategias de lectura y expandirse en su conocimiento cultural mientras conectan con sus propias experiencias de vida con el contenido proporcionado en diferentes tipos de materiales literarios. Esta monografía, es un estudio cualitativo ya que se busca analizar diferentes resultados una vez que los educandos prueban su proceso de desarrollo de la comprensión lectora a través de ejercicios de lectura de la cultura anglófona. Este estudio es también un análisis bibliométrico debido al uso de métodos cualitativos utilizados para analizar contenido, referencias, citas y autorías de diferentes publicaciones. Basado en esto, no hay preguntas de investigación o participantes. En cuanto a Diodato (2012), la técnica a seguir en esta investigación para recopilar información es la configuración de las premisas como se explica a continuación: el tema considerado para este estudio es revisar la literatura de la cultura anglófona para mejorar las habilidades de lectura, en este estudio se está tomando en consideración dos idiomas clave para encontrar información como son el inglés y el español; algunas fuentes de revistas académicas como Íkala, Revista de Lenguaje y Cultura, y Revista Colombiana de Educación serán consideradas para establecer la búsqueda de información. Otras técnicas utilizadas para recolectar información son la búsqueda, evaluación y análisis de los criterios y resultados. Con esta monografía, espero estimular la investigación sobre el uso de la literatura cultural anglófona en las aulas de inglés como lengua extranjera para mejorar las habilidades de lectura de los estudiantes.

Palabras Clave: comprensión de lectura, cultura anglófona, aprendices de inglés como lengua extranjera, literatura inglesa, literatura, tipos de literatura.

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Dedicatorias

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Justification

Anglophone is understood as a term that belongs or refers to an English-speaking population where other languages are spoken too. Otherwise, culture means the beliefs, values, languages, communication, attitudes, and practices that people have in common in order to define themselves as part of a community. Both concepts are linked to talk about anglophone culture and its impact around the world, especially in those English-speaking countries. Currently, anglophone culture is considered in every single English country as the history, holidays, sports, literature, poetry, music, dance, architecture, and visual arts; these features are the achievements English country citizens are proud of. To illustrate this, the United States anglophone culture expresses their traditions and costumes imported and developed by colonization and immigration. In this order of ideas, it is valid to state that anglophone culture has relevance in EFL learners since it provides a cultural English background about the target language to be learned, like what is stated by the CETAPS organization (n.d). Using anglophone culture texts in the EFL teaching-learning process also generates benefits in the learners' language proficiency since they help students to improve their English through reading skills by using activities that foster their critical thinking and increase their cultural knowledge.

In addition, Implementing anglophone culture readings in the classrooms allows students to utilize strategies such as predicting, questioning, making inferences, retelling, and others to gather general and specific information from the texts to improve their English reading skills. While they make use of these reading comprehension strategies, they are expanding their cultural knowledge by learning new vocabulary, expressions, and content. Although this study seeks the English language improvement through anglophone culture material, motivational factors must

be taken into consideration in further research to ensure learners apply this English language reinforcement through anglophone culture texts.

Anwar (2012) in his research "Using Literature in Reading English as Second/Foreign Language" concluded that the usage of literature as a resource for reading activities in the target language has the same effects as in the native one. He also states that the integration of literature in the L2 generates a learning environment with the capabilities of providing comprehensible input and low affective factors.

Some initiatives around the world have been developed regarding anglophone culture to provide material that people can use to improve different areas of knowledge. To illustrate some of them, it is useful to look at some international organizations that have been working on anglophone culture like those found in the University Libraries of the University of Toledo. This university counts with a compilation of some organizations such as The Academy of Poets where there are recognized poets like Kemi Alabi. She is well known for her poetry collections like *"Against Heaven"* that is scheduled for publication in Spring 2022. On the other hand, it is important to mention the Popular Culture Association that encourages studies about popular culture by providing conferences, publications, and discussions in different places of the world. A good example of it can be *"The Journal of American Culture"* which integrates studies about American literature, and history with the popular and ordinary American life to generate an American culture analysis.

The inclusion of Anglophone cultures in the English language classes has not been an exception in our country. In the Colombian context, Gómez (2015) stated in his research that literacy texts have many functions that facilitate students to expand their knowledge about other cultures and to comprehend different human behaviors and experiences from other countries.

Furthermore, they have a huge influence on the elaboration and practice of critical thinking while influencing the elaboration and practice of the communicative competence that is fundamental for the development of the learner's communicative competence. A part of this exists an initiative called book club that allows people from different regions to create, publish, and discuss their appreciation regarding literature. Some of them are: "Club de Lectura Urbano", "Café y Libro", "Cata de Libros en Medellín", and "Lectores Anónimos Bogotá". In a study developed by Hoyos (2012) they concluded that the culture is not absent from the different classroom scenarios that they observed throughout this research. Instead, they stated that culture was implicitly involved and used to teach content linguistic features and the rehearsal of the target language of study.

Similarly, Ateortua, Serna, & Serna (2017) determined that the implications of literature in the students' learning process of a public school in Pereira, Colombia had positive effects in terms of effective reading strategies, incrementation of motivation, and acquisition of new cultural knowledge. Furthermore, based on their research results, they claimed that the usage of literature in teaching environments allowed students to make great use of their own life experience and imaginary creativity in multiple scenarios exposed in the stories. As a result, it was also evidenced that the learners' motivation and interest were a clear determinator to increase their participation and reflections during the lessons. In this same region, it can be found a reading initiative boosted by the Colombo Americano English Institute. They seek to promote the people's imagination through the exploration of anglophone culture literacy materials that, at the same time, will enhance them to create good reading habits. On the other hand, the PLUS research seedbed from the Universidad Tecnológica de Pereira, coordinated by Professor Sandro

Echeverry, has a project focused on teaching anglophone culture literature to students at Instituto Kennedy.

The previous organizations and research are important to be mentioned since they provide a contextualization about how literature is being implemented in reading processes not only in the international setting but also in the national and regional. It is the basis to motivate researchers to seek more information regarding the lack of reading strategies and the type of literature to be implemented with students based on their contexts and preferences. Although some initiatives like "café y Libro" and "Cata de Libros en Medellín" are focused on using Anglophone culture literature to improve the language users' communicative competencies, there is not being taken in mind reading comprehension strategies. On the other hand, in regional initiatives such as the Colombo Americano one, there is not much research that explores the inclusion of anglophone culture texts in the improvement of reading comprehension in Colombia and in Pereira based on this initiative; therefore, there is a need of developing studies that deeply explore the connection between Anglophone culture and the improvement of the reading skill.

Hence, the purpose of this monograph research is to review articles that reflect on the implementation of anglophone culture in the EFL Colombian context and measure the reading comprehension outcomes resulting from that implementation. At this stage in the research, Literature was generally defined by Rexroth (2020) as a body of written works important when learning a language. Therefore, this monograph is emphasized on exploring the different approaches such as the lecture and reading based for teachers to design their reading activities. It also seeks to look for the different types of English literature that are linked with the appropriate reading strategies, which will allow students to explore and expand their cultural knowledge while improving their reading skills. In the field of teaching, educators will be more engaged in

the usage of anglophone culture literature at the moment of designing their lessons. It can be the base for them to rehearse their students' language proficiency as in the reading skill.

General Objectives

- To review the information and Colombian authors that address the topic of anglophone culture literature in the EFL classes.

Specific Objectives

- To explore reading comprehension strategies that are immersed in anglophone culture literature.
- To identify different textual experiences in different anglophone culture readings.

Literature Review

Reading about anglophone culture will allow second language learners to improve their reading proficiency and expand their knowledge about the target language in terms of history. Anglophone literature is the basis that can explain the origins and the evolution of the language and the implications it has had in their speakers' culture. For this reason, this chapter cites some research studies such as *An Integrated Approach to Teach Literature in an EFL Classroom* by Yimwilai (2015), *Literacy Through Literature: Motivating at/risk students to read and write* by Gentile, Lance M.; McMillan, Merna M. (1990), *An Integrated Approach to Teaching Literature in an EFL Classroom* by Al-Mekhlaf, (2018), and *Literature in EFL:*

Beyond Language Learning by Rincon, L. J. (2013). All of them are focused on the implication of literature in the teaching process regarding critical thinking skills, the attitude toward learning English through this type of text, and the importance of motivation in students in the teaching and learning process. Furthermore, they provide information about learning and reading comprehension strategies considering the frequency of interaction with readings, places, and the sort of material to be explored.

To analyze the impact of literature on the teaching process, we took into consideration the research *An Integrated Approach to Teach Literature in an EFL Classroom* by Yimwilai (2015). This author studied the influence English literature had in classrooms with English Foreign Language students regarding their achievements, critical thinking skills, and attitudes towards reading this material. For this study, 78 Thai students were selected at two universities in different geographical locations such as Bangkok and Pathum Thani. The purpose of these places was to see how different environments and cultures would ensure the reliability and accuracy of the results.

The participants were divided into two groups, they were the experimental and the control. Then, a lesson plan with three stages was designed to teach literature using the integrated approach. The first stage, named Language consideration, was assigned a literary text that had to be read at home using vocabulary items with cultural meanings. In the Cultural Consideration stage, some necessary background and cultural information were provided to the class through a pre-reading process. In the last stage, Enrichment Consideration, a discussion was held under the tutor's guidance as well as some post-reading activities based on writing and language.

After this process, an achievement test was developed to compare the literature knowledge of both groups. In the same way, another test was also administered to measure their critical thinking skills such as understanding; analyzing arguments, claims, or evidence; making inferences using inductive or deductive reasoning; judging or evaluating and making decisions or solving problems. Finally, a set of questionnaires with 15 items related to opinions, feelings, and inclinations to action, were prepared to study the students' attitude toward reading the literature. The data collected from these tests were scored by using a scoring rubric adapted from Peter Facione and Noreen Facione's Holistic Critical Thinking Scoring Rubric.

Once the methodology was applied, the information collected, and the data analyzed, the results showed that there was a similarity between the two universities regarding the effectiveness of the integrated approach. For instance, the achievement scores of the students in the experimental groups were significantly higher than those of the control groups. Comparing the pre-test and post-test scores, it showed that the post-test scores of both groups were significantly higher than the mean pre-test scores in the Pathum Thani University. At Bangkok University, the improvement of the experimental group was significantly higher than that of the control group. On the other hand, the attitude toward reading literature of the students in the experimental groups at both universities was significantly higher than those of the control groups.

Based on the previous results, this study proved that the integrated approach was effective to boost students' reading skills and that can be applied to students with different levels of English proficiency, environment, and cultures. It also inculcates positive attitudes and enhances students' academic achievement towards their reading and critical thinking skills. Literature through the three stages, Language, Cultural, and Enrichment Consideration assisted students in

acquiring language knowledge effectively and facilitated their cultural competence and interpretative abilities in order to develop better foreign language competence. This study concludes that teaching literature in EFL classrooms can be useful to students if it is taught properly and literature instructors and educators should consider the benefits of the integrated approach.

The previous study states that literature can be used as an integrated approach in the English teaching-learning process if it is taught correctly; however, it will not be completely effective if the motivational factor is not being considered in the procedure. The following research *Literacy Through Literature: Motivating at/risk students to read and write* is important to be cited since it allows us to know how relevant the motivation role is in the teaching process of literature. It was written by Gentile, Lance M.; McMillan, Merna M. (1990) in a format of solving 10 questions related to "at-risk students" teachers usually ask. The authors seek to explore some of the motivational problems that affect those types of students when developing literacy. First, they give the definition of an at-risk student, the authors cited Ralph (1989) who defined these students as the ones that due to several difficulties in some skills are most likely to drop out of school.

This guided the authors to another question which is: Why is motivation so influential when teaching these skills to students? The answer they gave was that motivation is a factor that affects all the students, but those learners who already failed in a writing or reading task before will be more affected and motivation will be even more important for them. Another question was the type of reward that will lead these at-risk students to be more motivated. The answer is yes, there are tangible and intangible rewards, being the former a promise of reward that will decrease their anxiety levels at the moment of completing the task. It is important to highlight

that one of the educator's purposes should be to lead students to motivate themselves without the necessity of rewards.

Finally, the authors expressed that the educator itself is another important factor for students. Teachers play a role as a model for learners and they should be qualified in some aspects such as the desire of teaching reading English literature to those students, or simply the fact that the tutor really enjoys, or at least likes his job; if the educator does not qualify in any of those points, he would not be a model for the at-risk student and in the end, pupils will not be motivated to work those skills with him, basically, they became part of the problem. It is necessary to provide different types of English literature to increase students' motivation by considering their personal interests and the moment of using these literacy sources.

It is evident, in the previous study, that being a qualified teacher is highly crucial for students to be motivated at the moment of improving their reading skills. This qualification can be also measured by the usage of appropriate teaching strategies and resources to keep learners enhancing their reading proficiency. It can be seen in the following research *"An Integrated Approach to Teaching Literature in an EFL Classroom"* where it measures the students reading skills that are expected to be a B2 level and examine their performance in tasks related to this skill. Al-Mekhlaf, (2018) develops this study with students at Sapientia Hungarian University of Transylvania, Faculty of Technical and Human Sciences, and most of them take part in a teacher training program as well. Although, all the students should have the expected English proficiency, some of them may face difficulties due to the inadequate techniques applied to learn the target language such as reading comprehension tasks.

For this study, a survey related to reading habits and reading strategy awareness was designed regarding the language to be learned through academic textbooks written in English. A

test was also created to evaluate their comprehension level. In the first stage of the survey, the students answered some questions about general information like name and age. Then, a reading was provided to check how difficult it was for them to comprehend the information, check how often they visit libraries, and the sort of material searched to improve or study their English proficiency. This survey allowed tutors to measure three different categories. For instance, global reading strategies, problem-solving strategies, and support strategies.

The results showed that 84 percent of learners look for entertainment material online or in printed media like literature, novels, and short stories. On the other hand, 16 percent of them read academic texts such as articles, essays, textbooks, and monographs written in English. In terms of learning activities or strategies, the students preferred information about reading instead of grammar, vocabulary, listening, speaking, or writing.

After analyzing the collected data, the author concludes that some of the students must be engaged and supported under the teacher or professor's guidance to enhance their reading performance. In the same manner, it is necessary to encourage them to use libraries frequently and explore more academic texts related to their studies since it will allow them to be prepared for their future career. Due to some of them being formed to be teachers as well, they will have to be conscious of the importance of reading comprehension skills and techniques in language teaching.

As it was mentioned in the previous research *An Integrated Approach to Teaching Literature in an EFL Classroom* the engagement and the support that tutors can provide to learners through well-designed tasks will be strategic to guide them to enhance their reading performance. It can be evidenced in the following research *Literature in EFL: Beyond Language Learning* by Rincon, L. J. (2013) where the author's study purpose is to go to a literature based

EFL process to comprehend the dynamics and practices that can involve these types of language learning programs. He also mentions three stages that are managed in classroom activities, which are considered reading skills: Pre-reading, while reading, and post-reading, each one of them has different strategies considering the principles of a reader.

This is a qualitative study developed in seventh grade in a private school in Bogotá, Colombia, where the institution promotes educated gentlemen, competent honest professionals, citizens, and national leaders. This research included, as a population, three groups of students from seventh grade that have been in a literature-based program since preschool. By using audio recordings in small groups of discussions, teacher's journals, and responses to literature logs, Rincon could collect information where the learners could express their feelings, emotions, life experiences, knowledge, and their own cultural background.

In the findings of this research, the students' voices, comments, ideas, and personal reactions about literary texts and/or topics in relation were taken into consideration. For instance, through students' anecdotes, some links were established between the reading and real-life happenings either historical or events that are currently taking place. Some of those events are related to politics, social life, and specific experiences. Another finding visible in this study states that students identified and comprehended ideas and thoughts about what is right or wrong, and the messages conveyed in the reading. On the other hand, the authors cited Aebersold and Field (1997) to conclude that dynamic and interactive procedures are the results of the reading process in the second language as it was evidenced when students related their knowledge with the reading material.

Last, Rincon concluded with this study that the connection between literary resources and people's attitudes, behavior, feelings, and emotions encourages students to reflect on the human

troubles that occur in daily life. He also mentioned that if their personal experiences and cultural backgrounds have a role in literature based EFL learning and teaching processes, their motivation increases, and their target language becomes more meaningful and appealing in the classroom.

After reading this chapter, it is valid to conclude that teaching folk literature through language, English in this case, can be applied to learners who have different levels of proficiency, environment, and cultures. It also promotes positive attitudes and improves students' academic achievement and critical thinking skills. In terms of motivation, the teacher plays an important role since he/she promotes the learning process in the class through diverse and attractive activities. Likewise, the well-designed reading tasks in the classrooms are very important to encourage students and improve their reading comprehension skills. Reading is one of the receptive skills that does not have enough proficiency in a context where learners have a lack of motivation. This is the reason why this project is seeking to involve anglophone culture to improve not only their reading skills in English but also their knowledge about the target language. The studies previously cited, support the aim above since they provide information about how literature can be taught to learners with different English language proficiency, how motivation implies in the learning process, and how well-designed reading activities can influence the improvement of the reading skill.

Conceptual Framework

In the following paragraphs, there will be a theoretical foundation that will support the purpose of this project and those definitions of the main concepts like literature and reading that build the body of this study. In the same way, there will be sub-concepts such as literature approaches, types of English literature, types of classical literature, macro, and micro components of reading skill, reading strategies, how to plan classes with reading skills, and another important concept like reading activities. These concepts and sub concepts will allow us to reflect, know, and understand the basis to involve literature content to improve the students' reading skills.

1. **Literature**

   1.1 Definition.

literature is functional for learners to progress and succeed in their critical thinking capacity. Nowadays, literature is considered an important factor when learning a language; for instance, according to Rexroth (2020) literature is a body of written works. This can lead us to the certainty that literature is mainly the basis of all of our world of words. Thanks to these literary texts, learners are capable not only to express their own world through written compositions but also to achieve their learning goals based on their attitudes and capabilities. Literature is also taken as a determining factor to work on some students' learning outcomes. Yimwilai (2015) presents related ideas when studying the influence that the English literature had in classrooms with English Foreign Language students regarding their achievements, critical thinking skills, and attitudes towards reading this material. We can find

that; literature can not only be the basis but also be the determining factor to manage our students' interests and differences. The same focus is developed by Boell and Cecez-Kecmanovic (2014) when they state that the quality of the students' learning process depends on the literature review process. Once students have authentic and enriched literature material in their classes, they will be able to be engaged in a learning environment with high-quality outcomes. It is important to highlight that to achieve these good students' outcomes, literature approaches must be considered in each lesson to guarantee appropriate content and language English input.

1.2 Approaches to Teach Literature.

In the teaching field, there are sort of Approaches that teachers must use in order to have a consistent teaching practice focused on instructing-learning methodologies. "Teaching literature in an EFL context is always associated with both theoretical and practical questions about how best literature can be taught to provoke students' interest and involvement and get the maximum results" (Divsar H. 2014). Literature in the teaching-learning process allows students not only to reflect on critical thinking questions but also to focus their attention and engagement in reading sessions to obtain efficient academic results. A similar claim was stated by Trigwell (2011) in his research when he cited Prosser and Trigwell (1999). He argued that some conducted studies showed a variation in the ways teachers use the different literature approaches to focus their teaching procedures by using their own conceptions about it. In other words, no matter how many approaches can exist, what mainly affects the usage of them in the classroom, are the teachers' beliefs about teaching. For instance, as it was claimed by Alaagib et al. (2019), teaching methods that encourage self-directed learning are effectively seen in the delivering of

core knowledge to increase learning. Those teaching methods in relation to the approaches explained the main pillars of successful teaching practice.

Some approaches for teaching literature are:

1.2.1 Language-Based Approach.

Divsar H. (2014) says that literary texts are considered tools to help students to expand and develop their language competencies. These ideas are closely proposed by Divsar H. (2014) when he referred to Lazar (1993) in his research. Based on that, he claims that a language-based approach works on techniques and procedures especially when they refer to the language study of the literary text itself. This basically means that the language-based approach is directly focused to develop students' performance in the development of language competencies as techniques to study literature itself. In this order of ideas, students will be able to apply reading techniques to reading English literature while improving their English as a foreign language.

1.2.2 Literature as Content or Information-based Approach.

Divsar H. (2014) argues that its main focus is on the related suggestions about literature as a cultural and creative legacy. Likewise, Ganakumaran (2007), as it was cited in Divsar's research, describes the study of literature as an "aesthetically patterned artifact endowed with the knowledge potential philosophy, culture, morality, and humanities" (Divsar H., 2014). We can find that here literature is instituted as a valuable part of different types of human knowledge like those under the cultural and moral legacies. Based on this, EFL students will count on English

literature texts that will expose them to different useful spaces to expand their cultural and morality knowledge.

1.2.3 Personal Enrichment proposed by Carter and Long in 1991.

Divsar H. (2014) states that this approach highlights students' personal commitment to and their contribution to reading literary text. This especially takes the student as an active autonomous actor of the literacy reading process. In a few words, the personal enrichment approach will create and improve language learners' reading autonomy by using English literature.

1.2.4 Paraphrastic approach.

Divsar H. (2014) claims that teachers try to facilitate the original text through easier structure and words. Consequently, the main priority remains on the surface rather than in meaning. Here is where teachers' literary ability of understanding plays a determining role in order to provide appropriate paraphrased texts to students. At the moment, of using several types of English literature, students might face different textual and lexical structures that will improve their English language proficiency.

1.2.5 Moral-philosophical approach.

Divsar H. (2014) declares that this goes beyond the surface of the text to incorporate moral and philosophical implications. This approach may be tricky because moral and philosophical opinions are so different within persons and taking it as a class approach would provide quite interesting but polemic results. Nonetheless, reading English literature texts with

different cultural aspects will allow students to reflect individually about themselves. Furthermore, they can reflect on morality and philosophy, increasing their knowledge of their own personality and behavior.

1.2.6 Stylistic - approach.

Divsar H. (2014) says that this approach goes one step ahead in integrating literary criticism and linguistic considerations. This approach states that stylistic features will be discussed and criticized while providing quite interesting results based on students' examinations. Regarding this, literature cannot be taught and applied without basic knowledge of what literature is its different types, and the implementation of it under the distinct approaches.

1.3 What is English Literature?

English literature can be seen as the method teachers and students can use to improve their reading skills and know the culture of the language. This point of view is stated by Kaur and Mahmor (2014) when they argue that although English literature is exposed to the changes of the world, it is always a useful resource to improve the students' English proficiency. While students read English literature, they are applying reading strategies that will be productive for them to enhance their reading abilities. Based on the ideology previously cited, Novianti (2016) also claims that English literature is a source that can be employed as a teaching-learning methodology. The English language acquisition process as a foreign language can be developed through literature and seen, at the same time, as a learning technique by the learner. On the other hand, English literature is also considered by Ghazali et al. (2009) as a challenge in the learning process since students must face not only the text composition but also their reading skills. It is

acceptable to state that reading is a process that can be developed through different types of literature that require applications of both reading techniques to comprehend the information exposed and learners' language capabilities.

1.4 Types of English Literature.

In English Literature, there are 5 types of English Literature but only talk about 3 most common in English Literature, in particular for Learners of a Second Language. The next research article will talk about the differences between Poetry, Drama, and Prose.

1.4.1 Poetry.

The first type of literature that is going to be explored is Poetry which is considered a literary genre with a condensed language without the liberty to describe experiences in a detailed way. Thus, reading poetry has been a challenge for EFL students in terms of demanding tasks, and for teachers, it is a dilemma that their students understand texts provided by them in their lessons. According to Khabit (2011), the obtained results were negative regarding students' attitudes towards learning poetry. Also, some of the students involved in the study population confessed in the survey that poetry is the most intimidating and difficult literary form. On the other hand, based on Kellem (2009), said that the EFL classroom is beneficial for the inclusion of poetry–based activities based on four main principles: 1) Poetry is a source of content-rich reading material, 2) It is a model of creative language use; 3) It is a way to introduce vocabulary in context. 4) Poetry is a way to focus a student's attention on English Pronunciation, Rhythm, and Stress. In this order of ideas, poetry not only allows students to implement the principles given by Kellem but also express freely their emotions and feelings. Therefore, to achieve an active reading focused on poetry, it is very important to consider how teachers could apply activities that allow students to develop authentic critical thinking scenarios. Muldoon suggests

that "the teaching of poetry can be seen as a participatory experience" (Muldoon, 2005). The teacher should not insist on students interpreting a poem under their guidance; Instead, they should have an active role in the interpretation process.

1.4.2 Drama.

The second type of literature is the drama which is characterized by a traditional focus based on theater, improvisation, and performance of dialogue written on-stage action. This is a genre that allows actors and actresses to act in the plays in a real context taking place on different factors such as the scenery, lighting, atmosphere, customs, and others. According to the Joint Council for Qualifications (2020), this literary gender has increased its popularity in the last years and was taken as an examined subject. Nonetheless, many people ignore art history due to its roots In Ancient Greek and the position of Drama which is in decline in many schools. Nowadays, people lose interest in going to see a performance in theater or read a Drama book, and as a consequence of technology, arts have been dying every day. Drama, on the other hand, is a genre composed of two parts: practical and theory. Many people think that Drama is dancing, acting, singing, among other components; nevertheless, it is important to understand that this is a process that involves both theory learning and practice scenarios. The Subject should be rooted in performance in the physical sense of telling a story to somebody who responds to the story. This is neatly summed up in Peter Brook's wonderful phrasing, "I can take any empty space and call it a bare stage. A man walks across this empty space whilst someone else is watching him, and this is all that is needed for an act of theater to be engaged" (Brook, 2008). In an online magazine article called Far Out, David Bowie is quoted while he says, "If you put three or four dissociated ideas together and create awkward relationships with them, the unconscious intelligence that comes from those pairings is really quite startling sometimes, quite

provocative." (Far Out, 2020). David Bowie can be the determining factor that can ignite students' interest to see stories emerge again and a teacher can be needed to advise how this process can be realized.

1.4.3 Prose.

A final literature genre to be explored is prose which is composed by a natural speech commonly used in non-fiction and fiction literature. According to Fang (2004), he states that prose has 4 main categories: narrative, argument, object, and lyric. Into this categorization, the lyric is defined when referring to all shorter forms of Poetry; to illustrate, there are songs, odes, ballads, elegies, and sonnets. In this sub-gender, there are some well-known Literary works such as Romeo and Juliet by William Shakespeare, and Epigram First by Baltasar de Alcazar. In addition, rhetoric manages various techniques in prose that are aimed to reach a persuasion by Luo (2006), rather than semantic meaning. In this order of ideas, Mao (2005), refers to the various figures of speech or rhetorical devices which are related to the phonological, lexical, and sentence levels. Mao also illustrates some figures of speech at a phonological level such as alliteration, assonance, rhyme, and onomatopoeia. in the same way, at the lexical level, he mainly focuses on some figures of speech such as metaphor, zeugma as well as at sentence level with parallelism. As the aim of this project is to see the impact that classical literature has on reading comprehension, it is necessary to define what classical literature is.

1.5 What is Classical Literature?

Classical literature is the source that users of a language can use to reflect on their native and foreign language culture, improve their reading skills, and increase their academic and moral

knowledge. Zerkina et al. (2015) argue that classical literature is an authentic material that supports students to know in depth the culture of a nation while they are motivated to practice and improve their target language skills. The teaching-learning process of a foreign language can be developed by using classical literature to inspire learners to expand their knowledge about national culture and enhance their language skills. Similar thoughts are established by Rodríguez (2017) when she expresses that making use of classical literature can be significant to promote a reading habit in language learners while they establish communication through their native language. Since reading is not an activity that many people do, classical literature can be the initial point to start developing reading routines that can improve not only the reading skill but also the communicative competence in the target or native language. These ideas are generally stated by Romanenko (2020) at the moment of arguing that classical literature is the way in which an educational organization can demonstrate physically how values and literacy look like. The idea of reading classical literature not only implies the improvement of reading skills or knowledge about the text itself but also promotes the learning of moral features. Furthermore, it is necessary to define reading as this is the main skill that will be impacted by the implementation of English literature readings.

2. Reading

2.1 What is a Reading Skill?

Learning a language implies the learning and improvement of different skills such as listening, reading, speaking, and writing with its implicit grammar. Reading is one of the receptive skills of a language and it is widely defined by Sarjoni et al. (2020) as a procedure

where the user of the target language can expand the general knowledge and, at the same time, improve the reading skills. Learning is a process that allows you to acquire new information through different techniques like reading. It is also an effective strategy that helps people to look for methods to enhance reading abilities. More specific ideas are established by Algomoul (2020) at the moment stating that reading is a communication ability that facilitates students to gather information, reflect about it, and interiorize it to use it later in their context. This receptive skill is highly necessary for learners to be practiced since it grants access to new and practical knowledge. Similar arguments are stipulated by Krish (2020) when it is expressed that reading is a process that a child must develop in order to achieve personal and school goals. A communicative receptive skill is more than interpreting specific information, it is the starting point to practice and improve the same ability and generate better outcomes in academic life. Having clear the concept of reading comprehension, it is paramount to understand its elements.

2.2 Reading Components or Elements.

Reading has some components or elements that students always get in touch to also read exercises develop and support the five (5) components of reading. Nurviyani V. et al (2020) say that we are in a digital era, where students as active readers should understand and manage the macro and micro-skills of reading comprehension to comprehend Transdisciplinary texts totally. Basically, we are in a digital era. The whole world has become a reading culture and students should be able to understand and master some skills in order to have a better understanding of a broad quantity of texts. Also, Learning Point Associates (2004) claimed in the National Reading Panel Report (National Institute of Child Health and Human Development [NICHD], 2000) with

several decades of scientific research shows that effective reading instruction has addressed five critical components:

- Phonemic awareness

- Phonics

- Fluency

- Vocabulary

- Comprehension

Moreover, Brown (2004), as cited in Suryawan et al. (2020), talked about the theory he has developed about these macro and micro-skills. He claims in his theory that those skills represent the range of possibilities that have, as of purpose, the assessment of reading comprehension. Brown also states briefly what macro and micro-skills means in the lines above:

2.2.1 Micro Skills.

The micro-skills are well recognized by the facility of analyzing several specific factors of written composition. For instance:

- Discriminate among the distinctive graphemes and orthographic patterns of English.

- Retain chunks of the language of different lengths in short-term memory.

- Process writing at an efficient rate of speed to suit the purpose.

- Recognize the core of words and interpret word order patterns and their significance.

- Recognize grammatical word classes (nouns, verbs, etc.), systems (e.g., tense, agreement, pluralization), patterns, rules, and elliptical forms.

● Recognize that a particular meaning may be expressed in different grammatical forms.

● Recognize cohesive devices in written discourse and their role in signaling the relationship between and among clauses.

2.2.2 Macro Skills.

Considering the micro-skills, it is worth arguing that they are the basis for the general analysis of written composition. To exemplify:

● Recognize the rhetorical forms of written discourse and their significance for interpretation.

● Recognize the communicative and purpose functions of written texts, according to form and purpose.

● Infer context that is not explicit by using background knowledge.

● From described events, ideas, etc., infer links and connections between events, deduce causes and effects, and detect such relations as the main idea, supporting the idea, new information, given information, generalization, and exemplification.

● Distinguish between literal and implied meanings.

● Detect culturally specific references and interpret them in the context of the appropriate cultural schemata.

● Develop and use a battery of reading strategies, such as scanning and skimming, detecting discourse markers, guessing the meaning of words from context, and activating schemata for the interpretation of texts.

Following these Macro and Micro skills features, readers will be able not only to analyze the general and specific items of a text but also apply reading strategies in order to have a clearer content-language understanding.

2.3 Reading Strategies.

Reading is an integral part of learning when working with literature while it is a very important part of our lives. It is a receptive skill that has some applicable strategies similar to other activities that have reading processes to achieve successful outcomes. Furthermore, we can have a very delightful definition of reading "Reading is interacting with the text to create meaning out of it while the mental processes that occur in the brain, work together at different levels of consciousness" (Soto, 2016) Reading is a whole process within our brain and our consciousness that makes a beautiful process to finally allow us to comprehend and interpret certain types of materials from feeling to letters. Furthermore, Alderson (2000), as it was cited in Kung, F.-W. (2017), also gives a definition of what reading is while claiming that reading is a pleasant, deep, and personal activity where we can find so much pleasure and even the absorption of our minds. Otherwise, he interprets reading from a more literary perspective where he sees reading as magic and a totally enjoyable process. As mentioned above, reading has also a sort of strategy defined by Kasemsap & Lee (2015) inside the research developed by Ahmadian, Moussa & Gholami Pasand, & Parastou. (2017). They stated that reading strategies are plans for solving problems that readers have when constructing meaning out of the text they read. In this way, reading strategies are cognitive actions that help learners to construct and maintain meanings while reading. Those mentioned and highly defined strategies are stated by Soto (2016) in the following lines:

- Reading comprehension. Cirino, P. T. et al (2012). States that reading comprehension is essentially the product of decoding the reading component.

- Fluency. Students' ability to pronounce the words stated in the reading.

- Repeated reading. Is intended to improve students' reading rate, word recognition, comprehension, and motivation.

- Choral Reading. Is in which students enhance their reading fluency and pronunciation with the assistance provided by the teacher.

- Reader's theater. Is basically to increase reading self-confidence by practicing reading different types of texts in order to enhance comprehension, fluency, and accuracy.

- Skimming and scanning analysis as reading strategies to look for general and specific information into the different types of texts.

- Model Fluent Reading: Read aloud. Students listen to a good fluent out loud reading and listening and reading out loud enhance their reading performance.

These reading strategies are useful for teachers to design reading activities as well as for students to have a deep comprehension of them, and guarantee, at the same time, effective lessons based on the right reading paths.

2.4 How to Plan Classes with Reading Skills.

To plan classes with Reading skills, it is necessary to consider some steps to carry out a sequence. The following research article will present the results of an action to describe and analyze the reading comprehension students 'grade processes in an English as a Foreign Language setting through strategies. As a conclusion of that study, the students could

comprehend the stories that they read, had an interaction with the text, use their previous knowledge and experiences, and make predictions. Navarro (2008) refers to different purposes and strategies to interact with texts and create meaning. Before reading, it is important to clarify that making predictions is the first step to getting a successful reading comprehension. For example, pre-reading, communicative pre-reading, vocabulary instruction, visual cues, questioning methods, comprehension instruction, and appreciating their culture. Related arguments are established by Rodríguez and Rodríguez (2009) when they talk about the description of the methodology applied in the study related to two crucial reading models that allow students to construct meaning from the texts. For instance, Bottom-Up and Top-Down models. Other arguments are provided by Birch (2007) when he says that there is another view of reading based on a relationship between the reader and the text, in which there are three principal aspects: different processing strategies, top and bottom, knowledge base, and the interaction with each other to accomplish the reading. The second aspect mentions the readers' mind interaction with the written text, meanwhile the reader can understand the message. Finally, the reader has an indirect interaction with the writer of the text and tries to interpret the message it wants to communicate. Once those reading strategies and skills are taught, planned, and stipulated by the tutor, the designing of reading activities will become more productive for teachers to apply them and for students to be enhanced.

2.5 Reading Activities.

Reading is a receptive skill that requires practice in order to handle the different reading tasks that can be faced during the class. Kamalian et al (2017) define reading activities as a crucial factor useful for students to improve their reading skill proficiency. He also states that these reading activities are currently more relevant in terms of values than the knowledge that a

person can have. Teachers can make use of these activities to allow students to be involved in a reading environment in order to improve their values, beliefs, and general-specific knowledge. Other similar conceptions are found in the research "Development and validation of the Reading Engagement Survey" by Whitaker (2019) when it states that EFL students can use pre-related reading activities in order to increase their comprehension ability. It is necessary that the learner of a language gets involved in different reading exercises in order to improve the skills required to do skimming-scanning processes in the texts and have a clear understanding of the information received. Similar ideas are stated by Abdelhalim (2017) when he mentions that reading comprehension that is integrated with HoM encourages students to communicate with the reading material, reviving reading goals in language classes and promoting the development of HoM skills in reading practices. Additionally, language instructors emphasize collaborative reading practices to give students an effective way to participate in their social environment while improving their comprehension skills. Literature circles, group discussions, reading apprenticeships, book clubs, and author studies provide an appropriate social environment for improving reading comprehension. These activities encourage students to engage in interpretive dialogue and critical reflection while reading and engaging with texts. Equal thoughts are mentioned by Meniado (2016) when he shows the result of the increased importance of processing information in an international language. Because of globalization, reading to learn is now considered a critical skill for developing future workers who can study, work, and live in a diverse environment. Language acquisition programs have traditionally focused on improving learners' speaking and listening skills.

On the whole, it is crucial to highlight the importance that all the different concepts and sub concepts explained in the previous paragraphs have in the development of this research

project. Besides, it is relevant to mention that the main concepts like literature and reading play an indispensable role in teachers' and students' teaching-learning process. The approaches previously mentioned will be fundamental to establishing reading teaching strategies as well as the reading components to design appropriate reading material. It will allow students to improve their reading skills and increase their cultural knowledge while exploring a variety of English literature like the classical ones.

Methodology

Type of Research

This is a qualitative monograph study as stated by Gough (2020) when he claims that qualitative research is the act of collecting data in a non-numerical way. He also argues that the information obtained in this type of research goes beyond the results provided by the quantitative studies since qualitative conclusions are summarized, inferred, and supply valuable context. This monograph does not seek to measure quantitative results; instead, this monograph seeks to analyze different qualitative outcomes due to EFL learners proving their reading comprehension development process through anglophone culture reading exercises.

Type of Study

This study is a monograph. Darrington (2020) defines a monograph as a publication on a single specialized topic. It is usually a one-volume written product done by one author, in contrast to serial publications like a magazine, journal, or yearbook. They also have almost the same importance in the research field as journals depending on the discipline. On the other hand,

this research is characterized by being a bibliometric analysis defined by Mukerki &Tripathi (2013) as an attempt to assess quantitatively the journal or author academic quality by methods such as citation rates. They also state that the bibliometric analysis is identified by the usage of qualitative and quantitative statistical methods used to analyze content, references, citations, and authorships of different publications. Based on this, we are going to review information about the relation between what is anglophone culture literature and reading skills.

Context

Scholar publications as journals will be analyzed to see how Colombian authors have studied anglophone culture and their relation to reading comprehension.

Research questions and participants

Since this is a biometrical analysis, there are no research questions or participants.

Technique

The following steps, based on Diodato (2012), are the ones we are going to follow in order to develop this monograph:

Setting up the premises

The main step to be followed in this research is setting up the premises as explained as follows:

- The regarded topic for this study is to Review Anglophone Culture Literature to Improve Reading Skills.

- This study is taking into consideration two key languages to find information; those are English and Spanish.

- Some Academic Journal sources such as Íkala, Revista de Lenguaje y Cultura, and Revista Colombiana de Educación will be considered to establish the searching of information.

Evaluating and Filtering the Results

These are the main concepts used in our project as shown below and they will facilitate the searching process in the database.

Database Keywords:

1. Anglophone Culture

2. Literature

3. Types of Literature

4. English Literature

5. Reading Skills

6. EFL Learners

In order to select the research articles in our project, it was considered the criteria exposed in the following rubric:

Table I: Rubric

CRITERIA	YES/NO
The article...	
It can contain a statement of the problem, purpose of the study, theoretical framework, methodology, findings, and conclusions of the topic of the monograph.	**YES/NO**
It has content related to Anglophone Culture.	**YES/NO**
Expresses different types of literature.	**YES/NO**
Talks about Reading strategies.	**YES/NO**
Is developed in a Latin American context.	**YES/NO**

Review of Colombian articles about Reading Comprehension

This monograph presents six articles that review the inclusion of reading comprehension in the Colombian context as explained in Table II. Furthermore, it will talk detailly about these articles in which are divided in three concepts related to reading comprehension, for instance, Critical Reading, Reading Strategies and Cultural Content. Also, the journals that will be used in this monograph are PROFILE and IKALA Revista de Lenguaje y Cultura.

Table II: Articles reviewed

Article	Journal	Key Word
Critical Reading With Undergraduate EFL Students in Colombia: Gains and Challenges (Castaño Roldan & Correa, 2021)	PROFILE	Critical Reading
Reading Strategies to Develop Higher Thinking Skills for Reading Comprehension (Echeverry & Mcnulty, 2009)	PROFILE	Reading Strategies
The Cultural Content in EFL Textbooks and What Teachers Need To Do About It (Gómez, 2015)	PROFILE	Cultural Content
The English Reading Strategies of Two Colombian English Pre - Service Teachers (López & Giraldo, 2011)	IKALA	Reading Strategies
The Impact of a Teacher Development Program for Strategic Reading on EFL Teachers' Instructional Practice (Khonamri & Salimi, 2010)	PROFILE	Reading Strategies
The Reading Strategies Used by Male and Female Colombian University Students (Poole, 2009)	PROFILE	Reading Strategies

Critical Reading to Improve Reading Skills.

Critical Reading is referring to a form of language analysis that involves a deeper examination of supporting points and possible counter arguments. Also, the ability to reinterpret and reconstruct for improved clarity on the concepts, It implies certain processes, models, questions including theories that engage in a mere "skimming" of the text. Critical Reading is not only thinking in a critical way, it is questioning what the author is saying in the book? What is the message that he or she wants to transmit? What is my interpretation as a reader?

This Qualitative Study titled *Critical Reading with Undergraduate English Foreign Language students in Colombia: Gains and Challenges* (2021) by Castaño and Correa (2021) is about the implementation of Critical Reading in a Public University located in Medellin, Antioquia, Colombia with undergraduate students. To carry out this research project, Castaño & Correa considered the idea to create materials, focusing on topics related to violence events occurred in Colombia, and how students during the process learn to read in a critical way and analyze deeply the texts and take out their own opinions and conclusions at the time to read a book, journal, storytelling, among others.

The article is referring to Critical Reading and different points of view that means exploring and questioning the power of relationships between the authors and readers in terms of genders, race, and social class, among others. According to Janks (2010), students can understand clearly what is happening in texts, they are better at doing the following: Reflect on issues which are: a) they can face from different angles and develop a more accurate image of what these might be (Iyer, 2007), b) avoid passive reproduction of the ideas found in the texts they read (Comber, 2001), c) question normalized, unfair representations of certain groups of people in texts (McLaughlin & DeVoogd, 2008),and d) create counter - texts that represent these group of people in a more accessible just way and to "seek out the voices of those who have been silenced or marginalized (Janks, 2010, p. 383). In many cases readers fall in a trap which author's through their readings manipulate their minds, and in a future, it can create social problems in society including race, gender, and class; therefore, it is essential to teach critical reading to awaken the interest of students and have more critical citizens when they read. In this research, a program was created called English Reading Comprehension Course Level I and

Level II, the purpose was to develop reading skills through the teaching of morpho - syntactic structures, vocabulary, reading strategies.

Respecting findings, it is evident that students obtained gains and challenges and considered the 4 points that talk about critical reading (CR). Hence, the first is about CR for readers to recognize the author's position, such as etymological and literacy texts made by creators and help to identify and establish a difference from authors and readers' positions.(Cervetti et al., 2001; Janks, 2010; Luke, 2000). Second, CR helps readers think about texts from different perspectives: This implies that other representations of the world are separated from the author. These would be substantial and credible (Iyer, 2007; Lewison et al., 2002; McLaughlin & DeVoogd, 2004). Third, CR permits readers to reveal hidden messages in writings: This consists of the recognition from other messages in writings, past the self - evident and the ideologies behind these messages. (Begoray et al., 2013; Kellner & Share, 2007; Luke, 2000; Molden, 2007). Finally, CR encourages the recognition of hushed and marginalized voices in texts: This refers to being able to pinpoint whose voices are being left out of the conversation by creators and the intentions that they have with this. (Luke, 2000; McDaniel, 2004; McLaughlin & DeVoogd, 2004).

In gains, they did not get manipulated easily by the authors because they have a knowledge about topics, characters, or situations presented in the activities that researchers created in the course about English Critical Reading while in challenges students had the opportunity to know the next three points: a) The Role of Knowledge and Language in Positionality, b) The importance of Multiple Perspectives in unveiling both authors' positionality and hidden messages, and c) The reasons why authors give choice to certain characters and

silence others, considering the four principles about CR (Critical Reading). In conclusion, this study demonstrated that undergraduate students could do Critical Reading who are not a high proficiency in English Language, the instructors must provide scaffolding process and instructions, also, helped to increase motivation and instructors said that text designed for texts is very to consider ages, background including their interests.

From my point of view, the readers in a Colombian context do not consider Critical Reading as an important aspect at the time to read a book, journal, tale, storytelling, among others. Students focus on reading strategies such as skimming, scanning, and exploiting transparent words, the teachers when doing a reading activity are important to provide students the resources to make a critical analysis about the lectures through their topic of interest and do not fall in the trap the author plays with their minds and they take out their own conclusions and give opinions of each text that is read.

Reading Strategies as Key Elements in Reading Comprehension.

Another key element in reading comprehension has to do with the implementation of reading strategies. In this monograph, four Colombian studies review the importance of including these strategies when teaching reading.

The first article that talks about reading strategies is the one carried out in a public school in Envigado, Antioquia, the participants are students from eighth grade. This study is titled *Reading Strategies to Develop Higher Thinking Skills for Reading Comprehension,* Echeverry & Mcnulty (2009). The purpose was to implement reading strategies and other resources, for instance, reading - thinking approach for reading comprehension; the strategies considered were prediction, prior knowledge, graphic organizers, and questions. The benefits of

this research study are that students answered the questions in English improving reading comprehension; however, the use of Spanish was unclear. According to Norato & Cañon (2008) reported increased reading comprehension for junior high school FL students with higher thinking skills. The results indicated that students felt comfortable making predictions through graphic organizers; in this way, they could easily understand the reading Comprehension activities because the use the reading strategies previously mentioned. It is paramount to clarify that the participants were divided in three groups, the first group showed good results and participated actively in the class, the second group sometimes participated, while group 3 none of the students did not want to participate.

In conclusion, this article helped bring reading activities according to the students' and language ability; it is a good strategy to implement reading activities and courses to have students discuss and give their opinions on classes. In my opinion, this article refers to how students' reading comprehension benefits from the use of reading strategies to encourage them to engage with the texts. Teachers implement reading strategies to help students to develop thinking skills of reading comprehension. It is important to consider when we as future English Teachers design a reading activity before class and the stages: pre - while and after reading, the students make in practice the use of strategies. Also, it helps to improve English related to grammar, pronunciation, and vocabulary and as a foreign language and the correct implementation of writing skills including the social context in which students live and they can apply it in their daily life.

The second research study about Reading Strategies is *The English Reading Strategies of Two Colombian English Pre - Service Teachers* by Lopez & Giraldo (2011), this article is referring to the worry about lack of reading comprehension tests focused on ICFES tests in

English field. The participants were students from bachelor's degree in English Language Teaching at UTP (Universidad Tecnológica de Pereira). In accordance with Glasser &Strauss (1999), the pre – service teachers included the methodological procedures: the collection of reading data through think - aloud protocols and analysis that was based on the constant comparative method. On the other hand, the statistics about reading comprehension in ICFES during the period 2006 - 2010 demonstrated that Colombian students from High School had "average" or "poor" results in the scores while 0,72% reached high levels of Reading Comprehension on this test, and the same occurred with PISA students scored level 1 (the lowest) in 2007. According to Keene (2008), Colombian students when they are finishing their high school, they are able to decode the texts and can understand its generalities but are not able to make sense of text at a level that encourages strategic reading and an analysis of its content. One reason for poor reading ability in Spanish is Colombian students do not have a huge awareness of Reading strategies that is needed apply when they read to reach comprehension considering cross - linguistic transfer, lacking knowledge and the application of Reading Strategies when Reading in Spanish can imply lack of reading strategies use when reading in English. Reading Strategies not only manages a relationship to reading comprehension but also the use of cognitive abilities, and their capacity to manipulate their metacognition, and cognitive strategies to get text comprehension, the importance of teaching metacognitive reading strategies.

Respect to participants López & Giraldo invited two students, Mario and John who were in 5th Semester, to prove how their English level focused on reading strategies. Mario demonstrated a high-level proficiency in English and had good grades in other subjects in a successful way, whereas John was in the Upper Intermediate English Course and repeated the

subject twice and he was struggling to take out good scores and had difficulties with English

Reading. The results were that Mario showed 14 strategies than John 7. John used paraphrased

translation, evoking prior knowledge, visualizing, monitoring comprehension, figuring out

novelty, and cognate use, a total of 33 times The only metacognitive strategy that John used was

monitoring comprehension, which he evoked 3 times ineffectively. Mario, on the other hand,

evoked more strategies more times than John. Mario used evoking prior knowledge - text

structure, interpretive paraphrasing in L2 (second/foreign language),connections with personal

experience, reading ahead, using cognates, reading, identifying function of symbols on text, and

awareness of the audience, a total of 39 times. In addition, Mario used more metacognitive

strategies than John (i.e., monitoring comprehension, recognition of text structure, identifying

functions of symbols on text, awareness of audience). In conclusion, for both cases were

presented in different ways in Mario's case he used more cognitive and metacognitive strategies,

more frequently intensively. On the other hand, John showed a lower use of cognates words in

English in many cases that these types of cognitions can be used for their own favor. In my

opinion, the panorama in Reading Comprehension in Colombia, in special tests such as ICFES

and PISA is disappointing, because students go out with a bad preparation not only in the

English Language Learning but also in elements that have relationship to Reading Strategies

from High School. Yet, in Public and Private Universities students have problems with the

Reading Comprehension, do not think in a critical way. To help Colombia improve in Reading

Comprehension and implementation of a correct way Reading Strategies such as teachers and

professors, create lecture groups to stimulate and motivate students and the community in

general.

The Third Research Article is *The Impact of a Teacher Development Program for Strategic Reading on EFL Teachers' Instructional Practice* (Khonamri & Salimi, 2010), this article is about the impact of Reading Strategy training on High School Teachers' Reading Instructional Practices. This study was conducted in the EFL context of Iran. In this country Students study English for 7 years. According to Roshd, 1980 teaching in high schools the focus is on reading comprehension. Unfortunately, it is limited. On the other hand, Dole (2000) arguments that there are two kinds of teaching reading strategies in the classroom: explicit and implicit. In other words, explicit refers to demonstrating and bringing to learners that there is carrying out learners' conscious awareness of invisible processes, understanding knowledge, and skills in which they need to get control if they are effective readers(Cambourne, 1999, p. 126). On the contrary, implicit instruction is conducted by a progressive movement which is focused on children and their experience rather than on teachers and curriculum (Dewey, 1938; Dole, 2000). To conclude that this study revealed that teachers do not apply reading strategies in their reading classes. Nevertheless, they implement paraphrasing, silent reading, retelling, translating, and asking questions to check comprehension in their practices. The observation was evidenced that paraphrasing is the most frequently used strategy in class while Summarizing is the least utilized by the teacher. The length of observation was approximately eight hours and twenty minutes. Secondly, the teachers implemented a dominant methodology of teaching reading by the four teachers that were : pre - reading, while reading and post - reading model. Thirdly, the observations affected teachers' practices in this way: One out of four teachers did not make a considerable change to her practices, Three out of four teachers began to teach reading strategies in reading classes, They modified their reading teaching methodology, The strategies they used in teaching reading became more varied, they replaced some strategies with new strategies, and

they began to reflect on their teaching methodology. Personally, I think that is incredible that in Iran has the same problems with Reading Strategies and Comprehension as here in Colombia, and it is important to consider all the strategies at the time to learn English and application of Reading Comprehension is the same problematic that we have with students from High School to University.

Finally, to conclude the concept of Reading Strategies, the article called *The Reading Strategies Used by Male and Female Colombian University Students* (Poole, 2009), this research article presents the difference between Female and Male through application of Reading Strategies. For this experiment, there were 352 people, 235 women and 117 men. The students completed a survey called Survey Reading Strategies or SORS. The results provided in this survey conclude that women have a higher use of strategies while men are located in a moderate position. This paper has two objectives: 1) explore the academic reading strategies used by Colombian University EFL learners and 2) Discover whether or not females and males in this group significantly varied in their utilization of reading strategies. Another study by Poole (2005) is about utilization of reading strategies with 111 male and 217 female mainland Chinese students. Females reported using significantly more strategies than males overall and on all of the three SORS subscales. In addition, females used 18 of the 30 strategies significantly more than males. As a result, in this study men demonstrated 14 strategies with high frequency and 16 strategies with moderate frequency (Table 1). On the top 10 strategies we can meet five problems - solving strategies, three global strategies, and two support strategies. To summarize this study, women have a huge advantage of dominance over Reading Strategies in L1 and L2. I think that women are very retailers to deeply analyze a text, picture, image, while men can detect colors

and have a good dominance with numbers and chemistry. Although it depends on the case, there are men that can have a female intelligence and implement a correct way Reading Strategies as Women that cannot provide them.

The inclusion of Cultural Content to strengthen Reading Comprehension

Cultural Content means symbolic, artistic dimension and cultural values that represents the identity, beliefs, notions of time, concept of the universe that one of us we have, customs, traditions, celebrations, touristic places, among others. It represents our essence, and we are part of a community.

The Cultural Content in EFL Textbooks and What Teachers Need To Do About It (Gómez, 2015), this article is focused on Cultural Content based on three communicative English Texts including elements: congratulatory, customs/traditions, and historical facts of surface or deep culture. According to Tudor (2001), indicates that the sociocultural dimensions of communication and the cultural contents intervene significantly in language use and that, therefore, culture cannot be ignored in program designs and teaching. In this sense, culture cannot be disregarded in the design of communicative textbooks. The author gives different points about culture and we as teachers can implement the use of term culture in our classes in an adequate way teach our students the points of the iceberg that, hence, above iceberg everything is beautiful, celebrations, happiness but while at the bottom we can meet wars, dead, illnesses, pain, slavery, among others. Findings can evidence that the level of focus in Textbook 1 (Table 1) is surface, in other words visible, culture themes, these contain six neutral elements of celebrations: holidays, tourist places, food, celebrities, traditions, and historical facts. For example: the description of different celebrations from other countries and the traditional activities that people

do in those celebrations, the celebrations mentioned were: Tomatinas in Spain, The Water

Festival in Thailand, and The Carneval ed'elverea in Italy. Thus, occurred with the

congratulatory description of the target main culture: England, the information about touristic

places is included The Eye London, The Tower of London and the Buckingham Palace, British

characters, food, celebrations. On the other hand, Text 2 involves customs/ traditions. For

instance, in Dubai it is forbidden to take pictures of Muslim women.

It is disrespectful, in Germany the people do not like to talk about the first and second

world war. In Nepal people do not eat with spoons, they eat with their right hand. Text 3 is

referring to celebrities and entertainment, this includes six topics: tourist sites, famous people,

traditions, legends, general information, and basic historical facts (Table 3). In conclusion, this

paper shows different aspects about culture: personal issues, hegemony, exclusion,

discrimination, resistance, independence, inclusion, individuality, and justice are

multidimensional expressions in other words are at the bottom of the iceberg point. As Olaya and

Gómez (2013) suggest, "not only celebrating cultures, but establishing critical views can

empower [learners] to develop critical ICC" (p.62). Learners can also make ethnographies, From

my point of view, the cultural content is very important when we are learning about second or

third language or more not only is the grammatical structure, also, is the cultural aspect since

people when travel to other countries make mistakes and this can create problems and

misunderstandings, for instance if you to do the symbol that rock followers do in the concerts, let

me tell you that in Italy is interpreted as unfaithfulness given in women, In Germany you cannot

watch T.V alone is a lack of respect, you must be in company of your family. Also, I can say that

culture is not static, each day is changing, it is not homogeneous, it is heterogeneous because

each nation, people, culture, celebrations, customs /traditions, religions, are different.

Conclusions

Finally, in this monograph, it is important to consider key elements aforementioned. For instance, critical reading, cultural content and reading Strategies that have a relation to reading comprehension, not only is reading, and understanding the plot or the content of a book, article, journal, newspaper, storytelling, among others. In addition, the reader should analyze deeply and take out his/her own conclusions. For teachers, I recommend that students should be exposed to critical reading in the English classes to improve their reading skills, and they can obtain good results in reading activities or exams and not stay with the information that the author gives as stated by Castaño and Correa (2021).

In respect to cultural content, it is a component that must be included in Reading comprehension to deeply develop reading skills. For example, a short plot about the typical food and life in London, different expressions in an informal language or a plot about William Shakespeare not only enable students to understand the reading, but also understand cultural aspects when learning the language. This conclusion agrees with Gomez' (2015) ideas when he mentions the relevance of including culture in readings. This specific inclusion gradually enriches intercultural competence.

Furthermore, this monograph explored documents about reading Strategies. After reviewing literature about these reading strategies, it was found that in the English classes strategies such as: prediction, prior knowledge, graphic organizers, and questions allow learners to have successful results in reading comprehension. Besides, including the stages: pre - reading, while - reading and after - reading which help students to enhance the output skills as writing, and other such as: pronunciation, grammar and vocabulary as established by Echeverry &

Mcnulty (2009). On the other hand, (Khonamri & Salimi, 2010) argues that the difference between explicit and implicit reading, explicit refers to how learners demonstrate the use of conscious awareness of invisible processes considering knowledge and to be an efficacious reader they need to get control in skills. By contrast, implicit reading is focused on children's experience and regarding progressive movement rather than in content and curriculum for teachers. These explicit and implicit reading are evident in the studies reviewed in this monograph.

Another conclusion after reviewing the articles highlights the importance of including reading along with cultural content such as drama, theater, and Shakespeare's plays, among others. According to the Joint Council for Qualifications (2020), the inclusion of culture in reading has increased its popularity in the last years and was taken as an examined subject. Nonetheless, many people ignore art history due to its roots In Ancient Greek and the position of Drama, which is in decline in many schools. Therefore, the necessity of teaching reading by including different cultural aspects of the English-speaking countries as Gomez (2015) suggests.

For Further research, I recommend focusing on only one aspect whether anglophone culture or reading comprehension. When looking for articles that address these two topics, it was challenging to find; hence, it was necessary to divide this monograph into two different projects and this one only focuses on reading comprehension.

For teachers, I suggest focusing on poetry, drama and prose, which are the most common reading genders that include some cultural aspects. In addition, it is relevant for teachers to include in class activities related to the Reading skills and comprehension along with cultural content.

For Students, I believe that Literature will be the best way to travel to other worlds through their minds feeling identified with any character, plot, content, time, century, among others, but also including intercultural aspects. If students are too lazy to read, I suggest listening to audiobooks.

For the Program, I propose that women professors from the program bachelor's degree in bilingualism at UTP should take into consideration to teach the subjects Anglophone Culture I and II for the next semesters onwards. Besides, include role-plays in Anglophone Culture I and II subjects in class activities.

Limitations

During my research process, respecting the concepts presented in my monograph; for instance, anglophone Culture from an international perspective, there is too much information from nineteen century to the present. Unfortunately, here in Colombia there is not so much information about anglophone culture, less in local context here in Pereira, Risaralda, Colombia. For the topic, English Literature also there is a little information and types of Literature. However, Reading Skills and EFL learners have much information in a Colombian and even in a Latin-American Context. I looked for all repositories by the University of Antioquia, Íkala Revista de Lenguaje y Cultura, Profile by Universidad Nacional, Mendeley, among others, but the information regarding anglophone culture was not enough. Although, as here in Colombia there is not enough information about topics related to anglophone culture literature, nowadays, in Bogota and Medellin cities created a reading club as: "Cafe y Libro" and Lectores anónimos Bogotá while here in Pereira, Colombo Americano English Institution started recently to involve the cultural content in the learning process focused on anglophone culture. Moreover, the Seedbed PLUS, coordinated by Professor Sandro Echeverry of Universidad Tecnológica de Pereira, promotes reading strategies, cultural content, and critical reading to students at Instituto Kennedy to enhance their reading skills and constantly implement anglophone culture literature. Therefore, I strongly suggest continuing with these initiatives that promote reading and anglophone culture.

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