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**“Students’ perceptions about their level
use of
the reading strategies”**

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“Students’ perceptions about their level use of the reading strategies”

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Dedication

First, I would like to thank to my father, he would be proud. He is the person who gave the opportunity of study and the motivation to study in this university. Also, to my mother who has always been there to support me. Moreover, to my sisters and friends who helped me whenever they could. Thanks a lot.

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Abstract

Reading strategies are part of the reading school life, where the students learn to read and the students read all the time, but we forget the importance of teach and learn reading strategies to understand diverse types of text and in many contexts of the life as the social media text messages, or the social media texts. This research's participant were 56 students from the Language Faculty at BUAP. In age they ranged from 17 to 44 years old. The purpose of this investigation was to identify the use of reading strategies and their academic performance in the class of research seminary of Thesis I and II. The findings showed a poor use of reading strategies, so a considerable number of students do not know reading strategies, also the most used reading strategies was Problem solving strategies and Global strategies. For further research could be investigate in others school levels the use of reading strategies and investigate if teach it. Besides is necessary that teachers learn how to teach reading strategies, according to their school level and level of second language.

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Introduction

This study has the objective to know what the use of reading strategies by the students from the class Research seminary of the Language Faculty at BUAP is. According the first chapter indicates the purpose and introduce as part of the context study of Reading Strategies, through background, rationale, goals, and research questions.

Then, the second chapter presents the literature review, so definitions of Reading strategies and the other part the information that complete it, to introduce the investigation, finally gives some data of recent studies to complete the information study.

The third chapter discusses the methodology to develop the study, also present the context research, the participants, sampling, techniques and instruments, procedure, and data analysis. The fourth chapter shows the sociodemographic information from participants: ages range, gender, generation, certification, language level, then present the result of four questions to know reading habits.

Later present the results from the Survey of Reading Strategies (SORS) by Mokhtari and Sheorey, all results were explaining with help of pie chart and bars graphs. To end up was discuss the results.

To conclude the chapter fifth show, the concludes results of the research, and present the answer to research question, also present the implications, limitations of the study and suggestions for further research.

CHAPTER I: INTRODUCTION

1.0 Introduction

In chapter I are presented the background, rationale, goals, and research questions of the project.

1.1 Background

Reading strategies are important to understand academic texts or any kind of texts. For this reason, it is very convenient to know and investigate about them. According to Gardner (as cited in Ramirez, 2006) “reading strategies are deliberately planned activities carried out by active learners to remedy perceived cognitive failures in order to facilitate understanding of the text” (p. 151). They help students become readers with different skills so it is important students are trained to use them in the right way, time, and place so they can increase their ability to reading and comprehend what it is read (Ramirez, 2006).

In the revision of literature, it was found that there are studies about reading strategies in some countries like Taiwan, India, Malaysia, Mexico, Venezuela, Cuba, Iran, South Africa, and United States. In an experiment with 130 students, whose aim was to examine how strategy instruction of the reading strategies affects Turkish students' reading comprehension, was noticed that when students are taught reading strategies their reading comprehension skill increases. Finally, he concluded that teachers must instruct their students reading strategies in a long and supportive process (Cubukcu, 2008).

Besides, Dreyer (2003) investigated about the use of reading strategies of first-year students at Potchefstroom University through a technology-enhanced environment this investigation was applied in 131 students and found that they have a badly use of reading strategies. In short, they suggest that students must know reading strategies to develop the comprehension of any English text, and they improve academically.

These findings of the current study are consistent with this of (Montejo, 2005) which purpose was to promote techniques to teach reading by means of reading strategies. The study was with 19 students, he showed that the use of process to teach reading strategies had a significant result on students to read. In his conclusion, he refers to use foreign and inadequate methods of teach and teaching material deserve the learning of English language and reading comprehension skill.

The findings seem to be consistent with other author like (Garcia, 2009) in this experiment with 73 students, so the aim of this investigations was create a functional method to teach reading strategies adequately to increase the reading comprehension in university students in English language, she found that the creation of the method, improved the reading comprehension of academic text in the students, to summarize she named that the method is accessible to students and they are motivated to have good habits of study.

In addition, Liu, Chang, and Chen, (2009) have provided the method of a computer-assisted concept mapping like a reading strategy in 192 students in a college of English language, the result was the growth of reading comprehension of the low readers. Therefore, they indicated that the use of the method to improve low readers with the conventional strategies. Its use was more functional to low readers that on good readers.

In another study the same instrument was used with the purpose to evaluate what reading strategies were used by 367 students as well as the frequency. The evaluation was done with The Survey of Reading Strategies” (SORS). In the results, it was obtained that the use of many strategies no matter the age, gender, and school is good to develop the reading comprehension skill. However, it was noticed that the students, who are older than twenty years old, use more and better reading strategies to be able to understand the English texts.

To conclude their study, they say that the SORS serve in educational, psychological, linguistics investigations (Ramirez & Pereira, 2006).

Moreover, exist other studies one of the first is of the Anderson (2004) so were used the same instrument. The object was analyzing the knowledge of reading strategies between native language and foreign language. The study was applicate in 396 students in this case he found that resolve problems is more used in students of English Foreign Language that the students of English Second Language while reading. Finally, he concludes that it is important that English teachers teach reading strategies to students and so they could expand the learning language.

In other study of Madhumathi and Ghosh, (2012) similar research was performed, with 57 students the aim was to revise the relation between the use of reading strategies and develop reading strategies in ESL of Indian students. They provided that the students of low reading profile have difficulties to use basic tools while reading. In another way, the high readers have many uses of reading strategies like the native readers, but they do not recognize how the students use it. In any case they considered that is indispensable to teach reading strategies to students.

The next study had the purpose to examine the use of metacognitive reading strategies of the university Botswana the study was with 104 students. The results show that 90.3% of students use medium and high use of reading strategies while reading English text and the 9.7% do not use. He concludes his analysis saying that students were able to verify and evaluate their own reading academic text (Magogwe, 2013).

Besides in another one investigation Aziz, Rahim, Harun, Adzmi, Ahmat, Bidin and Shaharudin (2011) proposed investigated the knowledge of reading strategies of 60 students

of. They were concluding that students know some reading strategies, so they are not conscious that how use the reading strategies. They mention that students must learn adequate reading strategies so they can employ in academic study.

Meanwhile Upton (1997) investigated with 11 students the purpose of this research was to know the function of first and second language in the process of reading strategies. He found that students use the native language to understand reading text on ESL, so they translate unfamiliar vocabulary. Finally, he summarized students with any level of ESL, could employ first and second language to have understand what they read.

Moreover, Abdullah (2015) examined the use of reading strategies in academic context by online text. His study was done with 102 students, the results obtained was that students sometimes use reading strategies, no matter the level of skill language all students use reading strategies to academic text online. In her conclusion showed that problem solving strategies and re-reading are the strategies most used, On the other hand, the least used strategies are the support strategies.

Reading skill is important to all level of education because students must for, they develop academic skills. For this reason, teachers must prepare about what reading strategies will to teach and how. Finally, is necessary study more about this problem and the reading strategies. In Table 1, the studies included in this section are displayed.

Table 1.

Studies about reading comprehension

Author / Year	Objective	Participants	Result	Conclusion
Cubukcu 2008	How strategy instruction of the	130 students	When students are taught reading	The teachers must instruct their

	reading strategies affects Turkish students' reading comprehension		strategies their students reading comprehension skill increases.	students reading strategies in a long and supportive process (Cubukcu, 2008).
Dreyer 2003	The use of reading strategies of first-year students through a technology-enhanced environment	131 students	Found that they have a badly use of reading strategies.	Students have to know reading strategies to develop the comprehension of any English text, and they improve academically.
Montejo 2005	Promote techniques to teach reading by means of reading strategies	19 students	The use of process to teach reading strategies had a significant result on students to read.	Use foreign and inadequate methods of teach and teaching material deserve the learning of English language and reading comprehension skill.
García 2009	Create a functional method to teach reading strategies adequately to increase the reading comprehension	73 students	The creation of the method, improved the reading comprehension of academic text in the students	The method is accessible to students, and they are motivated to have good habits of study.

Liu, Chang & Chen 2009	The method of a computer-assisted concept mapping like a reading strategy	192 students	The result was the growth of reading comprehension of the low readers.	The use of the method to improve low readers with the conventional strategies. Its use was more functional to low readers than on good readers.
Ramirez & Pereira 2006	Evaluate what reading strategies were used by students as well as the frequency.	367 students	The use of many strategies no matter the age, gender, school is good to develop the reading comprehension skill.	The students, who are older than twenty years old, use more and better reading strategies to be able to understand the English texts.
Anderson 2004	Analyzing the knowledge of reading strategies between native language and foreign language.	396 students	Found that resolve problems are more used in students of English Foreign Language that the students of English Second Language while reading.	Is important that English teachers teach reading strategies to students and so they could expand the learning language.
Ghosh 2012	Revise the relation between the uses of reading	57 students	The students of low reading profile have difficulties to use	The high readers have many uses of reading strategies like the native

	strategies and develop reading strategies in ESL of Indian students.		basic tools while reading.	readers but they do not recognize how the students use it so that is indispensable to teach reading strategies to students.
Magogwe 2013	Examine the use of metacognitive reading strategies	104 students	90.3% of students use medium and high use of reading strategies while reading English text and the 9.7% do not use.	students were able to verify and evaluate their own reading academic text
Shaharudin 2011	Investigated the knowledge of reading strategies	60 students	Know some reading strategies so they are not conscious that how use the reading strategies	So, students have to learn adequate reading strategies so they can employ in academic study.
Upton 1997	To know the function of first and second language in the process of reading strategies.	11 students	Students use the native language to understand reading text on ESL, so they translate unfamiliar vocabulary.	Students with any level of ESL could employ first and second language to have understood what they read.

Abdullah 2015	Examined the use of reading strategies in academic context by online text.	102 students	Students sometimes use reading strategies, no matter the level of skill language all students use reading strategies to academic text online	Problem solving strategies and re-reading are the strategies most used, and the least used strategies are the support strategies.
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Source: own elaboration.

1.2 Rationale

The problem of this research is about reading strategies of English second language because has emerged that some students of English language teaching program do not use strategies to read comprehensively. In class, it is noticed that some students face problems with the comprehension of academic text or any other English text, but others get the meaning easily.

According to Durkin (1993), this problem is more common in the class of English Literature, pragmatics, investigation methodology and research seminary where the problems will present more to reading a long academic text, to success the purpose of research. In my own experiences as a student at LEI, I have problems to understand what I read as well and I want to know what learning strategies my partners are using that have help them comprehensively, so that I can get the tools to develop my ability to understand the texts I read and to help my students to read strategically so that the reading comprehension skill can be developed.

1.3 Objective

The mayor objective for this investigation is to identify what is the reading strategies the participants used and their academic performance in the Research seminary of Thesis I and II.

1.4 Research questions

- What reading strategies do LEI students use in class in the Research seminary of Thesis I and II?
- What are the most used reading strategies do LEI students use in the Research seminary of Thesis I and II?

1.5 Significance of the study

Since developing reading comprehension is a skill that requires the use reading strategies, so it is important to know what reading strategies LEI students are using. Thus, this research will be of significant help to know if students are using reading strategies when reading texts in English. Likewise, it will get the information to know which strategies are and how they are used.

Also, this study will be of bigger help for the students because they will know how they are in their reading comprehension and thus to foment in them interest and the conscience to learn about reading strategies. Considering that reading strategies are important

for their professional and personal development. The results can give clues to see what is needed to be done in teaching and learning reading strategies.

CHAPTER II: LITERATURE REVIEW

2.0 Introduction

In this chapter formed the different literature that define all the topics that formed this research: Language Learning, Language Skills, Reading, Reading Comprehension, Reading Strategies, Classification of Reading Strategies, to understand the study context, then completed the literature with others essential information to introduce the research. Finally explain some recent studies.

2.1 Language Learning

Language is the ability to communicate a message, is a manner to express between people. According to Langendoen (1969) “language is a group of sentences made by grammar”. (p. 149). On the other hand, Fries and Bloomfield (1940) define language as a set of habits to be learned systematically, item by item, using methods imitation, repetition, and reinforcement” (p. 160).

Language learning became important to students, because in any schools, it is a requirement to past to another level of learning, even for the life is important. Meanwhile some researchers agree that language teachers do not motivate learners to learn the language in the classroom.

2.2 Language skills

Chub (2012) defines language skills are those that we all have, but some students develop more than others. Language skills allow us to communicate, send and receive messages. Language skills are classified in four: listening, speaking, reading, and writing. One important thing to consider about language skills, it is to develop them in the best way.

Firstly, in the mother tongue and later in a second language. In some contexts, such as bilingual institutions, two languages are taught to young people, so that they can master two languages. It means that they can express and understand both languages: the mother tongue and the foreign language (López, 2000)

2.3 Reading

Since antique times, reading has been viewed a form of truth source. It is a complex ability in a native language. It becomes more complex to be mastered in a second language like English language. However, it is necessary to work on it since it is a way to get information and knowledge. According to Anderson (2003) reading is as a process, where readers combine information from a given text and their own background, in other words in their previous knowledge, which help readers build meaning. Similarly, Rosenblatt (1978) considers reading comprehension as a process, where readers extract, and construct knowledge based on previous experiences and knowledge of the reader.

Besides, other authors describe reading as a process, which might lead readers to text comprehension, thanks to the reader background, knowledge, and appropriate strategies. The strategies may be text preview; contextual clues use or inference making. At the same time others define reading as a process, in which readers not only use their prior knowledge, but also their cultural background to work with the text (Magogwe, 2013). Also, Grabe (2015) points out that reading is a process where the reader, the text, and different processes interact, and it gradually and flexibly adjusts to the reading situation. These authors consider that reading as a process that requires the ability to use their previous knowledge.

Moreover, Flavell (1979) defines reading as a “cognitive enterprise which occurs as a result of interaction among the reader, the text, and the context in which the reading takes

place” (p. 1). Finally, the prior research agrees that reading is an active process where three elements intervene: prior knowledge, text, and context and from them the meanings are created.

On other hand, according to Levine, Ferenz and Reves (2000) reading is the skill to read academic texts, it is seen as a vital skill that university students of English require to learn, even if it is taken as foreign language (FL). To conclude you have to consider the importance of learning to read, allows learners to understand the world, the concepts and their relationships imply in the texts (Muñoz, 2010).

It is a skill, which students need to develop in their academic knowledge while using reading strategies, prior knowledge according to the context. Just as reading has been investigated because of the role it plays in the learning process, reading comprehension is a topic of great interest to researchers they want to explore to understand what and how students read to understand the texts, they read.

Table 2.

Reading

Author	Reading is	What do readers do?	What results from reading
Anderson 2003	a process	combine information from a text use their own background knowledge to build meaning.	Text meaning construction.
Clarke and Silberstein, 1977 & Coady, 1979	a process	use background knowledge and appropriate strategies to comprehend the text.	Text comprehension.
Carrell 1988 & Pritchard 1990	an interactive process	use their prior knowledge and cultural background	Interaction with the text.

Grabe 2015	an interactive process	interact with the text, and different processes	Text comprehension.
Flavell 1979	an “cognitive enterprise	interact with the text, and the context	Interaction with the text.
Goodman (127)	a guessing game	the reader reconstructs, as best as possible, a message that has been encoded by a writer.	Text meaning construction.

Source: own elaboration.

2.4 Difficulty that student’s challenges while reading a text

Usually, students present problems when they read in any type of text and the problems are link to the comprehension of the text. Also, while reading an academic text, moreover, reading in another language makes the process even more difficult for some students. In fact, exist some problems in reading comprehension according to Torres (2003) are the following:

It pressures students and leading to learning blockage, subject failure, low participation and integration in class discussions, passive attitude, lack of autonomy in learning, unwillingness for research. In another investigation, Suárez, Manso and Godoy (2010) mention these problems are due to difficulties to reading comprehensively and the inability to decode; confuse the requires tasks; poor vocabulary, memorization problems, low previous knowledge, and low self-esteem.

Consequently, the problem to reading comprehension bring out insecurity to read, demotivation and fear to explain the meaning of a text in a class. Eventually, these problems

emerge because students have not developed reading comprehension strategies that result lack of reading habits, lack of learning reading strategies, lack of training reading strategies school, lack of motivation, lack of a specific object to read, and lack of preview knowledge.

2.5 Reading comprehension

Rand (2002) defines reading comprehension "as the process of simultaneous extraction and construction of meaning through interaction and participation with written language" (p.207). Meanwhile Uribe (2015) define reading comprehension as "the capacity of constructing meaning through involvement and integration of both written language and the reader's knowledge" (p.39). According to Palincsar and Brown (1984), reading comprehension depends on four elements which are: coherence, cohesion, syntax, and optimal distance between the knowledge of the reader and the text content. While Loayza (2021) mentions that reading comprehension is a complex ability, where there is interaction among the perceptual, cognitive, linguistic, and sociocultural processes.

Also, Rosenblatt (1978) refers to reading comprehension as a process, where the reader extracts and constructs knowledge based on the reader experience and knowledge and the information contained in the text. These authors are agreement that reading comprehensions is a process where previous knowledge is combined with the added information and new knowledge result from that mixture.

Finally, many researchers have been studying reading comprehension because it is important for language learners to develop since it is a requirement to pass the certification test of any language for different purposes, but it has been observed that language learners are facing problems to understand what it is read.

2.6 Strategies

Strategies are characterized because they are “procedural, purposeful, effortful, willful, essential, and facilitative in nature” (Alexander & Jetton, 2000, p. 295). On Coll’s view (1987), he considers that strategies are “actions ordered and completed, that is, aimed at achieving a goal” (p. 4). Valls (1990) also considers that strategies are ordered and completed actions to reach a reading goal. These authors regarded that strategies are a process used to achieve an objective.

In another way, these researchers Winograd and Hare (1998) refer to strategies as actions done consciously to choose and control the reading practice to achieve reading goals. While the second author defined strategies as structured activities that apply to specific information with the objective to evaluate information or another aspect. Finally, as author Godman (1986) points out that reading strategies planned ways for obtaining, evaluating, and using information. In this study, the Winograd and Hare (1998) definition about strategies are taken as part of the theoretical basis.

Table 3.

Strategies

Author	Strategies are	Characteristics of strategies
Alexander & Jetton, 2000	processes	procedural, purposeful, effortful, willful, essential, and facilitative
Coll 1987	processes	ordered and completed
Valls 1990	processes	ordered and completed
Winograd & Hare, 1998	deliberate actions	selected and controlling

Peña 2000	structured activities	evaluative
Godman 1986	broad scheme	Evaluative

Source: own elaboration with information taken from Alexander & Jetton, 2000, Coll 1987, Valls 1990, Winograd & Hare, 1998, Peña 2000, Godman 1986.

2.7 Reading Strategies

The authors refer to this medium as an important action that is conducted with the intention of facilitating reading comprehension. While Hosseini and Bakhshipour (2012, p.2) define strategies as intended actions, which facilitate reading. Reading strategies are tools to use while reading a text and thus achieve the comprehension of the text. According to Cohen (1990), reading strategies are mental procedures used purposively to conduct reading tasks. For Gardner (1978), considers reading strategies as well as planned activities set to facilitate understanding of the text. Meanwhile, the authors Cohen, Alexander, and Jetton they coincide in that reading strategies are used to develop the reading comprehension. Whereas Gardner agrees that reading strategies are intended actions that readers use to read.

Moreover, Velarde (2009) defines reading strategies as a complex skill, organized in three elements: the reader, the text, and the task: those elements are combined when it is read. Finally, Sole (1992) defines reading strategies as procedures, which comprise the reading objective, the planning actions, evaluation, and changes.

Table 4.

Reading strategies

Author	Reading strategies are	Characteristics of reading strategies	Readings strategies help
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Hosseini, Bakhshipour 2012	actions	intentional actions	facilitate reading at any level of processing
Cohen 1990	mental procedures	deliberate procedures	accomplish reading tasks
Gardner 1978	planned activities	deliberately activities	facilitate understanding of the text
Velarde 2009	complex skill	complex skill, organized in three elements	understand the reading
Sole 1992	procedures	procedures, which comprise the reading objective, the planning actions, evaluation, and changes	text comprehension

Source: own elaboration

2.8 Classification of reading strategies

There are different classifications of strategies among them are the following: strategies propose by Block's, (1986), Oxford, (1990). Weinstein, et al., (1998); Pintrich, (1998) De Jong, (1990) and Mokhtari and Sheorey, (2002). Moreover, Goodman (1986). The first lists of classification of reading strategies are by Block's, (1986) consist of two levels: general comprehension and local linguistic strategies. The general comprehension is about recognizing the real meaning of any text and the local linguistic strategies is only about the comprehension of specific readings.

The second list by Oxford, (1990) is classified in cognitive, memory, affective, compensation and social strategies. These strategies are divided in two categories direct and indirect strategies; the direct strategies define the meaning of the text with diverse ways, there are classified in memory (take notes, summary, paraphrasing, predicting); cognitive (such as word association and do semantic map); and compensation (guessing about the meaning according to the text content). The indirect strategies are focused in developing the learning of students, the strategies are metacognitive (self-motivation, means by which reduces anxiety); affective and social strategies ask to help to read with other classmate to develop feedback.

The third classification by Weinstein, et al., (1998); Pintrich, (1998) De Jong, (1990) are describe in five types of reading strategies: cognitive, affective, memory, self-regulation, and resources management. These strategies are called of learning. The cognitive strategies are used to interpret basic academic text; they develop a medium of reproduction of some information. Besides the strategies are used to take notes, underline works or phrases, and copy the text. Affective strategies are to motivate and foment the focus in the learning of students and promote the control of time and anxiety. Memory strategies allow students to remember and track specific information through concept maps, synoptic tables, flow charts, select main ideas, identification of type of text. Finally, the resource management permit to have control of the time, administer the place of learning and ask for help when readers required it.

The reading strategies classification selected in this study are the ones Mokhtari and Sheorey (2002) provided. The grouping is into three types of strategies such as Global Learning Strategies, Problem Solving Strategies and Support Strategies. The Global learning

strategies are the tactics to read in a methodical way with analyzing the text with a purpose. The Problem-Solving Strategies are processes used while reading a text when is necessary, when readers have problems to comprehend. The Support Strategies are necessary to employ to understand better academic text. Below there will present tables with each of the strategies according to the classification.

Table 5.

Classification of reading strategies

Author	Classification	Description
Block's 1986	General comprehension	Recognizing meaning of any text
	Local linguistic strategies	Comprehension of specific readings.
Oxford 1990	Direct strategies	Memory: taking notes, summarizing, paraphrasing, predicting. Cognitive: word association and semantic map creation. Compensation: guessing about meaning.
	Indirect strategies	Metacognitive: self-motivation, means by which reduces anxiety. Affective and social strategies: read with other classmate and feedback.
Weinstein, et al.,	Cognitive	Taking notes, underlining works and phrases, and copying texts.
	Affective	Motivate and focus on the learning of students and promote the control of time and anxiety.

1998; Pintrich, 1998 De Jong	Memory	Use of concept maps, synoptic tables, flow charts. Select main ideas, identify the type of text.
	Self-regulation	Control the reading process.
	Resources management	Control the time, administrate the place of learning, and ask for help.
	Global Learning Strategies	Review of text size and form. Read with a purpose. Use images, pictures, or typography.
Mokhtari and Sheorey 2002	Problem solving strategies	Adjust speed in easy or difficult texts. Infer the meaning of words. Reread the text.
	Support Strategies.	Use of dictionary. Underline main ideas. Take notes.

Source: own elaboration

2.9 Types of reading text

Another aspect of reading comprehension is to identify the types of the reading texts, it is necessary to instruct so that students can distinguish the differences in the text structures. In that way, students will know what reading strategies can employ to read (Cooper, 1990).

2.10 Teaching reading strategies

Students need to have a cognitive ability, a reason to read, prior knowledge about the text and about reading strategies to understand the text deeply and develop their knowledge about the topic they are reading. It is particularly important that students know reading strategies, because without them, the students are not being able to understand the text in depth. For that reason, it is necessary teachers teach reading strategies in school because

teaching reading strategies is the foundation of education to help students to develop the reading skill.

Besides, teachers must consider that to teach reading. According to Hedge (2003) any reading English course may include the next goals:

- To promote to read several types of texts in English.
- To construct language knowledge, which facilitates the reading skill.
- To construct schematic knowledge.
- To match the reading style to the reading purpose.
- To raise awareness about the written texts in English structures
- To take a critical posture to the text content
- To instruct explicitly students about reading strategies.

Meanwhile it should be noted the reasons by Paris Wasik and Turner (1991) that emphasize why teachers should teach reading strategies. They are fundamental in six ways:

1. They allow readers in the elaboration, organization, and evaluation of the text information.
2. They can help readers develop attention, memorization, communication, and learning.
3. They can be controlled by readers and used selectively and flexibly.
4. They can help readers reflect, improve metacognition and motivation.
5. They can be learnt directly from the teachers.
6. They can help improve learning in the different areas of knowledge.

This reason explains in a straightforward way the relevance of learning reading and teaching strategies by students but also is important that students know how use the reading

strategies and have control of their use. For this reason, over time has to created methods to teach reading comprehension one of the which methods is the Reciprocal by Brown and Palincsar (1989) This method is a way to teach students to use cognitive strategies as summarize, ask questions, evaluate. Besides readers can deduce the meaning of following paragraphs to the one that is read, guess the meaning of words, these strategies are teach to while students read a text the teacher make a discuss in which all readers use the strategies. The teacher always chooses the texts, according to the developed comprehension of each student.

Reciprocal teaching is an instructional approach that features "guided practice in applying simple, concrete strategies to the task of text comprehension" (p.479). The Reciprocal Teaching is a cooperative method because exits a communication between teacher and student to increase the purpose of comprehension and the practice of strategies.

In another way Collins and Smith (1980) defined one of way to teach reading strategies develop in three steps: *Modeling* in this process the teacher model students how to use the strategies because teachers read and explain what kind reading strategies, they could use to understand the text, the next step is *participation of student*. In this step readers take the control of their own reading with the help of the teacher. Finally, students make a *silent reading*; in this step the readers develop the reading comprehension through reading strategies such as hypothesize, predict, set objectives, search, and find.

Another method which can be called rigid or systematic was proposed by Baumann (1990) this method it consist of five phases:

Introduction: this phase readers are given examples and explained objectives to read a text. Example: in this process teachers show students how to use a reading strategy with a text.

Direct teaching allows teachers explain, describe, and suggest specific reading strategy so that students make their reading comprehension of a text.

Teacher directed application, in this phase students apply all their acquired knowledge to facilitate the reading comprehension with the teacher supervision and moderation.

Individual practice is a phase where students can have a reading comprehension practice of any other text, without any teacher supervision or help.

Moreover, exists another method created by Pearson and Gallagher (2009) when the teacher has an active participation, the method is conformed for three steps:

1. Teachers show how to use the strategies with examples. They model how, when, what, and why to use any specific reading strategy.
2. The students and teacher collaborate in a guided practice while make a reading comprehension activity.
3. Teachers motivate and express the objective of reading and give material to develop the knowledge of the reading strategies.

The current methods prove many different, but they have the same purpose, teaching reading strategies to improve comprehension of any kind of text. The reading comprehension strategy models are presented in Table 6.

Table 6.

Reading strategies teaching models

The teaching model proposes that:

Authors	Teachers	Students
Brown & Palincsar 1989	teach students to use cognitive strategies such as: summarizing, making questions, evaluating, deducing the meaning, guessing the meaning of words	read a text the teacher, discuss about the text content and use the strategies.
Collins & Smith 1980	read and explain the kind of reading strategies, learners can use to understand the text, and promote participation	control of their reading practice with the teacher assistance; make a silent reading; comprehend and use the reading strategies like hypothesizing, predicting, setting objectives, searching, and finding information.
Baumann 1990	Show students to use the reading strategies with a text. Explain, describe, and specify the reading strategy, assist students	apply knowledge to read comprehensively; are supervised and moderated; have individual practice and try to comprehend any type of text.
	show examples about how, when, what, and why use and specific reading strategy; motivate learning and provide material about the reading strategies.	collaborate with the teacher in a guided practice while reading and working for comprehension.

Source: own elaboration

2.11 Recent studies about reading strategies

At the present time reading comprehension is an important ability in the academic and professional context for this reason there are many studies about it. Over the last six years of 2015 to 2021 was made some studies in Colombia, Mexico, Bogota, Peru, and India.

One study of Uribe (2015) was conducted University Santo Tomas, Colombia with 40 students in which the objective was the use of explicit method to teach reading strategies to focus on recognition and performance in reading comprehension, so the result was the knowledge of reading strategies and the increase in reading comprehension. Finally, he concludes that the use of explicitly tech of reading strategies was efficient to develop reading comprehension of EFL students.

Later in another study Pinninti (2016) with 9 students of 13 to 14 years old of a middle school in India, where the objective was observing the frequency and the conditional knowledge use of reading strategies by students, the results of this study indicate most use reading strategies are previewing underlining unfamiliar words, re-reading difficult sentences and recalling summary and reading strategies are use consciously to students in English language class.

Subsequently Molina (2018) created strategy-based reading workshops, later apply with 22 students of elementary-high technical school in Bogota, to develop the effective of reading comprehension, as a result the students show interest in the material used to work because was created according to the context and interest and definitely in this way students develop their reading comprehension.

Meanwhile the research done by Abundis Gutiérrez et al. (2018), it was an experimental study with 18 students at University of Guadalajara, México, the main goal was comparing the conditions and the knowledge of reading strategies between students with low and middle skilled reading comprehension. They observed a low reading comprehension in both group of students but not were observed a relation in regression and reading

comprehension. For this reason, research mentioned the importance to make another investigation about reading comprehension through eye tracking study.

In another study Rastegar et al. (2017) in Iran was realized with 120 EFL students of two universities in which the purpose was observed the relation through EFL learners' metacognitive reading strategies use and their reading comprehension success, as a result was observed a certain development between use metacognitive reading strategies by students in their reading comprehension. Finally, the result defines that learning metacognitive reading strategies improve better reading comprehension to students.

Finally, at the present time was carried out in Huánuco-Peru in a high school a quasi-experimental study by Maturrano (2021) in that the principal purpose was the effect of the arborigram strategy to develop reading comprehension, as a result the students showed a real development in the three levels of reading: literal, inferential, critical, to conclude researcher suggest applying arborigram with other level of students. Now teaching reading strategies to develop reading comprehension by students must be a fulfillment approach learn and thus avoid low learning.

CHAPTER III: METHOD

Chapter three describes the design method, besides will be explain location of research, the participants, sampling, techniques and instruments, data analysis and methodology of this study.

3.1 Method

This study was elaborated thought quantitative method, no experimental. According to Creswell, (2008), a quantitative study is a means to evaluate an objective by examining the relationship among variables, which can be measured. Typically, the instruments are used to collect data, which can be numbered and analyzed using statistical procedures. There are no experimental quantitative studies, which Kerlinger (1979) mentions that they are systematic research, but they do not control independent variables so that in this kind of studies variables are not manipulated. In this study variables are not manipulated so the type of investigation done is a non-experimental quantitative study

3.2 Location of research – context

The investigation was done in the Language Faculty from BUAP. The Language Faculty is in the capital of the state of Puebla, Puebla. This institution has two degrees: English language teaching and French language teaching. The careers are of three and half years to six years. Furthermore, has open career in English language teaching as well as master's degree. Also, the faculty has the own foreign language center (Centro de Lenguas Extranjeras CELE). The center offers courses of English, German, French, Italian, Portuguese, and Japanese to all university community and public. Since one of degree requirements of certain races of

university BUAP is certify a foreign language in A1 level. The degree in English teaching offers six levels of English during the academic preparation of students.

3.3 Participants

The participants of this research are English language students of the faculty of languages BUAP. The number of students was 56, from distinct levels about degree English language teaching according to the data the students are 17 to 44 years old. As well se most of students will graduate. On the other hand, the student's generations were from 2002 to 2021. These students are doing their thesis.

3.4 Sampling

The subjects were selected on base of quantitative research using a conventional sampling. Creswell, (2008) define this sampling as a process of method quantitative, where are select participants accessible and willing to participate. Because I chose the population of my study only students of the classes from Research seminary I and II since it is easy to access with them.

3.5 Techniques and instruments

In this study was used a Survey to collect the necessary information about the use of reading strategies of English students. This instrument is used to quantitative research. It is defined by Scheuren, (2004) as a method of gathering information from a sample or individuals (p.9). The survey that used was elaborate by Mokhtari y Sheorey in the years 2002 "Survey of Reading Strategies" (SORS), but I apply instrument adapted to Spanish language by Pereira and Ramirez (2006).

The survey has the instruction, and the participants had to evaluate the results, besides, they had to interpret the goals to identify the level and type of strategies that they know. The survey was translated into Spanish (See Appendix A)

3.6 Ethical consideration

Ethic is use in many aspects of society to respect human and animal life according to specified norms. In the ambit of research, the ethic takes a vital role to develop any type of research. According to Parveen (2017) “Ethics are central to the research process” (p. 2). Therefore, to start investigating is necessary the consent of the group to be will studied, as well as is necessary select specific ethics according how use the information contributed by collaborator and their human rights respecting the culture, language, religions, etc.

In short research have an important responsibility with consent of collaborators always for this reason is important they know the objective of the research and their norms (See Appendix B)

3.7. Data analyses techniques

This study was elaborated with quantitative method this means that the data result was analysed in numbers, in this way, the data was structured in pie and bar graphs for further analysis. Kerlinger (1979) mention that this study is non-experimental, given that the results are not change, and are direct.

This study followed the six steps to develop the data analysis proposed by Creswell (2008)

Step 1. Report information provided by the participants. They can be organized and presented in tables or figures with numbers and/or percentages

Step 2. Discuss the method by which response will be gathered. In this case the descriptive analysis was selected.

Step 3. Provide a descriptive analysis of data, which was collected.

Step 4. Identify the statistical procedure, which can help analyze the data.

Step 5. Identify the statistics to assess the research questions or hypotheses of the study.

Step 6. Interpret and present the results in tables or figures.

Because this study is not experimental, a situation was not created to alter the results, just obtained results that are natural. In addition, I used actual numbers to display the results obtained with the questionnaire.

3.8 Procedure

In this part develop the description of how was collected the data and then the process to organize the instruments. To begin the instrument was applied in Spanish language by Pereira and Ramirez (2006). The questionnaire used was reading strategy in the foreign language scale (See Appendix B). This survey was set in google form, then it was shared online to get the participant answers in a practical way. The answers were being received from the 1st of October, with school mates, through the social network Facebook. It took almost two weeks to receive the replies. Finally, the 11th of October, it was decided to start the analysis of the collected data. The number of participants were in total 56. The approximate time to answer the questionnaire was 18 minutes and 15 seconds.

CHAPTER IV : RESULTS AND DISCUSSION

In this chapter are included the results. The information is divided in two sections. First, the sociodemographic information, which are shown in bar and pie charts. Second, the discussion of the results are provided.

4.1 Sociodemographic information

The participant ages range from 17 to 44 years old. The table provides information about age participants See table 7.

Table 7.

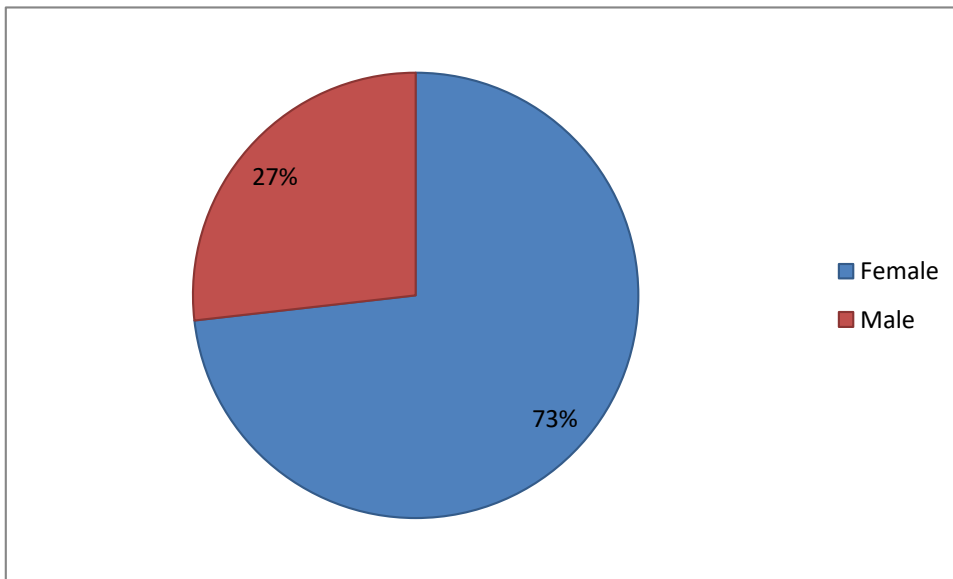
Age of participants

Age	Percentage
17	1,8
18	19,6
19	12,5
20	8,9
21	7,1
22	5,4
23	3,6
24	3,6
26	12,5
27	10,7
30	1,8
31	1,8
33	1,8
34	3,6
35	1,8
37	1,8
44	1,8
Total	100

Source: own elaboration.

The graph shows an obvious number of women participants and a small fraction of men participants. See figure 1.

Figure 1: Sex



Source: own elaboration.

The table below illustrates the variety of participant generation the range from 2002 to 2021, the most noticeable thing about the table is that 2021 generation shows a significant majority of participants in this study, on the other hand 2013 generation shows more participants than 2020 generation. See table 8.

Table 8.

Generation

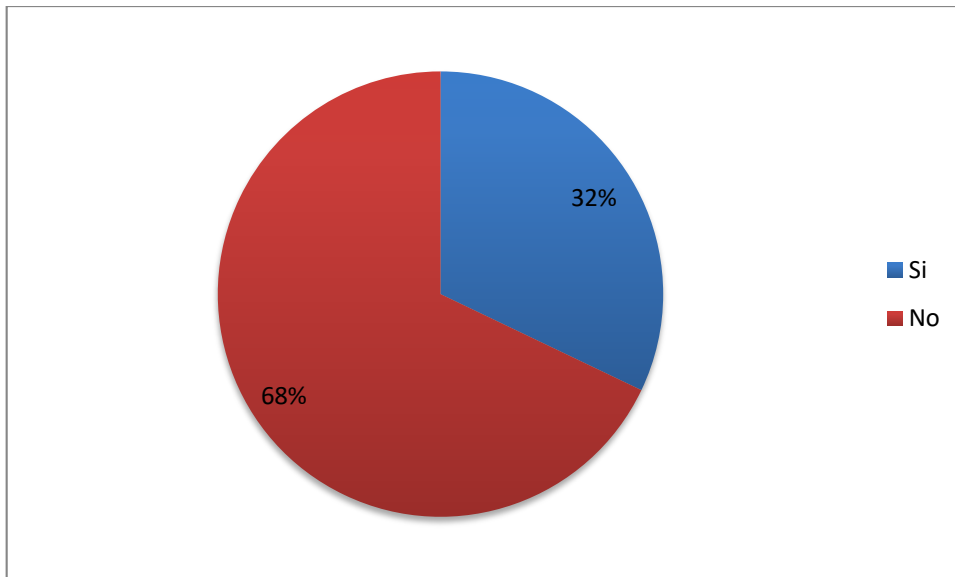
Generation	Percentage
2002	1.8
2003	1.8
2005	1.8
2011	3.6

2012	3.6
2013	16.1
2014	3.6
2015	1.8
2016	1.8
2017	7.1
2018	5.4
2019	1.8
2020	10.7
2021	39.3
	15

Source: own elaboration

The pie graph gives information about certification of participants; according to data 68% more than half not have a certification in English language and only 32% a small fraction, have a certification. See figure 2.

Figure 2: Certification



Source: own elaboration

The table provides information about language level, the prior numbers of participants have a poor language level, and 10% have B2 as a language level the other levels

A2 and B1 illustrates equal number of participants, finally language level C1 and C2 have 2% so the same numbers of participants. See table 9.

Table 9.

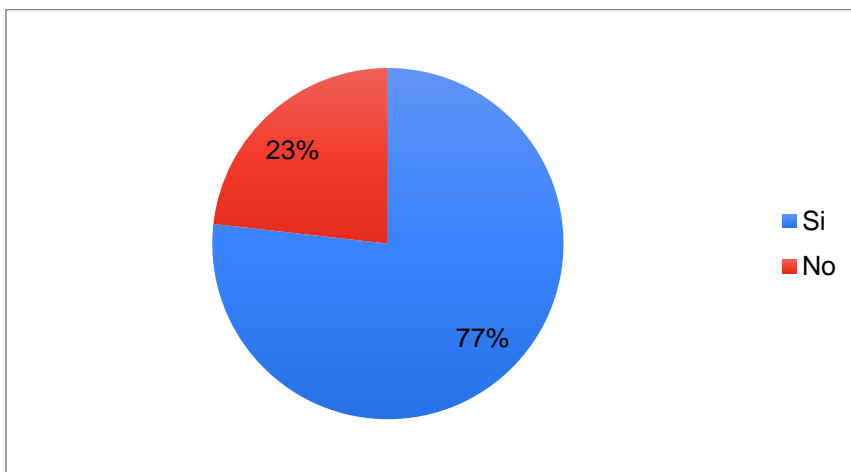
Language level

Language level	Frequency
No	36
A2	3
B1	3
B2	10
C1	2
C2	2
Total	56

Source: own elaboration

According to the records graph, a great deal of participant like reading and the other part not like reading. See figure 3.

Figure 3. *Like reading*



Source: own elaboration

In the table 19% participants reading 1 hour, while 15% reading 3 hours, 9% reading moderately 4 hours and only 1% read keenly 6 hours. See table 10.

Table 10.

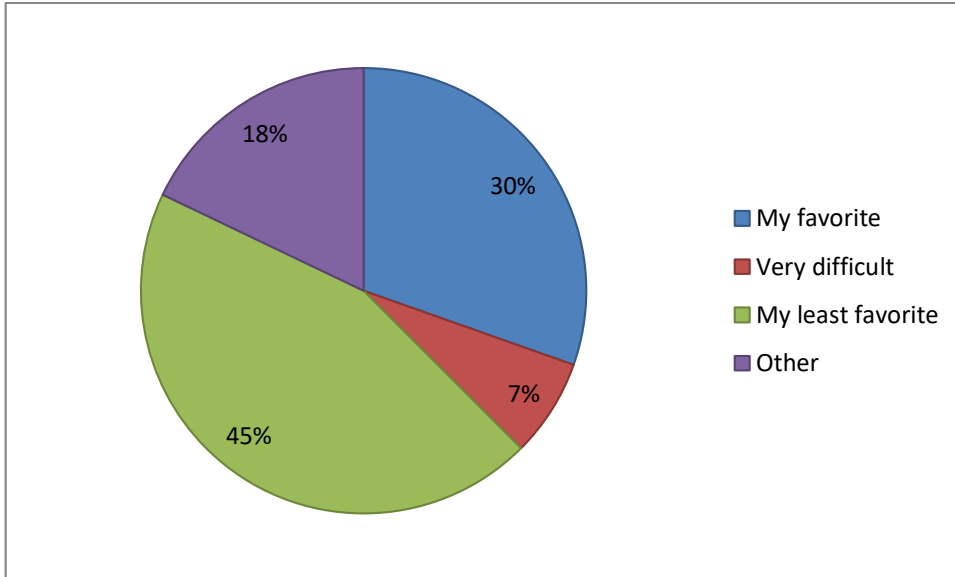
Reading hours

Reading hours	Frequency
One hour	19
Two hours	8
Three hours	15
Four hours	9
Others	2
Six hours	1

Source: own elaboration

The pie chart provides information about preference trends to reading exercises is most obvious trend in the graph is "my least favorite" Markedly 30% participants reading exercises is a favorite action. Finally, the overall picture shows 7% as an activity difficult for participants. Figure 4.

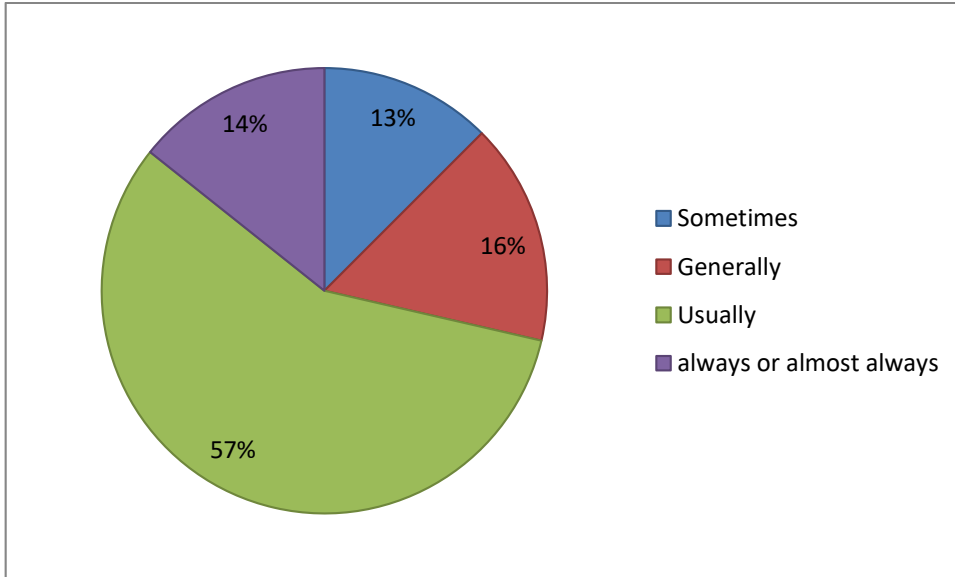
Figure 4. *Reading exercises*



Source: own elaboration

According to the pie chart gives us an idea trends into participants have ability to understand in effortless way texts. The most trend in the graph is usually to students understand easy text and markedly the 14% of participants mentions always or almost always lees than the trend with 16% and finally sometimes was the trend with 13% that is the smallest number. See figure 5.

Figure 5. *Understanding is easy*

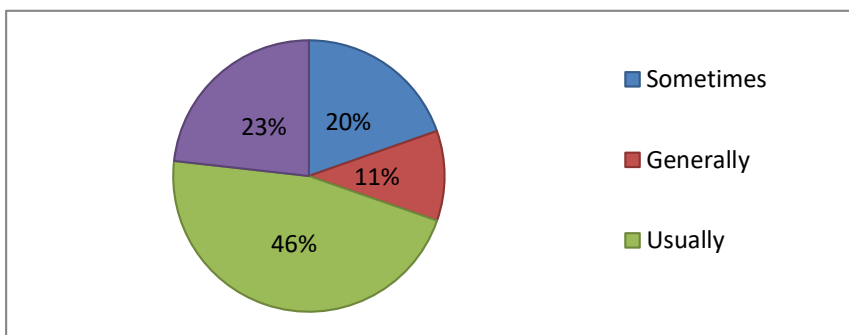


Source: own elaboration

4.2 Global strategies

Most of the participants (46%), before they read, they review the text to see what the text will be about, by looking at just the title. The half of that value (23%) and the half of it (20%) of the participants always or almost always and sometimes do that practice, respectively. And a minority of the participants (11%) see the title to predict the content of the text. See Figure 6.

Figure 6. *Before reading, I look at just the title to predict content*



Source: own elaboration

Shows the frequency participants guess what the text is about before they start reading. Most of them (N=14) never or almost never guess before reading. Just (N=13) out of 56 of the participants do that. A minority of them (N=7) try to guess the content of the text before reading. See table 11.

Table 11.

Before I start reading, I first try to guess what the text is about

	Frequency
Never or almost never	14
Sometimes	12
Generally	10
Usually	13
Always or almost always	7
Total	56

Source: own elaboration

The table shows the frequency of participants to adjusting their speed reading according to difficult texts. A sizable portion of students (N=26) adjust their speed to read always or almost always, other part mention (N=15) that usually, the smallest number of participants (N=5) sometimes adjust reading speed text. See table 12.

Table 12.

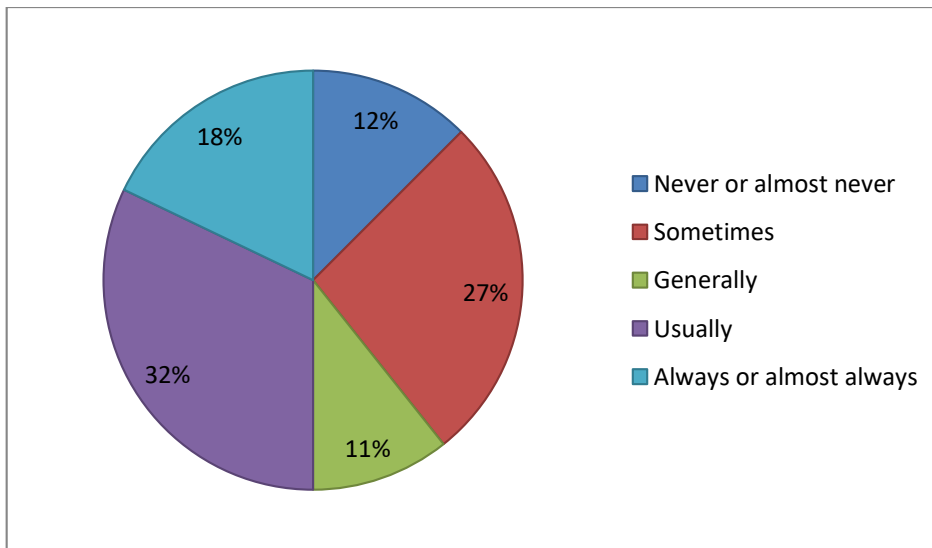
It adjusted my reading speed to the difficulty level of the text.

	Frequency
Never or almost never	
Sometimes	5
Generally	10
Usually	15
Always or almost always	26
Total	56

Source: own elaboration

According to the table gives information about participants decide to read which parts read more carefully and which parts them ignore. The majority frequency percentage is (N=32) usually then (N=27) sometimes, as a small number and finally (N=11) that show the smallest number. See figure 7.

Figure 7. *When I read, I decide which parts to read more carefully and which parts to ignore.*



Source: own elaboration

The table shows the trends used by students to review the text from top to bottom to find the relationship between. Apparently (N=18) usually is the number biggest to make a

review text then (N=13) is the other trend mentioned of participants, the frequency fewer was (N=4) never or almost never. See table 13.

Table 13.

I review the text from top to bottom to find the relationship between his ideas.

	Frequency
Never or almost never	4
Sometimes	10
Generally	13
Usually	18
Always or almost always	11
Total	56

Source: own elaboration

The table illustrates the frequency in that participants make a review text to identify its characteristics (size and organization). A large position was the frequency (N=20) then in the middle are (N=10) sometimes and the small minority (N=8) never or almost never. See table 14.

Table 14.

Before I start reading, I review the text to identify its characteristics (size and organization)

	Frequency
Never or almost never	8
Sometimes	10
Generally	20
Usually	9
Always or almost always	9

Source: own elaboration

According to the table, students checking to see if their predictions about the content of the text were true or false. A sizable portion of students (N=15) sometimes checking the text to see if predictions of text are true. On the other hand, (N=14) generally and usually

shows the same number of participants do that practice, respectively, and a small number of participants (N=6) never or almost never check if their prediction text is true or false. See table 15.

Table 15.

I check to see if my predictions about the content of the text were true or false

	Frequency
Never or almost never	6
Sometimes	15
Generally	14
Usually	14
Always or almost always	7
Total	56

Source: own elaboration

The table provides information when students reading try to guess the meaning of unknown words or phrases considering the content of the text. According to the trends (N=17) usually shows a considerable number and then (N=16) always or almost always gives a moderate number in this practice and just a small minority (N=3) never or almost never try to do mentioned action. See table 16.

Table 16.

When I read, I try to guess the meaning of unknown words or phrases considering the content of the text.

	Frequency
Never or almost never	3
Sometimes	6
Generally	14
Usually	17
Always or almost always	16
Total	56

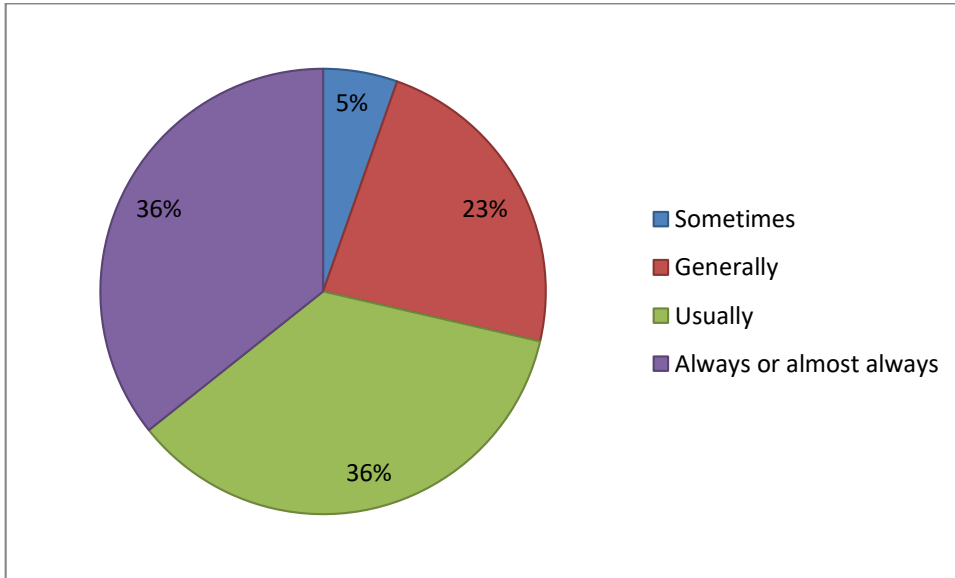
Source: own elaboration

4.3 Problem solving strategies

Shows when student read slowly and carefully to ensure their understanding of the text. Usually and always or almost always have

(N=36) the same great deal number. And (N=23) do this practice, just (N=5) try to read slowly and carefully to corroborate their comprehension. See figure 8.

Figure 8. *When I read, I do so slowly and carefully to ensure my understanding of the text.*



Source: own elaboration

The table provides information when participants lose the attention in a text and try to pick up the text again. The most prevalent frequency (N=27) always or almost always does it, and other part (N=21) usually do the mentioned practice, and a small minority (N=1) never or almost never and sometimes try to do it. See table 17.

Table 17.

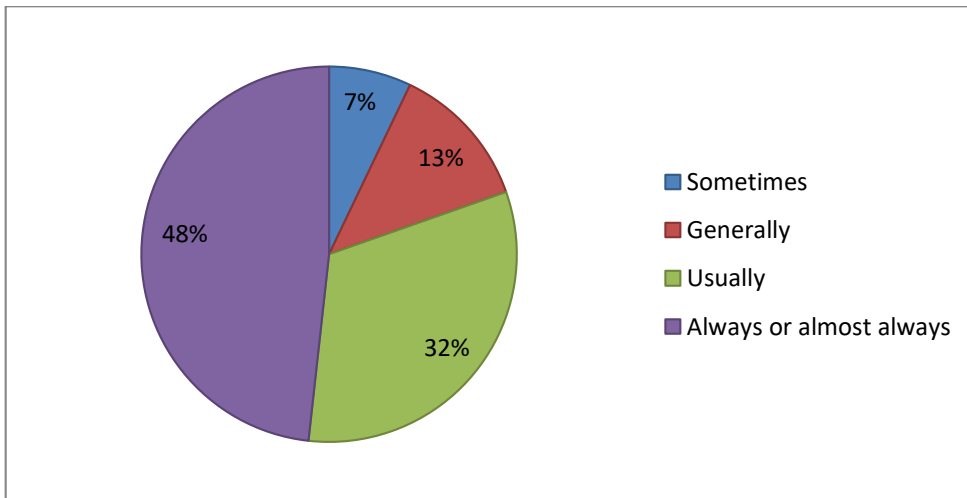
When I read and lose focus, I try to pick up the text again.

	Frequency
Never or almost never	1
Sometimes	1
Generally	6
Usually	21
Always or almost always	27

Source: own elaboration

The figure shows when participants read a text and is difficult to their have to pay attention. Seemingly (N=48) a sizable portion of participants do this action and on the other hand (N=32) usually do this practice and just (N=7) pay more attention to read, when a text is difficult to understand. See figure 9.

Figure 9. *When I read and the text is difficult for me, I pay more attention to what I am reading.*



Source: own elaboration

According to the table when participants read, they use supporting material to understand more a text. The information provides that (N=17) try to do this action and other part (N=11) do practice, finally a small number only (N=5) do it. See table 18.

Table 18.

When I read, I consult supporting material (in the dictionary) to try to understand the reading better.

	Frequency
Never or almost never	5
Sometimes	7
Generally	11
Usually	17
Always or almost always	16

Source: own elaboration

The table gives information about when is difficult to students read a text, they need to reread it to understand it better. Shows that (N=33) is the number biggest in the table to always or almost always and (N=10) usually need to read again the text, as a small number (N=2) do it. See table 19.

Table 19.

When the text is difficult for me, I reread it to understand it better.

	Frequency
Never or almost never	2
Sometimes	3
Generally	8
Usually	10
Always or almost always	33

Source: own elaboration

According to the table when participants read a text, they translate some words from English into their mother tongue to more comprehension. A most noticeable number (N=19) do that practice, respectively, other number is (N=12) do it, and only (N=3) sometimes translate some words from English into their mother tongue to more comprehension. See table 20.

Table 20.

When I read, I translate words and phrases from English into my mother

	Frequency
Never or almost never	6
Sometimes	3
Generally	12
Usually	16
Always or almost always	19

Source: own elaboration

According to the data, students when read, they think about their knowledge of the subject in both languages: my mother tongue and English, so the most prevalence frequency (N=15) of participants mention that apply usually, on the other hand as a low number (N=3) of participants do it never or almost never. See table 21.

Table 21.

When I read, I think about my knowledge of the subject in both languages: my mother tongue and English.

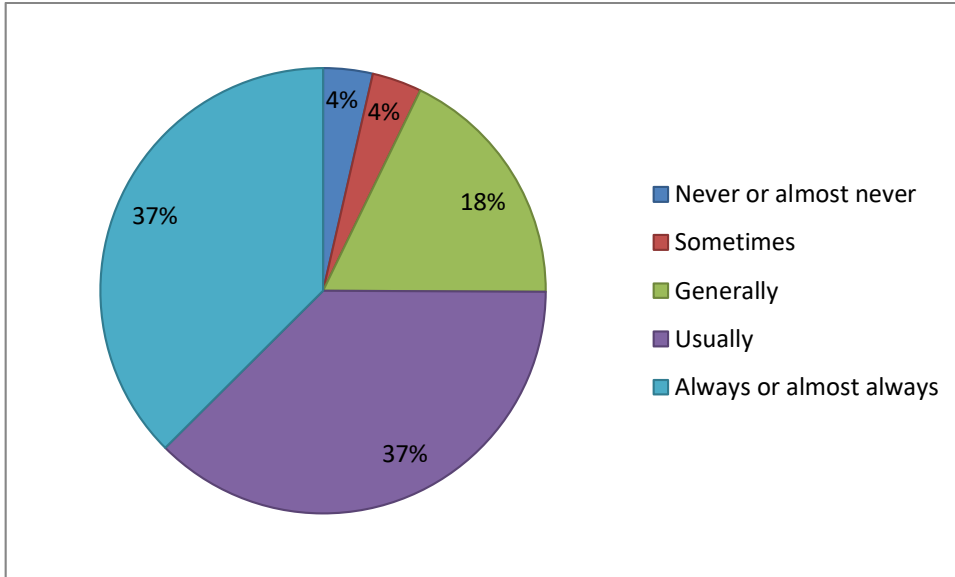
	Frequency
Never or almost never	3
Sometimes	9
Generally	8
Usually	15
Always or almost always	21
Total	56

Source: own elaboration

4.4 Support strategies

The pie chart shows when students read use their previous knowledge on the subject to better comprehension. According to results (N=37) usually and always or almost always, shows the same number of participants that do it and (N=18) try to do sometimes, finally (N=4) never or almost never and sometimes, have the same small number of participants that do it. See figure 10.

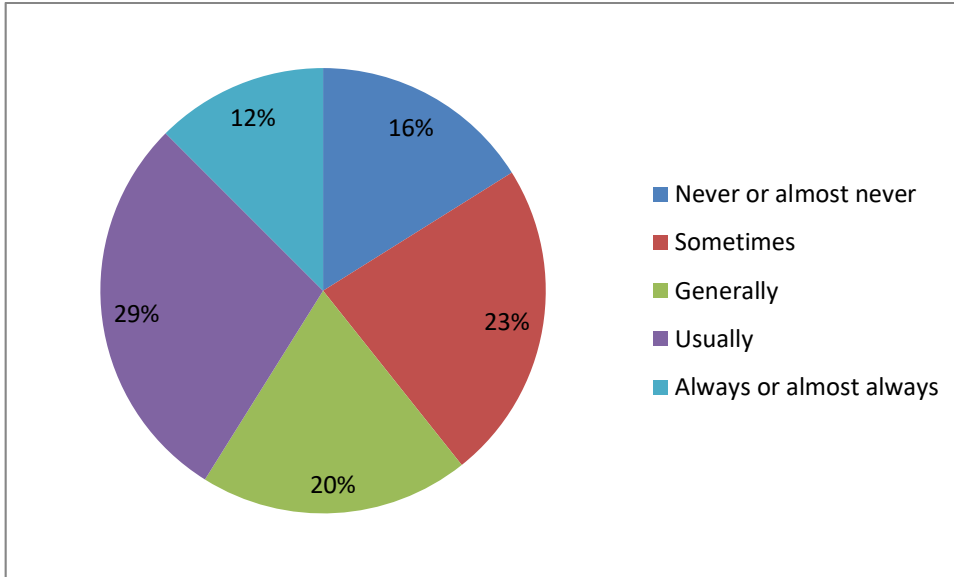
Figure 10. *I use my previous knowledge on the subject to better understand what I read.*



Source: own elaboration

The following pie chart represents the percentage of participants that make annotations to understand the text. A significant result (N=29) usually practices this action, the secondly percentage of participants (N= 23) sometimes practices it. Finally, as the smallest fraction (N=12) always or almost always, participants make annotations to understand the text. See figure 11.

Figure 11. *As I read, I make annotations to better understand the reading*



Source: own elaboration

According to this table, the most noticeable data is (N=16) students always or almost always when they read underline essential information in the text to better remember it. By contrast a small fraction of students (N=4) never or almost practice it. See table 22.

Table 22.

When I read, I underline or highlight information in the text to better remember it.

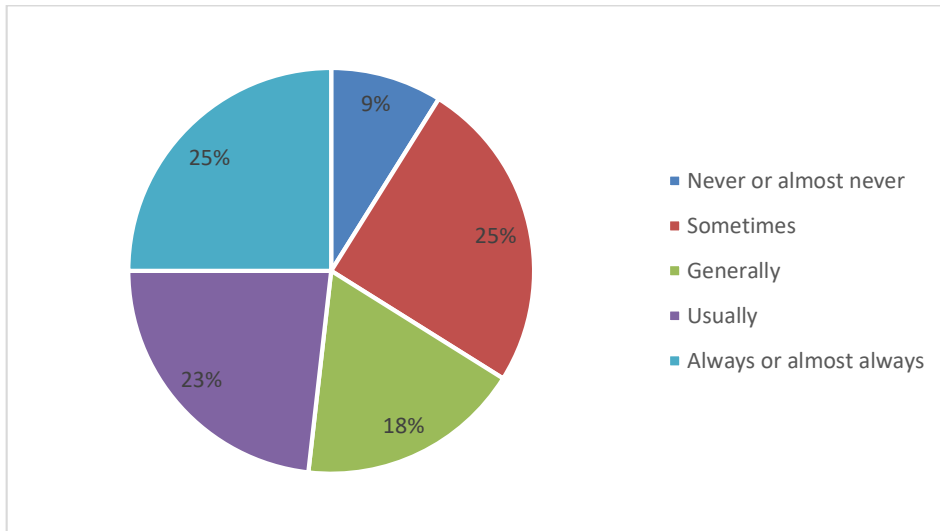
	Frequency
Never or almost never	4
Sometimes	11
Generally	14
Usually	11
Always or almost always	16

Source: own elaboration

This pie chart compares when participants read write down key words from the context to better understand. A significant majority with the trend always or almost always (N=25) of participants mention that use it, the same number of participants (N=25) declare sometimes

use the same strategy. However, a small number (N= 9) never or almost never apply it. See figure 12.

Figure 12. *I read; I write down key words from the context to better understand the text.*



Source: own elaboration

The table explain when participants jot down important ideas from what they are reading. According to the trends, the most apply trend by participants is with (N=16) then (N=13) participants sometimes practice the respectively strategy, and a small number (N=4) with the trend never or almost practice it. See table 23.

Table 23.

Sometimes I stop and jot down important ideas from what I am reading.

	Frequency
Never or almost never	4
Sometimes	13
Generally	16
Usually	12
Always or almost always	11

Source: own elaboration

This table shows when participants read, they paraphrase (repeat the ideas in my own words) to better understand the text. So, and sometimes are the most mention by participants (N=15) show the same number as almost never with (N=4) participants apply it. See table 24.

Table 24.

When I read, I paraphrase (repeat the ideas in my own words) to better understand the text.

	Frequency
Never or almost never	4
Sometimes	9
Generally	15
Usually	15
Always or almost always	13

Source: own elaboration

The table provides information about when participants read, they analyze the drawings and graphics that appear in the text to better understand the text most participants (N=24) usually practice it. On the other hand, only (N=1) apply the strategy. See table 25.

Table 25.

When I read, I analyze the drawings and graphics that appear in the text to better understand the text.

	Frequency
Never or almost never	1
Sometimes	4
Generally	6
Usually	24
Always or almost always	21

Source: own elaboration.

The table below gives information about when students read, they use typographic cues (signs, characters, etc.) to identify relevant information in the text. A significant majority with the frequency (N=23) usually apply the mentioned strategy while (N=11) of participants sometimes apply it. An only (N=4) never or almost practice the strategy mentioned. See table 26.

Table 26.

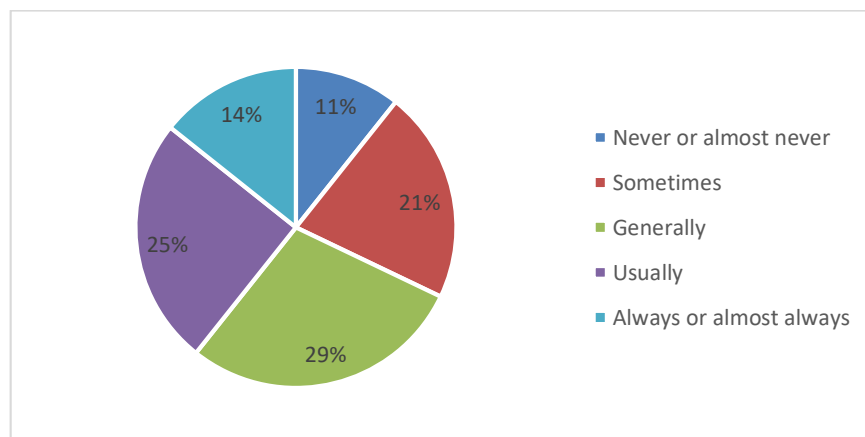
When I read, I use typographic cues (signs, characters, etc.) to identify relevant information in the text.

	Frequency
Never or almost never	4
Sometimes	11
Generally	9
Usually	23
Always or almost always	9

Source: own elaboration.

The pie chart show that participants ask themselves questions about the text that they would like to know how to answer. Apparently (N=29) of participants apply the strategy. On the other hand, (N=11) of participants never or almost never practice it. See figure 13

Figure 13. *I ask myself questions about the text that I would like to know how to answer*



Source: own elaboration.

4.5 Discussion

According to the results, the Global strategies most used by participants are two: It adjusted my reading speed to the difficulty level of the text with (N= 46.4) with the frequency always or almost always, also the other strategy; Before I start reading, I do a text review to see what the text will be about, mostly just looking at the title, this strategy shows the same number (N=46.4) with the frequency usually. Meanwhile the least used strategy with the frequency never or almost never: When I read, I try to guess the meaning of unknown words or phrases based on the content of the text, show (N=5.4) of participants. This result coincides with the ones obtained in (Dreyer, 2003), the researcher/s saw that the participants make poor use of the reading strategy therefore it is necessary that students must learn very well the different reading strategies as mentioned in Ramirez (2006) because they help students become skillful readers.

The problem-solving strategies show the strategy more used When the text is difficult for me, I reread it to understand it better with (N=58.9) of participants according to the frequency Always or almost always. On the other hand, the strategy less used is When I read and lose focus, I try to pick up the text again, this strategy shows two frequencies Never or almost never and sometimes with (N=1.7) participants. This means that participants have a low know of reading strategies because not have the appropriate teaching as (Cubukcu,2008). suggest that teachers try to instruct their students reading strategies in a long and supportive method. Also, Madhumathi and Ghosh (2012) found that students with low reading comprehension profile have difficulties to use basic tools while reading, even if the high lecturers use many reading strategies but they do not recognize how to use it, so for these results they conclude that it is must necessary teach reading strategies to develop academic.

The Support strategies show the strategy When I read, I analyze the pictures and graphics that appear in the text to better understand the text as the most noticeable with the frequency Usually with (N=42.9) participants. Furthermore, the strategy with a dwindling number is, I make use of my previous knowledge about the topic to better understand what I read is used never or almost never and sometimes by the same number or participants (N=3.6). This numbers finding show that the support strategies are the strategies with low used, is consistent with Abdullah (2015) that problem solving are the strategies most used, and the least used strategies are the support strategies. According to the results, the most use reading strategies are problem solving with 58.9% of users.

CHAPTER V: CONCLUSIONS

5.1 Introduction

The structure of this chapter follows the next sequence: conclusions, implications, limitations and the last section is suggestions for further research.

5.2 Conclusions

According to the data the results provide what reading strategies do LEI students use in class, so the information shows an evident limit use of reading strategies, these are the following strategies used according to the Global strategies: The participants mentioned that always or almost always applied the following strategies: I adjusted my reading speed to the difficulty level of the text and they usually use the strategy, I do a text review to see what the text will be about, I try to guess the meaning of unknown words or phrases based on the content of the text. Less frequently they use the Problem-solving strategies. Finally, the Support strategies applied are used by students. They are the following: I make use of my previous knowledge about the topic to better understand what I read, and I analyze the pictures and graphics that appear in the text to better understand the text.

What are the most used reading strategies?

The results giving as the most used strategy point out that the participants use the most the problem-solving strategies. Specifically, they (58.9%) reread it to understand it better with. Similarly, participants (46.4%) use the Global strategies such as: I adjusted my reading speed to the difficulty level of the text and Before I start reading, I do a text review to see

what the text will be about, mostly just looking at the title these strategies are used by a considerable same number of participants.

5.3 Implications

The findings in this study demonstrate an important evident of low knowledge of reading strategies and as consequence the poor use of their, so is clear the necessity of students learn reading strategies. As Dreyer (2003) rightly states students must know reading strategies to developing the comprehension ability so that they improve academically. In this case, it is suggested to teachers teaching to students the different reading strategies they can employ to develop their reading comprehension skill. According Sole (1992), it is important to motivate students to read for pleasure, and read diverse types of text, as well as is important to encourage to develop the ability to reading comprehensively. Sole suggests the following steps to learn how to use reading strategies. So, teachers at LEI can:

1. Help learners to know how to respond to what they must read and why they have to read it for.
2. Activate student prior knowledge in relation to the content of the text. Students must be conscious about what they know, what can be useful to them when they read and what other things can help them such as the knowledge of the author, the genre, the type of text.
3. Encourage students to search essential information of the text in relation to the reading objective and discriminate information that relevant to the objective that governs the reading.
4. Encourage students to evaluate the consistency of the content in relation to previous knowledge. Students must evaluate if the texts make sense, if the ideas are coherent, if they understood.

5. Students must monitor comprehension through recapitulations and questions. They can look for the main idea they have to extract from this paragraph or fragment, they can reconstruct the basic ideas of the different sections and rebuild logical sequence of the read ideas.

6. Students must infer about the text ending, problem solving strategies, deduce meaning of unknown words and happenings to the characters.

5.4 Limitations

According to the study, had some limitations, one of there was that the study was applied only for students from the subject Research seminary, means, just one percentage of the other students from the language faculty, furthermore the instrument could be long and confused for assertive answers, also the students present different language level. In this case, it could be convenient to do the study to students of other subjects of the degree in English to obtain more general results, as well as do a mixed-method study.

5.5 Suggestions for further research

Besides of teach and learn reading strategies is important teach since early years of kindergarten or primary school, a read with motivation, read for pleasure, as well as learn about the variety of texts, according the level of students in their mother tongue, likewise in a second language, being that for students will be easy learn reading strategies and develop their reading comprehension, so this entail a work in team between teachers and students.

For this reason, is necessary trained teachers to teach reading and reading comprehension must be an as extra academic subject, in all school levels.

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APPENDIX

Appendix A:

Reading comprehension strategies in the foreign language scale (RCSFLS)

Estimado Estudiante: El objetivo del presente cuestionario es que autoevalúes las distintas técnicas que utilizas cuando **lees material académico en inglés** (libros, exámenes, artículos de revistas, textos de carácter técnico, etc.).

- **Instrucciones:** Después de leer cada ítem, responde, marcando con un círculo, la opción que se corresponde con tu caso selecciona una sola opción, según la siguiente escala:

	1 = Nunca / casi nunca	2 = Ocasionalmente	3 = De vez en cuando	4 = Por lo general	5 = Siempre / casi siempre
Ítems	Nunca o casi nunca	Ocasionalmen te	De vez cuando (50%)	Por lo general	Siempre o casi siempre
1. Antes de comenzar a leer, hago una revisión del texto para ver de qué se trata.	1	2	3	4	5
2. Hago uso de mi conocimiento previo sobre el tema para comprender mejor lo que leo.	1	2	3	4	5
3. Mientras leo, hago anotaciones a fin de comprender mejor la lectura.	1	2	3	4	5
4. Cuando leo, lo hago despacio y cuidadosamente para asegurar mi comprensión del texto.	1	2	3	4	5
5. Antes de comenzar a leer, reviso el texto para identificar sus características (tamaño y organización)	1	2	3	4	5
6. Cuando leo y me desconcentro, trato de retomar el texto de nuevo.	1	2	3	4	5
7. Cuando leo, subrayo o remarco información en el texto para recordarla mejor.	1	2	3	4	5
8. Ajusto mi velocidad de lectura al nivel de dificultad del texto.	1	2	3	4	5
9. Cuando leo, decido qué partes voy a leer con más cuidado y cuáles voy a ignorar.	1	2	3	4	5
10. Cuando leo, anoto palabras claves del contexto para entender mejor el texto.	1	2	3	4	5
11. Cuando leo y el texto se me hace difícil, presto más atención a lo que estoy leyendo.	1	2	3	4	5
12. Algunas veces me detengo y anoto ideas importantes de lo que estoy leyendo.	1	2	3	4	5
13. Cuando leo, consulto material de apoyo (ej. el diccionario) para tratar de entender mejor la lectura.	1	2	3	4	5
14. Cuando leo, parafraseo (repito las ideas con mis propias palabras) para comprender mejor el texto.	1	2	3	4	5

15. Cuando leo, analizo los dibujos y gráficos que aparecen en el texto para comprender mejor el texto.	1	2	3	4	5
16. Cuando leo, utilizo señales tipográficas (signos, caracteres, etc.) para identificar información relevante en el texto.	1	2	3	4	5
17. Reviso el texto de arriba a abajo para encontrar la relación entre sus ideas.	1	2	3	4	5
18. Antes de comenzar a leer, trato primero de adivinar de qué se trata el texto.	1	2	3	4	5
19. Cuando el texto se me hace difícil, lo releo para entenderlo mejor.	1	2	3	4	5
20. Me hago preguntas acerca del texto que me gustaría saber responder.	1	2	3	4	5
21. Reviso para ver si mis predicciones sobre el contenido del texto eran ciertas o falsas.	1	2	3	4	5
22. Cuando leo, trato de adivinar el significado de palabras o frases desconocidas tomando en cuenta el contenido del texto.	1	2	3	4	5
23. Cuando leo, traduzco palabras y frases del inglés a mi lengua materna para comprender mejor el texto.	1	2	3	4	5
24. Cuando leo, pienso en mis conocimientos del tema en ambas lenguas: mi lengua materna e inglés.	1	2	3	4	5

Source: Instrument taken from the translated version in (Ramírez and Pereira,2006)

PROCEDIMIENTO PARA EVALUAR EL CUESTIONARIO DE ESTRATEGIAS DE LECTURA EN INGLÉS

1. Escribe el número que seleccionaste por cada repuesta (Ej.: 1, 2, 3, 4, o 5) en la columna correspondiente.
2. Suma las cantidades de cada columna. Coloca el resultado en la línea que aparece debajo de cada columna.
3. Divide el resultado de cada sub-escala entre el número de ítems que contiene cada columna para así obtener el estimado de cada sub-escala.
4. Calcula el estimado total del cuestionario sumando el resultado de cada sub-escala y dividiéndolo entre 24.
5. Interpreta tus resultados comparándolos con los porcentajes que aparecen al final.

Globales (GLOB)	Resolución De problemas (PROB)	Apoyo (APO)	Totales (TEL)
------------------------	---	--------------------	----------------------

1	4	2	GLOB:
5	6	3	
8	11	7	PROB:
9	13	10	
17	19	12	APO:
18	23	14	
21	24	15	
22	Total, PRO 7	16	
Total, GLOB 8		<u>20</u>	Total, TEL 24
		Total, APO 9	

Porcentaje GLOB

Porcentaje PROB

Porcentaje APO

Porcentaje TEL

Clave para interpretar tus resultados:

3,5 o mayor = Alto

2,5 – 3,4 = Medio

2,4 o menor = Bajo

¹ El CELI es una adaptación al español de Pereira y Ramírez (2006), basada en el *Survey of Reading Strategies (SORS)* desarrollado por Mokhtari y Sheory (2002)

Appendix B

CONSENT FORM

Project Title: Students' perceptions about their level use of the reading strategies

Título del Proyecto: La percepción de los estudiantes sobre el uso de estrategias de lectura

Nombre del investigador: Paola Valeria Del Valle Valdivia

Nombre del supervisor/Encargado del módulo: Dra. Catalina Juárez Díaz

Email: paolavaleriadelvalle@gmail.com

Por favor marque cada casilla

1. Leí y entendí la información sobre el presente estudio. Tuve oportunidad de considerar la información, preguntar y responder el instrumento.

2. Expreso que mi participación es voluntaria y puedo dejar de participar si ese es mi deseo.
3. Estoy consciente que mi participación consiste en contestar un cuestionario.
4. Acepto que las respuestas que proveeré serán utilizado en el capítulo IV de la tesis
5. Sé que mi nombre no aparecerá en informes, artículos o presentaciones sin mi consentimiento.
6. 10. Estoy de acuerdo con formar parte de la investigación señalada.

Nombre del participante

Fecha

Firma

Confirmando que al participante se dio la oportunidad de hacer preguntas sobre el estudio, y que todas las preguntas hechas por el participante han sido respondidas correctamente y en lo mejor de mi capacidad. Confirmando que el individuo no ha sido forzado a dar consentimiento, y que el consentimiento ha sido entregado en forma libre y voluntaria.

Firma de la investigadora/Participante que consiente _____ Fecha /07/2021