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**THE CONTRIBUTION OF INFERENTIAL READING STRATEGIES
TO IMPROVE THE READING COMPREHENSION SKILL IN AN
ONLINE PRIVATE LESSON CONTEXT.**

Tesis para optar al grado de Magíster en Innovación de la Enseñanza,
Aprendizaje y Evaluación del Inglés

Luis Antonio Sanhueza Oyarzún

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Profesora Guía: Doctora Angie Quintanilla

Facultad de Humanidades y Arte Universidad de Concepción

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TABLE OF CONTENTS

Acknowledgements	2
Table of contents	3-4
List of tables and figures	5
List of acronyms	6
Abstract	7-8
Chapter I: Introduction	9
1.1 Background information	10
1.2 Problem statement	10-11
1.3 Aims	11
1.3.1 General objective	11
1.3.2 Specific objectives	11
Chapter II: Theoretical framework	12
2.1 The use of strategic instruction in the reading process	13-14
2.2 Theoretical lenses on reading comprehension and instruction	14
2.2.1 The process of reading comprehension	15
2.2.2 The significance of instructional delivery during the reading comprehension	16
2.3 The process of making inferences	16-17
2.4 Inferential reading strategies	17-21
2.5 Instructional model for developing strategic reading comprehension	21-23
2.6 The online experience for reading comprehension	23-24
2.7 Research on learners` perceptions	24-27
Chapter III: Method	28
3.1 Type of research	29
3.2 Research problem	29-30
3.3 Research questions and objectives	30
3.3.1 Research Question	30
3.3.2 Research objectives	30
3.4 Participants	30-31
3.5 Action plan	31-32
3.6 Data collection techniques	32-34
3.7 Validation of instruments	34
3.8 Data analysis techniques	34
Chapter IV: Findings	35
4.1 Data analysis for S.O.1	36
4.4.1 Pre-test results	36-38
4.4.2 Post-test results	38-40
4.4.3 Contrastive analysis of points gaps between pre-test and post-test	40-41
4.4.4 Comparative analysis of levels of achievement at group level per item	41-42
4.4.5 Differences of levels of achievement at individual level	42-43
4.4.6 Comparative analysis of levels of achievement per item at individual level	43-44

4.4.7	Comparative analysis of mean and standard deviation	44-45
4.2	Data analysis for S.O.2	45-51
	Chapter V: Discussion	52
5.1	Understanding of results	53-57
5.2	Limitations	57
5.3	Implications	57-58
	Chapter VI: Conclusions	59
6.1	Concluding remarks of primary findings	60
6.2	Reflections	60-61
6.3	Recommendations	61-62
	Chapter VII: References	63-68
	Appendices	69
	Appendix 1: Intervention lesson plan	69-72
	Appendix 2: Pre-test	73-79
	Appendix 3: Post-test	80-86
	Appendix 4: Semi-structured interview	87-89
	Appendix 5: Transcription of semi-structured interview	90-96

LIST OF TABLES AND FIGURES

Figure 1:	The process of reading comprehension	15
Figure 2:	CALLA framework for strategy instruction	22
Figure 3:	CALLA Model stages	23
Figure 4:	Action plan organizational scheme	32
Figure 5:	Pre-test and post-test structure	33
Figure 6:	Semi-structured interview organization	34
Figure 7:	Difference between points gap between pre-test and post-test.	40
Figure 8:	Comparative analysis of levels of achievement at group level per item	41
Figure 9:	Differences of levels of achievement at individual level	42
Figure 10:	Levels of achievement per item at individual level	43
Figure 11:	Mean scores and standard deviation behaviour in pre-test and post-test.	44
Table 1:	Inferential reading strategies application within texts	20-21
Table 2:	Pre-test results	37
Table 3:	Post-test results	39
Table 4:	Sub-theme 1: Learning strategy	45
Table 5:	Subtheme 2: Inferential knowledge	46
Table 6:	Subtheme 3: Impact of strategies for inferential comprehension	46
Table 7:	Subtheme 4: Purpose of reflection for inferential comprehension	46-47
Table 8:	Sub-theme 5: Strategies learned	47
Table 9:	Sub-theme 6: Use of reading strategies for inference	47-48
Table 10:	Sub-theme 7: Session organization to improve inferential reading comprehension	48
Table 11:	Sub-theme 8: Instances for reflection – discussion	49
Table 12:	Sub-theme 9: Feedback to tackle generation errors	49
Table 13:	Sub-theme 10: Learning objectives	50
Table 14:	Sub-theme 11: Feelings toward the lessons	50
Table 15:	Sub-theme 12: Reading challenges	51

LIST OF ACRONYMS

6

SIMCE:	Sistema de Medición de la Calidad de la Educación
A1-A2 :	Basic levels of proficiency in the English language
B1 :	Intermediate level of proficiency in the English language
CEFR :	Common European Framework of Reference for Languages
EPI :	English Proficiency Index
OECD:	Organización para la Cooperación y el Desarrollo Económicos

Abstract

This action research is aimed to explore the contribution of inferential reading strategies to improve reading comprehension in an online learning context. Also, it aims to analyze perceptions of participants in regard to using reading comprehension strategies and having received strategic instruction. Participants are four students aging between 16 and 18 years old and received strategic reading instruction during four sessions. For data collection, three instruments were used: a pre-test to diagnose current status of inferential reading comprehension, a post-test to measure the extent of improvement that reading strategies had on inferential reading comprehension, and a semi-structured interview to analyze learners' perceptions about using reading strategies for inferential comprehension, and having received strategic instruction. Results revealed improvement in inferential reading comprehension at group level and individual level, although there were some performance inconsistencies at item level; nevertheless, there is an overall level of improvement. In terms of perceptions, participants evidenced to have a clear concept on learning strategies, inference, and strategy application. Participants also perceived lesson organization, reflection, and feedback as key components for facilitating reading comprehension. Finally, their perceptions revealed positive attitudes toward having received strategic instruction, such as comfortability, engagement and motivation.

Key words: reading comprehension strategies, inferential reading, inference generation, strategic instruction, figurative language, levels of achievement.

Resumen

Esta investigación-acción propone explorar la contribución de estrategias de lectura para mejorar la comprensión inferencial en un contexto de enseñanza virtual. Además, pretende analizar las percepciones de los participantes con respecto al uso de estrategias de comprensión lectora, y recibir instrucción estratégica. La muestra considera cuatro estudiantes entre 16 y 18 años que recibieron instrucción estratégica durante cuatro sesiones. Para la recolección de datos, tres instrumentos fueron utilizados: un pre-test para diagnosticar el nivel de comprensión de lectura inferencial, un post-test para medir el grado en que las estrategias de lectura mejoraron la comprensión inferencial, y una entrevista semi-estructurada para analizar percepciones sobre utilizar estrategias de comprensión para lectura inferencial, y sobre recibir instrucción estratégica. Los resultados revelaron una mejora en la comprensión lectora inferencial a nivel grupal e individual, aunque se observaron algunas inconsistencias de rendimiento por ítem; sin embargo, los resultados indicaron un nivel global de mejora. Sus percepciones evidenciaron un claro manejo conceptual sobre estrategias de aprendizaje e inferencia, y que la organización de las sesiones, reflexión, y retroalimentación fueron componentes clave para facilitar la comprensión lectora. Finalmente, se evidenciaron actitudes positivas en cuanto a recibir instrucción estratégica, especialmente en términos de comodidad, interés, y motivación.

Palabras clave: estrategias de comprensión lectora, lectura inferencial, generación de inferencias, instrucción estratégica, lenguaje figurado, niveles de logro.

Chapter I: Introduction

1.1 Background information

English proficiency is nowadays a central axis for systematized professional performance in fields of knowledge such as science and technology worldwide. Most parts of congresses, job meetings, or article publications require that users have an established level of knowledge and fluency in the English language.

Considering the importance of English in this regard, literacy measurements in this language produces some concerning data in Chile. Taking the results of the 2012 SIMCE edition as a thrust of reference for English competencies at national level, including reading comprehension, the measurement revealed that Chilean adolescent learners are still far from the national standards. Scores obtained are typecast as A1, A2 and B1 levels according to the CEFR, in which B1 is the standard level for 12th graders. Only 18% of participants obtained A1 or A2 level, with only 8% as B1 (MINEDUC, 2013). Nevertheless, these results are still discouraging considering the fact that 82% of learners who took the last SIMCE edition did not meet the minimum requirements for certification. Education First (2017), through the English Proficiency Index (EPI) revealed that Chile is positioned 45 in a list of 80 countries, which means English proficiency level still remains as low and holds a significant gap. If considering reading comprehension performance of adolescent Chilean students under internationally standardized literacy assessments, the results also fall for short of the expectations. In this regard, in the latest version of PISA, adolescent population tested positioned, from a 6-point scale, as the second underreading performance indicator (OECD, 2014, 2016). Performance in this test revealed a mean of 441 points, that means 28 points above the Latin American mean; however, they are 55 points below if compared with the average of OECD (Agencia de la Calidad de la Educación, 2014).

Given both national and international scenarios, reading comprehension achievements still remain a matter of urgent scrutiny. Thus, this study attempts to improve the reading comprehension skill for inferential reading in an online context.

1.2 Problem statement

There are several causes of failure in reading comprehension such as teaching with focus on results, or sustained on conventional teaching methods such as Grammar Translation Method to tackle comprehension difficulties (Gómez, et al., 2013), or even lack of self-awareness of using reading strategies, which leads to entering a slowed down mind state due to the time and effort undertaken by learners to clear comprehension gaps (Zels, 2021, p. 4). Therefore, teaching reading comprehension should aim to be oriented to the process and information decoding and promote effective selection of strategies that can help avoid the “word by word” processing of texts and working memory saturation (Gómez et al., 2013, p. 91). Ideal reading comprehension teaching should aim to use more strategic instruction, and to promote comprehension through absorption of information (Nadira, 2020, p. 2).

In this line, it is a rare occurrence to find reading texts that are fully explicit, i.e., texts would be lengthy and boring if words and passages are presented explicitly. Commonly, prose is constructed by writers with the purpose in mind that readers use prior knowledge or clues from texts to fill in gaps and reach full reading comprehension (Elleman, 2016, p. 4). Therefore, the use of strategies should not only encourage reading at surface-level and text-level (explicit understanding) but should also help learners to develop inference generation skills. This has had an impact in my own teaching context as learners of one of my private online English courses were more aligned with mechanical reading, especially when they read texts that require use of inferential thinking and reflection for effective comprehension.

In this sense, given the complexity of text construction affecting my own online learning context, a major difficulty was found in: reading texts with inferential passages in the form of advertisement, notifications, announcement, or memos that require selecting the correct interpretation of the message (multiple choice). A second obstacle was visible when reading brief narrative texts that require integration of skills to locate and support evidence from the text to justify an inference orally or in written form. A third noticeable reading comprehension difficulty was found strictly on comprehending idioms or figurative language on narrative texts.

Contextualizing this problem, it is recommended to use strategic instruction to help learners to primarily: infer word meaning from context, connect text passages with personal knowledge, connect existing text chunks, look for details, and think aloud and ask questions about the text. In summary, orientations on teaching reading should strictly point to helping learners to develop inferential reading strategies and encourage them to adopt reflective thinking.

1.3 Aims

1.3.1 General Objective

To explore the contribution of inferential reading strategies on reading comprehension in an online private lesson context.

1.3.2 Specific Objectives:

To identify the extent to which inferential reading strategies helps students improve their reading comprehension skill.

To analyze students' perceptions regarding the use of inferential reading strategies and their attitudes towards receiving inferential reading strategy training to improve reading comprehension.

Chapter II: Theoretical Framework

2.1 The use of strategic instruction in the reading process

Reading in English is not as easy as reading in the L1 if we consider that learners encounter a number of linguistic factors such as unfamiliarity with low frequency words, limited knowledge about the subject matter, poor fluency, text level readability, and insufficient or non-existent use of reading strategies. Taking these factors into account, strategic instruction implies teaching reading strategies in an explicit way, i.e, specific strategies are taught to learners to use them for a purpose so that they can fill in the gaps and practice according to the reading situation they encounter (Cohen, 1996, as cited in Sukarni, 2017, p. 68). However, to fully comprehend a text, it is necessary for learners not only to understand words, sentences or to remember information, but also generate inferences to unveil meaning that is not literal in the text. In this line, generation of inference requires the integration of information inside or across the texts to pave the way to new understandings; thus, by developing inference, readers can construct new meaning and representations by going beyond the text and take advantage of background knowledge (Elleman, 2016, p. 4).

In the field of research, studies have shown that strategic instruction can be beneficial for learners in multiple manners, i.e., not only at linguistic level, but also at attitudinal level. In this regard, Fu (2012, p. 54) highlights that strategy-building provides a significant boost for text comprehension in terms of proficiency and attitude for college students. Her research, conducted with two groups (control and experimental) from Shandong University, showed that the once implicit formats for some students turned to explicit after strategic instruction. In the same line, Younus and Khan (2017) conducted research on the impact of strategy-based reading instruction on reading comprehension in Pakistani Undergraduate Business Administration students using a control and an experimental group, whose results revealed:

The analysis of the pre-test scores revealed there was no significant difference in the reading comprehension levels of both the groups. A reading intervention followed in which control group was taught through traditional reading instruction methodology and the experimental group students were taught through strategy-based reading instruction. The results of an independent samples t-test revealed a significant difference between control and experimental group students' reading comprehension test scores (p. 115).

With a division of students into low, average, and high proficiency levels, the analysis of variances revealed that only the high level of proficiency group achieved major improvements in reading comprehension.

Under the same scope of research, Lopera (2012) contributed to the field of strategic instruction by conducting a study that aimed to identify the effects of strategy instruction in an English as a foreign language reading course with Nursery students at Universidad de Antioquia, Colombia. The results revealed that strategic instruction

facilitated learners to develop reading strategies which had a significant impact in reading comprehension. This is also supported by the fact that after using reading strategies, dictionaries had a low incidence of use. In addition, the results showed that self-confidence toward reading comprehension improved, resulting in high levels of motivation. Considering that the already established effectiveness of strategic instruction to improve reading comprehension in students of higher education, the scope of measurement for reading comprehension effectiveness in secondary education contexts also reveals some valuable insights. In a broader effort to measure the effects of strategic instruction on K-12 students, that is, participants from kindergarten to 12th graders aging 17-18 years old, Elleman (2016) conducted research that included a sample of 1,752 participants. The results revealed that the effects of inference instruction on both literal and inferential comprehension meant a moderate to large impact. This is a remarkable level of reading comprehension improvement considering the bulkiness of the sample and the fact that it included different levels of reading proficiency, from less skilled readers to skilled readers. Nevertheless, this study comprised multiple interventions and didactical components to offer various orientations to deliver inferential instruction, which made difficult to spot what interventions were more effective than others. Although, it was concluded that a multiple-strategy-based instruction was more plausible to develop cognitive skills for inference generation.

Evidently, in the light of the feasible breakthroughs that research on the impact that strategical instruction plays on reading comprehension, it is hence stated that improvements are not only noticeable in reading comprehension, whether it is on literal or inferential comprehension, but also in the attitudes toward reading. In other words, when students comprehend information that was actually difficult without strategy application, that fosters their self-confidence and autonomy to solve those comprehension gaps that prevented them from getting clear ideas of the text in its full extent. With this growing improvement of confidence and self-sufficiency for reading, it is also important to highlight the decrease of dependency of traditional supporting resources for reading, i.e., monolingual or bilingual dictionaries, or any form of online translators. In practical terms, successful reading comprehension should ideally materialize through learners' own skills, and not through resources that slow-down or minimize critical thinking, reflection or strategy application.

2.2 Theoretical lenses on reading comprehension and instruction

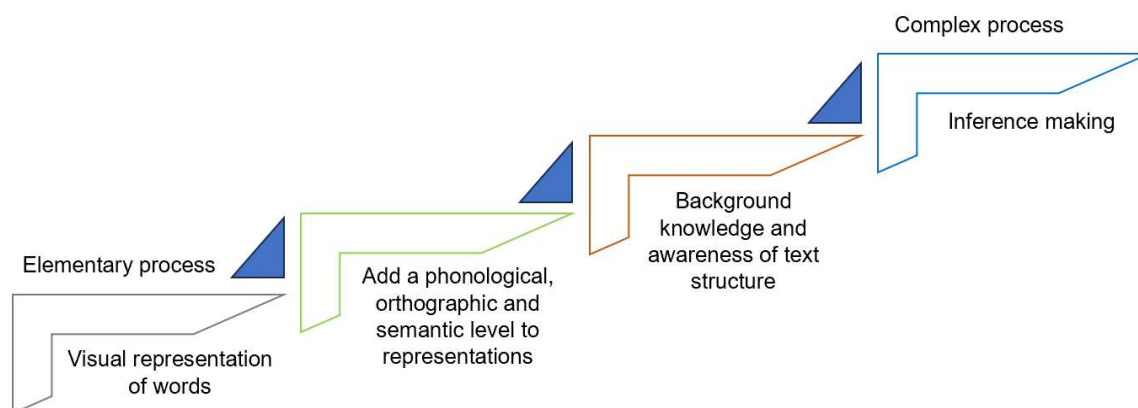
The state of the art which frames this action research addresses how the process of reading comprehension is carried out and how the inferential reading process occurs. The combination of these concepts helped to create a clear scheme of how individuals develop inferential reading strategies to comprehend non-explicit meaning and create new understanding.

2.2.1 The reading comprehension process in the EFL classroom

Reading comprehension is a skill that is developed through a mental process from which the main purpose is the construction of meaning. As Bayat & Cetinkaya (2020) point out, this skill is triggered when a reader activates a mechanical process to generate visual representation of words, identify representations in phonological, orthographic and semantic level, and connect words through syntactic rules. These researchers claim that, once the reading process has been activated, a reader switches on a cognitive process that involves activation of background knowledge, identification of the structure of a specific text, identification of the purpose of the author and generation of inference. In this regard, effective reading implies implementation of techniques such as identifying context for sentences or words, focusing on details, relate text chunks with personal knowledge (or background knowledge), elaborating reflective wh questions to reach more feasible comprehension of texts (Bayat & Cetinkaya, 2020, pp. 2-3). It is worth noting that reading comprehension encompasses a dynamic nature that combines recognition of written symbols, context understanding behind symbols, and the finding of the connection between concepts and words. Reading is therefore a large-scale and demanding skill in the process of language learning. Broadly speaking, reading comprehension gets to be constructed under two foundational processes: the first process enacts comprehension based on translation of texts into linguistic concepts. The second process integrates these linguistic concepts and transforms them into higher level meaningful forms. When decoding and word fluency start to be developed as reading skills, then the reading process evolves eventually to inference-making ability (Samiei & Ebadi, 2021, p. 1). Figure 1 provides a representation of the reading comprehension process described by Bayat and Cetinkaya. As Figure 1 shows, reading is activated by visual representation of words as an elementary process, and systematically escalates to more complex processes until reaching a higher order thinking process resulting in inference making.

Figure 1

The process of reading comprehension (Bayat & Cetinkaya, 2020).



Source: Self elaboration.

2.2.2 The significance of instructional delivery during the reading comprehension

Reading comprehension is a complex process that does not depend only on the learner's capacity, but also there is a great deal of impact on how instruction is delivered to reach bottom-line competencies on reading comprehension. Under this assumption, Deluao et al. (2022) indicate that effectiveness of instruction plays a pivotal role in how learners make improvements in their reading skills. Continuous challenges that teachers face when giving instruction on reading comprehension is essentially a product of using conventional reading teaching methods. In this sense, they claim that learners' performance will be greatly affected if the instructional strategies selected do not meet their learning demands. Therefore, teachers' preparation and training to implement a multiple repertoire of reading teaching techniques, in addition to engaging, authentic materials become the rationale when it comes to guiding learners to successfully reach reading competencies (Deluao et al., 2022, p. 44).

Another point of interest in determining effective learners' reading competencies is based on research. Alyousef (2006, as cited in Deluao et al., 2022, p. 44) blueprints that a great number of researchers put emphasis on a single cognitive approach instead of steering research to measuring the impact on multi-strategy interventions. He is critical by stating that multiple reading strategies implementation is a determining factor if it is highly considered that understanding of texts tend to suffer ample variations according to complexity and purpose. In fact, Azizi and Hamedani (2016, p. 202) highlight that there has been a continuous rise of literacy and linguistics research that have given prominence to implementing multi-strategy methods when delivering instruction on reading comprehension, moving from the use of conventional strategies such as skimming or scanning, to using more higher-order strategies that require activation of prior knowledge or making inferences. To give multi-strategy instruction an empirical sustenance, Tadayonifar (2021, as cited in Deluao et al., 2022) sustains that every strategy implemented on an instructional reading session has an individual and exclusive benefit that is thoughtfully aligned with a specific application. He claims it is of paramount importance that the application of strategies meets readers' learning styles. Only when synchronization between learning styles and effective selection of reading strategies can rest assure learners' enhancement of reading comprehension (Tadayonifar, 2021, as cited in Deluao et al., 2022, p. 48).

2.3 The process of making inferences

Considering the goal and theoretical focus of this action research, and as it was stated previously, implementing a multi-strategy method could encompass going through conventional reading strategies to higher-order reading strategies to reach more complex understanding of texts, such as the inference making process, which is the mainstream of the present action research. As Lee (2013) suggests, inference is a sophisticated reading skill that requires learners to adopt a more analytical,

critical, and perceptive way of reading, giving them an understanding of text that goes beyond explicit. To this effect, the process of making inferences implies more than reading between the lines, but it also requires from the reader to make use of background knowledge to connect novel literal information with learners' experiences, a process that, in combination, fosters though to create new meaning and cornerstones for inferential reading (Lee, 2013, p. 719). This description is also reinforced by the fact that inference generation takes place when the situation model incurs in the reading process. This model implies primarily the integration of prior knowledge with information that is in the text. This process of integrating (linking) information maintains long-lasting learning and supports the use of knowledge that has been already acquired to new situations (Elleman, 2016, p. 5). By virtue of this ratification, when learners read and are able to bridge what they know and what they do not know about a certain reading passage, they are then making inferences, i.e., they are guessing the meaning through this "bridging process" to fill gaps of what remains to be comprehended. Under this scope, reading instruction must be carefully planned and meet the specific purpose it is meant to serve, that means, reading instruction is to be conducive and supporting to help learners become strategic readers as well as reflective readers, especially when it comes to highly difficult texts or academic texts (Mokhtari, Reichard & Sheorey, 2008; Pressley et al., 2006, as cited in Yapp et al., 2021, p. 2). On a regular basis, Bayat & Cetinkaya (2020) identifies two types of inferences: text-connecting inferences and gap-filling inferences. Text-connecting inferences, also known also as cohesive, bridging, close-to-the-text or inter-sentence inferences, use key linguistic hints or clues that can be extracted from the text. In this regard, he claims that learners assimilate these linguistic hints as details that can be found in texts that, once connected and related, can open the door for inferences. defines anaphor resolution, lexical or "word-to-text integration" inference as examples of text-connecting inferences. On its part, gap-filling inferences, also known as knowledge-based inferences, implies that readers search for more information in texts than meets the eye to take advantage of background knowledge. In this way, gap-filling inferences can be understood as connecting sentences from the text to personal experiences that every reader has in order to create new meanings (Bayat & Cetinkaya, 2020, p. 2).

2.4 Inferential reading strategies

A reading strategy is the mental tool that can be applied consciously, or semi-consciously by readers to fulfill three major processes in reading: monitoring, repairing and comprehension of what they read. More precisely, Afflerbach and Cho, (as cited in Israel & Duffy, 2014) sustain that "reading strategies are the reader's deliberate, goal-directed attempts to control and modify their efforts to decode text, understand words, and construct meaning of text" (p. 69). The frequency in which strategies are used is a determinant factor to become an automatic process of reading (Yapp, et al., 2021). For the purpose of this research, strategic instruction is meant to facilitate reading comprehension in different levels and to develop, inferential understanding that can help students to determine what information may be implied but not explicitly stated. Thus, it is critical to consider all possible

variations of reading strategies and what strategies to teach according to the reading situation. Given its nature as an active skill, reading continuously draws out some rate of inferential skills such as inferring from context and question generation (Yapp, et al., 2021, p. 3). According to this symbiology, “power of inference” is attainable by joined-up practice and through well-thought questions that truly encourage students to anticipate texts contents using all literary resources available, for example, titles, pictures, or discourse markers (Fu, 2012, p. 54).

Teo & Yen (2012) describe this thinking process as the ability to reflect on one’s thoughts. They state that the effectiveness of comprehension depends on the metacognitive levels of development readers can reach. Within this interpretation, they identify four kind of readers: tacit readers or readers who are not aware about their thinking processes when reading, aware readers or readers who know that they have struggles with comprehension but they do not have the strategic tools to remedy it, strategic readers or readers who have some sort of expertise in using proper reading strategies to self-construct meaning, and reflective readers or readers who go even beyond reading and make reflections about their own use of strategies according to context (Teo & Yen, 2012, pp. 11-12). The following action research study is primarily focused on helping learners to become strategic readers. In addition to this particular goal, teacher modeling with emphasis on when and how to use reading strategies can provide significant perceptions to readers for development and management of metacognitive strategies (Yapp et al., 2021, pp. 4-5).

Within this frame of reference, Attaprechakul (2013, pp. 82-83) indicates that in the event learners face text structure, learners become strategic readers. In view of this, Yapp et al., (2021) also indicate that using strategies such as ‘connecting new knowledge to what is already known’ are particularly effective for learners who in the past have encountered struggles while reading in the L2, as well as for higher education students from senior vocational education who may find academic texts difficult to comprehend. Making predictions, asking questions and strategies focused on drawing inferences are also prominent reading strategies that pave the way for learners to think in a more strategic way to give sense and coherence to what they are reading (Yapp et al., 2021, pp. 4-5).

Considering the theoretical insights stated previously, the following set of inferential reading strategies have been selected for the intervention implementation and to meet the objectives of the present action research:

a. Lexical inference: this strategy is intended to use context, word structures or cognates to add meaning to unfamiliar words. Nuttall (2005, Chapter 5, Inference from context) strongly suggests the use of schemata to get from context a superficial, not smoothed idea of a word’s meaning. She also points out that students need to have enough clues to infer meaning from the context supported by lexical density of the text they can comprehend (proportionality of new lexical repertoire the text is constructed). If taken for practical purposes, learners apply lexical inference when they read between the lines and simultaneously use background knowledge in

combination with textual information to create new meanings and draw conclusions (Kucukoglu, 2013, p. 711).

b. Focusing on supporting details: this strategy has its importance on introducing a tighter focus on details or additional information that texts could have included. This strategy is therefore especially significant for the intervention process because a great deal of the texts selected, constructed, or adapted for the attainment of the objectives of each session contain technical words or specific information that can be connected to create new meanings (William & Mary School of Education, 2002, p. 2).

c. Relating one text to another: also known as text-connecting strategy, learners establish connections between phrases and text chunks by integrating selectively picked sentences from the text into one cohesive textbase. This strategy adopts a substantial role within the instruction due to its application in texts is meant to tackle understanding of larger gaps in the form of complete sentences, or even fragments of texts with figurative language (Hara & Tappe, 2016, p. 12).

d. Relating one text to personal knowledge: there is theoretical agreement to also describe it as knowledge-based or gap-filling strategy because its main purpose is to provide amplification to the text` context. By deconstructing this definition, learners take sentences or phrases from the text and connect them to information from outside the text, i.e., background knowledge or personal knowledge. This sort of strategy requires the reader to activate a mediating idea, in which inference will take place through the interaction between the textbase and long-term memory (Hara & Tappe, 2016, p. 2). To serve the established purpose of the intervention process, the use of this strategy is axiomatic due to the multi-faceted existing text adaptations presented during the sessions of this action research that nurture learners to use their world knowledge to make connections between sentences or phrases, and therefore, to expand texts` contexts.

e. Thinking aloud and asking questions: this strategy is aimed at monitoring the comprehension process. Essentially, it consists of bringing thoughts aloud to foster awareness on what learners do when reading. In this sense, thinking aloud becomes a valuable asset to keep learners conscious of their own text understanding, increasing reading effectiveness (Pacheco, 2019, p. 16). The use of this strategy is relevant for the learners` performance during the intervention in the sense that it provides the gear for reflective thoughts primarily developed in the expansion stage of each intervention, where learners are given a window to reflect and provide their own analyses of the reading texts they are presented. Using reflection to promote self-thinking in this session stage takes advantage of the thinking aloud strategy to generate self-elaborated reflections upon the texts. In this same line, question generation is purposeful and supportive, for inference is achievable only by well-thought-out questions for anticipation to complex or implicit text structures (Fu, 2012, p. 54). Shea & Ceprano (2017) also emphasize the process of personal meaning construction through prompts presented by them and for them. More specifically, they claim that:

Self-questioning allows readers to monitor their understanding of texts. They become aware when meaning is lost and action needs to be taken to restore understanding. Such self-maintenance is essential for independence as readers — as learners. Question prompts are posed in an interrogatory format, typically starting with interrogative pronouns (e.g., who, what, when, why, or how); they end with a question mark. These prompts ask for information or explanations, seeking an answer (p. 62).

Table 1 below shows the practical applications of inferential strategies that were used during the intervention process. Application/modelling section was constructed using examples from the intervention sessions.

Table 1

Inferential reading strategies application within texts.

Reading strategy	Text examples from interventions	Application / Modelling
Lexical inference (Nuttal, 2005)	<i>“He took an oath, because he loved the national flag and his country. Thus, he formally swore to protect his country...”</i>	“Oath” may be an unfamiliar word; however, learners can infer its meaning through the verb “swore” and all the actions related to that verb.
Focusing on supporting details (William & Mary School of Education, 2002)	<i>“Every time he came home, he brought a different injury; it was like a torture for everyone, but not for him. Not even a broken leg was enough for him, as his master trained him at the dojo...”</i>	Learners can pay attention to details or specific words like “injury–master - dojo”. The relation between these three words can give a light of a specific activity: karate practice or martial arts training.
Relating one text to another (Hara & Tappe, 2016).	<i>“The place was totally deserted and full of an air of sadness and desolation. It was announced in the news that it would be demolished. Rob`s memories started to torment him as he recalled his time as patient there. Now the place has been declared illegal by the authorities because all those cruel medical experiments done to patients with psychological disorders...”</i>	Learners can establish connections between existing sentences to make an inference, for example, in the sentences “Rob`s memories started to torment him as he recalled his time as patient there”, and “all those cruel medical experiments to patients psychological disorders...”, lead to the inference that the author is referring to a former mental hospital.
Relating one text to personal knowledge	<i>“When the girl woke up, she realized that there were hidden</i>	Learners can bridge hidden eggs and chocolate bunnies to their experiences

(Hara & Tappe, 2016).	<i>eggs and chocolate bunnies all over the house..."</i>	celebrating Easter holidays to discover the texts refers to a celebration indeed.
Thinking aloud and asking questions (Pacheco, 2019).	<i>"The rain was even more aggressive every time and water drops were falling from the ceiling. With no money and totally helpless to see his children hungry, he said: "I swear that one day my fate will change"..."</i>	Learners can self-generate reflections and pose questions themselves to uncover potential meaning: Did the man lose his job? Do they live under the line of poverty? The man has no economic resources, is that the reason why his house is so deteriorated? Or is it the weather?

Source: Self elaboration.

2.5 Instructional model for developing strategic reading comprehension

The transition of learners to become knowledge creators has a high dependency on effective instruction delivery. Research has shown that teacher-centered approaches have no impact on developing higher-order thinking skills; furthermore, learners taught under these approaches become mere "knowledge recipients" instead of reflective readers (Mohammadi et al., 2020, p. 2). On its counterpart, Magnusson et al. (2018) suggest that learners obtain greater benefits from receiving explicit instruction of strategies that fit in time to their learning styles. In a more extended view, they specify that "teachers find their own ways and methods to integrate this instructional element, which in itself provides valuable information about how strategy instruction forms part of daily teaching practices" (p. 208). Instruction design for the intervention in this action research is theoretically sustained by explicit instruction of inferential reading strategies following a systematic sequence: 1) explain the concept of strategy, 2) explain the purpose of strategy learning, 3) model strategy use according to text presented, 4) explain the instance and place learners should use strategies, and 5) explain how to assess strategy use (Lee, 2013, pp. 725-726). It is worth stressing that instruction during the interventions has a highlighted emphasis on including explicit strategical metacognitive instruction; it is intended to explicitly instruct learners to direct them to develop awareness, control and monitoring of their own cognitive processes. Metacognition in this regard becomes an undeniable aspect of instruction for its ultimate goal is that learners become more conscious to plan, manage and apply their reasoning and reflective capacities for further reading instances (Zels, 2016, p.10).

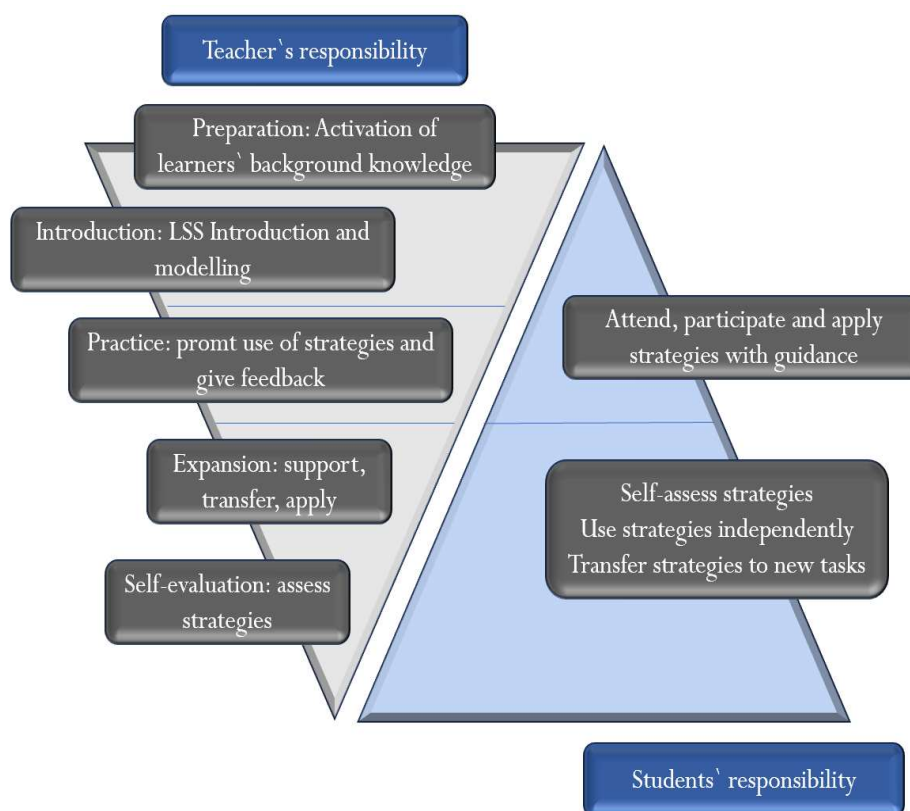
The instructional sequence utilized in this action research was put together into the CALLA Model of instruction. Designed by Anna Chamot and Michael O'Malley in 1987, CALLA Model takes its foundational basis on cognitive learning, constructivism, and development of language skills. As Suh (2012) also describes, CALLA Model's layout proposes explicit instruction of cognitive, social-affective, and metacognitive strategies because it is constructed upon the assumption of dynamism of learning; therefore, adopting this instructional model promotes an atmosphere conducive to productive learners, strategy learning, academic content

learning through strategic instruction, and transition from reading strategy learning to new learning. Chamot and O'Malley's model (1987) also highlights the importance of the use of scaffolding as a supportive learning resource when strategies are to be taught explicitly by using this model of instruction (Suh, 2012, p. 203). Modeling strategies is then an intrinsic process to be done by teachers in urging that learners adopt learning behaviors they internalize through practice and support (Allen, 2003, p. 330).

The CALLA Model encompasses five distinctive stages: 1) preparation, 2) presentation, 3) practice, 4) Evaluation, and 5) expansion. These five sequences pursue objectives that are translated into activation of prior knowledge, explanation and modelling of strategies designed according to lessons' aims, proper practice instances with authentic materials and effective feedback, strategies assessment, and transfer and application of strategies. Every teacher adapts and navigates into these objectives as they see fit in concordance with the learners' needs (Suh, 2012, pp. 203-204-205). The model shown below is a representation of the CALLA instructional model.

Figure 2

CALLA framework for strategy instruction (Based on Chamot & Robbins, 2005).

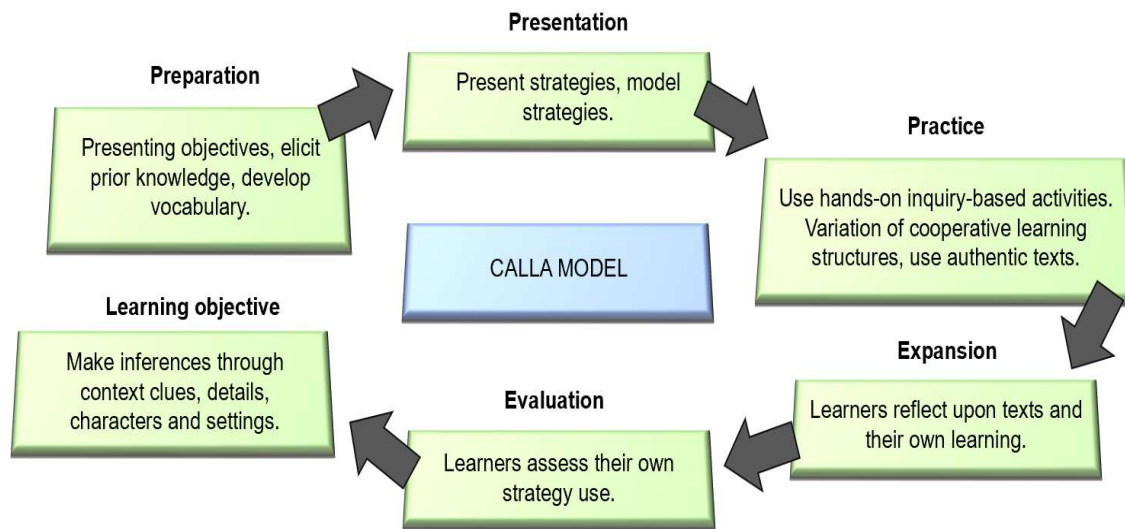


Source: Self elaboration (based on Chamot and Robbins, 2005).

Summarizing, the CALLA model proposes an instructional model that fosters learners to learn and demonstrate their capabilities to relate, transfer and assess reading strategies during the trajectory of each stage. Based on Chamot and Robbins' CALLA model (2005) description of each stage, the model shown in Figure 3 is an adjacent adapted instructional design used in the online interventions of this action research.

Figure 3

CALLA Model stages (Chamot & Robbins, 2005, pp. 11-13).



Source: Self elaboration.

2.6 The online experience for reading comprehension

It is highly important to consider that interventions of this action research were conducted in an online learning context. With the advent of Covid-19 outbreak and the sanitary emergency, education suffered a reshaping and realignment regarding teaching and learning methods. This meant a significant restructuring on the way learners reached academic achievements depending on the purpose online instruction was presented. The learning impact in this sense has supposed an inflection point due to e-learning is now a formalized learning system in a vast number of educational institutions. As a matter of fact, there is a growing number of seminars, lectures, courses, even undergraduate or postgraduate programs designed for online instruction in their full extent. As Hsieh & Dwyer (2009) indicate, in the light of its multiple representations, especially in the current technological world where teaching techniques are broadly supported by applications and multifaceted learning platforms, e-learning has become an educational resource with enormous growth potential for learning enhancing and new and innovative teaching methods applicable to new learning environments. Notwithstanding, there are some

constraints when it comes to adopting e-learning because some learners can find it rather conflictive since the difficulty it implies changing learning habits and adapting to electronic texts. This can result in frustration and doubt in some learners because of the sense of handicap in contrast to other learners who have efficiently adapted to electronic materials (Hsieh & Dwyer, 2009, p. 36). Although constraints could always be part of the learning process when it comes to a growing educational system with high levels of technological support, opportunities for learners to optimize and take control of their learning within an online context are highly granted. This shifting from on-site learning and online learning has supposed a straightforward access to information by means of technological assets, and over and above that, e-learning has drawn pivotal benefits to learners regarding acquisition of knowledge and information, and more accurate use of strategies (Hamdan & Amorri, 2022). By all means, these authors claim that e-learning benefits cannot only be attained by the support of technological materials, but also must be backed by assiduous selection of the learning environment and, for purposes of this action research, reading strategies properly aligned with the learning context. Another remarkable aspect of online learning is that exploration for implementing new strategies draws a positive influence on distance education rather than traditional teaching methods.

In a broader way, the convergence of all factors stated above, i.e, support of technology, optimization and control of learning, instant access to information, acquisition of knowledge through use of strategies, selection of a proper online learning environment, and alignment of strategies to learning context have proven to contribute to confidence-building, empowerment of the learning acquisition process, and communication and interaction between instructor and learner in a more accessible way (Hamdan & Amorri, 2022, Introduction section, para. 1).

For the purpose of this action research and its objectives, online sessions were conducted under the standards of the theoretical insights stated above, paying special attention to the reading texts selection and adaptation for efficient learning. In addition, reading strategies were thoroughly thought to be user-friendly and readily comprehensible in alignment to the context learners were immersed in during the interventions. There was also special care of the materials selected for presenting, practicing, and assessing the strategies in an engaging, dynamic and technological format. More importantly, all communication and interaction channels between learners and instructor were successfully available for use. Participants demonstrated to be highly motivated and participative during the entire process of instruction and learning.

2.7 Research on learners' perceptions

It has been stated previously that effective strategical reading instruction provides substantial benefits for learners in the sense that strategies can fit to their learning styles and paves the way for developing text-connecting skills necessary for inferential reading. However, Cheng et al. (2015) remark the importance of creating a classroom assessment environment from which teachers' expectations and the

multiple forms of feedback provided to meet students' learning needs are communicated to help them shape viewpoints or perceptions towards what is key to learn and the effectiveness they assume that knowledge. In a regular classroom, learners are exposed to miscellaneous assessment tasks that, once processed, facilitate students to form their own concepts on usefulness, value and complexity of these tasks. In this sense, it is essential to establish a symmetry between effective instruction and learners' perceptions for successful formative assessment (Cheng et al., 2015, p. 3).

In the field of research, Dorman & Knightley (2006) worked on the development and validation of an instrument that allows deeper analysis of learners' perceptions towards assessment tasks. The construction criteria of this instrument involved congruence with planned learning, authenticity, student consultation during assessment process, transparency in terms of assessment's form and purpose, and diverseness. Taking the criteria for analysis of learners' perceptions proposed by these authors, Alkharusi et al. (2014) formulated two newer components for research on learners' perceptions: assessment practices for improving learning, and grading/comparing learning of students. With these two criteria as mainstream for empirical observation, inter-correlations among learners' perceptions of assessment tasks, and the environment of classroom assessment were examined. Consultation for this research encompassed perceptions of male and female students in equal proportions, considering the fact both groups received instruction separately. Analysis revealed quite remarkable outcomes; for both groups, assessment practices were symmetrically concordant and correlated with planned learning, authenticity, student consultation during assessment process, transparency in terms of assessment's form and purpose, and diverseness. In the same line of research, these authors also contributed to analyze to what extent instructors' classroom assessment practices and learners' perceptions of classroom assessment tasks share some relation to academic self-efficiency of learners. With a sample that included 99 instructors and 1457 students from secondary education, the analysis results revealed that learners' perceptions of classroom assessment tasks posed an ample influence regarding academic self-efficiency they could accomplish. This significant breakthrough is an indicator that there is indeed a relationship between the assessment environment that improves learning of students.

With a scope put on reading strategy use, Falth & North (2018) investigated experiences on short stories reading comprehension in 24 high school learners considering a context of inclusive education. The major goal for this action research was to foster learners to develop more meta-cognitive awareness to perform analytical, active, and thoughtful reading comprehension. Perceptions revealed that context elements such as settings, events, and characters were likely to experiment changes during reading time; what is more, these contextual components could also suffer significant alterations when learners shared their views and made peer discussion in groups. In fact, some students declared that discussing and exchanging ideas changed course of their text analysis, including the development of the class, and gave them a sense of inclusion. This is an indicator that peer discussion strengthens questioning, validating, complementing, and enriching ideas

that were not possible to be conceived individually. In terms of lesson organization, learners also perceived as beneficial to have a logical lesson sequence to acquire knowledge on reading strategies, which eventually gave them a sense of progression. Presentation of learning objectives and purpose of the reading texts were also factors that learners perceived as positive. Notwithstanding, there were learners who perceived that asking questions about the text was, to some extent, difficult to achieve due to the lack of experience using that strategy and the need to learn how to do it.

Research conducted by Echeverry & McNulty (2010) pinpointed learners' perceptions regarding reading strategy use and their attitudinal effect when used. This action research encompassed an EFL class of 30 adolescent learners aging between 13 and 15 years old from a public elementary-high Normal school in Envigado, Colombia. Participants were divided into three groups of 10 students, that is, a group characterizing by a high level of participation and reading comprehension proficiency, a group featuring an average level of participation and reading comprehension proficiency, and a group with a very low level of participation and poor reading comprehension proficiency. Strategic instruction was delivered to work on adapted fables and tales, giving instances for peer reading and discussion. Perceptions revealed that participants found the texts interesting, relevant, and informative. In practical terms, learners indicated that reading fables was relevant for they taught them a moral for their lives. In addition, participants felt motivated and engaged while reading, and considered these factors as determining for text comprehension. The majority of the learners perceived strategy use as very useful. For instance, some learners reported that prior knowledge helped them to generate more thinking about the reading topic, cultivate more curiosity, and stimulate imagination. Overall, learners highlighted the importance of strategy use and materials for both texts read in class. They perceived that both components, working hand in hand, helped them to feel more inspired and to achieve deeper understanding of texts.

All in all, empirical studies have shown the relevance that learners' perceptions play in the construction of a learning-friendly classroom environment, in which students are direct participants to form their own personal perspectives on what (content selection) and how to learn (learning effectiveness). In this regard, perceptions yield positive and miscellaneous feelings in respect to strategical reading. Evidence from a variety of researches across multiple educational settings and educational levels revealed that strategic reading indeed triggers motivation, engagement, curiosity, inclusion, and progression. Despite there was some share of dissatisfaction towards using certain strategies, such as asking questions due to lack of experience and training, the overall feelings regarding using reading strategies to better comprehend texts is substantially beneficial for learners.

Research on learners' perceptions also opens the debate on the extent a class can be considered successful by considering regular class development components only: lesson planning, content-based or strategy-based instruction, assessment, and feedback. Inclusion of learners' perceptions in the teaching process can definitely

provide substantial input in determining the existing gaps between classroom assessment tasks and assessment environment and providing instructors more precise guidance on decision-making on the design and application of classroom assessment practices for optimal students` learning acquisition.

CHAPTER III: METHOD

3.1 Type of research

The present study is framed within a qualitative paradigm and corresponds to action research. Burns (2010, p. 2) defines action research as a research method in which a teacher-researcher becomes the explorer in a problematic situation of his/her own teaching context. In this way, research is conducted with a more critical, systematic and self-reflective perspective to improve or innovate teaching practices. Traditionally, the concept of action research has a strong connection with Kurt Lewin's field research in education, featuring action research essentially as a research methodology based on the repetition of planning, observation, and reflection that promotes implementation of changes necessary for social improvement. Thus, action research is defined as a cyclical, dynamic, and collaborative process leading to inquiring approaches to improve teaching practice (Hine, 2013, pp. 1-2).

Knowing the practical implications of action research in the field of education and the concern found from inferential reading comprehension gaps, this study emerges from the necessity to provide more immersion in inferential reading comprehension and improve reading strategy use.

3.2 Research problem

This action research is aimed to identify the extent to which the use of reading strategies helps students improve inferential reading comprehension skills, and to analyze perceptions toward using strategical reading and its implication for inferential reading comprehension. The problem addressed for this action research has been taken from learners' own experiences with reading texts, especially those that include inferencing that demands thinking about the text. The nature of this problem was manifested, essentially, when learners encountered information chunks, or even paragraphs that needed to be read multiple times for comprehension, giving as a result misconceptions of the author's intention, loss of comprehension fluency, and even speculation about what meaning to convey to certain expressions in texts. Clear examples of text types that cause comprehension gaps were: 1) Texts with multiple choice. The main characteristic of these sort of texts is that length is not extensive. In a matter of fact, texts are presented in the form of text messages, memorandums, regulations, and advertisements. This activity posed difficulty for learners because multiple choice can convey multiple interpretations, and sometimes, answers (choices) are very similar in meaning. 2) Narrative texts that required students to answer open-ended inferential questions in written form. Regarding these sorts of texts, difficulty can be on the length of the text, from which learners had to process more information than multiple choice texts. It is worth noting that these sorts of texts are restricted to provide answers using the writing skill, which turns comprehension assessment into an integrated-skill assessment activity. In this sense, reading comprehension gaps that can occur from reading these texts can be represented in ideas that are basic, have poor argumentative elaboration, or no related meaning at all, and 3) narrative texts that

require to get meaning from a certain idiom (figurative language). These sorts of texts are also extensive in length and are meant to provide answers in written form, turning it also into an integrated-skill reading comprehension assessment activity; thus, quality of ideas is simple and with no major argumentation.

In response to this problem, this action research aims at using strategical instruction to promote use of multiple reading strategies to facilitate inferential reading comprehension, and to analyze perceptions regarding the use of reading strategies to improve inferential comprehension. More specifically, this study proposes to decrease reading limitations by implementing strategic reading to develop macro ideas to compensate inaccurate information decoding, rather than focusing on linguistic knowledge (Gómez et al., 2013, p. 91).

3.3 Research question and objectives

3.3.1 Research Question

To what extent can inferential reading strategy training help students to improve their reading comprehension in an online private lesson context?

3.3.2 Research Objectives

General Objective:

To explore the contribution of inferential reading strategies upon a group of students' reading comprehension in an online private lesson context.

Specific objectives:

- 1) To identify the extent to which the teaching of inferential reading strategies can help students to improve their reading comprehension.
- 2) To analyze students' perceptions regarding the use of reading strategies to improve their inferential reading comprehension, and having received strategical instruction.

3.4 Participants

For this action research, a purposive sample was selected considering their affinity for reading in English and their potential contributions to develop inferential reading. According to Palinkas et al. (2013, p. 1), purposive sampling is used when the research need involves identifying and selecting information, and a subject of interest in which all participants involved are ideally acquainted by the researcher, have some experience with the phenomenon under intervention, and evidence availability for exclusive participation and communication through articulation, expressions, and reflection.

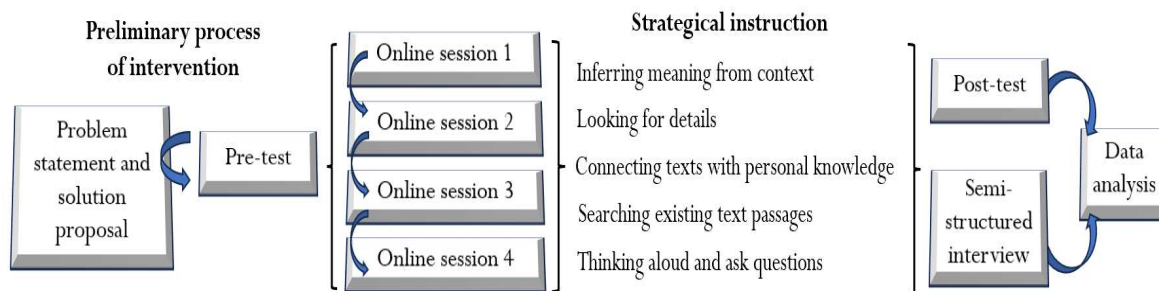
Considering this description, participants were all part of a selected group of four students, 3 females and one male from different educational institutions from Concepción (Colegio Mozart-Schule), Talcahuano (Colegio Espíritu Santo), and Valparaíso (Liceo Max Salas, Liceo Politécnico América). Their ages range from 17 and 18 years old, with a common interest in multiple sorts of English literature (novels, comics, social networks), and making improvements in reading comprehension. Due to the nature and construction of the intervention sessions, which were meant to greatly promote comments and discussion, all participants were also handpicked for their ascertainable English-speaking level that facilitated them to communicate with the instructor and to provide meaningful reflections (expansion stage in CALLA model). It is worth noting that all participants took part of the intervention sessions through an online setting, with the instructor using a virtual classroom and technological resources that replicated a classroom environment and promoted participation engagement. In effect, the whole group already had experience in previous on-site and online instruction conducted by the researcher, as they were part of English extra-curricular private online English Academies.

3.5 Action plan

The design of this action research consisted of four intervention sessions. Every session had a duration of 90 minutes, with an organization based on the CALLA model: preparation, presentation, practice, expansion, and evaluation. The implementation of the sessions included a pre-test to diagnose inferential reading comprehension, and a post-test, administered once the four sessions were concluded to assess improvements in inferential reading comprehension from strategical instruction.

As figure 4 shows, there is a preliminary process of intervention that starts with the research concern found, and the subsequently application of the pre-test to diagnose current performance of students in inferential reading comprehension. Once the pre-test was administered, four successive sessions were conducted; every session was conducted through a virtual teaching platform with an intensive use of content presentation resources. In terms of teaching, every session was designed to deliver strategical instruction on five reading comprehension strategies. All five strategies were reviewed in the same extent in all four interventions, whose implementation varied according to the kind of item presented in every session. The four interventions offered instances for reflection upon using reading strategies with the instructor guidance. After the four interventions were concluded, two data collection instruments were applied: a post reading comprehension test, and a semi-structured interview. Below, a more detailed description of the data collection techniques for this intervention process is provided.

Figure 4: Action plan organizational scheme.



Source: Self elaboration.

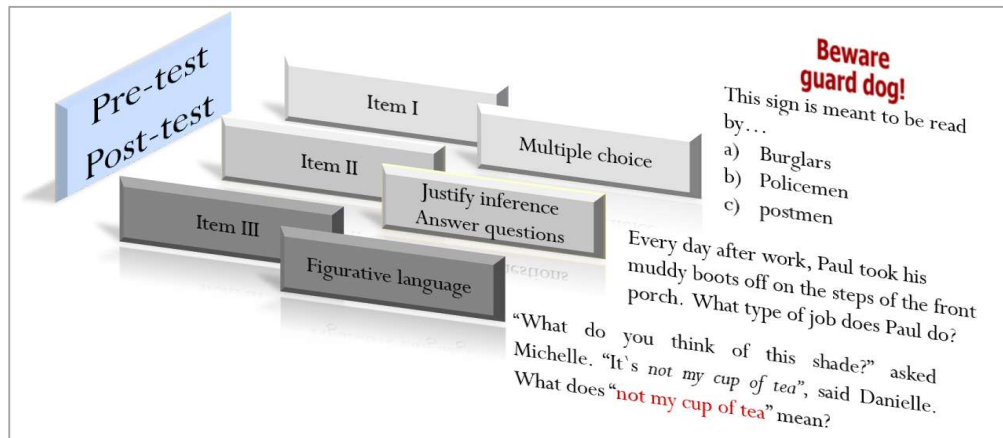
3.6 Data collection techniques

As previously stated, this action research has been constructed under the qualitative paradigm of research. Under this methodological lens, data collection techniques for triangulation are described below:

Before the four sessions, a pre-intervention test was administered to measure current performance on reading comprehension of texts with different levels of difficulty for inference. Pan et al. (2021, p. 8) describes pre-testing in the sense that it generates semantic activation and triggers cue-related knowledge with which targets are encoded. For this AR, this testing method consisted of a compilation of various items taken from a number of online sources. It is worth noting that some of the exercises from items II and III were created or adapted. The three items considered for the construction of this test meant a different level of difficulty. In this regard, Item I was utterly focused on reading short texts as the ones found in advertisements, signs, regulations, text messages, and short narratives. Item II presented full narrative texts from which participants were asked to look for evidence and support an inference already given. For this item, participants were asked to write their answers instead of selecting a choice. Finally, item III consisted on reading full narrative texts with chunks containing figurative language or idioms. For this item, participants were asked to infer meaning from these figurative language passages and write their meaning, as well as answering Wh questions from the texts. The total points for the pre-test are 60. See the annexes section to see the full test.

After having completed the four sessions, a post-intervention test was administered to participants to measure whether progress towards inferential reading comprehension had taken place or not after having received strategical instruction. Pan et al. (2021, pp. 11-12) points out that post-testing posits mechanisms for “retrieval practice” of semantic knowledge already activated in the pre-testing. This post-intervention reading comprehension test followed the same structure, length of texts, items and exercise number as the ones in the pre-intervention test. The total points for the post-test are 60. See the annexes section to see the full test. Below, the structure of both, pre-test and post-test is shown.

Figure 5: Pre-test and post-test structure.

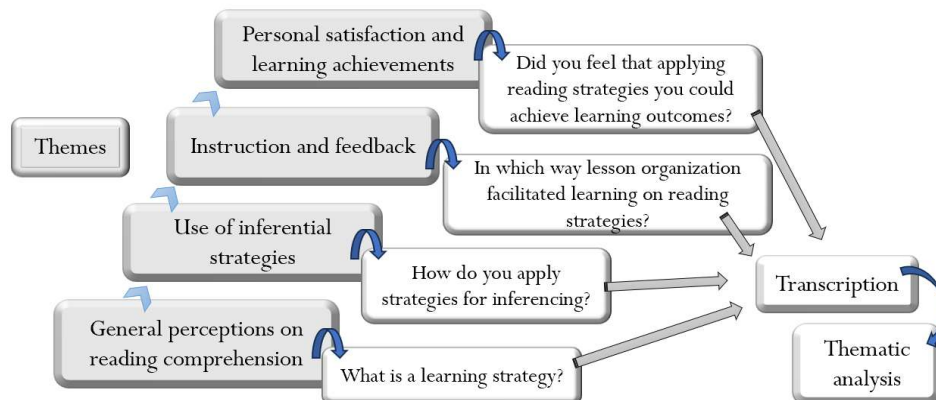


Source: Self elaboration.

A second post-intervention data collection instrument was administered once the intervention sessions were concluded, in this case, a semi-structured interview. This data collection instrument intends to provide qualitative data considering that descriptive information was obtained through direct interaction between the interviewer and the interviewee (Mwita, 2022). In order to obtain more precise data from participants and have a more accurate insight on their perceptions about the strategies they learnt, the interview was given a semi-structured format, giving more flexibility to the interviewer to make interventions while the students are responding to approach to answers that provide detailed information for further analysis (Mwita, 2022, p. 313).

As Figure 6 shows, this semi-structured interview was divided into four dimensions or main themes including three to four questions each (see appendix 4), and it was conducted online by the instructor-research. Answers provided by the participants were recorded for further transcription. For the description of participants' perceptions, a thematic analysis chart was used.

Figure 6: Semi-structured interview organization.



Source: Self elaboration.

3.7 Validation of instruments

For this action research, the three data collection instruments were self-elaborated and adapted in order to fulfil the two specific objectives proposed for this action research. In this regard, it was necessary to validate them by a panel of experts to proceed with their application. The pre-intervention test, the post-intervention test, and the semi-structured interview were sent to two professors who are currently active members of the Faculty of Education at Universidad de Concepción. The professors sent the instruments back with corresponding feedback for further improvements. The three data collection instruments were administered once validation was granted.

3.8 Data analysis techniques

Data collection instruments for this action research involved both qualitative and quantitative analysis. In this sense, pre-intervention and post-intervention tests scores were statistically coded through measures of central tendencies and measures of dispersion. Sethuraman (2011, p. 140) describes central tendency as a quantitative data analysis technique used mainly to reduce data bulkiness by providing a precise description of an entire set of data under the representation of a single index or value within a whole distribution. On its part, central tendency encompassed Mean scores. Burns (2010) describes measures of dispersion as the quantitative method of data analysis showing how values are scattered within a set of data. To show dispersion value, standard deviation was calculated. Data from analysis of pre and post tests were obtained from: 1) comparative results between pre-test and post-test, 2) comparative results between overall scores per participant in the pre-test and the post test, 3) a contrastive view of the overall scores achieved per participant in the pre-test and post-test to determine their level of achievement obtained. 4) the metrics obtained at group level in every item in both, the pre-test and the post-test to determine their increase of achievement obtained. Data analysis for the semi-structured interview was conducted by using a thematic analysis chart. For qualitative research, the use of an analysis chart conveys setting patterns and themes, and it is considered a method and not a methodology instead, for it is not strictly bound to any epistemological lens or theoretical background (Maguire and Delahunt, 2017). As said before, using a thematic analysis is aimed to set patterns and themes that serve a particular interest for the research, and data provided by the participants is subject for interpretation rather than summarizing information (Maguire and Delahunt, 2017 p. 3353).

CHAPTER IV: FINDINGS

Across this chapter, analysis of data obtained from the three data collection instruments is presented. Given the fact that this study is constructed under a qualitative approach, all quantitative data was gathered through the pre-test and the post-test. As the pre-test and the post-test were reading comprehension assessment instruments with scored items, the results were analyzed by contrasting performance metrics in both tests. Data obtained from the contrastive analysis is presented to determine the extent of fulfillment of Specific Objective 1. Qualitative data gathered in the form of a semi-structured interview is also presented. Analysis of data collected from the semi-structured interview was conducted through a thematic analysis chart to determine the extent of fulfillment of Specific Objective 2.

4.1 Data analysis for S.O.1

In order to identify the extent to which reading strategies help students to improve their inferential reading comprehension skill, analysis was carried out by contrasting the results of the pre-test and the post-test. Contrastive analysis is conducted through multiple statistical perspectives to determine in different ways the extent of improvement of inferential reading comprehension. In addition, measures of central tendency, i.e., mean, and standard deviation are also included in the analysis. To determine the extent to which participants improved their inferential reading comprehension skill, and conduct a contrastive analysis, it is necessary to expose the results obtained by all participants in the pre-test and the post-test. Below, these results are shown.

4.4.1 Pre-test results

Below, Table 2 shows in detail the statistical data obtained from the pre-test. The criterion "Total score" shows the maximum points achieved by every participant in all three items. Criterion "Overall Achievement Level" shows the average percentage of achievement of every participant in all three items. Criterion "Scores per item" shows the number of points that every participant scored in every item. The numbers in brackets are the total points achievable per item. and the criterion "Achievement Level per Item" indicates the percentage of achievement in every item.

Below, Table 2 shows in detail the statistical data obtained from the pre-test. In criterion "Scores per item",

Table 2: Pre-test results.

Participants	Total Score (out of 60 points)	Overall Achievement Level	Scores per item	Achievement level per item
Participant 1	52 points	86,7%	Item I: 20 points (24)	Item I: 83,3%
			Item II: 15 points (16)	Item II: 93,8%
			Item III: 17 points (20)	Item III: 85,0%
Participant 2	47 points	78,3%	Item I: 20 points (24)	Item I: 83,3%
			Item II: 13 points (16)	Item II: 81,3%
			Item III: 14 points (20)	Item III: 70,0%
Participant 3	49 points	82,5 %	Item I: 18 points (24)	Item I: 75,0%
			Item II: 14 points (16)	Item II: 87,5%
			Item III: 17 points (20)	Item III: 85,0%
Participant 4	42 points	70,0%	Item I: 14 points (24)	Item I: 58,3%
			Item II: 14 points (16)	Item II: 87,5%
			Item III: 14 points (20)	Item III: 70,0%
	190 (overall)	79,3% (overall)		
	240 (total)			
Mean value	47,5 Points			
Standard Deviation	3,6			

Source: Self-elaboration.

Considering that the total score of the pre-test was 60 points, Table 2 shows that level of achievement percentage at group level in all three items was 79,3%, which means that 190 points were obtained between all participants out of 240 total points. This means that the points gap between the achieved score and the maximum score is 50 points.

Overall achievement level encompassing all three items shows that participant 1 obtained 86,7% (52 points), participant 2 obtained 78,3% (47 points), participant 3

obtained 82,5% (49 points), and participant 4 obtained 70,0% (42 points). Between all participants, the level of achievement obtained was 79,3%.

Achievement level per item at individual level revealed that participant 1 scored 83,3% in item I, 93,8% in item II, and 85,0% in item III, with item II being the highest score achieved. Participant 2 scored 83,3% in item I, 81,3% in item II, and 70,0% in item III, with item I being the highest score achieved. Participant 3 scored 75,0% in item I, 87,5% in item II, and 85,0% in item III, with item II being the highest score achieved. Participant 4 scored 58,3% in item I, 87,5% in item II, and 70,0% in item III, with item II being the highest score achieved. Thus, it can be seen from Table 2 that the most descended item was item I, showing an average of 74,7% of achievement. The third item showed the second most descended level of achievement, which yielded 77,5% average. Item II showed the biggest consistency in performance, showing 87,5% average. This means that three participants (1, 3 and 4) obtained the highest scores in item II. Mean score was 47,5, which was calculated between all total scores of every participant. Standard deviation was 3,6, which was calculated from the mean value and the total scores of every participant.

4.4.2 Post-test results

Below, Table 3 shows in detail the statistical data obtained from the post-test. As seen in Table 2, the criterion "Total score" shows the maximum points achieved by every participant in all three items. Criterion "Overall Achievement Level" shows the average percentage of achievement of every participant in all three items. Criterion "Scores per item" shows the number of points that every participant scored in every item. The numbers in brackets are the total points achievable per item. and the criterion "Achievement Level per Item" indicates the percentage of achievement in every item. As stated before, the post-test shared the same number of items and exercises extension than the pre-test.

Below, Table 3 shows statistical results obtained from the post-test.

Table 3: Post-test results.

Participants	Total Score (out of 60 points)	Achievement Level	Scores per item	Achievement Level
Participant 1	60 points	100%	Item I: 24 points (24)	Item I: 100 %
			Item II: 16 points (16)	Item II: 100 %
			Item III: 20 points (20)	Item III: 100 %
Participant 2	59 points	98,3%	Item I: 24 points (24)	Item I: 100 %
			Item II: 15 points (16)	Item II: 93,7%
			Item III: 20 points (20)	Item III: 100 %
Participant 3	58 points	95,8%	Item I: 24 points (24)	Item I: 100%
			Item II: 14 points (16)	Item II: 87,5%
			Item III: 20 points (20)	Item III: 100%
Participant 4	50 points	82,2%	Item I: 22 points (24)	Item I: 91,6%
			Item II: 12 points (16)	Item II: 75,0%
			Item III: 16 points (20)	Item III: 80,0%
	227 (overall)	94,5% (overall)		
	240 (total)			
Mean value	56,7 points			
Standard Deviation	3,9			

Source: Self-elaboration.

Table 3 shows that level of achievement percentage at group level in all three items was 94,5%. In terms of score, this means that 227 points were achieved between all participants, from a maximum score of 240 points. The points gap between the achieved score and the maximum score is now 13 points.

Overall achievement level, which comprises the three items shows that participant 1 obtained 100% (60 points), participant 2 obtained 98,3% (59 points), participant 3 obtained 95,8% (58 points), and participant 4 obtained 82,2% (50 points). The level of achievement obtained as a group was 94,5%.

Achievement level per item at individual level revealed that participant 1 scored 100% in item I, 100% in item II, and 100%. Participant 2 scored 100% in item I,

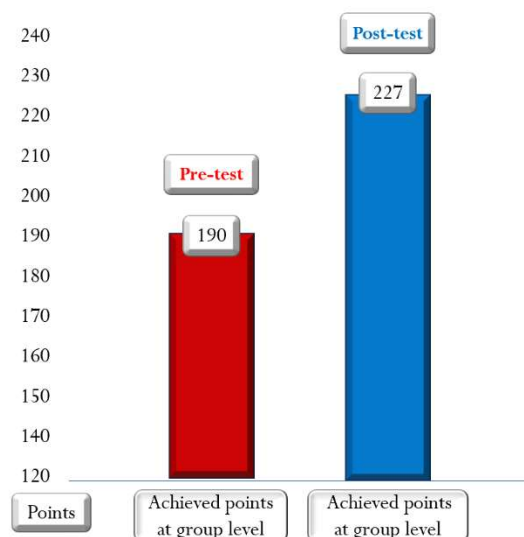
93,7% in item II, and 100% in item III, with items I and III being the highest scores achieved. Participant 3 scored 100% in item I, 87,5% in item II, and 100% in item III, with items I and III being the highest scores achieved. Participant 4 scored 91,6% in item I, 75,0% in item II, and 80,0% in item III, with items I and III being the highest scores obtained. In addition, the results shown in Table 2 revealed that the most descended item was item II, with a group average of 89,0% of achievement if compared with the results of item I, which reached an outstanding average of 97,9% of achievement, and Item III, which yielded 95,0% of achievement. It is absolutely worth noting that some items reached the maximum score attainable, which supposes the maximum level of achievement expected. Mean score was 56,7, which was calculated between all total scores of every participant. Standard deviation was 3,9, which was calculated from the mean value and the total scores of every participant.

With the results of the pre-test and the post-test, data analysis to fulfill Specific Objective 1 was carried out under six dimensions: 1) contrastive analysis of points gap between pre-test and post-test, 2) comparative analysis of levels of achievement at group level per item, 3) differences of levels of achievement at individual level, 4) comparative analysis of levels of achievement per item at individual level, 5) comparative analysis of mean value, and 6) comparative analysis of standard deviation.

4.4.3 Contrastive analysis of points gaps between pre-test and post-test.

This analysis shows the difference of points gap between the achieved score and the maximum score in both the pre-test and the post-test. Figure 7 shows in detail the differences between the points gaps.

Figure 7: Difference between points gap between pre-test and post-test.



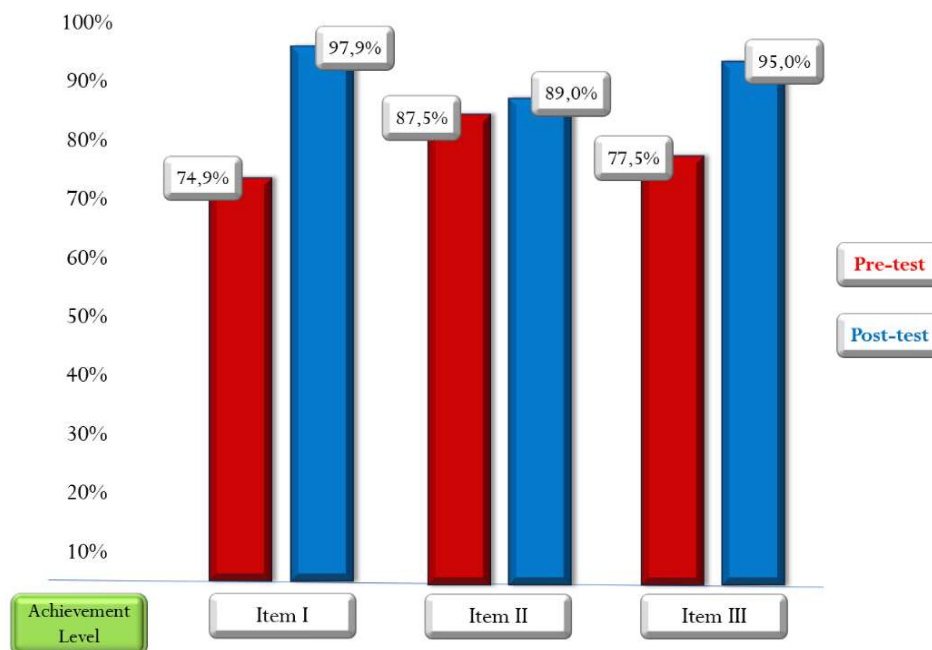
Source: Self-elaboration.

Considering that the post-test had the same extension in items than the pre-test, having 60 points as total score achievable, the results of the post-test revealed that level of achievement percentage at group level in all three items was 94,5%. This means that the whole group scored 227 points out of 240 total points. This means that the whole group achieved to approach to the maximum score achievable, leaving a reduced gap of only 13 points between the achieved score and the maximum score. If compared with the points gap of the pre-test, which was 50 points between the achieved score and the maximum score, the points achieved by the whole group of participants suppose a significant joint improvement of inferential reading performance. As previously stated, the points gap between the achieved score and the maximum score was 50 points in the pre-test, and 13 points in the post-test. As Figure 7 shows, the maximum score achievable was 240 points, which is the sum of all maximum points that all four participants could obtain. If achieved scores in both the pre-test and the post-test are contrasted, the results reveal an inferential reading performance increase of 37 points. This supposes an important achievement at group level, considering that all participants increased their total scores individually.

4.4.4 Comparative analysis of levels of achievement at group level per item

Figure 8 shows the differences in levels of achievement that the whole group of participants achieved in every item in both the pre-test and the post-test.

Figure 8: Levels of achievement at group level per item in pre-test and post-test.



Source: Self-elaboration.

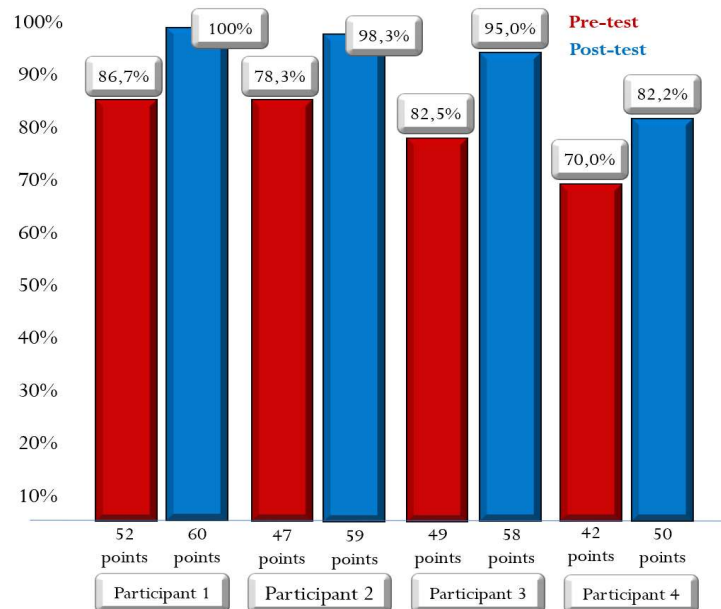
As Figure 8 shows, there is a reading comprehension improvement in all three items at group level, with special emphasis on items I and III, which represent the highest levels of achievement. In item I, there was 23,0% of improvement if compared with the performance results of the pre-test. Item III revealed 18,5% of improvement in comparison with the performance results of the pre-test. Item II revealed the lowest level of improvement marking only 1,5% of improvement if compared with the performance results of the pre-test.

4.4.5 Differences of levels of achievement at individual level

By contrasting levels of achievement of every participant, it can be observed that all of them managed to improved their reading performance globally in comparison with the results of the pre-test. The results are the average of the three items altogether. What Figure 9 below shows is the difference in reading performance per participant in the pre-test and the post-test.

Figure 9

Differences of levels of achievement at individual level.



Source: Self-elaboration.

As Figure 9 shows, post-test results revealed remarkable individual performance improvements. Participants 1, 2 and 3 secured the highest levels of improvement. Participant 1 scored 60 points in the post-test, reaching the maximum level of achievement. This supposes an increase of 13,7% if contrasted with the 52 points (86,7% of achievement) scored in the pre-test. Participant 2 obtained the second highest score in the post-test (59 points), which is 98,3% of achievement. It is absolutely worth noting that the rate of improvement reached (20,0%) supposes a

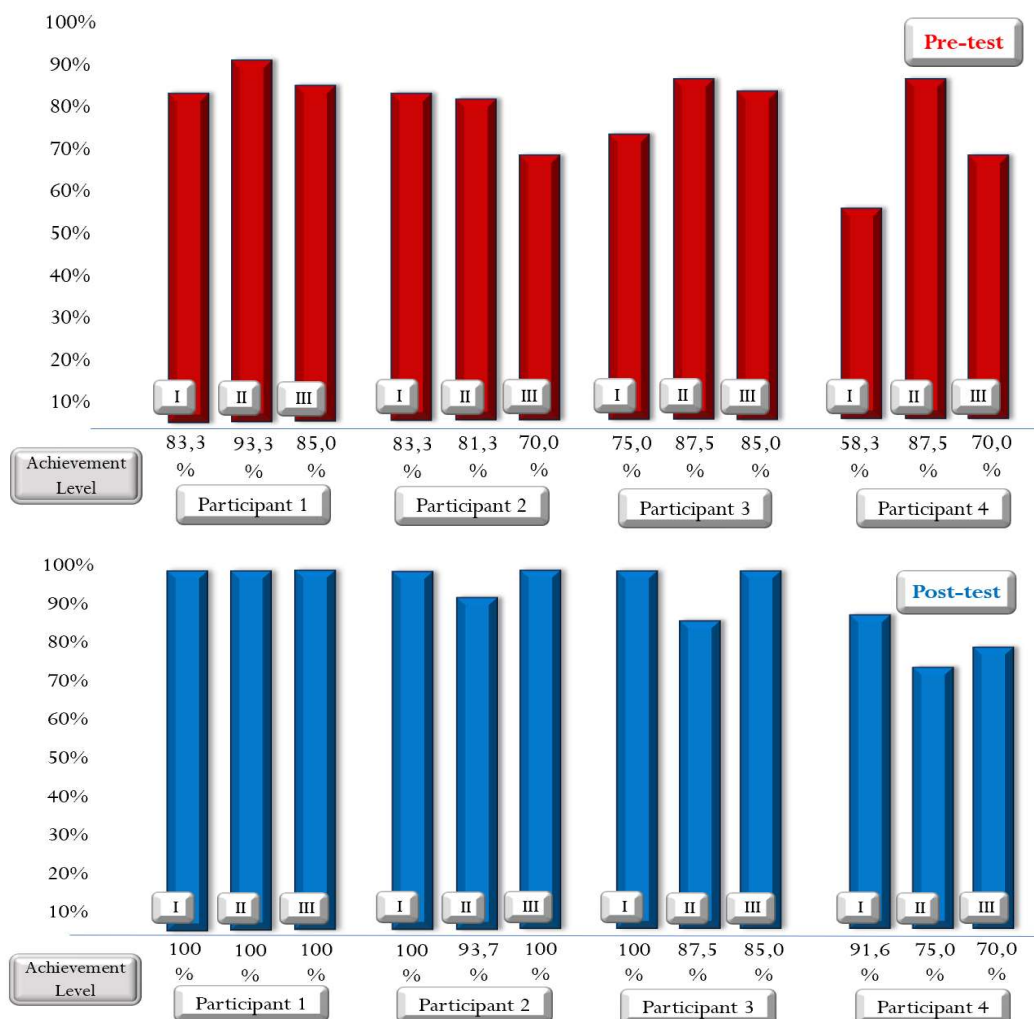
significant increase considering that 47 points (78,3% of achievement) were scored in the pre-test. Participant 3 scored 49 points (82,5% of achievement), and 58 points (95,8% of achievement) in the post-test. This supposes an increase of 13,3% of achievement. Participant 4 also managed noticeable performance achievement by scoring 50 points (82,2% of achievement) in the post-test if compared with the 42 points (70%) obtained in the pre-test. This supposes an increase of 12,2% of achievement.

4.4.6 Comparative analysis of levels of achievement per item at individual level

Figure 10 shows the differences in levels of achievement in every item at individual level in both the pre-test and the post-test.

Figure 10

Levels of achievement per item at individual level.



Source: Self-elaboration.

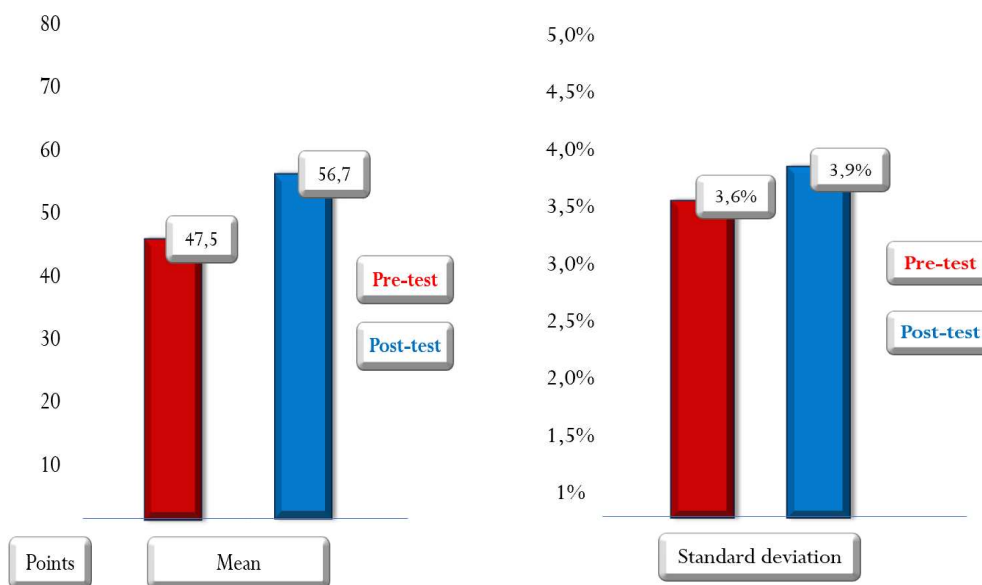
Levels of achievement per item at individual level revealed that participant 1 scored 100% in item I, 100% in item II, and 100% in item III, showing a remarkable improvement in all three items. Participant 2 scored 100% in item I, 93,7% in item II, and 100% in item III, revealing also an exceptional improvement in the achievement level in all three items. Participant 3 scored 100% in item I, 87,5% in item II, and 100% in item III, which means a significant improvement in the achievement level in items I and III; however, there was no improvement in item II because both scores in the pre-test and the post-test remained the same. Participant 4 scored 91,6% in item I, 75,0% in item II, and 80,0% in item III, which means an important improvement in items I and III; however, there was no improvement in item II; in fact, the score obtained in item II was lower than the score achieved in the pre-test (87,5). In this regard, having obtained this score in item II implies a serious step backward in improving inferential comprehension for narrative texts, in this case, looking for evidence to support or justify an inference. The results in these statistical values reveals that items II and III reached the highest improvement in the achievement level in all four participants.

4.4.7 Comparative analysis of mean and standard deviation

Figure 11 shows me mean scores and the standard deviation behaviour at group level in the pre-test and the post-test. Mean score in the pre-test yielded 47,5 points, and 56,7 points in the post-test.

Figure 11

Mean scores and standard deviation behaviour in pre-test and post-test.



Source: Self-elaboration.

As Figure 11 shows, it can be observed that the mean score in the post-test (56,7) is moderately greater than the mean score of the pre-test (47,5), which indeed is an indicator of reading comprehension improvement. Standard deviation shows 3,6% in the pre-test, and 3,9% in the post-test. The difference of the dispersion value between the pre-test and the post-test is only 0,3%. Considering that standard deviation in the post-test has a greater value than standard deviation in the pre-test and supposes that participants' scores have a slight rate of dispersion, it means, all the same, no negative dispersion in relation to the mean score obtained in the post-test, which increased 9.2 points. This is an indicator that the level of dispersion obtained in the post-test is low and indicates consistent performance improvement in all participants.

4.2 Data analysis for S.O.2

In order to analyze students' perceptions regarding the use of reading strategies as a tool to improve their inferential reading comprehension, a thematic analysis chart was used. As participant's answers obtained from the semi-structured interview were transcribed, perceptions were meant to be described based on content areas or themes aligned with Specific Objective 2. Every content area was divided into subthemes that concentrated the questions that participants were requested to answer. Afterwards, participants' perceptions were described. The tables below show the configuration of the semi-structured interview in a thematic analysis chart, with four well defined areas of content or themes, which in turn encompassed subthemes to extract one notable specific component from the content area covered. Tables 4, 5, 6, and 7 show the subthemes for theme: General knowledge on reading comprehension strategies.

Table 4

Sub-theme 1: Learning strategy

Sub-theme 1	Examples:	Frequency
Learning strategy	<p><i>"Es algo que te ayuda a entender las cosas de una manera más fácil y más comprensible... es una técnica que ayuda en este caso a mejorar la comprensión lectora".</i></p> <p><i>"Es una técnica que ayudará a desarrollar alguna área, en este caso como es de estrategias de aprendizaje sería una técnica que se aprende, se desarrolla..."</i></p> <p><i>"Es una técnica con el objetivo de facilitar la adquisición y comprensión de conocimientos".</i></p>	3

In table 4, sub-theme 1 reveals that three participants demonstrate clear knowledge on what a learning strategy is and the learning impact of it, referring to it as a technique that facilitates learning. They perceive a learning strategy as a technique that can be used to facilitate learning.

Table 5

Subtheme 2: Inferential knowledge.

Sub-theme 2	Examples:	Frequency
Inference knowledge	<p><i>"...sí, es como una suposición basada en lo que se leyó para textos implícitos".</i></p> <p><i>"La inferencia es la capacidad de comprender lo implícito del texto, puede ser el trasfondo del texto, lenguaje figurativo o lo que quiera transmitirnos el autor que no esté literalmente..."</i></p> <p><i>"Es una conclusión creada a partir de una o varias premisas implícitas, es decir, no literales".</i></p> <p><i>"Es información que esta implícita en el texto...necesita ser interpretada"</i></p>	4

In table 5, sub-theme 2 shows that all four participants are aware of the implicit nature of some texts and perceive that not all the information presented is literal; therefore, it requires comprehension beyond the text. They concur to use the word "implicit" to describe non-literal passages of a text.

Table 6

Subtheme 3: Impact of strategies for inferential comprehension.

Sub-theme 3	Examples:	Frequency
Impact of strategies for inferential comprehension	<p><i>"Facilita la comprensión lectora de enunciados con información implícita de una manera más rápida y eficiente".</i></p> <p><i>"Al usar estas estrategias de análisis, uno se demora menos en entender el texto... saca conclusiones más rápidas".</i></p> <p><i>"...solo leyendo, claro, a lo mejor voy a sacar lo que está implícito, pero no todo, no va a ser, por así decirlo, una cosecha fructífera, me voy a fatigar y no voy a entender lo que está queriendo decir. Al usar estas estrategias de análisis, uno se demora menos en entender el texto... saca conclusiones más rápidas y demorarse menos tiempo."</i></p>	4

In table 6, perceptions taken from sub-theme 3 reveal that all four participants are aware of the concept of efficiency and comprehension expansion that application of reading strategies has. They all perceive that the use of strategies optimizes reading time.

Table 7

Subtheme 4: Purpose of reflection for inferential comprehension.

Sub-theme 4	Examples:	Frequency
Purpose of reflection for inferential comprehension	<p><i>"Yo creo que la reflexión ayuda a la hora de lograr conectar el texto con mi conocimiento previo, pude centrarlo a algo que probablemente ya se o que alguna vez lo escuché..."</i></p>	3

“...es importante y beneficiosa para la lectura inferencial, pues permite crear una situación que permite cuestionar enunciados implícitos y así reconocer que estrategia inferencial es más conveniente dependiendo de la situación”.

“...cuando yo leo algo entra como en cajitas..., y si no puedo responder una pregunta, leo de nuevo o conecto la información que tengo hasta llegar a una conclusión, y así hacer inferencias.”

In table 7, sub-theme 4 shows that three of the participants perceive that reflection is intended to guide the reader to select the most suitable strategy to comprehend a certain text passage. They share views when they refer to reflection as a linking process between “thinking beyond the text and application of strategies”.

Below, Tables 8 and 9 show the subthemes for theme: Use of reading strategies for inferential comprehension.

Table 8

Sub-theme 5: Strategies learned.

Sub-theme 5	Examples:	Frequency
Strategies learned	<p><i>“La de pensar en voz alta y hacerse preguntas a si mismo, conectar el conocimiento personal a pasajes del texto, poner atención a los detalles o cosas pequeñas e información que otorga el texto, conectar pasajes del texto entre si, sacar el significado de la palabra basado en el contexto que te proporciona el texto”.</i></p> <p><i>“Detalles, conectar conocimientos previos, guiarse por el contexto para deducir palabras, conectar oraciones, hacerse preguntas...”</i></p> <p><i>“...conectar conocimientos personales con el texto y crear una inferencia a partir de eso...mmm, también me acuerdo de reflexionar en voz alta y cuestionar el enunciado en busca de inferencias...buscar detalles en el texto...”</i></p> <p><i>“Significado por contexto, ehh...conectar pasajes de texto, conectar el texto con tu conocimiento personal... pensar en voz alta, buscar detalles...”</i></p>	4

In sub-theme 5, all four participants evidence to know all five strategies covered during the intervention sessions. What is important is to highlight that all participants mention the strategies in practically the same way, with very accurate precision, using technical words that demonstrate their knowledge about them; thus, there is no need of paraphrasing a certain strategy in case of not remembering one.

Table 9

Sub-theme 6: Use of reading strategies for inference.

Sub-theme 6	Examples:	Frequency
Use of reading strategies for inference	<i>“Por lo general, cuando leo me topo con palabras que no conozco...para evitar usar internet, lo que hago es sacar (el significado) del mismo contexto... cuando no entiendo mucho el texto o cuando se me mezclan</i>	4

las ideas del texto y empiezo como a hablar el texto en voz alta o preguntar cosas al aire para centrar mis ideas”.

“Bueno, a la hora de leer, lo primero que me fijo es en los detalles... me guío por el contexto a lo que probablemente si hay alguna palabra que no se, me va a ayudar... Se pueden conectar oraciones, los passages o chunks...”.

“Por ejemplo, inferir el significado de una palabra en específico según el contexto del enunciado... También puedo asemejar cosas que ya sé, por ejemplo, ese ejemplo de los huevos de chocolate escondidos por la casa...por las experiencias que ya he vivido puedo atribuirlo a la festividad de Pascua de los conejos...”

“Conectar partes del texto, ehh...es común que el texto no nos da toda la información de una, sino que nos da como pequeñas partes de información, y al juntar todas esas pequeñas partes podemos llegar a una inferencia...”

In sub-theme 6, perceptions reveal that all four participants demonstrate ample knowledge on how to use the reading strategy they mention. To support knowledge and application of reading strategies for inferential comprehension, they also provide examples to put strategies in context and expose personal cases.

Below, Tables 10, 11 and 12 show the subthemes for theme: Instruction and feedback.

Table 10

Sub-theme 7: Session organization to improve inferential reading comprehension.

Sub-theme 7	Examples:	Frequency
Session organization to improve inferential reading comprehension	<p><i>“Si, porque la estructura era como...tenía cohesión, entonces tenía sentido que fuera en ese orden y era fácil entenderlo... y tambien el tipo de material que se presentó...creo que era un Genially, es como más interactivo como que si hubiera sido un típico Power Point aburrido...”</i></p> <p><i>“...el desarrollo de las clases me gusto porque podíamos participar, las retroalimentaciones existieron cuando revisamos cada alternativa tambien analizábamos las incorrectas y por qué... cada etapa me llevaba a la meta”</i></p> <p><i>“...sentí que el aprendizaje fue más efectivo y además no se me hizo aburrido a comparación de las clases de inglés que tenía en el colegio”.</i></p> <p><i>“...toda la clase tenía un índice, estaba bien guiada, se notaba que había un guión detrás, o sea, una clase preparada, no era todo hecho al lote. Entonces tambien la organización de la clase ayudó mucho a entender el contenido...”</i></p>	4

As Table 10 shows, in sub-theme 7 all four participants emphasize the importance of a well-structured lesson and the impact it has for learning. Participants were aware that the design of the lessons promoted participation and interaction in a great extent. It is worth noting the common use of jargon to describe lesson organization: structure- cohesion, development – index.

Table 11

Sub-theme 8: Instances for reflection – discussion.

Sub-theme 8	Examples:	Frequency
Instances for reflection - discussion	<p><i>“Si, porque ese era como el punto de toda la clase, de que nosotros pudieramos demostrar y practicar lo que nosotros habíamos aprendido, y lo que no, también para poder tener la retroalimentación”.</i></p> <p><i>“En cada ejercicio teníamos la oportunidad de dar nuestra opinion, inferir según lo que habíamos aprendido, y se nos corregía al momento de la retroalimentación, tambien tuvimos oportunidad donde con mi compañera no estábamos de acuerdo y lograbamos discutirlo y llegar a un acuerdo”.</i></p> <p><i>“En el transcurso de las clases me permitió usar cada una de las técnicas que me enseñó en diferentes tipos de situaciones... así pude reflexionar y reconocer la técnica más conveniente dependiendo del contexto”.</i></p> <p><i>“Si, las instancias se dieron, incluso creo que hablé mas yo en las partes de...en las que hay que discutir o reflexionar, hablé bastante, entonces, las instancias estaban y se usaron de buena manera.”</i></p>	4

As Table 11 shows, in sub-theme 8 all four participants acknowledged unanimously to the fact of having interaction windows during the sessions. They all have a positive sense of having put in practice the strategies taught during the sessions.

Table 12

Sub-theme 9: Feedback to tackle generation errors.

Sub-theme 9	Examples:	Frequency
Feedback to tackle generation errors	<p><i>“Si, porque me acuerdo que en la última sesión que tuvimos ehh teníamos que escoger entre si era...eran unas alternativas y la única diferencia que había entre las alternativas era la palabra should y eso cambio el significado de todo...después la que venía después (pregunta) era parecida y no me volví a equivocar en esa porque supe diferenciar entre una (pregunta) que tenía el should y una que no tenía el should”.</i></p> <p><i>“Si, en el momento en que se estaba realizando la actividad, se daban las razones y luego se corregía”.</i></p> <p><i>“Creo que igual fue importante, me permitió entender en que me equivoqué y porque lo hice, y asi mejorar y no volver a hacer lo mismo”.</i></p> <p><i>“...la clase de cierta forma también daba esas instancias, o sea que subía el nivel gradualmente y que estaba muy bien pensada para que tarde o temprano tu (el estudiante) te ibas a equivocar o tener una duda, entonces ahí la retroalimentación iba a estar, y...iba subiendo el nivel gradualmente...te sentias cada vez mas desafiado. Entonces, la retroalimentación, cuando uno se equivocaba, si era buena.”</i></p>	4

As Table 12 shows, in sub-theme 9 all four participants share common perception that feedback is a teaching technique that prevents from generating errors. Participants also see feedback as a positive instance to improve errors, not as an instance to highlight error generation as a negative aspect in the learning process.

Below, Tables 13, 14 and 15 show the subthemes for theme: Personal satisfaction and learning achievements.

Table 13

Sub-theme 10: Learning objectives.

Sub-theme 10	Examples:	Frequency
Learning objectives	<p><i>“Yo, personalmente, creo que sí, y quiero pensar que lo logré...porque yo sabía que leía, cuando empecé yo dije, yo se leer (en inglés) pero ahora sé porque se leer sé que son las cosas que me ayudan a saber leer...de verdad”.</i></p> <p><i>“Sí, porque al aprender las estrategias y desarrollarlas pude progresar en lo que es la inferencia. Pude desarrollar todos los objetivos, fue como una escalerita que iba avanzando”.</i></p> <p><i>“Sí, creo que pude lograr los objetivos, pero hubo algunas cosas que se me complicaron harto en los ítems. Como en el primer ítem que sentí que tenía todo bueno, pero en la retroalimentación usted hizo que me diera cuenta de detalles y palabras claves que cambiaban todo el sentido de los textos.”</i></p>	4

As 13 shows, in sub-theme 10 all four participants share common awareness that feedback is a teaching technique that prevents from generating errors. Participants also see feedback as a positive instance to improve errors, not as an instance to highlight error generation as a negative aspect in the learning process.

Table 14

Sub-theme 11: Feelings toward the lessons.

Sub-theme 11	Examples:	Frequency
Feelings toward the lessons	<p><i>“Me sentí cómoda porque como era así inglés y era de lectura y como soy familiar con ese tema se me hizo muy cómodo aparte que no era algo que se nos presentaba de una manera muy difícil de entender, sino que nos enseñaron de una manera muy fácil, así que...muy bien”.</i></p> <p><i>“Me sentí cómoda y me gusto también que estas clases las pude hacer con alguien más...porque a veces cuando nos repartíamos los ejercicios, en el último recuerdo que no sabía que significaba algo y mi compañera sí supo y eso me sirvió también para aprender de ella”.</i></p> <p><i>“Durante las clases me sentí motivada al ir aprendiendo y al observar que, gracias a las estrategias inferenciales que me enseñó usted, me resultaba más fácil distinguir y lograr conclusiones de información implícita en diferentes tipos de textos, tema que antes me resultaba aburrido y tedioso”.</i></p> <p><i>“Yo sentí que era un ambiente bastante amigable para la discusión, y encuentro que se logró una muy buena discusión, no solo como profesor-alumno, sino como personas también...que fue una experiencia nutritiva, y que los errores técnicos fueron lo de menos.”</i></p>	4

As table 14 shows, in sub-theme 11, all four participants perceived to have experienced positive feelings toward the lessons. In this regard, three participants emphasized the friendly learning environment created that make them feel comfortable and engaged to participate in the lessons. This is an indicator that these participants did not feel nervousness or being under pressure having in mind that inferential reading can be challenging and requires a great deal of discussion. One participant referred to the concept of motivation. Feeling motivated facilitated the way this participant understood the reading strategies covered and the way she applied them during practice. This is highly positive because this participant stated that previous experience with reading comprehension was tedious.

Another point of interest is that intervention sessions were conducted online and almost under a personalized format, which requires participants to interact with others or the instructor at all times. Knowing this, participants could have developed some sense of nervousness and anxiety to be exposed on a camera or to make mistakes. However, the design of the lessons, the material used, constant feedback, and the attitude of the teacher created a friendly environment that promoted participants to feel comfortable and engaged.

Table 15

Sub-theme 12: Reading challenges.

Sub-theme 12	Examples:	Frequency
Reading challenges	<p><i>“Yo creo que sí... que eran como los del texto que decían como “you can park here” y daban razones de por qué...y teníamos que seleccionar una alternativa...porque yo soy muy literal, para mi todo es muy literal, entonces eso de tener que seleccionar una alternativa basada en algo que no decía, se me complicó a veces, pero solo eso...pero al final pude llegar a las respuestas”.</i></p> <p><i>“Lo que me resultó más desafiante, aun utilizando estrategias inferenciales, es comprender frases dentro del texto que contenían lenguaje figurativo”.</i></p>	3

As Table 15 shows, in sub-theme 12 two participants directly addressed to have found some extent of difficulty when reading the texts, with Item I (multiple choice) and III (figurative language) presenting the highest level of challenge. Despite of these difficulties, application of strategies helped them to tackle reading comprehension gaps. In terms of application of reading strategies for inferential reading, one participant indicated that reflection, viewed for this participant as thinking aloud and asking questions, had been a new experience and it required time to put it in practice and consolidate it when it came to analyzing texts.

Source: Self-elaboration.

CHAPTER V: DISCUSSION

5.1 Understanding of results

Across this chapter, data obtained from the data collection instruments will be discussed to answer the research question: To what extent can inferential reading strategy training help improve students' reading comprehension? Answering this question encompassed analyzing data quantitatively to answer specific objective 1, and qualitatively to answer specific objective 2.

With regard to specific objective 1: To identify the extent to which the teaching of inferential reading strategies can help students to improve reading comprehension, comparative analysis between participants' performance in the pre-test and the post-test depicted that after having implemented strategies for inferential reading across the intervention, all participants improved their inferential reading skill. This improvement is observable through the contrastive data analysis of the pre-test and the post-test. Broadly speaking, levels of achievement can be seen at group level, with 94,4% of achievement in the post-test in comparison with 78,3% of achievement in the pre-test. Also, levels of achievement evidence an increase at individual level, with all four participants overcoming their initial scores obtained in the pre-test in the three items altogether. If results are compared per item, levels of achievement are also consistent, with two participants overcoming their initial scores of the pre-test in the three items altogether; however, it can be observed that one participant maintained scores of item II and III in both the pre-test and the post-test, although a score increase is observed in item I in the post-test. Another participant revealed divided levels of improvement, with a substantial increase in Item I (91,6%); nevertheless, no improvement was observed in item III, whose level of achievement in the pre-test was equal to the one obtained in the post-test (70%). Regarding item II, it is the only achievement constraint observed, with a decrease of 12,5%, considering that the level of achievement in this item in the pre-test was 87,5% in comparison with 75,0% obtained in the post-test.

The increase of the mean values also reveals improvement in inferential reading performance by increasing 9,2 points, considering that the mean value in the pre-test was 47,5 and 56,7 in the post-test.

Standard deviation also supposes improvement in inferential reading performance for the level of dispersion obtained is low (3,9%). While level of dispersion in the pre-test was lower (3,6%) and remains closer to the mean of the pre-test, standard deviation in the post-test do not suppose farther dispersion; on the contrary, the level of dispersion is low considering that the mean obtained in the post-test increased to 56,7 points.

The results obtained from this action research are aligned with the breakthroughs described by Fu (2012). This researcher concludes that strategy-building is indeed a mechanism to enhance text comprehension in two dimensions: proficiency and attitude. Younus and Khan (2017) also provide empirical support to the results found in this study by using a control group and an experimental group to test reading comprehension skills. The results found that the experimental group substantially increased their reading skill after being instructed through strategy-based reading instruction in contrast to the control group. Thus, from Younus and Khan findings, it

is evidenced that strategical instruction has a significant learning impact on reading comprehension.

Similarly, the results obtained from this study have a close connection with the findings obtained by Lopera (2012). In a research conducted through a reading course with nursery students from Universidad de Antioquía, the results revealed strategy-based reading instruction supposed a great impact in facilitating learners to develop reading strategies to tackle reading comprehension difficulties, and also to rely less in supporting learning materials such as dictionaries to solve comprehension gaps. These results also revealed an increase in self-confidence and motivation toward reading.

The fact that the analysis results in this action research found improvement in inferential reading comprehension performance in secondary students bear resemblance to research conducted by Elleman (2016), whose study aimed to analyze the effects of inference instruction in a sample of 1,752 k-12 students. The results revealed that after strategical instruction had a moderate to large impact in reading comprehension performance in terms of both literal and inferential reading comprehension. Results resemblance is also noticeable because both studies yielded positive reading comprehension performance in a population aging from 15 to 18 years old with specific instruction on inferential reading strategies. In addition, results of this action research aligned with Elleman's findings in the sense that both studies revealed positive reading comprehension outcomes from multiple-strategy-based instruction for inference generation, and not just concentrated only on one or two strategies. Taking into account that results from this action research and Elleman's breakthroughs, there is a great difference in the sampling between both researches, having reliability significantly affected for this study.

In regard to specific objective 2: To analyze students' perceptions regarding the use of reading strategies to improve their inferential reading comprehension, and having received strategical instruction, the results revealed that three participants demonstrated knowledge on what a reading strategy was, describing it as a technique, and sustaining that a learning strategy indeed facilitates reading comprehension. One participant, however, had the perception that a strategy was a learning method that requires research rather than a technique or a tool that facilitates comprehension. The four participants also revealed common awareness on the concept of inference, describing it in common consensus as the ability to comprehend and interpret information that is implicit in a text by making guesses and drawing conclusions; also, they have strong awareness of the impact that reflection generates in the development of inferential reading and text analysis. In addition, all four participants perceived that strategy use when reading conveys a positive impact on reading comprehension in comparison with reading without using reading strategies. As a matter of fact, the four participants were able to mention the strategies learned throughout the interventions and describe how to use them to make inferences according to the texts presented. Regarding this last point, the four participants perceive that every strategy pursues a different function, and that the effectiveness of use will be related to the type of information that needs to be inferred.

In relation to having received strategic instruction, the four participants highlighted the format in which lessons were presented and the way they contributed to easily follow the reading strategies for inferential comprehension taught across the interventions. Participants highlighted lesson organization and materials as factors to secure effective content understanding practice development. In this sense, participants perceived that the logical sequence in which a lesson is presented greatly facilitates the way they understand content and put in practice the strategies presented. Within the sequence of the lessons presented, the four participants perceived reflection instances (expansion stage) as a valuable opportunity to develop analytical and interactional skills when it came to discussing what strategies were more suitable according to the texts presented. The four participants also emphasized the importance of receiving feedback and teacher's modeling as learning resources to prevent error generation and clarify use of strategies. They did not perceive feedback as a way to be told they made mistakes, but as an instance to realize what needs to be improved and how to use reading strategies for inferential reading effectively according to the texts presented.

In terms of feelings toward having received strategic instruction, all four participants perceived that they developed a positive attitude in relation to learning and practicing reading strategies. Three participants perceived that creating a friendly-learning environment fosters comfortability and engagement to participate in the lessons. One participant perceived motivation as an appealing attitude that facilitated understanding and application of the reading strategies covered, considering that previous experience on reading comprehension had been tedious. It is highly important to mention that all participants perceived to have developed positive feelings and attitudes knowing they were participating in an online context of learning, which tends to be more challenging due to its high rate of participation it demands.

Besides, all four participants perceived that learning objectives were achieved to their full extent during the interventions. They indicated that they indeed felt to have achieved the learning objectives proposed; the materialization of these objectives was, in fact, the fulfillment of the practice exercises presented. Nevertheless, two participants perceived that the achievement of the learning objectives was not exempted from difficulties due to the nature of the texts presented, especially when practicing reading texts corresponding to multiple choice and inferring figurative language. One participant referred specifically to the challenge of applying reading strategies, perceiving the thinking aloud and asking questions strategy as challenging for it had been a new experience.

The perceptions analyzed from this action research are consistent with the favorable results obtained by Dorman and Knightley (2006) in their research about classroom assessment tasks. In their effort to develop and validate an instrument to analyze learners' perceptions, they proposed perception analysis criteria based on planned learning, authenticity, student consultation during assessment process, transparency in terms of assessment's form and purpose, and diverseness. They found that participants' perceptions toward classroom assessment tasks marked a significant influence in regard to academic self-efficiency they could accomplish. This

action research accomplished positive perceptions of learners in respect of using reading strategies to improve their inferential reading comprehension, and having received strategical instruction by using some of the criteria described by Dorman and Knightley. The results of analyzed perceptions in this action research are also aligned with Cheng et al., (2015) in the sense that learners become direct participants to generate their own personal perspectives on selection of content, and how to reach effectiveness in learning.

The results of perceptions analyzed in this action research also approximated to results found by Falth & North (2018) in a research to analyze perceptions of a group of high school students working with short stories within a context of inclusion. Participants perceived that context components such as settings, events, and characters were highly susceptible to change while reading and also when peer discussions and interchanging of ideas were developed during class. This is very similar to perceptions found in this study; for instance, 2 participants reported that having peer discussion with the instructor or classmates helped them to clarify ideas, or even helped them to construct meaning from reading passages that were difficult to understand. Falth & North (2018) also pinpointed that these interchanging of ideas were perceived as a sense of inclusion, a feeling that was also highlighted in this study, where all participants declared that they never felt excluded; on the contrary, they reported to always have windows for a great deal of participation to demonstrate and practice the reading strategies learned, draw conclusions in every reading exercise presented, and reflect upon the strategies that could be used for depending on the texts presented. Falth & North (2018) found some other findings regarding perceptions on lesson organization. In their study, results revealed that a well-presented sequence to conduct a lesson was perceived as beneficial because participants developed a sense of progression. This sense of progression is also unanimously felt by all four participants in this action research, as they pointed out that all learning objectives oriented to reading comprehension improvement were achieved. There was even similarity in a certain drawback observed. In this action research, a student declared that achieving the learning objectives was not exempt from difficulty, referring specifically to make reflections about texts and inferential reading strategy use of particular texts. The same occurs in Falth & North (2018) research, where some participants manifested that asking questions in this case was difficult due to lack of experience or training to do so.

As it has been stated before, this action research has also featured the sense of motivation and engagement, which is reflected on participants perceptions when they highlighted the materials used in the lessons, and the way in which lessons were organized and presented, having a logical and coherent sequence that was connected with the next lesson stage. This aspect was perceived as pivotal to maintain participants engaged and eager to participate in the reading exercises. This sense of motivation and engagement also resembles to the perceptions described in a study conducted by Echeverry & McNulty (2010) about experiences of an EFL class of 30 high-school learners from Envigado, Colombia, who received strategic instruction for reading comprehension with fables and tales, and instances for peer reading and discussion. The perceptions of learners revealed that after being

exposed to strategic instruction, information from texts became more relevant and informative, and helped them to develop curiosity and imagination, factors that were perceived as essential to maintain motivation and engagement toward reading comprehension.

5.2 Limitations

There are a number of limitations this action research encountered across its process of implementation: 1) the low number of sample participants affects reliability of the results; thus, they cannot be generalizable. More specifically, the margin of error between the results of the pre-intervention test and the post-intervention test was too narrow to be considered an ample breakthrough in terms of reading comprehension improvement, 2) the interventions planned required higher levels of reading, discussion and reflection skills; more specifically, interventions were conducted in their entire extent in the target language, with minimal use of Spanish in some very particular situations, an aspect that decreased the purposive sampling selection, and 3) the number of intervention sessions was limited to four, which in practical terms can affect the impact of participants' learning and exposure to more practice regarding inferential reading strategies, especially when this sort of strategical instruction was a new experience for them.

5.3 Implications

Despite the limitations found during this action research, there are some procedural implications to be highlighted. First, all the materials used in the intervention process were carefully adapted to be shown and practiced in an online context, offering authentic reading situations that helped participants get immersed in real life reading contexts.

The results obtained in this action research revealed, on one hand, that reading comprehension strategies for inferential reading can be added to the methodological set that instructors use to help learners to improve reading skills, with major emphasis on inference. On the other hand, it can be highlighted that opening windows for making reflections on strategy use within a reading comprehension-oriented lesson plays a pivotal role on how to be aware what strategy is suitable for a particular situation and how to use it. It is worth noting the importance that peer interaction plays on the consistency and quality of the reflections due to the interchangeability of perspectives on reading comprehension strategies.

As an instructor, it was feasible to observe remarkable performance transitions from reading with no strategical instruction and reading with awareness of a set of strategies that could be used according to the reading situations. Reading strategically in this way is beneficial on two fronts: optimization of inferential reading comprehension and motivational boost towards reading. A noticeable aspect to put

on the table is the fact that participants of this action research stated out that they were experienced readers in English, however, they took considerably more time to reach full comprehension of certain texts due to they were unfamiliar with most of the reading strategies presented across the interventions. Another clear-cut aspect is that using the Zoom platform to present and conduct the lessons did not involve technical issues like connectivity glitches nor complexities for learners to adapt to the content format, not even less to put reading strategies into practice. Quite the reverse, learners acknowledge quite consistently that being instructed under an online teaching platform offers them comfortability and confidence towards reading and participation throughout the whole process of intervention.

It is also worth noting that this action research encompassed a purposive sample that included participants from different educational institutions from different parts of Chile. Although the sampling selected is reduced, hand-picking student from different educational settings can be an indicator that strategical instruction can be effective to improve inferential reading comprehension in students regardless their educational backgrounds and reading comprehension skills.

As for further research on inferential reading comprehension, analyzing learners' reading performance towards inferential comprehension and their perspectives towards strategic reading in a larger sample would be of great value. In parallel, this action research can provide a share of influence for further research because it was carried out completely in an online context, evidencing effectiveness of e-learning.

CHAPTER VI: CONCLUSIONS

6.1 Concluding remarks of primary findings

Traditionally, learners that get immersed in reading comprehension receive instruction under conventional teaching methods, mostly considered as inaccurate methods that provide no development on cognition, or even less on information decoding. What is more, reading with focus on results rather than learning has been a notorious cause of failure in reading comprehension (Gómez et al., 2013). In this sense, not adopting strategy-oriented reading training will surely lead learners to a slowed down mind state in an attempt to reach understanding of comprehension gaps (Zels, 2021).

In order to provide a more strategy-oriented insight on inferential reading comprehension, this action research was aimed to promote a set of carefully selected reading strategies that can improve information decoding to tackle comprehension gaps, especially those passages that require inference. The recommendation of adopting strategic instruction is hereby sustained under these results: 1) variances between participants' performance in the pre-test and the post-test suppose clear improvement in inferential reading comprehension, with a 94,5% level of achievement between all participants in all three items in the post-test, in contrast to a 79,3 level of achievement between all participants in all three items in the pre-test. 2) Participants' perceptions towards using reading strategies for inferential reading, and receiving strategical instruction were categorical, with all participants evidencing knowledge on what reading strategies are and how to use them depending on the comprehension gaps they could encounter. Additionally, all participants evidenced knowledge on the concept of inference and the texts nature to have implicit reading passages. Positive perceptions were also evidenced by the participants in terms of learning attitudes, comfortability, and motivation towards the lessons design and the delivery of strategical instruction. Lesson organization, materials, instances for peer discussion and reflection, and feedback were also factors that greatly promoted motivation, engagement, inclusion and progression towards reading texts with inferential content.

In essence, using reading comprehension strategies oriented to inferential reading has provided a perceptible improvement in reading comprehension, as well as boosting factors such as comfortability, engagement and motivation to comprehend texts that require decoding. This last assumption can be explained in the fact that learners, once they could overcome a reading comprehension gap, they felt a sense of success and engagement towards a particular reading task.

6.2 Reflections

An intriguing aspect of this action research is that participants were exposed to text formats with language structures they had never seen before (PET activities, figurative language, for example), and still managed to get positive results in the pre-

test without being instructed yet on reading comprehension strategies. On one hand, one of the researcher thoughts was that participants may have solved reading questions based on what they thought some passages meant, without certainty of what passages really meant. When consulted after having taken the pre-test, and previously to begin with the intervention sessions, participants indicated that they partially comprehended inferential passages and some answers were given based on speculation and not on reading comprehension certainty sustained by proper use of a certain strategy. This assumption may generate a certain amount of controversy whether to use multiple choice or not to measure reading comprehension in order to avoid inaccurate results for further comparisons with post-test results. On the other hand, having conducted this action research was an enriching experience for both the researcher and the participants because delivering instruction on inferential reading strategies was a new experience for the researcher, as well as receiving strategical instruction was new for the participants, especially when it comes to an online learning context. This assumption is sustained by the fact that the researcher made it to adapt every teaching sequence of each intervention to the linguistic level of each participant, facilitating them to take an active part of the class most of the time. On their counterpart, participants quickly managed to follow and understand the material and activities presented, with solid evidence of it by successfully completing all reading activities presented in different formats.

Finally, one major advantage of using reading strategies for successful comprehension is that external learning resources such as dictionaries or online translators were not used at all. Participants demonstrated that strategic reading could help them to avoid relying on supportive learning assets that could slow the reading process.

6.3 Recommendations

Despite of the singular constraints found across the implementation of this action research, it is of great importance for the most methodological and learning impact to bear in mind the following considerations:

- 1) Adapting the language used by the instructor across interventions is imperative for learners` participation.
- 2) It is of paramount importance that participants are given windows to demonstrate what they have learned recurrently, if possible, feedback should be continually given to promote discussion.
- 3) Reading is a skill that should ideally be practiced through integrated skill-oriented activities; here lies the importance of the implementation of the “expansion” stage in the CALLA Model so that participants can express their thoughts about what strategies are more suitable for every reading challenge. The recommendation here is to give participants an instance for reflection so that they can share views, learn from others and consolidate what they learn across each intervention.

4) It is always of great importance to secure a learning environment that promotes learning and participation, i.e., material is to be prepared according to the e-learning standards that participants expect to face. It is pivotal, in this sense, to present clear texts with clear instructions, the transitions between content and activities must also be clear in order to not overwhelm learners, and most importantly, maintaining a friendly and supportive attitude towards the students to increase even more their confidence and motivation to complete the reading tasks they are expected to do.

Chapter VII: References

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Appendices

Appendix 1: Intervention Lesson Plan

- All four lessons designed for this intervention were held using a virtual platform (Zoom).
- All lessons were designed to have an elapsed time of 90 minutes.
- The sample included four learners from secondary public, semi-private, and private schools, and their courses ranged from 10th grade to 12th grade.
- All interventions were implemented using the CALLA Model (preparation, presentation, practice, expansion and evaluation).
- Strategies taught: drawing inferring word meaning from context clues, connect text passages with personal knowledge, paraphrase reading chunks, look for details about situations, characters and settings, think aloud and ask questions about passages of the text, and search and connect existing passages of a text.

Date	Objective	Activities and Procedures
Session 1	<p>Research objective S.O. 1: To identify the extent to which the teaching of inferential reading strategies can help students to improve their reading comprehension.</p> <p>Lesson objectives:</p> <p>After being introduced to and taught inference as a reading strategy, the learners will be able to accurately:</p> <p>Answer questions about inferential reading strategies from a selection of reading texts, orally and in written form.</p> <p>Make inferences through context clues, details, characters and settings, from a written text, orally.</p> <p>Reflect from inferential texts passages using the reading strategies practiced, orally and in written form.</p>	<p>Preparation (5 minutes) Introduce the learners the main content of this session. With the aid of a slide show and preliminary questions for the learners using Genially, introduce them to inferential strategies. Begin the slideshow with a compilation of discussion questions to check current knowledge about inferential reading strategies and the circumstances in which they could be used. Present learning objectives of the lesson.</p> <p>Materials: https://view.genial.ly/645aa87658792b001a685753/presentation-making-inferences</p> <p>Presentation (20 minutes) Explain the inferential reading strategies to the learners in greater detail, and demonstrate every one of them. With the aid of a Genially slide presentation, define the reading strategies and give the learners a detailed description with examples of how they can make inferences and draw conclusions from a text. Watch an example video of a speaker using strategies and give a demonstration of the strategies yourself. Demonstrations of the reading strategies will include inferring word meaning from context clues, connect text passages with personal knowledge, look for details about situations, characters and settings, think aloud and ask questions about passages of the text, and search and connect existing passages of a text.</p> <p>Materials: https://view.genial.ly/645aa87658792b001a685753/presentation-making-inferences</p> <p>Practice (40 minutes) The learners are asked to define "inference". Taking advantage of b-learning resources, students are directed to a Mentimeter link so that they can give their perspectives about what inference is and what reading strategies can be used to inference (assessment instance 1). The answers will be shared in real time for discussion.</p> <p>Introduce the learners the reading activity to be implemented as a means of learning and practice inference. Explain to the learners that the instructions for activity 1 is to read the text individually to promote self-thinking (Mrs. Kosich text). Then, they take turns reading the texts out-loud, with the teacher making pauses to verify understanding as they read, and addressing any questions or concerns. Students answer the questions for each text. Discussion and revision are done once students have completed the activity. Discussion will be mainly directed to what inferential reading strategies can be used to answer the questions.</p> <p>Activity 2 is presented; this time students are asked to do PET reading activities. Each text is represented in the form of an announcement, advertisement or regulation. The answering format for both activities is multiple choice.</p> <p>Materials: Wordwall. Activities taken from Scholastic Inc. (2014). Activity: Inference and conclusions II (lesson 26, page 119). https://wordwall.net/es/resource/56505952</p> <p>Wordwall https://wordwall.net/es/resource/56509433 Activities taken from https://www.examenglish.com/PET/pet_reading1.htm</p>

		<p>Expansion (15 minutes) Teacher provides students time for reflective practice in which they do their own analysis and discussions in collaboration to generate inferences and conclusions. Teacher models his own reflections about a text so students can see the direction that reflections should have in regard to the objective of the lesson. Teacher will guide reflections through Initiation-Response-Feedback to facilitate the process.</p> <p>Materials: Reflection practice activity attached to Genially, lesson 1.</p> <p>Evaluation (10 minutes) Students are asked to assess their own learning by doing a peer-to-peer evaluation in which they discuss and share their views about their strategy use. To wrap-up the lesson, students are asked to complete a brief formative quiz to assess their understanding of the lesson.</p> <p>Materials: Peer assessment and formative quiz attached to Genially, lesson 1.</p> <p>Total time: 90 minutes.</p>
Session 2	<p>Research objective: S.O. 1: To identify the extent to which the teaching of inferential reading strategies can help students to improve their reading comprehension.</p> <p>Lesson objectives:</p> <p>After being introduced to and taught inference as a reading strategy, the learners will be able to accurately:</p> <p>Identify literal chunks of a written text to obtain evidence to answer inferential questions, in written form.</p> <p>Write sentences from reading texts to answer inferential questions.</p> <p>Reflect from inferential texts passages using the reading strategies practiced, orally and in written form.</p>	<p>Preparation (10 minutes) Greet the learners and ask them to describe the reading strategies they have learned and practiced during the previous lesson.</p> <p>Materials: https://app.genial.ly/editor/6461bb925e7fba0015f4680b</p> <p>Presentation (15 minutes) Teacher reviews and makes a brief summary on the reading strategies to make inferences. Then, the teacher addresses questions in strict relation with feedback provided the previous session. Students are also asked if they have any questions and concerns about the previous session's activities.</p> <p>Practice (35 minutes) Students are going to be asked to complete a new row of inferential reading activities, this time with focus on determining whether an inference is supported by information from the texts. This activity will be supported by the use of the reading strategies studied in class, and a chart as an additional way to organize their thoughts about the text read previously. Explain to the learners that the instructions for this activity is to read each text individually. Then, they take turns reading the texts out-loud, with the teacher making pauses to verify understanding of vocabulary as they read, and addressing any questions or concerns. Students are now faced with a writing section to complete the information requested for each text. Revision and feedback are done once students have completed the activity.</p> <p>Materials: https://view.genial.ly/6461bb925e7fba0015f4680b/presentation-making-inferences-practice-texts-lesson-2</p> <p>Expansion (20 minutes) This section will be oriented to reflection to practice connection of sentences to support what the given inference says. Students will be asked to justify the inference given. Before writing, students will be given time to discuss the text and identify the chunks they believe can be useful to connect with others to create new meaning. Teacher asks initial question to promote and facilitate discussion.</p> <p>Materials: Attached to Genially presentation, lesson 2.</p> <p>Evaluation (10 minutes) Students are asked to do brief formative quiz to assess their understanding of the lesson as part of a compilation lesson-based activities. Students must send the test to the teacher to receive feedback by the end of the lesson.</p> <p>Total time: 90 minutes.</p>
Session 3	<p>Research objective: S.O. 1: To identify the extent to which the teaching of inferential reading strategies can help students to improve their reading comprehension.</p> <p>Lesson objectives:</p> <p>After being introduced to and taught inference as a reading strategy, the learners will be able to accurately:</p>	<p>Preparation (5 minutes) Greet the learners and ask them to answer a brief round of questions on what reading strategies can be used to make inferences. This is a warming-up activity for knowledge checking before introducing upcoming activities.</p> <p>Formative quiz to activate prior knowledge. The quiz is set up by 4 questions on how to make inferences depending on the text.</p> <p>Materials: Wordwall. https://wordwall.net/es/resource/56610671</p>

	<p>Make inferences and draw conclusions from texts with figurative language to answer inferential questions, in written form.</p> <p>Write sentences from reading texts to answer inferential questions.</p> <p>Reflect from texts with figurative language using the reading strategies practiced, orally and in written form.</p>	
		<p>Presentation (10 minutes) Teacher reviews and makes a brief summary on the reading strategies that can be applied to make inferences.</p> <p>Materials: Genially https://view.genial.ly/6463ed75d099fd0010060d63/presentation-figurative-language-lesson-3</p> <p>Practice (40 minutes) Students are going to be asked to read a number of texts in collaboration, with the teacher making pauses to verify understanding of vocabulary as they read, and addressing any questions or concerns. The texts presented are highly inferential and refer to superordinate goals of characters or causal antecedents that explain why something is mentioned in the text. For this new activity, students are now faced with Wh questions they have to answer from the inferences they make from the text. Each text comprises three questions ranging between <i>what</i>, <i>why</i>, and <i>how</i> questions. A second activity will be presented, this time each text contains figurative language. Teacher provides an explanation about figurative language and how it can be figured out from context using reading strategies. Students are now asked to answer “what” questions directly related on figuring the meaning of figurative language.</p> <p>Teaching suggestions to have place to inference for this sort of activity are:</p> <ul style="list-style-type: none"> - Pose “How do you know questions” - Pose questions about relationships between characters, goals and motivations. - Pose questions that foster comprehension monitoring, such as <i>Is there information that doesn't agree with what I already know?</i> - train pupils to acquire the habit of asking themselves <i>Why</i> questions occasionally while they are reading, as these are most supportive of understanding (Kispaal, 2008, p. 38). <p>These activities are meant for students to:</p> <ul style="list-style-type: none"> - Answer wh questions. - Look for and connect existing passages to create an inferential one (Scholastic Inc. 2014). - Make on-line and off-line inferences (Kispaal, 2008). <p>Materials: https://view.genial.ly/6463ed75d099fd0010060d63/presentation-figurative-language-lesson-3</p> <p>Expansion (20 minutes) Ask students to reflect on figurative language chunks and apply reading strategies they see fit to discern meaning. The challenge for participants in this expansion activity is to explain with their own words the strategies they used to get the meaning from figurative language.</p> <p>Materials: Activity attached to Genially, lesson 3.</p> <p>Evaluation (15 minutes) Students are asked to answer a brief row of questions focused on what they can do to superordinate goals of characters or causal antecedents that explain why something is mentioned in the text. Then, to check understanding, they do a brief rating scale according to the knowledge they have acquired during the lesson.</p> <p>Consolidation questionnaire to assess progressed achieved in terms of the whole intervention. This formative assessment includes more specific questions.</p> <p>Materials: Activity attached to Genially, lesson 3.</p> <p>Total time: 90 minutes.</p>

<p>Session 4</p>	<p>Research objective: S.O. 1: To identify the extent to which the teaching of inferential reading strategies can help students to improve their reading comprehension.</p> <p>Lesson objectives:</p> <p>After being introduced to and taught inference as a reading strategy, the learners will be able to accurately:</p> <p>Make inferences through context clues, details, characters and settings, from a written text, orally.</p> <p>Write sentences from reading texts to answer inferential questions.</p> <p>Reflect from a variety of texts categories using the reading strategies practiced, orally and in written form.</p>	<p>Preparation (5 minutes) Teacher explains that this lesson is the consolidation of the intervention for the action research. Learners are explained that this lesson will include a compilation of activities to do a general practice for the post-intervention test. Teacher explains all 3 items that will be included in the test to be practiced again during the lesson.</p> <p>Materials: Genially (compilation of presentation of lesson 1, 2 and 3).</p> <p>Presentation (10 minutes) Teacher presents a summary activity on the strategies in which learners may classify them according to their function and definition. The summary will be presented in a classification format quiz in which learners select and drag the reading strategies to their correct definition and description of use.</p> <p>Materials: https://wordwall.net/es/resource/56617779</p> <p>Practice (40 minutes) Teacher presents one by one a number of exercises from every item considered for the post test. Taking turns, students read the texts out-loud, in collaboration with the teacher giving support on vocabulary that may be unfamiliar. During reading of each text, learners are asked to use sub strategies taught during the whole intervention to answer the questions. If necessary, the teacher will assist students in formulating wh questions, thinking out-loud some information students could miss to analyze, and connect passages to generate new assumptions to make inferences.</p> <p>Materials: Wordwall and Genially. (compilation of activities seen in lesson 1,2 and 3).</p> <p>Expansion (20 minutes) As a way to expand practice, teacher presents an organizational chart in which short fragments of texts are shown. Students are asked to reflect, discuss and write a brief sentence to indicate where the key information is to connect with the following:</p> <ul style="list-style-type: none"> - Inferring cause and effect relationships. - Inferring character traits. - Predicting outcomes. - Inferring about figurative language. <p>Teacher gives time to students to read the fragments carefully, think, and then write their answers at the same time on the platform chat. The teacher then compares the answers to check matches.</p> <p>Materials: Genially (compilation of activities seen in lesson 1,2 and 3).</p> <p>Evaluation (15 minutes) For this final assessment instance, the teacher gives time for students to reflect on what they are able to do now in terms of using inference. Then, students are given a rating scale to consolidate what they are now capable to do and what they think they can do after having received Strategy-Based Reading Instruction. Rating scales must be sent to the teacher's email. Teacher does the same, using a rating scale to check if all content, practice, discussion opportunities and assessment has been done in concordance with the purpose of the intervention. Teacher now gives students some final considerations for the post-intervention test, reminding them it is a formal assessment instance that is crucial for the results of the intervention.</p> <p>Total time: 90 minutes</p>
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Appendix 2: Pre-test

Descripción del estudio

El presente estudio se suscribe al paradigma cualitativo de investigación para proponer una mejora de práctica concreta en torno a la instrucción estratégica, y como esta puede ayudar a los estudiantes a mejorar habilidades inferenciales de comprensión lectora. Este estudio corresponde a una investigación-acción, pues se realizan intervenciones de campo sobre el problema observado con el objeto de generar un impacto en cuanto al desarrollo y uso de estrategias inferenciales de lectura.

El presente instrumento tiene por objeto evaluar el estado actual de la habilidad de lectura inferencial. Esta evaluación contiene actividades de comprensión lectora con diferentes formatos y niveles de dificultad. Los ítems consisten en una compilación de variadas actividades de lectura inferencial tomadas de libros de texto estandarizados, y de fuentes educativas en línea. Los datos obtenidos a partir de este instrumento serán de real importancia para lograr la consecución del objetivo específico 1 de esta investigación.

A continuación, se presentan la pregunta de investigación, el objetivo general, y los objetivos específicos para esta investigación.

La pregunta de investigación para el presente estudio es:

¿Hasta qué punto puede la instrucción basada en estrategias inferenciales ayudar a estudiantes de inglés a mejorar su comprensión lectora en un contexto virtual de enseñanza?

Objetivo General:

Explorar la contribución de estrategias inferenciales de lectura en un grupo de estudiantes de inglés para la mejora de comprensión lectora.

Objetivos Específicos:

- 1) Identificar el grado en el que la instrucción basada en estrategias ayuda a estudiantes de inglés a mejorar su comprensión lectora.
- 2) Analizar las percepciones de estudiantes de inglés en torno al uso de estrategias inferenciales para mejorar su comprensión lectora, y sobre recibir instrucción estratégica.

Reading comprehension test

Student's name:

Research Stage: Pre-intervention

Date:

Score:

Overall score: 60 points

Instructor: Luis Antonio Sanhueza Oyarzún

Skill assessed: reading

Item I: Inference and draw conclusions (multiple choice)**Skill:** reading**Source:** Complete PET, Cambridge ESOL, Students` Book, 2010 Edition (exercises 1-7)**Total score:** 24 points**Instructions:** Questions 1-7

Look and read every sign.

What does it say?

Mark the correct letter A, B or C on your answer sheet.

**Example:**

- A) Do not leave your bicycle touching the window.
- B) Broken glass may damage your bicycle tyres.
- C) Your bicycle may not be safe here.

**1) 2 points.**

- A) Supermarket customers are not charged for parking but need to collect a special ticket.
- B) Supermarket customers should show their receipt at the exit to the car park.
- C) Supermarket customers have to pay for the car park inside the supermarket.

Graham,

King Otleys Books – the dictionary you ordered is no longer published. They recommended another one (£5 extra) – they could get a copy for tomorrow.

Marina**2) 2 points.**

- A) Graham has to wait an extra day for the dictionary he ordered from Otleys.
- B) If Graham wants a dictionary from Otleys, it'll cost more than he expected.
- C) The dictionary Graham needs is unavailable at Otleys, so they recommend try another shop.

From:	Li
To:	Chung
<p>Thanks for lending me that surfing DVD – I'm glad you got it back OK. You can borrow my baseball one and return it on Sunday if you want.</p>	

3) 2 points.

- A) Li is offering to lend Chung a DVD
- B) Li wants to return one of Chung`s DVD to him.
- C) Li is asking Chung to give back a DVD he has borrowed.



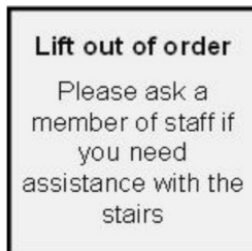
4) 2points.

- A) Ask a member of staff to show you the lost property list.
- B) Tell the staff what you have lost without delay.
- C) The staff will fill in a lost property report immediately.



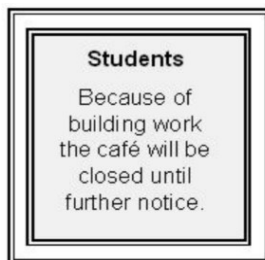
5) This sign is meant to be read by... 2points.

- A) burglars.
- B) policemen.
- C) postmen.



6) 2points.

- A) The lift is only for employees.
- B) Ask someone if you need help with the lift.
- C) The lift isn't working.



7) 2points.

- A) The café is where the builders eat.
- B) Students will be told when the café is open.
- C) The café will still be open while building work is being done.

Questions 8-12

Instructions: Read each text and select the correct answer.

When Mrs. Kosich saw Ralph walk into her clothing store, she greeted him by name. Mrs. Kosich took Ralph by the arm and led him to a table stacked with new sweaters. Soon she was holding up a red sweater and nodding her head and smiling. Ralph, who had come in only for a pair of socks, started nodding his head along with her. Not bad, he said, as he reached for his wallet.

8) What inference can you make from the fact that Mrs. Kosich greets Ralph by name? (2 points)

A) Mrs. Kosich has guessed Ralph`s name.
--

B) Ralph is wearing a name tag.

C) Mrs. Kosich already knows Ralph.

D) Ralph is Mrs. Kosich`s son.

9) What inference can you make about Mrs. Kosich? **(2 points)**

A) She does not like to talk to customers.
--

B) She is an aggressive salesperson.

C) She makes lots of money in her store.
--

D) She sells more socks than sweaters.
--

10) At the end of this passage, what conclusion can the reader draw? **(2 points)**

A) Ralph will never come back to Mrs. Kosich`s store.

B) Ralph will choose another sweater to buy.
--

C) Ralph will buy a pair of socks, as he intended.
--

D) Ralph will buy a red sweater.

As soon as Virgil walked into the shop, he began to sneeze. The little shop was lined with cages full of furry little creatures or feathery ones, as well as colorful fish in their bubbling blue glass tanks. A woman wearing horn-rimmed glasses and a worried look stepped from behind the counter. Virgil said hello, but then he sneezed once more. And sneezed again-and again. Each time he sneezed, the animals in their cages seemed to vibrate with agitation. Before Virgil could get out the word *birdseed*, the woman in the glasses asked him if he could please come back another time.

11) Where does this story take place? **(2 points)**

A) a pet store.

B) a farmhouse.

C) a feed store.

D) an aquarium.

12) Why is Virgil sneezing? (2 points)

A) He is allergic to something in the shop.
B) It is very cold in the shop.
C) The woman behind the counter has on too much perfume.
D) The animals in the shop need to get a bath.

Item II: Inference and draw conclusions

Skill: reading

Supporting skill: writing

Total score: 16 points

Instructions: Read each passage and answer the questions. Each question asks you to make a logical inference based on textual details. Explain your answer by referencing the text.

Every day after work, Paul took his muddy boots off on the steps of the front porch. Alice would have a fit if the boots made it so far as the welcome mat. He then took off his dusty overalls and threw them into a plastic garbage bag; Alice left a new garbage bag tied to the porch railing for him every morning. On his way in the house, he dropped the garbage bag off at the washing machine and went straight up the stairs to the shower as he was instructed. He would eat dinner with her after he was “presentable”, as Alice had often said.

1) What type of job does Paul do? (2 points)

Answer:

How do you know this? (2 points)

Answer:

2) Describe Alice (2 points)

Answer:

What in the text supports your description? (2 points)

Answer:

3) What relationship do Paul and Alice have? (2 points)

Answer:

Why do you feel this way? (2 points)

Answer:

Question 4

Read the passage and determine whether the inference is supported by the text. Select Yes / No and then write your answer.

- 4) For Mrs. Kennedy's last day as a teacher at Douglas Middle School, the cafeteria served her favourite lunch: chicken tacos. The maintenance man hung streamers in the hallway outside her classroom, and Principal Hargis made a special announcement over the intercom. All day long, Mrs. Kennedy's students and former students stopped to speak to her.

Inference: Mrs. Kennedy is going to replace Mrs. Hargis as principal of Douglas Middle School.

Yes / No 2 points.

Support your answer (why yes or why not): 2 points.

Item III: Figurative language inference

Skill: reading

Supporting skill: writing

Total score: 20 points

Instructions: The texts below have some passages with figurative language that requires to make a logical inference based on textual details. Read each text and answer the questions.

- 1) Michelle and Danielle were finally getting to paint their rooms. Michelle wanted a bright pink room and Danielle wanted blue. "What do you think of this shade?" asked Michelle. "It's *not my cup of tea*, but if that is what you like you should get it", said Danielle. What does "*not my cup of tea*" mean? (2 points)

Answer:

Where are the girls? (2 points)

Answer:

- 2) Lupita was so excited! She rushed in the door and started to tell her mom about her day. “Whoa there, *hold your horses!* said her mom. “Hang up your coat first, then slowly tell me about your day”.
What does “*hold your horses*” mean? (2 points)

Answer:

Where do you think Lupita is? (2 points)

Answer:

- 3) Eric sat outside the principal’s office, waiting to be called. He knew he shouldn’t have thrown his sandwich across the lunchroom. Eric wondered what his punishment would be. The principal opened the door, “Come on Eric, time to *face the music*”.
What does “*face the music*” mean? (2 points)

Answer:

What do you think will happen next? (2 points)

Answer:

- 4) The new teacher walked into the room. *Right off the bat*, she started handing out a quiz! The kids rushed to get their pencils and start. Ben looked in his desk and couldn’t find a pencil. He knew he shouldn’t talk during a quiz, but he needed a pencil. He tapped his friend’s shoulder.
What does “*right off the bat*” mean? (2 points)

Answer:

What do you think will happen next? (2 points)

Answer:

- 5) John Deacon was, for decades, the bass player of the legendary rock band Queen. He was very active when it came to composition and song writing. However, some stranger things around him agreed that he was very protective of his private life; actually, when Freddie Mercury passed away in 1991, he *went under the radar*. He claimed that without Freddie there is no Queen. What is more, there is no known live interview of John Deacon in 50 years!!

What does “*went under the radar*” mean? (2 points)

Answer:

What do you think will happen with John Deacon musically speaking? (2 points)

Answer:



Appendix 3: Post-test

Descripción del estudio

El presente estudio se suscribe al paradigma cualitativo de investigación para proponer una mejora de práctica concreta en torno a la instrucción estratégica, y como esta puede ayudar a los estudiantes a mejorar habilidades inferenciales de comprensión lectora. Este estudio corresponde a una investigación-acción, pues se realizan intervenciones de campo sobre el problema observado con el objeto de generar un impacto en cuanto al desarrollo y uso de estrategias inferenciales de lectura.

El presente instrumento tiene por objeto evaluar el estado actual de la habilidad de lectura inferencial. Esta evaluación contiene actividades de comprensión lectora con diferentes formatos y niveles de dificultad. Los ítems consisten en una compilación de variadas actividades de lectura inferencial tomadas de libros de texto estandarizados, y de fuentes educativas en línea. Los datos obtenidos a partir de este instrumento serán de real importancia para lograr la consecución del objetivo específico 1 de esta investigación.

A continuación, se presentan la pregunta de investigación, el objetivo general, y los objetivos específicos para esta investigación.

La pregunta de investigación para el presente estudio es:

¿Hasta qué punto puede la instrucción basada en estrategias inferenciales ayudar a estudiantes de inglés a mejorar su comprensión lectora en un contexto virtual de enseñanza?

Objetivo General:

Explorar la contribución de estrategias inferenciales de lectura en un grupo de estudiantes de inglés para la mejora de la comprensión lectora.

Objetivos Específicos:

- 1) Identificar el grado en el que la instrucción basada en estrategias ayuda a estudiantes de inglés a mejorar su comprensión lectora.
- 2) Analizar las percepciones de estudiantes de inglés en torno al uso de estrategias inferenciales para mejorar su comprensión lectora, y sobre recibir instrucción estratégica.

Reading comprehension test

Student's name:

Research Stage: Post-intervention

Date:

Score:

Overall score: 60 points

Instructor: Luis Antonio Sanhueza Oyarzún

Skill assessed: reading

Item I: Inference and draw conclusions (multiple choice)**Skill:** reading**Source:** B1 Preliminary PET online exercises.**Total score:** 24 points**Instructions:** Questions 1-7

Look at the text in each question.

What does it say?

Mark the correct letter A, B or C on your answer sheet.

**NO BICYCLES
AGAINST GLASS
PLEASE**

Example:

- A) Do not leave your bicycle touching the window.
B) Broken glass may damage your bicycle tyres.
C) Your bicycle may not be safe here.

1) 2 POINTSWhat must you **NOT** do?

**Fire door
Do not obstruct**

- A) Put things in front of the door.
B) Open the door.
C) Lock the door.

**USE BEFORE
10 JUL**

Store in a cool, dark place.

2) 2 POINTS

- A) It is best to keep the medicine in the freezer.
B) Keep the medicine away from heat and direct light.
C) You shouldn't take the medicine after 10th January.

° PLEASE DO NOT °
CHAIN BICYCLES
TO THESE RAILINGS
° THANK YOU °

3) 2 POINTS

- A) Do not ride your bicycle around the corner.
B) These railings may damage your bike's chain.
C) Do not lock your bike up to railings.

*Hi Penelope,
The hotel is in a fantastic location
- just as you described it.
Thanks for recommending it.
Liked it so much we've already booked for next
year! Monika.*

4) 2 POINTS

- A) Monika has stayed in the hotel before.
B) Penelope has already visited the hotel Monika is staying in.
C) Monika and Penelope are planning to go to the hotel together next year.



5) 2 POINTS

- A) Take away all rubbish, including that left by others.
- B) Do not enter the woods at any time.
- C) You cannot leave your rubbish here at all.



6) 2 POINTS

Which of the sentences is true?

- A) You are not allowed to fish here.
- B) You must get a license to fish here.
- C) You can only catch certain types of fish.



7) 2 POINTS

- A) It will not be possible to use this road on Monday afternoon.
- B) The road will be closed in three weeks` time.
- C) You may not use this road before 22nd September.

Questions 8-12

Instructions: Read each text and select the correct answer.

Several years ago, Father Bernard Pagano, a Roman Catholic priest, went on trial for a series of armed robberies of small shops. Newspapers labeled the gunman the “gentleman bandit” because he always was well groomed and displayed perfect manners. Seven eyewitnesses positively identified Father Pagano as the robber. Yet, at the eleventh hour, another man, Ronald Clouser, confessed to the robberies. Clouser knew details of the crimes that only the real bandit could have known. Only then were charges against the priest dropped.

8) We can conclude from the passage that if Clouser had not come forward... (2 points)

A) Father Pagano would have been found guilty.

B) Clouser probably would have been caught anyway.

C) The trial probably would have gone on for years.

9) We can deduce from the passage that Father Pagano... (2 points)

A) really did commit the robberies.

B) looked somewhat like Clouser.

C) both of the above.

10) We can conclude from the passage that eyewitnesses are... **(2 points)**

A) not always reliable.
B) rarely correct.
C) dishonest.

Many snack foods were introduced as health foods. The familiar graham cracker, for example, was originally sold in the nineteenth century as a health food. The health benefit it was supposed to provide sounds odd to us: Dr. Graham claimed that his crackers made girls less interested in sex. Later, breakfast cereals like corn flakes also began as health foods. And even soft drinks like Dr. Pepper and Coca Cola (which once contained cocaine) were first sold as health drinks.

11) We can conclude from the passage that graham crackers... **(2 points)**

A) are today thought to be especially healthy.
B) probably got their name from the man who promoted them.
C) are not popular.

12) From the passage, we can conclude that Dr. Pepper... **(2 points)**

A) is very healthy.
B) was named for Dr. Graham.
C) was named to emphasize its health benefits.

Item II: Inference and draw conclusions

Skill: reading

Supporting skill: writing

Total score: 16 points

Instructions: Question 1-3

Read the passage and answer each question.

One rifle volley. Then a second rifle volley. Finally, a third rifle volley. The priest started to pray and recite some passages of the bible as the ceremony continued with an air of sadness. Shortly after, a highly decorated officer handed out a folded flag to Claire in honor for the outstanding service that 1st lieutenant Miller had fulfilled. All the marines saluted Claire respectfully and she received the flag and looked at her children, who will now have to grow up only with her. Then, everyone left in silence as a sign of respect.

- 1) Where are the people? **2 points.**

Answer:

How do you know this? **2 points.**

Answer:

- 2) Who is Claire? **2 points.**

Answer:

What information in the text supports who Claire is? **2 points.**

Answer:

- 3) What is the meaning of the folded flag handed out to Claire? **2 points.**

Answer:

Why do you feel this way? **2 points.**

Answer:

Question 4

Read the passage and determine whether the inference is supported by the text. Select Yes / No and then write your answer.

- 4) In literature class, Mr. Watanabe announced that he would read a famous poem by Emily Dickinson. He began, "Because I could not stop for death-" Juanita Sánchez then mouthed the next words: "-He kindly stopped for me." In fact, Juanita quietly whispered the words to the entire poem as Mr. Watanabe read them. Juanita's literature book lay closed in front of her.

Inference: Juanita has memorized the Emily Dickinson poem.

Yes / No **2 points.**

Support your answer (why yes or why not): **2 points.**

Item III: Figurative language inference

Skill: reading

Supporting skill: writing

Total score: 20 points

Instructions: The texts below have some passages with figurative language that requires to make a logical inference based on textual details. Read each text and answer the questions.

- 1) Todd has been acting strange this week. Perhaps something is wrong with him and he doesn't want to tell me. But on Friday he kindly invited me to an Indian restaurant to tell me he is in love with me!! Everything was perfect until he realized he didn't bring his wallet. He was nervous, desperate and suddenly he stood up and went to the bathroom. Ten minutes later, the waiter came to our table and said "your friend left". I couldn't believe *he left me holding the baby!* I had to wash dishes all night!

What does "*he left me holding me the baby*" mean? (**2 points**)

Answer:

Why did Todd leave? (**2 points**)

Answer:

- 2) "After so much effort studying and being accepted in the university where I always dreamt to study engineering, I have sadly realized that I want to dedicate my life to extreme sports. Oh, Lord, I think I *barked up the wrong tree*. I know university is expensive, but I need to follow my heart". Nathan said three prayers, then said goodbye to the priest and left.

What does "*barked up the wrong tree*" mean? (**2 points**)

Answer:

Where do you think Nathan is? (**2 points**)

Answer:

- 3) This year is definitely not Tim's year. First, he wasn't accepted in the Royal Academy of Arts because he fell asleep. Then, he lost his plane to Brazil because he forgot his identity card at home. Now, his car was stolen because he left the keys on just for a few seconds. This Saturday all the family gathered and we celebrated his birthday only to say to him that "*every dog has his day*". Tim looked at everyone and smiled with joy. He felt renewed.

What does "*every dog has his day*" mean? (2 points)

Answer:

What do you think will happen next? (2 points)

Answer:

- 4) Emma: Have you decided what you are going to study?
 Blake: Yes, in a matter of fact, I already applied for Aeronautical Engineering at the Massachusetts Institute of Technology.
 Emma: That's impressive to hear but that program includes tons of maths, physics and trigonometry.
 Blake: Ahh, don't worry, *it's not rocket science*. With a little bit of dedication and responsibility, I can make it to the last year.
 Emma: I hope you do because your family has put a lot of faith in you. Anyway, you were always responsible and hard working.

What does "*it's not rocket science*" mean? (2 points)

Answer:

What do you think will happen next? (2 points)

Answer:

- 5) Alfred had an impeccable sense of responsibility for all his duties. He is even an example for his brothers, to the extent Miles, his youngest brother, wants to be like him one day. However, Alfred's perfect image went down one day when he was supposed to be at the train station at 9 am to take a group of English students to Jefferson School to an English debate tournament. Jefferson School's director was furious and dissatisfied. Nobody could believe Alfred had *missed the boat* in such manner, so Mrs. Johnson, the science teacher, had to take the students in her own car to try to get on time.

What does "*missed the boat*" mean? (2 points)

Answer:

What do you think will happen next? (2 points)

Answer:



Appendix 4: Semi-structured interview

Entrevista semi-estructurada para analizar percepciones sobre el uso de estrategias inferenciales de comprensión lectora, y sobre la significancia de recibir instrucción de lectura estratégica.

El presente estudio se suscribe al paradigma cualitativo de investigación para proponer una mejora de práctica concreta en torno a la instrucción estratégica, y como esta puede ayudar a los estudiantes a mejorar habilidades inferenciales de comprensión lectora. Este estudio corresponde a una investigación-acción, pues se realizan intervenciones de campo sobre el problema observado con el objeto de generar un impacto en cuanto al desarrollo y uso de estrategias inferenciales de lectura.

El instrumento de recolección de datos que se presenta a continuación corresponde a una entrevista semi-estructurada, cuyo objetivo es el de recoger información a través de una serie de preguntas planificadas y transcritas para analizar las percepciones sobre el uso de estrategias inferenciales de comprensión lectora, y sobre la significancia de recibir instrucción de lectura estratégica. Los datos obtenidos mediante este instrumento permitirán obtener una visión concluyente para la consecución del objetivo específico 2.

A continuación, se presentan la pregunta de investigación, el objetivo general, y los objetivos específicos para esta investigación.

La pregunta de investigación para el presente estudio es:

¿Hasta qué punto puede la instrucción basada en estrategias inferenciales ayudar a estudiantes de inglés a mejorar su comprensión lectora en un contexto virtual de enseñanza?

Objetivo General:

Explorar la contribución de estrategias inferenciales de lectura en un grupo de estudiantes de inglés para la mejora de la comprensión lectora.

Objetivos Específicos:

- 1) Identificar el grado en el que la instrucción basada en estrategias ayuda a estudiantes de inglés a mejorar su comprensión lectora.
- 2) Analizar las percepciones de estudiantes de inglés en torno al uso de estrategias inferenciales para mejorar su comprensión lectora, y sobre recibir instrucción estratégica.

Entrevista semi-estructurada

Instrucciones: Escucha atentamente a cada pregunta realizada. Reflexiona y proporciona tus respuestas de forma oral. Evita respuestas como “sí”, “no”; es decir, entrega detalles de tus ideas y reflexiones.

Area de Contenido	Preguntas
<i>Percepciones generales sobre estrategias de comprensión lectora</i>	¿Qué es una estrategia de aprendizaje? ¿Qué es una inferencia?
	¿Crees que utilizar estrategias de comprensión lectora contribuyen para comprender mejor los pasajes de textos que son implícitos?
	¿De qué forma consideras que la reflexión puede ser beneficiosa para la lectura inferencial?
<i>Uso de estrategias inferenciales</i>	¿Qué estrategias de comprensión lectora aprendiste a lo largo del proceso de intervención? ¿De qué forma aplicas estrategias de comprensión lectora para lograr una mayor comprensión inferencial?
	¿De qué forma crees que la lectura estratégica ha tenido un impacto en el desarrollo de tus habilidades inferenciales de comprensión lectora?
<i>Instrucción y retroalimentación</i>	¿De qué forma la organización de las sesiones de clase, contenidos, y los materiales facilitaron la forma en que aprendí sobre estrategias de comprensión lectora para hacer o interpretar inferencias?
	¿Las sesiones de clase me ofrecieron instancias para discutir o reflexionar sobre cómo hacer o interpretar inferencias en distintos tipos de texto?
	¿Fue la retroalimentación entregada en clase un factor determinante para compensar la generación de errores? ¿Fue la retroalimentación o modelamiento entregados en clase útiles para mejorar mis capacidades de reflexión y uso de estrategias para compensar la generación de errores?
<i>Satisfacción personal y logros de aprendizaje</i>	¿Sientes que aplicando estrategias inferenciales de lectura pudiste lograr los objetivos de aprendizaje de este proceso de intervención?

	¿Como te sentiste durante el proceso de intervención en cuanto a tu aprendizaje de estrategias de lectura?
	¿Sientes que hay algún tipo de ejercicio que te haya costado más resolver, incluso con estrategias inferenciales de lectura? ¿Por qué?

Appendix 5: Semi-structured interview transcription

Area de contenido Conocimientos generales sobre estrategias de comprensión lectora
Transcripción
<p>P1: ¿Qué es una estrategia de aprendizaje?</p> <p>Participante 1: <i>“Es algo que te ayuda a entender las cosas de una manera más fácil y más comprensible...una ayuda que te proporciona un mayor conocimiento de las cosas, es una técnica que ayuda en este caso a mejorar la comprensión lectora”.</i></p> <p>¿Qué entiendes por inferencia? <i>“La inferencia es algo que nosotros podemos llegar a conocer basado en lo que nos dice un texto, aunque no este dicho textualmente ahí...si, es como una suposición basada en lo que se leyó para textos implícitos”.</i></p> <p>Participante 2: <i>“Es una técnica que ayudará a desarrollar alguna area, en este caso como es de estrategias de aprendizaje sería una técnica que se aprende, se desarrolla...En este caso puntual sirve para comprender lo que nos quiere entregar el texto, lo que nos quiere transmitir el autor...lectura, poder comprender de forma mas eficaz la lectura”.</i></p> <p>¿Qué entiendes por inferencia? <i>“La inferencia es la capacidad de comprender lo implícito del texto, puede ser el trasfondo del texto, lenguaje figurativo o lo que quiera transmitirnos el autor que no esté literalmente (en el texto)”.</i></p> <p>Participante 3: <i>“Es una técnica con el objetivo de facilitar la adquisición y comprensión de conocimientos”.</i></p> <p>¿Qué entiendes por inferencia? <i>“Es una conclusión creada a partir de una o varias premisas implícitas, es decir, no literales”.</i></p> <p>Participante 4: <i>“Es un método de trabajo que requiere muchos estudios, como muchos profesores en general para encontrar como la forma mas eficiente en la que una persona puede aprender, y al colapsar todo eso en un método de trabajo se encuentra una estrategia de aprendizaje...sirven para que los datos entren de una manera más fácil al cerebro sin sobrecargarlo tanto, por ejemplo, al yo leer el texto una y otra vez, a lo mejor voy a terminar entendiéndolo pero me voy a fatigar demasiado, entonces a lo mejor leyéndolo una vez y leyéndolo con una buena estrategia de aprendizaje puedo guardar energía y ser más eficiente también”.</i></p> <p>¿Qué entiendes por inferencia? <i>“Es información que esta implícita en el texto. Es info que esta ahí, pero que necesita ser interpretada para poder saberla... el contexto de la situación y todo eso se aprende por medio de las estrategias de aprendizaje.”</i></p> <p>P2: ¿Crees que utilizar estrategias inferenciales de comprensión lectora contribuyen para comprender mejor pasajes de textos que son implícitos?</p> <p>Participante 1: <i>“Si, porque esto nos permite encontrar información o deducir información de manera que, de no haber aplicado estrategias a lo mejor se nos hubiera complicado más decifrarla...que no la hubieramos visto como la vimos cuando ya supimos aplicar las estrategias”.</i></p> <p>Participante 2:</p>

“Si, creo que ayuda absolutamente porque nos ayuda a expandir nuestra comprensión del texto...no nos quedamos solo con lo literal”.

Participante 3:

“Facilita la comprensión lectora de enunciados con información implícita de una manera más rápida y eficiente”.

Participante 4:

“Yo creo que sí, porque como decía, algunos...leer el texto una y otra vez, y no leerlo como incosecuentemente, solo leyendo, leyendo, leyendo, claro, a lo mejor voy a sacar lo que está implícito, pero no todo, no va a ser, por así decirlo, una cosecha fructífera, me voy a fatigar y no voy a entender lo que esta queriendo decir. Al usar estas estrategias de análisis, uno se demora menos en entender el texto, lo entiende menos, saca conclusiones mas rápidas y demorarse menos tiempo.”

P3: ¿De qué forma crees que la reflexión puede resultar beneficiosa para la lectura inferencial?

Participante 1:

“Bueno la reflexión nos deja ver en un mejor plano que es lo que leímos, como que vamos deconstruyendo el texto, se puede entender mejor y podemos notar más la información que podemos suponer después...que gracias a la reflexión logramos como crear suposiciones que tienen más sentido y están respaldadas por el texto en si. La reflexión me ayuda de hecho a mejorar mi comprensión lectora”.

Participante 2:

“Yo creo que la reflexión ayuda a la hora de lograr conectar el texto con mi conocimiento previo, pude centrarlo a algo que probablemente ya se o que alguna vez lo escuché...conocimiento previo...para comprenderlo mejor (el texto)”.

Participante 3:

“Yo creo que la reflexión es una instancia clave para facilitar la comprensión y adquisición de conocimientos... es importante y beneficiosa para la lectura inferencial, pues permite crear una situación que permite cuestionar enunciados implícitos y así reconocer que estrategia inferencial es más conveniente dependiendo de la situación”.

Participante 4:

“Porque, digamos que la información, cuando yo leo algo entra como en cajitas, y yo al leer algo y hacerme preguntas me obligo como a abrir esas cajas y a buscar la información que estoy buscando, y si no puedo responder una pregunta, leo de nuevo o conecto la información que tengo hasta llegar a una conclusion, y así hacer inferencias.”

Area de contenido Uso de estrategias inferenciales

Transcripción

P1: ¿De qué forma aplicas estrategias inferenciales de lectura para lograr una mayor comprensión de textos?

Participante 1:

“Por lo general, cuando leo me topo con palabras que no conozco...para evitar usar internet, lo que hago es sacar (el significado) del mismo contexto, que es lo que podría significar la palabra y ver que haga sentido con lo que dice, por lo general hago eso...también las aplico cuando no entiendo mucho el texto o cuando se me mezclan las ideas del texto y empiezo como a hablar el texto en voz alta o preguntar cosas al aire para centrar mis ideas”.

Por ejemplo, ¿para qué ocupas tu conocimiento personal? ¿Te sirve eso para entender un texto implícito? (extensión de pregunta).

“Si, porque si conecto lo que yo ya se con lo que me está presentando el texto, eso me da más claridad sobre lo que me está diciendo el texto”.

Participante 2:

“Bueno, a la hora de leer, lo primero que me fijo es en los detalles...como a la hora de matemáticas hace resolución de problemas y se fija también en los detalles como cifras...me fijo en los detalles, lo remonto a mi conocimiento previo, me guío por el contexto a lo que probablemente si hay alguna palabra que no se, me va a ayudar, también si hay algo que no me encaje porque no se que significa puedo conectar con las frases que si conozco y llegar al significado mas preciso. Se pueden conectar oraciones, los passages o chunks” ...también se crean conversaciones conmigo misma donde me hago preguntas y pienso en las respuestas en sobre lo que pueda pasar”.

Participante 3:

“Por ejemplo, inferir el significado de una palabra en específico según el contexto del enunciado”. También puedo asemejar cosas que ya sé, por ejemplo, ese ejemplo de los huevos de chocolate escondidos por la casa...por las experiencias que ya he vivido puedo atribuirlo a la festividad de Pascua de los conejos...la idea es sacar provecho de todo lo que ya sé por mis experiencias para conectarlo con algo del texto...”

Participante 4:

“Emm...bueno, por ejemplo, la estrategia de significado por contexto... el texto al darme una situación y yo no saber que significa una palabra, ehh...yo por ejemplo, estoy en un contexto de hospital y están hablando de insumos médicos y me dicen algo que yo no sé, yo puedo asumir que es una herramienta... por ejemplo un bisturí, algo así, por ejemplo si me están hablando de tipos de bisturí, yo puedo asumir que es un tipo de bisturí del que me están hablando, entonces, el contexto me ayuda a entender alguna palabra...y evitar el uso de diccionarios. Conectar partes del texto, ehh...es común que el texto no nos da toda la información de una, sino que nos da como pequeñas partes de información, y al juntar todas esas pequeñas partes podemos llegar a una inferencia, ya sea por ejemplo, si no leemos sobre una casa...ya sabemos que están en una casa, pero al hablarnos de las diferentes habitaciones, nosotros podemos asumir, ahh...es una casa de tantas habitaciones, una casa grande o una casa pequeñas, cosa que no podríamos hacer si solo vamos leyendo el texto por partes. Bueno...pensar en voz alta, vuelvo a pensar en mi respuestas anterior, esta es una estrategia en que prima mas la reflexión, esto de que la información entra y me obligo como a entrar nuevamente a mi mente y buscar en lo que leí la respuestas a mis preguntas. Conectar con el conocimiento, es como el texto del arroz, al final es...el texto me dice algo y yo hago una inferencia con mi experiencia personal, yo agrego algo al texto desde mi experiencia, desde mi conocimiento. Buscar por detalles, ehh...buscar palabras, conectores específicos que me ayudan a entender el texto...el significado de una oración puede cambiar completamente”.

P2: ¿Que estrategias inferenciales de lectura aprendiste a lo largo del proceso de intervención?

Participante 1:

“La de pensar en voz alta y hacerse preguntas a si mismo, conectar el conocimiento personal a pasajes del texto, poner atención a los detalles o cosas pequeñas e información que otorga el texto, conectar pasajes del texto entre si, sacar el significado de la palabra basado en el contexto que te proporciona el texto”.

Participante 2:

“Detalles, conectar conocimientos previos, guiarse por el contexto para deducir palabras, conectar oraciones, hacerse preguntas...”

Participante 3:

“Unir frases textuales del enunciado y crear a partir de eso una inferencia...conectar conocimientos personales con el texto y crear una inferencia a partir de eso...mmm, también me acuerdo de reflexionar en voz alta y cuestionar el enunciado en busca de inferencias...buscar detalles en el texto y elaborar una inferencia a partir de eso”.

Participante 4:

“Significado por contexto, ehh...conectar pasajes de texto, conectar el texto con tu conocimiento personal, y mmm, me faltan dos, ehh...pensar en voz alta, y la que me falta, si me acuerdo es...detalles, buscar detalles.”

P3: ¿De qué forma crees que la lectura estratégica ha tenido un impacto en el desarrollo de tus habilidades inferenciales de comprensión lectora?

Participante 1:

“Si, porque ahora como ya se cuáles son las estrategias...estrategias que puedo usar... entiendo más, puedo entender más rápido los textos que son implícitos, puedo inferir cosas más rápido y me ayuda a entender mejor cosas que antes a lo mejor no entendía”.

Participante 2:

"El impacto de que puedo llegar más allá con el texto, puedo lograr darme cuenta si el texto es una crítica social, puedo llegar a saber lo que el texto dice de trasfondo, lo que el autor quiera decirme aunque no este explícitamente en el texto".

Participante 3:

"Me ayudó a sacar conclusiones a partir de frases que no tienen la información textual con mayor facilidad y rapidez que con otros métodos que usaba en el colegio".

Participante 4:

"Yo creo que la lectura estratégica ha sido un impacto mas bien positive, o sea, en todos los ámbitos, mas por ejemplo, todo lo que puedo aplicar en inglés, tambien lo puedo aplicar en español, entonces, al final la lectura estratégica no es algo que sea solo propios del inglés, así que fue un... fue algo mas bien positivo, tanto para mi conocimiento del inglés y yo poder hablarlo, igual encuentra que mejoré harto la pronunciación, que..tambien me sirve para aplicar en mi día a día, leer..."

Área de contenido
Instrucción y retroalimentación

Transcripción

P1: ¿De qué forma la organización de las sesiones de clase, contenidos, y los materiales facilitaron la forma en que aprendí sobre estrategias inferenciales?

Participante 1:

"Bueno, las clases al hacerse con más compañeras eran más llevaderas y tambien el tipo de material que se presentó...creo que era un Genially, es como más interactivo como que si hubiera sido un típico Power Point aburrido...el Genially es como más llamativo y hace que uno le preste más atención".

¿Las etapas de la clase estaban suficientemente ordenadas para que tu entendieras lo que se te estaba presentando? (extensión de pregunta)

"Si, porque la estructura era como...tenía cohesion, entonces tenía sentido que fuera en ese orden y era fácil entenderlo. Todo se llevaba en la misma línea de aprendizaje esperado".

Participante 2:

"Principalmente el uso del PPT que nos ayudó de guía para abarcar todo lo que conllevara la clase y demorarnos lo que teníamos que demorarnos, el desarrollo de las clases me gusto porque podíamos participar, las retroalimentaciones existieron cuando revisamos cada alternativa tambien analizábamos las incorrectas y por qué. El PPT estaba (ordenado) de tal forma que parecía un mapa...cada etapa me llevaba a la meta...ninguna clase se alejó mucho de la otra tampoco".

Participante 3:

"La metodología que uso usted en las clases y el material me permitió mantener el foco de atención por más tiempo a lo que acostumbro, sentí que el aprendizaje fue más efectivo y además no se me hizo aburrido a comparación de las clases de inglés que tenía en el colegio".

Participante 4:

"Bueno, al ser las clases tan interactivas tambien, como por así decirlo, tengo que estar prestando atención para entender, sobre todo si es comprensión lectora, tengo que estar atento a lo que me están diciendo...toda la clase tenía un índice, estaba bien guiada, se notaba que había un guión detrás, o sea, una clase preparada, no era todo hecho al lote. Entonces tambien la organización de la clase ayudó mucho a entender el contenido...eran, como se dice...se retroalimentaban entre ellas, se complementaban (las etapas de la clase), no era porque si, sino que sin la parte anterior yo no hubiera podido seguir avanzando en la clase."

P2: ¿Las sesiones de clase me ofrecieron instancias para discutir o reflexionar sobre como hacer inferencias en distintos tipos de texto?

Participante 1:

“Si, porque ese era como el punto de toda la clase de que nosotros pudieramos demostrar y practicar lo que nosotros habiamos aprendido y lo que no también para poder tener la retroalimentación”.

Participante 2:

“En cada ejercicio teníamos la oportunidad de dar nuestra opinion, inferir según lo que habíamos aprendido y se nos corregía al momento de la retroalimentación, tambien tuvimos oportunidad donde con mi compañera no estábamos de acuerdo y lograbamos discutirlo y llegar a un acuerdo”.

Participante 3:

“En el transcurso de las clases me permitió usar cada una de las técnicas que me enseñó en diferentes tipos de situaciones... así pude reflexionar y reconocer la técnica más conveniente dependiendo del contexto”.

Participante 4:

“Si, las instancias se dieron, incluso creo que hablé mas yo en las partes de...en las que hay que discutir o reflexionar, hablé bastante, entonces, las instancias estaban y se usaron de buena manera.”

P3: ¿Fue la retroalimentación entregada en clase un factor determinante para compensar la generación de errores?

Participante 1:

“Si, porque me acuerdo que en la última sesión que tuvimos ehh teníamos que escoger entre si era...eran unas alternativas y la única diferencia que había entre las alternativas era la palabra should y eso cambio el significado de todo...después la que venía después (pregunta) era parecida y no me volví a equivocar en esa porque supe diferenciar entre una (pregunta) que tenía el should y una que no tenía el should”.

Participante 2:

“Si, en el momento en que se estaba realizando la actividad, se daban las razones y luego se corregía”.

Participante 3:

“Creo que igual fue importante, me permitió entender en que me equivoqué y porque lo hice, y así mejorar y no volver a hacer lo mismo”.

Participante 4:

“Si, yo que la retroalimentación si ayuda, y que la clase de cierta forma también daba esas instancias, o sea que subía el nivel gradualmente y que estaba muy bien pensada para que tarde o temprano tu (el estudiante) te ibas a equivocar o tener una duda, entonces ahí la retroalimentación iba a estar, y...iba subiendo el nivel gradualmente...te sentias cada vez más desafiado. Entonces, la retroalimentación, cuando uno se equivocaba, si era buena.”

P4: ¿Fue la retroalimentación o modelamiento entregados en clase útiles para mejorar mis capacidades de reflexión y uso de estrategias para compensar la generación de errores?

Participante 1:

“Si, porque ya nos dio usted así como la línea de como teníamos que hacer las cosas para que nos saliera bien y los pudiéramos entender (los ejercicios de práctica)”.

Participante 2:

“Si, incluso con las últimas clases pude darme cuenta que al principio las inferencias que realizaba eran muy literales, y con el pasar de las clases fui notando como que no estaba infiriendo, simplemente escribia con otras palabras (ideas)”.

Participante 3:

“Si, porque al principio no tenía muy claro como analizar un texto, pero gracias a la base que me dio usted me pude guiar y así fijarme en los detalles importantes para lograr hacer una inferencia”.

Participante 4:

“Si, fue importante porque yo antes, era poco o nada las preguntas que me hacía yo mismo, y ahora me di cuenta, por ejemplo, lo útil que es preguntarme cosas a mi mismo para entender un texto. Eso fue lo que

más note, lo mucho que tu (el instructor) usabas la reflexión y lo poco que yo lo usaba...y es algo de lo que más me queda de las clases.”

Area de contenido
Satisfacción personal y logros de aprendizaje

Transcripción

P1: ¿Sientes que aplicando estrategias inferenciales de lectura pudiste lograr los objetivos de aprendizaje de este proceso de intervención?

Participante 1:

“Yo, personalmente, creo que sí, y quiero pensar que lo logré...porque yo sabía que leía, cuando empecé yo dije, yo se leer (en inglés) pero ahora sé porque se leer sé que son las cosas que me ayudan a saber leer...de verdad”.

Participante 2:

“Sí, porque al aprender las estrategias y desarrollarlas pude progresar en lo que es la inferencia. Pude desarrollar todos los objetivos, fue como una escalerita que iba avanzando”.

Participante 3:

“Sí, creo que pude lograr los objetivos, pero hubo algunas cosas que se me complicaron mucho en los ítems. Como en el primer ítem que sentí que tenía todo bueno, pero en la retroalimentación usted hizo que me diera cuenta de detalles y palabras claves que cambiaban todo el sentido de los textos. En el segundo ítem igual se me hizo más complicado de lo que esperaba, sentí que las respuestas posibles eran bien ambiguas y me confundía. Y ni hablar del tercer ítem, me costó un buen entender las frases esas (lenguaje figurado)”.

Participante 4:

“Yo sentí que las clases fueron bastante desafiantes y que aprendí incluso más de los objetivos que estaban planteados... y me quedo con muy buena sensación en ese sentido.”

P2: ¿Como te sentiste durante el proceso de intervención en cuanto a tu aprendizaje de estrategias de lectura?

Participante 1:

“Me sentí cómoda porque como era así inglés y era de lectura y como soy familiar con ese tema se me hizo muy cómodo aparte que no era algo que se nos presentaba de una manera muy difícil de entender, sino que nos enseñaron de una manera muy fácil, así que...muy bien”.

Participante 2:

“Me sentí cómoda y me gusto también que estas clases las pude hacer con alguien más...porque a veces cuando nos repartíamos los ejercicios, en el último recuerdo que no sabía que significaba algo y mi compañera si supo y eso me sirvió también para aprender de ella”.

Participante 3:

“Durante las clases me sentí motivada al ir aprendiendo y al observar que, gracias a las estrategias inferenciales que me enseñó usted, me resultaba más fácil distinguir y lograr conclusiones de información implícita en diferentes tipos de textos. Tema que antes me resultaba aburrido y tedioso”.

Participante 4:

“Yo sentí que era un ambiente bastante amigable para la discusión, y encuentro que se logró una muy buena discusión, no solo como profesor-alumno, sino como personas también...que fue una experiencia nutritiva, y que los errores técnico fueron lo de menos.”

P3: ¿Sientes que hay algún tipo de ejercicio que te haya costado más resolver, incluso con estrategias inferenciales de lectura? ¿Por qué?

Participante 1:

“Yo creo que sí... que eran como los del texto que decían como “you can park here” y daban razones de por qué...y teníamos que seleccionar una alternativa...porque yo soy muy literal, para mí todo es muy literal,

entonces eso de tener que seleccionar una alternativa basada en algo que no decía, se me complicó a veces, pero solo eso...pero al final pude llegar a las respuestas”.

Participante 2:

Creo que no tuve problema con ningún ejercicio...las herramientas me sirvieron para desarrollarlos eficazmente”.

Participante 3:

“Lo que me resultó más desafiante, aún utilizando estrategias inferenciales, es comprender frases dentro del texto que contenían lenguaje figurativo”.

Participante 4:

“...Los que pedían más que nada reflexionar, cosa que no hacía mucho y tuve que aprender a hacerlo, porque fuera de eso las otras estrategias igual las dominaba un poco mas. Yo encuentro que subí mi nivel de lectura en general, pero lo de reflexionar fue un mundo nuevo para mi. Me refiero a pensar en voz alta y hacerse preguntas.”