

**Analysis of the Application of the Predicting Strategy Instruction in Reading
Comprehension by Making a Comparison in other Reading Strategies with Third Grade
Low Proficiently Students at Escuela San Francisco de San Isidro Heredia Labrador**

Andrea Sandoval Martínez

English Teaching for Elementary School

Universidad Hispanoamericana

Professor: Aramis K. Vidaurre

Final Version of the Thesis

August 6th, 2017

Table of Contents

Chapter I: Problem Statement.....	4
1.1 Problem Statement.....	4
1.1.1 Antecedents of the problem	4
1.1.2 Description of the problem	5
1.1.3 Justification of the problem.....	5
1.1 Problem formulation.....	6
1.2 Research Objectives.....	6
1.2.1 General Objective	6
1.2.1 Specific Objectives	6
1.3 Scope and Limitations of the Project	7
1.4. Limitations of the study.....	7
Chapter II: Theoretical Framework or Literature Review	8
2.1 Historical Context	8
2.1.1 Antecedents of the community and school.	8
2.2 Literature Review and Conceptual Framework	10
Causes and Problems that some Students have in the Process of Comprehend a Reading.....	16
Predicting Strategy as a Principal Component to Comprehend a Reading	18
2.2.1 Theoretical Framework Mapping Sample.....	24
Chapter III Methodological framework	24
3.1 Type of the investigation.....	24
3.2 Subjects and Information Sources.....	25
3.2.1 Units of Analysis (Participants of the Study).....	25
3.2.1 First-hand Documents	28
3.2.2 Second-hand Documents.....	28
3.3 Selection of Sampling	28
3.3.1 Population	28
3.3.2 The sample	28
3.3.3 Not Probabilistic	29
3.4 Techniques and Instruments to collect data	29
Chapter IV.....	32

Analysis and Interpretation Data (Results)	32
4.1 Analyze the use of the Predicting Strategies Instruction on Students' Reading Comprehension	33
4.2 Analysis of different Reading Strategies not related to the Predicting Strategies in Reading Comprehension	34
4.3 Comparison between the Predicting Strategies and Reading Strategies measured in attitudes.	36
Chapter V: Conclusions and Recommendations	38
5.1 Conclusions	38
5.2 Recommendations	40
References	42
Annexes	43
Instruments	43
Performance Assessment of Application of the Predicting Strategy Instruction in the reading class	44
Rating Scale	45
Activities and Post reading practices	46

UNIVERSIDAD HISPANOAMERICANA
BIBLIOTECA
CARTA DE AUTORIZACIÓN DE LOS AUTORES PARA LA CONSULTA, LA
REPRODUCCIÓN PARCIAL O TOTAL Y PUBLICACIÓN ELECTRÓNICA
DE LOS TRABAJOS FINALES DE GRADUACIÓN

San José, lunes 28 de octubre de 2019

Señores:
Universidad Hispanoamericana
Centro de Información Tecnológico (CENIT)

Estimados Señores:

El suscrito (a) Andrea Sandoval Martínez con número de identificación 1-1602-0707 autor (a) del trabajo de graduación titulado Analysis of the Application of the Predicting Strategy Instruction in Reading Comprehension by Making a Comparison in other Reading Strategies with Third Grade Low Proficiently Students at Escuela San Francisco de San Isidro Heredia Labrador.

presentado y aprobado en el año 2017 como requisito para optar por el título de Bochillerato en El Inglés I y II Cedes; SI / NO) autorizo al Centro de Información Tecnológico (CENIT) para que con fines académicos, muestre a la comunidad universitaria la producción intelectual contenida en este documento.

De conformidad con lo establecido en la Ley sobre Derechos de Autor y Derechos Conexos N° 6683, Asamblea Legislativa de la República de Costa Rica.

Cordialmente,

Andrea Sandoval Céd 1-1602-0707.
Firma y Documento de Identidad

According to a report made by the Programme for International Student Assessment in 2012, the main reason was that the students were not able to identify the main idea from a text, understand relations or infer information that does not provided the text.

Based on the Dirección de Gestión de Calidad del Ministerio de Educación Pública, in the last decade, the grades that the students obtained were lower than 2013.

1.1.2 Description of the problem

In public elementary and high schools in Costa Rica, the reading skill is part of the Ministerio de Educación program joined with the other three skills; unfortunately this important strategy is not taking place in the English lessons as much as needed which is having repercussion in English Graduation Exams that are focusing in reading comprehension. The use of reading strategies in the class can help students to develop the imagination, creativity to elaborate and produce ideas. In one study about “*Mala Lectura sube Cifra de Aplazados en Inglés*”, found that the low level of Reading comprehension that had some high school students reflected in the English Graduation Exams, five thousand one hundred ninety eight percent reprobated the test. The eighty six comma four percent got less points than 2013.

1.1.3 Justification of the problem

The present study was based on the methodological utility; because of the investigation enable the relation between two variables. The study allowed the application of one strategy and the

implication of not using the same strategy. The main reason of this study is the finding of low grades obtained by the students in the English Graduation Exams as a result of the lack of reading strategies in the early years of the school.

1.1 Problem formulation

What effects have the use of the predicting strategy instruction to the third grade low proficiently students at Escuela de San Francisco, in one month?

1.2 Research Objectives

1.2.1 General Objective

Analyzing the application of the Predicting Strategy Instruction in reading comprehension to third grade low proficiently students at Escuela de San Francisco de San Isidro de Heredia.

1.2.1 Specific Objectives

2. Measuring the application of the predicting strategy instruction in reading comprehension to third grade proficiently students through an observation (assessment checklist).
3. Measuring the application of other reading strategies to third grade proficiently students through a rating scale.
4. Elaborating a comparative chart in which contains the results from the two perspectives or orientations.

1.3 Scope and Limitations of the Project

This study was confined only at determining the levels of the students on the reading comprehension ability and in designing a lesson model to improve students' the predicting strategy and their different models.

The scope in the study is focused on the application of the predicting strategy instruction in reading comprehension in order to identify if the strategy can be used in an English lesson class at a public school. There are many strategies in reading comprehension, but in this research the researcher chose the predicting strategy because of the benefits of it.

The respondents were the low proficiently third grade students pupils enrolled in the school year 2017 at Escuela de San Francisco de San Isidro de Heredia.

The study was limited to third grade low proficiently students of Escuela de San Francisco de San Isidro de Heredia. The output was a two lessons model.

A test was based to prove the strategy in which was composed of identification, 10 questions from two different reading in which the researcher proved the capacity they interpreted the reading and the use of creativity to produce their own ideas.

1.4. Limitations of the study

Students have short time in the lesson, to explain all the contents of the topic; there are only forty minutes (one lesson to overview the topic and to make practices and activities (problem with the school administration)

Students show less interest in expository texts, when the researcher applied scientific topics. On the other hand, when the researcher applied narrative topics the students were more interested.

In a few times, the class was interrupt because the extra activities of the school. Because of that, the researcher needs to re start the activity.

When the researcher taught the other reading strategies, the students show less interest, while

Chapter II: Theoretical Framework or Literature Review

2.1 Historical Context

2.1.1 Antecedents of the community and school.

Community Escuela San Francisco de San Isidro Heredia is a small elementary school, located in San Isidro de Heredia. It is the only elementary public school in San Francisco District. The community demographics indicate that the majority of people residing in San Francisco have completed some form of schooling, but did not obtain a high school diploma; some of them come

from Nicaragua. Among all families in San Francisco, single females whose weekly salaries are below poverty levels because they work as household. Additionally, the majority of its occupants have multiple families living one home. The socioeconomic crisis is one of the issues that difficult the social structure of this community because some of them do not have social services such as health insurance.

School Considering socio-economics of the community. Escuela San Francisco de San Isidro Heredia confront many problems, some of them are intrafamily violence, physical, psychological and sexual abuse, drug abuse and a variety of economic problems. However, its important emphasize that this school has students that come from functional homes, in which they learnt about values.

This priority education schools are focused to generate a favorable environment that can contribute a field of opportunities and the comprehensive development of human beings. Moreover, the school works joined with families to achieve educational success, prevent school desertion and increase the educational programs.

Escuela San Francisco de San Isidro Heredia offers a variety of activities proposals by the Ministerio de Educación Pública de Costa Rica (M.E.P) to promote the participation of the students such as: Spelling Bee, Promptly Speech, Festival de las Artes in which the students can present in an assembly the different performance. Other programs that this institution (M.E.P) offers D.A.R.E and I.A.F.A in which consists in prepare students about the consequences about drugs, the benefits to live without drugs and be physical and mental health.

The students vary in ethnicity the majorities come from Nicaragua.

Within the school, four students are classified as learning disabilities; they are placed in a different classroom with a special program. The majority have economically disadvantaged. According to the student population, the school has two hundred thirty nine students. Based on the socio-economic levels of the population, some of the students receive free lunch.

About the school

Mission

The Escuela San Francisco de San Isidro Heredia offers an education in favour of peace, ecology, tolerance, respect and harmony to their preschool, elementary and integrated classroom students. The goal is to educate concerned and deserving citizens in different areas such as academically, cultural, social, sporting and technological; also integrating teachers, administrative staff, supporting bodies, board of education, the school board and the community, appreciating their contribution to the educational community.

Vision

To achieve in the short and medium term a change to the educational community, rescuing the importance of the values and overcoming cravings, also their goal is to accompany the students in the teaching-learning process, ensuring them to adopt overcoming ideas in their life, encouraging critical and auto critical thinking and developing confidence to achieve their goals in life.

2.2 Literature Review and Conceptual Framework

The undertaking of the present study is based on the discussion of the following theoretical framework: conception of reading, conception of reading comprehension, causes and problems that some students have in the process of comprehend a reading, conception of Predicting Strategy Instruction, the methods to apply the strategy and the importance,

Review of Related Literature

1. Reading

a. The definitions of Reading

Reading is the third skill that a person learned, additionally is the art to interpret and decipher letters into sounds. According to Pang et al. argued, “Reading is about understanding written text” (2003, p.6). Also Pang claimed, that reading involves two processes: “word recognition and comprehension” (2003, p, 6). Word recognition means to interpret symbols or letters at any language, on the other hand, comprehension means to create meanings of the words. Consequently, reading is a joined process in which the reader creates meanings of the words, sentences and connected texts that consequently decipher the message.

b. Reading Comprehension

According to Pang, defined that comprehension is the process of making sense of words, sentences and connected sentences (2003, p.14). The process of comprehend a reading consists use the background knowledge, vocabulary, grammatical knowledge, experience with a text and strategies to help them understand the written text. As Pang explained, the essence of reading comprehension is to understand the whole information given by the writer. According to Prado & Plourde, comprehension is “the interaction among word identification, prior

knowledge, comprehension strategies, and engagement” (2005, p.33). The comprehension is a set of processes that cannot be separated.

In respect of the last paragraph, the process of reading involves the ability to find out main ideas, specific ideas, vocabulary knowledge and references based on the context.

Furthermore, Cohen & Cowen stated, reading comprehension has been defined as intentional thinking during which meaning is constructed through interactions between text and reader (2008, p. 178). They also added that “reading comprehension is the goal of all reading- it is the understanding gained from reading a text” (2008, p. 178).

c. The fundamentals of teaching reading

The goal of teaching reading English is that teachers can be facilitator to the students, therefore, they need to incorporate reading strategies in order to they increase their motivation in classroom.

1. Increase the student’s background knowledge.

According to Carrell and Connor, a reader’s background knowledge can influence reading comprehension (Carrell, 1983, Carrell and Connor, 1991). The background knowledge is the construction of past experiences, educational experiences. It is necessary that students activated their background knowledge when they start to read a text, this can help them to asking questions, making predictions, making inferences from a text. On the other hand, if a student has an incorrect background knowledge, that means that the student have an incorrect conception of a topic, the teacher should have to reconstruct this conception to student has a clearly idea of the reading, this can be achieve with a set of strategies or to increase the motivation of the students, and provide examples.

2. Use the property vocabulary according to the level of the students

In the reading context, it is important that the teacher use properly vocabulary a class related to the age and level of the student. Nation (1990) argued, that language teachers “make a distinction between the direct and indirect vocabulary learning” (p.2). Based on his book, there are four ways that vocabulary can be listed: “1. Explicit preparation of language learning materials through controlling the vocabulary. 2. Discussion of unfamiliar words vocabulary as it comes up. 3. Teaching vocabulary in connection with other language activities. 4. Teaching vocabulary independent of other language activities”.

According to a study related to “*Cultivation of Vocabulary by Exploiting Reading Skill in Teaching and Learning English as a Foreign Language*”, the author claimed that, “learners see vocabulary as being a very important part of language learning and one of the difficulties in planning the vocabulary components of a course is making sure that it does not overwhelm other essential parts of the course. The best way to avoid this is for the teacher and course designer to have a set of guiding principles that can be applied in a variety of teaching and learning situations, these can be applied in courses where these are parts of the course deliberately set aside for vocabulary development, or in courses where vocabulary is dealt with as it occurs in skill-focused or content-focused lessons”. These are four: “1. Focus on the most useful vocabulary first. 2. Focus on the vocabulary in the most appropriate way. 3. Give attention to the high frequency words across the fours strands of a course. 4. Encourage learners to reflect or and take responsibility of learning”. (2007, p. 106-108)

3. Teaching Reading Strategies

The strategies took an important role in reading and other skills, because these can be the tools for students when they confront a text. Importantly, the reading teacher should implement reading strategies in their lessons as much as possible. According to Brown, 2000, p. 306) these are ten strategies that teacher can be used in their reading lessons: 1. Identify the purpose in reading, 2. Using grapheme rules and patterns to aid in bottom up decoding. 3. Using efficient silent reading techniques for relatively rapid comprehension. 4. Skimming the text for the main ideas. 5. Scanning the text for specific information. 6. Using semantic mapping or clustering. 7. Guessing when you are not certain (It can be predicting as a strategy) These fundamental skills can help and improve the readers to comprehend the reading and overcome the possible issues to they have in reading.

Essential Factors that students need to implement in the process of reading

Richards and Renandya, implement a set of factors or principles that need to be part of the teaching reading. (2002, p.6)

Lowering Inhibition

It is essential that in a reading class the teacher can applied a variety of activities that the students feel comfortable and can freely express without feel stress, because the idea is to have relax and interactive reading class. Some of the activities can be selected as a warm- up, in which they start the class with a positive environment; these are some activities: role- plays, charades, group work, and also express their ideas in group about how they feel in the class, what are their fears and some other that can be provided a perfect environment to start the reading class.

Encouraging risk- tasking

When the students are making mistakes, it is important that teacher can apply exercises and practice, therefore, the student reinforces the topic and can learn about their mistakes. If it is possible the teacher can provide an extra time after the class to review the topic, and also can provide strategies in order to solve the problems.

Building students' self-confidence English reading teacher need to promote strong and motivation phrases in the class, consequently, the students feel strong to achieve any goal and can be motivated to follow the next challenges taught by the teacher.

Helping students develop intrinsic motivation

This can be joined with last strategy, it refers that students need to motivate and have a purpose of what they want to achieve; in the English lesson, to have an excellent grade in the English course, because the student want it not because the student have to.

Promoting cooperative learning

This important value need to be taught by the teachers, they can apply with interactive activities in group, such as role plays, presentation in group, round tables, and which the student can share their ideas and can clarify their doubts about a topic while other students understand the topic, they can be help them each other.

Encouraging students to use right- brain processing

It refers the use of their mind, creativity and interactive activities in which the students not only use exercises in order to learn a topic. The idea is to try to promote different activities in which the

student can be focus about a topic, such as skimming and scanning exercises, predicting exercises, oral presentations.

Promoting ambiguity tolerance

This is another important value that needs to be present in any class. The tolerance in a classroom context can be demonstrated, with respect. Some activities can be done are encouraging the student to ask you and each other or questioning when they do not understand something.

Helping students use their intuition

This means that the students or learners not depend on the teacher in order to construct the intuition. One activity that can be used is to do no always give explanation with errors and some others.

Getting students to make their mistakes work for them

This refers that teacher ask the students to find and correct their mistakes in an activity. Some activities can be done are identify their errors, make a list of their common errors, to check practices with other classmates.

Getting students to set their own goals

Encouraging the students to affirm their goals and then to achieve them, in a classroom context. The activities can be related, asking them to make list of what they will achieve on a particular time.

Causes and Problems that some Students have in the Process of Comprehend a Reading

Many students have difficulties at the time to comprehend and process a text. Some of the problems are associated to the students do not have background knowledge about a specific topic; some of them have a limited knowledge about text structures, limited vocabulary knowledge and/or reading fluency (especially with students who have disabilities) (Kolligian and Sternberg, 1987).

Significantly, the prior knowledge as principal component to students elaborate their predictions about the reading. This is also called background knowledge or prior knowledge. To comprehend what is reading, student need to associate the reading to their previous experiences or knowledge. For instance, if a student is not familiar to the topic, the comprehension process can be difficult. For that reason, a solution for the teacher provides properly vocabulary before reading a text or provides videos or present pictures in order to student can connect to the topic. This is one the pre reading predicting strategy. As a result, the students identify and associate the material on what the students are going to read.

Importantly, the comprehension difficulties of some students are explained by the limited knowledge of expository text structures. The purpose is that students gather information and understand the reading comprehension. As a result, teachers introduced text structures related on what the students are connected them and at the same time the readings are associated with the lesson plan.

Additionally, vocabulary knowledge can help students to know what a reading is about. The connection between reading comprehension and vocabulary knowledge is strong and unequivocal (Baumann and Kameenui, 1991; Paul and O'Rourke, 1988; Stanovich, 1986). If a student is reading and does not understand the meaning of a variety of words, as a consequence, the reader

does not comprehend the entire reading. Therefore, to have an outstanding comprehension of the reading is important that vocabulary have to be related on the age or grade of the student, because sometimes the complexity of the text structures and unknown words make difficult the comprehension.

Finally, the comprehension is related to have a fluency in reading. According to *The Literacy Dictionary* (Harris and Hodges, 1995) cited that “Reading fluency refers to efficient, effective word recognition skills that permit a reader to construct the meaning of text”. This definition affirms that the relation between fluency reading and comprehension cannot be separated in order to have a meaningful understanding of the text or reading.

Predicting Strategy as a Principal Component to Comprehend a Reading

The following five literature reviews attempt to demonstrate and support the research question.

Based on the book *“Reading Fluency and Comprehension Toolkit”*, prediction is defined as a strategy based upon what has been said, guess what will happen or what the text will say next” (Pennington, 2009). As Pennington explained, this pre reading and while reading strategy is used to students guess or confide what comes next in the reading to find out what will happen; additionally, the author added in a narrative context the technique is apply “To tell how the plot will advance next or how a character will change. Confirm your predictions” (Pennington, 2009). For instance, this activity can apply in the reading class to explain what a story can change and the student produce their ideas of what comes next. In an expository context the technique can be apply “To tell what information or evidence should present next. Confirm your predictions”

(Pennington, 2009). For instance, in a science class, the students make confirm their prediction or hypothesis about a topic and explain each step.

According to Pennington (2009), argued that predict “means to make an educate guess about what will happen or be said next in the text. A good prediction uses the clues presented in a story, article, or textbook to make a logical guess that make sense. Good readers check their predictions with what actually happens or is said next”. This educational author also implemented an S.C.R.I.P Comprehension in his book in which explains the importance of Summarize, Connect, Re- think, Interpret and Predicting as completely techniques that can be related in order to student have an outstanding comprehension of the reading (“*Reading Fluency and Comprehension Toolkit*”, Pennington, 2009).

Furthermore, *The Direct Reading and Thinking Activity* (Stauffer, 1969) cited, “is also a historical strategy that helped students to comprehend expository texts such as text books”. The DR-TA is an activity used in which the students apply the method of asking question about a text, then make prediction about it and confirm the predictions. The objective of this activity is to students know how to make predictions about a reading. The following definitions explain each of the terms that consists the DR-TA: (Stauffer, 1969)

Direct It means to explain the position of the teacher that has a role to enhance students to think before they start to read the text. The direct teacher asks students to scan the title or see the illustrations. After that, the teacher asks some questions and the students make the predictions about the reading. The aim is that the student activate rior knowledge and makes suppositions about what is going to happen in the text.

Reading It means that the teacher direct and ask students to read the first paragraph of the reading or the five first lines of the text, then the professor stop to ask questions about specific information, and finally, the teacher evaluate their predictions and confirm them. This process can be repeated in order to finish the reading.

Thinking It means that the teacher ask students to go back through the reading and think about their predictions, therefore, they can confirm or correct their predictions by reading and finding the statements in the text.

Importantly, this is an important reading activity and method to connect the student in the reading and ask the student to think and produce their perspective or prediction on what come next in the text. According to Cohen and Cowen (2008, p.216) argued, that “In DR-TA, the students learn how to predict reading a giving a text and how to make notes about what is actually learned. The student performs the following actions: 1. Previews text to predict what will be learned (then writes down predictions). 2. Reads text and takes notes. 3. Writes about the accuracy of predictions, adding important ideas. 4. Reviews text and writes a summary about what was learned.”

Consequently, **the Imagine, Elaborate, Predict and Confirm (I.E.P.C)** “is a strategy to help students increase their understanding and recall by using visual imagery to predict events in a selection” (Wood, 2001) As Wood and Harmon (2001) claimed, “It begins with the teacher modeling how to imagine a scene, adding details to this mental scene, and then predicting a possible story line. After reading, students confirm or disconfirm their original predictions”. The purpose of I.E.P.C strategy is that students can imagine a situation in order to produce and elaborate their predictions as well as confirm them.

In their book *Strategies for Integrating Reading and Writing in Middle and High School Classrooms* (2001), they established the four meaning of the components:

“**Imagine** Close your eyes and try to imagine the scene. Share your thinking with a partner and the whole class. (Wood and Harmon, 2001)

Elaborate Think of details surrounding the scene in your head. How do you think the character feel? What are similar experiences? Describe the scene. What do you see, feel, hear, smell?
(Wood and Harmon, 2001)

Predict Use what you have imagined in your head to predict what might happen in the story (characters, events, setting, etc.) (Wood and Harmon, 2001)

Confirm During and after reading the selection, think about your original predictions. Were they true, false, or were they not explained in the passage? Modify your predictions to coordinate with the actual selection”. (Wood and Harmon, 2001)

This is an example on how to apply this strategy and also analyze it.

The students of an English class watch a video about a boy and a girl that are happy in the central park, the teacher stop the video to the students do the following steps.

Imagine: The student provide and collect short details about what they see it and hear it. So, write at least of ideas: See the boy and the girl, see their happy faces, they are talking and eating.

Elaborate: They are a couple, laughing and funny and suddenly, she shares a secret to the boy.

Predict: After the girl share a secret, the boy was in shock but with a smile in his face and she started crying so he immediately hugs her. **Confirm:** They are a couple and the secret was that

she is pregnant and he is the father and then he started to tell to everybody that he comes to be a father.

The IEPC strategy is an effective strategy that put the student to gather information about their senses with the purpose that students increase their creativity imagine and predict what they can see, smell, hear etc. in order to understand the activity in the reading process.

Significantly, **the importance of the predicting strategy in the reading comprehension** Hong-Nam, Leavell, and Maher (2014) investigated, that the predicting strategy are related to reading comprehension in their study with ninth- to – twelve grade students. They applied the **Metacognitive Awareness of Reading Strategies Inventory** and implemented four clusters that describe as predicting strategies.

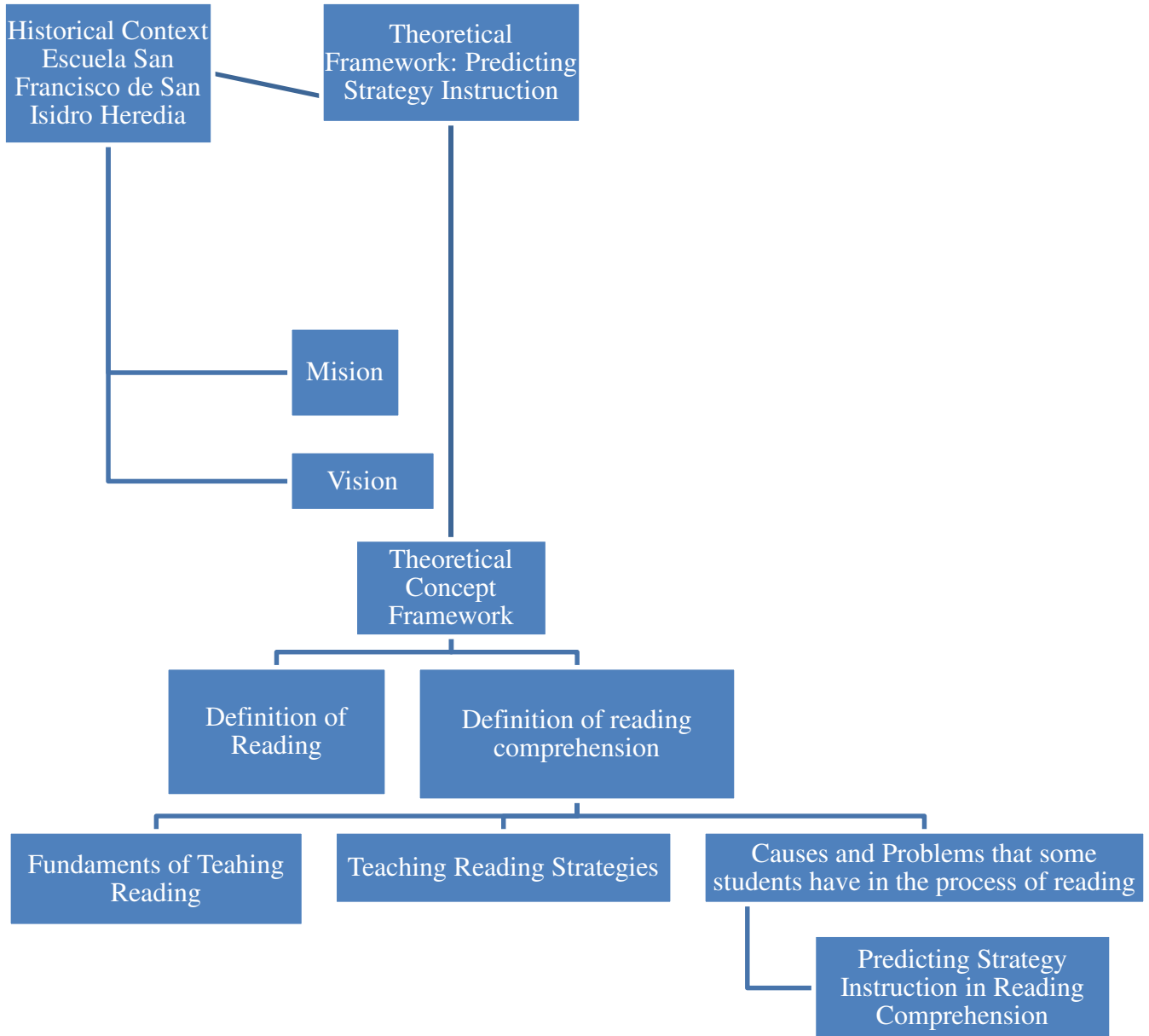
“1. Guessing what text is about. 2. Deciding which parts of text to read carefully and which ones to skip. 3. Guessing meaning of unfamiliar words. 4. Checking to see whether guesses are right or wrong. 5. Using text features like bold, italic, or underlining to find important information in text.” (Cartwright, 2015)

The Predicting strategy is also conformed to another sub techniques or activities that can improve the reading comprehension, as Cartwright in her book explain these previously techniques these strategies can help the student to make inferences and make predictions about what will encounter in the text. (Cartwright, Executive Skills and Reading Comprehension: A Guide for Educators, 2015)

Finally, **The Anticipation Guide as a strategy to students predicts or infers.** (Section 7: Instructional Strategies That Facilitate Learning Across Content Areas, p. 56) “An Anticipation

Guide is a series of statements that require students to use their background knowledge and make predictions. Students are asked to read each statement of the Anticipation Guide before they read the assignment and decide whether they agree or disagree with the statement. After they have completed the reading assignment, they go back to each statement and again decide whether they still agree or disagree, given their new knowledge. They provide connection to prior knowledge, engage students with the topic and encourage them to explore their own thoughts and opinions” (Buehl, 2001) In the anticipation guides the student answer the question that the teacher presents in a chart in order to predict or elaborate their proper ideas.

2.2.1 Theoretical Framework Mapping Sample



Chapter III Methodological framework

3.1 Type of the investigation

The study establishes the relation between the impact of the application of the Predicting Strategy Instruction in third grade low proficiently students, the use of reading strategies that does not belong to the predicting strategy instructions and the results from the two perspectives/ orientations (attitudes).

At the beginning of the study, it was required to qualify the use of different models or techniques that involve the Predicting Strategy Instruction for third grade low proficiently students through an observation in which include an assessment checklist, so it was determinate the results of the study and a rating scale to identify the attitudes received by the students in the process to assimilate this strategy and finally a chart to describe the attitudes from the two perspectives.

3.2 Subjects and Information Sources

3.2.1 Units of Analysis (Participants of the Study)

The participants in this study included six third grade low proficiently students between the ages of nine to ten. This research project took place in a semi urban public school with one group of third grade English as a Foreign Language. The present study draws on data collected on Third Grade Students at Escuela de San Francisco San Isidro de Heredia, it is a public school located in San Francisco de Heredia, Heredia. In this classroom small group of instruction was the means for the literacy process.

The researcher worked with this group who enjoy the remedial class implemented in this school as a significant subject; most of the students enjoyed the reading class because it consisted in read books with update topics in the range of: nature, narrative as story tales and

scientific topics. The lesson consisted in one hour and twenty minutes per day (two lessons) according to the grade, so in this case, is a third grade so they used this hour to see the strategies and procreative activities related to the reading and the predicting strategy instruction.

Strategy Documentation

The group's size was about six on a given day. This took place within the second trimester of the school year. The documentation of the strategy was anecdotal and based on the principles of Action Research, because "it is focus on getting information that will enable them to change condition in a particular situation in which they are personally involved"; this educational research was based with the practitioner participation along with the group, who were interested in how to be engage in a reading class and what effective techniques can help them to have outstanding comprehension of the reading through the Predicting Strategy Instruction. For this reason, the research was based "Analysis of the impact of the Predicting Strategies in reading comprehension by making comparison in the strategies with Third Grade Low Proficiently Students " in a remedial class of third grade (in a specific classroom). The Predicting Strategy Instruction took part of the family of Active Comprehension Strategies.

These three groups of students are characterized for their enthusiasm and as well confidence while reading. I used the method of Direct Reading and Thinking Activity proposed by Stauffer (1969) to students are able to make predictions as well as the technique to students read aloud the text in order to understand the meaning and central topic of the reading and the purpose, these took part of the literacy framework. This strategy presented the following benefits such as: encouraging the student to use the vocabulary from the story in the books, use their background knowledge to predict what a reading is about and to students are able to predict the story by

using the techniques in order to students are able to introduce in the reading and use their mind to think about what will happen in the story (narrative text) and to make a hypothesis about the topic (scientific topics).

This strategy was effective for the six students of third grade, with the application of the research the teacher knew the different predicting techniques that can be applied in a reading class. It allows optimal participation from the six students and a constant and enriches communication about the story, so the students catch the attention from the reading. The data collection followed a qualitative perspective (Erickson, 1986), which means that “data collected as naturally occurring”, this qualitative research was based on the perspective, thoughts and opinions of the students to construct the investigation, so in this case, the research was introduce two different instruments to collect the data through the observation. The data collection compromised the following different techniques explained in the instrumentation and design section. The data recorded were transcribed and used for analysis.

Inclusion Criteria

The Third grade low proficiently students between the ages of nine to ten, from the Escuela San Francisco de San Francisco de Heredia, Heredia, that have difficulties in English subject.

Exclusion Criteria

The third grade students that do not have difficulties in English subject.

3.2.1 First-hand Documents

The present study investigates the following documents; Increasing Reading Comprehension Through The Explicit Teaching of Reading Strategies is the Difference among the Genders?, Principles of language learning & teaching, Instructional Strategies That Facilitate Learning Across Content Areas, Executive Skills and Reading Comprehension: A Guide for Educators.

3.2.2 Second-hand Documents

This study investigates the following documents; Cultivation of Vocabulary by Exploiting Reading Skill in Teaching and Learning English as a Foreign Language, Effective Practices for Developing Reading Comprehension, What Research Has to Say About Reading Instruction, "Teaching and Learning vocabulary".

3.3 Selection of Sampling

3.3.1 Population

The third grade low proficiently students from Escuela de San Francisco San Isidro de Heredia.

3.3.2 The sample

The objective was to analyze the application of the predicting strategy instruction and another strategies related to reading comprehension established a comparison between both identifying the attitudes in the third grade low proficiently students.

3.3.3 Not Probabilistic

In this study, it was intended do an analysis of the impact of the Predicting Strategies in reading comprehension by making a comparison in the strategies with Third Grade Low Proficiently Students; therefore it was analyze the effect in the students. They was only involved third grade low proficiently students. The only requirement was to be belonging to the “Remedial Class”.

3.4 Techniques and Instruments to collect data

Selection of techniques and instruments

Instrumentation and Design

The research drew the two instruments that were applied in the research in order to evaluate the students’ performance. **A)The observation using an Assessment checklist** in the chart the researcher included the three different criteria’s to qualify the student’s performance in the class, excellent work, accomplish the objective in all the areas (outstanding), room to grow, attempt to do the objectives proposed by the teacher (give an effort), and needs improvement (the students do not follow the objectives and instructions); the objective of this checklist is to indicate or identify if the student do their assessment excellent or bad and the put a check in the chart section. This chart provided seven statements, the aim of the first statement is to students are able to communicate their prediction through the oral and written way, the objective of the second question is to students are able to write statements in a correct way using correct grammatical

structure, the third, is that the students are able to generate their own ideas about the reading, the fourth is that the students are able to predict and suggest ideas from the text, the fifth, that the students are able to use appropriate vocabulary related to the topic, the sixth, is that the students are able to participate in an activities involved the reading skills, alone, in pairs or in small groups, the seventh, is that the students are able to describe the characters from the reading using appropriate adjectives. **B) Rating Scale** this is the second instrument was chosen to evaluate the student's performance using the other type of reading strategies (Sort words, Follow Along Strategy, Finding the Main Idea from the text, Word Guessing Questions, Skimming and Scanning Strategy, Student can team up in pairs and Participate role plays) , in this case of the students, and then the ratings into one, bellow, does not or will not follow the instructions, and often interrupts and makes inappropriate comments that are not related to the reading, two, meets, listen and demonstrate comprehension of the topic through the activities presented by the teacher, participate in the classroom activities and three, exceeds the expectation, follow the instructions in a correct way and shows understanding of the topic. The purpose is to qualify with a grade the student's performance.

Data Collection

The following research question was addressed in the data analysis: What effects have the use of the predicting strategy instruction to the third grade low proficiently students at Escuela de San Francisco, in one month? The data analysis followed a qualitative perspective, that is, the select data were analyzed, described and interpreted.

First, the research informed previously about the data collection and develops a procedure task to check the use of the Predicting Strategies and the other reading strategies; consequently the reading activities and methods that were applied. As a result, the study identified the use of the Predicting Strategies can be applied as a pre reading and while reading activities with the Third Grade Low Proficiently Students. Then, the study analyzed the application of the Predicting Strategy and the other reading strategies.

The category of the intervention that research examined and focused is the Interventions in the application of the Predicting Strategies. The objective was to identify the application of this strategy as a method to students elaborate and provide their own ideas based on the reading. This study used the following procedures to base the study. Significantly, I used the references that are based on methods related to the implementation of this strategy. In the other hand, it was proved the different reading comprehension strategies to make an analysis and comparison between both to identify if the Predicting Strategies can be used in English as a Foreign Language in a public school, helping students in reading comprehension and continue monitoring since elementary school and then in high school.

Consecutively, in the following chart demonstrates the comparison between the uses of the Predicting Strategies and the other reading strategies measured in attitudes.

Table 4.3 Comparison of the use of the Predicting Strategies and Reading Strategies in the Third Grade Low Proficiently Students measured in attitudes.

Attitudes	Predicting Strategies	Reading Strategies
------------------	------------------------------	---------------------------

Students express their ideas freely.	100%	66,64%
Students feel comfortable during the activities.	83%	66,64%
Students want to participate in the activities.	100%	83%
Students use their creativity during the activities.	100%	100%
Students raise their hand to participate.	83%	66,64%
Students pay attention during the class.	83%	83%
Students can team up in pair and share their idea showing respect.	100%	83%

Source:

Chapter IV

Analysis and Interpretation Data (Results)

This chapter presents the statistical analysis of the collected data based on the research question and objectives. The first section demonstrates the results of use the Predicting Strategies

instruction on the participants' reading comprehension. The second section illustrates the results of use different reading comprehension strategies instead of the predicting strategies instruction. The final section investigates and compares the effects and attitudes from the students using both perspectives.

4.1 Analyze the use of the Predicting Strategies Instruction on Students' Reading Comprehension

In this section, *Table 4.1* reports the results of the use of the predicting strategies in reading comprehension before, between and after the process in class through the attitudes observed by the practitioner.

Table 4.1 Student's before, between and after the process in class using the Predicting Strategies in Reading Comprehension

Attitudes	Percentage
Follow instructions	100%
Student is able to communicate their prediction through oral and written way.	83%
Student applies the Direct Reading and Thinking Activity in a better way.	83%
Student applies the Imagine, Elaborate, Predict and Confirm in a better way.	66,64%
Student applies the anticipation guide in order to predict or infers.	83%
Student uses their background knowledge	83%
Student feels comfortable during the class.	100%
Student can team up in pairs (they can work in pairs collaborating with ideas).	100%

Student participates in different activities such as role plays in a proficiently way.	100%
--	------

Source:

As indicated in table 4.1, the results showed through attitudes in classroom using the Predicting Strategies, most of the students showed participating in the process, they raised their hand in multiple times. They showed comprehension in the activities, also they enjoyed the different activities such as role plays, mimics like charades in which the predicting strategy was the center.

Table 4.1 indicates that Predicting Strategies Instruction in reading comprehension is an effective method in English as a subject in public schools despite of that was a reduce group (six students belong to Remedial Class). Thereby, the answer to the research question was what effects have the predicting strategies in reading comprehension. Also, the finding supports this study that the positive effects that the elementary students have using the predicting strategies in reading comprehension. The result corresponds to the findings of the previous studies about Predicting Strategies, Snow (1998) argued, has found that throughout the early grades, reading curricula should include explicit instruction on strategies used to comprehend text either read to the students or that students read themselves. These strategies include summarizing the main idea, predicting events or information to which the text is leading, drawing inferences, and monitoring for misunderstandings.

4.2 Analysis of different Reading Strategies not related to the Predicting Strategies in Reading Comprehension

This section displays the analysis about the effects of the different reading strategies in reading comprehension; it was measure through attitudes before, between and after the class. The reading strategies applied sort words, follow along, find the main idea from the text, word guessing questions, skimming and scanning. The data used for the statistical analysis was based on the students before, while and after the class using the different reading strategies. The statistical results are illustrated in table 2.1.

Table 4.2 Student's before, between and after the process in class using different reading comprehension strategies

Attitudes	Percentage
Follow instructions	83%
Student is able to communicate their ideas through oral and written way.	66,64%
Student applies the sort words in a better way	66,64%
Student applies the Follow Along Strategy in a better way.	83%
Student applies Finding the Main Idea from the text in a better way.	32,2%
Student applies the Word Guessing Questions in a better way.	32,2%
Student applies the Skimming and Scanning strategy in a better way.	83%
Student feels comfortable during the class.	100%
Student can team up in pairs	100%
Student participates in different activities such as role plays in a proficiently way.	100%

Source:

4.3 Comparison between the Predicting Strategies and Reading Strategies measured in attitudes.

In the first section (table 4.1), the percentages of the use of the Predicting Strategies were higher than the Reading Comprehension Strategies. In both strategies, the participants worked in pairs which were beneficial at the time to participate in the different activities. The students agreed they would try using the Reading Strategies such as the skimming and scanning, word guessing questions; find the main idea from the text, the Follow along Strategy, Sort words. It is important to emphasize that students had better performance during the Predicting Strategies than using the other reading strategies mentioned previously.

Table 4.3 Comparison of the use of the Predicting Strategies and Reading Strategies in the Third Grade Low Proficiently Students measured in attitudes

Attitudes	Predicting Strategies	Reading Strategies
Students express their ideas freely.	100%	66,64%
Students feel comfortable during the activities.	83%	66,64%
Students want to participate in the activities.	100%	83%
Students use their creativity during the activities.	100%	100%
Students raise their hand to participate.	83%	66,64%
Students pay attention during the class.	83%	83%
Students can team up in pair and share their idea showing respect.	100%	83%

The table 4.3 demonstrated that the attitudes showed by the students using the Reading Strategies were lower than when they used the Predicting Strategies. It is important to emphasize that students were unfamiliar with the use of the different Reading Strategies and this could be the reason that they did not have a better performance during the activities.

Chapter V: Conclusions and Recommendations

5.1 Conclusions

This study attempted to address the Analysis of the Impact of the Predicting Strategy Instruction of the Predicting Strategy Instruction in Reading Comprehension by making a comparison in the reading strategies with Third grade low reading proficiently students in Escuela de San Francisco. The research question was addressed: What effects have the use of the predicting strategy instruction to the third grade low proficiently students at Escuela de San Francisco, in one month? To address the question; the effects of the Predicting Strategies was compared with another reading strategies.

The findings of the study can be summarized as follows: Firstly, the low reading proficiently students reacted in a positively way using the predicting strategies instead of using other reading strategies. Secondly, the motivation demonstrated by the students using the Predicting Strategies was higher than using the other reading strategies. Thirdly, the students positively engaged in the reading using the Predicting Strategy. Fourthly, the low participants gained significantly higher scores in the practices using the P.S. measured by the post reading practices. Finally, the students had very positive opinions toward the Predicting Strategies and they demonstrated high manage of the activities using P.S.

As postulated in the first chapter, there have been few research works investigating the analysis of the Predicting strategy in reading comprehension. The literature review goes research works

related to a variety of methods in which the Predicting Strategy is focused it. Stauffer (1969) argued, about his method called “The Direct Thinking and Reading Activity” , in which defined predicting as “ it is also a historical strategy that helped the students to comprehend expository texts books”, he also argued, that this activity and method can connect the student with the reading and keep them think and produce their own predictions, therefore the strategy can improve the creativity and activate the prior knowledge.

It was observed through the assessment checklist that when implementing a variety of dynamic and interactive activities that belong to Predicting Strategies, as well as during the research, the students improve their performance because it helped them to stimulate their creativity and imagination. But when implementing the other reading strategies, it did not happen.

According to the data analysis, there is an evident motivation while the students applied the Predicting Strategies, so it is proved that motivation can help students to have a better performance in reading using the P.S.

Based on the results from the surveys (comparison chart) it seems the results showed through attitudes in classroom using the Predicting Strategies, most of the students showed participating in the process, they raised their hand in multiple times. The showed comprehension in the activities, also they enjoyed the different activities such as role plays, mimics like charades in which the predicting strategy was the center.

The findings confirm what the authors say about the Predicting strategies that the students are more concentrated and engaged in the reading and exposed, as well as, that can activate the prior knowledge.

Finally, it seems that under certain circumstances, the predicting strategies suggested work effective in the low proficiently students got it a higher grades in their post reading practices.

It was detected that part of the success of the application of the Predicting Strategies was because the English teacher of the school who always motivated the students to read and put in practice a variety of methods and activities related reading comprehension, so she had an important role in the learning process.

5.2 Recommendations

Firstly, the present study investigated the analysis of the application of the Predicting Strategy and the methods that belong to it focusing on two methods explained in the theoretical framework- The Direct Reading and Thinking Activity and The Imagine, Elaborate, Predict and Confirm (I.E.P.C). Future research in the area, it would be advisable to implement other strategies to reinforce the strategy in the students. E.g. The Anticipation Guide explained in theoretical Framework.

Secondly, for future researchers, it would be advisable to work with the strategy in a long period to verify the improvement of the students. The present study lasted three weeks.

Thirdly, for future research, it would be advisable to work in larger groups, because in the present study the research applied the strategy in six third grade low proficiently reading students.

Likewise, the strategy can be applicate with higher grades or levels.

Fourthly, for English teachers, it would be advisable to implement the strategy in science topics, because based on an study about “Making Predictions: A Strategy for Reading and Science Learning” the strategy can be used as hypothesis, so the students can make their hypothesis to

predict. For example: Students might write hypothesis about what will happen to a plants growth if the amount of water is increased”. A hypothesis is often written as “If... then” .This strategy can help students make connections between the prior knowledge of the texts.

Finally, for future researcher, it would be advisable to applicate the strategy in any subject. In the present study, the research applied the strategy in the English subject of a public school with narrative texts and one expository text.

References

Barrantes C. A. (2014) “*Mala lectura sube cifra de aplazados en Ingles*” (16 de diciembre de 2014) retrieved from http://www.nacion.com/nacional/educacion/Mala-lectura-cifra-aplazados-Ingles_0_1457654276.html

Brown, D. H. (2000). Principles of language learning & teaching. (4th ed.). New York: Longman. (pp. 306)

Buehl (2001) Section 7: Instructional Strategies That Facilitate Learning Across Content Areas. (p.7)

Cartwright B.K foreword by Nell K. Duke (2015) Executive Skills and Reading Comprehension: A Guide for Educators. New York, NY 10001. A Division of Guilford Publication, Inc.

Carrell and Connor (1991). Reading and Writing Descriptive and Persuade Texts. University of Akon. Department of English.

Cohen V. and Cowen J. (2008) Literacy for Children in an Information Age: Teaching Reading, Writing and Thinking. Belmont CA 94002- 3098. Thomson Learning, Inc.

Duke, N. K., & Pearson, P. (2002). Effective Practices for Developing Reading Comprehension. In Alan E. Farstrup & S. Jay Samuels (Eds.), What Research Has to Say About Reading Instruction (3rd ed., pp. 205-242). Newark, DE: International Reading Association, Inc.

Hassan M. A. (2007). Cultivation of Vocabulary by Exploiting Reading Skill in Teaching and Learning English as a Foreign Language. Tikrit University Journal for Humanities. (pp. 106-108)

Jitendra, A. K., and Gajria, M. (2011). Reading Comprehension Instruction for Students with Learning disabilities. Focus on Exceptional Children, 1-16.

Nation, I. S. P. "Teaching and Learning vocabulary". New York: Newbury House.

Pang E. S., Muaka A., Bernhardt E., Kamil M. L. (2003) Teaching reading, Brussels: International Academy of Education. (p.6)

Pennington M. (2009) Reading Fluency and Comprehension Toolkit. El Dorado Hills CA. Pennington Publishing.

Prado, L. and Plourde, L. (2005) Increasing Reading Comprehension Through The Explicit Teaching of Reading Strategies is the Difference among the Genders?. Reading Improvement (p. 33)

Richards, Jack C., and Renandya, Willy A., (2002) Eds. / METHODOLOGY IN LANGUAGE TEACHING: AN ANTHOLOGY OF CURRENT PRACTICE

Stauffer, R. G. (1976). Teaching Reading as a Thinking Process. New York: Harper & Row.

Stauffer, R. G. (1970). The Language Experience Approach to the Teaching of Reading. New York: Harper & Row.

Annexes

Instruments

Performance Assessment of Application of the Predicting Strategy Instruction in the reading class

Student's name:

Teacher:

Objective	Excellent work	Room to grow	Needs improvement
1. Student is able to communicate their prediction through the oral and written way.			
3. Student is able to write sentences using the correct grammatical structure.			
4. Student is able to generate their own ideas about the reading			
5. Student is able to predict and suggest ideas from the text.			
6. Student is able to use appropriate vocabulary related to the topic.			

Rating Scale

To check the behavior in class

:

	Exceeds (Follow the instructions in a correct way and shows understanding of the topic) (3)	Meets (listen and demonstrate comprehension of the topic through the activities presented by the teacher, participate in the classroom activities) (2)	Bellow (does not or will not follow the instructions, and often interrupts and makes inappropriate comments that are not related to the reading) (1)
Student is always to communicate their ideas through oral and written way.			
Student applies the sort words in a better way.			
Student applies the Follow Along Strategy			
Student finds the main idea from the text in a better way.			
Student applies the Word Guessing Questions in a better way.			
Student applies the Skimming and Scanning strategy in a better way.			
Student can team up team up in pairs.			
Students participates in different activities such as role plays in a proficiently way.			

--	--	--	--

Activities and Post reading practices

<p>What was this story about ?</p> 	<p>Where did the story take place? When did it happen?</p> 
<p>What were the most important things that happened in the story?</p> 	<p>Describe the character at the beginning and the end of the story.</p> 
<p>What is the problem in the story? How is the problem solved?</p> 	<p>What do you think the author was trying to teach you?</p> 
<p>What does this story remind you of?</p> 	<p>If you were the main character, how would you have solved the problem?</p> 

Making Predictions

Good readers make predictions before, during and after reading. Use your schema (background knowledge) and clues from the text to predict what will happen next in the story.

What has happened so far?	What will happen next and why?	What actually happened?

I can make a
PREDICTION

Clues These come from the text!	Prediction What do you think will happen?	Confirmation Was your prediction correct?

Name: _____ Date: _____

Reading Comprehension

Rainy Day Fun

It is a rainy day today. Felix is going to play outside. He will put on his raincoat and boots. He will wear a hat too. He will walk to the park and jump in the puddles. He can't wait to show his umbrella to all his friends. He hopes that his friends will go play in the rain too!

Did you like this story?

What is the main idea in the story?

Draw or write 3 events in order:

First,	Next,	Finally,

Make a prediction. What do you think will happen next?




© All Students Can Shine

Skill - Making Predictions

Name: _____

Predicting

Look at the pictures on the left. Then, draw a picture and write about what you predict will happen next!

www.HaveFunTeaching.com

SKIMMING AND SCANNING



You are spending your holidays in the grand city of Rome. You saw a notice outside a travel agency of a tour of the country.



Want to see and feel the Italian life on a scooter? Come and join our tour, with a five percent discount! It is the best way to live "la vita a bella".

Date: every Monday and Wednesday
Time: from 7:00 am to 9:00 pm
Places: Vatican, Trevi Fountain, The Colosseum, Pisa, Florence, Venice, Roman museums and churches
Price: 500 euros for adults and 200 euros for children below ten years, with food and entrance fees
Highlights: -best English speaking Italian guide -wine tasting and pizza eating
-gondola ride in Venice -free scooters to use
Bookings and info: tel. no. 392477411287 (Luigi) email: ciao@itscail.it
website: www.scooteritaly.com