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GUAYAQUIL**

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**LANGUAGE SCHOOL**

**RESEARCH PROJECT:**

**APPLICATION OF CRITICAL THINKING STRATEGIES TO DEVELOP  
INFERENCEAL READING SKILLS IN STUDENTS OF 1<sup>ST</sup>  
BACCALAUREATE IN UNIDAD EDUCATIVA JOSE BENITO BENITEZ  
SAN ANDRES DURING THE SCHOOL YEAR 2017-2018**

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En mi calidad de Tutor del Proyecto de Investigación, nombrado por el Consejo Directivo de la Facultad de Educación- Carrera de Ciencias de la Educación mención Inglés.

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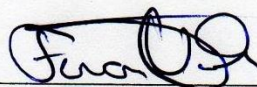
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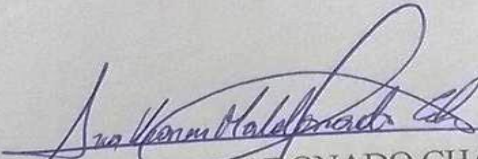
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ANA KAREN MALDONADO CHAUCA

Autor

## **DEDICATION**

It is my desire to dedicate this research project first of all to God because he gave me the life and permit me to be who I am. There are several special people that I dedicate this degree project and they are my dear parents Jhonny and Giny Aviles. Since I was a child they have taught me to be dedicated in all of my years of studies and fight for my dreams with faith.

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**NICOLE KATRINA AVILES TORRES**

## **DEDICATION**

It is my wish as a simple gesture of gratitude, to dedicate this research work, in first instance to my parents who with their example and training have made me a great woman and who permanently supported me with an encouraging spirit, contributing unconditionally to achieve the goals and proposed objectives.

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**ANA KAREN MALDONADO CHAUCA**

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**ANA KAREN MALDONADO CHAUCA**

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## **ABSTRACT**

The purpose of this research is to improve inferential reading skills through the application of different kinds of critical thinking strategies because mechanical, repetitive and lacking of reflection learning is a problem that students and teachers face nowadays. The first phase of the project involves previous analysis of the reading situation to evaluate the influence of critical thinking strategies on the inferential reading abilities of 1st baccalaureate students at Unidad Educativa Jose Benito Benitez San Andres during the school year 2017-2018. After the analysis the next phase was the selection of accurate methodology that implies the practice of their mental abilities, open spaces for training and the development of thinking skills through the practice of inferential reading that involves how to infer, predict, justify and hypothesis their answers. The final results of this study show the great influence that the independent variable had on the dependent one confirming the hypothesis made at the beginning of this investigation.

**Key words:** Inferential, Critical thinking, predict, hypothesis, skills



## INTRODUCTION

This introductory chapter describes the main problem that students come up with Inferential Reading. The ability to read and understand written texts occupies a prominent place in Teaching - learning of foreign languages. At Unidad Educativa Jose Benito Benitez San Andres students of first baccalaureate lack of comprehension skills and the understanding of meanings from different texts in English. Due to the facts that students are unable to justify and hypothesize their responses in a second language. Based upon this struggle, the learner deals with it, so it is important to apply the precise strategies to develop effectiveness in their learning of comprehension.

The purpose of this thesis is to state the importance that it is to acquire knowledge in critical thinking on young learners. Furthermore, in order to have students learn the exact way to infer it is essential they know locating evidence from using context to supply meaning, follow a sequence, identify the main idea and conclusion of a text which will help them become a better reader. This investigation is divided into four chapters: Chapter two discusses in more detail about the methodology used as metacognition strategies which is considered as “thinking about thinking” that improves the learner’s abilities in reading comprehension. Chapter three outlines the results and findings of the analysis of the data that was obtained through the instruments. Finally, in chapter four it describes the impact that the proposed project caused on students.

## **1. THE RESEARCH PROBLEM**

### **1.1. Background of the Problem**

The predominantly mechanical, repetitive and lacking of reflection learning, unfortunately is a very common obstacle to find in a classroom, and taking into consideration specifically reading, the problem is even bigger. Students of higher levels constantly face comprehension difficulties in a text when the answers to their questions are not exposed explicitly.

Fundamental skills like mathematical-logical reasoning and verbal-logical reasoning are left aside at the time of elaborating a class plan by the need to accomplish the curriculum proposed by the Ministry of Education or simply with the eagerness to fill the textbooks, what produces that we have memoirists students, poor of creativity and unable to defend a hypothesis based on solid arguments.

The minimum of critical thinking and autonomous learning observed in the students of first baccalaureate of Unidad Educativa Jose Benito Benitez San Andres does not allow them to understand in depth, the information implicit in a text and to elaborate judgments based on criteria from clues or previous experiences. It also was observed the minimum of vocabulary but especially ignorance of strategies of inferential reading comprehension, and it is what motivates this project.

### **1.2. Statement of the Problem**

How do critical thinking strategies influence on the development of inferential reading skills in students of 1<sup>st</sup> baccalaureate in Unidad Educativa Jose Benito Benitez San Andres during the school year 2017-2018 ?

### **1.3. Systematization of the Problem**

- What are the effects of low school performance on the basic level of reading or also referential reading?
- What are the advantages of critical thinking strategies aimed at improving the ability to draw conclusions?
- In what way does the prior acquisition of the level of literal reading comprehension influence the achievement of the level of inferential reading?
- What external aspects positively and negatively influence inferential reading comprehension?
- What have been the results obtained in the field of inference prior to the application of critical thinking strategies?

### **1.4. Broad Objective**

To evaluate the influence of critical thinking strategies on the inferential reading abilities of 1<sup>st</sup> baccalaureate students at Unidad Educativa Jose Benito Benitez San Andres during the school year 2017-2018.

### **1.5. Specific Objectives**

1. To diagnose the inferential skills of the students through a test.
2. To apply inferential levels to achieve a comprehensive reading of explanatory and argumentative texts.
3. To change inferential thinking into a strategy of self-regulated and autonomous reading comprehension, through the exercise of mental operations involved with inference.



4. To construct a systematic work of inferential training, with exercises that allow promoting thinking in a sequential way (step by step), according to the inferential requirements of each level of difficulty, related to the structural levels of the text.
5. To determine the positive results of teaching inferential reading using critical thinking strategies.
6. To implement strategies that enhance the capacity for argumentation, so that students reach the critical reading level.

### **1.6. Significance or Justification of the Study**

The level of critical thinking and reading comprehension in inferential level in the students of 1st baccalaureate at Unidad Educativa Jose Benito Benitez San Andres is minimum, it is sufficient reason to investigate the root of the problem and try to find a solution.

As is generally known, the admission exams to the universities of Ecuador become increasingly complex and require the students to have the ability to analyze and solve exercises of mathematical logical reasoning, verbal logic reasoning and that they show the total comprehension of a text in its three different levels: Referential, inferential and critical. As an educational institution and research teachers, it is mandatory to develop and implement strategies aimed at academic excellence and to contribute to the professional development of the students.

The low performance of Ecuadorian bachelors in the standardized tests applied by the Ministry of Education year after year, allows teachers to think that it is urgent to develop this type of research aimed at strengthening the weaknesses presented by young students of the baccalaureate in general and specifically the 1st baccalaureate at Unidad

Educativa Jose Benito Benitez San Andres, and from this research the investigators develop strategies that improve the levels of critical and inferential reading comprehension.

The purpose of this research is to establish the relationship between the study variables; The strategies of critical thinking and its influence on the development of reading in inferential level and starting from this relationship strategies are establish to improve their level of reading understanding, the ability to create hypotheses and defend arguments Through the use of metacognitive strategies which comprise the capacity that has all readers to guide their own thoughts while reading, correcting errors of interpretation and understanding in a more fluid and efficient form ,oriented towards a long-term goal of academic excellence.

### **1.7. Scope and Delimitations of the Study**

This research project is carried out in Unidad Educativa Jose Benito Benito San Andres, located in Samanes 1 Mz 146 S 1-2, during the academic year 2017-2018 with students of 1st baccalaureate. Its main objective is improving the deductive, inductive and abductive ability applied to Inferential reading through the application of critical thinking strategies.

### **1.8. Hypothetical Approach**

The application of critical thinking strategies has positive effects on the inferential reading skills development in students of 1st baccalaureate at Unidad Educativa Jose Benito Benitez San Andres during the school year 2017-2018.

## **1.9. Identification of Variables**

- The independent variable of this research project is critical thinking strategies.
- The dependent variable, or the variable being affected by the independent variable, is inferential reading skills.

## 1.10. Operationalization of the Variables

Table 1

### Independent and Dependent Variables of Critical Thinking Strategies in First baccalaureate students

Variables	Definition	Indicators	Instruments
<b>Independent</b> Critical Thinking Strategies	<b>Critical thinking</b> is the ability to think clearly and rationally about what to do or what to believe.	The development of Reading comprehension in students of first baccalaureate by using referential, inferential and critical exercises in texts.	Evaluation forms (Pre-test) Observations (students) Critical thinking assignments
	<b>Strategies</b> are methods or plans that are used to achieve and accomplish a specific goal.	Evaluate the impact of Critical thinking strategies to improve comprehensive reading.	
<b>Dependent</b> Inferential Reading skills	<b>Inferential Reading</b> is the requirement of the reader to hypothesize based on the stated information, its intuition and personal experiences.	Select the appropriate material to develop inference skills in students. Analyze the right texts to improve the activation of prior knowledge and predictions.	Post-test (students) Surveys
	<b>Skill</b> is an ability or capacity acquired through one's knowledge, practice and aptitude through the development of activities.		

Note: This table represents data about the independent and dependent variables in this research project that will apply critical thinking strategies to develop inferential reading skills in students of first baccalaureate.

## **2. RESEARCH THEORETICAL FOUNDATIONS**

### **2.1. Theoretical Review**

This chapter starts with the theoretical framework of the study about what is critical thinking, the development of critical thinking, importance and benefits of critical thinking skills, enhancing critical thinking in foreign learners, inference, types of inferences, strategies for inferential reading, metacognitive behavior, environment and strategies to improve inferential reading comprehension.

Critical thinking is defined as an ability or mental process to think clearly and analyze information that is produced by observing a specific evidence. It is important that learners develop this skill that will help them deal with everyday situations with greater ease and responsibility (board, 2017) defines this as a specific strategy to apply with students.

Teachers must find the appropriate strategies so that learners can improve this skill at an early stage as in their elementary and high school years because if they do not acquire critical thinking they will struggle in reading comprehension. One of the ways that students can get motivated is by encouraging them to build their self - awareness to think critically about their own learning in a second language.

Building self – awareness in students is not easy because every learner has their own learning style but with strategies as metacognition which is thinking about your thinking it will allow to think precisely, predict and recognize any kind of texts and learners will become better critical thinkers.

Taking into account that the research topic is based on critical thinking strategies and their application in inferential reading, it is necessary to address each of these terms from the conceptualization of different authors. It is important to talk about thinking as the cognitive task that allows us to interpret and solve problems, taking into account the knowledge we have and those that are acquired, between general and particular notions, between the abstract and concrete, between science and knowledge popular.

... a thoughtful and thoughtful, oriented on what to think and what to do. Requires carry out actions such as the following: judge the credibility of the sources, identify the conclusions, reasons and assumptions, judge the quality of an argument including the acceptance of their reasons, assumptions and evidence, develop a position independently about an issue, ask appropriate clarifying questions, plan and design experiments, define terms appropriately for the context, have an opening mentally, try to be well informed and draw conclusions carefully and when have the evidence to do it. (Tamayo, 2011)

Therefore the actions mentioned by Ennis, are related to the skills that every subject must develop to solve certain situations experienced at any time and space, hence the importance of being clear about what critical thinking is, since it is a key element within of this investigation. It can be deduced the importance that this one has in the autonomous learning, where the student is the protagonist of his formation, confronting the theory with the reality in which he lives to have the capacity to transform it. When the learner can self-evaluate, reflect, justify, value, argue, defend their ideas and their actions, analyze those that favor their well-being and that of others, in this way they achieve certain paths for the solution of their own situations and the



group's which is part, then it can be asserted that that student is making use of critical thinking.

In the previous framework of assumptions of the present investigation, we must address the operation of The inference in the reading is tied essentially to the nonvisual information, it can be established that the inference can be considered as a fundamental strategy, an authentic key of the reading and deserves an adequate conceptual elucidation.

...the inferences allow to cover the gaps that abound in the surface of the text, since the authors when producing their texts play with a large amount of information that is taken for granted. In the practical functioning of reading, we work with presuppositions, implicit, underlying messages. In this sense, inferences are mechanisms that establish and settle the coherence of the text. (Miguel Gerardo Inga Arias, 2015)

## **2.2. Theoretical Framework**

The main purpose of this research project is to improve inferential reading skills of students through the application of critical thinking strategies. This relationship between inferential reading skills and critical thinking strategies will help students to associate non-explicit information with previous experiences. This investigation brings together the study of two variables of vital importance in the development of students' capacity for analysis and in their ability to construct hypotheses.

Inference and the development of critical thinking favor intellectual development and autonomous learning in a changing and full of opportunities world for those who have the capacity to take them, allowing students to understand in greater depth the growing information available in society, analyze it, discover its meaning, evaluate its accuracy, relevance or validity, and make judgments based on criteria based on the reading of texts and contexts. To understand, it is necessary to develop several mental skills or use different cognitive strategies, such as: sampling, that allows selecting meaningful information and constructing meaning, predicting anticipating what the writing will say, providing previous knowledge to make hypotheses and making inferences to understand what is recommended, deduce the verifiable data, develop a significance, check and self- correct to check whether what was anticipated and inferred is right, and so on.

### **2.2.1 The Development of Critical Thinking**

Nowadays the teacher's main goal to be developed in students is critical thinking, but for that learners must pass by several steps in order to acquire this skill. That is, most teachers are unaware of the levels of intellectual development that people go through as they improve as thinkers (Elder & Paul , 2010). This means that in order

to achieve this ability that most students do not have at the moment of analyzing a text in a second language teachers need to recognize that critical thinking develops through different stages.

Furthermore, to develop this skill it is important that learners pass through the stages of critical thinking development illustrated by the psychologists (Elder & Paul, 2016) which are described as it follows:

1. The “Unreflective Thinker” they are unaware of thinking and are unable to fix problems, they lack the ability of being metacognitive.
2. The “Challenged Thinker” these kind of thinkers have learned to become more aware that in problem thinking and logic can cause problems if they do not have the enough effort in productive thinking.
3. The “Beginning Thinker” they are aware of the need to evaluate and improve by self- monitoring their thinking.
4. The “Practicing Thinker” these learner have developed an awareness about his or her thinking, understanding and reasoning basic elements as their beliefs, opinions and conclusions.
5. The “Advanced Thinker” these kind of thinkers have actively developed good ways of their own thinking and developed understanding through their feelings, desires and thoughts.

In addition to this, considering the following features and characteristics in the development of critical thinking it is vital that learners pass by these stages that at the beginning they struggle with of the lack of comprehension, but by applying the precise steps they will acquire the ability to think critically.

### **2.2.2 Importance and Benefits of Critical Thinking Skills**

Critical thinking and its importance in teaching will help students achieve higher levels of studies and create in them awareness of the significance of this skill. According to this it is important that critical thinkers have in mind what critical thinking involves as well as applying, conceptualizing, analyzing, observing and gathering information to take essential decisions and actions.

“What students often learn well that school is a place to repeat back what the teacher or textbook said blocks them from thinking seriously about what they are learning” (Steele, 1992). This idea defines the reality that teachers are facing nowadays in school with students who repeat what they listen from their teacher or talk about the same information on the book, instead of expressing themselves what was understood from the text with simple words.

Furthermore, based on the environment that surrounds the learners it is important to name benefits about critical thinking skills (Alwali, 2011) states the following vitally important:

1. Improved attention and observation.
2. Knowledge of how to get your own point across more easily.
3. Skills of analysis that you can choose to apply in a variety of situations.
4. Higher test score on class and standardized tests.
5. Improved student understanding of their own thought process.
6. Improved student ability to transfer learned content skills to new applications.
7. Skilled decision making and problem solving.

8. Intelligent choices in human relationships.
9. Skilled civic and personal choices.
10. How to write different level questions in three areas; Knowledge, Comprehension and Application

In addition to this, at the time that learners reach in becoming critical thinkers teachers will notice the importance that critical thinking is and that it will lead into students great results during their lifetime.

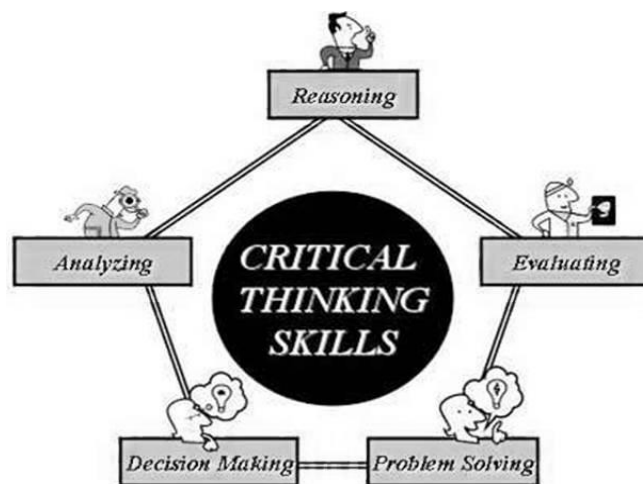


Figure 1. Stages of Critical Thinking (Islam, 2015)

### 2.2.3 Enhancing Critical Thinking in Foreign Learners

Today is important that students learn in school English as a foreign language (EFL) and at the same time foster language learners to be critical thinkers. By this, teaching EFL to students is a challenge and teachers must achieve the objectives desired and proposed. Developing critical thinking in first baccalaureate learners will expand their learning experience and make them think that learning a new language is meaningful.

On the other hand, learners become more proficient in learning a language when they are motivated and taught the methods in demonstrating critical thinking with the supports of their ideas and logical details. Although those learners who have developed critical thinking skills are more capable of doing activities rather than the ones that may not be capable, teachers must achieve goals in those students who still do not have the ability to think critically.

Enhancing critical thinking to students by using materials has a significant effect on the way of learning and trying to learn (Shirkhani, S & Fahim, M. , 2011). Due to this the authenticity of materials is the fundamental cause to make an appropriate material to promote critical thinking in class. Teachers by using the precise activity students will observe meaningfulness in the materials and they will feel encouraged, motivated and gain a deep understanding of the content with the effort of their own learning.

In other words, the kind of activities teachers use in order to present and teach it is essential that the materials are interesting to promote critical thinking in students. For instance, by using the techniques as questioning, dialogues, collaborative learning and content- based teaching (Stoller, 2002) will permit students to support the development of critical thinking inside and outside the classroom.

#### **2.2.4 What is Inferential Reading?**

The word inferential means to draw conclusions on inferring in particular text what does it mean or predict what might happen. Inferential reading builds on facts in texts that learners use predictions using evidences in a text, recognize sequence of events and specific information as main characters, setting and plot. This will allow



students to become more reflective and to be able to make inferences of interpreting new information.

Inferential reading is defined as an ability to read beyond the words. This skill requires that readers use previous knowledge, perception, and imagination in order to make hypothesis of it and helps students to make links among their personal experiences and the ability to comprehend a text. As students develop this skill that is being taught they learn to understand characters and make connections from one another, explain sequence of events, recognize the author's point of view and make conclusions of the text in their own words.

According to (Valentine, Rosmalina,& Hayati, 2015), "reading is defined as the activity of somebody who reads". Reading is known as one of the most important skills that not only a student needs to develop but that every human being must need to intensify knowledge and have an open mind to express what he or she infers. By reading, learners acquire a very valuable source of information which improves their comprehension in order to create ideas and solve problems.

In other words, the principal purpose of inferential reading is that learners from first baccalaureate acquire comprehension skills and expand their knowledge and experience by communicating ideas in a second language.

As a matter of fact, (Beers, 2003) stated, "An inference is the ability to connect what is in the text with what is in the mind to create an educated guess." In other words inference is a skill that is developed in the mind that allows a reader to read and then interpret with simple words what they infer from the text. Several students are unable to infer because they do not know how to or they are probably fearful to express their thoughts in a second language.

On the whole, (Keene & Zimmermann , 1997) defined, “when we read, we stretch the limits of the literal text by folding our experience and belief into the literal meanings in the text, creating a new interpretation, and inference.” According to this, every time a student reads any kind of lecture his or her thoughts and imagination take over and they compare, interpret and define with his or her own experiences in life what had been infer from the text read.

### **2.2.5 What are Inferences?**

It could be also said that, an inference is an assumption that applies logic reasoning to an evidence that has been observed while reading. This means that in everyday activities students are inferring without consciously knowing it. For instance, when they are observing that the teacher sends an activity to do in class they infer that they must do it because it will be scored. By this learners are already learning how to infer from the low grades until they reach high school.

To make an inference is not guessing, it is to create a conclusion. When students infer they need to make a judgment based on the observation and it has to be supported by details which they can express with their own words.

Inferential thinking is often called “reading between the lines” (Preszler, 2006) which means when students find for meaning that are intentional but that are not directly stated on the text. By this teachers are allowing students to set off their intellectual thinking and produce points of view about what they are learning during the class and also figuring out ways to discover new information.

As a result, inferring involves high thinking skills which for students it is a difficult skill for them. Although they have not developed the ability to infer, it is the teacher’s responsibility to search for the appropriate strategies to teach inference in

reading. In inferential thinking skills the reader has to associate clues from a text with their own background knowledge in order to come up with deductions. In this case learners convert into investigators looking up for clues that the author has given in the text.

As (Pearson, Roehler , Dole , & Duffy, 1990) define, "Inference is the heart of the comprehension process." This means that inside a reading comprehension student will always have to infer because inference is the core or the “main part” to comprehend something and it is a procedure which learners have to pass through in order to turn into good critical thinkers. Furthermore, a skilled reader needs to understand a text to clearly convey their own knowledge and define it in simple words.

To sum up, inferences is a natural process that serves to deduce the implicit information of a text. To operate with inferences, it is vital that the reader establish patterns of interpretation and have sufficient information of it. For this, it is very important to understand very well the data provided by the text, from which students can come up with conclusions.

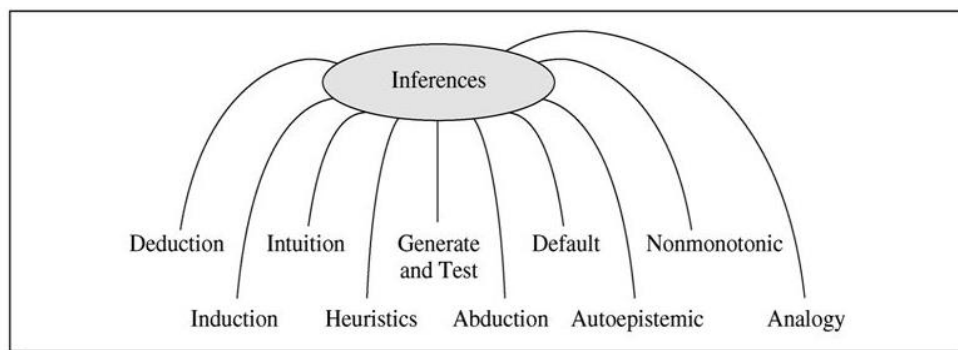
### **2.2.6 Types of Inferences**

(Keene & Zimmermann , 1997) stated that learning how to infer will benefit students to improve comprehension. The reason to this is the interaction that readers have within a text that allows them to remember and apply their knowledge in their lifetime. Inferential skills help learners how to think critically and ask themselves about what they have just read. This skill assists students to reflect upon their reading and they will be able to make inferences.

To develop this activity it is important to understand that the previous knowledge that learners have affects on their inferences, on personal assumptions and from

inferences drawn from facts. For this reason it is vital that students develop active reading and listening which is based on information that the writer has supplied and that requires a student to make inferences. (Butte College, 2016)

In like manner, the previous mentioned points describe that inferences can be affected by background awareness, but for that students as they read draw on meaningful learning and use their prior knowledge to contribute with assumptions or conclusions. For this reason there are many kinds of types of inferences but the main ones that are carried on this research with students of first baccalaureate is deduction, induction and abduction.



*Figure 2. Types of inferences (Morton, 2015)*

For example, according to the type of inferences that exists (Beers, 2003) lists how skilled readers make different types of inferences even though certain students who struggle on making inference do not know how to be specific or express their ideas easily.

Below this list presents the types of inferences (Beers, 2003) define the following:

1. To recognize the backgrounds for pronouns as well as searching for details and figure out how to connect them to the story.

2. To figure unknown words from clues that is on context as drawing conclusions of the meaning.
3. To understand intonation of the words from the characters as the tone, mood and expression to interpret them.
4. To identify beliefs and personalities in characters and infer through their traits as what they said, did or thought during the story.
5. To understand the relationship between a character and another. This means that learners recognize similarities and differences in each one of the characters.
6. To provide precise details with words in context to explain the setting.
7. To provide descriptions of events in the text as describing the sequence in a chronological order.
8. To understand the authors point of view which means to search for clues that express how the author feels.
9. To narrate the text with their own experience. This means that learners describe his or her background knowledge with daily life events.
10. To suggest conclusions with facts from the text. By this students infer with details based on evidence found in the story.

To put it differently, to reason is a process in which the existing knowledge uses conclusions, explanations and predictions to construct something that is logical. As it was stated above by (Beers, 2003) students will be able to recognize, figure out clues, understand and make conclusions by following the stages of the types of inferences. The following methods that will be explained are deductive, inductive and abductive approaches that are used in making inferences.

For instance, deductive reasoning begins with an assertion of a rule that proceeds from a specific conclusion. This kind of reasoning moves from an overall rule to a precise application as if a statement is true the conclusion has to be the same. The term deduction applies in two specific contexts and differentiated from each other. On the one hand, in philosophy and logic, a deduction is a conclusion or inference which is reached through the implementation of a method of reasoning which will proceed from general concepts or universal principles to attain at to decisions.

Likewise, induction plays a large role in the development of learning. Induction goes from the particular to the general idea. Learners use the inductive method when from an observation of a particular fact they obtain general propositions which establish an overall of the study and make analysis of what was observed. Inductive thinking is a modality of non-deductive reasoning that consists in obtaining general conclusions from evidences containing particular data.

An abductive reasoning is a type of reasoning that from the description of a fact or phenomenon it reaches to a hypothesis, which explains the possible reasons or causes of the fact that were obtained during the text. In conclusion, these three types of inferences will allow students to produce their own knowledge based on evidences.

### **2.2.7 SQ3R Method**

To start talking about the improvement of inferential skills it is necessary to take into account as a central point the development of various techniques that will take us to fulfill our main commitment. Within these strategies we meet the method SQ3R. SQ3R stands for Survey, Questions, Read, Recite, and Review. It is a proven technique to sharpen textbook reading skill. SQ3R helps make reading purposeful and meaningful, so that students can use their time most effectively. Reading any type of



text implies knowing how to correctly divide the information that presents in a conscious way so that pupils can relate what has been read with their previous knowledge to achieve the objective they have with reading in inferential level.

The general skills to achieve a good inferential reading comprehension are as follows:

- Ability to use a variable pace depending on the purpose and difficulty.
- Ability to understand main ideas or central thoughts of reading material.
- Ability to understand and retain details.
- Good general retention.
- Ability to appreciate the organization of the material.
- Ability to read critically and evaluatively.

Step one is SURVEY where the students get information by skimming the title of the reading text, the introduction, illustrations, pictures and captions. They then underline new words, and guess their meanings. In case of many paragraphs, students try to skim the heading and extract main points, which are subsequently developed. "This process should take only few minutes" (Robinson, 1941). It is about making a first overview of the whole text. Without dwelling on the details. The examination must be quick, looking only for general ideas based on the need to read the text. In this first step, key components of the text such as presentation, headings, bibliography, introduction and conclusions are quickly identified. Also, identify ideas and concepts that are relevant to understand the implicit message.

Step 2 is QUESTIONING, the reader has to find out what they are looking for by reading the text. The purpose of the reading and to do this will be asking questions about it. Questions favor learning because they convert what they read into something

with a special meaning to them. How can this text help me for the exam? Do I know the vocabulary? Questioning is a process to know the unknown. The more they question the more they will know. Robinson asserted, “This will arouse your curiosity and so increase comprehension” (Robinson, 1941, p. 29). At the stage of the questions, because a superficial reading of the text has already been carried out, significant reflections can be elaborated. Students can write some and leave a few lines to answer later. The more questions you ask, the deeper the understanding of the subject. This activity improves the organization of ideas, helps to determine the key aspects within the text, as well as to keep the mind focused on reading.

Step three is **READING** a text in depth to identify the main concepts, including the most difficult, and to understand them perfectly. “In this phase, the questions raised in the previous phase must be taken into account in order to find the answers to the questions "between the lines"” (Robinson, 1941). It is considered the longest stage of the study process, in which after deep reading the information is highlighted or marked in different ways: underline and number information, as well as use vertical lines, surround or mark with asterisks or other punctuation marks the main aspects. In addition, it is advisable to write reminder phrases, definitions or examples in order to locate the information and take advantage of this moment to reread the tables and graphs examined above in the first phase of the method.

Step 4 is to recite what has been read. “After reading, students close books and try to repeat and revise the answers to the questions in their own words. Students can skim again and repeat what they have recited. The reader should take brief notes with headings and subheadings while reading” (Robinson, 1941). About 50% of the reading is forgotten after finishing it (or more) and over the course of time we are losing

information. Repeat with your own words Read material helps with retention. During this phase it is important for the students to make their own text, with this we refer to the ability of the student to paraphrase or put in their own words the text read

And finally step five is REVIEW. Once completed the previous four steps of the process, the reader should be left with a clear understanding of the subject and a guide that summarizes the exhaustive study that they performed on more important information of the text. It is important for the student to re-read the additional questions, answers, and annotations they made, to use as a guide to retain the information they have learned. This should be done immediately after recapitulating and pronouncing the information several times for the purpose of keeping it in their mind.

(Artis, 2008, p. 133)States the significance and usefulness of SQ3R as: “Because students can independently learn the basics of the course via reading, it reduces the need for instructor monologues (passive learning) to cover that information”. In addition to these phases, a critical reading of the text should be considered. Being critical of what you are reading helps you understand it better and remember it later. It is about the student to draw their own conclusions and contrast this with their own thoughts about it. Read, think, read, think. This way they will be able to fix the information in memory and not only that, but it will help you to later retrieve the information.

### **2.2.8 The Think Aloud Method**

The think aloud method is about obtaining a verbalization of the strategy or method of solution of the task employed by the subject while facing it. In other words, it is a dialogue with oneself about the process you are following to learn or perform a particular task. “Think-aloud instruction is highly effective in helping students acquire a broad range of strategies to enhance understanding of text and to deal with

comprehension difficulties". "Think-aloud" (Beth, 1983). Thinking aloud is a strategy that helps students to tackle a learning task, whether developing a new topic, or reading the learning material. According to this strategy, the teacher must make visible the invisible (his thoughts), offer evidence of ideas, knowledge and own experiences that come to mind when he hears the title, comments on the subject, the name of the author, etc. .

While the teacher is thinking aloud what the subject or text elicits, he is asking questions that help the students to think aloud, verbalizing their ideas and previous knowledge, preparing for a more meaningful learning. At the point when the educator stops reading a part of a text, and reflects so anyone might hear pondering about what he is reading, or raising an inference from what he has perused to better comprehend the content, and offers his reasoning with his pupils, is helping them to find the mysterious feeling of what it is to understand. It is sad, but numerous students don't know about the mental movement that involves reading. They believe that understanding emerges mysteriously from the mechanical reading of the content.

It is in this manner, basic that the student discover that keeping in mind the end goal to comprehend it is important to stir the voice of their minds, to have the capacity to participate in a dynamic and persistent discussion with the text and with themselves. Think aloud strategy is divided in three stages: planning, monitoring and evaluating (before reading, during reading and after reading) and it's important to analyze which strategies to implement for each stage because it will be vital at the time to develop inferential reading skills.

## **Activate Prior Knowledge**

During the planning stage, teachers must activate prior knowledge known also as schema or just plain experience. The importance of recognizing and activating prior knowledge originates from schema theory (Leahey, 1998). (Mayer, 2002) states that a schema is: "The general structure of the reader's knowledge that serves to select and organize the new information in an integrated and meaningful framework ". If we start from a conception of the reader process as a simultaneous process of extraction and construction of meaning of language which is possible through the transaction between the experiences and knowledge of the reader with written text (Rosenblatt, 1978) ,it is logical to think that the quality of the representation of a text depends on a very high percentage of the quality of the previous knowledge that the reader activates during the reading process. The previously mentioned studies show us the importance of activating previous knowledge. To do this, students may use questions similar to the following: How does this text relate to others I have already read and deal with the same theme, present similarities, reveal inconsistencies? What do I know about this subject?

Reflect on what they already know about the text and predict textual information, such as for example, that will happen to a character, from the title and the illustrations, is a strategy that facilitates reading comprehension. The activation of one or other prior knowledge determines one or more predictions. (Leahey, 1998) Therefore it is relevant to teach the students to activate prior knowledge with the written text. In the same way, to provoke that the students generate questions of which they would like getting a response greatly facilitates reading comprehension. "Predictions or predictive inferences and generation of questions facilitate a greater involvement of the reader during the reading of the text, improving the performance in reading comprehension and recall, whether or not these pre-reading actions are performed correctly or not"

(Schmitt, 1990). It is imperative to successfully overcome the prediction phase since it is at this stage where the students begin to generate a brainstorming of previous experiences or previously read texts.

### **2.2.9 Making Connections**

In the developing of inferential skills is vital that students learn to make logical connections during the process of reading the text. (Zimmerman, "Mosaic of Thought", 1997) State that students understand much better when they make different kinds of connections:

- Text-to-self
- Text-to-text
- Text-to-world

**Text-to-self connections:** Connections are profoundly individual associations that a reader makes between a bit of perusing material and the reader's own experiences or life. A case of a text to-self association may be, "This story helps me to remember an excursion we took to my granddad's ranch." Some of the time when reading, readers are helped to remember different things that they have read, different books by a similar writer, stories from a comparative sort, or maybe on a similar subject. These sorts of associations are text to-text connections. Readers pick up understanding amid reading by pondering how the data they are perusing interfaces with other recognizable content. "This character has a similar issue that I read about in a story a year ago," would be a case of a text to- text association.

Suggested Questions:

What does this story remind me of?

How is it like something I've lived?

How is it different?

Has something different happened to me?

Has something happened to me?

Is similar to what happens to ... in the story?

**Text-to-world connections:** Text-to-world connections are in simple words the relationship that we shape between what exists in the condition that encompasses us and the text that we are reading. Every scholarly investigation means to be a commitment to the world sharing the learning gained through research in from the sciences to the humanities. It is imperative that when perusing a scholastic content we can have the capacity to recognize the estimation of that review/work for the group, accordingly, as you read, reflect: What is the investigation of this examination? Which people group is genuinely benefited/influenced by this new information? What is the effect of this exploration/hypothesis/work in the system of learning that is produced in this discipline?

Text to world connections are the biggest associations that a reader conveys to a reading circumstance. People as a whole have thoughts regarding how the world works that goes a long ways past our very own experiences. We find out about things through TV, films, magazines, and daily papers. Frequently it is the content to-world associations that instructors are endeavoring to improve when they educate lessons in science, social studies, and writing. A case of a text to-world association would be the point at which a reader says: "I saw a program on television that talked about things described in this article" (Tovani, 2000).

**Text-to-Text connections:** the text-to-text connections are the ones that make it possible for the student to remember when reading an article or book that he or she has already read from the same author or about the same topic / area / discipline / theory, etc. Student Checks the author's name to connect with other texts that student knows or has heard and searches for keywords as he reads the text and activates knowledge acquired from other texts.

In the field of inferences, establishing connections is very important because it allows us to establish existing relationships, either with oneself, with the text or with the world, and from that, draw conclusions, read between lines, deduce and abduct ideas to from a text but above all start to create hypothesis with high level of argumentation developing in turn the critical thinking of the adolescent students, which as mentioned above, should be motivated to improve.

#### **2.2.10 Re-read and Paraphrasing**

**Re-Reading:** Rereading a confusing part of the text is a proper correction strategy when the reader is aware of some misunderstanding. Doing so is appropriate for schoolchildren since in some cases the failures of comprehension are due to loss of attention or jumps between lines. At this time it is opportune to teach the students to review the questions, inferences and predictions made before reading and during reading, using it all the information in the text. They must also learn to verify their degree of satisfaction with the purpose that they established before beginning the reading, as well as reflect for assess the level of understanding they feel they have achieved. (Schmitt, 1990).

**Paraphrasing:** Paraphrasing is a valuable procedure for understanding complex data for the reader; this data in their own words, with the end goal of simplify it, facilitate



retention and procedures of linkage with past or back propositions. The ability to paraphrase helps improve comprehension and retention of a text. This technique serves to verify what they have understood and helps them in their ability to summarize and make inferences, because they must translate the author's thinking in a personal way: using their own vocabulary and syntax. The use of an own language allows to observe the level of appropriation of the meaning of the text read. As posed by (McNeil, 1984):

The more deeply a text is processed-in terms of constructing a mental model of it-the better it will be understood; one way of recognizing the depth of processing is the reader's ability to evoke through a paraphrase and not through a reproduction that attempts to be literal.

By paraphrasing a text, the reader must focus on the most important aspects of the information contained in it. Paraphrasing, apparently, is a simple strategy; however, in order to correctly paraphrase the content of a text, the reader should:

- Understand the text.
- Identify and extract important information.
- Use words, phrases and sentences equivalent in meaning to the information detected as relevant.
- Reorganize or restructure, globally, the content of the text.
- Provide a personal account of your content, either orally or in writing.

As can be seen from the above steps, it is very important that the reader understands the text. This is the first step. No one can explain in his own words something he has not understood. The use of paraphrase as a strategy of elaboration constitutes a form of enrichment of the language. If one should use vocabulary, phrases, and sentences equivalent in meaning to the one used in the original text, he is likely to be forced to

seek and use other vocabulary, phrases, and sentences other than those in the text. Paraphrasing as a strategy of critical thinking applied to inferential reading is vital in the development of inferential skills since the student in his role as a reader, at the time of paraphrasing a text must demonstrate to have reached the first level of reading and the most basic of all that is the reference or literal reading. When the reader demonstrates having no problem understanding what a text says literally is then where students begin as a starting point to elaborate hypotheses and solutions to a text without having to find the explicit answers in the text.

### **2.2.11 Summarizing**

Summarizing is a standout amongst the most essential and key exercises inside the examination. The dynamic is utilized to synthesize the substance of a content that is then to be remarked or contemplated. It encourages the best investigation of the lesson and its pressure and thus encourages focus while considering. They ought to be done in the wake of having made the underlining and have perused the subject, lesson or content systematically. It ought to be managed without thinking back, to the degree conceivable, what has been perused. This synopsis ought to be brief yet entire, with the essential thoughts and utilizing the possess vocabulary and method for organizing the sentences. In order to master this technique, exercises of the following type must be performed:

- Analysis and written commentary of texts.
- Readings stopped.
- Summaries of texts from the underlined.
- It is advisable to read the summary again

At the moment of summarizing as it was with the strategy of paraphrasing, it is understood the total understanding of a text in its literal form which allows us to advance to the next level of comprehension in an easier way. By taking out the most important ideas of a text, highlighting key words and making own contributions in reading, we are taking a decisive step towards our final purpose that is to draw conclusions and formulate hypotheses that are the answers to certain questions that are not framed in a textual and implicit way. The ability to summarize is only achieved with the implementation of certain particular strategies that lead us to synthesize in fewer words the most essential of a text.

#### **2.2.12 The Scenario Analysis Method**

In this strategy, the teacher presents a fictional or real story and asks the students to imagine that they are the main character. First, the students are asked to create a list of the assumptions of the main character. Second, they are asked which of these assumptions can be verified by research or inquiry. Lastly, they are asked to give an alternate view of the scenario based on issues that the main character has not taken into consideration. In this strategy, the student becomes aware of their biases and prejudgments and also delves into their ability to be empathetic in order to build their emotional quotient (Brookfield, 2011).

Suggested Activities:

**Guided Discussions:** It consists of an exchange of ideas and opinions among the members of a relatively small group, about a specific theme with a method and structure in which the formal communication and the spontaneous expressions of the participants are mixed. Small groups of people are formed in order to exchange experiences, ideas, opinions and knowledge in order to solve a problem or situation of conflict, make

decisions, look for data or simply acquire knowledge by taking advantage of the contributions of the participants.

The guided discussion allows the students to express their different points of view and to show their respective hypotheses, as well as to support and defend them through the debate that has the teacher's mediation. When this exchange of arguments is carried out, teachers develop in students the ability to defend their thesis and expose how they came to a conclusion with implicit clues in the text and putting into practice the association with previous knowledge and making logical connections. This strategy motivates the critical thinking of the students and makes them able to reach a higher level of understanding that can only be achieved with the correct teacher's guide focused on optimizing the thinking skills that exist in every human being and that are indispensable to at the moment of referring to the inferential reading.

#### Role Plays

Role playing/simulation clearly promotes effective interpersonal relations and social transactions among participants. "In order for a simulation to occur the participants must accept the duties and responsibilities of their roles and functions, and do the best they can in the situation in which they find themselves" (Jones, 1989). In order to develop good performances students must put in action their social abilities.

"Playing" provides new ways to explore the reality and different strategies to operate on it. Favors a space for the spontaneous, in a world where most things are regulated. The games allow the group (students) to discover new facets of your imagination, think of numerous alternatives for a different modes and styles of thinking, and change of behavior that is enriched and diversified in the exchange group.

However, in the educational context and for the application of the role play it is indispensable for students to know how to properly use this tool taking into consideration different aspects.

For example, the content of the problem, the solutions to the problem, the feelings of those who are acting and the action itself contribute equally to that the students participate in the role play. Consequently, to be a prominent part of this experience, it is necessary to weave, so to speak, the concept of role, although maintaining it always in the forefront throughout all the activities that play a role. (Joyce, 2002)

At the simplest level, role play or role play deals with problems at through action, which are outlined, are represented to finally be discussed. Some students are actors and others are observers. For your development, one person puts himself in the place of another and then interacts with they are also playing different roles. Since the process generates empathy, understanding, anger and affection during interaction, role play, whether is well made, becomes a part of life itself. The essence of the role play is the commitment of both participants as observers in a real problematic situation, with the purpose of understand it to find a right solution. This process that takes place in the role play provides a living sample of human behavior which serves as a vehicle for students to:

- 1) Inquire in their feelings.
- 2) Achieve greater understanding and knowledge of their attitudes, values and Perceptions.
- 3) Develop skills and attitudes that make problem solving.

4) Study the contents of the subject in different ways.

In relation to the connection between role play and inferential reading it is said without a doubt that they are closely linked, since this strategy allows students to recreate different types of situations, which create a knowledge base that allows thinking with clarity when drawing conclusions. Role-play allows the student to establish different connections to those based on himself, in the text or in the world, but is able to establish connections with situations that he has not experienced but of which he has knowledge from his intervention as actors or spectators.

### **2.2.13 Prediction and Verification**

Prediction in a text is what the reader thinks he will find in it, the mental idea he builds on, for example, and the title of the work or the selected theme. Sometimes we can verify this prediction as we read the text, but on other occasions, our prediction is wrong, what we hoped to find does not appear and instead we discover a new story different from the imagined one. To make predictions the reader resorts to his linguistic and cultural reservoir and his previous schemes. According to (Palincsar, 1985)"they serve to propose a context and also directly involve the activation and use of prior knowledge."

It is prescribed when students read a book:

- Observe the title and delineation of the cover.
- Suggest the reader to discuss what is watched.
- Ask questions
- Suggest to see forward, let the reader envision what will happen.
- Encourage findings, make surmises considering new data.

- Do not hurry to give answers, give the reader time to think and give answers.

It is suggested that when the reader is fruitful in his expectation he is complimented or lauded, if his forecast is not right, he ought to be urged not to be considered as a mistake, nor should he be forced since this is a procedure, which must be in steady practice. The strategy of prediction and verification it serves in different moments of reading and is based on the indications that offer the different aspects of the textual structure as they are the titles, subtitle, keywords or design of the text. They allow you to formulate hypotheses (assuming in advance) about what the text reports and verify whether the assumptions are valid or not. It is also important to indicate that this strategy has support in several resources of visual supports such as: photographs, illustrations photos, caricatures, diagrams or concept maps, summary tables, acronyms, graphics, figures, symbols and so on.

In reading, the predictions are born from the questions that the reader makes regarding the text read, to anticipate what will happen. Check that these predictions are correct, support your understanding of the text and we call this verification. This strategy is directly linked to critical thinking and inferential reading, since at the moment of prediction, all acquired reading abilities are revealed and it is here that we mostly use our own experience or our prior knowledge of any situation.

To conclude this theoretical framework it is concluded that inferential reading is a level of reading that not all students are able to develop during their stay in high school, but with the application of appropriate strategies such as those mentioned above, we can develop in our students the ability to activate previous knowledge and experiences, to think aloud without fear of expressing what students think or feel about a particular subject, having done a previous analysis of the text and having made

connections of different types that finally lead us to reach the objective wanted, to formulate hypotheses and defend them with clear and intelligent arguments that demonstrate the knowledge acquired during the process of investigation and application of the aforementioned strategies of critical thinking that develop the inferential reading in adolescents of fifteen years of the first year of baccalaureate at Unidad Educativa Jose Benito Benitez San Andres.



### 2.3. Legal Framework

The legal bases that underpin our research project are: firstly, the Constitution of the Republic Section five where it deals specifically with the theme Education. With particular attention in article twenty-six .

La educación es un derecho de las personas a lo largo de su vida y un deber ineludible e inexcusable del Estado. Constituye un área prioritaria de la política pública y de la inversión estatal, garantía de la igualdad e inclusión social y condición indispensable para el buen vivir. Las personas, las familias y la sociedad tienen el derecho y la responsabilidad de participar en el proceso educativo. La educación pública será universal y laica en todos sus niveles, y gratuita hasta el tercer nivel de educación superior inclusive. (Constitucion de la Republica del Ecuador, 2008).

Conscious of the need for students to receive a quality education, this research project has been carried out in order to deepen the reading skills of young people, guaranteeing not only the right to the education with which they are born, but also to this one is of first level, with investigative character and according to the needs that present the students in this educational level. According to LOEI (Ley organica de educacion intercultural) in article two, talking about principles of education, literal u states:

Investigación, construcción y desarrollo permanente de conocimientos.- Se establece a la investigación, construcción y desarrollo permanente de conocimientos como garantía del fomento de la creatividad y de la producción de conocimientos, promoción de la investigación y la experimentación para la

innovación educativa y la formación científica; (Ley organica de educacion intercultural, 2011).

As mentioned before the development of knowledge on a permanent basis is clearly contemplated within the law and is one of the main purposes of this research, since through the application of study techniques mentioned in this document is clearly evident improvement and obtaining a new level of reading and forge the bases of critical thinking of the recipients of this study. Finally, in chapter three, that is related to students' rights and duties, article seven, literals a and b states:

Derechos.- Las y los estudiantes tienen los siguientes derechos:

- a. Ser actores fundamentales en el proceso educativo;
- b. Recibir una formación integral y científica, que contribuya al pleno desarrollo de su personalidad, capacidades y potencialidades, respetando sus derechos, libertades fundamentales y promoviendo la igualdad de género, la no discriminación, la valoración de las diversidades, la participación, autonomía y cooperación; (Ley organica de educacion intercultural, 2011).

The scientific basis of this project, contribute forcefully to the full capacity development and are designed to maximize the cognitive abilities of those who apply them. This research project is totally covered by the corresponding legal framework, and its function is to serve as a contribution to the academic development of the students who are the object of the research and of those who may in future use it

## **2.4. Conceptual Framework**

The purpose of this section is to present the conceptual framework of this research application of critical thinking strategies to develop inferential reading skills which will be employed by defining brief concepts that has been held on during the investigation and ensure.

### **2.4.1 Mental Process**

The mental process is the performance of the cognitive activity that affects the mental contents as the process of thinking and remembering. Mental processes are actions that are developed in the Central Nervous System with specific neuro-physiological structures which accomplishes precise functions. The mental process passes by three main categories that are: cognitive, affective and psychomotor.

Cognitive is the development of the construction of thoughts that includes the ability to remember, problem and decision making that is developed form childhood to adulthood. The affective development is the ability to express feelings and emotions which plays an important role in education as the creativity, problem solving and reasoning of the students. The psychomotor development is the changes of a student's cognitive, emotional and motor capacity that goes throughout their life.

As a matter of fact, mental process and critical thinking are linked together because they expand in students the ability to analyze, evaluate, argue, judge and produce new knowledge that helps them in the comprehension of reading texts.

### **2.4.2 Comprehension**

Comprehension is the main reason for reading. If students who are readers are able to read but if they do not understand what they are reading, they are actually not understanding anything at all. The goal to comprehend is to gain an overall understanding of what the text is describing and obtain a general meaning from words or sentences. Through comprehension learners develop mental models and representations of the meaning of the texts with ideas during the reading process.

In addition to this, comprehension is an active and interactive process that can occur before, during or after reading. By this for students to comprehend a text in reading is one of the most important pillars that they must develop during their lifetime of studies. The role of a teacher is that learners improve their reading abilities so they become good readers and be able to communicate and share ideas with others.

### **2.4.3 Self-Awareness**

Self-awareness is to have a clear and convincing perception of who that person is, what they want to do, how they do it by using their abilities. Self-awareness as a relation between intelligence and success. It helps learners to achieve their goals and increase their strengths and to improve on their weakness. This ability encourages students to think about their attitudes and behaviors and allow them to make positive changes.

For instance, self-awareness and critical thinking are linked together because when students are actively working they increase this ability and also their thinking process as to determine if something is true or false, to analyze facts and distinguish different types of situations. As students develop this ability of self-awareness they will have a meaningful direction toward the knowledge they are acquiring.

#### **2.4.4 Intellectual Development**

The term intellectual development in general refers to all about learning and how individuals organize their thoughts, mind and ideas. When a child is born into an environment they are surrounded by words and symbols which involve the skill of reading. This involves that students use their intellectual development in reading in order to recognize, interpret and understand the meaning of what is being read.

On the other hand, reading to students benefits them because they start to imagine and create visual images on their minds and increase their intellectual development. For this reason it is vitally important that from a young age students acquire this skill in school through different kind of critical thinking activities so that when they reach to high school they do not experiment difficulties in reading comprehension.

#### **2.4.5 Meaningful Learning**

Meaningful learning refers to making connections of what has already been learned or taught with engaging new knowledge or information. In order to help learners acquire meaningful learning prior knowledge has to be activated by asking simple questions or brainstorming ideas. This helps learners to take personal decisions and actions in the classroom and with their surroundings.

However, meaningful learning gains relevant awareness in students as to solve problems and establish appropriate situations. This type of learning associates in kids and adolescents to express their emotions, strengths and weaknesses and this is where teachers interfere to contribute and motivate to high expectations in them.

#### **2.4.6 Assumption**

An assumption is a statement that has been considered true but that there is no evidence or verification. Assumptions come from the outside world where no intervention of it is responsible. It is the process by which a link is established between two facts or situations without any restriction or limit. The assumption students make while reading a text may also be an anticipation or a prediction about what will or might happen.

Thereby, every time learners are inside and outside the classroom they are making assumptions. For example, when students are reading a story they make assumptions of what is going to happen because they are imagining and making predictions of it and by this teachers are developing in students to go beyond their imagination.

#### **2.4.7 Inferential Reading**

Inferential reading is the ability or process to comprehend any written information and to understand the meaning of a text. This skill requires the learner to combine ideas, to define conclusions, to infer and evaluate information which is based on what they already know and make judgments on the given information. This strategy is a good advantage for students to associate between their personal experience and the comprehension of a text.

Moreover, during this reading process it is important to let students flow in their understanding and focus on their reasoning of prior knowledge. This skill can be taught by using different reading materials as well as textbook, pictures, graphics, etc. As the reader develops the inferential reading skill they will be able to recognize characters,

provide main ideas, explain sequence of events, define details and conclusions by this they are learning to read more strategically.

#### **2.4.8 Predictions**

Prediction is an expression used to refer what is supposed or going to happen. A reader can predict something from scientific knowledge, hypothesis or clues. Prediction has to deal with an instinct of the person and it makes him or her think about the events that have been developed, but in many other cases it has to deal with developed senses of some people how can imagine and predicts situations that might happen in the future.

In this case, as a young reader is learning how to make predictions teachers can ask questions as “What do you think will happen?”, “Who do you think is the main character?”. By asking these simple questions to students teachers are developing to monitor their understanding of the reading and predicting events, if this is acquired in learners they are totally comprehending the story.

#### **2.4.9 Inferential Skills**

Inferential skills is an essential ability in the daily life of learners because it enables them to make meaning when something is not clear at all. This skill is one of the most important ones to have developed for the reason that it allows readers to learn new vocabulary words, to gain a deep understanding of the text, and to make inferences in reading.

Subsequently, developing inferences in learners is quiet a difficult task that students do not master because it requires them to go beyond in reading comprehension of a story. To teach inference in students it consists of modeling reading, showing them

to find clues, information and conclusions that will help them when answering question that involves comprehension.

#### **2.4.10 Literal Comprehension**

The main purpose of developing this skill is that students understand from a literal point of view the definition of unknown words, the content, the main idea and conflict of a written passage. Literal comprehension serves in students the capacity to monitor their knowledge while reading a story as retelling and summarizing with their own words which may seem a difficult task but not impossible.

Additionally, literal comprehension is the process of developing in learners to distinguish how to decode from a text, define relevant ideas, and express their thoughts in their own words. It is important that teachers teach students how to develop literal comprehension by giving them activities, asking questions, and brainstorming which will make learners become into excellent critical thinkers.

To sum up, this chapter explained on how to develop critical thinking by applying inferential reading skills in students of first baccalaureate which they have difficulties of understanding a simple text in English and making inferences of it. Teachers by using the appropriate strategies and methods will let students achieve and discover new abilities. Furthermore, chapter three will explain the results and findings on how the strategies applied of critical thinking to develop inferential reading skills resulted in students of first baccalaureate at Unidad Educativa Jose Benito Benitez San Andres.



### **3. RESEARCH METHODOLOGY**

#### **3.1. Type of Research Description**

This is a quantitative and qualitative study that fulfills all the parameters necessary to the development of educational research. It presents the following features: It is exploratory and descriptive.

It is exploratory because aims to give us an overview, of an approximate type, regarding the reading reality of the students of the first baccalaureate at Unidad Educativa Jose Benito Benitez San Andres. This research is carried out in a subject little explored within the Ecuadorian educational system. This exploratory feature study serves to increase teachers and student's familiarity with inferential reading and critical thinking, identify promising concepts or variables, establish priorities for further research, or suggest verifiable assertions (postulates). This research seeks to observe as many manifestations of the phenomenon studied as possible to serve as a contribution to further studies.

It is descriptive since describe real life situations in the classroom and everyday reading problems and mistakes. This research seeks to specify the important properties of critical thinking strategies on inferential reading skills in which different aspects, dimensions and components of this reader level are measured and evaluated. It is descriptive also because it relates to existing conditions and connections, practices that have validity, points of view, and ongoing processes.

### **3.2. Methods, Techniques and Research Instruments**

This study is qualitative because its objective is to provide a research methodology that allows to understand the complex world of the experience lived from the point of view of the students. It is a research centered on subjects. The process of inquiry is inductive and the researcher interacts with the participants and with the data, seeks answers to questions that focus on social experience, how it is created and how it gives meaning to the process of teaching learning.

It is quantitative since the results obtained are measured through mathematically and statistically tabulated data of surveys and examinations.

During the elaboration of this study the application of the scientific method is evidenced since a series of stages has been fulfilled to obtain a valid knowledge from the scientific point of view, using for this instruments reliable instruments such as surveys, pre-tests and posttests.

Step one is observation, It has been the starting point of this investigative process, it is evident that students have satisfactorily reached throughout their academic development the level of reference reading, which is an indispensable requirement to work in the development and improvement of the second level of reading that is the inferential. During the research the students showed limitations in their deductive abilities that had been behind by limiting themselves to work in the school environment, mainly to the literal reading.

The result of this observation leads us to the formulation of the following questions:

- What are the reasons for not fully developing the ability to infer?

- Are appropriate strategies being used to encourage the development of critical thinking and inferential skills within the classroom?
- Which strategies are the most appropriate to improve the inferential capacity of students?

The answer to the above questions is framed within the hypothesis The application of critical thinking strategies has positive effects on the inferential reading skills development in students of 1st baccalaureate at Unidad Educativa Jose Benito Benitez San Andres during the school year 2017-2018 which allows the researchers to validate the hypothesis having followed all the necessary steps.

To conclude, using surveys, pre-test and post-test, we obtained very important information, which was analyzed and interpreted by the researchers and whose results lead authors to final conclusions and recommendations.

### **Research Instruments**

The data presented was obtained applying the following instruments:

- A. A survey
- B. A pre-test
- C. A post- test

### **Survey**

As a survey it is called a data collection technique for social research.

As such, a survey consists of a series of questions that are directed at a representative portion of a population, and is aimed at ascertaining states of opinion, attitudes, or behaviors of individuals to specific issues. In this case, it was applied a survey of 10 questions to know about likes and dislikes talking about reading, to determine the

amount of students who like to read for pleasure, to identify the number of students that have lack of vocabulary, to explain the absence of inferring from a text.

### **Pre- test**

The use of the pre-test or pilot test is of great interest for the assurance of the validity of the survey. It also serves to detect unexpected values of the variables, flows of mistaken assumptions, consider whether the duration of the questionnaire is adequate or to overcome other difficulties that may arise in the communication process. The pre-test was applied to validate the hypothesis at the beginning of the process. It was formed by three different parts; the first part is form by syllogisms; they consist of an argument composed of three propositions; of them, the last one is always deduced from the previous ones. This type of exercise is focused on the measurement of basic level deductive skills. The second part was form by inductive inferences exercises, it was presented a logical sequence of five figures and they needed to determine which of the possible answers best matches the next figure in the sequence. The third part of the test was formed by abductive inference exercises in which they had to infer the place where an action took place based on clues inside the text.

### **Post- Test**

Finally, two month later a post test was taken to measure the effectiveness of the proposed plan. It was formed by the same kind of exercises with just little changes. It showed a big improvement in students' development of inferential and critical thinking skills.

### 3.3. Research population and sample

This research work was conducted at Unidad Educativa Jose Benito Benitez San Andres in Samanes 1 mz 146 S. 1 and 2, Guayaquil- Ecuador. The research population was 15 students who were officially registered in 1<sup>st</sup> baccalaureate scholar year 2017-2018.

### 3.4 Sources, Resources and Timeline

This project begins on July 2017 officially, but with previous considerations since the beginning of the scholar year. First, a survey was applied and then a pre-test to measure inferences and critical thinking abilities. With this results analyzed, various techniques and methods were applied getting excellent results showed in our last step that was the posttest taken on October 2017. Cost and expenses to carry out this project are basically photocopies, transportation, internet and time. Finally, is important to mention the most important resource that was the human resource, collaborative students and dedicated researchers.

#### 3.4.1 Sources

Table 2 *Sources and their usages*

Sources	Usage
Computer	To develop the activities using a technological tool.
Internet	To research information for the project.
Printing expenses	Cost of the material used.
Photocopies	Documents used for the project.
Transportation	To move to school in order to check the progress.

NOTE: This table represents the sources used to carry throughout this project.

### 3.4.2 Resources

Table 3 *Resources and amount to be invested*

Resources	Number	Price	Total
Computer	2	\$500	\$1,000
Internet	2	\$40.00	\$80.00
Printing expenses	120	\$0,10	\$12,00
Photocopies	100	\$0,02	\$2,00
Transportation	10	\$0,30	\$3,00

NOTE: This table represents the resources and the budget of the project.

### 3.4.3 Timeline

Table 4 *Timeline of the Activities*

Activities	Months				
	July	August	September	October	November
Outline	X				
Chapter one	X				
Introduction		X			
Chapter two			X		
Theoretical Review		X			
Theoretical Framework			X		
Research instrument			X		
Application of instrument				X	
Chapter three			X		
Analysis of results				X	
Chapter four				X	
Bibliography					X
Annexes				X	
Final Revision					X

NOTE: This table represents the resources and the budget of the project.

### 3.5. Processing, Presentation and Analysis of Results

Table 5 Survey Results- Question 1. When you read a story or other information do you understand it?

DESCRIPTION	FREQUENCY	PERCENTAGE
Always	2	13%
Usually	10	67%
Sometimes	3	20%
Never	0	0%
Total	15	100%

Note: Results gathered in the survey given to students in the first question shown on the table.

When you read a story or other information do you understand it?

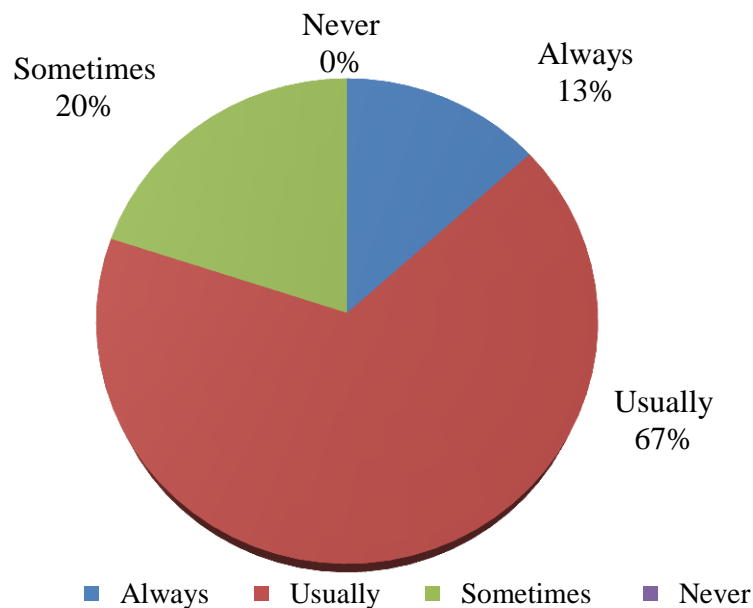


Figure 3. Question 1. Survey Results

This graph exposes the 67% of students that usually understand a text in a second language. The other 33% of learners still need to increase this ability to understand any type of text without decoding each word. By this it is important that teachers encourage students the ability to understand by using inference which will help them to predict, analyze and justify their answers and expressing themselves with simple words. Learners will learn to infer from an idea and come up with a conclusion drawn from evidence and reasoning.

Table 6 Survey Results- Question 2. Do you use pictures or titles to help you figure out what a story is about?

DESCRIPTION	FREQUENCY	PERCENTAGE
Always	3	20%
Usually	7	47%
Sometimes	5	33%
Never	0	0%
Total	15	100%

Note: Results gathered in the survey given to students in the second question shown on the table.

### Do you use pictures or titles to help you figure out what the story is about?

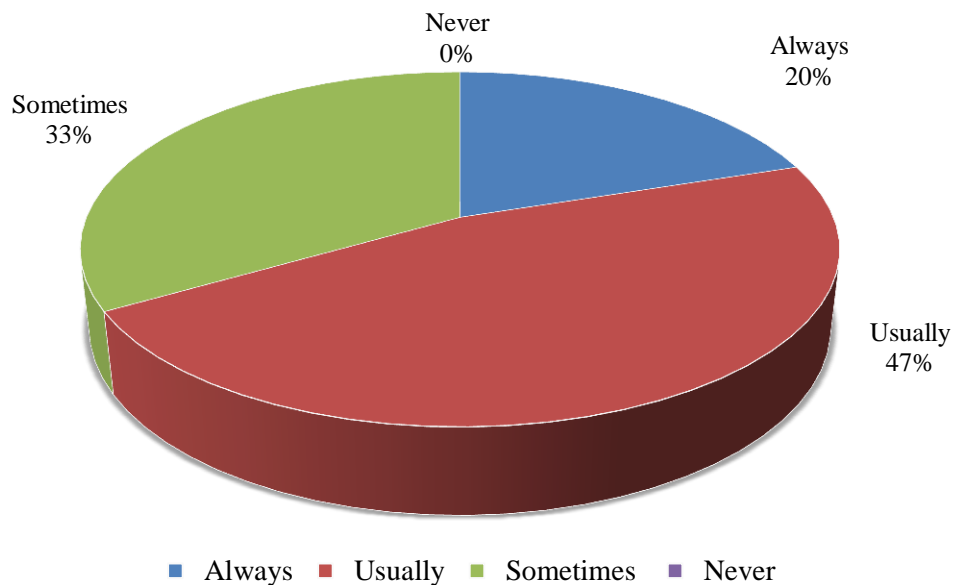


Figure 4. Question 2. Survey Results

The following graph demonstrates that half of the class 47% of students use their imagination and predict by pictures or the titles what the text is going to be about. During this students are using their critical thinking abilities to reason and understand logical connections between ideas. Developing this important skill that is critical thinking will help students to identify a particular issue, to think about a topic in a particular way, to evaluate and provide arguments with the support of evidence to justify their opinions about the story.



Table 7 Survey Results- Question 3. When you don't understand a word you use the information that you have already read to guess its meaning?

DESCRIPTION	FREQUENCY	PERCENTAGE
Always	6	40%
Usually	4	27%
Sometimes	4	27%
Never	1	6%
Total	15	100%

Note: Results gathered in the survey given to students in the third question shown on the table.

### When you don't understand a word you use the information that you have already read to guess its meaning?

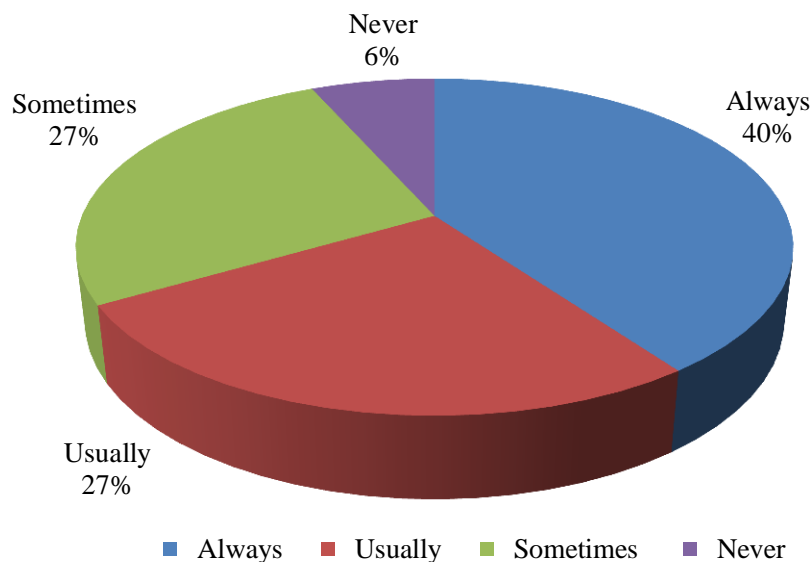


Figure 5. Question 3. Survey Results

As it is stated above the 40% always use information that they have read to guess the meaning from a text. This means that the other half of learners need to develop the ability to guess or predict. The percentage of this can be raised throughout activities where students are able to predict through pictures or title of books. Making predictions is a basic reading skill that requires pupils to think in a higher level and consider useful information to make a good inference. Predictions form an important base in learners being able to process language and content in real time.

Table 8 Survey Results- Question 4. Do you like to read in English every day?

DESCRIPTION	FREQUENCY	PERCENTAGE
Always	4	27%
Usually	2	13%
Sometimes	7	47%
Never	2	13%
Total	15	100%

Note: Results gathered in the survey given to students in the fourth question shown on the table.

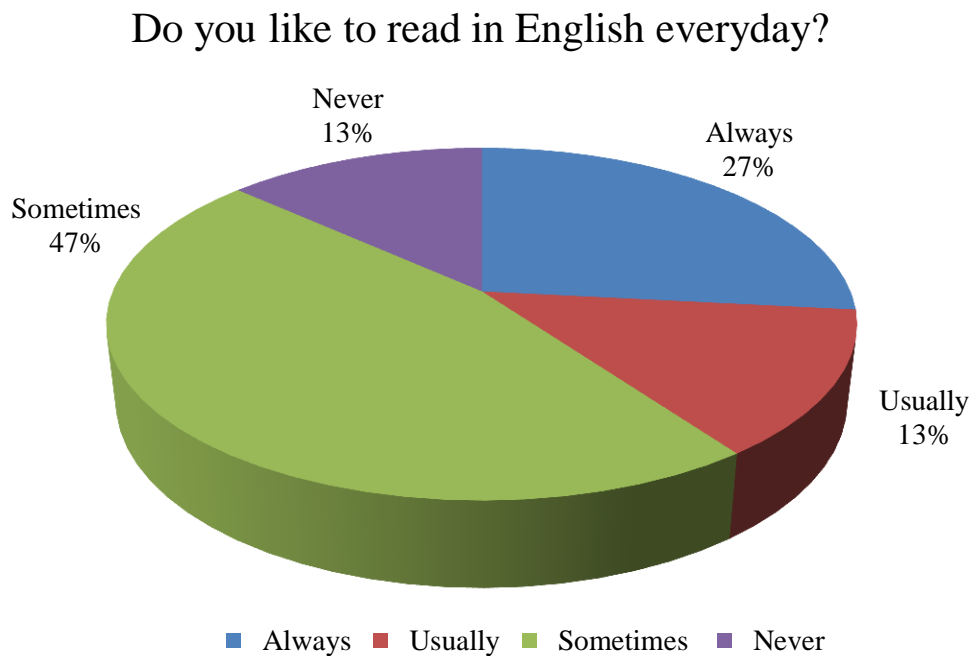


Figure 6. Question 4. Survey Results

When students were surveyed if they like to read in English everyday most of the class the 47% chose sometimes. The 53% of the students choose between always, usually and never. It is obvious that learners do not like to read in their own native language neither in a second language as it is English. For this reason, it is important that the activities to implement in class allows students to enhance in critical thinking and motivate them that reading is fun and meaningful while they are learning a new language.

Table 9 Survey Results- Question 5. Do you use a dictionary when you can't understand words?

DESCRIPTION	FREQUENCY	PERCENTAGE
Always	1	7%
Usually	6	40%
Sometimes	5	33%
Never	3	20%
Total	15	100%

Note: Results gathered in the survey given to students in the fifth question shown on the table.

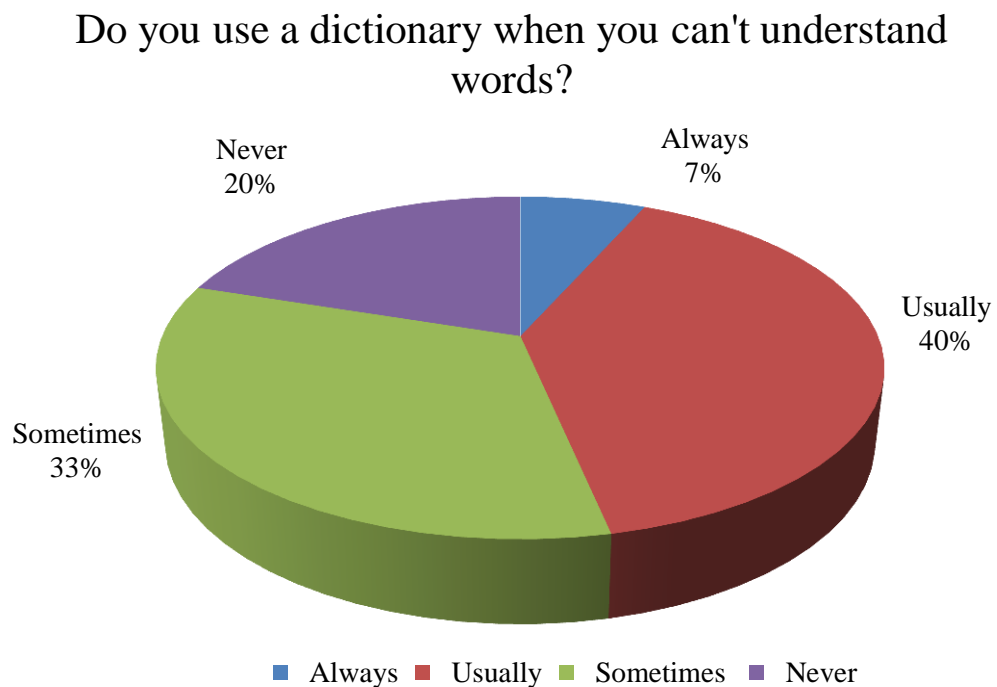


Figure 7. Question 5. Survey Results

As it demonstrates the chart above the 33% and 40% of the students use a dictionary when they do not know the definition of a word. Using a dictionary when learning a new language is very useful and it is also helping students to infer. Inferential reading is the ability to process written information and understand the meaning of it. Learners by using dictionaries will enrich their vocabulary words and they will have the facility to express in English.

Table 10 Survey Results- Question 6. When you read do you try to see the pictures in your head?

DESCRIPTION	FREQUENCY	PERCENTAGE
Always	1	13%
Usually	6	47%
Sometimes	5	33%
Never	3	7%
Total	15	100%

Note: Results gathered in the survey given to students in the sixth question shown on the table.

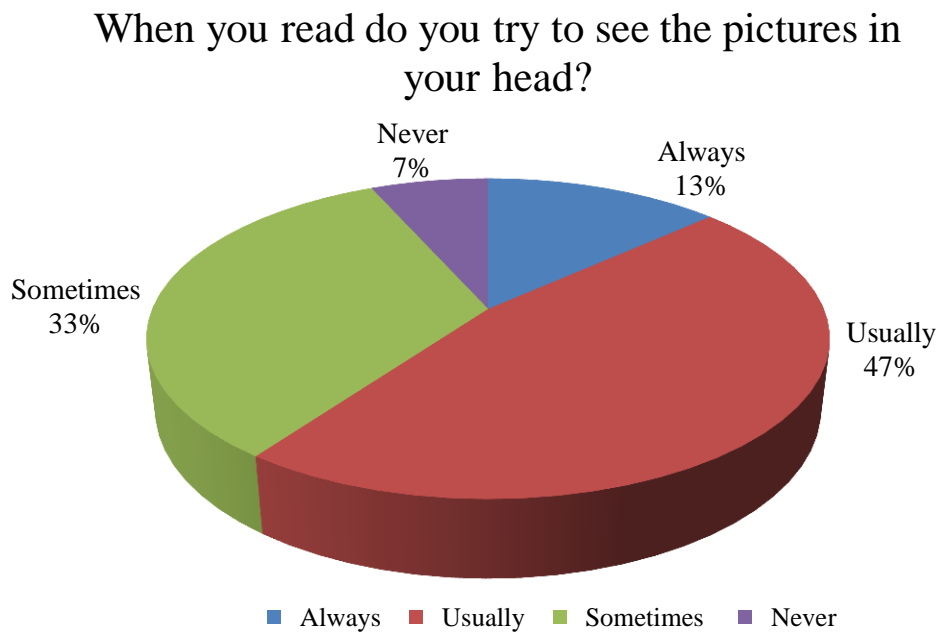


Figure 8. Question 6. Survey Results

The results to this question indicate that the 80% of the students when they read use their imagination to think what they have just read. The other 20% of students probably are not using their imagination in class or they are not concentrating enough. To this situation it is ideal to apply a correct method to improve critical thinking which is the SQ3R. The SQ3R method is an active reading exercise that helps fulfill the understanding of any kind of reading material to students which is divided into five steps survey, question, read, recite and review. By using this type of method in the reading class surely students will increase their level of thinking.

Table 11 *Survey Results- Question 7. Do you think you are a good reader?*

DESCRIPTION	FREQUENCY	PERCENTAGE
Yes	12	80%
No	3	20%
Total	15	100%

Note: Results gathered in the survey given to students in the seventh question shown on the table.

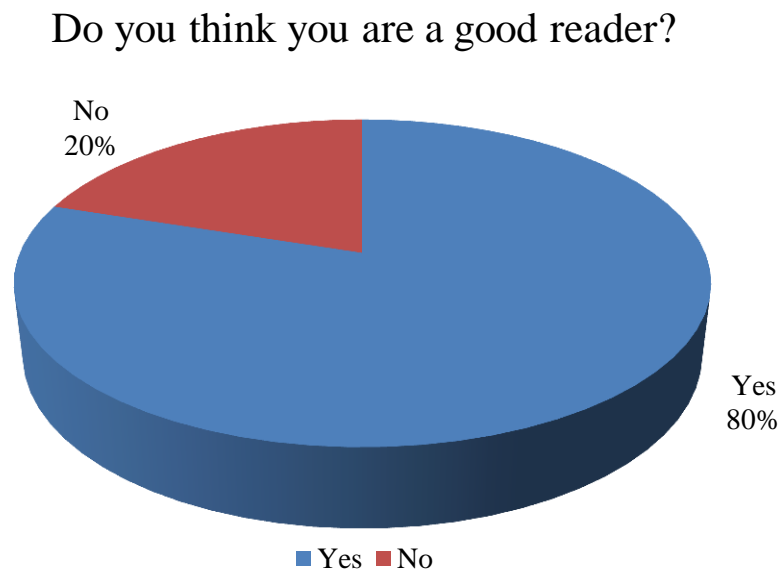


Figure 9. Question 7. Survey Results

When students were asked if they are good readers or not the 80% of the class resulted that they are and the other 20% said no. In this case the expectations lead to high results demonstrating that learners like to read in English. Developing reading comprehension in students is an important role that teachers have to teach learners so that they can become good critical thinkers. Reading comprehension allows students to compare and contrast, solve problems, infer, summarize, and draw conclusions from any type of text they read. By using activities in class that enhance critical thinking students will increase their ability to think critically.

Table 12 Survey Results- Question 8. How often do you read, other than for your school assignments?

DESCRIPTION	FREQUENCY	PERCENTAGE
Every day	2	13%
Frequently	7	47%
Sometimes	5	33%
Never	1	7%
Total	15	100%

Note: Results gathered in the survey given to students in the eighth question shown on the table.

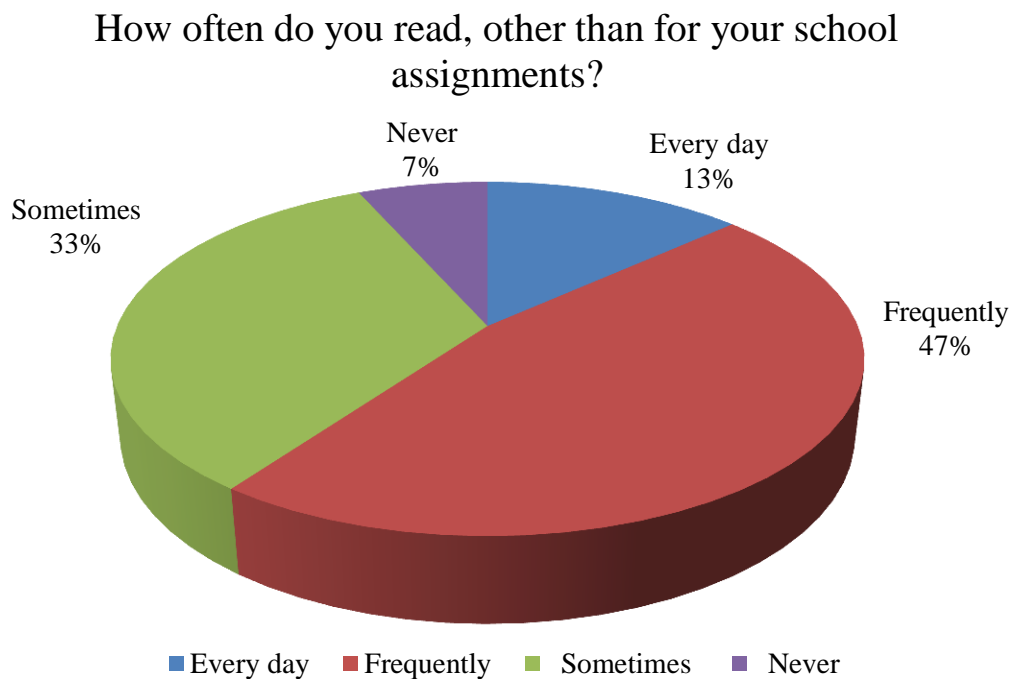


Figure 10. Question 8. Survey Results

This graph exposes that the 47% of students frequently read other things rather than their books from other subjects of school. As this result demonstrates it is important to motivate students to read different types of stories and develop in his or her minds predictions. This will allow learners to infer and imagine things that they have never done before. It is important that students express their ideas in simple words in order that they get engaged every time they are reading any kind of text.

Table 13 *Survey Results- Question 9. What types of books do you like to read?*

DESCRIPTION	FREQUENCY	PERCENTAGE
Science Fiction	5	34%
Drama	3	20%
Romance	2	13%
Mystery	5	33%
Total	15	100%

Note: Results gathered in the survey given to students in the ninth question shown on the table.

### What types of books do you like to read?

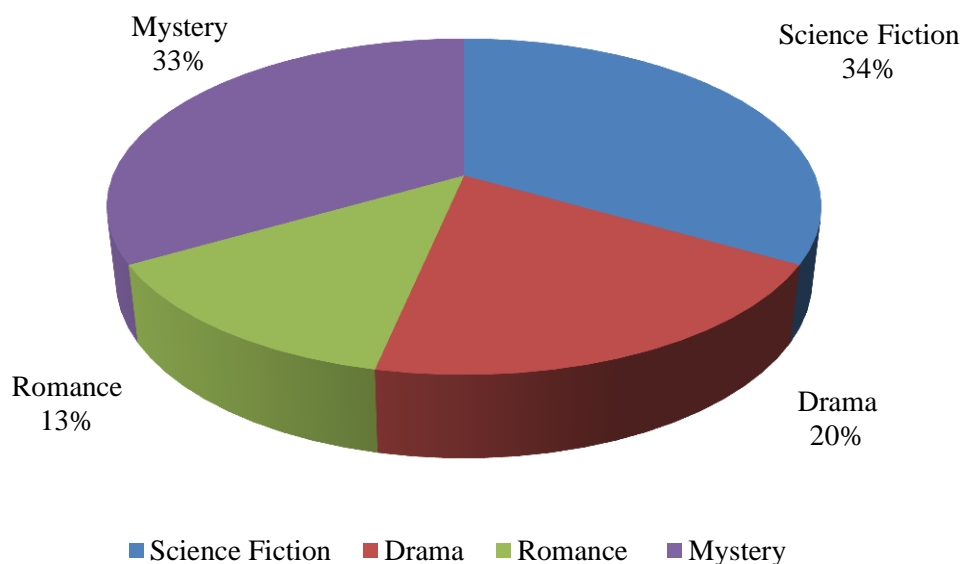


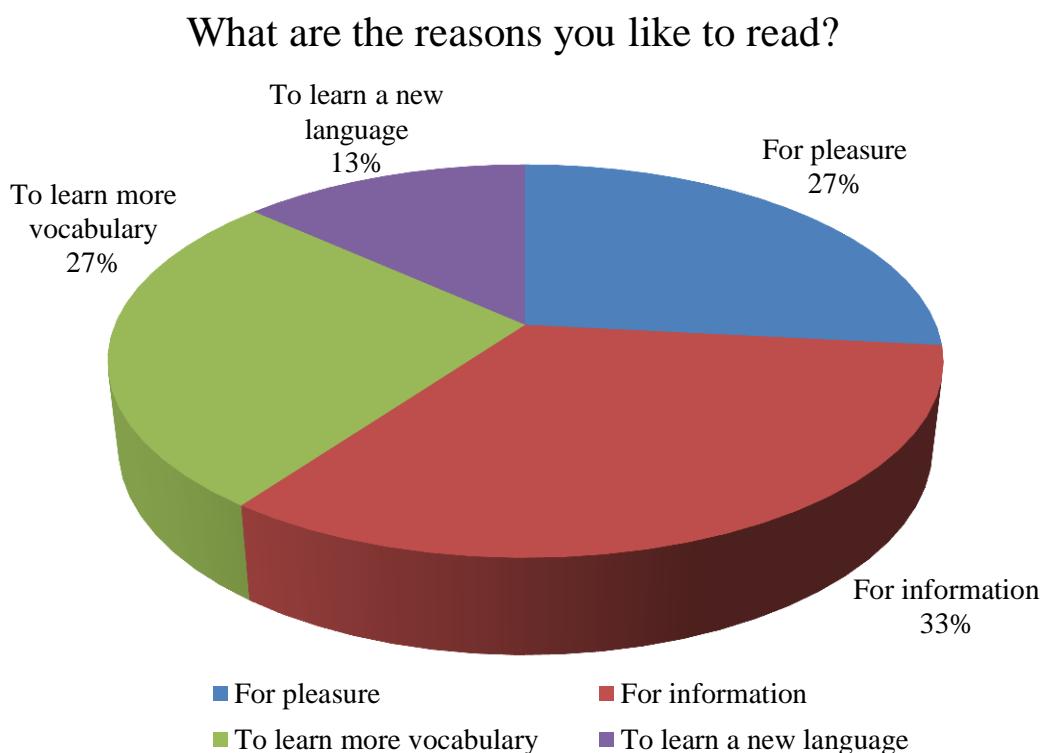
Figure 11. Question 9. Survey Results

The graph above demonstrates that the kind of books that students like to read is science fiction which as the 34% of the class. The other type of books that students also like to reads is mystery 33%, drama 20% and romance 13%. For this result the scenario method can be applied to students in class. The scenario method involves learners to work cooperatively with their partners as participating in discussions or role-plays. In this activity teachers are the role model to guide students and engage them to the class.

Table 14 *Survey Results- Question 10. What are the reasons you like to read?*

DESCRIPTION	FREQUENCY	PERCENTAGE
For pleasure	4	27%
For information	5	33%
To learn more vocabulary	4	27%
To learn a new language	2	13%
Total	15	100%

Note: Results gathered in the survey given to students in the tenth question shown on the table.



*Figure 12. Question 10. Survey Results*

When students were asked what were the reasons that they like to read any kind of text the 27% chose between to learn a more vocabulary and for pleasure. In order to increase the percentage of the other half of the class it is ideal to encourage learners to read more so that they can learn unknown words and also increase his or her reading comprehension. For this reason, choosing the type of material or strategy to develop this skill in learners is really important to promote students comprehension.



Table 15

*Standards to be used in the tests*

STANDARD	DEFINITION	APPLICATION
Unsatisfactory	This level defines problems of understanding in any type of activities.	Students have problems understanding reading comprehension texts or inferential reading exercises.
Beginners level	During this level it is the beginning of a process that has to follow steps to reach high expectations.	Students still cannot understand inferential level texts, only isolated sentences or simple questions.
Process level	This level outlines the level of comprehension that students have acquired during a certain process.	Students comprehend in their entirety only texts and short simple exercises of deduction.
Satisfactory level	At this level results of performance are suitable and acceptable.	Students can locate information easily in a text. Learners can deduce and establish ideas.

Note: Standards used in the pretest and posttest and a short description are shown on the table below.

Table 16 *Pretest grades*

Students were assessed based on the following standards:

**Scores:**

**0-2:** Unsatisfactory

**3-5:** Beginners level

**6-8:** Process level

**9-10:** Satisfactory level

**GRADES:** **US**= Unsatisfactory, **BL**= Beginners level, **PL**= Process level

**SL**= Satisfactory level

STUDENT	0-2	3-5	6-8	9-10
S1		BL		
S2			PL	
S3		BL		
S4			PL	
S5			PL	
S6			PL	
S7			PL	
S8			PL	
S9	US			
S10		BL		
S11		BL		
S12		BL		
S13		BL		
S14		BL		
S15		BL		

Note: Results obtained by students in the pretest are shown in this table.

Table 17 *Posttest grades*

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Students were assessed based on the following standards:

**Scores:**

**0-2:** Unsatisfactory

**3-5:** Beginners level

**6-8:** Process level

**9-10:** Satisfactory level

---

**GRADES:** **US**= Unsatisfactory, **BL**= Beginners level, **PL**= Process level  
**SL**= Satisfactory level

STUDENT	0-2	3-5	6-8	9-10
S1			PL	
S2			PL	
S3			PL	
S4			PL	
S5			PL	
S6			PL	
S7			PL	
S8			PL	
S9		BL		
S10			PL	
S11			PL	
S12			PL	
S13				SL
S14				SL
S15				SL

---

Note: Results obtained by students in the posttest are shown in this table.

Table 18 *Pretest Results*

DESCRIPTION	FREQUENCY	PERCENTAGE
Unsatisfactory	1	7%
Beginners level	8	53%
Process level	6	40%
Satisfactory level	0	0%
Total	15	100%

Note: Results gathered in the pretest given to students are shown on the table.

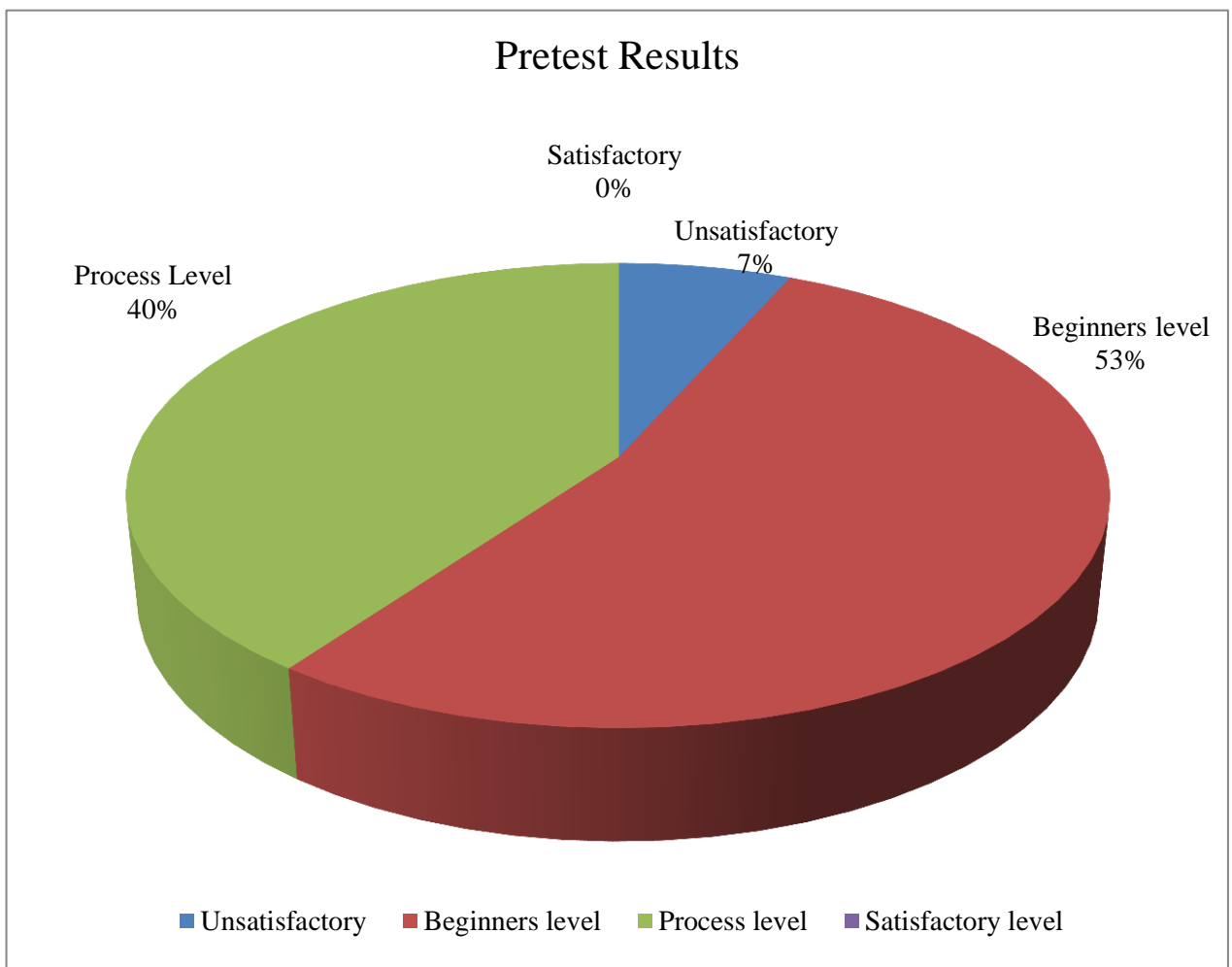


Figure 13. Pretest Results

A pretest was given to students before applying different strategies to develop inferential reading skills in learners. The pretest was based on exercises about applying deductive, inductive and abductive inferences where learners had to apply their knowledge and develop each assignment on their test. Before they face the pretest learners were not familiar with any of the topics, so they had to understand what were the requirements in each exercise.

The general idea of applying this kind of test to learners of first baccalaureate is to check their knowledge in reading comprehension and how well they can analyze, justify and hypothesize their answers. Based on this requirements and the main problem in learners is where the pretest took place to see the failures of the students. Teachers implemented in the test different types of inferences to evaluate and from there start to apply different strategies to help students improve their inferential skills.

Furthermore, at the time of checking the results of the pretest it was noticeable that learners had lots of failures making inferences. As the graph above demonstrates half of the class 53% of students are in beginners level and the 40% in process level. This shows that students need to increase their reading comprehension so that at the end of their school year term teachers can over exceed high expectations.

For this reason, it is where the SQ3R, think aloud, and the scenario analysis method were implemented to help students become critical thinkers and also learn how to infer correctly. At the end of this process students will be evaluated in a posttest where they are going to demonstrate what has been learned during this time.

Table 19 *Posttest Results*

DESCRIPTION	FREQUENCY	PERCENTAGE
Unsatisfactory	0	0%
Beginners level	1	7%
Process level	11	73%
Satisfactory level	3	20%
Total	15	100%

Note: Results gathered in the posttest given to students are shown on the table.

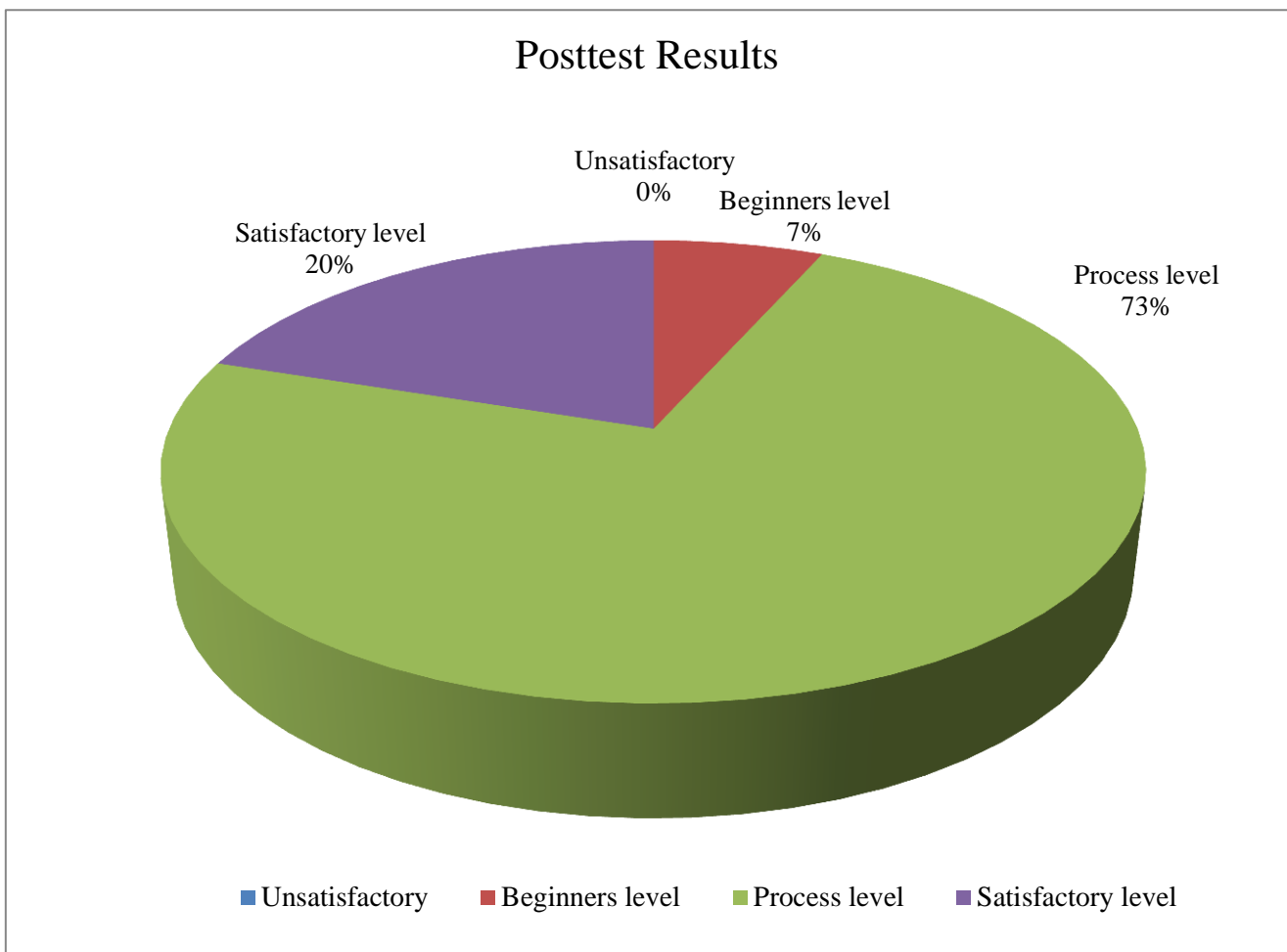


Figure 14. Posttest Results

As a result, of applying the pretest and implementing new strategies inside the class as activities that include different exercises of making inferences a posttest was taken to students to measure how well they had improved since the pretest was given at the beginning.

The posttest that the learners took was modified in some aspects as well as different exercises were added to check comprehension. The reason in taking another test after applying the strategies was to have an overall view of the improvement of the students. A posttest is used to measure between the pretest the achievement and effectiveness that the activities in class and the strategies applied had led into students.

In addition to this, after checking the posttests the grades had great expectations that the results were astonishing. As the graph above shows the 73% of the students are in the process level which means that they improved since they were in beginner's level and the 20% are in a satisfactory level.

To conclude, in order to achieve goals in your students it is extremely recommendable to search and apply strategies that are favorable for their learning and according to their capacity. This is how teachers can achieve the desired results as well as the students of first baccalaureate at Unidad Educativa Jose Benito Benitez San Andres accomplished during the school year 2017-2018.

### **3.6. Preliminary conclusions**

The results of applying a survey, pretest and posttest were effectively carried out during the research project as it is proved in the comparison of results in the two graphs above. The strategies applied in students demonstrated how they were at the beginning and how at the end after several activities were held learners are capable now to make inferences in critical thinking.

Furthermore, as students lack of reading comprehension and the ability to infer information from texts it was ideal to apply a pretest with exercises of inference to validate how much knowledge they had. While revising the tests it was noticeable the absence of comprehension that learners had learned. For this reason, it was important to start from applying the correct strategies in class so that after three months later by taking another test teacher could observe the improvement of students.

Consequently, a posttest has held to students to measure their improvements and abilities acquired during the following months. Undoubtedly at the beginning, for students, it was all new and also difficult for them because they had no familiarity with abductive, deductive and inductive inferences. After their experience practicing every day with different activities in class in the month of October students took a posttest to check their understanding during the classes held.

In conclusion, the change between how learners started and how they ended was impressionable in the results they obtained in the posttest. By this it means that all the effort that students from first baccalaureate made and their English teachers at the end of all it was worth everything to make learners become better readers, infer in a proper way so that they will be able to use it in his or her daily life.



## **4. PROPOSED PROJECT PLAN**

### **4.1. Title**

Inferential Reading and Critical Thinking Syllabus Design

### **4.2 Justification**

The problem of reading comprehension, which characterizes the basic education of the Ecuadorian educational system, is not only a problem of the level of primary education, but also of secondary education. Although no emphasis has been placed on the study of inferential reading comprehension, the truth is that at this level, the problem continues with the same impact as at the other levels.

The secondary students also show deficiencies of understanding, especially at the levels of inferential and critical understanding and it is presumed that this deficiency is related to the low academic achievement, or poor quality learning as is the case of UNIDAD EDUCATIVA JOSE BENITO BENITEZ SAN ANDRES.

Educational institutions generally do not include within their academic proposals subjects that evoke critical thinking, logical reasoning verbal and mathematical logic. The proposal to implement a subject of inferential reading and critical thinking within the range of options of any educational institution supposes an enormous advantage in the development of their cognitive abilities, which will be detailed within this proposal.

### **4.3 Objectives (Broad and Specific)**

Broad Objective:

To design a curriculum that sequentially covers the learning of inferential reading through critical thinking strategies by levels of difficulty that frame in each of them the knowledge required.

### Specific Objectives

- To establish a sequential plan to impart the new curricular implementation by levels ranging from first high school to third high school.
- To create annual plans that will provide teachers basis to develop unit plans and lesson plans.
- To provide teachers with methodological strategies so that they can assess the process of critical thinking influence in inferential reading.

#### **4.4 Content Framework of the Proposed Project Plan**

- Exit profiles
- Objectives of the area
- Objectives by levels
- Learning axis / Skills with performance criteria
- Curricular blocks
- Transversal axes
- Methodological Strategies
- Assessment Indicators

#### **4.5 The Proposed Project Plan**

The main idea of the proposed project plan is to solve the principal problem that students of first baccalaureate face which is critical thinking. Students at the moment that are reading a text they are unable to comprehend or infer what is going to happen. The main cause of this is that learners have deficits of concentrating or they do not understand in a second language what is going to be read.

Analyzing all of these reasons that students have presented at UNIDAD EDUCATIVA JOSE BENITO BENITEZ SAN ANDRES is where the motivation of teachers is to help students improve the ability to become critical thinkers and be able to infer. For this reason teachers looked up and apply different methods as well as the scenario method, summarizing, SQ3R and the think aloud method that was developed while giving the class.

Furthermore, in this important section of the research project an annual curriculum was developed for the students of first baccalaureate based upon their necessities as describing their exit profile at the end of the school term, objectives of the English area, learning axis, curricular blocks, methodological strategies, assessment and indicators were used in this design for learners.

The aim of creating and implementing a curriculum is to have a clear view on the future of students learning so they can have clear objectives and also increment his or her ability to express and infer in a correct way. The idea of this project is that the students that have been chosen at the end of the course they end up being great thinkers.

As teachers the reward that we take from students is the satisfaction that in the future what they have learned in school and high school will be useful for them. For this reason, above is presented the table of the annual curriculum as the proposed project plan of the research project.


**UNIDAD EDUCATIVA BASICA JOSE BENITO BENITEZ SAN ANDRES**
**ANNUAL CURRICULAR DESIGN**
**School Year 2017-2018**
**1. INFORMATIVE DATA**
**AREA/SUBJECT:** INFERENTIAL READING **LEVEL:**1

**BASIC COURSE:** 1st Baccalaureate **TIME:**3/W

**TEACHER:** MISS ANA KAREN MALDONADO – MISS NICOLE AVILES

**SCHOOL YEAR:** 2017-2018

**2. TIME**
**a) STATUTORY TIME**

QUIMESTER	TIME: DATES	WEEKS N°	DAYS N°	HOURS N°
1° QUIMESTER	MAY 2 - Sept 30	21	107	63
2° QUIMESTER	OCT. 10 - feb.24 17	19	93	57
TOTAL	200 DAYS	43	200	120

**b) REAL TIME**

QUIMESTER	WEEKLY HOURS	SUBTOTAL	(-)10% MMS	TOTAL
1° QUIMESTER:	3	63	6.3	58
2° QUIMESTER:	3	57	5.7	51
TOTAL	129	120		109

**3. EXIT PROFILE**

By the end of 1<sup>st</sup> Baccalaureate, students will be able:

To recognize and apply elemental concepts associated to inference.

To Interpret what the author wants to communicate explicitly.

To take the elements that turns out to be explicit in the text, to establish relations between them.

To infer or to extract these ideas that the author did not form explicitly, but he wanted to report.

To establish relationships between different parts of a text.

**4. OBJECTIVES**
**a) ENGLISH AREA**

- 
- \* To develop communicative language skills through analytic, functional and structural categories
  - \* To value English language as a means of communication and interaction between people of diverse backgrounds, languages and cultures avoiding any kind of discrimination and cultural stereotypes.
  - \* To express daily communicative situations in an appropriate way and with a certain degree of autonomy.
  - \*To develop entrepreneurship and self-confidence, participation, a critical sense, the personal initiative and the ability to learn how to learn, plan, take decisions, take responsibility and go further reading beyond words.
- 

## **b) BASIC COURSE**

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- \* To build a general interpretation of what the text says (keep in their mind an overall idea, but not necessarily of what the text communicates).
  - \* To understand a text in a specific way, understanding each one of the elements that make up the written text (words, sentences, and paragraphs).
- 

## **5. LANGUAGE SKILLS**

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### **LEARNING AXIS**

### **SKILLS WITH PERFORMANCE CRITERIA**

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#### **PHONEMIC AWARENESS**

- \*to predict with a high level of accuracy
  - \*to attend to unfamiliar words and comparing them with known words.
  - \*to repeat and pronounce words correctly
  - \* to encode words accurately so that they can be retrieved and used
  - \* to different words that sound similar so their meanings can be contrasted
- 

#### **VOCABULARY DEVELOPMENT**

- \*to identify words for instruction, and choose strategies that facilitates word learning.
  - \* to make connections between novel words and their meanings.
  - \* to enhance word learning through repeated readings of text, which provide opportunities to revise and refine word meanings.
  - \*to move to deeper levels of word knowledge from never heard it, to sounds familiar, to it has something to do with, to well known.
- 

#### **COMPREHENSION**

- \* to become decoding faster and automatic.
  - \*to read smoothly at a good pace.
  - \*to use the proper tone in their voice when reading aloud.
  - \*to remember details and summarize what they understood from a passage.
- 

## **6. CURRICULAR BLOCKS**

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<b>N°</b>	<b>BLOCKS</b>	<b>CONTENT</b>	<b>HOURS N°</b>
<b>1</b>	Finding clues	Using Context Clues to Understand Word meanings. Word meaning game Homonyms Scanning texts Riddles logic mathematics problems	20
<b>2</b>	Detectives	Solve the case of the missing answers by finding the proof in the text. Think aloud Second draft reading What is an argument?	20
<b>3</b>	Beyond Words	Connotative meaning Denotative meaning What is a hypothesis? What is interpretation? Analogies	20
<b>4</b>	Decoding	Minimal pairs Letter sounds rules and exceptions Irregular words	20
<b>5</b>	My first inferences	What is an inference? Inferential reading concepts Inferential reading exercises (starter level) Establish cause and effect relationship Supporting theories.	20
<b>6</b>	Figures of speech (American Holidays)	Figures of speech in American Holidays. Easter Independence Day Christmas Metaphors Similes Hyperboles	20

## **7. TRANSVERSAL AXIS**

<b>GENERALS</b>	<b>THEMATIC</b>
* Interculturality	Respect cultures
* Citizenship and Democracy formation	Principles, moral code and values
* Environment Protection	Risk management
* Appropriate development of student's health and their spare time.	Healthy: take care your body
* Sexual education for children and teen agers.	Gender Equity, respect each other

## **8. METHODOLOGICAL STRATEGIES**

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**METHODS and TECHNIQUES****RESOURCES**

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**SQ3R METHOD:****Purpose:**

SQ3R stands for Survey, Questions, Read, Recite, and Review. It is a proven technique to sharpen textbook reading skill. SQ3R helps make reading purposeful and meaningful, so that students can use their time most effectively. Reading any type of text implies knowing how to correctly divide the information that presents in a conscious way so that pupils can relate what has been read with their previous knowledge to achieve the objective they have with reading in inferential level.

SQ3R is a learning tool specialized in obtaining the best study performance, enhancing the understanding and retention of ideas.

**How to use it:**

The first step to follow in the development of this method is to Inspect. Before reading, it is necessary to start locating the material. To do this, you must contemplate that students pay special attention to the title, headings and subtitles, followed by diagrams, graphics or dialog boxes. Readers should also focus on the paragraphs of introduction and conclusion, the summary and those qualifications that the teacher decides applying their professional criteria. This review should not take more than 10 minutes, as it should only serve to create an idea of the topic to be addressed and the most important points to develop.

The next step is to ask. Once the subject has been read superficially, the student will have an idea of what he is going to read. In this phase you should reflect asking questions that the reader will later be able to answer. What did the professor say about this aspect? What previous experience do I have regarding the subject? how many more questions you ask, a greater knowledge of the subject you will acquire.

The third phase corresponds to the reading of the topic. At this time speed is not important, but the understanding of each of the words. If any section has not been sufficiently clear, stop and reread the paragraph. In this phase it is useful for the student to

Books

Picture cards

ICT

Assessment

Picture card

Posters- worksheets

---

apply the underline technique, which will help to keep the main ideas very clear and visible.

Subsequently, each time a section is finished, recite the answers that were answered to the previously asked questions and try to remember everything you have read. It is essential in this phase to take notes, although always using your own words and expressions. By repeating what we have just read aloud, the capacity for retention and memorization is improved.

The last phase must be carried out over several days in order to consolidate the knowledge acquired by the students. In addition to rereading and reciting the subject, it is very useful to ask questions about the notes you have previously taken.

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### **Activate Prior knowledge technique:**

**Purpose:** To remember previous experiences connected to the text to be able to draw conclusions and create hypothesis.

**How to use it:**

To apply this strategy you must follow the following steps:

- \*Present the topic to be discussed.
- \*Ask students to say everything that comes to mind on the subject.
- \*List or point out on the board everything they say: what they have read, learned, heard, seen or experienced (always in relation to the subject of the text.
- \*The teacher can initiate the process, giving the example or modeling how to activate previous knowledge, starting by writing on the blackboard some experience or a belief. To model, they can use phrases like:  
"What I remember is that ..."  
"I've read that..."  
"One day I saw how ..."  
"I believe that..."



---

"They taught me that ..."

When they no longer have what else to share, the annotation is ordered into categories. The ideas that resemble or refer to the same things are grouped. In this way, the students share without fear because there are no wrong answers: all are valid and they listen to the activation of previous knowledge of their classmates and classmates.

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## 9. EVALUATION

### a) ASSESSMENT INDICATORS

- \* Reads and comprehends diverse texts with the abilities and interests of the students in order to draw general and specific information, and use reading as a source of pleasure and personal enrichment
- \* Associates the meaning of a word with a referent or previous experience related to that word that allows them to understand the situation in which it is being used.
- \* Transforms stimuli into mental images
- \* Interprets the meaning of a particular message, within a given context, through its association with the mental image or representation of the stimulus.

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### b) INSTRUMENTS

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QUALITATIVE	QUANTITATIVE
Observation	Oral Presentations
Rubrics	QUIZZES
Questioning: Ask and answer	Summative assessment
Discussion	Group work evaluation
Graphic organizers	Class Participation
Checklist	Classroom Games

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## 10. BIBLIOGRAPHY

<http://castellaneate.blogspot.com/2008/05/lectura-inferencial-deductiva.html>  
Increasing Inferential Reading Comprehension  
Skills: A Single Case Treatment Study  
[http://likelo.ipnodns.ru/ebooks\\_inferential\\_questions\\_for\\_elementary.html](http://likelo.ipnodns.ru/ebooks_inferential_questions_for_elementary.html)

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**TEACHER**

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**CHECKED**    **Checked/Coordinator**                      **Checked/Academic Coord.**                      **Approved/Principal**

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TIME:

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Note: This table represents the data of the annual curriculum of 1<sup>st</sup> baccalaureate that was implemented at students.


**UNIDAD EDUCATIVA BASICA JOSE BENITO BENITEZ SAN ANDRES**
**ANNUAL CURRICULAR DESIGN**
**School Year 2017-2018**
**1. INFORMATIVE DATA**
**AREA/SUBJECT:** INFERENTIAL READING **LEVEL:**2

**BASIC COURSE:** 2nd Baccalaureate **TIME:**3/W

**TEACHER:** MISS ANA KAREN MALDONADO – MISS NICOLE AVILES

**SCHOOL YEAR:** 2017-2018

**2. TIME**
**a) STATUTORY TIME**

QUIMESTER	TIME: DATES	WEEKS N°	DAYS N°	HOURS N°
1° QUIMESTER	MAY 2 - Sept 30	21	107	63
2° QUIMESTER	OCT. 10 - feb.24 17	19	93	57
TOTAL	200 DAYS	43	200	120

**b) REAL TIME**

QUIMESTER	WEEKLY HOURS	SUBTOTAL	(-)10% MMS	TOTAL
1° QUIMESTER:	3	63	6.3	58
2° QUIMESTER:	3	57	5.7	51
TOTAL	129	120		109

**3. EXIT PROFILE**

By the end of 2nd Baccalaureate, students will be able to:

Moving between levels of literal and inferential reading comprehension.

Interprets all that the author wants to communicate implicitly.

To establish relations between different parts of a text through the application of critical thinking strategies.

**4. OBJECTIVES**
**a) ENGLISH AREA**

\* To develop communicative language skills through analytic, functional and structural categories

\* To value English language as a means of communication and interaction between people of diverse backgrounds, languages and cultures avoiding any kind of discrimination and cultural stereotypes.

---

\* To express daily communicative situations in an appropriate way and with a certain degree of autonomy.

\*To develop entrepreneurship and self-confidence, participation, a critical sense, the personal initiative and the ability to learn how to learn, plan, take decisions, take responsibility and go further reading beyond words.

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## **b) BASIC COURSE**

---

\* To build a general interpretation of what the text says (keep in their mind an overall idea, but not necessarily of what the text communicates).

\* To understand a text in a specific way, understanding each one of the elements that make up the written text (words, sentences, and paragraphs).

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## **5. LANGUAGE SKILLS**

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### **LEARNING AXIS**

### **SKILLS WITH PERFORMANCE CRITERIA**

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#### **PHONEMIC AWARENESS**

- \*to predict with a high level of accuracy
  - \*to attend to unfamiliar words and comparing them with known words.
  - \*to repeat and pronounce words correctly
  - \* to encode words accurately so that they can be retrieved and used
  - \* to differentiate words that sound similar so their meanings can be contrasted
- 

#### **VOCABULARY DEVELOPMENT**

- \*to identify words for instruction, and choose strategies that facilitates word learning.
  - \* to make connections between novel words and their meanings.
  - \* to enhance word learning through repeated readings of text, which provide opportunities to revise and refine word meanings.
  - \*to move to deeper levels of word knowledge from never heard it, to sounds familiar, to it has something to do with, to well known.
- 

#### **COMPREHENSION**

- \* to become decoding faster and automatic.
  - \*to read smoothly at a good pace.
  - \*to use the proper tone in their voice when reading aloud.
  - \*to remember details and summarize what they understood from a passage.
  - \* to participate in small group literature discussions, connect own experiences with facts, characters and situations in stories; and identify chapter title and table of content.
- 

## **6. CURRICULAR BLOCKS**

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**N°**

**BLOCKS**

**CONTENT**

**HOURS N°**

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<b>1</b>		Pictograms sequencers	20
	Iconic inferences	Examine pictures carefully and make an inference about a situation. Inference cards. Words to use when you infer.	
<b>2</b>		Draw conclusions using graphic organizers. Movies for drawings conclusions Drawing conclusions in non- fiction texts What is a hypothesis? How to establish a hypothesis?	20
	My first hypothesis		
<b>3</b>		Interconnect information What is inferential Reading? How to infer? Inferential Reading exercises. (medium level)	20
	Reading between lines		
<b>4</b>		Particular cases observation Find implicit information in a text. Generalization of ideas Induction in inferential reading	20
	Moving around		
<b>5</b>		Synonyms and antonyms Facts and opinions Categories and sub categories What is an analogy? Analogies exercises	20
	Analogies		
<b>6</b>		Thanksgiving day (antithesis) New year's eve (personification) Memorial Day (oxymoron)	20
	Figures of speech (American Holidays)		

## 7. TRANSVERSAL AXIS

<b>GENERALS</b>		<b>THEMATIC</b>
* Interculturality		Respect cultures
* Citizenship and Democracy formation		Principles, moral code and values
* Environment Protection		Risk management
* Appropriate development of student's health and their spare time.		Healthy: take care your body
* Sexual education for children and teen agers.		Gender Equity, respect each other

## 8. METHODOLOGICAL STRATEGIES

<b>METHODS and TECHNIQUES</b>	<b>RESOURCES</b>
<b>The thinking aloud method:</b>	Books
<b>Purpose:</b>	Workbooks
The method of thinking aloud purpose is the development of the cognitive abilities of students.	Picture cards ICT

---

**How to use it:**

Assessment

It can be applied following the next steps:

Picture card

Relate the text with some experience that the student has had. For example:

Posters- worksheets

Do you remember when we travel to such a place?  
How did you feel?"

Match the text with other books students have read before.

Example: Mufaro's Beautiful Daughters by John Steptoe

"This story reminds me of Cinderella, the two stories are about sisters, do you know other stories about good and bad sisters? Let's keep reading to see if there are other similarities in the stories."

Relate the text with great ideas / teachings

Example: in the Pinocchio story we can reflect with the students the importance of not lying and attending school analyzing how important it is to study for them as individual entities.

In these examples, you are "thinking out loud" the relationships that good readers naturally make when they read. Giving them examples of how to make these kinds of relationships will help young readers to do it on their own when they read alone.

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**Making Connections**

**Purpose:** To establish relationship between text and real life.

**How to use it:**

Text to-self connections.

Readers pick up understanding amid reading by pondering how the data they are perusing interfaces with other recognizable content. "This character has a similar issue that I read about in a story a year ago," would be a case of a text to-text association.

Suggested Questions:

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What does this story remind me of?

How is it like something I've lived?

How is it different?

Has something different happened to me?

Has something happened to me?

Is similar to what happens to ... in the story?

### **Text to world connections**

Try the students find out about things through TV, films, magazines, and daily papers. Students should work with the world around them, as this will focus more on real experiences which will be associated with the text.

### **Text-to-Text connections:**

The text-to-text connections are the ones that make it possible for the student to remember when reading an article or book that he or she has already read from the same author or about the same topic / area / discipline / theory, etc. Student Checks the author's name to connect with other texts that student knows or has heard and searches for keywords as he reads the text and activates knowledge acquired from other texts.

---

## **9. EVALUATION**

---

### **a) ASSESSMENT INDICATORS**

---

\* Reads and comprehends diverse texts with the abilities and interests of the students in order to draw general and specific information, and use reading as a source of pleasure and personal enrichment

\* Associates the meaning of a word with a referent or previous experience related to that word that allows them to understand the situation in which it is being used.

\* Transforms stimuli into mental images

\* interprets the meaning of a particular message, within a given context, through its association with the mental image or representation of the stimulus.

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### **b) INSTRUMENTS**

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**QUALITATIVE**

**QUANTITATIVE**

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Observation	Oral Presentations
Rubrics	QUIZZES
Questioning: Ask and answer	Summative assessment
Discussion	Group work evaluation
Graphic organizers	Class Participation
Individual whiteboards	Classroom Games
Checklist	

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**10. BIBLIOGRAPHY**

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<http://castellaneate.blogspot.com/2008/05/lectura-inferencial-deductiva.html>

Increasing Inferential Reading Comprehension

Skills: A Single Case Treatment Study

[http://likelo.ipnodns.ru/ebooks\\_inferential\\_questions\\_for\\_elementary.html](http://likelo.ipnodns.ru/ebooks_inferential_questions_for_elementary.html)

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**TEACHER**

<b>CHECKED</b>	<b>Checked/Coordinator</b>	<b>Checked/Academic Coord.</b>	<b>Approved/Principal</b>
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TIME:

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Note: This table represents the data of the annual curriculum of 2<sup>nd</sup> baccalaureate that was implemented at students.

Table 22 Annual Curriculum 3rd Baccalaureate


**UNIDAD EDUCATIVA BASICA JOSE BENITO BENITEZ SAN ANDRES**
**ANNUAL CURRICULAR DESIGN**
**School Year 2017-2018**
**1. INFORMATIVE DATA**
**AREA/SUBJECT:** INFERENCEAL READING

**LEVEL:**3

**BASIC COURSE:** 3rd Baccalaureate

**TIME:**3/W

**TEACHER:** MISS ANA KAREN MALDONADO – MISS NICOLE AVILES

**SCHOOL YEAR:** 2017-2018

**2. TIME**
**a) STATUTORY TIME**

QUIMESTER	TIME: DATES	WEEKS N°	DAYS N°	HOURS N°
1° QUIMESTER	MAY 2 - Sept 30	21	107	63
2° QUIMESTER	OCT. 10 - feb.24 17	19	93	57
TOTAL	200 DAYS	43	200	120

**b) REAL TIME**

QUIMESTER	WEEKLY HOURS	SUBTOTAL	(-)10% MMS	TOTAL
1° QUIMESTER:	3	63	6.3	58
2° QUIMESTER:	3	57	5.7	51
TOTAL	129	120		109

**3. EXIT PROFILE**

By the end of 3<sup>rd</sup> baccalaureate, students will be able to:

Moving between levels of literal and inferenceal reading comprehension without any problem.

Interpret what the author intends to convey explicitly and implicitly.

To establish relations between different parts of a text making connections and activating prior knowledge.

To apply inductive, deductive and abductive inferences.

**4. OBJECTIVES**
**a) ENGLISH AREA**

\* To develop communicative language skills through analytic, functional and structural categories

\* To value English language as a means of communication and interaction between people of diverse backgrounds, languages and cultures avoiding any kind of discrimination and cultural stereotypes.



---

\* To express daily communicative situations in an appropriate way and with a certain degree of autonomy.

\*To develop entrepreneurship and self-confidence, participation, a critical sense, the personal initiative and the ability to learn how to learn, plan, take decisions, take responsibility and go further reading beyond words.

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## **b) BASIC COURSE**

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\* To build a general interpretation of what the text says (keep in their mind an overall idea, but not necessarily of what the text communicates).

\* To understand a text in a specific way, understanding each one of the elements that make up the written text (words, sentences, and paragraphs).

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## **5. LANGUAGE SKILLS**

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### **LEARNING AXIS**

### **SKILLS WITH PERFORMANCE CRITERIA**

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#### **PHONEMIC AWARENESS**

- \*to predict with a high level of accuracy
  - \*to attend to unfamiliar words and comparing them with known words.
  - \*to repeat and pronounce words correctly
  - \* to encode words accurately so that they can be retrieved and used
  - \* to difference words that sound similar so their meanings can be contrasted
- 

#### **VOCABULARY DEVELOPMENT**

- \*to identify words for instruction, and choose strategies that facilitates word learning.
  - \* To make connections between novel words and their meanings.
  - \* To enhance word learning through repeated readings of text, which provide opportunities to revise and refine word meanings.
  - \*to move to deeper levels of word knowledge from never heard it, to sounds familiar, to it has something to do with, to well known.
- 

#### **COMPREHENSION**

- \* To become decoding faster and automatic.
  - \*to read smoothly at a good pace.
  - \*to use the proper tone in their voice when reading aloud.
  - \*to remember details and summarize what they understood from a passage.
  - \* To participate in small group literature discussions, connect own experiences with facts, characters and situations in stories; and identify chapter title and table of content.
- 

## **6. CURRICULAR BLOCKS**

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<b>N°</b>	<b>BLOCKS</b>	<b>CONTENT</b>	<b>HOURS N°</b>
<b>1</b>	Introduction to semantics	Lexical fields Hyponym and hypernym	20

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		Homonymy: Homophony and homography. Polysemy Content words. Function words.	
2	The discernment	Duly focused and sustained interpretation. Intuition handling Decoding information Discard irrelevant information Formulate hypotheses or conclusions	20
3	Analyzing the text	Cause and effect Finding Particular details Classifying information Comparison Contrast	20
4	Types of paragraph	Descriptive paragraph Persuasive Paragraphs Expository paragraphs Narrative paragraphs	20
5	Inferential reading	Inferential reading techniques Metacognitive strategies Inferential reading exercises (high level)	20
6	Figures of speech (American Holidays)	Irony Metonymy Paradox	20

## 7. TRANSVERSAL AXIS

	GENERALS	THEMATIC
* Interculturality		Respect cultures
* Citizenship and Democracy formation		Principles, moral code and values
* Environment Protection		Risk management
* Appropriate development of student's health and their spare time.		Healthy: take care your body
* Sexual education for children and teen agers.		Gender Equity, respect each other

## 8. METHODOLOGICAL STRATEGIES

METHODS and TECHNIQUES	RESOURCES
<b>Guided Discussions</b>	Books
<b>Purpose:</b>	Workbooks
The guided discussion allows the students to express their different points of view and to show their respective hypotheses, as well as to support and defend them through the debate that has the teacher's	Picture cards ICT Assessment

---

mediation.

Picture card

**How to use it:**

Posters- worksheets

Exchange of arguments is carried out, teachers develop in students the ability to defend their thesis and expose how they came to a conclusion with implicit clues in the text and putting into practice the association with previous knowledge and making logical connections. This strategy motivates the critical thinking of the students and makes them able to reach a higher level of understanding that can only be achieved with the correct teacher's guide focused on optimizing the thinking skills that exist in every human being and that are indispensable to at the moment of referring to the inferential reading.

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**Role Plays**

**Purpose:**

At the simplest level, role play or role play deals with problems through action, which are outlined, are represented to finally be discussed.

**How to use it:**

Some students are actors and others are observers. For development, one person puts himself in the place of another and then interacts with they are also playing different roles. Since the process generates empathy, understanding, anger and affection during interaction, role play, whether is well made, becomes a part of life itself. The essence of the role play is the commitment of both participants as observers in a real problematic situation, with the purpose of understand it to find a right solution. This process that takes place in the role play provides a living sample of human behavior which serves as a vehicle for students to:

- 1) Inquire in their feelings.
- 2) Achieve greater understanding and knowledge of their attitudes, values and Perceptions.
- 3) Develop skills and attitudes that make problem solving.
- 4) Study the contents of the subject in different ways.

---

In relation to the connection between role play and inferential reading we can say without a doubt that they are closely linked, since this strategy allows students to recreate different types of situations, which create a knowledge base that allows thinking with clarity when drawing conclusions. Role-play allows the student to establish different connections to those based on himself, in the text or in the world, but is able to establish connections with situations that he has not experienced but of which he has knowledge from his intervention as actors or spectators.

---

## **Prediction and Verification**

### **Purpose:**

To build a mental idea about what are the students going to read. For example the title of the work or the selected theme.

### **How to use it:**

Sometimes students can verify this prediction as we read the text, but on other occasions, our prediction is wrong, what we hoped to find does not appear and instead we discover a new story different from the imagined one. To make predictions the reader resorts to his linguistic and cultural reservoir and his previous schemes.

It is prescribed when students read a book:

- Observe the title and delineation of the cover.
- Suggest the reader to discuss what is watched.
- Ask questions
- Suggest to see forward, let the reader envision what will happen.
- Encourage findings, make surmises considering new data.
- Do not hurry to give answers, give the reader time to think and give answers.

It is suggested that when the reader is fruitful in his expectation he is complimented or lauded, if his forecast isn't right he ought to be urged not to be considered as a mistake, nor should he be forced since this is a procedure, which must be in steady practice.

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The strategy of prediction and verification it serves in different moments of reading and is based on the indications that offer the different aspects of the textual structure as they are the titles, subtitle, keywords or design of the text. They allow you to formulate hypotheses (assuming in advance) about what the text reports and verify whether the assumptions are valid or not. It is also important to indicate that this strategy has support in several resources of visual supports such as: photographs, illustrations photos, caricatures, diagrams or concept maps, summary tables, acronyms, graphics, figures, symbols and so on.

In reading, the predictions are born of the questions that the reader makes regarding the text read, to anticipate what will happen. Check that these predictions are correct, support your understanding of the text and we call this verification. This strategy is directly linked to critical thinking and inferential reading, since at the moment of prediction, all acquired reading abilities are revealed and it is here that we mostly use our own experience or our prior knowledge of any situation.

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## **9. EVALUATION**

### **a) ASSESSMENT INDICATORS**

\* Reads and comprehends diverse texts with the abilities and interests of the students in order to draw general and specific information, and use reading as a source of pleasure and personal enrichment

\*Associates the meaning of a word with a referent or previous experience related to that word that allows them to understand the situation in which it is being used.

\* Transforms stimuli into mental images

\* interprets the meaning of a particular message, within a given context, through its association with the mental image or representation of the stimulus.

---

### **b) INSTRUMENTS**

#### **QUALITATIVE**

Observation

Rubrics

Questioning: Ask and answer

Discussion

Graphic organizers

#### **QUANTITATIVE**

Oral Presentations

**QUIZZES**

Summative assessment

Group work evaluation

Class Participation

---

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Individual whiteboards

Classroom Games

Checklist

---

## 10. BIBLIOGRAPHY

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**TEACHER**

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<b>CHECKED</b>	<b>Checked/Coordinator</b>	<b>Checked/Academic Coord.</b>	<b>Approved/Principal</b>
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TIME:

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Note: This table represents the data of the annual curriculum of 3<sup>rd</sup> baccalaureate that was

implemented at students.

#### 4.6 Validation of the proposed project plan



### UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE GUAYAQUIL

#### VALIDATION OF THE PROPOSED PROJECT PLAN

Attending the request of the students Nicole Katrina Aviles Torres and Ana Karen Maldonado Chauca, authors of the proposal: "Inferential Reading and Critical thinking syllabus design "and after their respective analysis; your collaboration is requested to validate it based on the following parameters and aspects.

- SA** = Strongly Agree  
**MDA** = Medium Agree  
**A** = Agree  
**D** = Disagree

Mark with the letter (x) in the box that you consider, it fits the indicated parameter.

ASSESSMENT / ASPECTS	SA	MDA	A	D
1.- There is connection between the background, justification, fundamental problems, the objectives, contained in the project.	X			
2.- Organization and directionality of the proposal can be evidenced so that its applicability becomes effective.	X			
3.- The proposal is feasible, current and useful for teachers.	X			
4.- The Inferential Reading and Critical Thinking syllabus design proposal has an impact on the processes that teachers carry out in education, which has as a consequence the correct and integral development of children.	X			

Names and Last names: SUSANA MARIA SALMON DURAN ID: 0960075547	Profession: MASTER EN CIENCIAS DE LA EDUCACION MENCION EDUCACION ESPECIAL.
Professional Position: TUTOR TEACHER 5 <sup>TH</sup> EGB	Work place: UNIDAD EDUCATIVA JOSE BENITO BENITEZ SAN ANDRES.
4th level Degree: PhD <input type="checkbox"/> Magister <input checked="" type="checkbox"/>	Date: November 6 <sup>th</sup> 2017

.....  
**Signature**



**UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE GUAYAQUIL**

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1.- There is connection between the background, justification, fundamental problems, the objectives, contained in the project.	X			
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3.- The proposal is feasible, current and useful for teachers.	X			
4.- The Inferential Reading and Critical Thinking syllabus design proposal has an impact on the processes that teachers carry out in education, which has as a consequence the correct and integral development of children.	X			

Names and Last names: PATRICIA BENALCAZAR ESPINOZA ID: 0910652536	Profession: MAGISTER EN DESARROLLO EDUCATIVO
Professional Position: ACADEMIC COORDINATOR	Work place: UNIDAD EDUCATIVA JOSE BENITO BENITEZ SAN ANDRES.
4th level Degree: PhD <input type="checkbox"/> Magister <input checked="" type="checkbox"/>	Date: November 6 <sup>th</sup> 2017

.....  
**Signature**





**UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE GUAYAQUIL**  
**VALIDATION OF THE PROPOSED PROJECT PLAN**

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**A** = Agree  
**D** = Disagree

Mark with the letter (x) in the box that you consider, it fits the indicated parameter.

ASSESSMENT / ASPECTS	SA	MDA	A	D
1.- There is connection between the background, justification, fundamental problems, the objectives, contained in the project.	X			
2.- Organization and directionality of the proposal can be evidenced so that its applicability becomes effective.	X			
3.- The proposal is feasible, current and useful for teachers.	X			
4.- The Inferential Reading and Critical Thinking syllabus design proposal has an impact on the processes that teachers carry out in education, which has as a consequence the correct and integral development of children.	X			

Names and Last names: SONNIA IGLESIAS ABAD ID: 0910022581	Profession: MAGISTER EN DISEÑO CURRICULAR Y COMPETENCIAS
Professional Position: TEACHER 10 <sup>th</sup> and 3 <sup>rd</sup> Baccalaureate	Work place: UNIDAD EDUCATIVA FISCAL FRANCISCO DE ORELLANA
4th level Degree: PhD <input type="checkbox"/> Magister <input checked="" type="checkbox"/>	Date: April 19 <sup>th</sup> 2018

.....  
**Signature**

#### **4.7 Impact/Benefits of the Proposed Project Plan**

The influence of the proposed project plan on members of the educational community, educational researchers, curriculum designers, students and institution is by far positive. The application of this teaching program will allow the students to form their critical thinking and inferential capacity from the first level of baccalaureate to their last year of study where pupils will satisfactorily complete the teaching- learning process that will conclude with absolute mastery of the techniques to infer and with a critical thought according to the age and academic level with which they finalize High school.

The benefits will not only be appreciated in high school but will have a positive impact when taking tests such as SER BACHILLER which is a mandatory requirement to graduate and based most of your questions on verbal reasoning and verbal logical reasoning and that in addition to this, is an indispensable requirement for students who plan to continue their academic life in college.

## CONCLUSIONS

In the final analysis, as a result of the findings of the research project and the methods applied by the teachers to students the results were favorable resulting to be a positive change for the students. The influence of critical thinking in English subjects is extremely important for learners in their ever day lifetime that needs to be developed as they go on in the school terms.

The reason of going into deep study in critical thinking strategies is to motivate students to learn to read different kinds of English texts and that they can express in their own words what was understood from it. The reality in Ecuador is that most of the people are not accustomed to read not even in their mother tongue language, so at the time of learning a new language the difficulties will ascend.

Furthermore, to teach critical thinking to learners it involves in learning how to infer, predict, justify and hypothesis their answers. For this, it is significant to implement in class different kinds of activities as games, role-plays, critical thinking assignments, and predictions that involve students to participate actively and develop in them the ability to think critically.

Meanwhile, in the development of this project it was necessary to teach learners how to infer because they had difficulties in reading texts. Basically the problem to this is the result of low grades in their activities or quizzes. Previous in implementing new strategies in the classroom it was indispensable to make a survey to students to check their understanding and from that evaluate learners with a pretest.

Consequently, in the elaboration of the pretest teachers evaluated students with exercises as well as deductive, abductive and inductive inferences which allow checking their understanding and the ability to think in a critical way. While the review of the pretests results it was notable that half of the class had difficulties in inferring from texts and not stating or hypothesizing their answers.

In other words, from the results of the pretest the teachers started to develop several activities with the students so at the end of the school term learners can become critical thinkers. Later on after three months students were evaluated with a posttest with some modifications in it so teachers can observe the results after implementing strategies in class to develop critical thinking.

On the whole, the results of the posttest taken to students of first baccalaureate were satisfactory in comparison at the beginning when learners were evaluated with a pretest. The posttest demonstrated high scores and by this teachers have the satisfaction that it is extremely important to always implement in class new strategies to their students so that they can learn, become better students and put all their effort in it to be able to think in a critical way and infer from any kind of text in a second language as in this case is English.

## RECOMMENDATIONS

Based on the development of the research project with the topic application of critical thinking strategies to develop inferential reading skills in students of 1st baccalaureate in Unidad Educativa Jose Benito Benitez San Andres during the school year 2017-2018 recommendations are considered as it follows:

- It is recommended that the implementation of the subject should be made from baccalaureate years where the infernal reading level is completely acquired and students are able to develop critical and acquired infernal skills.
- To develop in learners the ability to think critically by implementing different methods in class and allowing them to participate in the changes.
- To motivate students to read different types of texts to increase their reading comprehension and accompanying them in the development of the reading abilities by using different teaching resources.
- Teachers must have a positive attitude and be convinced that students can acquire reading skills and learn to infer by giving each of them the time and support they need.
- To teach students in an adequate environment in class which will help them to participate actively and respectfully with others.
- To identify each of the students necessities in critical thinking and prepare specific activities to attend their complications.
- To encourage students to help others that have difficulties in reading comprehension on texts.

- To define specific activities that contain inferential and critical thinking so students can demonstrate what they have acquired in class.
- To encourage students to work in groups while reading with the teacher and interpret within them what was understood in the text in order to exchange ideas and hypothesis their answers.

As teacher we can ask ourselves the following questions and think about them:

- How can students end up the school term at least comprehending a simple text?
- How can teachers promote in their students the pleasure to read and develop critical thinking?
- What strategies can be implemented in class so students learn to infer correctly and have a better reading comprehension?

To summarize, as the recommendations stated above and asking to ourselves these simple questions as teachers it is important to motivate us that nothing is impossible and that when something is proposed it can be developed effectively by using the correct strategies in class and that at the end the results will be positive for the students.

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# **ANNEXES**

## Annex 1: Survey



### UNIDAD EDUCATIVA BÁSICA JOSÉ BENITO BENÍTEZ SAN ANDRÈS

READING COMPREHENSION SURVEY FOR STUDENTS				
AREA	English	WORKING DAY:	Morning	
TEACHERS	Ms. Ana Karen Maldonado Ms. Nicole Aviles	DATE:		
GRADE	1st baccalaureate	/	QUIMESTER	First
PARALLEL	" A "	SCHOOL YEAR:	2017-2018	
STUDENT:				

#### SURVEY OBJECTIVE(S):

- To know about likes and dislikes in Reading Comprehension.
- To determine the amount of students who like to read stories.
- To identify the number of students that have lack of vocabulary in Reading texts.
- To answer truthfully will help your teachers become you a better reader.
- To explain the absence of inferring from a text.

**Answer the following questions about your Reading habits. Mark and "x" in the box to choose your answer. There are no right or wrong answers.**

#### 1. When you read a story or other information do you understand it?

- Yes. I always understand the story or information.
- I usually understand the story or information.
- Sometimes I understand the story or information but sometimes I don't.
- I never understand the story or information.

#### 2. Do you use pictures or titles to help you figure out what a story is about?

- Always
- Usually
- Sometimes
- Never

#### 3. When you don't understand a word you use the information that you have already read to guess its meaning.

- Always
- Usually
- Sometimes
- Never

**4. Do you like to read in English every day?**

- Always
- Usually
- Sometimes
- Never

**5. Do you use a dictionary when you can't understand words?**

- Always
- Usually
- Sometimes
- Never

**6. When you read do you try to see the pictures in your head?**

- Always
- Usually
- Sometimes
- Never

**7. Do you think you are a good reader?**

- Yes
- No

**8. How often do you read, other than for your school assignments?**

- every day
- frequently
- sometimes
- never

**9. What types of books do you like to read?**

- Science Fiction
- Drama
- Romance
- Myster

**10. What are the reasons you like to read?**

- for pleasure
- for information
- to learn more vocabulary
- to learn a new language

**Annex 2: Pretest and answer key**



**UNIDAD EDUCATIVA BÁSICA  
JOSÉ BENITO BENÍTEZ SAN ANDRÈS**

INFERENCEAL READING PRETEST					
AREA	English	WORKING DAY:	Morning		SCORE
TEACHERS	Ms. Ana Karen Maldonado Ms. Nicole Aviles	DATE:			
GRADE	1st baccalaureate	/	QUIMESTRE:	First	
PARALLEL	" A "	SCHOOL YEAR:	2017-2018		
STUDENT:					

**1.-ANSWER THE FOLLOWING QUESTIONS APPLYING DEDUCTIVE INFERENCES.**

Identify the letter of the choice (a, b, c, d) that best completes the statement or answers the question:

**1. All flowers are pretty objects.**

**All pansies are flowers.**

**Therefore,**

- a. Some Panises Are Pretty Objects.
- b. All Pansies Are Pretty Objects.
- c. All Flowers are Pretty Objects.
- d. None of the above.

**2. No animals are plants.**

**All sheep are animals.**

**Therefore,**

- a. All sheep are plants.
- b. All animals are sheep.
- c. Some Sheep Are Plants.
- d. None of the above.

**3. All fragile things are breakable things.**

**Some glasses are fragile things.**

**Therefore,**

- a. Some Glasses will break.
- b. Some Glasses are breakable things.
- c. Some things are breakable.
- d. None of the above.

**4. All mammals are warm-blooded animals.**

**All whales are mammals.**

**Therefore,**

- a. All Whales are Warm-Blooded Animals.
- b. All Animals are whales.
- c. All Warm-Blooded Whales are animals.
- d. None of the above.

**5. Albert is more intelligent than Louis.**

**Louis is more intelligent than Charles.**

**Who is the least intelligent of them?**

- a. Albert. b. Louis. c. Charles.

**7. Joseph is less tall than John. John is smaller than Ernest.**

**Who is the smallest of them?**

- a. Joseph. b. John. c. Ernest.

**6. The black car is newer than the gray one. The gray car is older than the green car.**

**What is the oldest car?**

- a. Black car. b. Gray car. c. Green car.

**8. The green watch is less expensive than the blue watch. The blue watch is more expensive than the white one.**

**Which watch is the least cheap?**

- a. Green watch. b. Blue watch. c. White watch.

**2.-CHOOSE THE CORRECT ANSWERS APPLYING INDUCTIVE INFERENCES**

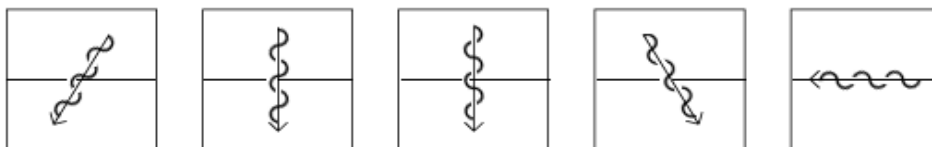
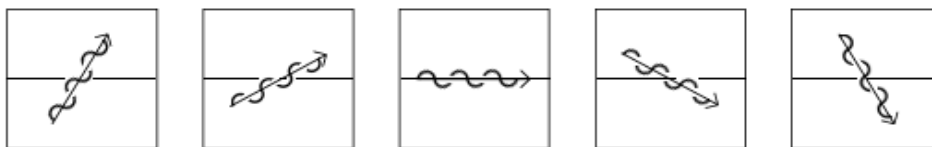
In each question you will be presented with a logical sequence of five figures. You will need to determine which of the possible answers best matches the next figure in the sequence, or replaces a missing figure in the sequence.

1



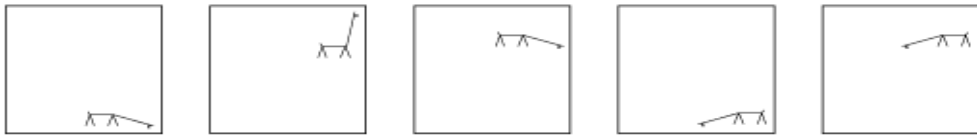
A B C D E

2



A B C D E

3



A

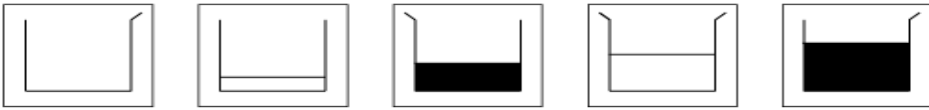
B

C

D

E

4



A

B

C

D

E

5



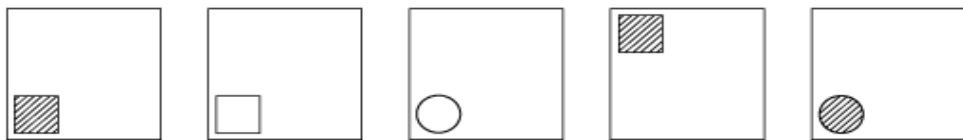
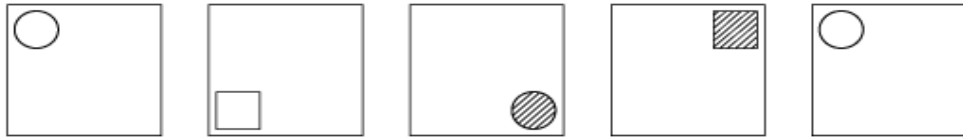
A

B

C

D

E



A

B

C

D

E

### 3.-ABDUCTIVE INFERENCE EXERCISES

Read each passage below. Write **where** you think the passage is happening and explain your answer.

1. As I walked in the door, I was amazed at the beautiful colors and smells. I knew it would be hard to decide what I would buy with my \$3. The chocolate truffles looked delicious, but they were expensive. The jelly beans were not only cheaper, but so colorful! With so much to choose from, I knew I would be here a long time.

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---



---

2. The water felt so good on such a hot day. I heard the other children laughing and yelling across the way. The concrete was wet from a group of teenagers splashing each other in the corner. The lifeguard watched closely to keep children from running.

---



---



---

3. I was allowed to push the cart. The front left wheel was broken, so the cart wobbled down each aisle. Mother put various packages and boxes in the cart, but I didn't notice. I was trying to keep the cart going straight as it got heavier and heavier.

---



---



---

4. As we entered, a large blast of water hit the windshield. Huge flopping sponges began to slap at the hood as we slowly moved forward. Soon, there were suds spilling over the sides. I was glad the windows were rolled up!

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---

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5. It felt wonderful to be outside, even if only for a little while! All the swings were already taken, and a group was playing softball on the diamond. Casey and I decided use the monkey bars until the teacher called us.

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## ANSWER KEY

### Exercise 1

1. B
2. D
3. B
4. A
5. C
6. B
7. A
8. B

### Exercise 2

1.D

First Rule: The door moves to the right, centre, left then centre, always in line with the window immediately above it, and then the pattern repeats.

Second Rule: First only upper storey windows are leaded, then only the lower storey windows are leaded, then all windows are leaded. This pattern then repeats.

Third Rule: Starting at the bottom right window, the figure visits each window in turn in an anticlockwise direction.

2. C

First Rule: The direction of the arrow rotates by 30o each time.

Second Rule: Following it in the direction of the arrow, the wavy line alternates between crossing in front of the straight line first and crossing behind it first.

Third Rule: The horizontal line passes behind the wavy line but crosses in front of the straight line.



### 3. C

First Rule: The matchstick giraffe visits the corners in the order top left, top right, bottom left, bottom right. The sequence then repeats.

Second Rule: The matchstick giraffe faces right when it is at the top and left when it is at the bottom.

Third Rule: The giraffe's neck alternates between being up and down.

### 4 A

First Rule: The level of the liquid in the container rises by a consistent amount every time.

Second Rule: The liquid alternates between being light and dark.

Third Rule: The container has a spout to the right, then no spout, then to the left, then to both left and right. This sequence then repeats.

### 5.C

Rule 1: The face changes in sequence from smiley to ambivalent to frowning. Rule 2: The weather symbol alternates between sun and cloud.

Rule 3: The weather symbol is clear for two items then shaded for two items, then clear for two items.

Rule 4: The shapes move one corner anticlockwise each turn.

### 6. B

Rule 1: The shapes move one corner anticlockwise each time. Rule 2: The shapes alternate between circle and squares

Rule 3: The hatching changes between hatched and unhatched every other graphic in the sequence. I.e. off, off, on, on, off, off ... and so on.

### Exercise 3

1 candy store

2 swimming pool

3 grocery store

4 car wash

5 playground- school

**Annex 3: Posttest and answer key**



**UNIDAD EDUCATIVA BÁSICA  
JOSÉ BENITO BENÍTEZ SAN ANDRÉS**

INFERENCEAL READING POST-TEST				
<b>AREA</b>	English	<b>WORKING DAY:</b>	Morning	
<b>TEACHERS</b>	Ms. Ana Karen Maldonado Ms. Nicole Aviles	<b>DATE:</b>		
<b>GRADE</b>	1st baccalaureate	/	<b>QUIMESTRE:</b>	First
<b>PARALLEL</b>	" A "	<b>SCHOOL YEAR:</b>	2017-2018	
<b>STUDENT:</b>				

**1.-ANSWER THE FOLLOWING QUESTIONS APPLYING DEDUCTIVE INFERENCES**

Identify the letter of the choice (a, b, c, d) that best completes the statement or answers the question:

**1. All flowers are pretty objects.**

**All pansies are flowers.**

**Therefore,**

- a. Some Panises Are Pretty Objects.
- b. All Pansies Are Pretty Objects.
- c. All Flowers are Pretty Objects.
- d. None of the above.

**2. No animals are plants.**

**All sheep are animals.**

**Therefore,**

- a. All sheep are plants.
- b. All animals are sheep.
- c. Some Sheep Are Plants.
- d. None of the above.

**3. All fragile things are breakable things.**

**Some glasses are fragile things.**

**Therefore,**

- a. Some Glasses will break.
- b. Some Glasses are breakable things.
- c. Some things are breakable.
- d. None of the above.

**4. All mammals are warm-blooded animals.**

**All whales are mammals.**

**Therefore,**

- a. All Whales are Warm-Blooded Animals.
- b. All Animals are whales.
- c. All Warm-Blooded Whales are animals.
- d. None of the above.

**5. All frogs are reptiles, All frogs are animals. Therefore,**

- a) All reptiles are animals
- b) All animals are reptiles
- c) Reptiles are not animals.
- d) All animals are frog

**6. Albert is more intelligent than Louis. Louis is more intelligent than Charles.**

**Who is the least intelligent of them?**

- a. Albert. b. Louis. c. Charles.

**7. The black car is newer than the gray one. The gray car is older than the green car.**

**What is the oldest car?**

- a. Black car. b. Gray car. c. Green car.

**8. Joseph is less tall than John. John is smaller than Ernest.**

**Who is the smallest of them?**

- a. Joseph. b. John. c. Ernest.

**9. The green watch is less expensive than the blue watch. The blue watch is more expensive than the white one.**

**Which watch is the least cheap?**

- a. Green watch. b. Blue watch. c. White watch.

**2.-CHOOSE THE CORRECT ANSWERS APPLYING INDUCTIVE INFERENCES**

In each question you will be presented with a logical sequence of five figures. You will need to determine which of the possible answers best matches the next figure in the sequence, or replaces a missing figure in the sequence.

10



A

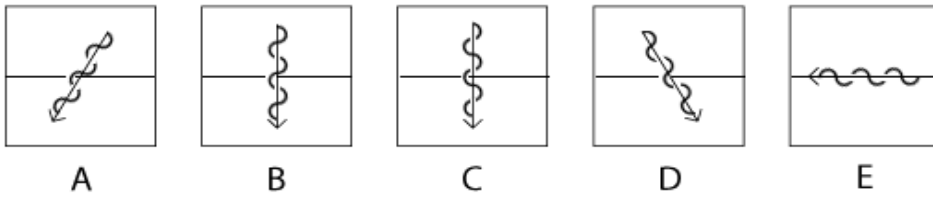
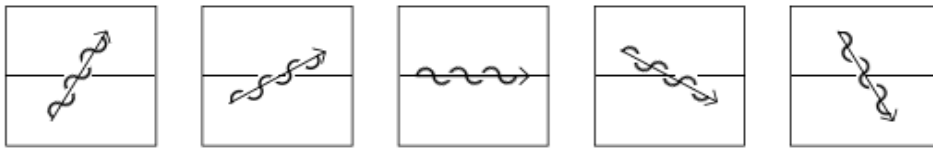
B

C

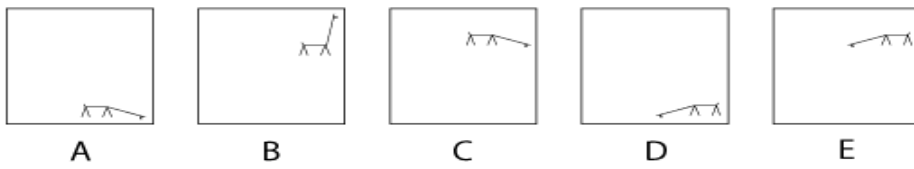
D

E

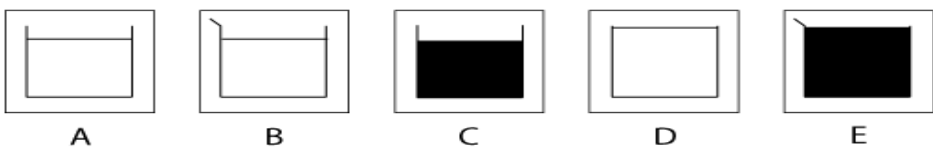
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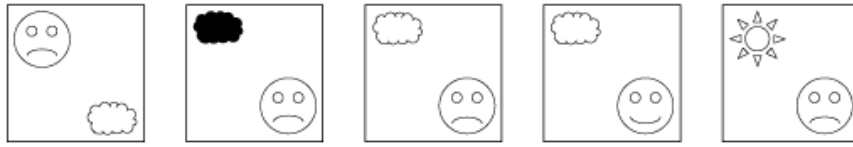
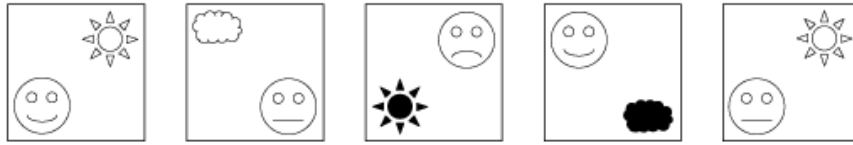
12



13



14



A

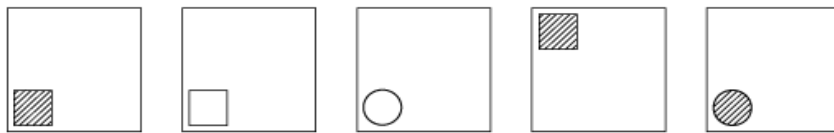
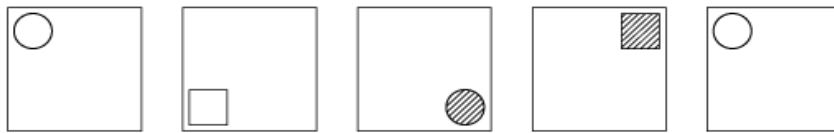
B

C

D

E

15



A

B

C

D

E

16



A

B

C

D

E

### 3.-ABDUCTIVE INFERENCE EXERCISES

Read each passage below. Write **where** you think the passage is happening and explain your answer.

**17.** As I walked in the door, I was amazed at the beautiful colors and smells. I knew it would be hard to decide what I would buy with my \$3. The chocolate truffles looked delicious, but they were expensive. The jelly beans were not only cheaper, but so colorful! With so much to choose from, I knew I would be here a long time.

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**18.** The water felt so good on such a hot day. I heard the other children laughing and yelling across the way. The concrete was wet from a group of teenagers splashing each other in the corner. The lifeguard watched closely to keep children from running.

---

---

---

**19.** I was allowed to push the cart. The front left wheel was broken, so the cart wobbled down each aisle. Mother put various packages and boxes in the cart, but I didn't notice. I was trying to keep the cart going straight as it got heavier and heavier.

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**20.** As we entered, a large blast of water hit the windshield. Huge flopping sponges began to slap at the hood as we slowly moved forward. Soon, there were suds spilling over the sides. I was glad the windows were rolled up!

---

---

---

## ANSWER KEY

### Exercise 1

1. B
2. D
3. B
4. A
5. A
6. C
7. B
8. A
9. B

### Exercise 2

10.D

First Rule: The door moves to the right, centre, left then centre, always in line with the window immediately above it, and then the pattern repeats.

Second Rule: First only upper storey windows are leaded, then only the lower storey windows are leaded, then all windows are leaded. This pattern then repeats.

Third Rule: Starting at the bottom right window, the figure visits each window in turn in an anticlockwise direction.

11. C

First Rule: The direction of the arrow rotates by 30° each time.

Second Rule: Following it in the direction of the arrow, the wavy line alternates between crossing in front of the straight line first and crossing behind it first.

Third Rule: The horizontal line passes behind the wavy line but crosses in front of the straight line.

12. C

First Rule: The matchstick giraffe visits the corners in the order top left, top right, bottom left, bottom right. The sequence then repeats.

Second Rule: The matchstick giraffe faces right when it is at the top and left when it is at the bottom.

Third Rule: The giraffe's neck alternates between being up and down.

13. A

First Rule: The level of the liquid in the container rises by a consistent amount every time.

Second Rule: The liquid alternates between being light and dark.

Third Rule: The container has a spout to the right, then no spout, then to the left, then to both left and right. This sequence then repeats.

14. C

Rule 1: The face changes in sequence from smiley to ambivalent to frowning. Rule 2: The weather symbol alternates between sun and cloud.

Rule 3: The weather symbol is clear for two items then shaded for two items, then clear for two items.

Rule 4: The shapes move one corner anticlockwise each turn.

15. B

Rule 1: The shapes move one corner anticlockwise each time. Rule 2: The shapes alternate between circle and squares

Rule 3: The hatching changes between hatched and unhatched every other graphic in the sequence. I.e. off, off, on, on, off, off ... and so on.

16. A

**Rule 1: The nose changes in sequence from hook to oval to none.**

**Rule 2: The eyes look towards the flower.**

**Rule 3: The number of hairs corresponds to the number of freckles.**

Exercise 3

17. Candy store

18. Swimming pool

19. Grocery store

20. Car wash



**Annex 4: Validation format**



**UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE GUAYAQUIL  
VALIDATION OF THE PROPOSED PROJECT PLAN**

Attending the request of the students Nicole Katrina Aviles Torres and Ana Karen Maldonado Chauca, authors of the proposal: "Inferential Reading and Critical thinking syllabus design "and after their respective analysis; your collaboration is requested to validate it based on the following parameters and aspects.

- SA** = Strongly Agree
- MDA** = Medium Agree
- A** = Agree
- D** = Disagree

Mark with the letter (x) in the box that you consider, it fits the indicated parameter.

ASSESSMENT / ASPECTS	SA	MDA	A	D
1.- There is connection between the background, justification, fundamental problems, the objectives, contained in the project.	X			
2.- Organization and directionality of the proposal can be evidenced so that its applicability becomes effective.	X			
3.- The proposal is feasible, current and useful for teachers.	X			
4.- The Inferential Reading and Critical Thinking syllabus design proposal has an impact on the processes that teachers carry out in education, which has as a consequence the correct and integral development of children.	X			

Names and Last names: PATRICIA BENALCAZAR ESPINOZA ID: 0910652536	Title: MAGISTER EN DESARROLLO EDUCATIVO
Professional Position: ACADEMIC COORDINATOR	Work place: UNIDAD EDUCATIVA JOSE BENITO BENITEZ SAN ANDRES.
4th level Degree: PhD <input type="checkbox"/> Magister <input checked="" type="checkbox"/>	Date: November 6 <sup>th</sup> 2017

  
 Signature

**Annex 5: Validation format**



**UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE GUAYAQUIL  
VALIDATION OF THE PROPOSED PROJECT PLAN**


Attending the request of the students Nicole Katrina Aviles Torres and Ana Karen Maldonado Chauca, authors of the proposal: "Inferential Reading and Critical thinking syllabus design "and after their respective analysis, your collaboration is requested to validate it based on the following parameters and aspects.

- SA** = Strongly Agree
- MDA** = Medium Agree
- A** = Agree
- D** = Disagree

Mark with the letter (x) in the box that you consider, it fits the indicated parameter.

ASSESSMENT / ASPECTS	SA	MDA	A	D
1.- There is connection between the background, justification, fundamental problems, the objectives, contained in the project.	X			
2.- Organization and directionality of the proposal can be evidenced so that its applicability becomes effective.	X			
3.- The proposal is feasible, current and useful for teachers.	X			
4.- The Inferential Reading and Critical Thinking syllabus design proposal has an impact on the processes that teachers carry out in education, which has as a consequence the correct and integral development of children.	X			

Names and Last names: SUSANA MARIA SALMON DURAN ID: 0960075547	Title: MASTER EN CIENCIAS DE LA EDUCACION MENCION EDUCACION ESPECIAL.
Professional Position: TUTOR TEACHER 5 <sup>TH</sup> EGB	Work place: UNIDAD EDUCATIVA JOSE BENITO BENITEZ SAN ANDRES.
4th level Degree: PhD <input type="checkbox"/> Magister <input checked="" type="checkbox"/>	Date: November 6 <sup>th</sup> 2017

  
 Signature

**Annex 6: Validation format**



**UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE GUAYAQUIL  
VALIDATION OF THE PROPOSED PROJECT PLAN**

Attending the request of the students Nicole Katrina Aviles Torres and Ana Karen Maldonado Chauca, authors of the proposal: " Inferential Reading and Critical thinking syllabus design "and after their respective analysis; your collaboration is requested to validate it based on the following parameters and aspects.

- SA** = Strongly Agree
- MDA** = Medium Agree
- A** = Agree
- D** = Disagree

Mark with the letter (x) in the box that you consider, it fits the indicated parameter.

ASSESSMENT / ASPECTS	SA	MDA	A	D
1.- There is connection between the background, justification, fundamental problems, the objectives, contained in the project.	X			
2.- Organization and directionality of the proposal can be evidenced so that its applicability becomes effective.	X			
3.- The proposal is feasible, current and useful for teachers.	X			
4.- The Inferential Reading and Critical Thinking syllabus design proposal has an impact on the processes that teachers carry out in education, which has as a consequence the correct and integral development of children.	X			

Names and Last names: SONNIA IGLESIAS ABAD ID: 0910022581	Profession: MAGISTER EN DISEÑO CURRICULAR Y COMPETENCIAS
Professional Position: TEACHER 10 <sup>th</sup> and 3 <sup>rd</sup> Baccalaureate	Work place: UNIDAD EDUCATIVA FISCAL FRANCISCO DE ORELLANA
4th level Degree: PhD <input type="checkbox"/> Magister <input checked="" type="checkbox"/>	Date: April 19 <sup>th</sup> 2018

.....  
  
 Signature

**Annex 7: Observation class report**



**Unidad Educativa José Benito Benítez San Andrés**

**Observation Class Report**

**Teacher's Name:** ..... **Date:**.....

**Topic:**.....**Grade:**.....**Score:**.....

<b>Aspects to have into consideration during the teacher's class</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Demonstrates mastery of the topic?				
Proposes appropriate activities for each of the phases of the class?				
Prepares material?				
Promotes student participation and verify its understanding?				
Designs and adequately uses the blackboard, presentations, guides, etc.?				
Is (he-she) updated, does it relate the topics to the present?				
Synthesizes and emphasizes when necessary?				
Voice and pronunciation are adequate?				
Transmits enthusiasm and interest.				
Posture and movement reflect space management?				
Manages and maintains order and discipline?				
Is (he-she) respectful of the students?				
Explains the topics clearly, following a logical and articulated sequence?				
Demostrates creativity during the activities?				
Explains topics using examples, exercises, cases, etc?				
<b>Aspects to have into consideration in student's observation</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Do the activities during the class?				
Do the students make questions?				
Do they Ask for extra information?				
Do they work in groups?				
Do they respect the teacher?				
Do they respect each other?				
<b>Classroom general Aspects</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Classroom arrangement				
General Impression				
Do students and teacher interact in a respectful environment?				
Accurate furniture				

\_\_\_\_\_

Area Coordinator

\_\_\_\_\_

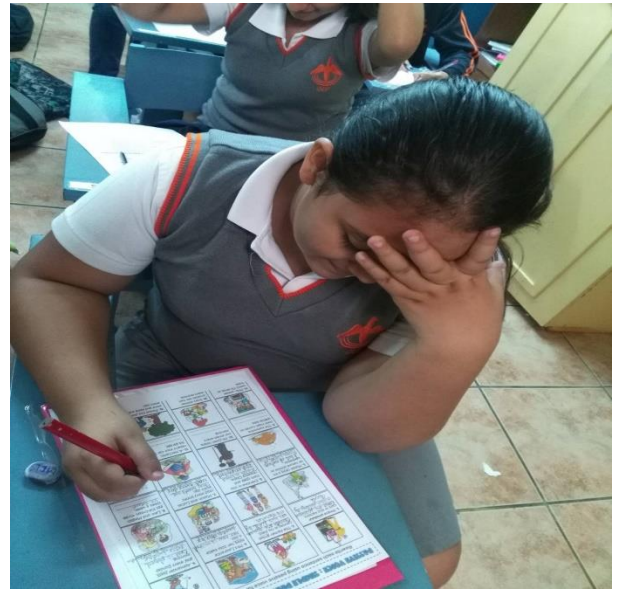
Observing Teacher



**Annex 8:** Pictures of students of 1<sup>st</sup> bacallaureate and English teachers from the research project



Students developing the pretest



Students working on thinking activities



Oral discussions in pairs



Teachers explain students the activities to develop



Teachers giving class to students



Students recall prior knowledge in class



Students practicing reading comprehension exercises



Students realize the posttest





Teachers explain to students the results after the posttest



Teachers and students after the process finished

## REPOSITORIO NACIONAL EN CIENCIA Y TECNOLOGÍA

### FICHA DE REGISTRO DE TESIS

**TÍTULO Y SUBTÍTULO:**

APPLICATION OF CRITICAL THINKING STRATEGIES TO DEVELOP INFERENTIAL READING SKILLS IN STUDENTS OF 1ST BACCALAUREATE IN UNIDAD EDUCATIVA JOSE BENITO BENITEZ SAN ANDRES DURING THE SCHOOL YEAR 2017-2018

**AUTOR/ES:**

AVILES TORRES NICOLE KATRINA  
MALDONADO CHAUCA ANA KAREN

**TUTOR:**

MSC. FRANCISCO ANTONIO VALENCIA  
CHAVEZ

**REVISORES:**

**INSTITUCIÓN:** UNIVERSIDAD LAICA  
VICENTE ROCAFUERTE DE  
GUAYAQUIL

**FACULTAD:** CIENCIAS DE LA EDUCACION

**CARRERA:** INGLES

**FECHA DE PUBLICACIÓN:**

**No. DE PÁGS:**

100

**TÍTULO OBTENIDO:**

LICENCIATURA EN LENGUA INGLESA

MENCIÓN EN ENSEÑANZA Y ADMINISTRACIÓN DE SISTEMAS EDUCATIVOS EN TEFL

**ÁREAS TEMÁTICAS:** EDUCACION/ LENGUA EXTRANJERA



**PALABRAS CLAVE:**

Inferential, Critical thinking, predict, hypothesis, skills

**RESUMEN:**

The purpose of this research is to improve inferential reading skills through the application of different kind of critical thinking strategies because mechanical, repetitive and lacking of reflection learning is a problem that students and teachers face nowadays. The first phase of the project involves previous analysis of the reading situation to evaluate the influence of critical thinking strategies on the inferential reading abilities of 1st baccalaureate students at Unidad Educativa Jose Benito Benitez San Andres during the school year 2017-2018. After the analysis the next phase was the selection of accurate methodology that implies the practice of their mental abilities, open spaces for training and the development of thinking skills through the practice of inferential reading that involves how to infer, predict, justify and hypothesis their answers. The final results of this study show the great influence that the dependent variable had on the dependent one confirming the hypothesis made at the beginning of this investigation.

No. DE REGISTRO (en base de datos):

No. DE CLASIFICACIÓN:

DIRECCIÓN URL (tesis en la web):

ADJUNTO PDF:

SI

NO

CONTACTO CON  
AUTOR/ES

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E-mail:

CONTACTO EN LA INSTITUCIÓN:

Nombre: Ab. José Maldonado Moran

Teléfono: 2596500 ext. 221

E-mail: jmaldonadomo@ulvr.edu.ec

## Urkund Analysis Result

**Analysed Document:** THESIS MALDONADO-AVILES original.docx (D32982531)  
**Submitted:** 11/28/2017 12:29:00 AM  
**Submitted By:** fvalenciac@ulvr.edu.ec  
**Significance:** 1 %

Sources included in the report:

<https://www.slideshare.net/NarcisaPamelaCedeoCevallo/derechos-y-obligaciones-editados>  
<http://repositorio.ulvr.edu.ec/bitstream/44000/1241/1/T-ULVR-0408.pdf>

Instances where selected sources appear:

3