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ESCUELA DE LENGUAS - INGLÉS

RESEARCH PROJECT:

“THE INFLUENCE OF PEDAGOGICAL TECHNIQUES ON THE READING  
COMPREHENSION SKILLS OF 9<sup>TH</sup> GRADE STUDENTS AT COLEGIO RÉPLICA  
GUAYAQUIL, SCHOOL YEAR 2017-2018”

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TUTOR



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## **ABSTRACT**

It is almost impossible in how much effort a regular person in our country invests regarding in the quantity and quality concentration a piece of reading requires in order to obtain a summary about what just have read minutes ago. The latest survey developed by the UNESCO demonstrated that a regular Ecuadorian person just reads the half of a book during his all life, which is terrifying. The target of this proposal is influencing through pedagogical intervention techniques, improving that combines a series of learning strategies like SQ3R based in reading comprehension adapted and modified according to the group to work with. Additionally, there are “The Reading Works Station”, “The Reading Corners” and soon. The development of reading and comprehension skills during ten weeks. However, despite this hard survey it was not possible to accomplish or fulfill all requirements for the lack of time, in order to overcome all students’ difficulty in reading but also in comprehension. This research was held at “Colegio Réplica Guayaquil” secondary, 44 ninth graders participated in the survey. A teacher and a practice teacher implanted this research, three days, for three hours during ten weeks. The outcomes were surprisingly notorious in reading comprehension improvement, particularly for students with learning difficulties.

## INTRODUCTION

Reading, for most people, might be one of the most boring task. That is the reason why several of them do not even like reading due to the quality and the quantity concentration level required in order to understand any paragraph or piece of reading. Well known that in some cases, certain pieces of reading could be stressful to understand as well as there are some which are quite interesting. Many of us have met the weird situation when regular readers do not even know any fraction, regarding what just have read. It is important to dominate, master this field in order to create, develop and establish a habit in the students, because is over there in the student community where appear these conflicts of comprehension. Develop a reading culture but not only during the school years but in lifetime also, all this based in the early school years. As a teacher might establish it as a lifestyle into the classrooms.

The goal, develops many good feelings among them, we have... to think, to learn, to imagine, to dream, to know each other, to know the world, to respect the world. In others words, improve our self as human being. Reading is much more than recognize each word in the text book, it is basically comprehended and know how to interpret them in order to establish our own opinions formulated as values and judgments. It is participate in an active proses of reception and exchange of a mount of ideas. When we are learning how to read and write, we learn how reading and writing it is by itself, figure it out how others people undertake it, making it better. Trying, making mistakes, receiving help, correcting and risk taker. From the very beginning of learning we have to be aware at the fact that we have to construct a meaning to express it and the fact that students have previous knowledge, in fact those knowledge by itself, help students to construct those meaning. When we are teaching reading, it is also teach to students to make their own hypothesis in relation with the book: reading their essays and re-write them in a conventional way, listening them when they are reading, taking in account what they can learn and valuing their effort. When we read into the classroom, we have to accomplish some objectives having in mind the progress that students have made, it is necessary to join the resources of information that we undertake in classroom.

This objective requires time, preparation and specific attitude like persistence, consistency and discipline in order to achieve satisfactory results. We are clear that establishing reading as a habit does not depend just into the classroom but we have to accept that it depends also on the Institution in a parallel way. We should consider too that every single student can and must learn how to read and we can help them. Some might have learning difficult, but it does not mean a conflict in achieve the objective desired which is improve reading comprehension. It is necessary consider that the pleasure of reading we have to promote from the beginning, since the early school years. To promote the pleasure of reading requires a certain reflexing about previous knowledge that teachers have about what deal whit reading. We as Ecuadorians do not have the habit of reading due to some aspect among them we have: poor habit in reading, struggles with concentration, lack of interest in reading, etc. The latest survey undertaken by UNESCO got to the conclusion that Ecuadorians read the fifty percent of a text or book. That percentage is terrifying.

## CHAPTER I

### 1. THE RESEARCH PROBLEM

#### 1.1. Background of the Problem

The Ecuadorian culture has passed for several changes, through the years among them, it has had the political, social and cultural changes. It is well remembered how it was time ago to obtain a ticket to have an education at university level everything was much easier without any type of test or something similar. Nowadays, in order to obtain a place at University we must work and study hard for it. We must fulfill certain requirements. For example, to master some interesting fields like abstract knowledge, logic knowledge and General Culture. Several applicants do not obtain a desired result which is 800 points as minimum. This occurs due to the lack of previous preparation, we also can mention as important data, the few grade of interest during the school years. By the time when the subjects were applied or explained to the student. It is well know that for every single situation in life, we have to read and not only just read but understand what we already read. It is well known also, that several students do not pay the necessary attention in order to understand the instructions in a test, it happens very often when the test has finished, students ask among them self out of the classroom what answered in x or y question and immediately they noticed that they made several mistake answering those questions due to lack of reading comprehension. Applicants did not even understand the instructions established and written in the test.

Many students who fail easy simple test which is crucial for their professional future, because they cannot neither read nor understand the instruction or question written in it. It occurs very often in a simple monthly routine, when we have to pay a basic service bill and at the bottom of itself-there is a statement written with the smallest letter which in certain cases there are some rules established to be followed. Many times this derives in the majority of cases in sanctions, because they are included in the last part of the contract and they have not been read. It is applicable for a sorts documents.

When we were kids we used to go to the school and in the majority of cases we hated the class of reading, and the reasons might be for several motives. At school teachers

invite students to read really bad books, some of those books were not written for their age or interests in that time, also because students were taught to read by assignation and obligation but never for passion or pleasure. It is well known that at university we have to read too many books whit different topics according the subject to be studied, however when we are in middle school, we are still reluctant to read and is mandatory. It may be because there is a schedule to be followed, but not only that, it is the obligation that reading as a subject is imposed, then students start to develop a sort of reject about everything that have to deal whit reading and this kind of rejecting obviously it will be displayed in the following years. As adults, we reject any kind of long reading, it might be because by the previous impositions in the school years.

Nowadays, through the realization of several classes' observation, students still have problems with reading and mainly with comprehension. Situations that even start with the body's posture, the way in how students handle a book, an essay, a magazine and so on the samples are endless.

Then comes "The Reading Time". Students just start reading whit no conscience of what they are doing and most cases with frustration. It is notorious by the time when students have to give an explanation about what has been just read and as a result the grade of comprehension is poor. We consider, in fact what students are reading, analyzing and explaining it. In some cases all that occurs at the same time but not at a desired level. Considering the grade of difficulty that some words have like pronunciation, intonation. Moreover if their mother tongue is not English. We already know it. This sequence is undertake, of course based in a previous training or practice day after day into the classrooms. In more than one occasion we have mentioned that students do not understand at all what they just read it might be for several things students have in mind in terms situations that they have to deal whit according their age. Having a clear idea about what students have between hands, understanding it and in most cases explaining it, not even to them self but to the audience in terms of be understandable. We as readers have the tendency or prefer a pretty interesting short piece of reading. Piece of reading that drag our attention. Know how to read is one of the most important thing to master over any situation of challenge in life.

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

How does the use of Pedagogical Techniques influence the Reading Comprehension Skills in 9<sup>th</sup> grade students at “Colegio Replica Guayaquil”?

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

There are questions that through this work arise, and at the same time, these same questions lead to endless interrogatives, the same situation guides us to think in what weak field must be reinforced it in terms of improvement on reading comprehension.

- Why is for English learners so hard comprehend a piece of reading?
- What does reduce the levels of Reading Comprehension in learners?
- Will it be possible to reach an optimum level of Reading Comprehension using adequate Pedagogical Techniques?
- What strategies would be the most adequate in order to improve Reading Comprehension?
- Are the accepted traditional teaching reading methods related to reading comprehension?
- Are there others methods in order to avoid reading? (Films, audio books, etc.).
- Would it be fundamental to teach reading like something attractive and important?

## **1.4. Broad Objective**

To determine the influence of Pedagogical Techniques on the improvement of Reading Comprehension of 9<sup>th</sup> grade students in Reading Class at “Colegio Replica Guayaquil”.



## **1.5. Specific Objectives**

- To identify the students' level of reading comprehension before the proposal is applied.
- Selection of suitable Pedagogical Techniques for Reading Comprehension.
- To design a proposed project plan to improve 9<sup>th</sup> grade students' reading comprehension.
- To identify the students' level of reading comprehension after the proposal is applied.
- To determine the theoretical aspects of the research variable.

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

Researching about the level of reading comprehension in students from 9<sup>th</sup> grade is challenging, because not everyone likes or enjoys reading. However this might be achieved through texts according their age and interest. And not just limited by books but for any kind of reading. Students have more than one difficult to overcome a piece of reading... difficult like strange words, with a grade of difficult in pronunciation and taking in consideration the intonation, the way how students read, also whit unknown words in their meaning among others circumstances that students have in mind. Which it would not be like this. It would be pleasure, yes a, pleasure because there are books out there pretty interesting in any bookstores for all sorts of taste. Students face reading as boring task something undertook for obligation instead for enjoy and pleasure. For students, reading has many advantages for them considering that the benefits that can be derived and displayed in their future life will be improved. We know that developing reading enthusiastic in students is not easy because as we mentioned it in some lines above is due to factors of impositions among others circumstances already mentioned, however the level of their learning process and improvement will affected clearly in good grades. Subsequently, this in university years the grade of reading comprehension will be reflexed satisfactorily as well as in their professional career. There are some private schools which have reading programs that will help students to develop good reading comprehension and as a habit that will help them in any field in life. We should just imagine students

attending these reading programs where students will have the opportunity of reading many books that interest them like Harry Potter, Narnia, Star Wars, titles and best sellers are endless ones better than others. The texts are not just interesting: they are engaging/compelling, students choose what to read. If students read those books or any based on their election or taste, regularly they will form good reading habits without realizing it. In general speaking, the efficacy in order to transmit their thoughts in a way accuracy, orally and writing will be evident by the improvement of students' performance but not only into classrooms in life too.

On the other hands, teachers' benefits on reading, to mention it because students follow patterns and we teachers are students' examples to be followed. Students pay huge attention to the way teachers write, read, speak and behave into the classrooms even though with their coworkers. 'The idea of the teacher having to be someone who is constantly developing and growing as a whole human being as a prerequisite for being able to truly help his or her pupils to be able to do the same, is such a core truth of teaching, yet it is typically ignored in FLT (Lutzker, 2007). When teachers have the habit for reading, this makes improvement in order to be better informed in both sides in their career and about the world itself. Reading purposes focus on: pleasure, information and general understanding. Reading makes to every single human being much more interesting, just imaging a person attending, sharing a meeting without nothing what to say about any actual topic, it sounds weird but happens.

When teachers are reading unconsciously are refreshing their English, acquiring the new words in their mind. Students enjoy a lot that their teachers to be interesting people who know what's going on around the world. Teachers who read very often, they are a clear examples to be follow their students. Teachers can advise to their students should read very often and students will not but with the good teachers' example in reading, teachers will have students who read too. Students will read a lot and read often. For people in general the benefits in reading are huge, it means that is displayed over more than one field considering that health, knowledge, improvement, discover, inventions, spread valuable information. It is well known that we should not pre-judge a book by its cover for

this reason many of them are devoured in the bookstores. A really good book has the particularity to transport our mind many years or even centuries in the past in the same way in the future. Adults who spent their downtime with cognitive activities like reading or writing, it keeps their awareness in good cognitive conditions. "Brainy pursuits make the brain more efficient by changing its structure to continue functioning properly in spite of age-related neuropathologies (Fillmore, 2015). A similar research found that older adults who read very often or play cognitive challenging games like chess or puzzles are two and a half times less likely to develop Alzheimer's disease. Reading consequently maintains the brain young and healthy. Reading can encourage us to achieve objectives, goals. When we read a book and we find a character who is chasing an objective we as long as read and notice the obstacles that appear along the road and they were overcome. It gives us an idea how to motivate and reach our own goals.

As much as we identify with the character we have the willingness to take action for achieve our goals. Reading is really good exercise to keep brain much more active than when is used for watch TV or listening to the radio. Whether you're concentrated in a page-turner or simply scanning an instruction manual for your drone, "parts of the brain that have evolved for specific functions—like vision, language, and associative learning—connect in a specific neural circuit for reading, which is very challenging," (Fillmore, 2015). The habit pressures your brain to think and concentrate. Reading reduces the stress' levels as soon as we start to read eventually at night, our brain has been plugged with all sorts of difficulties during the day at the end of the journey, reading might be a good choice a British study, participants engaged in an anxiety-provoking activity and then either read for a few minutes, listened to music, or played video games. The stress levels of those who read dropped 67 percent, which was a more significant dip than that of the other groups. Reading expand our vocabulary because the books we read consequently the way how we speak with others is deeply connected by the books we read in fact, researchers estimate that we learn five to 15 percent of all the words we know through reading, according to a Scholastic report. This is particularly important for children, whose vocabulary size is directly and dramatically related to the books they read. Reading helps us feel more tuned with the world. When match with characters in a

book, we experience a kind of real-life relationship that can enhance our sense of inclusion, say psychologists at the University of Buffalo. In other words, reading *Marley & Me* may increase camaraderie with dog owners in the park.

It represents the way in how we experiment different emotions through reading. Reading helps empathy. Stories provide life-changing perspective, says York University researchers. Getting involuntarily up in the lives of characters strengthens our ability to understand others' feelings. Seeing the world through Cole Sear's eyes in *The Sixth Sense* a movie with an interesting plot. Reading makes us smart, thin, healthy, happy a love of reading can protect our brain from Alzheimer's disease, slash stress levels, encourage positive thinking, and fortify friendships. Here's how our brain and body benefit when we hit a really good book. Outside there are many of them waiting for us. Books are able to explain everything about any topic Reading can brighten our day a happy ending can make feel brand new our spirits, in contrast novels may hit positive feelings in more subtle ways too. Even in regular events in the narrative may warm memories. Does the lead character attend a beach barbecue? Who does not like to reproduce some scenes in real-life? Reading helps us save money a regular novel costs between \$8 (e-book) and \$13 (paperback) and takes around six hours to be read, reported *Weight Watchers*. In contrast that to going to see a few movies, spending a day at an amusement park, or eating a few meals out—reading is a much more cost-effective splurge for your entertainment dollars. And don't forget your local library.

The results of these findings might help the researcher and the institution come up with ideas to resolve this situation which is pretty common at any level into classrooms, the lack of comprehension in what has been just read. Therefore teachers could be educated in the use of these strategies and as a result the grade of comprehension will be increased not only in reading as subject but in the remaining subjects too and as a result of use of this strategies, it will increase students' awareness on their learning process in the same way applying these during students' school years the objectives will be obtained in their good grades but also in their future professional life. In a way that should be promoted the learner satisfaction in other words successful completion of learning task leads to

both intrinsic rewards, such as a sense of accomplishment, and extrinsic rewards, such as grades and teachers approval. If students feel good about what they have learned, they will be motivated to learn more. Douglas(2001)suggests three strategies to promote satisfaction in learning.

Require the use of the new skill in a realistic or authentic problem – use case studies, role playing, games or simulations.

Provide positive feedback and reinforcement.

Design consequences that are consistent and fair.

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

The following study will be conducted at “Colegio Replica Guayaquil” which is located in Guayaquil on the Via Perimetral y Ave. Los Angeles. The research will be undertaken in the English area of the High School section. Students from ninth grade level will be surveyed to analyze and evaluate their level of comprehension in reading. Students from 9<sup>th</sup> grade level will work with a sort of pedagogic strategies in what concerns their improvement in reading comprehension. English teacher will be given a questionnaire to notice the students’ improvement.

### **1.8. Hypothetical Approach**

- ✓ The implementation and of pedagogical techniques will improve reading comprehension in 9<sup>th</sup> grade students at Colegio Replica Guayaquil.
- ✓ The low level of English in 9<sup>th</sup> grade students at Colegio Replica Guayaquil will affect directly their reading comprehension.
- ✓ Pedagogical Techniques with interesting, showy, and catchy strategies will improve reading comprehension in 9<sup>th</sup> grade students at Colegio Replica Guayaquil.

## **1.9. Research Questions**

- Why learners struggle by the time when they have to describe their ideas, once they've finished to read a chapter?
- Should reading comprehension plant in children a relationship less for obligation and more for pleasure?
- Does make reading comprehension develop in learners a critical thinking and wiser in a deep way?
- Does reading comprehension increase the capacity of concentration, analysis and interpretations of books?
- Which books would be the most adequate according their preference and age?

## **1.10. Hypothesis**

It is well known that no everyone enjoys to read due to a sort of reasons but, those reason are worth to take into account. In fact, in previous years those people who did not enjoy to read were pressured in a way that they are reluctant at. These situations to give an example leads us to wonder what generated this behave in learners.

- The implementation of pedagogical techniques will improve reading comprehension in 9th grade students at Colegio Replica Guayaquil.

## **1.11. Identification of variables**

In this paragraph equally, is specified clearly in order to identify the variables included in this research, the independent and dependent variable respectively. The pedagogical techniques will be explained.

- Pedagogical techniques.
- Improvement of Reading comprehension in 9th grade students at Colegio Replica Guayaquil.

## 1.12. Operationalization of the Variables.

Table 1. *Distributions of variables.*

Variable	Conceptual Definition	Dimensions	Indicators	Instruments
<b>Independent Variable</b>	The study of the theory and practice of education. It is concerned with the underlying values and principles that influences our approaches to learning teaching as assessment for effective pedagogy.	Survey, Question, Read. Recite, Review. (SQ3R) Metacognitive Activities (Schemata)	Teacher using Pedagogical Techniques in Reading Comprehension.	
<b>Pedagogical Techniques</b>		Providing Independent Reading Comprehension Strategy Practice through Work Stations  (Extensive- Intensive Reading) Pedagogy on English learners' Reading Comprehension, Strategy Use, and Active Learning Attitude, (Bottom- Up) and (Top-Down).  Flexible Grouping, Explicit Reading instructions in elementary school.	Teacher using strategies Comprehension on students in Reading class.  Students using strategies of Comprehension, class of reading.	Pre-test
<b>Depending Variable</b>				
<b>Reading Comprehension Skills in 9<sup>th</sup> grade students at "Colegio Replica Guayaquil"</b>		Cooperative Learning Scaffolding.	Students using strategies of Comprehension in Reading class.	Post-test

## CHAPTER II

### 2. RESEARCH THEORETICAL FOUNDATIONS

#### 2.1. Literature Review

In this chapter is going to do an overlook in studies about the level of comprehension when reading is undertaken basically. It is well known that attention is a pre-request for learning takes place, this skill is developed as much as the brain grows. This capacity is developed through the years as people grow. Some experts sustain that the average of concentration in adults is no more than twenty minutes in contrast with children which is much less, fewer minutes. This fact accordingly in recent studies, these can be seen as a crucial skills as a result in the improvement in comprehension when people read. Scientific research and studies have been developed throughout the time based on the fact which is pretty complex to establish levels of concentrations and comprehension and under what circumstances take place as well. There are many of these research published in the media as well as scientific, articles, magazines which are near hand. The psychologist Lucy Roldan sustains, that attention has three stages as follows: 1. Lead the senses to the activity to be undertake, leaving apart any distracters that might keep away us from that goal reading in this case. 2. Selection of a section from the information to be worked without paying attention to external factors like others people's noise and messages and internal factors like emotions, worrying and uncomfortable physical. 3. Hold the attention for a long-determined period (Specktor, 2016). The important here is to limit external factors as much as we can. As we have noticed kids have a very few minutes of concentration and that opportunity that we have to approach in order to have better results. English reading is one of the most important language skill around the world focused in students' areas in universities English Is learned as a foreign language (EFL). There are thousands of text books, articles, and journals, online resources translated and written into different languages. Students need to relay to their reading skills during school years because the books they have to read, they are more than ten books dependently the career they have choose and what about if learners do not understand what just have read. And is not only that point to mention but what will happen outdoors of the



universities, in their professional life where reading is mandatory in what concerns in professional improvement. The motivation is really important and crucial spreading by teachers into the classrooms.

Fang(2017)cites that, The Educational Significance is that problem-based in learning (PBL) “empowers and motivates students to conduct research, integrate theory and practice and apply knowledge and skills to develop a viable solution to a defined problem” (Edmundson, 2012, p. 24). This motivation aimed enthusiastic might be intrinsic or extrinsic sponsored by startling factors external or internal. The environment which surrounding to student, crucial for their motivation and learning process too, levels of concentrations are low when a student lives into a violence environment. Re taking motivation and enthusiastic as main feature without putting aside learning process, students feel more comfortable to develop any task when the members of the group are cohesive because the exchange of ideas from one to another presents a better comprehension and participating and working in activities easily given by the teacher.

## **2.2. Theoretical Foundations**

Many have been the occasions when working and living under a lot of pressure cause stress. In the way appear situations when something is hard to understand by its content, as example, this might be when assembling a tent in the countryside and the instructions are not clear enough to read. In the other hand, when a dedicated mother is preparing a good meal for relatives and newly instructions are not easy to follow or even when for assembly a structure, the cases are infinity. It might say that reading is around the world it does not matter in what latitude in the world we are or, in what language is written, reading is an important issue to deal with from our early years. Theoretical aspects, some theories, assumptions and crucial concepts in the following independent and dependent variables will be covered in the next pages. As is well known, our country has low levels of reading, sustains the blogger Clara Medina(2017) that this is because our youth is focused in social medias as a way of communication reading short pieces of reading and exchanging (text messages) in WhatsApp, Snap Chat, Instagram, Facebook and so on.

It is important figure it out that there are several reading initiatives through the year in Guayaquil that contradicts the reality and gives back optimisms (Willis, 2017).

In the educational institution Abdón Calderon there was a reading event in May, where 18 students were invited from different high schools from the city, there was a conversation whose the central topics were: How did they start with reading? Who did they get motivate? The best sellers which have been read by them and why the importance of reading? Medina (2017) indicates that, it is awesome that from all 18 participants in this meeting 14 were girls which confirms that there are more girls' readers than boy readers. This might be because the grade of commitment that girls' students are more dedicate to knowledge than boys' students. Relatives who provided reading as habit were: uncles, grand-fathers, parents and teachers, in that order. These young are reading digital platforms, and in paper and prefer novels and sagas like: Hunger Games, Harry Potter, Chronicles from Narnia and Riddles' corridor. It is obvious to note these titles are catching for the majority of young readers and in particular cases in adults. Furthermore, Medina (2017) reports that authors like Stieg Larson, Isabel Allende, Lara Gallegos and Blue Jeans among others are the most preferred by this sort of readers as well as Gabriel Garcia Marquez, Mario Vargas LLosa and form Ecuadorian literature they have read Maria Fernanda Heredia, Edna Iturralde y Margarita Barriga. Medina (2017) sustains that there are a clear necessity to make circulate Ecuadorians books through different sorts of platforms. There is an Ecuadorian contemporary literature which is published but not read this is due for the lack of acceptance from different sorts of taste.

Nowadays, it is important to force students to make a commitment in their studies in order to obtain satisfactory results in their professional career and everyday life, all this focused in reading basically in order to enhance and improve their levels of comprehension most of them pay attention in the way how have a good pronunciation instead of what says a piece of reading in context. The following statements take a look at both sides of the argument in Extensive and Intensive reading students need to get involved in order to obtain the maximum benefits from it (Harmer, 2015). As well as, teachers motivate students to choose what to read but not for general knowledge, vocabulary improvement

but for pleasure too. Teacher also, chooses, teaches, motivates, inspires. Harmer (2015) sustains that this is designed to improve specific receptive skills like reading for *gist* (or general understanding –skimming-), reading for specific information-scanning-, reading for detailed comprehension (what is behind the words) and attitude. These strategies are known worldwide and to master them is crucial for their future professional life. Extensive reading is important that is present all time in students' words recognition as well as its contribution to their enrichment as readers.

It is not that easy command to student to read full time !hey kids read a lot! It would not be the way. It is important, mandatory to develop a well-organized infrastructure with books that cover the vast students' taste, catchy books. There are all kind of books which cover all topics outside but an important characteristic is that students must read material that they can understand. If students find hard to follow almost every word, they won't read for pleasure, the target in this activity. The books in this infrastructure must be according their preference and taste. Books whose reading is extensive reading – what Richard Day and Julian Bamdford call “language learner literature” (Day & Bamford, 2002). These are also called graded and simplified readers. This kind of readers can read almost everything what falls in hands with ease and confidence fiction or non-fiction books. Such books succeed because writers work within specific lists of allowed words and grammar, says Harmer (2015). The imagination is also powerful in the scenario that the reader is absorbing an interesting book and, in that process, a weird word appear and despite the limitation on the language such book can speak to the reader through the creation of atmosphere or compelling plot lines.

In order to setting up an extensive reading program there is necessity to build up a library of suitable books, this may be costly but money well spent. If possible is well accepted static libraries into the classroom or along the corridors. In some cases, this won't be possible but a useful idea carrying the books around with us. It is the same as in previous written lines where reading work stations were installed with great success. Harmer (2015) sustains that is great organize books by their genre. This will be appreciated by readers in terms that this kind of organization will help students to choose adequate books for them. The administration of these books are important in terms of track them a signing-

out system in order to avoid that books disappear over the time. The same students might help in this. It is important take in consideration the teachers' role in extensive reading because, he is the one who encourage students to do so, they do not like to do a lot of extensive reading. In my opinion is logic persuade students in extensive reading and explain its benefits to them or even motivating them into this through a book whose content is fascinating from the context and preference. Into this persuasions the teacher can organize extensive reading programs where teachers can indicate students how many books they expect them to read in a determined period of time. Students can consult to their pairs about the book choosing also teachers are willing to help what genre of book would enjoy and adequate for students. In the task of extensive reading is one approach to set aside a time a various points in a course for example in terms of give an explanation to classmates, students do an oral presentation where they show their point of view about a book, that they have just read and found particularly enjoyable as well as if a best seller has been awful in its content. Harmer (2015) indicates, that at the end of the year, month, and semester students can vote on the most popular book in the library. Eventually, students can write short books, essays that will be review for the class notice board. This is important to consider in Ecuadorian classroom in order to improve Ecuadorians' students reading comprehension.

In these days and age enthusiasm and motivation is increasing and decreasing the majority of time in students, according to experts that take Intensive Reading, the teachers' role is create an interest in the topic and tasks in order to force students read enthusiastically into the classroom, there are some more tasks like; organizer, observer, feedback organizer and prompter. This is supported by books with a high level of acceptance among students and readers in general (fiction, non-fiction, novels, best sellers, sagas and soon). In the organizer clear instructions are given in how can they make it and the time of explanation as well as what their reading purpose. In observer means restraining ourselves from interrupting that reading even to add more details or information. As students are reading this allow us to notice their progress, their weak and strong points and where give feedback. In feedback organizer students are responsible for compare and share their answers in pairs in order that all have understand the reading

for equal and share their knowledge. In prompter an effective way to know if students did read a book is through it language features also might be displaying and clarifying certain ambiguities and force them in certain features constructions into the text. Intensive reading vocabulary.- teachers encourages students to read without pay attention to the meanings of words as much as they can however is in some way is contradictory because students want to know what mean a word the objective is understand the book in a deeper way.

One way of reaching this goal is bargain with the class under this context, Harmer (2015)sustains that, teachers may encourage students to read for general understanding without understanding every single word on a first or second read-through. But then, depending in what else is going to be done we can give a chance to ask questions about individual words and/or give a chance to look them up. That way both parties in the teaching-learning transaction have their needs met. That's right taking in consideration in the amount of time spent looking for meaning. Time spent in this task would be administrated by the following way; time limit, words/phrases limit and meaning consensus...it is adequate for teachers that the maximum time invested in the explanation of words and passages be around five minutes as well as the words/phases limit will be around eight words or phrases and questions to be answered. In meaning consensus is useful gather some students with words already written down, around eight waiting for meanings obtained from the text, then they exchange these words among them at the same time others students from the same classroom give meanings to some words, finally in the words list are included the unknown meanings. Harmer (2015) stayed that this process works for two reasons, in the first place is students may well be able to tell each other about some of the words which individual students did not know, more importantly, is the fact that by the time we are asked for meaning, the students really do want to know them because the intervening process has encouraged to invest some time in the meaning search. Understanding every word has been changed into a cooperative learning task in its own right. And with this statement several research have been developed about Cooperative Learning.

Intensive Reading, letting students in means that students answer what someone else has made a question to be answered. Also, is important additionally ask student if did they like the book? (Kennedy, 2002). Due to this, it will know the preferences and taste of students. In certain cases is not recommendable make technical questions to students because with this they far away from what we really want to know about their feelings in what respects in reading. It is awesome by the time when students have to express their opinions about a book that they just have read and create their own comprehension task. A popular way to do this is when the book is about people, events or topics that everyone knows something about, and is an easy task to complete. Harmer (2015) sustains in this book that this activity provides a perfect lead-in since students will be engaged, will activate their schemata and finally will end up with a good reason to read which they themselves have brought into being. This will help students to make clear their points of view without lost the objective which is comprehension. A useful technique is that one called Jigsaw is the one that consists in to read different parts of a self-book with different students then let's put the parts together forming the whole story.

Reading lessons activities comprehends that students practice specific skills such as skimming/reading for general understanding also called "gist" or scanning/reading to obtain specific information. However, teacher can get students to read books for communicative purpose all this in terms of others activities, sources of information and identify specific uses of language. Harmer (2015) stayed that, reading involves more than one reading skill like having students read for gist and get them to read the text again for detailed comprehension; identifying the topic of the book before scanning the text quickly to obtain specific information and also read for specific information before going back to the text to identify features of text construction. These activities into reading comprehension are actualized and suitable nevertheless, the levels of comprehension that a student may have. In this example of reading sequence the skills that are involved are detailed and the way that the text can be used within a lesson is explained, in this kind the cloze can be used with poems in a more interactive way with the following instructions; students have to guess the words, it can be revealing line by line on an overhead of transparency and to give them some help in each blank a proportion of the

word will appear (i.e. (1) ph\_\_\_\_, (2) ta\_\_\_\_, (3) yo\_\_\_\_. This works incredible well, because motivates students to guess the hidden word. At the same time pushes learners to the teacher comes up with a new activity. The following image is an example in how the students watch the image in through the projector. First the image appears like this in the second presentation the same picture appears but with the blank partially filled by one letter and finally appears newly, with two letters. They gradually get to guess almost all the words. This activity learners find it really good. The following images are examples in how students observe the images through the projector.

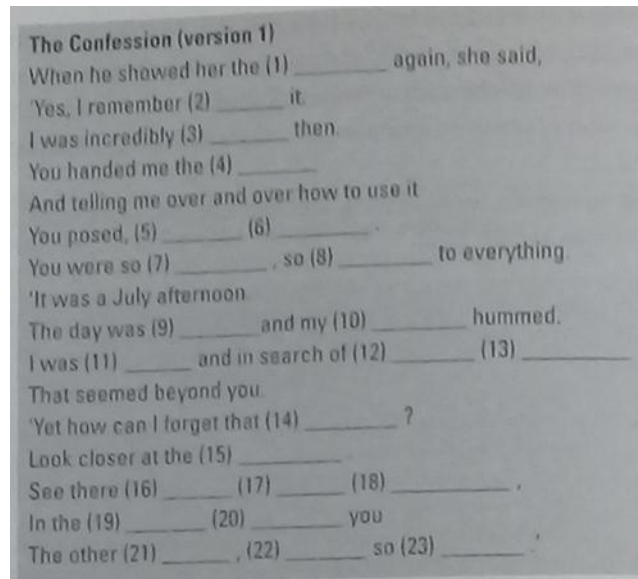
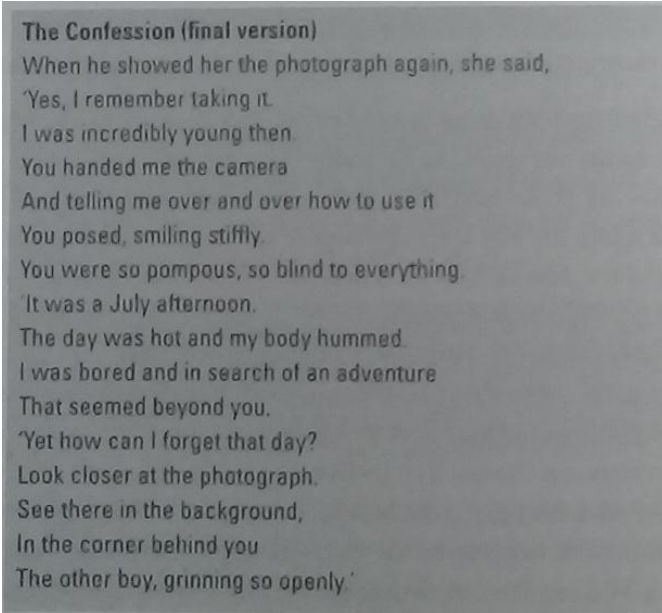


Figure 1. Reading Comprehension Task (Image 1).(Harmer, 2015, p. 294).

Once the image appears with all blanks filled in this way clearing students' doubts.



**The Confession (final version)**  
When he showed her the photograph again, she said,  
'Yes, I remember taking it.  
I was incredibly young then.  
You handed me the camera  
And telling me over and over how to use it  
You posed, smiling stiffly.  
You were so pompous, so blind to everything  
It was a July afternoon.  
The day was hot and my body hummed.  
I was bored and in search of an adventure  
That seemed beyond you.  
'Yet how can I forget that day?  
Look closer at the photograph.  
See there in the background,  
In the corner behind you  
The other boy, grinning so openly.'

Figure 2. *Reading Comprehension Task (Image 2).*(Harmer, 2015, p. 294).

Another idea consulted for this work, is that important improvements and suggestions undertaken by Roger Gower, Diane Phillips and Steve Walters in 2005 "Teaching Practice" may be taken into account. This work is extensive but focused Integrated Skills, there are receptive skills; listening and reading (versus) productive skills; speaking and writing. Taking as a point of start, is well known that a human being uses these skills for the everyday life, when a person takes part of a conversation she/he both listens and speaks similarly, when this person full fills a form reads and writes finally, takes notes from seminar two skills are involved listening and writing, until this point having clear how this works. Let`s realize integrate it in a lesson. Gower, Phillips & Walters (2005)sustain that in the reading stage the students read the newspaper article. Tasks could focus on assisting comprehension and perhaps a more detailed study of some of the vocabulary, or on the style of the article. This support is based in the context that the student has comprehended the article completely. In the same way lower level students Gower, Phillips & Walters(2005) sustain about finding accommodation could start with the reading of the newspaper advertisement focused in a vocabulary specialized, go on to role



play/information gap activity in which the perspective tenant telephones the landlord/lady to ask questions and to make an appointment to see the flat. And this will motivate more to the student about reading in the context what is called extrinsic motivation. It is important to integrate skills because, in a lesson or task well designed involves the skills already mentioned. In the same way gives the chance for a topic to be explored completely and its vocabulary connected to the topic for then to be practice and recycled.

It is well known that exists details that makes a text hard or easy to read for example the easy ones are short, contain simple sentences, simple grammar structure, vocabulary familiar to the student and language too. Similarly, texts are well organized, are factual, the vocabulary is easy to follow and there are support in the way like graphs, pictures, titles, etc. Contrary to reading a difficult book is the opposite adjectives mentioned lines above. There are different ways to read a book that depends on the purpose. Skimming for example, consists in read fast an article, document, etc. in order to have a general concept or idea about. Scanning in contrast, is when we are looking for specific information. Intensive reading however, is when the same article or document is read but paying much more attention, more slowly in the details even making a mental note. Extensive reading comprehends when the reader reads for pleasure for example a novel, a best seller a biography. The majority of the cases is that students do not understand a reading text. Gower, Phillips & Walters (2005) sustain that is important to take into account for example, what the text is about, - what the writer is trying to say to the reader? When reading for gist or overall understanding it often isn't essential that the reader understand every word from text, though there shouldn't be too much which is unfamiliar. If the students got a general idea of the meaning, they easily can deduce unknown words and obtain a more detailed understanding. This is obtained through the constant exposure to reading so at the end they have a general idea from the text. Encourage students that they can make it using the English knowledge they already know in order to make prediction activating any knowledge they may have about the text or topic, starting with the easy aspects and going with the difficult.

A really good strategy is remind the students of the reading skills they use in their own language, helping students got the structure of the text by focusing on the structure grammar and how sentences are linked. Motivating students to guess meaning of unknown words obtained from clues in the context recognizing the word's grammar, affixes and seeing if is a word they already know, a dictionary will be their best friend. Give the necessary support to students whose confidence is low in what concerns reading. It is useful combine students from both sides, it means a strong student with a weak student and also give more time to read the text or part of it, this can also undertake at home.

Student's improvements when they read aloud, are tremendously notorious; they like to read aloud on their own and they like to listen to a recording where the book is recorded. This improves their fluency, spelling and pronunciation of the words. Previously to get this point is difficult to obtain understanding while reading the text aloud, in public particularly. We shouldn't expect that a student gives us an explanation or answer comprehension questions right after the reading because they are paying attention to their pronunciation rather than the comprehension.

In another hand, the stages in a reading skill, lessons is worth to indicate that no way of doing a reading skill lesson, but there are some guidelines for example, before reading is necessary to create interest and help them in predictions, in others words, encourage students to think and discus about what they are going to read, letting behind the grammar errors during these leads in activities because, the objective is create a motivate students to read. The incorporation of prompts as realia like visuals means all this in order to stimulate the student's interest in reading activating previous knowledge and his about helping predict what the text them. Using clues afforded by the text displayed in a format, this can be magazines, pictures, photographs, letters, and theater program can help students to predict. Teaching a key word in the context that for a better comprehension these key words will be explained before the text be read.

Below, there are two examples that indicate how this might be undertaken with satisfactory results:

## **2.2.1. First Reading**

### **1. Set a Task to Assist Overall Understanding.**

This can be in the form of two or three gist questions

#### **Example**

*Choose a headline from a choice of three to go with the article.*

Don't make the completion of the task dependent on the students reading in too much detail

Give advice about the type of strategies the students might employ.

#### **Example**

*Don't try to read everything. Just read the first sentence in each paragraph and try to get a general idea of what it's about so that you can answer the question on the board / choose an appropriate headline. You have two minutes.*

### **2. The Students Read the Text**

You may want a time limit – this may demotivate students from reading for detail when learners should be skimming. In other words you may give them as much time they need.

### **3. Feedback**

Ask students to debate their answers and point of view in groups before eliciting them.

## **2.2.2. Second Reading**

### **1. Set a Task to Focus on More Detailed Understanding**

It is important to vary the task even those ones that require students read between lines as well as answer the questions.

## **2. The Students Read the Text for the Second Time**

One more try, give students clear instructions about what you expect from them related to time and how set up the task.

### **Example**

*You have four minutes, take in consideration linking words and dictionary. They'll help you to establish a chronological order in the history.*

## **3. Feedback**

*Again, motivate students to work together before eliciting their responses.*

### **Follow-up**

*Eventually exists the possibility to motivate students to answer with their own words.*

An interesting work named "A Practical Guide to Teaching Foreign Language in the Secondary School" by Pachler, Redondo, & Lazarous(2016), there are many reasons to get a book among them are: for run away from noise, to stop the time and imagine a better world in order that human being is still alive for discover the world to create an own world in terms that the humanity is not alone, to avoid the sadness, to share the same objective, to fight against the war and live a bit more and discover others worlds, to learn, to evaluate, to think, to explore, to know, to understand, to know different point of view. Pachler, Redondo, & Lazarous(2016) in the same work sustains that, as teachers can use the power of technology together with more traditional methods to create a range of mixed learner's opportunities in the classroom. This age when there are all sorts of advantages in all fields meanly in technology, this is a great opportunity to improve their skills in reading and knowledge. It is well known that there are several levels of approaches in learners but is something that teachers have to deal with, using the correct technique it will have good outcomes.

Pachler, Redondo, & Lazarous(2016)indicates that this, injects in learners different types of energy and peace, independent learning versus paired or group task, quitter and noisier activities which can help overcome long lessons and overcome creative outcome from pupils.

As reading strategy Pachler, Redondo, & Lazarous(2016)says that, using textual clues enables pupils to read texts which are, or appear more authentic and difficult than the pupils' actual productive level would indicate. In order for pupils to understand and be able to make meaning of such texts, teachers need to give sufficient time to develop key metacognitive such as skimming and scanning, using visual clues for decoding and guessing and of course, looking for cognates in relations to their first or others languages. According to this statement, this motivates learners to follow some combined strategies helped and supported by their teachers in order to improve their capacity and performance in reading comprehension. The strategies out there are many among them are underlining and highlighting unknown words first, allow pupils individually, in pairs or groups from the known to the unknown language instead daunting language directly. Using these strategies it is clear to know that pupils do not feel they can only read and understand a book if they are ready to translate every word into their first or mother language.

Pachler, Redondo, & Lazarous(2016) cites with time and experience pupils can become very adept at using a range of strategies, which could be termed both "bottom-up" and "top-down", it known that bottom-up comprehends the understanding of individual words or sentences in contrast that top-down relates to deeper understanding of the planet giving it a common sense. The strategies can be adapted, modified, discussed and questioned along the way or jointly. Along the way will be unknown words in that case is crucial that pupils know how to use a dictionary and understand a glossary that will encourage them and will develop an autonomous learning. Moreover these strategies adapted in certain way in learners depending or based how much skilled they are in reading and if not in that case it would modified this strategy for them.

In Reading for grammatical awareness there are well written books where teachers can draw learner's attention in grammatical and orthographical features that teachers want to teach or revise. It is welcomed the comparison between texts that can improve creativity and sophistication to their own writing. Sequence chunks in paragraph in a properly coherent order may help learners observing the application of time phrases and tenses. Pachler, Redondo, & Lazarous(2016)sustains that, texts can highlight how adjectives and adverbs can be used to instill particular mood or messages. This is applicable in essays that will be write in the future applying the strategies above mentioned. It is really motivating when a scenario of a film is set up into the classroom to watch a movie or novel that previously has been a best seller, as a task established by teacher like an essay for older students all this for generate discussion and disagreement this will make a remarkable effect in classroom. Pachler, Redondo, & Lazarous(2016)indicates that, watching film clips without sound and reading text silently can have a remarkable effect on the classroom, leading to intensive watching / reading and much greater concentration and splitting the class into watching and reading, rather than everyone doing the same task, can work successfully. Additionally, this will motivate learners as much as possible, knowing choose a really good book become a film or documentary.

Finally, tools are vast in pedagogical techniques, this in the context of reading. It is interesting how as teacher can know how much a learner is stragglng in reading and looking for a way to help in the process. There is a well-structured work named "A course in English Language Teaching" by Ur (2012), where the author manifests critically the following according reading. Her point of view is that if a student says that he or she can read but not understand what means, then learner does not know how to read. However, reading in this context is decoding, translating, and the written symbols into their corresponding sound. It is sad when teachers choose a student in order to read in front of the class and at the end of the reading he-she does not know what understood not even explain it.

There is beginning reading where phonemic awareness is crucial mainly for students in an opposite latitude of world in the case of Asian learners for example, they have to learn a complete different alphabet system as well written symbols or even learn a distinct sounds and differentiate them may not exist them in their language and this may be complicated for them by the time they have to express their thoughts, Ur(2012) indicates textually that this involves making sure that students can hear and differentiate between the different sounds, or phonemes, of English which they will need to match with the letters or letters combinations that represent them. In others words just as minimal pairs identifying the difference between /p/-/b/, etc. This is particularly important in the context that when a learner is reading in front of the class students with a low proficiency in English the miss-pronunciation of a word will cause confusion in listeners due to low level of oral production.

As example as follows:

Challenge students to identify whether a sound is at the beginning, middle or end of the word.

Tell me if the / i: / sound is at the beginning, middle or end of the word.

1. even
2. three
3. steep.

As practical guidelines, it is important that in both cases of students that know the alphabet as well those ones who don't and begin only after acquire some basic knowledge to start reading then explain it orally. This will improve rapidly become a matter of recognizing meaning, rather than just decoding symbols. This at the same time will give us interesting material for reading practice. With students learning a new alphabet is better to begging with single letters (the conventional 'phonic' method) for example (a, e, i, o, s, t, r) students will read and write a huge numbers of common words as soon they have made more improvements in English with the remaining letters, then reading will become an easy task. Students who know Latin alphabet on the other hand, are likely to pick up the different sound-symbols this will happen in the case when learners know the spoken forms. As a general rule is important to clarify these sounds in students with

German or French backgrounds. Because the phonetic in their vocabulary is pretty different this in order to avoid any future doubt. The teaching of words is distinct in older or younger students, the name of the letters is only used for explaining spelling. However, in a reading task it is important that learners start at the early stages and understand very shorts simple texts, in educational institutions there are many of this kind of books even to cover school program in an effective way but with a huge range of boring books in that case is recommendable get our own worksheets or work cards in order to have satisfactory outcomes. In the following exercise learners have to identify the words and do something with them to demonstrate comprehension.

Figure 3. *Comprehension Task (Image 1).* (Cambridge University Press, 2012, p. 141).

Copy these words in the order of size of the object, the biggest first.

A bag                  a tree                  a mouse

Circle the words that are the names of animals

Head – dog – table – pencil – cow - horse

Figure 4. *Comprehension Task (Image 2).*(Cambridge University Press, 2012, p. 141).

These exercises are gradually difficult as much as they are exposure at them better will be the results, then learners master in some way the basic reading comprehension. Ur (2012)sustains that help them with more sophisticated texts and task quickly, appropriately and skillfully, the aim is for students to become fluent reading in the same way that we want them to be fluent listeners and speakers: to access the meaning of a text successfully and rapidly with minimum hesitation. With these good columns, the levels of comprehension will become bigger and at the same time will develop a culture for reading. Newly, Ur (2012)says that there is a profile or characteristic of fluent reading which consists in:



**Language level:** easy text to be comprehend able.

**Content:** topic accessible to learners to apply their own background knowledge.

**Speed:** learners read fairly fast rather than word by word.

**Selective Attention:** learners concentrate on the significant bits and skim the rest

**Unknown vocabulary:** they guess its meaning from the surrounding text, or ignore it.

**Prediction:** learners think ahead hypothesize and predict.

**Purpose:** learners are aware of a clear purpose in reading beyond just understanding.

**Different Strategy:** learners apply different strategy for different kind of reading.

**Motivation:** produced by interesting content or a challenging task.

In teachers there are some implications that are worth to mention among them we have those where the language level of the book must be easily comprehensible to the students a recognition of between 95% and 98% of words is necessary for fluent reading and understanding of a text Ur (2012)declares. If learners cannot understand vital information without looking up words then book should be changed. In what refers to the content texts should be information based in common knowledge, information that learners are realized, it may give the case that if a teacher is using a particular book that the students find hard to understand then the best option should be apply pre-reading strategies to supply the missing information. About the speed, Ur (2012)affirms that the crucial factor is again the provision of a large amount of experience of successful reading by giving those tips as to reading strategy. Something that we have mentioned in several occasions in some statements regarding of this topic.

Having a selective attention is helping learners by providing “scanning” tasks and to tell students first to glance through the text “skim” and summarize the main points they have understood. Unknown vocabulary in certain texts it might say that there are some cases when an unknown word should be ignored, in the context that the statement is understandable as a whole however, there are cases where knowing a particular word is crucial in comprehension, in that only is recommendable get a dictionary or ask for its meaning to the teacher. Prediction is something that addictive readers do really well. One of the pedagogical techniques in what refers to reading are those known for encourage

prediction such as 'Read up to the end of the first paragraph of the story: what do you think will happen next?' or 'Read to the end of the page. What do you think the next few words are likely to be, more or less?' As well as motivation that is something that there is to encourage students more than one time having in consideration reader interest in mind to invite curiosity and knowledge. Ur (2012) asserts that a boring text can be interesting through a stimulating task, but a boring task can 'kill' a potentially interesting text. That is one of the most important reason to take into account considering what activity would be more effective to get the best in reading comprehension.

For that reason, it is important to know which text to choose. The purpose is to get motivation on students, when a text is really good in context, tasks will not be necessary, but in most cases is important provide a task, given in advance for example, looking for specific information, summarize main points and express writer's point of view. In extensive reading is that one when we make it in silence for ourselves, long, interesting texts like books or stories. In order to undertake this is necessary that exist a school library in this case where students can borrow books to read at their own speed and exchange them from time to time. This is important to increase reading fluently in students and confidence, texts should be easy to read, passages can be skipped but not understanding because the irrelevant written information, is like skimming looking for a specific information printed in the pages, as it is already mentioned in lines above.

### **2.3. Theoretical Framework**

Through Literacy, education can obtain satisfactory outcomes by means of social interaction. According to Vygotsky's social learning theory, an individual who participates in social events may eventually construct knowledge based on a mutually supportive environment. In a problem-based learning (PBL) classroom, the students are organized to work in small groups. Small groups may construct a scaffolded learning environment. Fang(2017), in a study called "Pedagogy on English Learners' Reading Comprehension, Strategy Use, and Active Learning Attitudes," sustains that each group be composed of both proficient and less-proficient learners; during the process of completing the problem-

solving task, proficient learners may model the successful learning outcome. The learners in the small groups often work together to search the information, and read the data to identify potential solutions to the problem. Moreover, group work may offer students' opportunities to share personal expertise, and further stimulate interpersonal communicative activities (Fang, 2017). This is an effective way to promote a mutual and supportive learning process. As well as improve students' self-esteem.

This research indicates that learner's attitude is important and the motivation to overcome tasks in reading comprehension and the remaining subjects as well. When learners work in groups and analyze together the assigned task, it is beneficial and it develops an active learning attitude among themselves. In what concerns about mutual support in PBL, Fang(2017)holds that "interpersonal interaction can be embedded into English instruction". It is awesome when learners are supporting each other eventually they develop strong feelings among group members, completing the task assigned on time. In the other hand whit traditional teacher takes responsibility of his/her own class of reading and moreover this traditional performance is not good received by learners, they find it bored in many occasions. In the EFL context, the PBL pedagogy in the present study focuses on small-group scaffolding. A small-group interaction framework in a PBL curriculum is therefore presented. Fang(2017)proposed a five-stage PBL teaching scheme, starting with confronting the problem, then examining the problem, re-examining the problem, and finally reviewing the problem through presenting the solutions. Small groups are centered on the problem-solving cycle. In each stage, small groups listen to the teacher's directions of how to implement each stage task, and afterwards undertake group activities. This activity reveals that students prefer to participate in small groups supporting each other in what concerns to obtain good results in the type of exercise assigned. Fang(2017)cites Albanese (2000), who indicates the essential theoretical advantage of PBL is contextual learning (i.e., receiving knowledge in the context of how it raises the possibility that new knowledge and skills are useful in actual practice), and this knowledge will be taking in practice later on, into the classroom.

Learners have or develop certain characteristics like motivation and engagement in learning, as was mentioned in lines above, students' social interaction and communication skills, also the responsibility for learning, among others aspects or features to take into account. It has been found that self-regulation is highly related to students' academic performance (English & Kitsantas, 2013; Zimmerman, 2008). This self-regulation conducted in order to improve the comprehension. As English & Kitsantas(2013)explained, self-regulated learners are able to self-monitor and self-evaluate their learning. When implementing a teaching technique, the optimal instructional outcome is the lasting effect. Additionally with a teacher monitoring and supporting learners to keep away any doubt that might arise in the process. Several studies have reported that the students who participated in the PBL program extended their learning after the treatment, and enjoyed learning (Fang, 2017; Torp & Sage, 2002; Doucet, Purdy, Kaufman, & Langille, 1998). Conducting the PBL questionnaire survey, Fang(2017)stated that the PBL approach significantly fostered EFL learners' active learning attitudes.

The method adopted a pre- and post-test research design. Two intact classes were randomly assigned to the experimental and control treatment conditions. The experimental group received PBL instruction, whereas the control group did not. Pre-and post-test data were analyzed to determine the impact of the independent variable instructional condition (PBL or non-PBL) on the dependent variables, student RC ability, and the application of RC strategies. All this in order to determine the weakest points in these learners. Prior to the treatment, all participants took the RC pre-test. One week after the treatment, all participants took the RC post-test. Both the PBL and non-PBL treatment participants read two sets of video-based materials with different topics, spending 5 weeks on each video clip. The two treatments were conducted within the 5 weeks as a cycle. When the second set of materials was presented, the two treatments were repeatedly conducted within another five weeks as a cycle. The treatment section therefore covered 10 weeks of two 50-minute periods per week. This was the procedure which the researcher undertook daily, during almost three months.

Herein there is a description in detail about the students' profile, two classes of university students were recruited for this study. At the time of the study, they were taking an advanced English reading course to fulfill their foreign language requirement. Their mother language is Mandarin and they were learning English as a foreign language. Their English ability was categorized as intermediate level by the university based on their score for English in the General Scholastic Ability Test held by the College Entrance Examination Center in Taiwan. They had already learned EFL for 10–12 years. This group of participants consisted of undergraduate students. The two intact classes were randomly assigned to either the experimental (n = 26) and control (n = 30) group. The two groups of participants took the RC pre-test to measure whether there was a significant difference between the two groups in terms of their RC ability. The Independent Sample t-test statistical results show that the PBL and non-PBL groups did not differ significantly on the pre-test, indicating that the participants' RC ability was similar prior to the instructional treatment. Which means as a good indicators in the final results. Mr. Lin obtained the conclusion the learners who PBL participated made a more significant improvement in reading comprehension, used the strategies more, and showed more willingness to learn English than their counterparts. The results reported that the PBL participants worked in groups and tackled different tasks to identify the potential solutions. The tasks were assigned in strategic order by the members that meant if one member could not complete his/her task, then the succeeding member could not commence his/hers. Thus, inter-group cooperation was vital to completing all of the tasks within the determined schedule. In EFL context is crucial to train university students to dominate reading skills and develop learning attitudes motivation.

This paper concludes that in order to obtain best results, the class must be divided into small groups, the learners will interact with each other inside and outside the classroom. Through the small group scaffolding every group will have a task to undertake and at the same time each student can engage with collaborative learning with other group members. This activity of small-group model builds up a close connection in the learners as a results this supports and extends their English learning beyond the classrooms. In the process learners are directed to take responsibility for their own learning process, the

teacher must design the problem-solving tasks to lead the students to learn English actively. Learners who participated in the PBL program made more important improvements in RC than the participants learning with the teacher-centered curriculum. This demonstrates that PBL learners were practicing RC strategies in order to overcome understanding an article, also indicates that this student develop a strong motivation to learn English and to engage in communication. The results of this study can significantly contribute to the field of foreign/second language education by mapping out the features of active learning attitudes required in learning a second/foreign language, and further provides valuable knowledge on the effects of the PBL approach on EFL learners' reading comprehension. As we can read the study is quite interesting to be undertaken into the classroom (Fang, 2017).

Analyzing the advantages and disadvantages in terms in what concerns making groups of works into the classroom in the research there is an interesting academic work named, "Flexible grouping, explicit reading instruction in elementary school", Dubé, Dorval, & Bessette(2012)sustains that is not easy monitoring students with learning difficulties. There is a huge number of students with this kind of problems into classroom with the several strategies that teacher must overcome in terms of obtaining good results. It is motivating for a student to be included into a work-group as well as demotivating for anybody to be apart in a different classroom just for their learning problem. Dubé, Dorval, & Bessette(2012)indicates that, even though the integration of students with learning difficulties in regular classes has a positive impact. In this paper, Dubé, Dorval, & Bessette(2012) indicates that flexible grouping implies adapting the groups so that they respect the diverse and changing needs of all students, notably during reading acquisition. Hence, teachers organize the groups taking into consideration students' strengths and difficulties. Dubé, Dorval, & Bessette(2012) also sustains that it is important to note that subgroups can routinely be readjusted as the situation demands in order to respect students' learning needs. The adequate would be that groups are formed by weak and strong students under this situation the strong student will provide support to the weak student.

On the other hand, an objective of this research is to evaluate the impact of a pedagogical intervention that combines flexible grouping and explicit instruction of reading comprehension strategies. A technique that might be useful for our goals that is reading comprehension. Several Quebec students still had not completely overcome their difficulties in reading comprehension. 76 students participated in the research. Four teachers and one learning specialist planned and experimented these monthly 90-minute classes, which were implemented ten times during the school year. According to this experiment the outcome has been good. The results show a noticeable reading comprehension improvement, particularly, for students with learning difficulties. Which is a potential strategy to be applied as an example into our classrooms in Ecuador. Even though, this new curriculum respects the individual learning pace, several Quebec students' still face learning difficulties, notably in reading comprehension. It is certainly not an easy task to teach a class grouping several students with learning difficulties, and it is even harder to ensure a personalized follow up (Meese, 2001). A teacher might be more dedicated with these learners due to their conditions.

The students were offered reading lessons that focus on letter-sound correspondence, common syllable patterns, decoding skills and reading comprehension strategies. At this point students must have discriminatory ear to identify sounds. The researchers concluded that small group instruction and the use of varied instructional strategies and materials favor the improvement of reading competencies (Baumgartner, Lipowski, & Rush, 2003). Additionally, students increased their reading scores and enhanced their reading strategies. To sum up to, small group instruction and the use of varied instructional strategies and materials favor the improvement of reading competencies (Baumgartner, Lipowski, & Rush, 2003). This is a strong reason that flexible grouping must take into consideration in what concerns reading comprehension.

These procedures are designed in order to improve the students' proficiency with learning difficulties. In addition, this approach encourages the intentional use of cognitive and learning strategies that make visible the cognitive procedures. It is claimed that explicit instruction increases students' feeling of competency, self-esteem, and accountability, as

well as their engagement. Which is pretty beneficial for their future professional career. It is a study that combines flexible grouping and explicit instruction of reading comprehension being its main objective evaluate its impact on the reading comprehension skills of elementary school students, especially on students with learning difficulties and their good scores will be reflexed. The methodology in this research, the conductor implanted the following, teachers and one learning specialist undertook this collaborative research at an elementary school on the outskirts of Montreal. The learning specialist's work was crucial as well as teacher to determine the weakest points. All students were subjected to a reading comprehension pretest and a reading comprehension.

Specific instructions were established in this project, teachers and the learning specialist planned together the ten interventions that combined flexible grouping and explicit instruction of reading comprehension strategies. The strategies to be taught during the sessions were determined according to the specific learning needs targeted by the teachers and the learning specialist during the project. The strategies explicitly taught during this research were planned respecting the before, during, and after reading approach. Only working in this way the results would be different and in a way monitoring all process. Taking everything into consideration the project based in flexible grouping had as results showed an increase of the average scores obtained in reading comprehension for all students.

The analysis of the results of each subgroup of needs indicate that the most significant effects in reading comprehension improvement were observed among students with learning difficulties. In flexible grouping, learners have much more possibilities to overcome and comprehend better taking in consideration the notion where learner has his/her weakness in learning. Dubé, Dorval, & Bessette(2012)demands that, these subgroups foster appropriate exchanges and interactions and specific questions can be given specific responses. Dubé, Dorval, & Bessette(2012)recommends, however, that in order to optimize the effects of the association of flexible grouping with explicit instruction and to better respond to students' learning needs, subgroups of needs should always be re-organized taking into account students' progress as well as all other changes that may



require a student to be placed in a different subgroup. In addition, it is important to implement the groups of needs in the early stages of elementary school, and that, for several years. This may be an interesting pedagogical strategy to be implemented into the classroom with a high possibility of acceptance among learners. Perhaps from the very beginning of the implementation might be uncomfortable but the outcomes will be satisfactory for students with reading problems as well as teachers with the willingness to help students.

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The researcher Bulut(2017)cites reading comprehension is defined as students' "acts of thinking and constructing meanings in pre-reading, while-reading and post-reading stages" (p. 23).It is one of the main language skills that require making inferences and understanding the details in written materials, and it is expected that it will be acquired by pupils at primary school (Rose, Parks, Androes, & McMahon, 2000). In fact, reading

comprehension is placed at the heart of many school subjects as it plays a key role in the process of cognitive development. Certain characteristics of good readers come into prominence in the reading comprehension process (Pressley, 2002). All these definitions are accepted by several of educational institutions where reading and the level of comprehension is taken as serious as is because, students are reading for learn, to think, to know the world, to imagine, to dream, to know our self.

That's why in certain way exists a good motivation in some learners. Bulut(2017) defines the SQ3R reading strategy is a technique that has been developed by psychologists and educators in order to provide a more productive and beneficial reading process. It helps students to improve both their comprehension and memorization, as well as their effective time management. And with this statement is quite easy to sustain and to support this strategy its effectiveness. First of all, it is worth considering that 'Survey' takes place in the pre-reading phase. In this stage, the main titles, subtitles and abstract and visuals are skimmed. Readers can develop a Basic idea about text. In terms of what would be useful to be mentioned or written. Secondly learners analyze the introductory chapter, and try to grasp the overall meaning from tables, diagrams and visuals. Finally, readers skim the summaries and questions at the end of chapters. In the 'Question' stage, the main title and subtitles, which were skimmed in the previous stage, are transformed into questions. In addition, different questions can be formed. Before reading thoroughly, asking some questions and searching for answers in text can be advantageous for effective reading. Then the text is read from the beginning to the ending order to answer questions. This stage is an "active" attempt to investigate the questions rather than "passively" going through line by line. At this stage different activities can be performed, such as underlining important sections or taking notes. After reading the text, students try to remember what they have read and answer the questions with their own sentences in their own words. Students can take short notes, store member the details. If they cannot remember them, they need to review the text. In the 'Review' stage, students look at the notes taken in the 'Reading' stage and try to establish patterns, and to check the information about content by reading any subtitles in the text. All important points and details are remembered. If necessary, the text is read again by the students. In a certain way students skimming

which is an effective pedagogical technique which is in the majority of the cases adaptable to any situation.

The method applied in this study according to Bulut(2017), has been designed as a qualitative action research study. The objective herein is to solve learning problems providing tools in order to improve reading comprehension. In this study, reading comprehension problems on fourth graders primary school students were considered. All students were 10 years old and learners had reading comprehension problems, students were selected for this study. Within this scope, students' reading and comprehension levels were measured and it was clearly determined that these students reading comprehension skills were below standard. Their low approach in academic and professional fields will be reflexed. According to Güneş (2013), primary school four graders students should be capable of reading 90 to 140 words per minute. This depends also, in how much students can deal with this by the moment learners have to perform reading. The first author carried out this intervention with the classroom teacher. This research followed a pre/post-test procedure. Eight texts which were suitable for the students' level were selected. To start with these texts were adapted for SQ3R and activities were prepared.

In order to measure students' pre-reading, while-reading and post-reading comprehension skills the "Reading Comprehension Tests" were administered once before the application of the strategy, once after a period of five weeks and once after the end of the application. Moreover, during the intervention process, the "Student Observation Form" was used to observe how students were using the SQ3R reading strategy. The support provided by the teacher was important at this point because, at this point several doubts will appear and the teacher must be there to despite any. The end of the intervention, as noted, the "Reading Comprehension Test" was applied for the last time, and students' opinions about this study were obtained. Bulut(2017)sustains that several studies have shown that students who experience difficulties in reading and comprehension can deal with such difficulties more effectively when they are taught the compression strategies explicitly.

Finally, the results obtained in this project in terms of improve of reading comprehension in learners in 4<sup>th</sup> grade students' attitudes towards this intervention were positive and it can be claimed that SQ3R can be used for improving the cognitive and affective skills of primary school students who have difficulties in reading and comprehension. However, it should be taken into consideration that students may experience some difficulties at some stages of this strategy. Bulut(2017) demonstrates in this study, for instance, students had some difficulties in the 'Recite' stage. In this stage, students had problems when they tried to give oral and written reports about what they had understood from the text. Teachers must be there by the time give the necessary support to students this is important for provide self-stem. In particular, teachers should spend more time on various activities/exercises for improving students' oral skills from the first year of primary school. And this is achieved with practice, persistency and consistency during school year to obtain satisfactory results.

This study showed that the SQ3R-based reading program increased students' reading comprehension skills. And it can be applied in different educational fields in order to enhance learners' knowledge. In our country educational institutions are the indicated if there is an interest in this strategy which have more than one advantage for students who are the most important herein. In the path of data obtained from this study, it can be seen that students' skills in analyzing visual information, predicting textual content and note-taking improved, this lastly to know what to say by the time when they have to recite. Also the number of word recognition and word read increased notably. To sum up, the SQ3R strategy enhance both reading skills and reading comprehension in learners and also improves students' vocabulary which are getting better day by day. Another interesting propose is the following academic work, the commitment that a regular teacher might do for his/her students, knowing that learners are facing struggles with reading, levels of comprehension are not good enough. These difficulties not overcome during previous school years, as a results learners might have problems in their professional career, the research "Providing Independent Reading Comprehension Strategy Practice through Workstations", Young(2014)displays a notorious project which was underken.

It is awesome how human being can overcome sorts of difficulties in what concerns in this case reading comprehension. Thus, this teacher has designed fifteen comprehension workstations and evaluated their effect on his second graders' reading comprehension scores as measured by district Imagination Station assessments. Results obtained were much more than the teacher was expected and growth in comprehension. Reading comprehension strategy is an amazing tool in terms of teach young learners Young(2014)cites, that at the beginning of the 21<sup>st</sup> Century. National Reading Panel (NRP) indicated that reading comprehension strategy instruction is an effective way to teach young readers (Figg, 2013).Also, is important to add that students need of independent constant and consistency practice on reading comprehension strategies all that is in order to make sure that students improve their level of comprehension Young(2014)cites that students required time to practice the newly learned strategies in order to internalize them (Dewitz, Jones, & Leahy, 2009). And this with the time students will see and experiment good results.

The researcher implemented a method called comprehension workstations during 15 weeks teaching to his student different strategies and slowly integrated the strategies into their daily workstations. He made sure that the students understood the material, could work collaboratively, and could access exemplars to complete the stations successfully. All this with a previous training. He trained students to choose books on their independent reading level from various sources, like their own classroom library, the school library, or at home. This was important for knowledge about what should be done. Most of the time there were no restrictions on book types other than reading level, but as you will see, some workstations required fiction or nonfiction books. Of course, it can use any method for selecting text that works best for kind of students. There are mini-lessons for several different reading comprehension strategies. The day, he persuaded the students in an interactive read aloud—where teacher invited them to contribute verbally to the lesson.

An example, if students were learning how to make good connections, he stopped several times throughout the book to listen to student responses and give feedback. The third day, he introduced the graphic organizer used to think through the comprehension

strategy. They completed the graphic organizer together on chart paper and hung the final product on the wall. Subsequently, the students worked in groups to complete their own graphic organizers. On the fourth day, students worked in pairs, and on the fifth day the students completed the graphic organizer independently. This is an organized schedule for the reading stations and a way to express ideas.

The reading workstations were placed in following way: Summary, Connections, Retell (fiction books only), Sequence, Questions, Predictions, Synthesis, Reader Response Stems, Theme, Determining Importance, Expositions, Inferring Poetry, Drama, Nonfiction Text Features, and Scripting. Summary comprehends that learners chose any book and writing a summary, also it supposed that the teacher expected students to write summaries based on a constructed story arc. The story arc comprehends characters, setting, time, conflict, rising action, climax, falling action, and the resolution. Finally the students finished reading the book and completed the story arc, learners using the information to write a story summary. The National Reading Panel (NICHD, 2000) promoted this strategy as an important means for comprehension.

It is one of the most interesting stations. The arc was used as a reference timeline in order to give a chronologic explanation. In the Connections workstation learners chose a book and wrote the following question at the top of their journal page: What does this remind me of? This helps students make personal connections to the book. Sequence has that student's chose a book and completed a sequence of events while reading. The students drew six squares to start with, adding more if necessary, and drew pictures of the events (Naughton, 2008). This is useful to explain how things happened. After completing the book/chapter and the graphic, the students transformed the graphic representation into a paragraph using sentence starter (transitions words) such as first, next, then, afterwards, and finally. Retell (fiction books only) says that students chose a book and completed a graphic organizer while reading. The students drew a plus sign to form a graphic with four partitions labeled characters, setting, problem, and solution. Also an important idea may be that the students could simply write the story elements in sections.

After completing the book and the graphic, students wrote the story using the recorded story elements. Useful elements to improve their performance. Questions the teacher spent a great deal of time on instructing students how to ask good questions while reading and how it aids in reading comprehension (Short, R, Kane, & Peeling, 2000). This is as much as questions appear during the reading they will be answered. Essentially, students had to identify different levels of questions (higher-order, lower level) and determine where the answers could be found (in the book, in the brain, or in another resource). This is a way to teach them how to think. For this workstation, students writing down their questions while they read, and try to answer them after completing the book or chapter. Predictions making predictions helps students comprehend text ( Harvey & Goudvis, 2007). Through the prediction.

Students in this workstation drew a chart with three columns. The students labeled the columns with prediction, confirm/reject, and text evidence. While the students were reading, they wrote down their predictions about the text. During or after the reading, the students write a C to confirm or an R to reject their prediction. A good tool. In addition, students requiring to provide that text evidence that led them their conclusion. A very interesting strategy to be accomplished. Reader Response Stems this says that students chose reader response stems to complete before, during, or after their reading (Carrillo, 2011). A response stem is typically a sentence starter that helps students respond in a variety of different ways and at higher and more critical levels. Students in this station write down the completed stems in tourneys. This procedure helps students to have a critical thinking lead to what they want to find out in the book. Synthesis this work station strategy required extensive mini-lessons and re-teaching before students could use it well, as synthesizing is a difficult but important skill (Harvey & Goudvis, 2007).

The researcher instructed students to draw a large plus sign in their journals, and label each with “at first I am thinking...”, “Now I am thinking...” another “now I am thinking...”, and “finally I know...” Essentially, students predicted the main idea before reading, and wrote it down in the first box, and thus completing the sentence, “At first I am thinking...” After the students begin to read, they adjust their notions of the main idea twice after

acquiring new information while reading and complete the next two boxes by finishing the “Now I am thinking...” statement.

After completing the book or chapter, the students synthesize all the information to complete the final box. And with this strategy makes to re-consider the first though in students. Theme in this case students are instructed to identify the theme of fictional books. While reading, students asked themselves, what did the characters learn? How did the characters grow or change? How do I know? After the reading, students consult a chart that displays common themes (e.g. courage, individuality, honesty, kindness, facing fears, etc....). Students are encouraged to identify their own themes as some believe that morals should not be push on children; they should discover them on their own (Kilpatrick, 1992). In order to be put in practice. For the product, the student complete the following statement, “I think the theme was \_\_\_\_\_ because.... In this case is a way to re-consider values in children.

Expositions comprehends students chose a nonfiction book and complete a student draw graphic organizer in their journals. At the top of the page the students write down the topic, or main idea. Below the topic, students write their interpretation of the main idea. Next, students draw three boxes next to each other, and write down three important details about the main idea. Finally, students transform the graphic into an exposition paragraph. The students begin with a topic sentence, indicated the main idea, and followed it with supporting details. Exposition is the most interesting part. Comprehension in this workstation, the students draw a T-Chart, and label the top with “important” and “how do we know?”

The students write down important details, events, or facts in a story and explain why they believe them to be important. This is an important strategy for students to master because it helps students consider the main ideas and the author’s intend message (Dole, Duffy, Roehler, & Pearson, 1991). And this is what the project is looking for... Comprehension. Inferring Poetry this is one of the two workstations that require a paper other than the students’ journals. This station follows the method describe by Miller (2002)for inferring poetry. The teacher constructs a T-Chart. On the first side, the teacher types a poem. The second side only contains lines. Students are instructed to read a stanza and stop and think.



Nonfiction Text Features in this paragraph students draw a three column chart in their journals label with “text feature,” “page number,” and “what I learned.” After choosing a nonfiction book, the students record text features from the text such as charts, diagrams, timelines, headings, and captions. This demonstrates how improvement a student can reach through this strategy. Drama in this workstation the teacher print Readers Theater scripts. The students work in their group to write down voice directions, such as [loudly] or [angrily] next to each part. This process require students to analyze the meaning of each line and the author’s intend voice for each character or narrator, demonstrating prosody’s link to comprehension (Young & Rasinski, 2009). After workstations are complete, the group perform for the class a performance as a play. This is really challenge for any of them but improve their self-stem. Scripting in this level students transform a mentor text into a Readers Theater. Engaging in this complex process require students to think deeply about the text.

As the students transform the text into a script, they had to carefully preserve the author’s intend meaning (for a full description of the strategy, see Young & Rasinski, 2009). The students perform the script at the end of the comprehension workstations. All these stations are develop in order to make an improvement in the way how learners comprehend or understand what they just have read.

To sum up to the research advocates for ample independent practice for increased comprehension, reading programs do not necessarily make time and space for it (Dewitz, Jones, & Leahy, 2009). Teachers are professional decision makers and adept problem solvers. The comprehension workstations appear to have supported the development of an increase in students’ reading comprehension. Those stations like Summary, Connections, Retell, Sequence, Questions, Predictions, Synthesis, Reader Response Stems, Theme, Determining Importance, Expositions, Inferring Poetry, Drama, Nonfiction Text Features, and Scripting are interesting to implement into Ecuadorian educational institutions, students will find it out catchy and as result their levels of comprehension in reading will be much better.

The mind is a beautiful servant or a dangerous master an anonymous saying. It depends how is used for our own benefit because, is impossible win in life when students are losing in their mind with this statement a study based on the way how mind works, in the research “Developing Reading Comprehension through Metacognitive Strategies”, (Ahmed, Shukri, Ali, Asgher, & Koondher(2015)have reviewed the previous studies on metacognitive strategies based on planning, monitoring, and evaluating in order to develop reading comprehension. In order to have a better idea, it can be said it that the main purpose of this review in metacognition, and reading domain is to help readers to develop their skills whit these strategies. This progress will be reflexed in their future professional career. The following survey indicates that these strategies used in reading comprehension are crucial in students’ improvement. The findings of this study reveal teachers scaffold to develop reading and comprehending abilities of students. Ahmed et al(2015)indicate that this review study would help readers to consider metacognitive strategies as the input to design reading comprehension material and syllabus based on planning, monitoring, and evaluating strategies for students to improve reading skills for learners’ better comprehension of the text according to their needs. And simultaneously improve students’ selves esteem through whit their verbal interaction among them self. Herein are some definitions as follow the researchers Ahmed et al(2015)cite that the word metacognition was founded by Flavell(1979), and can be defined as a knowledge that is based on reasoning related to cognitive occurrences dealing with the certain material, in this case reading. The types of books are an important issue here. However, Ahmed et al(2015)sustain that the approach of cognitive development (Piaget, 1971), as well as cognitive and learning development (Vygotsky, 1979)exercised greater influence upon (Flavell, 1979)and both paved a way for him to continue work in the field and found little metacognition problem in the area as Son (2005) cited by Ahmed et al(2015). “a largely divided path of research- one for cognitive researchers and other for educators”(p. 183). All these reasons are important to full fill the task. Further, metacognition denotes knowledge involving cognitive processes for careful monitoring and regulating comprehension strategy of readers with certain goals (Flavell, 1979).This statement is mentioned in order to keep the rule. Flavell(1979)further defined metacognition as an

activity used to regulate to some extent of cognitive creativity. Each researcher indicate their own definition.

Tarricone(2011)explained that metacognitive are the information, its processes, monitoring, and its control for obtaining novel learning. Which is the most adequate for this research as reading comprehension. In order to establish a difference between Metacognition and Reading Comprehension It is well known that there are big difference between good and bad readers. Ahmed et al(2015)cite that Metacognition is an approach of awareness to readers using different strategies in order to comprehend the material. Baker and Brown (1984) asserted that metacognitive knowledge is the knowledge related to the learners and their use of strategies and tasks in reading activities in class. Baker (2002)suggested that controlling in metacognition refers to self-regulatory efforts of cognitive approach including Baker's (2002)"planning", "efforts", "evaluating", "remedying", and "testing". Comprehending a text is a very complex mental process. The mind deals with all these stages in the process.

The method in this paper was lead on metacognitive strategies based on monitoring, planning and evaluating related to reading materials. In the research several, articles published between years 1972 up to 2015 some of them were reviewed. The person in charge in this project narrowed down the project to the articles, published in peer reviewed journals and of course books. The searching process says the researcher was based on Google Scholar and library in what concerns to comprehensive and systematic methodology. This has a huge field to be covered. In what refers to monitoring, Ahmed et al(2015)sustain and cites Schiff and Calif (2004) stated that monitoring in reading is implemented for checking inter textual features that include stylistic features, complex sentence features, and markers in order to integrate novel material for reading comprehension. This activity is important due to miss understanding of certain paragraph in reading in this way those doubts would be cleared along the way. Also, the projects sustains that there are other metacognitive strategies including think-aloud, self-questioning, and self-regulating associated for monitoring of learners' reading and comprehension. Which are in several cases practical to perform or undertake in situ.

Planning as Metacognitive Strategy the researchers Ahmed et al(2015), in this project sustains a statement in Benchmark education elaborated that pictures, design, headings, and subheadings likewise assume an enormous part in helping readers make surmises about the substance of the content, which are accordingly considered as the piece of the planning procedures. The content of the book is pretty crucial for readers. Evaluating as Metacognitive strategy plays a vital role in reading for several purposes. In a few words it is an art of judging the text for specific meaning to be utilized for certain objectives. In the following statement in evaluative way steps, Ahmed et al(2015)cites Fries-Gaither (2012)proposed five important factors of evaluation in reading and comprehending material to determine readers with possibility of power in: 1) The importance attained from written manuscript 2) Accuracy in reading and credibility in comprehension 3) Appropriate material 4) Personal attachment with text for enjoyment 5) Self progress in reading. These factors are fundamentals in order to improve their level of comprehension. It is good to mention that, Benchmark education(2011)informed that evaluating represents a metacognitive process to judge the meaning of the text for using appropriately by fulfilling the needs of readers. This strategy helps readers to make suitable conclusion of the text and make a way to guess the meaning appropriately by planning for further reading strategies. It is important that these characteristics be accomplished in terms that readers' needs be undertake in reading.

To sum up to and putting all over the desk, it is good the way how different learning strategies might be applied in the process of reading comprehension, the metacognitive learning strategies administrates the use of readers' held also displays away some information amid his or her mental learning methodology. These strategies eventually in some way makes readers improve their level of comprehension on reading by the time they are facing different topics of books, choosing an appropriate vocabulary according to what they have read and soon. In this paper, Ahmed et al(2015) cite Young & Fry(2008), asserted that metacognitive encounters incorporate the methods of assessing and directing one's progressing comprehension and are not so much steady. The review of related suggests that metacognitive is divided into two angles: 1) Learning and Process: This area includes the appreciation of the motion of the brain particularly in the

field of its capacity and the preparing. 2) Official Processes: This comprises of the act of arranging, observing, and directing in the manner of thinking. Finally, Ahmed et al(2015) sustain that Cook (1993) notices some metacognitive reading methodologies including selective attention, directed-attention, self-monitoring, self-reinforcement, and self-evaluation to be strengthened the reading nature of students. Which are crucial features when reading is undertaken.

### **2.3.1. The English Language Learning Standards**

The English Language Learning Standards (ELLS), are results that students are supposed to reach them at the end of a proficiency levels cycles in what concerns in knowledge and skills acquired throughout the process. In other words, with this standards will be able to demonstrate what learners or students must know and performs as much as they go forward dominate fluency in English 1. A complete guide as for teachers as well as for students where is written in detailed way what students must master in the different levels.

### **2.3.2. English Language Curriculum**

Regarding the English Language Curriculum, this work has been structured in a way that the four learning competences are involved in order to have as a result, a complete and basic curriculum which contemplates the four main language abilities that a learner must have, with reading among them. If not, there are specialized programs designed to students in “Educacion General Basica” (2<sup>nd</sup> to 10<sup>th</sup> year of studies) and “Bachillerato General Unificado” whose mother tongue is not English. Ecuadorian population is noticed that there are groups from different cultural and linguistic backgrounds. So, with this in mind, the needs of a linguistically and culturally diverse population is the reason for which this curriculum was built. The following chart shows the skills Ecuadorian learners will need to have achieved in local and overseas communities in this century.

Table 2.2 *21<sup>st</sup> Century skills developed through learning English*

<b>21<sup>st</sup> Century skills developed through learning English</b>		
<b>Global Engagement</b>	<b>Social and Thinking Skills</b>	<b>Foundations for lifelong Learning</b>
To develop learners' understanding of the world of other cultures and their own, and to communicate their understanding and views to others through English	To develop the personal, social and intellectual skills needed to achieve their potential to participate productively in an increasingly globalized world that operates in English	To create a love of learning languages starting at a young age, in order to foster learners' motivation to continue learning English throughout EGB and BGU, as well as work and beyond, by means of engaging and positive learning experiences

*Taken from: (Cambridge University Press, 2012, p. 2).*

Through reading, the central topic of this research, students fulfill the objectives shown in the chart above. For example, the understanding of the world and other cultures may be achieved through reading but also it is important how is understood the written information, in addition in this paragraph I would like to say that reading gives new perspectives, points of view to our lives is more than a scape to really. As the Spanish writer, Michael of Cervantes said, the one who reads and walks a lot is that one who knows a lot.

It is well known that the four learning skills are included in this curriculum moreover, conceives of the 4Cs through the integration of five curricular threads: Oral Communication which includes speaking and listening, reading and writing. However, the main objective of this research is focused in the skill of reading. The writers of English Language Curriculum have cited that, there is a concept that is the Content and Language Integrated Learning (CLIL). As cited in the English National Curriculum document, page 03. This curriculum is based on a language-driven CLIL approach, where content from other disciplines is used for meaningful and purposeful language use (Met, 1999). It supports the overall curriculum, developing cognitive and social skills needed for other

subjects, and reinforcing content covered in other areas. The methodology and the procedures into classrooms must be applied when teaching within a CLIL model form part of the teaching and learning features of this curriculum also is flexible enough to be context-specific and complementary to a range of teaching methodology focused in text based learning, task based learning, input-teacher modeling, scaffolding. These models are designed to inspire in a way to develop communicative abilities in students but do not know how use it. In the following chart, there is a specific description in what concerns about the learning skills.

Table 3. *Integration of five curricular threads with the 4Cs'*

CLIL				
4Cs: Culture Communication Cognition Content				
<b>Communication</b>	Oral			
<b>and Cultural Awareness</b>	Communication	Reading	Writing	Language through the Arts
	Speaking- Listening			

*Taken from: (Cambridge University Press, 2012, p. 2)*

There is a transition what occurs just right after, when learners are changing from one kind of education to another one. In this case is well make a consideration that the gaps that exist in the transition when the students move from primary to secondary. It is notorious that in primary the method of teaching differs from one to another, it means that in secondary the method is with less games, students apply the previous vocabulary acquired or learned in previous years, in primary the English lessons are learned through games. In the following chart of proficiency specifies what a learner from 9th grade, basic user A 1.2 must dominate and the English Learning Levels Standards is based in Common European Framework of Reference for Languages: Learning, teaching, assessment (CEFR) as a provisions a regular standard where specifies and describes of goals, content and methods. As cited in the document Estándares de Aprendizaje (Ingles), “the proficiency levels set by the CEFR and established as the benchmarks for Ecuador’s ELLS are A1, A2, and B1”(Cambridge University Press, 2012, p. 340).

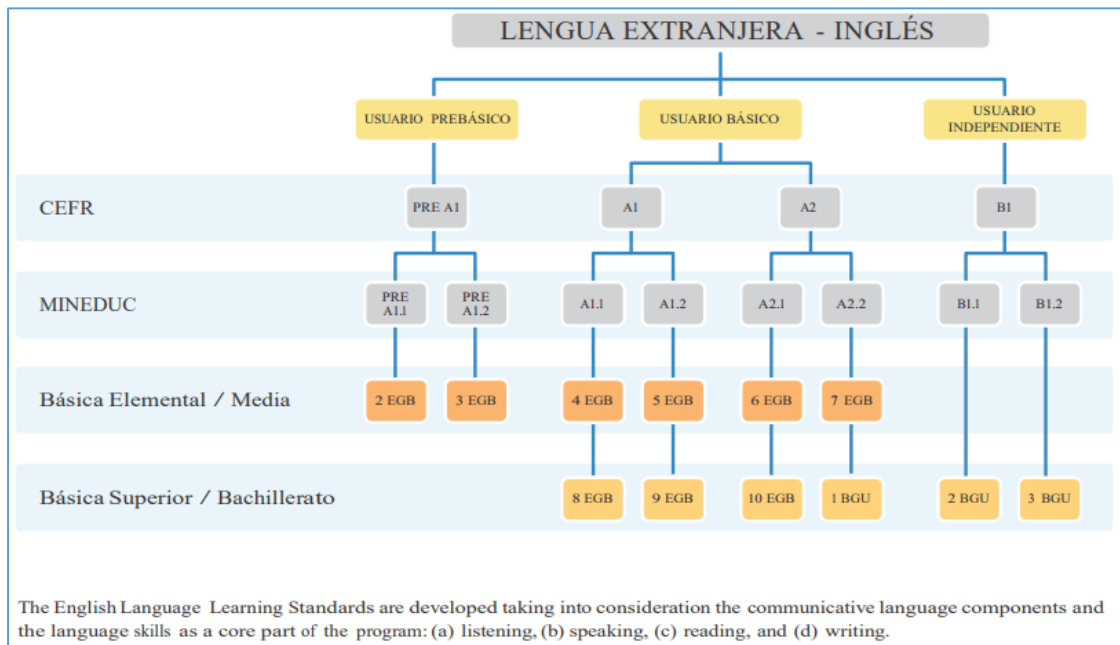


Figure 5. *The Proficiency Levels.* (Cambridge University Press, 2012, p. 340).

As the writers of this documents have confirm, English as a Foreign Language and Content Language and Integrated Learning within a CLIL framework expressed as the 4Cs, language facilitates communication, cultural awareness and understanding, cognition, and content. Language of learning is understood as the acknowledgement that learners need to have access to linguistic concepts, systems, and skills in order to communicate and develop knowledge about subjects, themes, and topics. Metalinguistic reflection for example understanding Grammar is discovered via functional need. In CLIL contexts as a means of developing language and higher order thinking skills. This is said in others words, that with the more exposure to the language to get communicate the more quality of learning is required, obtaining consistency in the goals set up.



Table 4. *CLIL, Language acquisition and the 4Cs.*

<b>Communication, cognition, content, culture (cultural awareness and intercultural understanding)</b>		
Language of learning: the what of communication (language systems and skills)	Language for learning: the how of communication (learning strategies, communicative skills)	Language through learning: the why of communication (new knowledge, multiple perspectives)

*Taken from: (Ministry of Education, 2012, p. 353).*

### Curricular Threads

CLIL	4Cs	Curricular Threads	Sub-Threads
CLIL	Culture / Citizenship	Communication and Cultural Awareness	Intercultural Awareness and Identity Social Competence and Values
		Oral Communication: (Listening and Speaking)	Listening Skills Spoken Production Spoken Interaction
	Communication	Reading	Literacy-rich Environment Reading Comprehension Use of Resources & Study Skills Cross-curricular Content
	Cognition	Writing	Initial Literacy Text Production
	Content	Language through the Arts	Literary Texts in Context Creative Writing Creative Thinking Skills
	CLIL, critical thinking skills, and curricular threads.		

Figure 6. *Critical Thinking Skills and Curricular Threads.*(Ministry of Education, 2012, p. 358).

### 2.3.3. Curricular Thread: Reading

The objective is educated learners who are willing and able to interact autonomously with written text in order to do a variety of activities, such obtain information, learn about the world around them and communicate. Four sub-threads are considered: 1) Literacy-rich Environment, 2) Reading Comprehension, 3) Use of Resources and Study Skills, and 4) Cross-curricular Content.

**Literacy-rich Environmental:** recent research has shown that children who are raised in “print-oriented societies are engaged, from very early in their lives, in making sense of the printed word, in figuring out the symbolic nature of print, in discovering that print may serve a variety of functions” (Genesse, 1994, p. 131), as cited in the English National Curriculum document, page 20 That’s why the acquisition of written, spoken, language can be better in literacy-rich environments. Classrooms that support a literacy-rich environment will include elements such as displays of student work and student-produced posters on the walls; classroom libraries; computers or access to other ICT, such as Wi-Fi; time for independent reading; word walls; and labels on classroom objects that help English language learners with vocabulary and literacy. Additionally in the activities mentioned in lines and chapters above are included activities like these where literacy is taking in consideration. Literacy-rich environments also create access to a particular culture, the “print culture”, which perceives written language as a social practice. Now we have a culture where the Medias of communications are the protagonist again is a new culture of reading. In other words, in learning to read and write not only does one gain mastery of a code of graphic symbols, but also a set of social practices that each community is building, rebuilding and categorizing in a certain way. As cited in the English National Curriculum document, Genesse(1994) notes:

Literacy serves people by providing one medium through which individuals can learn about the world and share their understandings with others, accomplish some of the daily tasks of living, make and maintain connections with other people, express both uniqueness and commonality with others, reflect upon and try to act upon individual and community problems, make some changes in the world, enjoy the richness of language, understand their cultural heritages and the heritages of others, and struggle with the human condition and what it means to be human. (p. 20)

Learning within literacy-rich environment strengthens and supports the four learning skills in a variety of authentic ways between both printed and digital media. The facilitator always is monitoring the readers in order to make clear any doubt. The techniques

showed in this research are designed to help students to understand that mastery of language skills goes beyond learning about spelling or grammar rule these are really components which guarantees better personal and social development.

Reading Comprehension, the reasons to develop this skill are infinite adding the improvement of critical thinking skills, learn to communicate more effectively, develop coding and decoding skills, improve study skills, increases the capacity of comprehension, learn to read easier then you can read faster, enhance knowledge, improve the writing and vocabulary. For experts reading is seen as highly cognitive process in which many mental operation are involved in which reader constructs meaning and gives a personal meaning to the text using his own words. Reading it is the media with knowledge is acquired. In EFL, reading will also become a way to access meaning without translating, as silent reading vs reading aloud. Many studies and research have been undertaken and demonstrated that improve language as well as other subjects. In one technique which is about form homogenous groups reading a special chapter and make conclusions about what was the chapter was about constructivism gets selfsteem to learners. Krashen (2010) states that reading increases vocabulary in L2, knowledge of the language and how it is use in real-life contexts as cited in the English National Curriculum document page 21. There are one activity which consists in read a short book assigned to an specific group once that the activity is completed there is a cube in it there are six questions regard the book, questions like...

Who is the protagonist?

Who is the antagonist?

Where and when those facts occurred?

Why did those facts happen?

What was the adequate solution for these facts?

What is the message in the reading?

These is a group of questions that in a certain way produce a vocabulary using, remembering, understanding, explaining with words written in the book, which is quite satisfactory to know that in this activity has organization with connectors and linking words. It is important that some student are faster than others getting information from a piece of reading, calls the attention those students with problems of comprehension and is a good idea implement strategies like draw conclusions and making assumptions, activate previous knowledge in a way that the learner feels a secure environment.

**Use of resources and study skills:** which indicates as an objective of the EFL curriculum in terms of reading is that people notice the variety of sources and resources of written information that is around us in our daily time. Outside there is all kind of information via libraries or internet access ready to be absorbed for people starving of knowledge. Reading is considerate as a mean of improvement and development study skills, reading thread develops the skills needed to use this option to be able to identify, select, collect, organize and analyze information while building autonomy and the ability to evaluate in a strong way the books consulted.

**Cross-Curricular Content:** the finality of this strategy is to overlap subjects' content from the other curricula of EGB and BGU onto English use, this is to establish an interest and increase motivation to learn for implement an authentic context in communication using English as a mean of communication. In the following chart displays the difference proficiencies from A1 until B1, where specifies in detail the objectives clearly to be reached for students in what concerns in reading.

Reading		
A1 PROFICIENCY LEVEL	A2 PROFICIENCY LEVEL	B1 PROFICIENCY LEVEL
Understand and identify simple informational, transactional, and expository texts—a single phrase at a time—picking up familiar names, words, and basic phrases and rereading as required.	Understand and identify longer, more complex informational, transactional, and expository texts as well as simple procedural and narrative texts (e.g. recipes, short personal stories, traveling forms). The texts should all contain the highest frequency vocabulary, including a proportion of shared international vocabulary items.	Understand and identify longer, more complex expository, procedural, narrative, and transactional texts as well as simple persuasive texts (e.g. persuasive essays <sup>2</sup> , movie reviews) with a satisfactory level of comprehension.
Extract the gist and key information items from simple informational, transactional, and expository texts.		Use appropriate interpretation strategies to deal with the corresponding text types (expository, procedural, narrative, transactional, and persuasive).

Figure 7. Chart which includes difference of proficiency levels in reading. (Ministry of Education, 2012, p. 365).

## 2.4. Legal Framework

Regarding the legal aspects of teaching English, it is worth mention in this part of the work, the legal support provided by the Ecuadorian government for educational institutions as well as facilitators of knowledge in this case known as “Reglamento General a la Ley Orgánica de Educación Intercultural” (LOEI). The procedures undertaken in this academic work were supported and framed according the Ecuadorian Law established in the different articles along this legal bulletin. According to the Ecuadorian Constitution of the year 2011, the article number 26 states that the education is a fundamental right for people along their lifetime and an inescapable and inexcusable duty for the State (Asamblea Nacional, 2011), that it constitutes a priority for the Government Policies and the state investment, a warranty of equality and social inclusion and indispensable for condition Good Living (El Buen Vivir), a document that states the rights for every citizen (Gobierno Nacional de la República del Ecuador, 2013).

In order to follow this and future rules in the national constitution, it is important to consider these articles and follow them in terms of improvement of the levels of comprehension in learners as established in the National System of Education in the article 343 where it states with the same objective the development of capacities and the individual and/or collective potentialities of the population that enable the learning and the generating and

utilization of different knowledge, techniques, art and culture. This article frames the several kinds of techniques implemented along this work among them Cooperative Learning, Schemata, Skimming, Scanning, Top-Down, Bottom-Up approaches to Reading, Work Stations, Scaffolding. In order to improve the way in which our learners read and improve those levels through pedagogical and catchy techniques that will grab their attention in most cases.

It is good to consider the way in which learners will be evaluated. It is mandatory the pre and post-test existing (evaluations) in terms that those outcomes will display true indicators, parameters that indicate where the weakest and the powerful features in reading comprehension are applied in students. In the Title VI from evaluation, qualification and promotion of students in the chapter I in the Evaluation of the Learning. In the Article 184 states, that the evaluation in students is a continuous process of observation, monitoring, assessment and record of information that displays the achievement of objectives of learning in students that includes feedback, conducted to improve the methodology of teaching and learning results. Moreover, the evaluations will indicate if a learner has been struggling in reading, and with this evaluation, it will be the most adequate and accurate way to obtain good results, providing adequate feedback through the facilitator with an appropriate, pertinent, precise and detailed way to help learners. That means, it will reinforce the weakest points in reading in order to make the best improvements in students of ninth grade from Colegio R plica Guayaquil.

## **2.5. Conceptual framework**

It is well known that the diverse points of view established during the years, ones more assertive than others from diverse researchers undertaken in reading comprehension and involved fields. Ralph Waldo Emerson sustained that, in many occasions the reading of a book has made the fortune of a man, deciding the direction of his own life. I consider that a well written book can change the point of view to anyone. Moreover, this section is provided according to the different concepts, pedagogical techniques, definitions, statements written through this work based in reading comprehension. It is pretty common situations when learners, student or even regular people, standing up in the different life's

scenario as books stores, libraries, books stations and soon in that right fraction of time they just read, then face the sad reality, poor understanding of a piece of reading with high connotations of lack of concentration due to the most diverse situations or motives, it might be a learner disability. Among them, exist one more effective and interesting than another but it does not mean that the objective did not reach the goal, it means that it will take some time to obtain those standards or levels desired. Last century, Jorge Luis Borges, the Argentinian writer indicated that, from the vast instruments invented by men, the most amazing has been the book; everything else are extensions from his own body... the book is only an extension from his imagination and memory conception. Based in the last statement in the context of comprehension and how much a book can improve anyone life's, is a strong statement in terms of promote reading everywhere even in familiar recreation places, the best places to develop new perceptions, points of view and innovator ideas.

The following definitions are written in terms of what refers to different statements through this academic work to avoid future confusion in previous written paragraphs.

**Reading comprehension:** is an intentional, active, interactive process that occurs before, during and after a person reads a particular piece of writing.

**Scaffolding:** that refers to a variety of instructional techniques used to move students progressively toward stronger understanding and, ultimately, greater independence in the learning process.

**Learning difficulty:** witch is any learning or emotional problem that affects, or substantially affects, a person's ability to learn, get along with others and follow convention.

**Pedagogical Strategy:** is those teaching techniques which are designed or promoted in a specific assigned subject in order to obtain a specific objective or goal, in this case improve reading comprehension.

**Survey, Question, Read, Recite, and Review (SQ3R):** reading comprehension strategy. Bulut(2017) defines it as a reading strategy in other words a technique that has been developed by psychologists and educators in order to provide a more productive and beneficial reading process.

**Metacognition:** was founded by Flavell(1979), and can be defined as a knowledge that is based on reasoning related to cognitive occurrences dealing with the certain material, in this case reading.

**Gist:** (or general understanding –skimming-), reading for specific information-scanning-, reading for detailed comprehension (what is behind the words) and attitude in a book. As revealed language learner literature, these are also called graded and simplified readers (MacMillan, 1994). These kinds of readers can read almost everything what falls in hands with ease and confidence fiction or non-fiction books.

**Cooperative Learning:** a method of instruction in which learners work in small heterogeneous teams to complete a task, a project, or any other work assigned by the teacher who plays the role of a facilitator.

**Schemata:** helps children learn and remember things better. By relating new information to their existing schemata, children are building on what they already know and creating new understandings. This has been shown to lead to better retention.

**Teaching Practice:** is the name of the preparation of student teachers for teaching by practical training. It is the practical use of teaching methods, teaching strategies, teaching principles, teaching techniques and practical training and practice / exercise of different activities of daily school life.

**Integrated Skills:** part of the Communicative Language Teaching methodology which focuses on the four main skills of the English language: listening, reading, speaking and writing.



**Skimming:** consists in reading fast an article, a document, etc. in order to have a general concept or idea about it.

**Scanning:** reading technique which consists of looking for specific information.

**Intensive Reading:** when the same article or document is read but paying much more attention, more slowly in the details even making a mental note.

**Extensive Reading:** comprehends when the reader, reads for pleasure for example a novel, a best seller a biography. On the other hand, intensive reading involves learners reading in detail with specific learning aims and tasks.

**Prompts:** as realia like visuals means to stimulate the student's interest in reading, activating previous knowledge, displayed in a format, these are magazines, pictures, photographs, letters, and theater program. They help students to predict.

**Bottom-Up technique:** the teaching of language by looking at its elements such as vocabulary, pronunciation, grammar, etc.

**Top-Down:** processing of language by using background information to predict meaning which will be confirmed or rejected.

## CHAPTER III

### 3. RESEARCH METHODOLOGY

#### 3.1. Type of the Research Description

This chapter has a description of the method in detail applied in field of this academic research. This study has been designed as a qualitative research. It is an action research identifying and solving problems in the classroom. It has been held to give a notion in a general way in learning strategies, considering additional and specific aspects in the fields like learning strategies, the level of English that students have had during their school life. It means, the years that they have been studying English. The level of acceptance and pre-disposition that learners have to the subject, English in this case.

Equally, their preference and performance in reading and how much they are good at it also. A brief overlook regarding to their performance in evaluating how much students comprehended a piece of reading and school problems while working collaboratively with various partners. Also, considering that students' reading and comprehension were evaluated and was clearly determined that these students' reading comprehension skills were below standard and according to Güneş (2013), students from ninth grade should read between 115-124 words per minute. However, this does not happen in the majority of cases. These research project is not trying to establish the last truth of learning theory. The objective here is to give solutions and provide development. All this, evaluated through a sort of tests where their profile will give us traces and notice about their strongest and weakest points. Then, reinforcement through showy and catchy pedagogical techniques.

The research here is focused at Field in situ. In action research, both qualitative and quantitative data can be used together. In this way, more advantages will be obtained like lead direct monitoring in real situations in order to design adequate data collection tools and make decisions based on details obtained during the process. The way in, how this method will be held in order to evaluate, determine and improve learners' levels of comprehension in reading as well as in the remaining subjects in a qualitative way as is

written in the lines above. This is a description in detail about the modality of the academic work itself which is in the field. It is important consider that is not the same watch than observe in the context that in a class observation many things may appear and in those circumstances is good take notes in the way learners behave in class. The type of the research here is explanatory. Thus, the paragraphs of the proposal that follow in this work are important under the circumstances, conditions, parameters, looking for explanations of evident facts in order to establish or give answers to those interrogatives during a regular day of class. Classrooms are full of students everywhere, exchanging ideas, opinions, preferences, tastes of any topic, until teachers arrive to their respective classrooms.

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

### **3.2.1. Description of Study Method**

In this part of the research, the study method and the design chosen for the research is shown respectively. The method to be applied in this research is designed in a way that the majority of students from ninth grade have improvements not just in reading comprehension but in the remaining subjects. There is an interesting work named Methodology of Investigation where several hypothesis are synthesized. Bernal(2016)says that the qualitative investigation is a particular mode of study and comprehend the real society characterized by considerations of the reality in an inductive way to understand it and explain it. Also, taking into consideration that a thesis must have clarity, precision, propriety, concession, opportunity, correction (Hernández, Fernández, & Batista, 2014). It is well defined in order that an academic work of this importance must be well structured, follow a pre-established pattern easy to read without flamboyant literature instead of specialized terms. Also, (Bernal(2016)says that some experts consider that in an investigation, the right thing to do is prioritize techniques and instruments that provide a real capacity to generate basic knowledge. In this way, the following techniques and methods will be structured in order to obtain satisfactory results in learners. There are 44 students between females and males. Potential learners with a huge range of flaws due to several motives like social as well as flawless academic thus, regarding to improve their comprehension in reading an action research was designed.

In order to determine with a preliminary survey in terms of classifying with accuracy the weakest and strongest students' points then, those outcomes designing the questionnaire well structured. The research study here with this method is qualitative in this case due to as researcher the one who is looking for quality of comprehension in reading that a learner has obtained. The qualitative data obtained from this study were analyzed using qualitative content analysis. In this way, there will obtain more advantages like, lead direct monitoring in real situations in order to design adequate data collection tools and make decisions based on details obtained during the process. There are short piece of reading in the text book and through the class observation the researcher has noticed what points are needing immediately adjustments all this in order to acquire better results.

### **3.2.2. Research Instruments**

In order to gather relevant information from forty four students from ninth grade who were selected with reading comprehension problems. The instruments establish here in are questions structured in a mandatory way to evaluate and obtain precise results. In this research there are the following questions to evaluate students' proficiencies in reading comprehension with the purpose of improve their comprehension. There will be any difference between students' reading comprehension tests score before during and after intervention? In this research a Teacher's Diary was used as data collection tools as well as an Observation Form, and a questionnaire for the Student Interview. These are effective instruments to provide research credibility and also, gather statistics in order to get to know what flaws must be disappeared. The English books that were used in this research were the same that the actual Ecuadorian government provides categorized by experts and established in the (LOEI). Additionally, eight books with shorts stories were included to grab student's attention potentially. In conclusion, 10 questions were designed in a "Reading Comprehension Test" taking into account the Observation Form and The Student Interview.

This type of research has the purpose and the characteristic to identify and try to solve any problem that might be found when applying surveys to students and interviews of such course. The outcomes of these surveys and interviews will show the strengths and

weaknesses in the way teachers develop their English classes to enhance students' reading comprehension competence with effective performance and the use of entertaining activities that will grab their attention.

The types of research in this project are quantitative and qualitative. Based on the two-variable applied in this study "The Influence of Pedagogical Techniques on the Reading Comprehension Skills of 9<sup>TH</sup> Grade Students at Colegio R plica Guayaquil." First, it is focused on a quantitative research, which involves numerical data to identify statistical results and relationship between the two variables.

The outcomes will also show the connection among the two variables that are presented in this research project in order to realize how important they are when applied in English classrooms and the effect that these techniques have with their improvement in their scores that are gradually developed self-esteem in students.

The main goal of this type of research according to the results of the questions applied in surveys and interviews is to help teachers use the most adequate strategies that lead them to achieve their planned goals for each English Reading class. And this will also benefit students in their development of acquiring a better comprehension in what learners just have read.

When teaching how to read to students, teachers use different methods and techniques, so when referring to different methods of teaching, it must be considered to provide students dynamic and interactive activities like motivating strategies that help them to approach the target using the appropriate methods, techniques and communicative competences in which ludic and catchy activities should be included.

This research project consists of a quantitative study. To find out what attitudes students in the 9th grade have in reading and how much they comprehend in classrooms and for this, it will be used a quantitative study where 44 learners answered a questionnaire.

The information taken from the quantitative method applied in this research project is classified into questions directed to students and an interview to the 9th grade English

teacher about their performance with learners in the teaching process. The objective was to know about the strengths and weaknesses of the class so that this project may help improve with the implementation of effective comprehension of the topic. The researcher has investigated this project based on some questions to learners, applied in a survey, in order to know what the backgrounds they have day by day when reading has a space in the class of English.

The class observation that was done in the classroom of 9th graders with the authorization of the principal of the school was with the main objective to identify the kind of methodology and techniques that the teacher uses in class and how students respond to that methodology, so that it could be identified any issue and give the appropriate solution to it.

The survey taken to students was composed by 10 questions, with the purpose to identify their weaknesses and strengths in the classroom when performing different activities set by the teacher and to propose them a dynamic and interactive way to learn how to improve their comprehension. Furthermore, to be willing to adapt new resources and dynamic activities to their classes in order to improve their comprehension skills throughout these activities.

These were implemented on learners at different stages to realize their performance when reading and explaining with their own words what they understood involved into debates about different ways of acting of characters included in the stories.

Also, the data collected was taken to empower the hypothesis that shows how ludic activities help students in the development of comprehension competence.

**Results of the surveys applied to the students from ninth Basic year at “Colegio R plica Guayaquil.”**

QUESTIONS	Always	Sometimes	Hardly Ever	Never
1. I like to read in English.	20%	10%	10%	60%
2. I am good memorizing lectures and English activities passages with fun activities in them.	5%	10%	70%	15%
3. I consider reading through vocabulary and activities resources to help me in pronunciation and facts with words.	10%	10%	70%	10%
4. I read and understand the instructions of video-games before I start to play and know the vocabulary use in the instructions.	70%	10%	15%	5%
5. I can create stories using my own words learned from websites, other technological means or traditional books or fun activities.	80%	10%	7%	3%
6. I usually practice speaking on my own or with friends in classroom.	5%	9%	7%	79%
7. I practice how to read and comprehend better inside the classroom with my peers when there is extra time	24%	15%	8%	53%
8. I find technological education games helpful when practiced in the classroom.	40%	7%	10%	43%
9. I like learning vocabulary in catchy activities to make comprehension better.	70%	18%	7%	5%
10. I am able to communicate in my own words with new vocabulary and activities practiced with internet games involved and also in classroom.	80%	10%	5%	5%

*Author: David Casta eda Chil n*

## Results and Analysis of the Class Observations

During the peer-observation, teacher from the English area was observed in her class. The aspect that was evaluated.

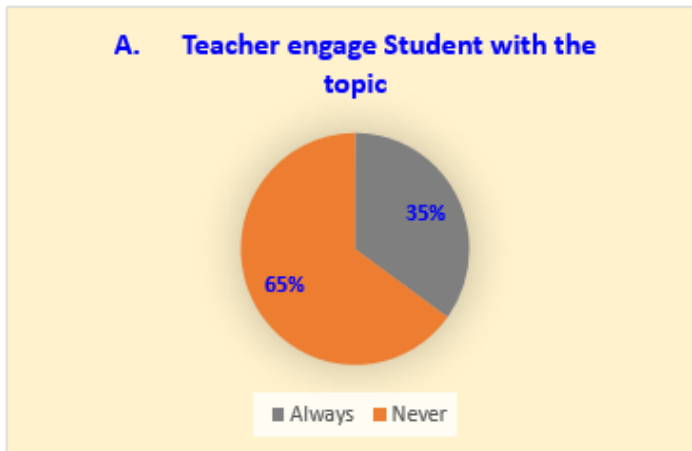
### Result and Analysis of the Surveys Applied to Teacher from the English Area at “Colegio Replica Guayaquil”

#### Teacher Engage Student with the Topic

Figure 17

*Analysis Result*

Always	Never
35%	65%



*Topic: Teacher engage student with the topic*

*Source: Students from 9th grade from “Colegio Réplica Guayaquil”*

*Author: David Castañeda Chilan*

According to survey applied to the teachers in question the 65% agreed that they engage their students in order to involve learners in new topics applied in the class. On the other hand, 35% of teachers said they found difficult to engage students into new topics because of the lack of interactive activities they have. So in this group of teachers it would be really useful to use effective and catchy techniques in order to grab students' attention and reach the goal planned.



**Use of effective oral production explaining about the facts understood in the story**

Figure

*Analysis Result*

Always	Never
40%	60%



*Topic: use of effective oral production related about the book*

*Source: Students from 9<sup>th</sup> Grade at Colegio R plica Guayaquil Author: David Casta eda*

When the teacher was explaining to the learners, the English language was used in the classroom. In spite of the mother tongue was used to give instructions and to measure students understanding. Around 30 percent of the teachers sometimes used technological resources including books.

### 3.3. Research Population

The scope of this method will be focused on ninth graders. A classroom which has 44 students with an average age between 13-14 years old mixed, 26 males and 18 females with a global average of 6,43 which is not a good indicator, but it can be improved significantly through pedagogic techniques. Eventually, there are two more nine grades classified in sections B and C respectively. In other hand, the fact occurs in the south of this city, Colegio Replica Guayaquil. Most students live around the school's area. The English book which students are working with has interesting short piece of reading, covering short themes like science, adventures, actual facts, sports and soon including some task to consolidate their learning day by day. The information in this research has been obtained throughout interviews and full fill of questions regarding student's background. Finally, the sampling design chosen in this research has been qualitative due to the purpose of this work is to determine what understood the students and well is their performance related to explanation based in reading comprehension.

Table 5. *Distribution of student in the three ninths.*

<b>Course</b>	<b>9<sup>TH</sup> Grade "A"</b>	<b>9<sup>TH</sup> Grade "B"</b>	<b>9<sup>TH</sup> Grade "C"</b>	<b>Totality of Ss.</b>
<b>Quantity Each</b>	44 students	37 students	41 students	122
<b>Sample</b>	44	0	0	44

### 3.4. Sources, Resources and Timeline

In order to undertake this project, considering as a goal to be achieved. The research was held during July, August (diagnose), October, November and December (observation), ten weeks at Colegio Replica Guayaquil in ninth grade, three days each, during three hours weekly. The academic conclusion of this research was until February (type-write). The class contained forty four students developed three in phases of test which consisted in their performance in reading comprehension, basically. Before, while and after reading strategies intervention were applied and at the end of this research the results were surprising but no less satisfactory in most cases.

*Table 6.*Expenses in the proposal.

Original and copies of research		\$120
8	Texts	\$ 80
1	In focus (Rented)	\$ 82
2	Dice	\$ 15
1000	Sheets	\$ 8
2	Cd	\$ 5
Transportation		\$ 60
<b>Total</b>		<b>\$370</b>



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

### **3.5.1. Results of the Tests**

In this part of the research, the procedure in how was undertaken and the situations that appeared along the way as follows: The pattern to follow was a pre-during-post/test procedure and the texts were adapted according the student's levels. This is in order to have better outcomes giving step by step with students and at the same time determine the flawless that might arise along the way. The books set up by Ecuadorian government are the necessary to cover de educational demanding. However, eight texts were adapted for SQ3R-based in reading, catchy and funny activities were implemented as soon as the instructions were given. These activities were implemented for three hours a day and for three days a week during a ten weeks period.

Regarding to measure students' pre-reading and post-reading comprehension skills "Reading Comprehension Tests" were set up before the application of the strategy, then during five weeks and finally at the end of application. By the time when the intervention process was undertaking, the "Student Observation Form" was used to know how students were using the SQ3R reading strategy. Finally at the end of the intervention, as noticed, the "The Reading Comprehension Tests" was implemented, and students' opinions about this study were obtained. Qualitative data obtained from this study were analyzed using qualitative content analysis and the stages of SQ3R-based in reading, comprehension strategies were defined as the content codes in both the observation and students interview forms, and they were analyzed. In what refers according to findings and regarding to the First Research Question, "Are there any differences between students' reading comprehension test score before, during and after intervention"? That's why three different Reading Comprehension Tests were established. Students' test scores are shown in following chart on page number 77. This chart represent the gradual students' improvement then in following paragraphs there is a chart which denotes the sorts of preferences on reading by students whom were interviewed.

Table 7. *Students' test outcomes in reading comprehension.*

<b>RESULTS OF TESTS APPLIED TO ALL 44 STUDENTS</b>		
<b>Before Intervention</b>	<b>During Intervention</b>	<b>After Intervention</b>
50%	70%	87%

The tests were in a way exhaustive in order to determine the results however, it worth to appreciate clearly that student's test scores in the Reading Comprehension Tests increased, with this reference we will be able to say that SQ3R-based reading, comprehension strategy improves students increase their reading comprehension achievements, thanks to this research intervention reading comprehension scores increased greatly but a similar improvement was not observed in all student's scores. In order to answer the second research question, "How do students use the SQ3R reading strategy in this process?" the students' behaviors during the intervention process were observed. All the stages of the SQ3R-based in reading, strategies were analyzed under different headings. As a validation of this research during ten weeks and in the part of the **Survey**, it was observed that students were using their prior knowledge, observing flashcards, and studying keywords before reading to overcome the task however, seven students had some difficulties in reading the visuals trace, they were trying to get a whole idea throughout only one visual instead of observe several flashcards to obtain a general related idea. In **Question** the results were really disappointed in terms that they were not as high as expected. In this level students made questions and ambiguous predictions through only one image few students only commented the images as the projector displayed them instead of making and answering those questions.

Table 8. Number of Words Per Minute (NWPM) and Word Recognition Percentage (WRP).

Before Intervention		During Intervention		After Intervention	
NWPM	WRP	NWPM	WRP	NWPM	WRP
68	87%	96	92%	132	95%

### 3.5.2. Results of the Observation

In **Reading** this stage, oral reading, silent reading, echo reading and chorus reading were used. It was observed that all the students' reading levels increased significantly. The students were eager for and involved in echo reading something which is motivating for the facilitator of knowledge. In the chart above displays the quantity of words that has been increasing step by step, according to Güneş(2013), students from ninth grade should read between 115-124 words per minute. Moreover, one of the targets in this research is improve students' skills as much as possible. In lines with this purpose, the students did some exercises on underlining and at the end of this stage, it was clearly seen that student could underline important points in texts more effectively. That's means for narration, students underlined the most relevant points to present their work more effectively. **Recite**, after reading the text, the students performed some reciting and summarizing exercises to allow them to remember the texts with this exercise all students had a significantly progress in their recitation skills however there were few students with low level that we expected. **Review** exercises to review the students' notes were practiced. Some re-skimming exercises were carried out with the students who could not remember the details of the text. This happened quite often. After these re-skimming exercises, some assessment activities were performed with success.

Dynamics to evaluate their grade of students' efficacy multiple choice tests, short-answer questions and true-false questions were used. In this part of the activity those students who obtained low qualifications in previous tests, these students had less average

relatively. Findings regarding the Third Research **Question** and in order to answer the third research question, “What are students’ opinions about this intervention?” There were opinions pretty distinct from one to another is the case for example, details about the SQ3R-based in reading, were analyzed and students worked with exacts words and of course make predictions about the text using flashcards and keywords, they said that it was like resolving a case of mystery. It is worth to mention that these students sustained that there was struggling with summarizing the text due to they did not have this sort if exercise in the previous school years. However, at the end, they stated that the SQ3R-based in reading, strategy had contributed to their reading comprehension process. At the end of these exercises the students notice how much this strategy benefits to their reading comprehension but also, with the remaining subjects at school. In the following image appears the significantly improvement in reading comprehension that learners have experimented in order to permit a small space in their everyday life.

These charts demonstrate and denote where those students started and their gradual improvements step by step. Making a comparison on them.

Table 9. *Students' test outcomes in reading comprehension.*

<b>RESULTS OF TESTS APPLIED TO ALL 44 STUDENTS</b>		
<b>Before Intervention</b>	<b>During Intervention</b>	<b>After Intervention</b>
50%	70%	87%

Table 10. *Students' test outcomes in reading comprehension.*

<b>RESULTS OF TESTS APPLIED TO ALL 44 STUDENTS</b>		
<b>Before Intervention</b>	<b>During Intervention</b>	<b>After Intervention</b>
53%	78%	89%



**Results of the surveys applied to the students from ninth Basic year at “Colegio R plica Guayaquil.”**

QUESTIONS	Always	Sometimes	Hardly Ever	Never
1. I like to read in English.	83%	10%	10%	10%
2. I am good memorizing lectures and English activities passages with fun activities in them.	77%	10%	70%	15%
3. I consider reading through vocabulary and activities resources to help me in pronunciation and facts with words.	70%	10%	70%	10%
4. I read and understand the instructions of video -games before I start to play and know the vocabulary use in the instructions.	87%	10%	15%	5%
5. I can create stories using my own words learned from websites, other technological means or traditional books or fun activities.	80%	10%	7%	3%
6. I usually practice speaking on my own or with friends in classroom.	5%	9%	7%	79%
7. I practice how to read and comprehend better inside the classroom with my peers when there is extra time	64%	15%	8%	24%
8. I find technological education games helpful when practiced in the classroom.	87%	7%	10%	43%
9. I like learning vocabulary in catchy activities to make comprehension better.	70%	18%	7%	5%
10. I am able to communicate in my own words with new vocabulary and activities practiced with internet games involved and also in classroom.	80%	10%	5%	5%

*Author: David Casta eda Chil n*

### **3.6. Preliminary Conclusion**

This research demonstrated that the strategy SQ3R-based reading program is adequate basing in reading program improves reading comprehension skills in students. Additionally, throughout the data obtained once analyze got the conclusion that students analyze visual information, predict and finally take notes all that improved. Moreover, the word recognition, the numbers of words read per minute has increased considerably. As we can see that this strategy SQ3R-based reading, helps directly to the students who are struggling with reading as well as reading comprehension. Indeed, previous studies about the SQ3R strategy have also come to similar conclusions. Students' attitudes towards this intervention were positive and it can be claimed that SQ3R-based in reading, can be used for improving the cognitive and affective skills of primary and secondary school students who are struggling in reading and comprehension. However, it should be taken into consideration that students may experience some difficulties at some stages of this strategy. In this study, for instance, students had some difficulties in the 'Recite' stage. In this level, students had problems when they tried to give oral and written reports about what they had understood from the text and this is due to their limited vocabulary and the best way to change this is through the reading.

In the other hand, Parent's background in the majority of cases have works in the field of construction and some others as security guards or motorcycle drivers. In contrast, mothers are housewives whose responsibility is to take care of their children. In both cases fathers as well as mothers have not completed their secondary instruction. The conclusion obtained in this aspect is that the academic support from mother as well as father was pretty limited. Most students live around the school's area. The English book which students are working with has interesting short piece of reading, covering short themes like science, adventures, actual facts, sports and soon including some task to consolidate their learning day by day. The motivation is feeding by itself and from the satisfaction of knowledgeable. The subject by itself is motivating, collecting of knowledge, showy for those students who spend time reading weekly in contrast, with those students who are struggling with reading with several difficult like lack of a good pronunciation, lack understanding, lack of respect the pauses, lack of handle a book properly. However, this

work has been designated in terms of improvement in students' advantages. Also, is important that teachers spend more time in "Recite" exercises/activities for improving students' oral skills from the first year of primary school. There are many strategies to be applied in terms of improvements of reading comprehension but applying an adequate way the results will be much more than satisfactory.



UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE GUAYAQUIL

Validation of the Proposed Project plan

The Influence of Pedagogical Techniques on the Reading Comprehension Skills in 9<sup>th</sup> Grade Students at Colegio Replica Guayaquil.

Rating scale


Alternatives	Very significant	Significant	Somehow significant	Not that significant	Not significant
Sequence of the study (Introduction, objectives, activities)	/				
Scientific aspect	/				
Social impact	/				
Feasibility	/				
Relevance	/				
Originality	/				
Language	/				
Comprehension	/				
Creativity	/				

Comments

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Name:	Tomás Villaw	 Signature
Occupation:	teacher	
Phone number:	0992831226	

## CHAPTER IV

### 4. PROPOSED PROJECT PLAN

#### 4.1. Title

Catchy Pedagogical Techniques to Develop Reading Comprehension.

#### 4.2. Justification

This research is focused primarily on determining the causes and solutions in the activity which the topic of low levels in Reading Comprehension in students from ninth grade of Colegio Replica Guayaquil. The standards issued by UNESCO regarding the number of books that an Ecuadorian citizen reads are disappointing. That's why the importance of this academic work lies as an impact in the Educational Community that might have in the future as well as the obtained information will be employed in effective way with the student community. This work pretends to disappear some aspects that make difficult for students to comprehend something that has been read some minutes before and produced by lack of concentration, consistency and discipline in students due to surely to big problems of learning or social reasons. These problems and/or aspects make more difficult teachers' work in order to undertake a good job regarding that learning takes place with her students whose difficulties impedes assimilate a content this small detail has a direct relationship with the interest for the new technologies but, mis use it. For the development of this proposal, we have taken into account the results displayed among the students through the survey before, during and final test. However, at the moment of the practice self the dynamic planned was motivating and challenging. In students these dynamics caused a certain grade of curiosity a main requisite to keep them focused during long periods of time, a task which is hard to accomplish.

Several are the cases into the classroom where students from all levels from primary, secondary are struggling in synthesizing a short paragraph. It happens very often at universities. Probably, there were uncountable flaws and people are still fighting with those flaws. By the time when an explanation should have been given in front of the class

and the levels of comprehension were lower than the expected however, if this occurred in the past it is pretty possible that these young students will continue having problems in their professional career. The elaboration of learning strategies implanted in this proposal for Reading leads to students from ninth grade to improve their levels of comprehension and the remaining subjects contributing to the improvement of their grades and performance. This proposal includes a learning strategy quite used in different levels of education SQ3R. It has been implemented and developed for uses in Education and Psychology for obtain more productive and beneficial reading process. It is a fantastic tool to improve memorization and comprehension in students as well as their performance in the remaining subjects. This strategy also helps students in somehow activate comprehension by the time students are reading.

This strategy consists in the formation of groups composed each one by four people distributed into the classroom. Each group has a different pocket texts with distinct genres written in English of course according their level of proficiency in this case A1.2 Students have the assignation of read story, understand and explain it in front of the class. The students have the following considerations like when- how-where-why the story occurred, the characters are important to mention however, this is evaluated trough questionnaires designed by the researcher is this case the facilitator who is in charge of the subject. All this make them think in a way more objective as well as questioning. At the end of this survey the information is collected taking in consideration where are the points or flaws that have to pay more attention in order to have satisfactory outcomes, using and adapting this strategy.

There is the consolidation of the future researches focused in this topic. As a result, this will expand to over more educational institutions which are doing their best for the students from our country, with the only objective to produce a better quality of comprehension in a direct and indirect way according the outcomes obtained. It is important to articulate or adapt a realistic strategy according the levels of studies too; which in turn, will help to give solutions to those difficulties in reading comprehension.

### **4.3. Objectives**

#### **4.3.1. Broad Objective**

- To improve Reading Comprehension levels through the use of Pedagogical Techniques

#### **4.3.2. Specific Objectives**

- To select suitable and/or appropriate Pedagogical Techniques for Reading Comprehension.
  - To provide a set of learning and teaching strategies.
- To develop skills that are necessary in reading to improve comprehension.

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

The following are the elements of contents that will be used.

- Survey, Question, Read, Recite, and Review (SQ3R).
- Providing Independent Reading Comprehension Strategy Practice through Work Stations.
- Flexible Grouping, Explicit Reading Instruction in Elementary School.
- Reading Corners.

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

The proposed projects plans in this part of the work are written in a way that the plans are develop and adapted from the original for obtain satisfactory outcomes. It is relevant to mention in this part of the academic work that the texts which were used in this intervention are variables on genders, fiction basically. In contrast, with the texts assigned by the Ecuadorian government which are good but the activities are directed in ambiguous way. In order to refresh and provoke a lasting interest in students and the anecdote that they were going to experiment, this activity has caused a certain commitment in the development in students for the realization of this work, taking in consideration the quantity of effort invested on it.

In this chapter Survey, Question, Read, Recite, and Review (SQ3R) description of the process consists in the following: The students are divided into groups which are chosen

and sub divided in five people each group. These learners are distributed and given a text of their preference in genre, a text for each group in a free way to obtain many results. The facilitator's work which consisted in give clear instructions to students and give precise information, support to any interrogative that might appear along the way from the learners. The instructions consisted first of all, during no more of ten minutes learners must examined and explored the given text from their own perspective, then wrote down all questions that come to their mind in order based in the text's title, chapters, sub titles, graphics, scam the introduction and conclusion and observed interrogatives from the text. Second, question in this case learners read with the purpose of answer any question like Who? How? When? Where? Why? These interrogatives forced them in a way to think and organize the acquired knowledge through the previous exploration. Third, students read the part of the text assigned for the facilitator, taking into account the questions already answered and then came back and underlined. In terms of highlighting students did it after reading, sometimes with asterisks, others with circles or squares in some cases, rare was when learners highlighted with different colors.

Then, there was the recite which consisted in answering the questions already formulated applying as a guide the underlined in the previous step repeating the answers in front of the class. Students wrote brief study notes as guide working in that way they were able to establish the main idea under each title and sub-title. In this part, a dice got enter in action which consisted in launched along the classroom, in the each side of dice there was a potential question related to the text needing answer, the questions were exchangeable. Learners were able to do summary without see it and given the most significant solutions to those difficulties of reading comprehension. Taking notes, giving support from one to another among students. It is important to recall every group of students were composed by three fast students and two less fast, it meant that if any member of the group did not understand a piece of reading the fast student gave the respective support in order to dissipate any doubt. Finally, we had Review which consisted in to make a post-reading as a last step in order to understand the text, here in we could: re read each title, re view the material underlined and highlighted and answer the formulated questions.



Another interesting propose is the following dynamic, Providing Independent Reading Comprehension Strategy Practice through Workstations displays a notorious project which was undertaken with students of ninth grade looking for research-based in order to improve reading comprehension in students. Thus, it has designed fifteen comprehension workstations and evaluated their effect on ninth graders' reading comprehension scores as measured by distinct Imagination Station assessments. The instructions were explained in child friendly language. Explanations may seem like a natural way. Students must receive clear instructions teaching different strategies and slowly integrated the strategies into our daily workstations. Made sure that the students understood the material, could work collaboratively, and could access exemplars to complete the stations successfully. Students were provided training to choose books on their independent reading level from various sources, such as classroom library, the school library, or from home. Some workstations required fiction or nonfiction books. The reading work stations are fifteen originally but, only nine of these were choose for this project due to their level of performance in English. This activity is adaptable you can use any method for selecting text that works best for you and your students. The implementation of work stations "Comprehension Strategy" which consisted in student chooses a text and writes a summary, in the story must be included characters, settings, conflicts, rising actions, climax, falling actions and resolutions.

After student finishes to read the text, he uses the information to do a story summary. "The comprehension strategy" consists in student choses a text and writes questions for example, What does this remind me of? In order to make personal connections between one character and another. "Comprehension Strategy" student choses a text and completes the sequence of events while she is reading moreover, drawing squares writing relevant information in it and at the end explain it using transitions words. "Retell Comprehension Strategy" is about student choses a text and completes a graphic organizer while reading is about that learner writes the story elements in sections. "Question Comprehension Strategy" is about students write down their own questions while they read then try to answer them once the text has been completed or chapter. In this station students must identify different levels of questions first and second order

respectively and determine where the answer could be found. "Predictions Comprehension Strategy" is regarding of predict as we know prediction helps students to comprehend a text, in this station students draw and label three columns with predictions-confirm/reject-text evidence. While students are reading they wrote down their predictions, after reading students write a C to confirm and R to reject their prediction. Eventually, students are requiring the text to obtain evidence in their conclusion. "Non Fiction Text Feature" Comprehension Strategy Work Station is related to student draws three columns chart labeled with 'text feature', 'page number', and 'what I learnt' When the student has chosen the nonfiction book the student writes down characteristics from the text like charts, diagrams, timelines, headings and captions.

The students write down the page number then, describe how what they learnt from the text feature and how improvements they obtained. "Drama Work Station" related to the following teacher prints Readers Theater scripts. The students work in their group to write down voice directions, such as [loudly] or [angrily] next to each part. This requires full concentration by students due to analyze the meaning of each line to express the author's voice for each interpretation demonstrating prosody. "Scripting Comprehension Strategy" in this station students construct a mentor text into a readers theater, this is complex in order to make students think deeply about the text as much students are changing the text into a play they have to preserve the author's intended meaning. As a results obtained were much more than the teacher was expected and growth in comprehension. Reading comprehension strategy is an amazing tool in terms of teach young learners, that at the beginning of the 21st Century. Also is important to add that students need of independent constant and consistency practice on reading comprehension strategies all that is in order to make sure that students improve their level of comprehension, students required time to practice the newly learned strategies in order to internalize them.

In the strategy Flexible Grouping, Explicit Reading Instruction of reading comprehension which has been implemented for students who still have not completely overcome their difficulties in reading comprehension thus, some strategies herein might be useful for

student community and also for teachers making less hard their responsibility. During four weeks, students participating in explicit instruction situations taken from literary texts and designed to promote the development of reading comprehension strategies. The strategies explicitly taught during this project are planned following the before, during, and after reading pattern, in some situations very few adjustment should make, according levels of proficiency.

### **Before Reading**

- Activating background knowledge
- Predicting text content

### **During Reading**

- Re-reading
- Understanding of difficult words
- Self-questioning
- Confirming/making new predictions
- Creation of mental images

### **After Reading**

- Integration of text information to background knowledge

This is a regular way to improve reading comprehension in learners however, the outcomes obtained through this method are ambiguous in a way that some students need more time to overcome their difficulties. At the same time, the teacher or facilitator needs to invest more time in order to improve those results, and those results will be reflexed in reading as well as in the remaining subjects. The inclusion of the dice of the knowledge, an important device to drag and keep student's attention.

The Reading Corners as a fantastic strategy to improve reading comprehension which are reading spaces into the classroom is also seen outside doors. Fifth graders are learning to be independent thinkers and at the same time develop a questioning and critical thinking in reference about the texts read. Students have total access to these

texts with a variety of genres according to their age and preference. Eventually, there are four sides with texts on it. The starting dice of knowledge in this case is newly, on air key questions written on each side of the dice. For example, settings where the facts are occurring, main and second characters, the way characters think, react at the beginning, during and ending the texts' stories. In the same way, the dice is launched into the classroom in a clear area for the respective visibility and captions of answer to these questions. It might be done in front of the class or in the same place where the exercise is developing. The implementation of this dynamic is supported and led by the teacher among students with fast and low performance in reading comprehension. To sum up to, this strategy draws students' attention because, its particularity in how the activity is developed, the accessories used, step by step, patiently in order to achieve our objective which consists in improvement of comprehension in this case in reading. The improvements will be reflected not only in that subject but in the remaining too.



Figure 8. *Reading Corners. Taken from (RFL, 2002-2017).*

#### 4.6. Validation of the Proposed Project Plan



UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE GUAYAQUIL

#### Validation of the Proposed Project plan

The Influence of Pedagogical Techniques on the Reading Comprehension Skills in 9<sup>th</sup> Grade Students at Colegio Replica Guayaquil.

#### Rating scale

Alternatives	Very significant	Significant	Somehow significant	Not that significant	Not significant
Sequence of the study (Introduction, objectives, activities)					
Scientific aspect					
Social impact					
Feasibility					
Relevance					
Originality					
Language					
Comprehension					
Creativity					

#### Comments

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<b>Name:</b>		<b>Signature</b>
<b>Occupation:</b>		
<b>Phone number:</b>		

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

The last survey issued by the UNESCO last year got the conclusion that a regular Ecuadorian reads an half book in a year in contrast with the three successful men in the world Bill Gates, founder of Windows Microsoft; Mark Zuckerberg, founder of Facebook and Warren Buffet, founder of CEO of Berkshire Hathaway, all they read an average of 48 books each one, achieved with techniques specialized of fast reading during a year that means 96 years spent an Ecuadorian, the statistics are stupefying. Based in the previous statement, every good idea is welcomed in order to improve comprehension everywhere.

As a result, Ecuadorian students will have significantly improvements in all fields and these can be in sciences, mathematics, engineering and research, the areas are uncountable. The proposed idea is to apply pedagogical techniques with catchy strategies in the field of education, mandatory based in every profession. There are many situations where students do not understand what they just have read very few minutes before, due to several possible reasons like lack of prior knowledge, problems with reading, with comprehension or even because of lack of concentration. However, learning how to comprehend a text, will help us to understand the world with amplitude and have a better perspective of life, inculcating to our children reading daily also, giving them the possibility having a good performance and comprehending in what students read in a 100% and not only students community but also, this improvements will be reflected in their professional career as competent full skilled professional.

Nowadays, the concentration is easily lost due to many factors. Among them, it is possible to mention the media like TV, WhatsApp, Facebook, Instagram, banners and soon, they are potential distractors that grab students' attention as soon as they appear on the media. It appears the case that unknown word in the book impedes the comprehension of the whole paragraph. It is well known that a better comprehension of reading immediately benefits their academic grades because reading is knowledge. This is produced in the case that if students read in an appropriated way they will learn more and

better. We know that books educate readers, they provide topics of conversation and companion every place is good for read so those are the reasons where develop reading in kids must be mandatory.

Parents must know that reading with their children, communication between parents and sons creates an emotional link that will last forever and this result has no price. This research benefits the area like educational community because, due to applying these strategies in the students, their grades will be improved in a significantly way and at the same time the impact that this will have a better lifestyle even in their future as adults. In what refers on educational researchers, this academic work is available for researchers whose objectives are directed for the improvements of students in all educational levels but deeper studies must be undertake implementing all possible strategies, tools and instruments to accomplish the best goals to achieve.

Curriculum designers, are one of the people whose knowledge for distribution of curriculum in precise way in order obtain the best results from students. It is noticeable the organization that these curriculum designer administrate in order to obtain satisfactory results. Previous proposals based in this topic are available thanks to the technology's benefices easily a curriculum designer can identify future situations and whit this information avoid any unforeseen that might appear along the way.

Finally, this proposal may provide support to that community self who has difficulties with comprehension working simultaneously with the facilitator. The statistics are surprisingly since the beginning until the end of this research. As a matter of fact, our society does not have a culture in reading. A common Ecuadorian with a life productively active reads just an a half book in a year, it seems that the society considers reading as waste of time, a pain on the neck this due to the levels of concentration that reading requires moreover compression.

The firm idea that a society whit a reading culture has educated citizen, an educated society is a productive city which includes to its inhabitants in the progress constantly for the common benefit of all its members with the option of questioning, evaluating and deciding, the proposals emit by the administrators of the city. We are near to honoring

The International Day of Women and the brave feminist activist Malala Yousafzai said “Very few are the most powerful weapons in the world, but there is none as a girl with a book in hands”. It is clap able for a society which is hungry of knowledge and huge wishes of improvements in every field like teaching, scientific, politics and soon the areas are uncountable. All this achieved through reading and comprehension whit pedagogical strategies. Taking into account as fact and example to follow for the big cities and soon distributed the same pattern along the country. Reading improves the power of questioning among people in the making of decision in the inhabitants of a city evaluating the pros and cons of those decisions considering all points of view in different perspectives. Reading benefits a society in all aspects including it but not rejecting it.



## CONCLUSIONS

First of all, before this work, the students had percentages quite complicated to overcome however the challenge was over there. The results of Reading Comprehension Test scores obtained in the Interventions were as follow; Before Intervention 50%, During Intervention 70% and finally After Intervention 87% as is shown the percentages are increasing as much as hours are spend in students. In contrast, there is the outcomes obtained by the evaluation of Number of Words Per Minute (**NWPM**) and Word Recognition Percentage (**WRP**) in three phases Before, During and After Intervention launched the following outcome; Before Intervention (NWPM) 68 (WRP) 87%; During Intervention (NWPM) 96 (WRP) 92%; After Intervention (NWPM) 132, (WRP) 95%; that's means that we are with really good results.

To sum up to, this work shows that the SQ3R-based in reading program adapted, increases students' reading comprehension skills. In the light of data obtained from this study, it can be seen that students' skills in analyzing visual information, predicting textual content and note-taking improved all this learned along the way of this activities. It is worth to mention that with catchy and suitable pedagogical strategies applied in students during an adequated space of time the outcomes in comprehension will be significantly better in order to improve as human being and as society too.

In fact, the proposed project plan in this research is not trying to establish the last truth of learning theory. The objective here is to give solutions and provide development. In this way the society will develop a culture in reading, having well-educated citizens and the benefits of this are uncountable. The advantages these kids will have once they know how to dominate these skills in how to comprehend any text is that they will be better professionals. This research is open for any sort of adding, either this educational community or even curriculum designers and the researchers in the area of education. Moreover, once the dynamics proposed here are applied, the changes in the students' improvements will be significantly evident.

There is a wise saying whose content is true: “that person who does not read good books, has no any advantages above the one who does not know to read”. So, in this part of the work, it is imperative to mention and read related information to the research and the results obtained along this academic work. Reading is much more than recognize each word in a text book, it is basically comprehend and to know how to interpret those words, in order to establish and obtain our own opinions formulated as values and judgments. It is participate in an active process of reception and exchange of a mount of ideas. When we are learning how to read and write, we learn how reading and writing, figure it out how others people undertake it. Trying, making mistakes, receiving help, correcting and risk taker. In that way this propose will help students to construct those meaning and correct the majority of their conflicts in comprehension.

On the other hand, about teachers’ benefits on reading, to mention it because students follow patterns and we teachers are students’ examples to be followed. Students pay huge attention to the way teachers write, read, speak and behave into the classrooms even though with their coworkers. ‘The idea of the teacher having to be someone who is constantly developing and growing as a whole human being as a prerequisite for being able to truly help his or her pupils to be able to do the same, is such a core truth of teaching, yet it is typically ignored in FLT. When teachers have the habit for reading, this makes improvement in order to be better informed in both sides in their career and about the world itself. Reading makes to every single human being much more interesting, just imaging a person attending, sharing a meeting without nothing what to say about any actual topic, it sounds weird but happens.

Students enjoy a lot that their teachers to be interesting people who know what’s going on around the world. Improving Reading Comprehension levels through the use of Pedagogical Techniques in these students was not an easy task to achieve due to that many of them had difficulties with reading without mention comprehension. Results of the tests, the procedure in how was undertaken and the situations that appeared along the way as follows: The pattern to follow was a pre-during-post/test procedure and the texts were adapted according the student’s levels.

This is in order to have better outcomes giving step by step with students and at the same time determine the flaws that might arise along the way. Commitment we needed from both sides facilitator as well as learners, at the very beginning of the intervention students were pretty reluctant to pay attention to all sorts of instructions, strategies but they noticed the changes obtained day by day.

Through these outcomes students just changed their mind realizing how their grades, scores were getting better as much dedication, effort was invested to improve their comprehension. The results were significantly satisfactory even in the remaining subjects where their performance was not good enough mainly in mathematics. Teachers who read very often, they are clear examples to be followed by their students. Teachers can advise to their students should read very often and students will not but with the good teachers' example in reading, teachers will have students who read too. Students will read a lot and read often.

For people in general the benefits in reading are huge, it means that is displayed over more than one field considering that health, knowledge, improvement, discovery, inventions, spread valuable information. Reading can encourage us to achieve objectives, goals. When we read a book and we find a character who is chasing an objective we as long as read and notice the obstacles that appear along the road and they were overcome. It gives us an idea how to motivate and reach our own goals.

The interesting proposal is the following academic work, the commitment that a regular teacher might do for his/her students, knowing that learners are facing struggles with reading, levels of comprehension are not good enough. These difficulties not overcome during previous school years, as a result learners might have problems in their professional career, the research "Providing Independent Reading Comprehension Strategy Practice through Workstations" Young (2014) displays a notorious project which was undertaken with students of second grade looking for research-based in order to improve reading comprehension in students. It is awesome how human being can overcome sorts of difficulties in what concerns in this case reading comprehension.

Thus, this teacher has designed fifteen comprehension workstations and evaluated their effect on his second graders' reading comprehension scores as measured by district Imagination Station assessments. In our dynamic were implemented around nine reading station with their final evaluation at the end of each station. Results obtained were much more than the teacher was expecting and growth in comprehension. Additionally, is important to mention the persistence and consistency that students were exposure in order to experiment good results.

Finally, tools are vast in pedagogical techniques, this in the context of reading. It is interesting how as teacher can know how much a learner is straggling in reading and looking for a way to help in the process. However, reading in this context is decoding, translating, and the written symbols into their corresponding sound. It is sad when teachers choose a student in order to read in front of the class and at the end of the reading he-she does not know what understood not even explain it. Regarding the English Language Curriculum, this work has been structured in a way that the four learning competences are involved in order to have as a result, a complete and basic curriculum which contemplates the four main language abilities that a learner must have, with reading among them. If not, there are specialized programs designed to students in "Educación General Básica" (2nd to 10th year of studies) and "Bachillerato General Unificado" whose mother tongue is not English. Ecuadorian population is noticed that there are groups from different cultural and linguistic backgrounds. So, with this in mind, the needs of a linguistically and culturally diverse population is the reason for which this curriculum was built. There is a chart of proficiency specifies what a learner from 9th grade, basic user A 1.2 must dominate and the English Learning Levels Standards is based in the chart Common European Framework of Reference for Languages: Learning, teaching, assessment (CEFR) as a provision of regular standards where goals, content and methods are specified and described. The subject by itself is motivating, collecting of knowledge, showy for those students who spend time reading weekly in contrast, with those students who are struggling with reading with several difficult like lack of a good pronunciation, lack understanding, lack of respect the pauses, lack of handle a book properly.

However, this work has been designated in terms of improvement in students' advantages. Also, is important that teachers spend more time in "Recite" exercises/activities for improving students' oral skills from the first year of primary school. There are many strategies to be applied in terms of improvements of reading comprehension but applying an adequate way the results will be much more than satisfactory. There is no major satisfaction for students, teachers and regular people in general that make real, achieve a goal after tremendous effort invested from both sides in this case improve Reading Comprehension.

## RECOMMENDATIONS

The purpose of this study was undertaken with the objective that carry out an action research to investigate under circumstances the SR3Q-based in reading strategy should be applied and adapted according needs find out into classroom additionally, at the same time is used for improvement of reading comprehension skill through the use of pedagogical techniques in ninth grade students who had conflicts with these skills. The majority of students did not have or reach the basics standards or levels to reach an adequate level of word recognition even though word read per minute. For instance, it is well known that ninth graders students must master 144 per minute according previous studies. By the time of intervention, the results indicated that that the SQ3R-based reading program and adapted, increased students' reading comprehension level significantly according charts above displayed even though, works reading stations and the corners reading which are aggressive strategies to achieve the objectives targeted. All these results were obtained for the appropriate selections of pedagogical techniques for reading comprehension including even the catchy dynamics in this project like the inclusion of "the knowledge dice" which was the starring in these activities.

Students have noticed that even their own confidence has increased due to improvement of their grades which were not good enough in the past for reasons like lack of concentration, dedication and commitment basically. However, in order to avoid this a set of learning strategies was provided with satisfactory results. This research, method and procedure must undertake it under parameters of observation previous, during and final evaluation in terms of identification of strongest and weakest skills, it is the most viable way at least until now so far. This propose is not only designed for ninth graders but the following courses as well as secondary and universities levels with different adjustment according the level of study. Most cases, the classroom are over rated of students, only in those cases the intervention may be affected in terms of the quantity of students as a result, the preliminary outcomes would be affected in this case the best option is reduce the spectrum or quantity of students to be researched. In this same aspect, is worth consider the non-acceptance or lack of disposition in the activity into the classroom

coming from students. In order to avoid that situation a recommendation might be that the texts must be updated, interesting, best sellers it means the texts should be according the times we are living in bestsellers chosen according their genre preference and, from that way grab students' attention. It is seen that comprehension is not easy to master or maintain for long periods of time even though in kids but is one of the most important skill which everyone must master since early years as a result they will be successful and productive professionals.

It is important that teacher must use all their vocation and understanding in terms of how a kid comprehends in that case teachers must help effectively readers to develop skills to comprehend a text. In most cases skills were necessary to developed in reading to improve comprehension. In fact, the proposed project plan in this research is not trying to establish the last truth of learning theory. The objective here is to give solutions and provide development. The investigative interest, the human effort, the ethic and the professional to find out and propose possible solutions about the hypothesis indicated, it may a viable alternative due to the elements to be investigated, evaluated, studied are near to the researcher. A worth recommendation is that deeper investigations should be undertake in this work and due to first of all, it benefits students using effective and catchy strategies of comprehension applied in students their performance in the different educational levels will improve as well as in their future professional career. The Educational institutions with the implementation of effectives and organized pedagogical techniques will have the advantages like have students with a high performance not only in reading but, in remaining subjects emitted by educational institutions. Even the society will benefit in a way of have citizens much more educated at the same time develops a sense of questioning and understanding selective for the majority of situations of daily life. In others words, the opportunities for continuing investigation in this huge topic are open as well as combinations of others investigations regarding to reading comprehension are welcomed.

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# ANNEXES

Appendix A - Pre-test



**UNIVERSIDAD LAICA VICENTE ROCAFUERTE**

**School Year 2017 - 2018**

**CURRICULAR PEDAGOGICAL DIMENSION**

**LEARNING MANAGEMENT**

**ACADEMIC DEPARTMENT**

SUBJECT: READING PRE-TEST

<b>Teacher's name :</b>	<b>Mark:</b> /10
<b>Student's name:</b>	<b>Date:</b>
<b>Level:</b>	<b>Grade/Course:</b>

## PART 1

1. Predict a topic related about the covers A-B (4Marks)







**UNIVERSIDAD LAICA VICENTE ROCAFUERTE**

**School Year 2017 - 2018**

**CURRICULAR PEDAGOGICAL DIMENSION**

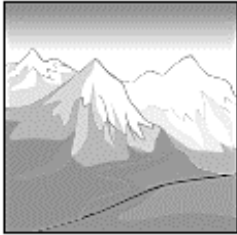
**LEARNING MANAGEMENT**

**ACADEMIC DEPARTMENT**

**SUBJECT: READING PRE-TEST**

**PART 3**

**1. Describe pictures from the road (2 Marks)**



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<b>READING GRADING CRITERIA</b>	
<b>Comprehension</b>	<b>3</b>
<b>Performance</b>	<b>3</b>
<b>Fluency</b>	<b>2</b>
<b>Grammar Accuracy</b>	<b>2</b>

	<b>NEED IMPROVEMENT (1Point)</b>	<b>SATISFACTORY (2Points)</b>	<b>EXCELLENT (3Points)</b>
<b>Comprehension</b>	Student has difficulty to comprehend words, to express properly.	Student was able to use broad vocabulary words, but was lacking ,making her repetitive and cannot expand on her ideas.	Rich, precise and impressive usage of vocabulary, demonstrating a master of the piece of reading
<b>Performance</b>	Student was difficult to understand , unclear in pronunciation	Student was slightly unclear with pronunciation	Performance was very clear and easy to understand her though
<b>Fluency</b>	Speech is very slow. Difficult to a listener to understand	Fluent speech consistent with grade level	Understandable
<b>Grammar Accuracy</b>	Student was difficult to understand and had a hard time communicating their ideas and responses because of grammar mistakes	Student was able to express their ideas and response with ease in proper sentence structure and tense	



**UNIVERSIDAD LAICA VICENTE ROCAFUERTE**

**School Year 2017 - 2018**

**CURRICULAR PEDAGOGICAL DIMENSION**

**LEARNING MANAGEMENT**

**ACADEMIC DEPARTMENT**

SUBJECT: READING PRE-TEST

<b>Teacher's name :</b>	<b>Mark:</b> /10
<b>Student's name:</b>	<b>Date:</b>
<b>Level:</b>	<b>Grade/Course:</b>

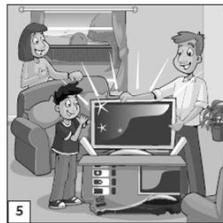
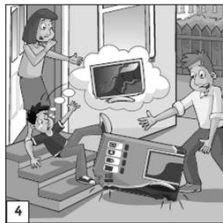
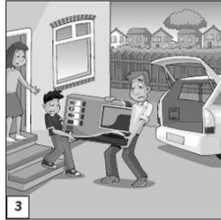
**PART 1**

**1. Predict about picture (4Marks)**



**PART 2**

2. Follow the picture story from 1 to 4 and answer the question: **How does the story end?** (2Marks)




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**PART 3**

Exchange the information, Ask question to complete the table (2Marks)

Anna's sister

Name	?
Age	?
Tall / short	?
Like doing	?
Favourite food	?

Anna's sister

Name	Sally
Age	14
Tall / short	tall
Like doing	computer games
Favourite food	pizza

EXAMINER

STUDENT



<b>READING GRADING CRITERIA</b>	
<b>Comprehension</b>	<b>3</b>
<b>Performance</b>	<b>3</b>
<b>Fluency</b>	<b>2</b>
<b>Grammar Accuracy</b>	<b>2</b>

	<b>NEED IMPROVEMENT (1Point)</b>	<b>SATISFACTORY (2Points)</b>	<b>EXCELLENT (3Points)</b>
<b>Comprehension</b>	Student has difficulty to use vocabulary words, to express properly.	Student was able to use broad vocabulary words , but was lacking ,making her repetitive and cannot expand on her ideas	Rich, precise and impressive usage of vocabulary and ideas
<b>Performance</b>	Student was difficult to understand , unclear in pronunciation	Student was slightly unclear with pronunciation	Pronunciation was very clear and easy to understand for her
<b>Fluency</b>	Speech is very slow. Difficult to a listener to understand	Fluent speech consistent with grade level	
<b>Grammar Accuracy</b>	Student was difficult to understand and had a hard time communicating their ideas and responses because of grammar mistakes	Student was able to express their ideas and response with ease in proper sentence structure and tense	

**Analysis of the Surveys applied to the Students from ninth Basic year at “Colegio R plica Guayaquil.”**

QUESTIONS	Always	Sometimes	Hardly Ever	Never
1. I like to read in English.	-	-	-	-
2. I am good memorizing lectures and English activities passages with fun activities in them.	-	-	-	-
3. I consider reading through vocabulary and activities resources to help me in pronunciation and facts with words.	-	-	-	-
4. I read and understand the instructions of video games before I start to play and know the vocabulary use in the instructions.	-	-	-	-
5. I can create stories using my own words learned from websites, other technological means or traditional books or fun activities.	-	-	-	-
6. I usually practice speaking on my own or with friends in classroom.	-	-	-	-
7. I practice how to read and comprehend better inside the classroom with my peers when there is extra time	-	-	-	-
8. I find technological education games helpful when practiced in the classroom.	-	-	-	-
9. I like learning vocabulary in catchy activities to make comprehension better.	-	-	-	-
10. I am able to communicate in my own words with new vocabulary and activities practiced with internet games involved and also in classroom.	-	-	-	-

*Author: David Casta eda Chil n*



## REPOSITORIO NACIONAL EN CIENCIA Y TECNOLOGÍA

### FICHA DE REGISTRO DE TESIS

**TÍTULO Y SUBTÍTULO:**

“THE INFLUENCE OF PEDAGOGICAL TECHNIQUES ON THE READING COMPREHENSION SKILLS OF 9<sup>TH</sup> GRADE STUDENTS AT COLEGIO RÉPLICA GUAYAQUIL, SCHOOL YEAR 2017-2018”

**AUTOR:**

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**REVISORES:**

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**INSTITUCIÓN:**

UNIVERSIDAD LAICA VICENTE ROCAFUERTE

**FACULTAD:**

FACULTAD DE CIENCIAS DE LA EDUCACIÓN  
ESCUELA DE LENGUAS – INGLÉS

**CARRERA:**

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**TÍTULO OBTENIDO:**

Licenciado en Lengua Inglesa Mención en Enseñanza y Administración de Sistemas Educativos en TEFL

**ÁREAS TEMÁTICAS:**

El área de esta tesis es en la de enseñanza y administración en sistemas educativos, de ese modo aportando en algo para el mejoramiento educativo de estudiantes ecuatorianos y resto del mundo.

**PALABRAS CLAVE:**

Reading Comprehension, Pedagogical Techniques, Prediction, Skimming, Scanning, Selective Attention, Literacy-rich Environmental, Intensive Reading, and Extensive Reading.

**RESUMEN:**

This proposal has the objective of develop improvements in the levels of comprehension in Reading, basically focused in kids, but can be modified when be used it with adults. The reason in which this project has been undertaken it is due to poor levels of understanding not only in learner but in regular people too. It is easy notice this situation when a reader is sat down reading something then, few minutes later does not remember what the reader just has read, referring the content itself. To promote reading as pleasure requires certain reflexing about previous knowledge that teacher has about what to deal with reading and learners. The UNESCO, in one of its last survey concluded the follow, that an Ecuadorian reads around the half of a book during his/her life, a fact that is worrying if the teacher community thinks about it. The proposal in this academic work has a target, an objective of influencing through pedagogical techniques improving that combines a series learning strategies like SQ3R, The Work Reading Stations, The Skimming, The Scanning, The Reading Corners and soon. In each one of these strategies the original strategies were modified in order to keep learners engaged in the topic planted with the only objective of have better comprehension in reading.

In conclusion. it is important have in consideration regarding the educational authorities' support





educational institutions will have a better students community as a result their performance at university will be more than good and as final result better professional, better human being, better society, better country, better continent, better planet.

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## Urkund Analysis Result

Analysed Document: THESIS DC 130418.docx (D37641467)  
Submitted: 4/17/2018 12:33:00 AM  
Submitted By: jmoraz@ulvr.edu.ec  
Significance: 4 %

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