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METHODOLOGICAL STRATEGIES TO ENHANCE READING COMPREHENSION SKILLS IN STUDENTS OF THIRD B.G.U. AT BILINGUAL SCHOOL MONTESSORI IN THE SCHOLASTIC YEAR 2017 - 2018

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RESUMEN:
The current research work aims to identify and analyze the causes of low levels in reading comprehension. we developed a didactic guide where several methodological strategies were chosen according to the deductive and inductive method, which are focused on the development of each step of the teaching process in this case the before, during and after reading inside the classroom with students of third B.G.U. the result of this research allows educators to distinguish between the pedagogical reasons associated with reading and school performance. the current research work is important because there is a lack of academic willingness among high school students; there is an absence of study habits, privation of stimulation, teachers that do not motivate extrinsically students to develop reading tasks by their own.

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DECLARACION DE AUTORIA Y CESION DE DERECHOS PATRIMONIALES

Nosotros, Michael Enrique Prado Córdova, con número de cédula de ciudadanía No. 0917408916, y Ana Gabriela González Zambrano con numero de cedula de ciudadanía No. 0950638619, en calidad de autores, declaramos bajo juramento que la autoría del presente trabajo nos corresponde totalmente y nos responsabilizamos de los criterios y opiniones que el mismo se declara, como producto de la investigación que se ha realizado.

Que somos los únicos autores de trabajo de proyecto de investigación: **"METHODOLOGICAL STRATEGIES TO ENHANCE READING COMPREHENSION SKILLS IN STUDENTS OF THIRD B.G.U. AT BILINGUAL SCHOOL MONTESSORI IN THE SCHOLASTIC YEAR 2017-2018"**
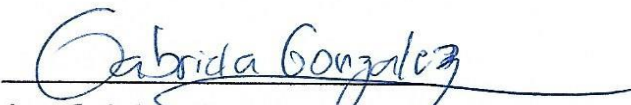
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CERTIFICACION DE ACEPTACION DEL TUTOR

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

CERTIFICO

Yo MSc. Mario Fernando Mejía Alarcón, certifico que el Proyecto de investigación sobre el tema **"METHODOLOGICAL STRATEGIES TO ENHANCE READING COMPREHENSION SKILLS IN STUDENTS OF THIRD B.G.U. AT BILINGUAL SCHOOL MONTESSORI IN THE SCHOLASTIC YEAR 2017-2018"**, ha sido elaborado por los señores Michael Enrique Prado Córdova y la Srta. Ana Gabriela González Zambrano bajo mi tutoría y que el mismo reúne los requisitos para ser defendido ante el tribunal examinador, que se designe al efecto.

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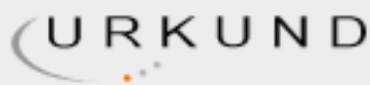
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41

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DEDICATION

We commit this undertaking to our eminent Father who with his interminable leniency conceded us with wellbeing, life, intelligence and quality through these long five years to finish effectively this test. What's more, particularly we devote these words to our family for helping us in this process of self-change.

TABLE OF CONTENT

INDEX OF TABLES

INDEX OF FIGURES

ABSTRACT

The current research work aims to identify and analyze the causes of low levels in reading comprehension. It was developed a didactic guide where several methodological strategies were chosen according to the deductive and inductive method, which are focused on the development of each step of the teaching process in this case the before, during and after reading inside the classroom with students of third B.G.U. The result of this research allows educators to distinguish between the pedagogical reasons associated with reading and school performance. The current research work is important because there is a lack of academic willingness among high school students; there is an absence of study habits, privation of stimulation, teachers that do not motivate extrinsically students to develop reading tasks by their own Piaget, Jean: The Language and Thought of the Child, Meridian Books, New York, translated by Marjorie Gabain, 1967., and low reading comprehension skills that are imperative to students' success in the classroom. This research allows teachers to use active methods Active learning is a form of learning in which teaching strives to involve students in the learning process more directly than in other methods David Weltman, A Comparison of Traditional and Active Learning Methods: An Empirical Research work Utilizing a Linear Mixed Model, PhD Thesis, The University of Texas at Arlington, 2007, p.7 with the objective that students work in groups or alone, if the situation requires, through the implementation of a Tutorial Engaging Readings, in order to have students read, review, understand, interpret, as well as be active, critical, and reflective. With the use of methodological processes, students can feel comfortable by developing their reading comprehension skills that facilitate the reading process.

Key words: *reading comprehension, processes, stimulation and didactic.*

INTRODUCTION

In this work paper, the methodological strategies include activities before, during and after the reading process takes place. Through the proper application of these strategies, students who love to read, demonstrate their maximum capacity of understanding, comprehension and interpretation of the provided text.

One of the main reasons the topic of reading comprehension is important is because the teacher should make a preliminary analysis, approaching to the text in a psychological and didactic way. This prior knowledge, acquired before presenting the text to the students, is assimilated through daily living. The didactic activities include games and materials that may be associated with the context. Therefore, personal experiences related with what are stated in the text, and the knowledge that the reading provides is easily and ludic adapted. This pre-knowledge makes students understand the topic, incorporates personal experiences, which will make the reading; attractive, understandable and memorable.

This research is based on the lack of interest in reading and low levels of comprehension in the English language classroom. The research work was conducted at "Unidad Educativa Bilingue Montessori," a private high school in Guayaquil, Ecuador. The authors worked primarily with students of Third B.G.U. The interest of the authors was to determine the causes behind the lack of interest in reading among Ecuadorian youth, which is rooted in the lack of understanding of the reading. It highlighted the importance of respect and work in the stages of verbal understanding and interpretation.

Recognizing this problem among English language learners is important as it is linked to social indicators and educational standards that student must achieve to have success in further educational objectives Council of Europe. (2003). Common European framework of reference for languages: Learning, teaching, assessment. Cambridge, UK: Cambridge University Press. California Department of Education. (2002). English-language development standards for California public schools: Kindergarten through grade twelve. The goal of this research is to find pedagogical

resources to develop the reading habits and encourage students to adapt it as a life style to acquire more knowledge.

In the professional field, educators and researchers agree that reading is the foundation for the new learning that enhance the educational process Student Success-Thinking Critically in Class and Online." *Critical Thinking Gateway*. St Petersburg College, n.d. Web. 16 Feb 2016. The development of reading comprehension is a crucial activity that helps to select useful information.

Using methods from sociological theory research, the authors conducted interviews with principals and teachers of the Unidad Educativa Bilingue Montessori with the purpose of checking if the teachers encourage students to read. Principals and teachers reported that students demonstrated lack of interest because they do not have good or interesting books.

The authors used a pre-test and a post-test with the sample of the student population to see if students could read and comprehend English.

The following paragraphs will provide details about each chapter.

Chapter I consists of statements on what led the investigator to develop and carry out this study. The situations, observations or any other conditions that generated an interest in the development of the research work are addressed in this chapter. It elaborates about the research work and the reasons why such research was necessary, talking about the history of the problem in an overview of the significance of the problem.

On the other hand, chapter II includes a total critical review of previous knowledge and studies related to the topic of the research work, the review which identifies issues and gaps in knowledge in such field and that has led to the initial problem for periods of time referring to the safeguards against a study that may have already been conducted in previous situations or places with similar outcomes and protocols.

While in chapter III The modality and type of research are presented. The investigator has to explain why this study belongs to a specific category, according to the information provided in this chapter such as the modalities of the research which include field, bibliographic, pre-experimental (if necessary), cuasi-experimental, experimental research and such. The type of research includes exploratory, descriptive, and explanatory patterns as well.

Therefore, in chapter IV The title synthesizes the central idea of the proposed research work plan for the solution of the problem, proving to be an informative statement, clear, simple and concise that indicates the overall objective and the central research variables. A good title defines the contests of research with the fewest possible words in it. It also explains the process of the activities that are in the proposal and the way its application should be carried out with the booklet, manual or guide done by the investigator.

Each of these methodological strategies has an important feature that occurs in reading comprehension activities of the text read. Unfortunately, very few teachers have applied the methodological strategies effectively.

CHAPTER I DESIGN OF THE INVESTIGATION

1. Study Approach

1.1 Background of the Problem

Montessori is a bilingual High School which is structured with pre-kindergarten, Kindergarten, Elementary and High School levels too. Its infrastructure is made up of adequate classrooms for each level, there are recreational areas as well as green spaces like soccer fields and basketball courts. There is a cafeteria, a cyber center and a snack bar. Bathrooms are also available and assigned to each gender in most strategical spots and locations. Each classroom has its own overhead projector with its computer and internet accessibility. There are 4 English teachers in pre-kindergarten, 8 English teachers in Elementary and 7 English teachers for High School. There is no English teachers' lounge but it is compensated with computer labs. Cambridge books are used and there are also booklets that have been made by the teachers that work in Montessori. The work load for Elementary teachers is of 34 weekly hours and there is no English Coordinator, but an assistant to the English Department. High School teacher schedules depend on the subject assigned to them, but the minimum is 30 to a 34-hour maximum.

The average student at Montessori comes from a middle-class background on which respect is stressed by parents, the institution and teachers, they range from 5 years old to 17 years old in the whole school bracket of students by grades and levels. The school educational program is based on the Ministry of Education and the same goes for the English language standards with the Common European Framework Report. The English level is adequate average with the objective to have an exit profile of B1 for every student whom graduates from the High School.

However, the mishaps of language learning can be noticeable in some students and some classes too. The problems associated with poor reading comprehension among Third B.G.U students include vocabulary deficiency, lack of prior knowledge, the confusion in memory to store too much information, and most importantly, the

lack of reading strategies and tools. It is imperative to provide educational support to new methodological strategies in the process of reading and understanding the text chosen and read.

The low quality of reading skills is a universal phenomenon that occurs equally in public and private Schools. Students of specific private Schools show greater difficulties at the time of reading, which determines that these students do not enjoy reading as well as their verbal comprehension is poor.

Learning to read at school is essential in order to assimilate the different subjects, because most of schools carried out comprehend written texts. Proper reading literacy opens the way to all the areas of learning.

This school is behind Santo Domingo de Guzman School. It looks like a big house with some rooms where teachers give their classes. It has a big yard and some green spaces where students can play and work. The school has a lab where students go and watch videos in some English classes. It also has a library when students could go and read some English books that are divided by ages or levels. All the classrooms have projectors, which are very useful when the English teachers want to explain some words with images or want to practice listening. All the classrooms have posters on the walls and real objects which lead the teachers to work with realia (a real situation in which the skills to be developed are applied) (i.e. educational tools) when they are teaching reading.

1.2 Statement of the Problem

What are the effects of the application of the methodological strategies on reading comprehension skills?

1.3 Systematization of the Problem

- What are the students' Reading Comprehension levels before the application of the survey?

- Which are the characteristics of the didactic strategies?
- How can the methodological strategies benefit students into adequate reading comprehension?
- Are the teachers qualified to adapt methodological strategies to the English curriculum?
- Do teachers have all the resources or facilities at school to apply the methodological strategies of the didactic guide?
- Would teachers consider developing other skills such as grammar, listening, and speaking?
- Would the teachers change their objectives and goals to efficiently teach the students?

1.4 Broad Objective

To determine the effect of the application of methodological strategies on third B.G.U. students' reading comprehension skills.

1.5 Specific Objectives

- To identify English reading comprehension levels in third B.G.U. high school students through a pretest with reading exercises.
- To select specific reading strategies to fulfill students' needs based on the results obtained from the pretest to develop a didactic guide.
- To determine the theoretical foundations of the research variables.

1.6 Significance or Justification of the Study

The purpose of this research work is to provide with the most adequate proposal to solve the reading comprehension problem that is noticeable in students from the third B.G.U at Montessori High School. Reaching such objective will benefit students in the reading comprehension field. A field that is in vast need of excellence among the English learning in the whole Ecuadorian nation. This alone will be able to project students overall reading performance which is one of the skills required to have in

order to pass any of the Common European Framework Reference exams and which exit profile is recommended to be of a B1 level once students graduate High School.

This project has an imperative need to be applied in the educative community. Otherwise, it would be a lot harder for students to comply with the academic requirements today's exams are asking for in order for the person to be fully qualified as and English speaker.

The four skills are tested in every exam for proficiency evaluations and Reading is one of them. The other skills are Listening, Speaking and Writing. In some exams, they include previous knowledge as well. This proposal is not only beneficial to students, teachers or the institutes that provide English language learning, but also to the community in which the schools and the students live in. Places like Cybers where most sites are in English, Airports where not all the staff is bilingual, Malls where tourist usually visit and may need someone to translate or help them with any type of unexpected inconvenience and just running into an English speaking person that may need help getting somewhere. This type of situations and other type of occasions are only just a few types of benefits that can provide comfort by having an English speaking student around with a complete knowledge and usage of the English language.

According to the National Survey of the Ministry of Education about the low quality of reading skills in Ecuador the 60% of students from all the courses in high school, said they have felt poor reading comprehension, 25% said they did not pay attention or show not enough interest in the subject, 10% could not read and 5% didn't know what was the text about.

A recent report, managed by the Centre of the Ministry of Education, revealed that the percentage of students who had prior knowledge of what the text involved was very low. This is a problem detected for many years, which became worst in the new millennium with the mastery of a lot of information on networks.

This problem detected on students of Third B.G.U at Private high school "Unidad

Educativa Bilingue Montessori." The poor quality of reading comprehension in English unfortunately does not allow students to reply assertively to what they read. Learning to read means to use effectively a tool for understanding the world, assimilate concepts and their relationships, and maintain a valid communication between people.

1.7 Scope and Delimitation of the Study

This research was conducted to show the use of reading methodological strategies to enhance reading comprehension skills to third B.G.U. students at Unidad Educativa Bilingue Montessori which it is located in Guayaquil, Ecuador. (See Appendix __ for the image with the school's location).

Planning this research, there have been some procedures that are based on the singularities of the subject of the study for which the survey will be carried out on a global basis using the scientific method, which is understood as a systematic and planned discipline, which guide and reveals the existence of processes and results of the research work.

The aim of this research is to find out the positive effect that the applications of the methodological strategies that were mentioned before have in third B.G.U. students, and how these techniques would let the students to enjoy the subject while they are studying.

1.8 Hypothesis
The application of the proposed methodological strategies has a positive effect on third B.G.U students' reading comprehension skills.

1.9 Identification of Variables
Independent variable: Methodological Strategies
Dependent variable: Reading Comprehension Skills

1.10 Operationalization of Variables

1.10.1 Operationalization of the Reading Comprehension Variable

Table 1
Operationalization of Reading Comprehension

DIMENSIONS	INDICATORS	ITEMS	INDEX
LITERAL LEVEL	Identifies	Writes literally what is in the text	1. High index
INFERENTIAL LEVEL	Infers Predicts Interprets	Explains the text Reaches conclusions	2. Intermediate index
CRITICAL LEVEL	Judges Evaluates	Concretes Opinions	3. Low index

Source: Students from 3rd grade at the Bilingual High School Montessori.
Author: Michael Prado and Ana González

Conceptual Definition is the decoding process and procedure of meaning and content that are pre-positional about the text.

Operational Definition identifies, infers and evaluates text meaning.

(Monografias, 2014).

1.10.2 Operationalization of the Methodological Strategies

Table 2
Operationalization of Methodological strategies

CONCEPTUAL DEFINITION	OPERATIONAL DEFINITION	DIMENSIONS	INDICATORS	INSTRUMENTS
Methodological strategies refer to the structure, system, methods, techniques, procedures and processes that a teacher uses during instruction. These are strategies the teacher employs to assist student learning. (Rodgers, 2017)	In this research project methodological strategies refer to the methods, techniques and procedures that are used to enhance reading comprehension	INSTRUCTIO NALS . COINSTRUCT IONALS	The objectives and the previous organizer Detecting the main information; Conceptualiza tion of content; Delimitation of the organization Structure of the interrelations between such content and attention engagement and motivation	Documental Analysis
		POST-INSTRUCTIO NALS	Ilustrations, semantic sites, conceptual maps and analogies Updated prequestions, final absracts, semantic sites	

Source: Students from 3rd grade at the Bilingual High School Montessori.
Author: Michael Prado and Ana González

7

Gerardo Hernández Rojas (1998). "Estrategias de enseñanza para la promoción de aprendizajes significativos" en Estrategias docentes para un aprendizaje significativo. Una Interpretación constructivista. México, McGrawHill pp. 69-112. (Rojas, 1998).

The instructional strategies generally prepare and aware the student in relation with how to learn (knowledge activation and previous pertinent experiences), and allow the student to place himself right along with the pertinent learning context. Some of the typical pre-instructional strategies are: the objectives and the previous organizer.

The co-instructional strategies support the curricular content during its own teaching process or the reading learning process.

The post-instructional strategies are present after the content that has to be learned and allow the student to have a synthetic, integrated and even a critical vision of the subject. In other words, it allows the student to value his own learning.

CHAPTER II THEORETICAL FOUNDATIONS

2.1 Literature Review

In this part of the theoretical foundations, it is necessary to undertake a study of the previous research that have been conducted in relation to enhance our research reading problems. The critical analysis is based on the advantages of strategies and methods that engage students in the reading realm and there will be other comparative research works on the same topic or others related to it. This research works that have been previously made are categorized in the reading comprehension category which it demonstrates their goals and how they can relate to the outcome when such proposals were applied to the problem students faced with reading.

The following paragraphs state other procedures about reading comprehension and the different objectives that were reached in every such mentioned situations. There are many ways in doing research work on this type of subject. Reading comprehension can be addressed in the many ways that are available. Students achieve utter understanding when reading in many ways. These research tasks show the many types in the six research tasks that are mentioned in the following paragraphs.

The types of methodology that were used in every task are also mentioned in the following paragraphs including the process of every research work and the way such process was followed. The authors responsible for the research tasks and their background experience are also acknowledged, right along with the comparison of this research related with the previous ones.

In a United States national reading panel report from Washington, D.C., "Teaching children to read: an evidence-based assessment," showed that when students could not read, teachers tried to have students engage with a combination of ideas that encourage students to develop reading skills through inferring exercises, identifying characters, and making conclusions. Students in this study also completed before,

during and after exercises. These results demonstrated improvement, knowledge and recognition of new vocabulary and its usage put into practice in class at a moderate pace and in which learning took place with more than 15 percent of the class moving up in vocabulary gradually. (Panel, 2000. p.67).

Both reading research and practice have undergone numerous changes in the 25 years. In the project called "Current Development in Second Language Reading Research", the purpose of this research, according to William Grabe (2016), is to bring together its implications for the classroom, read research from certain assumptions on the nature of the reading process and have these assumptions with general perspectives of the process that is presented.

The specific attention given to this type of interactive approach to reading can examine the research which may argue that reading comprehension is a combination of identification and interpretation skills. The new insights for reading research in second language contexts must also be taken into account the many differences between L1 and L2 reading.

From the differences reviewed here, it evidential that much more second language reading research is needed. Five important areas of current research which should remain prominent for this decade are reported: schema theory, language skills and automaticity, vocabulary development, comprehension strategy training, and reading-writing relations. Implications from this research for curriculum development are briefly noted (Grabe, 2016).

Qualitative research analyzes data from direct fieldwork observations, in-depth, according to Michael Quinn Patton (2005). With its open-ended interviews, and written documents, qualitative researchers engage in naturalistic inquiry, studying real-world settings inductively to generate rich narrative descriptions and construct case studies. Inductive analysis across cases yields patterns and themes, the fruit of qualitative research (Patton, 2005).

This research work, "Reading Proficiency, Reading Strategies, Metacognitive Awareness AND L2 Readers," allows an overview of the research related to second language learners and reading strategies. It also considers the more recent research work which focuses on the play of the metacognitive in the process concerning reading comprehension that is seldom related to these days.

According to Meena Singhal, the following questions are addressed in order to relate the strategies and their effectiveness: "1) how can the relationship between reading strategies, metacognitive awareness, and reading proficiency be characterized? 2) What does research in this domain indicate about the reading process? 3) What research methodologies can be used to investigate metacognitive awareness and reading strategies? 4) What open questions still remain from the perspective of research in this domain, and what are some of the research and methodological concerns that need to be addressed in this area in order to advance the current conceptual understanding of the reading process in an L2. "The amount linked to second language research is grounded in first language research, findings from both L1 and L2 contexts can be discussed in the research work at hand (Singhal M., 2001).

Research in second language reading suggests that learners use a variety of strategies to assist them with the acquisition, storage, and retrieval of information. Strategies are defined as learning techniques, behaviors, problem-solving or study skills which make learning more effective and efficient, (Brinton, 2014, p.29).

This research work "Improving Comprehension of Expository Text in Students" by Meenakshi Gajria (2007) resumes the outcome of the research designed to better the comprehension of students that may be with disabilities as well. It is a topic that cannot be skipped due to the demand that has increased slightly over the years and the requirements covered in the LOEI of Ecuador present government.

It also summarizes the findings of research studies designed to improve the comprehension of expository text for students with such disabilities. Twenty-nine studies were located that met the inclusion criteria. Interventions gleaned from the review were categorized as content enhancement or cognitive strategy instruction

(Gajria, 2007). This research is also related to the present research work due to the simple characteristics that fall in the same parameters. This type of data is displayed on the third chapter of the research work.

Research on Teaching Reading Comprehension by Van Hout-Wolters (2015) represents an attempt to address the "state of the art" relative to research on teaching reading comprehension. The reading researcher and practitioner will find the review of what is known about reading comprehension instruction, and a framework for addressing the adequacy and promise of existing and forthcoming lines of inquiry. Two basic questions drive our discussion: "With whom, in what situations, and in what ways does teaching improve reading comprehension? How should research in teaching reading comprehension proceed?"

The purpose was threefold: (a) Describe the nature and distribution of research in teaching reading comprehension in the context of stated and/or implied instructional goals; (b) consider issues of methodological significance as they emerge; and (c) suggest some reasonable guidelines for future research in accord with rising research interests and alternative approaches to research work.

These have adopted two discussion headings which represent the nature and scope of this research in terms of two fundamental goals for instruction: increasing learning from text and increasing ability to learn from text. The former reviews the large array of studies which examine the efficacy of teacher intervention intended to improve students' ability to understand, recall, or integrate information from specific text passages. The latter addresses those studies whose goal is to improve general and specific reading comprehension abilities which will transfer to students' reading of passages Teaching Reading Comprehension, they later encounter on their own (Wolters, 2006).

These two discussions then merge in the final section of the paper where we consider future directions for reading comprehension instructional research and guidelines for how that research might or should be conducted, It is recognized from the outset that a review which exhausted the literature was neither realistic nor within the bounds of goals. Instead, this study cited in the context of remarks should be

selected largely for their representativeness, significance, or promise. And, with respect to research paradigms, an attempt was made to include descriptive studies dealing with theoretical issues of relevance to teaching reading comprehension, empirical studies involving such prototypical methodology as treatment group comparisons, research syntheses of instructional procedures, and discussions relating aspects of pedagogical intuition.

This is the first issue of metacognition and learning, a new international journal dedicated to the study of metacognition and all its aspects within a broad context of learning processes. Flavell coined the term metacognition in the seventies of the last century and, since then, a huge amount of research has emanated from his initial efforts. Do we need metacognition as a concept in learning theory? Already in 1978, Brown posed the question whether metacognition was an epiphenomenon.

Apparently, she was convinced otherwise as she has been working fruitfully for many years in the area of metacognition. Moreover, a review study by Wang, Haertel, and Walberg (1990) revealed metacognition to be a most powerful predictor of learning. Metacognition matters, but there are many unresolved issues that need further research work. This introduction will present ten such issues, which are by no means exhaustive. They merely indicate what themes might be relevant to the journal. This type of research and outcome has been with the same expectancies when addressing the problem about reading comprehension as much as possible.

The authors support the idea in a common manner with the many ways that strategies can help with the reading comprehension ordeal that a 68 percent of students face, the 33 percent that students with disabilities also deal with and the overall view about the problem when the education system does not address it properly and in a timely manner.

Student can grow up without knowing about the dyslexic situation, or the lack of understanding when words change the content or when supposed to be familiar words to them suddenly change too. Reading comprehension can be gradually achieved if it is addressed using the many methodological strategies for every deficiency students face.

Reading skills and engagement with digital, traditional literacies as predictors of reading comprehension proved that students' reading comprehension for fiction and non-fiction texts were examined from the cognitive that included word identification, reading and fluency. It also exposed students to traditional and daily reading habits.

A Colombian cross-sectional sample of 312 students from different countries of South America in early ages of 11 to 14 years or middle adolescence 14 to 15 participated in word identification emerged as a strong predictor of reading comprehension. The students were surveyed and given a variety of words to classify as verbs, nouns, adverbs, adjectives, prepositions, subordinating conjunctions and such. It was a study made as part of speech recognition to see if students could place the value of words in the readings, (Duncan, 2015, p. 43).

Alvarado and García (2017) conducted a research project in a Durán public High School and determined that methodological strategies can improve students' reading comprehension by focusing on reading shorter texts that must be done with lots of practice and commitment. Reading was one of the most versatile abilities to learn because students must comprehend what they read. It was an advanced yet demanding skill which combines oral ability and understanding.

This was the core objective behind our research work; to allow students to obtain necessary reading skills and classroom competences, (Angel Vásconez, Janeth Garcia, 2017, p.25).I (Angel Vásconez, Janeth Garcia, 2017, p.25) based his project on the conclusions that Duncan, Garcia and Panel made in their research works. They all mentioned reading comprehension as the main focus whether in short texts, engagement with other cross-sectional samples of students from different countries or backgrounds, or by identifying characters in a story will make students able to reach the core objective of understanding the text that has been read with evidential fluency adapted to their cognitive. (Page 25).

Gomez (2017) explored scanning as a technique to develop reading comprehension with, 8th grade students at Francisco Huerta Rendon High School and stated that using a various number of skills, like scanning, skimming, summarizing, sequencing,

inference, comparing and contrasting, drawing conclusions, self-questioning, problem solving and relating background knowledge were the essence of language learning and communication helped students work on reading comprehension. Gomez argued that reading should be looked at as a multifaceted process that develops only with practice. There were certain aspects of reading abilities to develop, such as fluency and word recognition, which could be learned over the course of a few years, (p. 54).

According to Rogers (2015), reading comprehension could be emphasized throughout the teaching process. Students could repeat words out loud on a page all day long but if they did not have the necessary comprehension skills, they will not be able to make predictions about what will happen next. Monitoring their understanding of content, sequence or characters, clarify confusing parts of the text, or connect what they were reading to their own experiences or prior knowledge was also useful to help students reach comprehension in reading, (p. 66).

In other words, Gomez (2017) and Rodgers (2015) begged to differ about their reading comprehension opinions from Vásconez, Duncan, Garcia and Panel (2015, 2017) because they said that such understanding was reached by emphasizing the teaching process in students. Students may repeat the reading as much as they like but that did not guarantee fully comprehension form they behalf. The sequence can clarify comprehension when such experiences were associated to their own as well.

With the didactic guide, student will be able to repeat certain parts of the text or excerpt but the repetition will not be as constant nor as persistent due to the ability students will have of remembering words from the warm up activities they had previously done in class and before reading. Another way the guide will help students is by allowing them to get into pairs and recite some part of the reading with reading comprehension questions that the students will do in pairs or in groups of 4.

In the following paragraphs, EFL teachers at "Unidad Educativa Agustin Castro Espinoza" in Guayaquil used didactic materials in order to reinforce reading comprehension with students in the 8th GBE (General Basic Education) "F" and

found that it improved students' vocabulary and increased interest in reading. Furthermore, it enabled students to comprehend the text correctly while not being nervous in front of the classroom, and not being scared of making mistakes. The material offered comprehensible context with simple exercises to reinforce their learning capacity levels.

The process of such data collection consisted on having students choosing the type of material that it interested them, exploring the vocabulary meaning and usage, students preparing a role play about what they have read, and evaluating their tasks in groups or individually where necessary. (Macias, 2018, p.34).

The following research work was conducted with the 8th grade students of the Province of Carchi, Public School, Zone 5, District 5, Guayas Province, Parish Tarqui, and demonstrated the ability to make the average student understand vocabulary words. It also stated that even when teachers have the ability to teach vocabulary, they still needed the ability to assure students that it was being done right. This study established two concepts regarding methodological strategies and that was the breadth and the depth of this research work in terms of vocabulary learning for reading comprehension, (Iannuzzelli, 2016, p.30).

These two authors, Iannuzzelli and Macias (2016), provided evidence in their research that vocabulary was another resourceful teaching strategy that could have the same effect in the enhancement of reading comprehension like short text, engagement, identifying characters, and fluency.

 According to McNamara (2014), teaching strategies presented a readable account of the current state of comprehension research with theory, interventions and technologies, which meant that examinations such as the Common European Framework of Reference (CEFR) measured the ways in which the operation of these mechanisms might indicate useful remediate strategies and technologies to address comprehension; other difficulties gave an excellent resourceful volume for individuals in the diverse fields of education, cognition and instructional design to make proficiency a lot easier to obtain (McNamara, Danielle S, 2014, p. 6).

Motivating students is a required teaching strategy for EFL teachers. It will keep students on track and on task. Students can also thrive in this kind of learning environment.

Johnston and Desrochers (2016) argued that reading comprehension intervenes less in word reading, meaning that student did not need to decode nor apply their knowledge of letter sounds relationship, including knowledge of letter patterns, to correctly pronounce written words. That was not necessary once students have reading comprehension.

These skills and sources of individual differences in reading comprehension with reference to cognitive models use particular means of understanding among students with specific learning struggles when they read. In addition, motivation is one of the factors that must be also included for such understanding and comprehension could set in (p. 78).

A study on the development of reading skills through motivational techniques at the Tejar School, in Guayaquil, Ecuador, demonstrated that comprehension in any type of readings engaged students and teachers in many ways and methods that motivated student and expanded their interest in reading. It was up to the objective of the class and the teachers' class preparations that students' weaknesses could be reached, so utter reading comprehension was contemplated in the classroom and outside the classroom as well (Florencia, 2016, p.22).

Johnston and Desrochers (2016) agreed with some of the methodological strategies like reading comprehension not intervening with word reading. Florencia (2016) also backed up the idea in his project with motivational techniques that showed how comprehension in most types of reading kept students in participation and gave teachers other means of practicing motivations traits that could help students spread out and have interest in more reading activities on their own
.
According to a study by Lozano and Morán (2017), reading comprehension was an ability that can be acquired gradually with the help of vocabulary, reading exercises that tested comprehension and allowed students to infer information and such with

the help of supplementary teaching material as well (p.44) . The combination of learning how to use the strategies that allowed students to have utter comprehension and not intervene with pronunciation or decoding of the word, teachers providing short text where identifying characters and other features, using in a story, scanning, skimming, summarizing, sequencing, inferencing, comparing and contrasting, drawing conclusions, self-questioning, problem solving and relating background knowledge were also concluded in the research work.

2.2 Theoretical Framework
2.2.1 Methodological Strategies

Methodological strategies are used for the main purpose to cover the fact that readers need to use a variety of strategies to assist them with the acquisition, storage, and retrieval of information. Strategies are defined as learning techniques, behaviors, problem-solving or study skills which make learning more effective and efficient. In the context of second language learning, a distinction can be made between strategies that make learning more effective, versus strategies that improve comprehension. The former are generally referred to as learning strategies in the second language literature and comprehension of reading strategies, on the other hand, and what they do when they don't understand. Briefly, such strategies are process used by the reader to enhance reading comprehension and overcome comprehension failures.

Adding to such, research in this area has concentrated itself in teaching second language students to use a variety of language strategies in order to read better. These strategies consist of a whole range of strategies including skimming and scanning, contextual guessing, reading for meaning, utilizing background knowledge, recognizing text structure and so forth. Less common; however, have been empirical research into reading strategies used by successful and unsuccessful second language learners. Before proceeding to an overview of these studies, it would be beneficial to provide the reader with a conceptual framework in order to allow consistency in the terminology used. Although a number of studies have attempted to conceptualize the notion of strategies used by language learners,

as stated, Oxford (1990) offers a useful and comprehensive classification scheme of the various strategies used by readers.

Thus, including mental images through grouping and associating, semantic mapping, using keywords, employing word associations, and placing new words into a context help reach comprehension. Compensation strategies include skills such as inference, guessing while reading, or using reference materials such as dictionaries. Metacognitive strategies are behaviors undertaken by the learners to plan, arrange, and evaluate their own learning. Direct attention and self-evaluation, organization, setting goals and objectives, seeking practice opportunities are all metacognitive strategies that are also applied.

2.2.2 Reading Aloud Method

Adams (2016) stated that someone who is used to reading loudly and clearly and combines other language abilities will, sooner or later, be able to communicate, understand and produce in any language because that person is not a passive learner. These are important characteristics of successful language learners.

According to Paris and Stahl (2016), reading seems effortless and rapid to some students, whereas for others, it can be an arduous and very frustrating task. It may not be something so difficult to do. However, frustrated students can learn to read, as long as the teachers use strategies that are specific to the struggles of their students.

Reading text used to develop reading skills and comprehension is rooted in understanding the alphabet and being aware of the sounds letters and combinations made. But you can also teach reading through literature, short texts and more. Students as young as preschool benefit from books and short stories and so can students at higher levels, but there also are disadvantages if you use them to teach reading only (Neuman, 2017).

2.2.3 Role-Playing Method

Beginning at the 2nd grade, methodological strategies can develop basic reading skills, including how to hold a book, turn pages and recognize the orientation of the context and its writing. Research published by the International Reading Association and the National Reading Conference found that students who read performed better on vocabulary and comprehension tests. Overall, comprehension comes through retelling stories or extending stories through role-playing, (Brown J., Methods and Approaches, 2016, p.80).

Adam, Brown, and others, have found common ground when a combination of such strategies take place in one or few activities. They believe that once students can read on their own, using literature in the classroom continues to develop their comprehension skills. Reading and understanding a variety of texts increase vocabulary. Additionally, the use of reading lessons helps students recognize the difference between fiction and nonfiction writing.

Teachers explain the difference between made-up stories and stories based on real life during and after reading. Reading literature also develops skills in reasoning as students learn to predict events or react to characters in the stories, helping them to enhance their reading comprehension with a combination of learning all these skills and putting their reading skills into practice as much as possible, taking comprehension exams and cooperative challenging themselves whenever possible with activities that can conclude if complete understanding about the reading has taken place.

2.2.4 Reading Methodology

Several factors in literature-based reading methodology instructions can negatively affect student learning and growth. In a diverse classroom, it may be difficult to find books that all students can relate to at the same time, particularly in classes where all students are reading simultaneously. Using books for an entire class presents challenges as more complex stories might be difficult for all students to understand. (Batt, 2014, p.68)

2.2.5 The Reading Comprehension Methodology

Reading comprehension, through the teaching of reading strategies, teaching of scientific concepts and inquiry skills, and its explicit support of the development of student intrinsic motivation to read is the core aim of this research work, too. In addition, strategies concerning methodological means are versatile even with the inclusion of technology in the classroom.

Thornbury (2006) defines reading as a receptive skill which does not mean it is a passive one. Yet, it is an interactive one. There is interaction between the reader and the text. Readers apply their background knowledge of the topic to raise questions. Depending on the answers they get more questions might come up. In order to get started with this process, students need to be able to decode the letters, words, and language of the sentences that make up the text. This is known as the bottom-up process. There is also the top-down process which involves drawing on discourse knowledge, schematic knowledge, and immediate contextual information. Thornbury compares reading to different levels of knowledge, and comprehension is built with the knowledge that students bring to the class and the one they lack about the topic (p. 45).

Harmer (2014) contributes to this topic by saying that reading is useful for language acquisition. The more students read the better they get at it. Moreover, it has a positive effect on vocabulary knowledge, spelling, and writing (since they provide good models from writers). This benefit is also shared when he mentions that reading offers language input, just as listening. He adds that through the rich language environment, students can acquire a large vocabulary and an implicit command of the limitless language forms, in a pleasure way and almost effortlessly. He also urges teachers to develop students' reading competence with the use of different methodological strategies.

Current classrooms worldwide have a broad range of equipment and technology available (Harmer J. , How to teach reading, 2014). For the past 200 years, classroom settings have been the same: chairs, teacher's desk, and board. They are located in mainly the same place around the countries. There have been some

additions like tape recorders, televisions, VHS, DVD, overhead projector, data projector, and computers. Traditionally teachers and students write on the board before with chalk now with whiteboard markers. Facilitators handle the equipment and students work on their textbooks as instructed by the teachers. Technology has included updated resources an example is the interactive whiteboard with several features, to mention some:

- Teachers and students can save and print everything they do on the board since it functions as a large monitor. Teachers can then use that material for other extended activities either individually or in pairs, groups, according to the implemented exercise.

- Its connection to the computer let teachers not only display windows office documents or slides but also access the internet and use the endless resources online. Teachers should plan a set of different tasks using that material, not just ask students to look for a site and start working on it. Teachers need to scaffold techniques or monitor whether students are on their reading tasks or not and applying the right strategy or technique.

- If students have their own stations, they can also project their work once they have finished it. Classmates can assess the work, provide feedback or grade using a checklist or rubrics provided by the teachers. Rubrics can be shared at the beginning of the lesson, or they can be created along with students.

- Audio files can be stored and played either by a speaker system or by individual headphones at the different desks. Students can switch monitors listen to the recordings and write down what their classmates have said, just like it can be done while a student is reading aloud. A post *activity* might include make appropriate corrections to the speech. Classmates can add follow-up questions to have peers extend, and enhance understanding with the work once they make the necessary corrections. Students can repeat it orally (like reading aloud) or in written (if teacher desires) applying all the suggestions provided by their peers or the teacher.

Harmer (2015) includes six reading principles that teachers should observe when planning their reading lessons:

1. Encourage students to read as often and as much as possible.
2. Students need to be engages with what they are reading.
3. Encourage students to respond to the content of a text (and explore their feelings about it), not just concentrate on its construction.
4. Prediction is a major factor in reading.
5. Match the task to the topic when using intensive reading texts.
6. Good teachers exploit reading texts to the full.

Scrivener (2015) approaches reading comprehension skills as to have advance in large steps over the years. Sometimes it is called the future of the language learning-teaching process (p. 12). Scrivener (2015) thought it is somewhere in the middle. It is obvious the value of extra-curricular reading for home study, self-access and distance learning. In the classroom, reading shares the same advantages and disadvantages of video recordings to provide enhancement of comprehension to students. Teachers need to make sure to exploit the materials instead of just *plonk* students down in front of the pages and let the program do all the work. Facilitators need to deal with their own literacy. However, it is not necessary to be *savvy* to deliver effective lessons. Some considerations need to be taken in the class:

- Teachers should consider planning lessons that include short periods of strategy usage not only base the class around just the books issued. Activities can be ten minutes reading and finding new *vocabulary*, *phrasal verbs,* for example, in a composition which would be printed and read by other classmates.

- Group work can also be organized around books, magazines, comic books, brochures or any type of reading that interests students. Students, for example, can work with one story, one is the secretary typing the task and the others can provide ideas or brainstorm to help in their comprehension.

- If there is only one topic for the whole class, teachers can plan a lesson with activities that let students work on several things at different times. Thus, each student, pair or group have the opportunity to work for a while with the task.

- During the lesson students can *look up* new words as reference materials which are very useful. Students can get a great deal of insights from a dictionary, thesaurus or encyclopedia.

According to Scrivener (2015) these strategies can be introduced by paraphrasing some words (p.12). He says that teachers are influenced by the teaching practices they were exposed to when they were students. In this regard, it raises an issue on whether teachers test reading or teach it. He describes traditional readings tasks as reading a text and then answering comprehension questions. This is also called a testing approach. As opposed to these treatments of reading lessons, authentic reading teaching involves helping learners become more effective by scaffolding the sub-skills and training them on strategies. A list of these might include:

- Understanding words and identifying their grammatical and vocabulary function.
- Recognizing grammar features, such as word endings, and unpacking (or *parsing*) the syntax of sentences.
- Identifying the topic of the text, and recognizing topic changes.
- Identifying text-type, text purpose, and text organization, and identifying and understanding discourse markers and other cohesive devices (cohesion).
- Distinguishing key information from less important information.
- Identifying and understanding the gist.
- Inferring the writer's attitude.
- Following the development of an argument.
- Following the sequence of a narrative.
- Paraphrasing the text.

Some activities that might help with the above-mentioned sub-skills are: underlining, contrasting, comparing, identifying, circling, categorizing, predicting, summarizing, sorting pictures in order, using graphics to extract key information, among others.

Harmer (2007) suggests that teachers can encourage students to focus on different aspects (vocabulary, grammar, or punctuation) every time they read a text (p. 22). Teachers should help students become good readers, which means to be autonomous and able to read books outside the classroom. If students are taught to read efficiently and independently, they will keep the knowledge for the rest of their lives. Harmer mentions the attributes of reading in L1.

Methodology should be influenced by the used that the students make of reading skills as language users, with every respective strategy mentioned. He includes: choice, purpose, strategies, quantity, silence, speed, and context. Lastly, he suggested *scanning* tasks: find new words, locate grammar features, find a specified advertisement, compare details, check dates, shopping lists, make word sets, and newspaper headlines; as well as *skimming* tasks: compare, select a title, draw inferences, decide the question that the author wants to answer, and create a title.

As a transition, Scrivener (2015) described traditional teaching as "chalk and talk' – in other words, the teacher spends quite a lot of class time using the board and explaining things – as if 'transmitting' knowledge to the class – with occasional questions to or from the learners (p. 12). After these explanations, the students will often do some practice exercises to test whether they have understood what they have been told." This can be the same scenario with exactly the same situation but with a different setting. If strategies are to be included in the classroom, it is mentioned as *peer*-assisted language learning. He defines this as the way other students are complement as classroom instructors. It is a part of enhanced language learning.

These strategies date back to the 50s and 60s. At that time the strategies of peer assisted language learning were written, there were limitations as well as a prevailing reading comprehension approach. It has improved over time. Soon, the potential of peer learning was exploited through games and simulations. However, there is a gap between some strategies, like translation and the learning process. Even though, teachers now count with sound, animations, and full-motion videos, they still tend to focus on mechanical aspects like gap-filling, and answering multiple

choice questions. Nowadays, teachers count with a broad and endless number of technology involved strategies, most of them are downloadable from the web. They should be trained on how to create material to implement in their classes.

On another note, to create a positive atmosphere, teachers should demonstrate respect, empathy and authenticity. (Scrivener, 2015, p.12) expanded this by saying that teachers that enjoy these three qualities strengthen their relationships. But teachers should not mime or pretend they own these characteristics they should be rooted at the level of everyone's genuine intentions.

Communication is also more open and honest in an educational climate that is positive, forward looking and supporting. Learners are less fear of taking risks or assuming challenges. A benefit of this environment is that learners gradually take more and more of the responsibility for their personal and individual learning rather than expecting that someone else does the job.

For Rogers and Frelberg (Comprehension Strategy Instruction During Parent-Child Shared Reading: An Intervention Study) (Roberts, 2015) , authenticity is the most important feature. This means not to play the role of being a teacher but being yourself. Teachers should assume that they can take risks, that they are vulnerable and human and above all honest creating a sense of self-assurance to students and creating a learning environment at the same time.

Thornbury (2006) suggests that in order to be effective readers, teachers have to scaffold some strategies that will help learners overcome problems when reading by themselves. Some strategies that can be considered are (p. 45):

- Using contextual and extra-linguistic information to *make predictions* regarding the topic of the text.
- *Brainstorming* background (or schematic) knowledge in advance of reading.
- *Skimming*
- Keeping the purpose of the text in mind.
- Sharing meaning among students
- *Guessing* the meaning of words from context.

- Dictionary use.

If teachers are to develop their own strategically material, they should study the special *needs* of their population of students. Silberstein (2014) contributes with some indications when creating activities to be used in reading lessons (p.185):

- Reading needs. - Find texts that fit students. In the Ecuadorian context, this is not the case, since the authorities provide the books that will be used in the classes. What teachers can do is develop activities to match the readings or look for short texts to reinforce the main text.

- Students' abilities. - Activities implemented in the classrooms should guarantee certain level of achievement for students. Besides, if texts have some challenging activities they tend to work best. Instructors should consider some features when choosing a text like: length, syntactic complexity, topic, vocabulary, discourse structure, and, the reader's previous experience with similar texts.

- Authenticity. - Passages should be authentic in the way that they reflect real-world texts. Students need to read a lot and often quickly to build up a store of textual knowledge and experiences with different types of texts. Sometimes teachers need to adapt, edit or simplify passages to make it accessible to students and provide students with authentic reading that otherwise they might not enjoy.

Methodological Strategies can be used in the classroom for limitless activities as teachers can develop resources to practice any skill besides enhancement of reading comprehension. Students that were born with this ability so they feel confident, comfortable and motivated using what they are acquainted with. (Scrivener, 2015, p.12) includes that it may be too obvious to say but the single best use of reading to the advantage is probably just to work on reading and/or writing, just the same way people make use of these skills in the corporate world.

So, Scrivener suggests teachers to take advantage of this resource to let students produce texts. Facilitators can organize stations in groups, one student is in charge of writing while the others support by providing more ideas, reading and

proofreading. Teachers can encourage students to be creative when designing the final presentation of their work. This leads to another important field of education which is grading. Students can send their final product by mail, print, or on a computer disk. If teachers have a digital version, they can use the reviewing section so they can add comments. Students can make corrections as suggested by the teacher in a less traumatic and faster way.

Some recommendations might be to ask students to keep a backup just in case something happens as well as to make sure the format is legible and fits the teacher's machine. Additional activities might be to provide texts for students to correct before they actually produce their own compositions. Students can complete blank spaces individually, or in pairs with the practice they have had about phrasal verbs meaning and usage. They can switch papers to compare or contrast answers.

For every point of view from each author, it can be said that Richard, Brown and Jacqueline Comas agree that cognitive development can be concise and reached throughout reading and learning styles. However, they do not agree when it comes to Rogers and McNamara because they compare their opinion about proficiency and the way that it would be beneficial to the student throughout reading comprehension. Johnston et al and Adams refer to motivation and its importance in the classroom in order for students to have a constant interest in reading and learning the language.

Kathy Hall and Adams elaborate about the material used for reading and how the condition of such parameters can help students acquire reading comprehension with the reading exercises that are included in the content. Scott and Neuman talk about reading aloud as one of the strategies that not only motivates the student, but it also gives the student the proper encouragement to lose stage fright and have a pronounced delivery when reading.

Judith Orasanu and Edgar Batt talk about the confidence students need to portray when reading and the fluency that is necessary for being understood, the guided reading strategy which is one of the most helpful methods to keep the student monitored when reading and the necessary engagement to make students connect

with the excerpt or the text. Dundmore and Pearson about direct their issue to language production and engagement when students develop the concept of communicating their own thoughts and ideas due to the practice they have had in class when reading took place and the many methods were applied.

Dundmore and Scull reflect about decoding the text and passages student read with vocabulary, inference and comprehension. Carrel, Leu and Guthrie talk about the importance of illustrations and how they can really help students reach reading comprehension through its usage of pictures, sketches and photos.

2.2.6 The Natural Approach Theory

Learning is a conscious process where students have to study and practice the different aspects of the language. Teachers should focus their teaching methods. Krashen (1982) and other authors of the Natural Approach theory suggested the focus must be language acquisition (p. 56). The authors defined second language acquisition as a process that did not require use of conscious grammatical rules, and tedious drill. Acquisition requires meaningful interaction in the target language-natural communication- in which speakers are concerned not with the form of their utterances but with the messages they are conveying and understanding.

The problem was students were not immersed in the language as they were when acquiring their first language which is Spanish. Acquisition forces early production in the second language, but allows students to produce when they are ready by recognizing that improvement comes from supplying communicative and comprehensible input and not from forcing correcting production like the average, traditional teacher tends to do in the classroom. In real world situations, a conversation with sympathetic native speakers who are willing to help the acquirer (students) understand are very useful to this objective.

On the other hand, Immersion is considered to be one of the best methods of learning English. It is a method that proves that it is difficult to learn because of the grammatical rules in the language. Students may believe that they are learning the

language well and then suddenly realize that there are rules with exceptions, differences and this becomes particularly effective only.

It may give you all the rules, all the indicators and all the tools necessary, but at the end, it doesn't provide the student with the communication and practice needed to be able to understand the dialect and colloquialisms that are used throughout the language and throughout the country. In addition, there were no English-speaking places where students could use the language. For this author, reading is useful for language acquisition.

The CEFR is a guideline used to describe achievements of learners of foreign languages across Europe and, increasingly, in other countries. It was put together by the Council of Europe as the main part of the project "Language Learning for European Citizenship" between 1989 and 1996. Its main aim is to provide a method of learning, teaching and assessing which applies to all languages in Europe. The CEFR is also intended to make it easier for educational institutions and employers to evaluate the language qualifications of candidates to education admission or employment, (Mera, 2017, p.90).

2.2.7 Vocabulary Knowledge Theory

The more students read the more lexis they gain. In other words, their vocabulary improves. According to the research about this topic of methodological strategies to enhance reading comprehension because students do not demonstrate the full understanding of reading excerpts or other type of material due to the lack of practice, inferring, scanning and other skills, students need exposure of at least 8 – 12 times in order to start understanding the usage, function, and definition of a word. If students are engaged in extensive reading activities like keeping vocabulary journals, skimming and scanning, doing creative writing, reading chain stories, timed readings and book reports about what they read, they will develop greater fluency that those students that just receive the input of the teachers in the classrooms, (Joan Kang Shin, 2016, p.56).

2.2.8 Language Understanding Theory

Language Understanding Theory is the concept of understanding contexts in the normal, semantically anomalous, and scrambled manner. The process of interpretative knowledge sources communicating and interacting in an optimally efficient and accurate manner (Wilson, 1980).

It provides good models for writing as well. Students can use the writer's style in order to create their own stories and read them to the class. Students can adapt the content to their environment and rewrite their own version of the text. Teachers can use reading to help students with language conventions. For example, teachers can use controlled exercises to consolidate structures, functions and meaning of sentences in the different contexts. This advantage is also reinforced by Crandall and Shin (2016) who combine reading skills.

One of the topics referred to in this research work compared to the research work by Shin is that such reading can also provide different contexts to controlled exercises which will be helpful for students to reach utter understanding; in other words, the understanding must be complete and as a whole, with no doubts nor gaps in comprehension (p.56). Crandall and Shin, plus the other two students-authors, can relate that acquisition of the language is gotten throughout vocabulary, its usage, function and definition in context such as the ones found in reading.

2.2.9 Linguistic and Cultural Theory

(Hall, 2015, p. 54) found that readings in books bring together contributions from culturally and linguistically diverse stories with common situations and challenges that put into practice effective and relevant case examples, and cover a wide variety of topics.

Whether children's knowledge is recognized, valued (legitimized), or drawn on as a scaffold, it has implications for their feelings of self-worth and identity development. This view is both supported by Cummins' (2001; 2015) identity work, and harks back to Sahl and Skjelmose's (1983) seminal work on the harm that not valorizing

students' cultural and linguistic backgrounds can do to their self-image (or identity 'text'), and subsequent academic achievement.

As Taylor and Cummins (2011) observe, if "students feel valued in their learning situations, and exert their autonomy by investing themselves (affectively, socially, culturally, and academically) in their learning," but if they experience damaging representations of who they (or their community members) are they distance themselves as a self-preservation mechanism, disengage from (potentially damaging) learning environments; mechanisms that "can lead to academic underachievement and elevated student dropout rates" (Homen, 2011, p.184).

Such approaches neither prioritize globalization nor legitimize alternative knowledge. The opposite also holds true. Teachers can orchestrate instruction to transfer students' prior funds of knowledge to enable to them to understand and engage with it in a new context. Yet, even the most dedicated teachers' question how they can learn about and draw on students' alternate knowledge when they come from so many different linguistic and cultural backgrounds, (Taylor, 2016, p. 22).

Hall, Taylor et al, conclude that linguistic and cultural backgrounds play a major role in the cognitive of the students, their knowledge, understanding and wisdom. Such lack of attention and disengagement of association and significant learning can setback progress in students and their comprehension enhancement and academic achievements.

It is important to emphasize that teachers must seek proper approach in the classroom, like making students activities related to their background, living environment, personal experiences and significant learning related activities making students feel related to the activity and putting perspectives in the English language. The methodology strategies shall also include activities with significant learning for students could relate to the tasks.

2.2.10 The Comprehension Theory

As told by Orasanu (as referenced by Batt, 1986), is the purpose of reading books that are addressing the students reading level, yet not that much is known about the students' knowledge and conceptual organization needed for having an advantage in reading competence to their level. Word roots, the legibility of type, patterns of eye movement, rates of information processing, and the related skills are just facts put together in a coherent scientific theory of reading (Brown J., Methods and Approaches, 2016, p.80).

2.2.11 Methodological Strategy Theory

Developing a reading curriculum based on methodological strategies creates some additional work for the teachers' needs to be both an appropriate reading level for most students and contain enough challenge to expand vocabulary and comprehension that is competent in the students and teachers book. Additionally, it may be difficult to reuse the same texts year after year -- stories or topics become outdated or less relevant to students' lives. Teachers may also need to choose several books for each lesson to ensure that all students have a text to read that is appropriate for individual skills, (Ahuja, 2014, p.78).

According to Pearson (2002), "The theoretical framework has to also be current and comprehensive as possible with the proper engagement students have when they are involved in the reading exercise" (Pearson, 2002, p. 12).

2.2.12 Learner Autonomy Theory

Methodological Strategies develop learner autonomy which is a multifaceted concept whose meaning has been discussed in the specialist language learning literature from many perspectives and in an increasingly academic fashion. It is based on constructivism as well. There is no cheaper or more effective way to develop learner autonomy.

Reading is, by its very nature, a private, individual activity. It can be done anywhere, at any time of day. Readers can start and stop at will, and read at the speed they are comfortable with. They can visualize and interpret what they read in their own way. They can ask themselves questions (explicit or implicit), notice things about the language, or simply let the story carry them along, (Scull, 2010).

Reading is the most readily available form of comprehensible input, especially in places where there is hardly any contact with the target language. If carefully chosen to suit learners' level, it offers them repeated encounters with language items they have already met. This helps them to consolidate what they already know and to extend it. There is no way any learner will meet new language enough times to learn it in the limited number of hours in class. The only reliable way to learn a language is through massive and repeated exposure to it in context: precisely what short texts provides, (Scull, 2010)

Pedagogical reform initiatives and recent large-scale reviews of reading stress the importance of both decoding and comprehension in High School curricula. These types of reports strongly recommend direct, systematic instruction in the way students pronounce the language when reading an excerpt in the reading, according to, (Scull, 2010).

2.2.13 World Knowledge Theory

Methodological strategies help develop general world knowledge as well. Many, if not most, students have a rather limited experience and knowledge of the world they inhabit both cognitively and affectively. These methods mentioned previously open windows on the world seen through different eyes. This educational function of short texts cannot be emphasized enough.

They extend, consolidate and sustain vocabulary growth and reading comprehension. Vocabulary is not learned by a single exposure. Methodological strategies like using illustrations allows for multiple encounters with words and phrases in context thus making possible the progressive accretion of meanings to them with the help of pictures. By presenting items in context, it also makes the

deduction of meaning of unknown items. These have been many studies of vocabulary acquisition from short texts (Carrel, 2016).

"Students that are often stretched to a breaking point find certain ways to develop new reading interest and that is when illustrations step in", according to (Leu, 2007, p.102).

2.2.14 The Reading Engagement Theory

"The reading engagement and the promotion of learning throughout the milestones of reading material that is done with students in the classroom will only give the utmost reliability in reading comprehension and students overall performance states" (Guthrie, 2015).

2.3 Comprehension Definition
2.3.1 Reading Comprehension

(Harmer, 2016, p. 58) confirms that good reading texts can introduce interesting discussions according to the topics. Teachers can stimulate participation and interaction among students by asking for imaginative responses. Readings also provide a springboard for well-plan, and engaging classes:

- Pairwork. - Assigned by the teachers, chosen by students, randomly selected, face to face, back to back, across the room, communicating orally.
- Small or large groups (from three to six students). - Assign roles to the members of the group: secretary to take notes, leader, and pirates (to go to other groups to compare, gain, or enhance ideas).
- Whole class. - Mingle exercises (every student stands up, walks around, meets and talks to each other). Students should talk to one classmate at a time. Teachers can add sounds or bells to indicate the time students are expected to spend with one another in order to continue practicing with other students.

- Whole class. - Simulating a plenary. It can be a conversation lead by the teacher, a student or group of students. A pair or group discussion is generated after some time of participation of the lecturer(s).

(Nuttall, 2015, p.29) argues that the focus on what and how students acquire a new language is particularly an issue when it is talked about comprehension, provided that this process is invisible. Questions are a good source to check what is going on in students' minds and thus get some answers to know if there is comprehension. Mistakes at this stage are important since they can guide teachers to find the content of misunderstanding and support students or take correct decisions whether to change the activity or use another technique to help students understand the texts.

Correct answers might be accidentally making this activity valueless. Therefore, teachers should encourage students to provide the reasoning behind their responses. This author suggests planning questions that make students work at the text and focus their attention on the difficult sections of the passage. Teachers should know how to deal with questions, for example, she explains the most challenging question can be fruitless if the teacher accepts the first correct answer and continues with the class.

It will be helpful if every single student struggles to provide an answer. Instructors need to show the learners that reading tasks are opportunities for studying and thus practicing the language, not tests or grades to be achieved. Teachers' attitude is also crucial when dealing with answers, especially wrong answers. Correct answers might cause a little learning, but incorrect answers are opportunities for provoke learning not only for a single student but the whole class.

There are situations where students might say a mistake but if they can be given the *opportunity to explain their reasoning behind their response*, that interpretation may be valid even if it is different from the teachers' perspective. Teachers should create a positive atmosphere where students are not afraid of committing mistakes.

2.3.2 Application of Methodological Strategies
2.3.2.1 Interpretive theory

Promoting discussion and students' interaction among them and with the text is recommendable, (Orasanu, 1986). At any stage of the lesson students should be given the opportunity to work in pairs and respond to the text with help from the teachers. Facilitators need to set activities that lead students to interact with the passage either questioning to it, contributing, adding, deleting details and the list is endless. This kind of exercises promotes an active discussion with the text comprehension, and the text talk, that teachers can identify as a key to help students develop interpretive skills. Additionally, students practice the process of critical thinking that efficient readers use. Group work is essential because in small or large groups students receive insights from every individual perspective, even from the weakest learner.

2.3.3 The Benefits of Engaging in Different Activities

Reading functions well when students work hard to get the main idea, compare and contrast, question the author and events in the story, adapts the content to their life (Bahous, Nabhani, & Ouein, 2008). Yet, it contrasts this information by saying that learners, and most teachers in the Ecuadorian context, approach reading texts expecting to understand it thoroughly and to finish when they have look up in the dictionary every single word for meaning or syllable recognition and sometimes the synthetic phonics in the sequence of sounds that most of the dictionaries found on line offer nowadays. One benefit of this approach is that it helps students with vocabulary development but it might turn boring to be checking at the dictionary all new words, distracting students from the real purpose of reading and how readers deal with strategies in real-life reading.

A study using the reading aloud technique was conducted by (Bahous, Nabhani, & Ouein, 2008).They found that students developed more listening and speaking competences, than reading and writing. Another finding was that students could easily develop their vocabulary through listening to the stories. In this study, some strategies were: definition of words, guessing the correct word according to the

definition provided, figuring out the meaning of words using visuals and context clues, teachers explaining new words as they read the story, phonics, using open questions throughout the story to boost students' imagination, inferences based on predictions, adapting content to students' context, and monitoring comprehension.

As part of methodology, teachers can use comprehension questions. They are described by (Thornbury, 2006, p. 45) as multiple choice, yes/no or close, wh- or information questions, true/false statements, a summary student have to choose or the teacher writes some sentences for students to correct.

Their purpose is to check students' understanding of a spoken or written text. Teachers also take these comprehension questions to test students' ability to remember sections of the text, which should not be the case because in this context it would be memory test rather than comprehension check. To use questions efficiently, the author suggests to set the questions in advance or that students can answer while listening or reading, keeping their attention during the activity.

Questions can also demand students to get the main idea (skimming), more specific details (scanning) or intensive processing of the texts (detailed reading). (Nuttall, 2015, p.29) dedicates one chapter to this resource. For this study, we will include only the subtopic of types of questions. In this case, the author classifies questions according to the skills they want to check from the reader.

Teachers can use it as a checklist. If teachers do so, they will know when they are skipping some any important type of inquiries, and therefore failing to practice certain skills. The types of questions suggested by this author are: literal comprehension (the answers are directly and explicitly expressed in the text), reorganization or reinterpretation (make students consider the text as a whole), inference (what is implied but not explicitly stated in the reading), evaluation (a considered judgment of the writer's actions), personal response (to express students' reactions to the text), and how the writers say what they mean to give students strategies for handling texts in general.

2.4 Legal Framework

2.4.1 Regulations Concerns

Current Ecuadorian constitution recognizes the right of Education as an unalienated right to its citizens especially to children who have not only the right to education but the right to equal opportunity. There should not be discrimination and immune from any other deficiencies. Thus, the constitution guarantees quality as well as the best type of welfare. The government supports these regulations to the utmost respect of the law and all its responsibilities upon such, consequently guaranteeing the right to pursuit equality and complete sovereign.

The intercultural organically education law defines the common education as an instrument of society's transformation recognizing particularly children and teenagers as the center of the teaching-learning process. The Ministry of Education personnel has developed several documents open to the community through their website. These official instruments require that students by the end of Third B.G.U need to gain a B.1.2 level according to the Common European Framework (CEF) standards which is intended to give the same basis for language education in areas like curriculum design, methodology and assessment as described by (Thornbury, 2006, p. 45). That means students are supposed to fully comply the following in terms of reading that is the focus of this study:

- Sociolinguistic appropriateness. - Pupils can establish basic social contact by using the simplest everyday polite forms of: greetings and farewells; introductions; saying please, thank you, sorry, etc.
- Generating questions that involve students to ask questions of their own.
- Accuracy. - Learners show only limited control of a few simple structures and sentence patterns in a learnt repertoire.
- Vocabulary range. - Pupils has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.
- General Linguistic range. - Students have a very basic range of simple expressions about personal details and needs of a concrete type.
- Direct vocabulary learning- Students learn vocabulary through explicit instructions in both, meaning and word learning strategies.

The school year is set into two five-month terms. Students are assessed every six weeks per term, and they have formative assessment within the six weeks. The Ministry of Education provides the documents that include the indicators that are of essential assessment for each skill, for students that are into reading, they should be able to achieve such by the end of the school year:

- Scan longer expository, procedural, narrative, transactional, and persuasive texts to locate desired information from different parts of the texts.
- Analogy-based phonics on the words that students already know.
- Skim to understand the gist of transactional and persuasive texts.
- Recognize the line of argument in the treatment of the issue presented, though not necessarily in detail.
- Phoneme and their blending that follow sequences in order to form words.
- Phoneme identity that are found in different word with same sounds.
- Phoneme segmentation which helps students differentiate separation of sounds in words
- Identify the main conclusions in clearly signaled argumentative texts.
- Understand clearly written, straightforward descriptions of viewpoints and job-related language.
- Distinguish fact from comment.
- Make use of clues such as typographical devices (e.g. bolding, italicizing, underlining, paragraphing).
- Graphic and semantic organizers like maps, charts, wall charts, frame and clusters used to illustrate concepts and the relationship among them.
- Embedded phonics that are learn through explicit instructions on the letter-sound relationship while reading of connected textual content.

It is advisable that the community considers reading and keeping these documents handy since they become a venue to check the advancement of the class and serve as a checklist to know which competences have been acquired and which need improvement. Teachers are given samples for all kinds of planning. The authorities observe and audit the job of the faculty by comparing and contrasting with the

expectations of the authorities and the inclusion of the Good Living Plan and its corresponding rules and regulations.

2.4.2 Children and Adolescents Educational Code.

"In handicapped children and adolescent cases, the state and its institutions should guarantee the conditions, help and techniques, bar architectural eliminations of communication and transportation. Concordances: Constitution of the Republic of Ecuador, Articles 13, 24" (Mera, 2017, p.90).

2.4.3 Common European Framework Reference.

Proficiency level B1 states that at this level a person can give a prepared straight forward presentation on a familiar topic on his/her field. The student can also have a wide spectrum of vocabulary learning, reading understanding and logic reasoning when speaking or expressing ideas.

Proficiency level B2 states that at this level a person can give a well prepared presentation on any topic in any type of field. The student also has the ability to have an overall concept of the four main skills in reading, listening, speaking and writing with a beneficial understanding and production of the language.

As of 2008, public schools have adapted the bilingual education system that was endowed by President Rafael Correa and continues to this present day. The same is applied in the private school sector. Such Swift renovations of buildings of 5,000 schools throughout Ecuador has also gone hand in hand with the school year planning in which emphasizes bilingual education that include the English, German, French and Quechua languages in most schools in the Ecuadorian nation.

 The good living plan and the Ministry of Education have established parameters and goals of proficiency for every grade and every age accordingly. The Common European Framework of Reference, better known as the CEFR, is also the guide line that the Ecuadorian government has adopted in order to classify the proficiency of students and teachers alike in the English or any other language covered by it.

The proficiency level for High School student exit profile should be B1. In the case study of this project, the level of proficiency in the English language for the students of 3rd BGU which is equivalent to a 12th (senior) High schooler in the United States should also be a B1 exit profile, making the student semi bilingual until graduating from the University in which the students exit profile in English proficiency should be B2. This proficiency is tested and complies with Reading, Listening, Speaking and Writing. (Mera, 2017, p.90).

2.5 Conceptual Framework

- **Affixes**

  Word parts that are "fixed to" either the beginnings of words or endings (prefixes) (Kelley, 2017).

- **Analogy-based phonics**

  This teaches students how to use parts of words they have already learned to read and decode words they don't know (Burns, 2010)**.**

- **Base words**

  Words from which many other words are formed (Kelley, 2017).

- **Comprehension strategies**

  They are conscious plans or sets of steps that good readers use to make sense of texts (Mugford, 1999).

- **Context clues**

  Sources of information outside of words that readers may use to predict the identities and meanings of unknown words (Díaz-RicoL., 2010).

- **Cooperative learning**

  It involves students working together as partners or in small groups on clearly defined tasks (GaoCesar, 2001).

- **Direct vocabulary learning**

  It is when students learn vocabulary through explicit instructions in both the meanings of individual words and word-learning strategies (Tracy, 2015).

- **Embedded phonics**

  This is when students learn vocabulary through explicit instructions on the letter-sound relationships during the reading of connected text, usually when the teacher notices that a student is struggling to read a particular word (Steup, 2014).

- **Fluency**

  It is the ability to read a text accurately, quickly, and with proper expression and comprehension (Kelley, 2017).

- **Graphic and semantic organizers**

  This summarizes and illustrates concepts and interrelationships among concepts in a text, using diagrams or other pictorial devices. Graphic organizers are often known as maps, webs, graphs, charts, frames or clusters (Frost, 2015).

- **Indirect vocabulary learning**

  This refers to students learning the meaning of the words that are used indirectly when they hear or see the words used in any different contexts (Pratt, 2017).

- **Metacognition**

  It is the process of thinking about thinking (Kelley, 2017).

- **Monitoring comprehension**

  Students who monitor their comprehension know when they understand what they read and when they do not (Good, 2007).

- **Phoneme**

  They are the smallest units of sound that change the meaning of spoken words. Most words have more than one phoneme (Jung, 2015)

- **Phoneme blending**

  Students learn to listen to a sequence of separately spoken phonemes and then combine the phonemes to form a word (Thoreau, 2016).

- **Phoneme segmentation**

  This shows students how to break a word into its separate sounds, saying each sound as the tap out or count it (Jung, 2015).

- **Phonics**

  It is a form of instructions to cultivate the understanding and use of the alphabetic principles that there is a predictable relationship between phonemes (the sound in spoken language) and graphemes (the letters that represent those sounds in written language (Montesorri, 2015)**.**

- **Story structure**

  The way the student sees the content and events of a story (Kelley, 2017).

- **Synthetic phonics**

  The learning of letters or letter combinations into a sequence of sounds (LINCS, 2017)

- **Text comprehension**

  It is the reason for reading, understanding what is read, with readers reading actively (LINCS, 2017).

- **Methodological strategies**

  Techniques used in certain topics and aims of learning in order for students to learn, (LINCS, 2017).

CHAPTER III RESEARCH METHODOLOGY

3.1 Type of Research Description

This study is in the quantitative method because it emphasizes the objectives and measurements of the statistical, mathematical or numerical data that was analyzed in order to collect such information through polls, questionnaires, surveys and pre-existing data by using computing techniques. Besides being quantitative, the study also shows the descriptive and correlational methods in the following paragraphs.

The research is also descriptive because it breaks down the situations and events that happened in the classroom and how the empiric process manifested in each section. It reasons and interprets how the information was obtained through the instruments used for the investigation,

It is also correlational due to its main goal to connect relationships between the independent and dependent variables of this present research. Even though there are three possible results of a correlational study, positive correlation, negative correlation and no correlation, the coefficient is measured by the strength and range in possibilities.

This research demonstrates the strong correlation between the variables by showing the vast difference of results between the pre and post-test that consisted of a number of reading passages and the skills developed like literal, inferential and critical.

The scientific aspect of the research shows a deep basis from the thesis that was conducted in the way it relates learning reading process involving the students' cognitive and sociolinguistic method. The cognitive functions to literacy that makes learners spend part of each day by reading and provide explicit instructions in reading strategies that yield high levels of information.

This approach is instructional and it exposes children to multiple levels of information on a topic. Students can relate to the reading, researching, estimating, calculating and reaching complete summaries. It identifies values inherent in the text and interest; it analyzes different text to examine the issues involved in the contradictions among them; it examines how the selective use of language and the structured silences, that most of the time happens when the student is reasoning, work to help the reader set and expose the gaps in the texts that need to be understood and it construct social critical reading to one's culture as well.

3.2 Methods, Techniques and Research Instruments
3.2.1 Scientific Method

The scientific method was applied to this research because all of its steps were followed in this study:

1. Ask questions and conduct proper observations were done in order to get a more precise and detailed information to back up the objectives of the research. There were the direct and indirect types of questionings done, like addressing personnel that dealt directly with the problem and the ones that dealt indirectly with it. Also the surveys and conclusions that the outcome displayed had a major effect on the procedure of the research.

2. This type of method is displayed in the manner the survey was conducted at a precise way of reaching information from the source where the problem could be seen, the students, the immediate teacher and the holistic point of view of the Principal of the School.

3. The information was collected and synthesized, the facts and the opinions were separated. To consult with other similar information from other sources was recommended as it was done in this research.

4. Once the results of the surveys and the investigations were reached, the tabulation process and the categorizing of each result took place, setting them in poor, fair, good, very good and excellent.

5. A hypothesis was formulated and the outcome was analyzed, once more until there was no benefit of a doubt that the hypothesis reached the same or similar conclusions.

6. A controlled and organized experiment was set up, manipulating the independent variable that deliberately changed the responding (dependent) variable.

7. The results were recorded and analyzed once more.
8. A conclusion was drawn and the performance of the results was tested.

I.   Inductive

The information was retrieved from the specific detailed spectrum to the broad, general spectrum, in which the information was then exposed. In reading, such information was seen when students were able to infer what they had read and come to their very own conclusions about the reading. This was related to the manner, the questions were addressing students reading comprehension knowledge. Going from information that was displayed from the specific to the broad range.

II.   Deductive

When applying the deductive method, the information was obtained from the wide spectrum point of view then making it narrow to the detailed aspects concerning validity within regulations and rules that were based on the empirical observations done in throughout the investigation. In this method, the information came from the broader topic to the specific type of the category.

3.2.2 Techniques and Research Instruments

For the interview technique, the instrument that was used this time was the interview guide that provided the questions that would be asked to the teacher and to the Principal.

a. Teachers' Interview guide

This instrument's aim was to gather as much information as possible from the teacher's performance in the EFL classroom, his experience and professional background, including seminars, and knowledge that could have been gotten by self-preparation. It also figured out the ability that the teacher had at the moment of applying reading techniques to ensure and enhance as much information students could acquire. The teacher´s interview guide consisted of 8 questions and its objective was to help the researcher have a better display of what the students of third course dealt with on the daily basis concerning English learning. It could help or assist to the main concerns of the problem.

b. Principal's interview guide

In the interview done to the Principal, the 10 questions were directed to the holistic supervision the Principal has as an objective in the school, knowing the progress and procedures followed to keep students main objectives fulfilled to the best of the institutions ability. The interview took about 15 minutes to complete. The answers were as simple and sincere as possible in a moderate tone of voice and with grace in answering the questions. The objective was focused on the performance of English teachers and the material used in the classroom with the students.

c. Pre-test

A pre-test was developed to demonstrate the skills and performance of the students when they read stories in which the answers fall in the literal, inferential and critical categories, before the application of the research proposal to solve the problem, giving the student the time to develop skills in differentiating such concepts in a reading excerpt, magazine or book.

The readings were composed of 5 multiple choice questions that discriminated among the skills mentioned above. The timing of the test carried 7 to 8 minutes to answer the questions that were either to show if the student had the ability to give literal, inferential or critical opinion after the readings. This pre-test was focused on students that have difficulties in reading comprehension, infer author's opinion and author's method as well.

The following grading scale was considered:
Poor 0-59
Fair 60- 69
Good 70-79
Very good 80- 89
Excellent-90 – 100

The evaluation criteria will be described in the table below:

Table 3
Reading Comprehension evaluation criteria

Criteria	Definition	Application
Literal	The reader needs to understand ideas and information explicitly stated in the reading material. Identifying main ideas, and supporting given details, categorizing, outlining, and summarizing, (Hutura, 2016)	Comprehension questions to find the author's opinion.
Inferential	Inferential comprehension deals with what the author means by what is said. The reader must simply read between the lines and make inferences about things not directly given or stated, (Hutura, 2016).	Exercises to have students infer, predict, interpret
Critical	Critical comprehension concerns itself with why the author says what he or she says. This high level of comprehension requires the reader to use some external criteria from his/her own experience in order to evaluate the quality, values of the writing, the author's reasoning, simplifications, and generalizations, (Hutura, 2016).	Activities that make students give their judgmental critique and have such evaluated too.

Source: Students from 3rd grade at the Bilingual High School Montessori.
Author: Michael Prado and Ana González

The post- test gave the results whether there was improvement or not once the post test was checked and tabulated according to students criteria and reading comprehension.

    d. Post-test

The post-test had exactly the same characteristics as the pretest and was applied on students after the application of the proposal in order to compare and critique the outcome and performance on its questions. The objective was to concrete the improvement or lack of improvement students may still have to face or to see if they were able to develop their reading skills. It was applied the same grading scale as the pretest.

For the survey technique, the instrument that was used was the students' questionnaire that it was filled out to the best of the students' knowledge and as honest and sincere as possible because the questions referred to the students' interest and motivation in the reading subject.

    e. Students' Questionnaire

The questionnaire students filled out consisted of 10 questions that elicited responses about the subjects taught, the resources and contributions for reading comprehension classes. It was focused for students of the third course and it took about 15 minutes to complete the questionnaire. The objective of the questionnaire was to see and compare the relationship between the problem students face in the classroom concerning reading comprehension.

3.3 Research Population and Sample

The research population consisted of the Principal of the school, five English teachers and thirty third - course students and the size of the sample was exactly the same.

3.3.1 Sources

Table 4
Sources

SOURCES	REQUIREMENTS
Internet Services	To obtain extra resourceful information about different themes in relation to the investigation.
Computer	To display all the data and chapters for the investigation.
Copies	To have the layout of worksheets, surveys, and pre-test and post-test for students and teachers.
Papers	To print all the necessary things.
Transport	To place, check and correct the project.

Source: Students from 3rd grade at the Bilingual High School Montessori.
Author: Michael Prado and Ana González

3.4 Resources

Table 5
Resources

DESCRIPTION	NUMBER	PRICE	TOTAL
Internet	1year	$30,00	$370,00
Copies	400	$0,02	$8.00
Printing Black and White Paper	13	$0,10	$1,30
Printing Color Paper	32	$0,50	$16,50
CD's	2	$1,00	$2,00
Transport	30	$0,30	$90,00

Source: Students from 3rd grade at the Bilingual High School Montessori.
Author: Michael Prado and Ana González

3.5 Timeline

Table 6

Nº	Activities	2017					2018							
		Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July	August	Sept	Oct
1	Presentation of the topic research	■												
2	Elaboration of the research proposal	■	■											
3	Elaboration of Chapter I		■	■										
4	Literature Review			■	■									
5	Conduct research				■	■								
6	Data analisys						■	■						
7	Findings and Conclusions							■						
8	Proposal							■	■					
9	Project Revision									■	■			
10	Project corrections											■	■	
11	Submission													■

Source: Students from 3rd grade at the Bilingual High School Montessori.
Author: Michael Prado and Ana González

3.5 Processing, Presentation and Analysis of Results

The results that have been gathered from the interview, the data analysis shown in the graphics and the outcomes of the whole information explained and detailed when it was summarized and synthesized with the information that was placed and put into categories because of their scores. This results obtained from the students and teachers were systematically and concluded in the following manner:

3.5.1 Students' Survey

A set of ten statements were given to 30 students in order to collect information concerning their learning experience and the appreciation they may have for the skill. The results as well as a brief interpretation of them are shown below.

Table 7
Question 1: *Reading is an important subject.*

ALTERNATIVES	FREQUENCY	PERCENTAGE
1- TOTALLY DISAGREE	0	0%
2- DISAGREE	0	0%
3- INDIFFERENT	0	0%
4- AGREE	20	67%
5- TOTALLY AGREE	10	33%
TOTAL	**30**	**100%**

Source: Students from 3rd grade at the Bilingual High School Montessori.
Author: Michael Prado and Ana González

Figure 1
Source: Students from 3rd grade at the Bilingual High School Montessori.
Author: Michael Prado and Ana González

ANALYSIS: 67**%** of the students consider that reading is important. This allows to conclude that the majority of students are interested in improving their reading proficiency level and comprehension as well. The simple fact of reading without having any type of profound understanding is not enough for the students in the class that think about the importance of reading. Another 33% also agree with the importance of reading. No student disagreed nor felt indifferent or had the urge to argue the importance reading has in their learning environment.

Table 8
Question 2: *Students enjoy reading in class.*

ALTERNATIVES	FREQUENCY	PERCENTAGE
1- Totally disagree	0	0%
2- Disagree	5	17%
3- Indifferent	5	17%
4- Agree	20	66%
5- Totally agree	0	0%
TOTAL	**30**	**100%**

Source: Students from 3rd grade at the Bilingual High School Montessori.
Author: Michael Prado and Ana González

Figure 2
Source: Students from 3rd grade at the Bilingual High School Montessori.
Author: Michael Prado and Ana González

ANALYSIS: 17% of the students disagree about enjoying reading in class. 66% agree on doing this and 17% shows indifference, meaning that students are capable of understanding information when reading is necessary. The ones that do not enjoy reading fall on either the category of not enjoying reading at all, even in their own language or they may be in such mood because of the timing that the reading takes place in their English class, the management of the teacher about the class or the rapport students may have towards the teacher. This are facts that can be repeated in the other survey questions as a result.

Table 9
Question 3: *It is important to read at least 1 to 3 times a week.*

ALTERNATIVES	FREQUENCY	PERCENTAGE
1- Totally disagree	4	14%
2- Disagree	0	0%
3- Indifferent	6	20%
4- Agree	20	66%
5- Totally agree	0	0%
TOTAL	**30**	**100%**

Source: Students from 3rd grade at the Bilingual High School Montessori.
Author: Michael Prado and Ana González

Figure 3
Source: Students from 3rd grade at the Bilingual High School Montessori.
Author: Michael Prado and Ana González

ANALYSIS: 66% of the students totally agree they like reading in English at least 1 to 3 times a week. 20% feel indifferent about the idea and 14% disagree. This common interest of learning the language as simple as possible to improve reading comprehension is adequate and ideal for students' overall performance. Students that have not been trained nor exposed to reading habits as the times to enjoy a book are not going to agree to such question. Reading is a habit that needs to be built gradually and in a timely fashion.

Table 10
Question 4: *It is important that teachers use creative resources to convey the information given in reading class.*

ALTERNATIVES	FREQUENCY	PERCENTAGE
1- Totally disagree	0	0%
2- Disagree	0	0%
3- Indifferent	0	0%
4- Agree	6	20%
5- Totally agree	24	80%
TOTAL	**30**	**100%**

Source: Students from 3rd grade at the Bilingual High School Montessori.
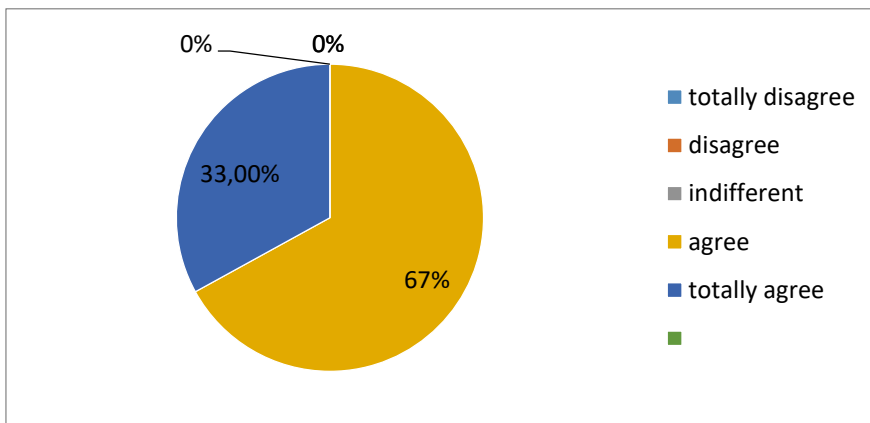Author: Michael Prado and Ana González

Figure 4
Source: Students from 3rd grade at the Bilingual High School Montessori.
Author: Michael Prado and Ana González

ANALYSIS: 80% of the students believe is important to use creative resources to convey information in reading classes and another a 20% believe so too. Students do not need to have a teaching degree to feel and know how boring reading activities can be. This is so naturally to humans to detect boredom in any type of activity in class. Even the same reading teacher will fall as a victim to his or her own convictions. If the teacher is the type that follow a manual or a book in order to teach reading skills, he or she will have a monotone and boring class. However, if the language integrated concept, creativity, takes place, the results of class performance in reading skills will demonstrate different students' reaction in the most positive style.

Question 5: *Teachers must motivate students at the moment they are developing reading exercises.*

ALTERNATIVES	FREQUENCY	PERCENTAGE
1- Totally disagree	0	0%
2- Disagree	0	0%
3- Indifferent	6	20%
4- Agree	8	27%
5- Totally agree	16	53%
TOTAL	**30**	**100%**

Source: Students from 3rd grade at the Bilingual High School Montessori.
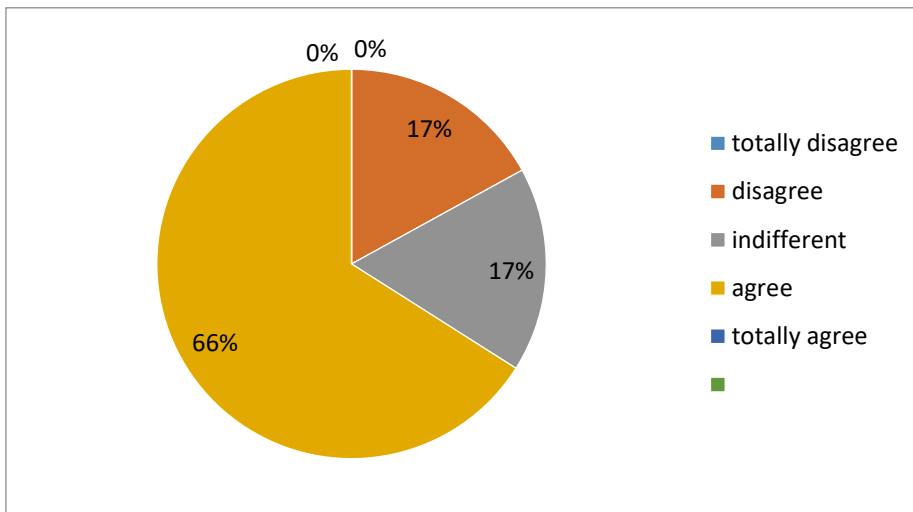Author: Michael Prado and Ana González

Figure 5
Source: Students from 3rd grade at the Bilingual High School Montessori.
Author: Michael Prado and Ana González

ANALYSIS: 53% of the students agree in teachers being motivators for developing reading exercises to improve their comprehension with stories that help them learn their own words in class while 27% also agree, but 20% feel indifferent with the idea. These six students may have had some type of unpleasant experience at a younger age or previously in another class due to the assumption that their teachers were probably not motivators enough for their cause. This can be a neglected feeling that students develop because of the lack of motivation implied in them when it comes to reading any type of text.

Table 12
Question 6: *Students understand every single passage read in class with the teacher.*

ALTERNATIVES	FREQUENCY	PERCENTAGE
1- Totally disagree	0	0%
2- Disagree	5	16%
3- Indifferent	4	14%
4- Agree	11	37%
5- Totally agree	10	33%
TOTAL	**30**	**100%**

Source: Students from 3rd grade at the Bilingual High School Montessori.
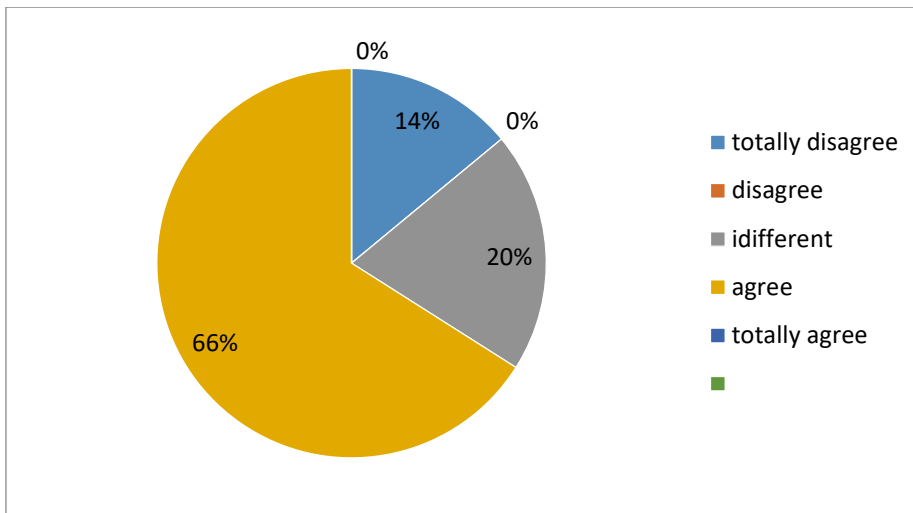Author: Michael Prado and Ana González

Figure 6
Source: Students from 3rd grade at the Bilingual High School Montessori.
Author: Michael Prado and Ana González

ANALYSIS: 37% of the students agree in understanding every passage read in class while 16% totally agrees and 14% shows unsatisfactory results for them and indifference. As mentioned previously, student can only gain improvement in their reading skills by increasing reading practice. It is of the utmost importance for students to practice reading and all the skills that are included to develop comprehension, assumption, inferential and critical thinking. Students can do their best to understand every single passage read. However, the class as a whole can only achieve such goals if there is constant reading practice in which students have the opportunity to engage in the adequate reading development skills.

Table 13

Question 7: *Applying reading teaching techniques and strategies of teacher contributes in easy and fast comprehension of learners.*

ALTERNATIVES	FREQUENCY	PERCENTAGE
1- Totally disagree	0	0%
2- Disagree	0	0%
3- Indifferent	4	13%
4- Agree	11	37%
5- Totally agree	15	50%
TOTAL	**30**	**100%**

Source: Students from 3rd grade at the Bilingual High School Montessori.
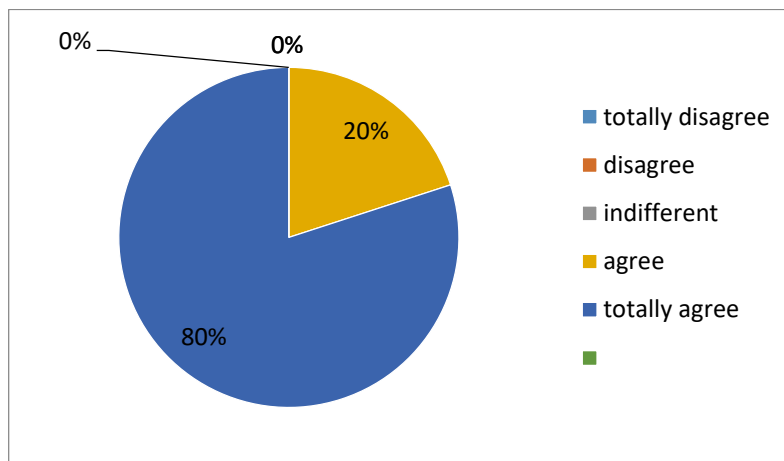Author: Michael Prado and Ana González

Figure 7
Source: Students from 3rd grade at the Bilingual High School Montessori.
Author: Michael Prado and Ana González

ANALYSIS: 50 of the students totally agree while another 13% feel indifferent about the idea and 37% agrees with applying reading teaching techniques and strategies. Students' participation on reading practice in the classroom with the teacher can only bring positive results and performance. Teachers must develop techniques and styles to have students involved in the outcome of their reading performance. Students enjoy when there are different venues used by the teacher for learning to take place. The common go to page 10 boring act of everyday is what makes students lose interest in reading.

Table 14

Question 8: *Providing variety of reading exercises improve reading interpretation and comprehension of students.*

ALTERNATIVES	FREQUENCY	PERCENTAGE
1- Totally disagree	0	0%
2- Disagree	0	0%
3- Indifferent	10	33.33%
4- Agree	10	33.33%
5- Totally agree	10	33.34%
TOTAL	**30**	**100%**

Source: Students from 3rd grade at the Bilingual High School Montessori.
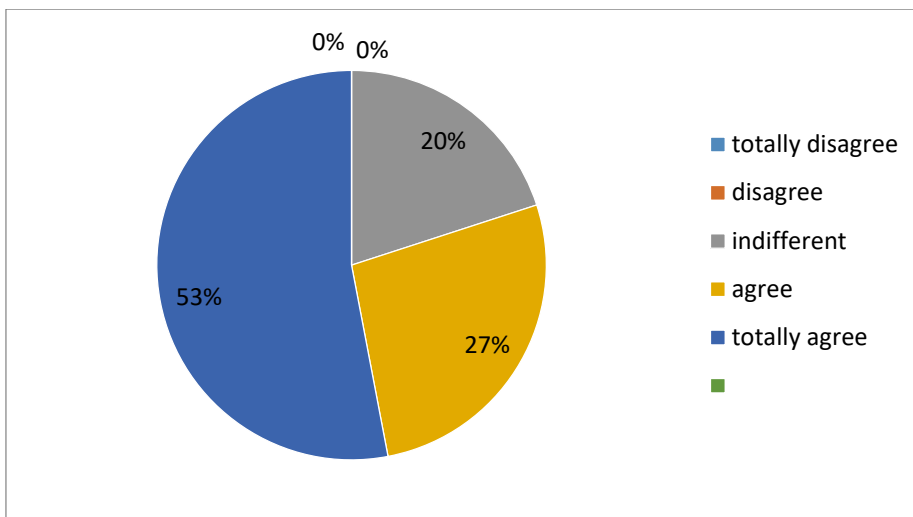Author: Michael Prado and Ana González
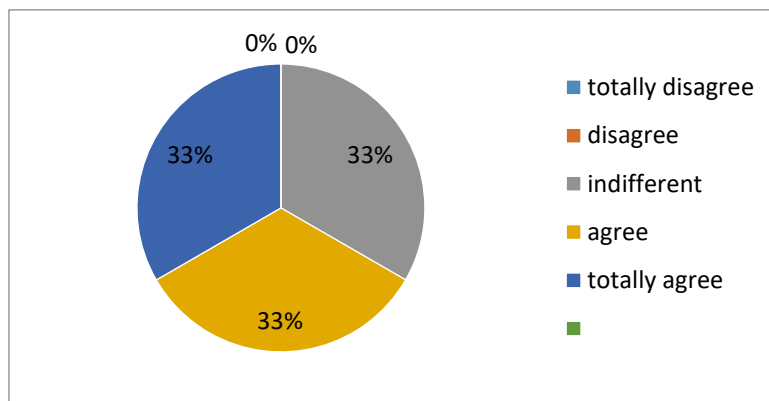
Figure 8
Source: Students from 3rd grade at the Bilingual High School Montessori.
Author: Michael Prado and Ana González

ANALYSIS: 62% find variety of exercises a lot helpful to improve reading interpretations and comprehension while 19% find it totally helpful too and 19% feel indifferent about the idea. Getting to a comfortable environment should be put into practice as much as possible to make students have a broader spectrum in the language. Vocabulary also plays a major part in reading. The act of interpreting and analyzing content when reading is essential for students to get the gist as they read. Inferring, jumping to conclusions, doing pre, while and post activities when reading are helpful to interpret and comprehend.

Table 15

Question 9: *Lack of reading materials and textbook affects reading skills of students.*

ALTERNATIVES	FREQUENCY	PERCENTAGE
1- Totally disagree	0	0%
2- Disagree	4	13%
3- Indifferent	4	13%
4- Agree	15	50%
5- Totally agree	7	24%
TOTAL	**30**	**100%**

Source: Students from 3rd grade at the Bilingual High School Montessori.
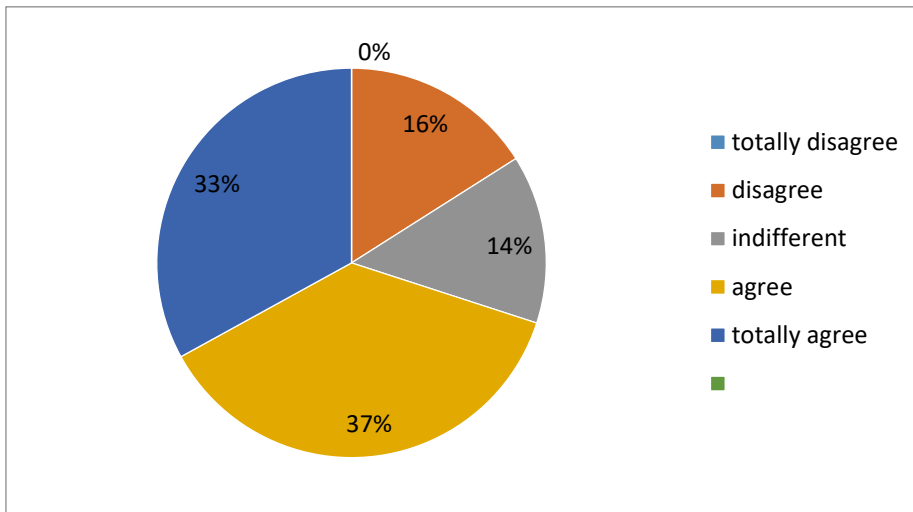Author: Michael Prado and Ana González
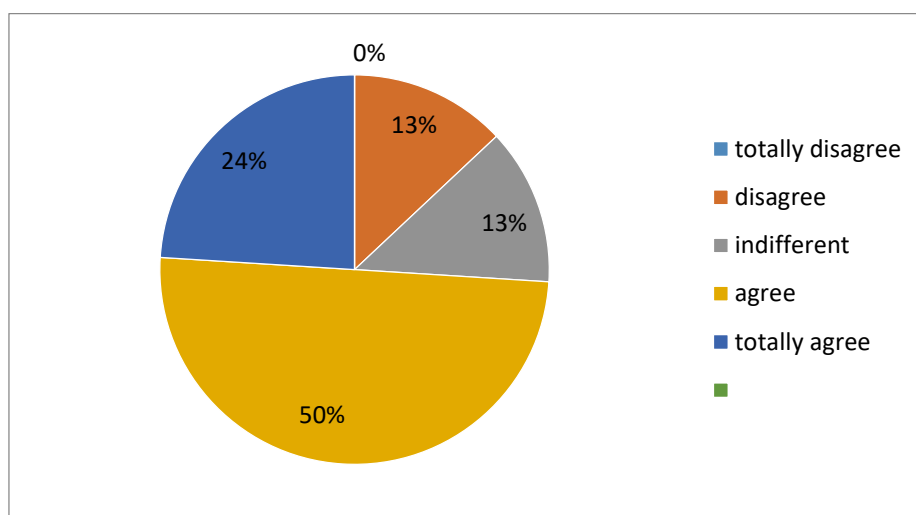
Figure 9
Source: Students from 3rd grade at the Bilingual High School Montessori.
Author: Michael Prado and Ana González

ANALYSIS: 24% like reading materials and textbooks that have an effect of reading skills. While another 50% agrees and 13% of students find it indifferent. The purpose of the investigation manifests itself in this survey question because it also shows that 13% disagree with reading material and textbooks, leaving the conclusion that full participation is needed. There is no sense having students talked about the many ways to understand a text, or the abilities that can be built for understanding to set it when reading, none of such is helpful if the student does not pick up a book and starts reading him or herself. Reading must be performed in all the aspects possible like continuous reading, skimming and scanning together.

Table 16

Question 10: *Teachers must make usage of technological resources to improve teaching process with students in the classroom.*

ALTERNATIVES	FREQUENCY	PERCENTAGE
1- Totally disagree	0	0%
2- Disagree	0	0%
3- Indifferent	5	16%
4- Agree	14	47%
5- Totally agree	11	37%
TOTAL	**30**	**100%**

Source: Students from 3rd grade at the Bilingual High School Montessori.
Author: Michael Prado and Ana González
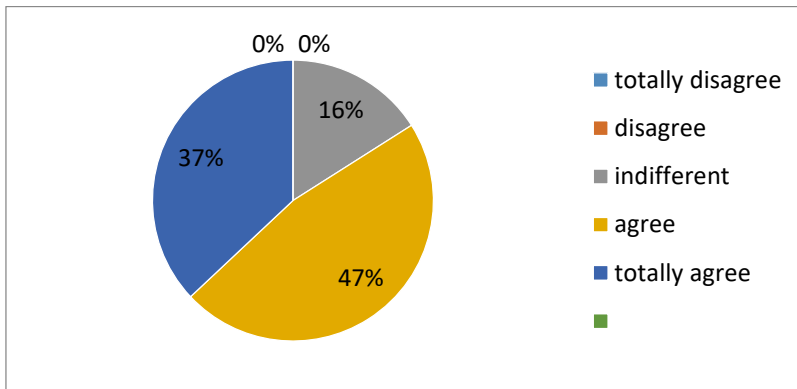
Figure 10
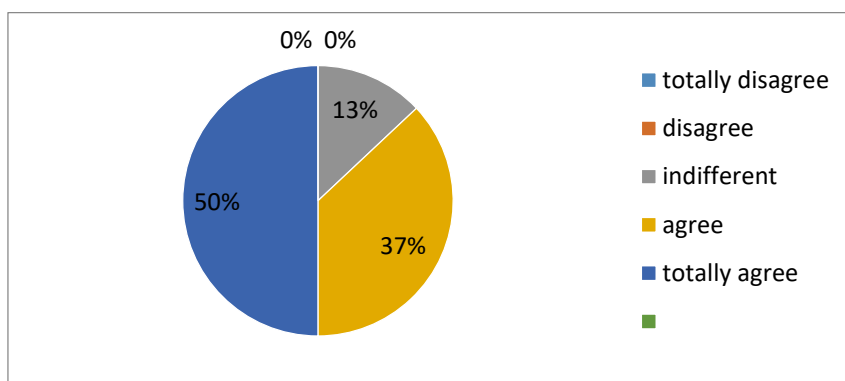Source: Students from 3rd grade at the Bilingual High School Montessori.
Author: Michael Prado and Ana González

ANALYSIS: 37% of the students totally agree with the idea of using technological resources to improve teaching. Another 47% agrees and 16% feel indifferent about it, bringing about technological usage to improve learning and with significance in order for students to engage themselves in activities that provide other venues of reading techniques on line and using other types of gadgets. Reading is essential and it is necessary for this skill to be approached in the many ways possible so students can develop vocabulary and thus understanding this receptive skill.

3.5.2 Teacher's interview

A short questionnaire was given to 5 teachers in order to collect information concerning to their teaching experience and professional background. The results as well as a brief interpretation of them are shown below.

Table 17
Question 1: How long have you been working as an English teacher?

Description	Frequency	Percentage
1-3 years	4	40%
4-7 years	2	20%
8-10 years	3	30%
More than 10 years	1	10%
TOTAL	10	100%

Source: Unidad Educativa Bilingue Montessori
Elaborated by: Michael Prado and Ana González
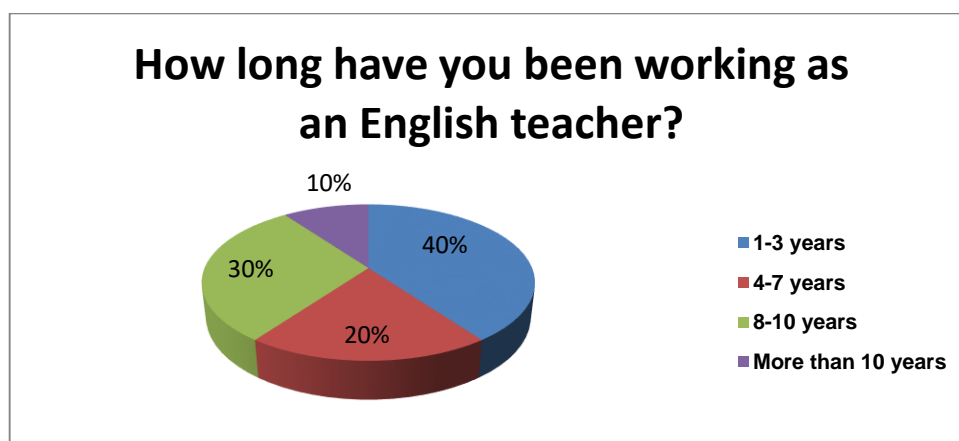
Figure 11
Source: Unidad Educativa Bilingue Montessori
Elaborated by: Michael Prado and Ana González

Question 1: How long have you been working as an English teacher?

By observing the chart above, most of teachers' experience varies from 1 to 10 years of active service in the teaching field. These types of teachers are honed and experienced to the teaching business in more than one fact. It can be concluded that some of them probably have had in charge positions in other institutes or even the qualifications to lead other teachers as well. The consideration that teachers are well maintained is not exceptional. However, the usage of the language, the qualifications in the proficiency in the language can be an unseen factor due to the fact that teachers may be good on certificates and such, but not proficiency enough to deliver nor have the proper management of the language as a whole.

Table 18
Question 2: How long have you been teaching students how to read?

Description	Frequency	Percentage
1-3 years	4	40%
4-7 years	4	40%
8-10 years	1	10%
More than 10 years	1	10%
TOTAL	10	100%

Source: Unidad Educativa Bilingue Montessori
Elaborated by: Michael Prado and Ana González

Figure 12
Source: Unidad Educativa Bilingue Montessori
Elaborated by: Michael Prado and Ana González

Question 2: How long have you been teaching students how to read?

It is shown that teachers have had more than three years average teaching students how to read. The results of previous scores is something that the researchers are still pending to obtain from authorities and others that contribute to the mentioned data above. This can concrete the conclusions about the research and demonstrate that such flaws have not been addressed properly in the reading comprehension realm.

Table 19
Question 3: Where did you learn how to speak English?

Description	Frequency	Percentage
High school	6	60%
English speaking	2	20%
English academy	2	20%
University	0	0%
TOTAL	10	100%

Source: Unidad Educativa Bilingue Montessori
Elaborated by: Michael Prado and Ana González

Figure 13
Source: Unidad Educativa Bilingue Montessori
Elaborated by: Michael Prado and Ana González

Question 3: Where did you learn how to speak English?

It can be concluded that most of the teachers working at Montessori Bilingual School were taught English in High School, meaning that their proficiency may be in the adequate standards and in high ranks.Two of the ten teachers learned at an English academy that may put their language proficiency at a high level too and another two learned English the native way. This does not guarantee a high level in proficiency, but it benefits the teachers in authentic language and idiomatic expressions too. All the three categories chosen can have a higher rank of advantages than disadvantages.

Table 20
Question 4: What is your rank of higher education if any?

Description	Frequency	Percentage
High school diploma	4	40%
Bachelor degree in	6	60%
Master degree in TEFL	0	0%
PHD in education	0	0%
TOTAL	10	100%

Source: Unidad Educativa Bilingue Montessori
Elaborated by: Michael Prado and Ana González

What is your rank of higher education if any?

- High school diploma
- Bachelor degree in TEFL
- Master degree in TEFL
- PHD in education

Figure 14
Source: Unidad Educativa Bilingue Montessori
Elaborated by: Michael Prado and Ana González

Question 4: What is your rank of higher education if any?

The graphic results show that most of the teachers, a 60%, have accomplished their education level at higher education institutes, giving them a more structured and complete English learning and sufficient proficiency in the language. The adaptation to the language in a non-English speaking country can have some disadvantages like mother tongue interference in some cases, but monitoring and abundant practice of the language in class can be beneficial for both, the students and the teacher.

Table 21
Question 5: Your English proficiency is classified at which level?

Description	Frequency	Percentage
A1-A2	0	0%
B1-B2	8	80%
C1	2	20%
C2	0	0%
TOTAL	10	100%

Source: Unidad Educativa Bilingue Montessori
Elaborated by: Michael Prado and Ana González

At which level is your English proficiency classified?

Figure 15
Source: Unidad Educativa Bilingue Montessori
Elaborated by: Michael Prado and Ana González

Question 5: At which level is your English proficiency is classified?

One of the most important factors in the teaching English world is the proficiency level the teacher has. Even though there are other factors like delivery and transmitting knowledge to students, the level of proficiency also plays a major role in the teachers and educators. It is adequate for the teacher to have the highest level possible, C2, in order to be efficient at any type of level, whether adavance, intermediate or beginners. The B2 level can be of a moderate proficiency level for students that are graduating High Schools. This can help them in the University world since the level of English in most Universities need to be improved and the teachers' level too.

Table 22
Question 6: How do you evaluate your teaching skills as a whole?

Description	Frequency	Percentage
Not so good	0	0%
Good	10	100%
Very good	0	0%
Excellent	0	0%
TOTAL	10	100%

Source: Unidad Educativa Bilingue Montessori
Elaborated by: Michael Prado and Ana González

How do you evaluate your teaching skills as a whole?

0%

100%

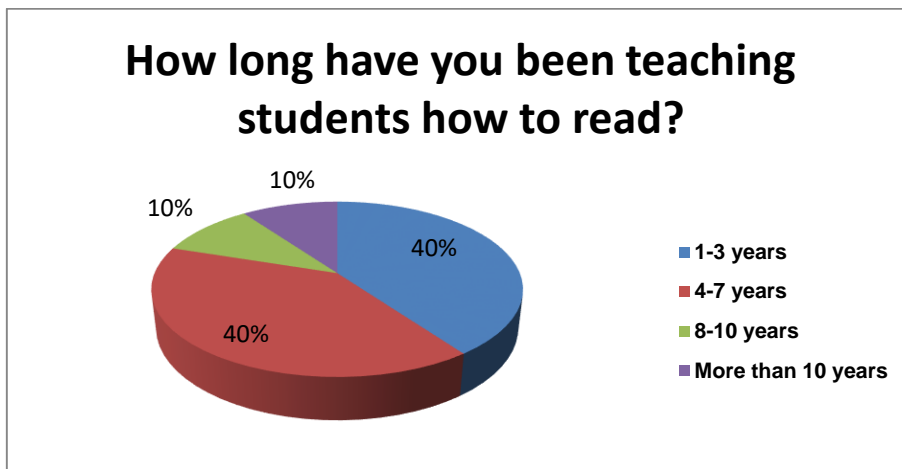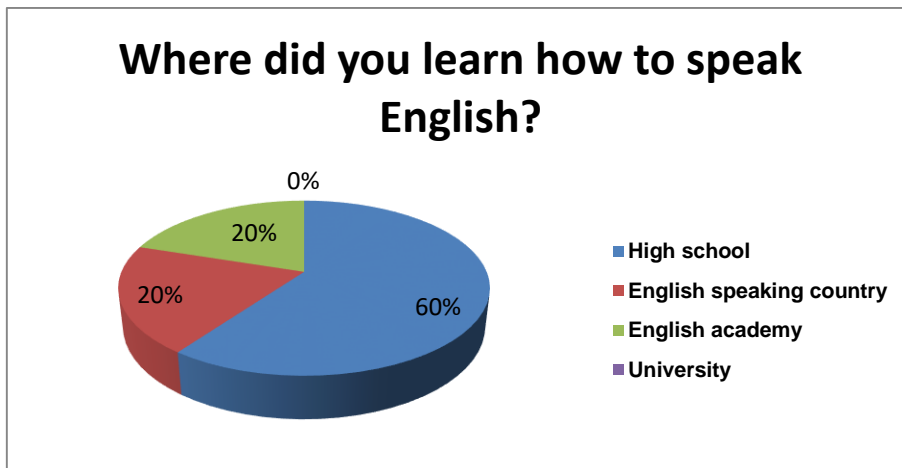- Not so good
- Good
- Very good
- Excellent

Figure 16
Source: Unidad Educativa Bilingue Montessori
Elaborated by: Michael Prado and Ana González

Question 6: How do you evaluate your teaching skills as a whole?

Teachers rated themselves in the "Good" category, meaning that they probably need to be observed a lot more by supervisors or by their peers. This can give them a lot more emphasis in their self-esteem when it comes to teaching the English language. The confidence in teachers must also be implied to a higher plateau so better results can be accomplished when teaching any of the subjects that involve language learning. Advanced students, if any, can take advantage of the situation by thinking that his or her English level is a lot higher than the teacher's. There is nothing wrong with such attitude but the teacher must also maintain the leading role in the teaching aspect present and at all times.

Table 23
Question 7: Do you feel that your teaching skills need to improve or are excellent?

Description	Frequency	Percentage
Need to improve	0	0%
Not so bad	2	20%
Good	8	80%
Excellent	0	0%
TOTAL	10	100%

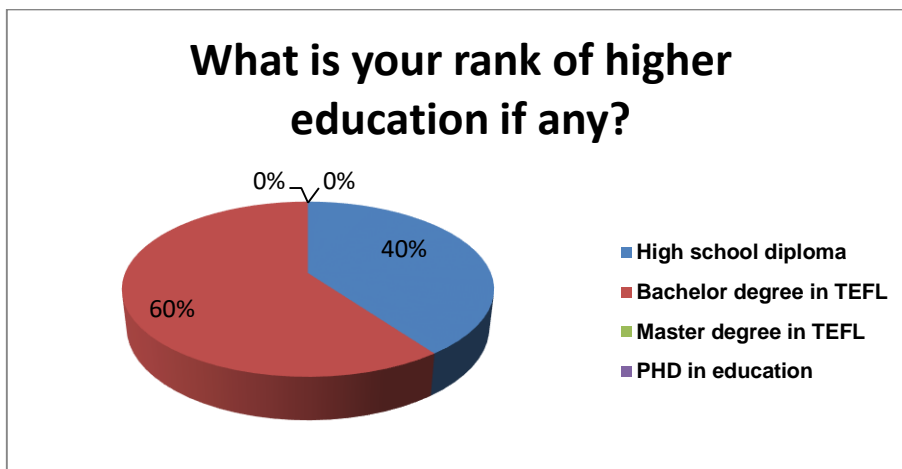Source: Unidad Educativa Bilingue Montessori
Elaborated by: Michael Prado and Ana González

Figure 17
Source: Unidad Educativa Bilingue Montessori
Elaborated by: Michael Prado and Ana González

Question 7: Do you feel that your teaching skills need to improve or are excellent?

The graphic provides the rating that teachers give their own teaching skills in the ranks of need of improvement to not so bad to good and excellent as the highest rate. This graphic, like the one before, shows that teachers grade themselves in the "Good" level. Teaching skills are progressed with time and the different experiences teachers encounter in their career as teachers. The hardship situations that happens in a classroom and depending on the type of schooling this is done, can really have a positive or negative effect in a teacher's repertoire, giving the teacher a different spectrum on how to address a class and a typical, repeated situation he or she may face regularly. The rating they have given themselves can be mooted and it can differentiate in a case by case situation.

Table 24
Question 8: Do you like to attend seminars that are involved with professional development?

Description	Frequency	Percentage
Yes	2	20%
No	8	80%
TOTAL	10	100%

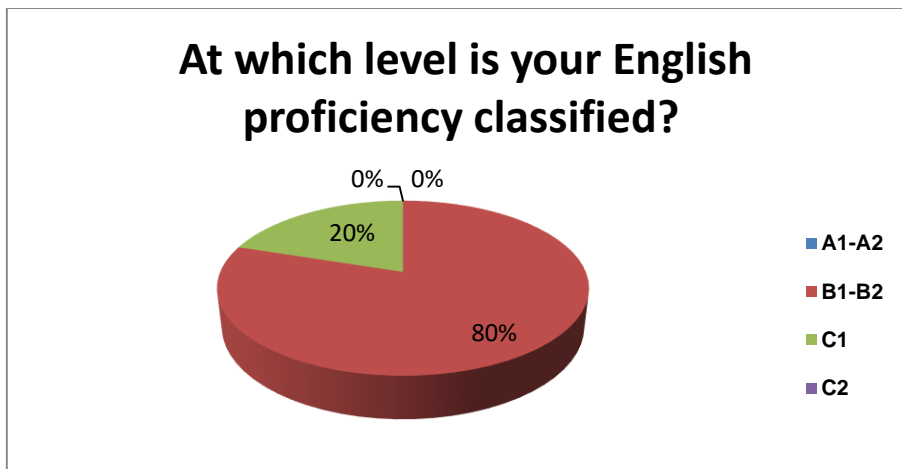Source: Unidad Educativa Bilingue Montessori
Elaborated by: Michael Prado and Ana González
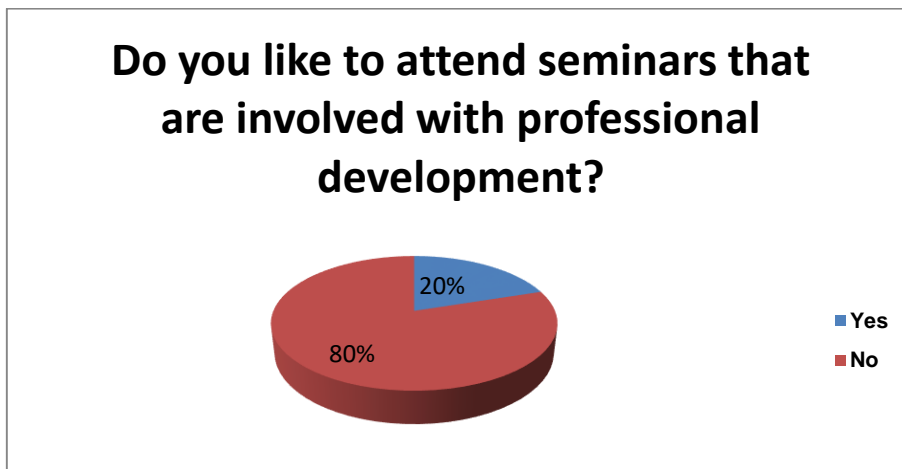
Figure 18
Source: Unidad Educativa Bilingue Montessori
Elaborated by: Michael Prado and Ana González

Question 8: Do you like to attend seminars that are involved with professional development?

Only 2 out of ten teachers like to attend seminars that can help them with their professional development. These types of seminars are helpful, but sometimes it becomes a difficulty for teachers to attend. The seminars may have topics in which teachers may already be familiar with or many of such may have already been given by repeated presenters. The English teacher can be demanding sometimes, especially when it comes to seminars that take two to three hours of their time. On the other hand, these seminars are of the utmost proficient caliber to honed teachers in the teaching aspects concerning teaching, language learning, teaching styles, learning styles and pedagogy.

Table 25

Question 9: Do you often keep students engaged in the English language?

Description	Frequency	Percentage
Now and then	0	0%
Sometimes	2	20%
Most of the time	8	80%
Always	0	0%
TOTAL	10	100%

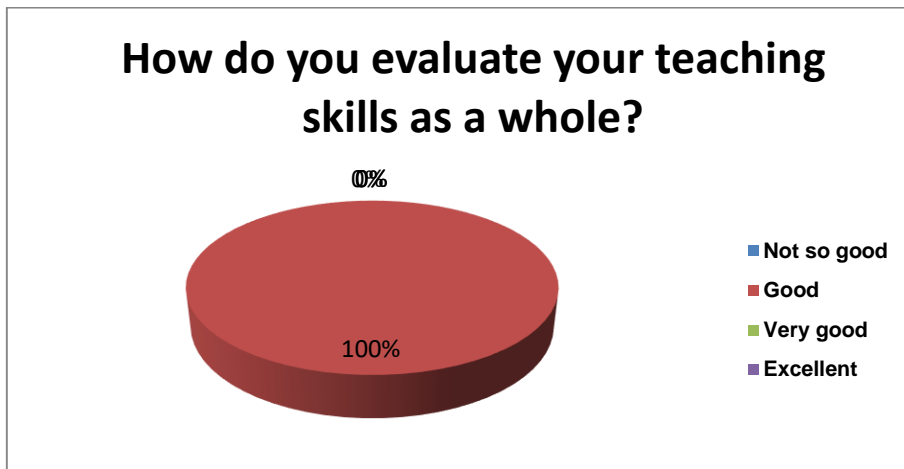Source: Unidad Educativa Bilingue Montessori
Elaborated by: Michael Prado and Ana González
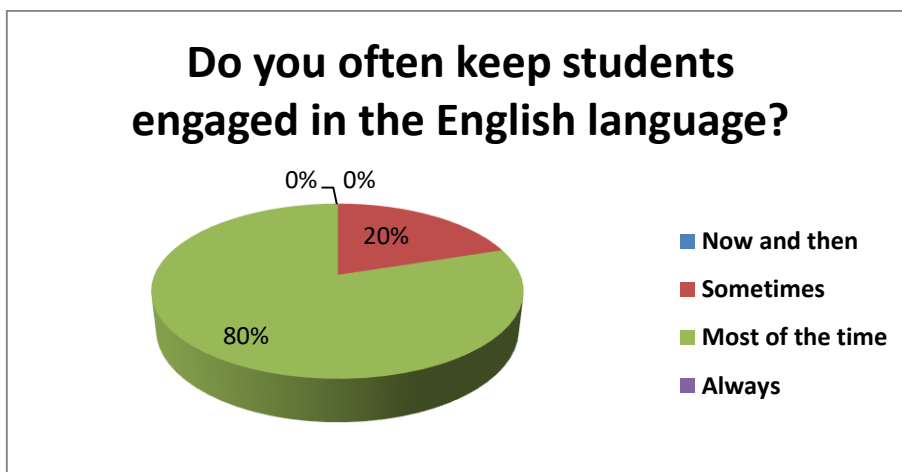
Figure 19
Source: Unidad Educativa Bilingue Montessori
Elaborated by: Michael Prado and Ana González

Question 9: Do you often keep students engaged in the English language?

Even though students prefer to use their mother tongue at all times, it is up to the teacher's advice to have students use the English language at all times. This can be frustrated for both, teachers and students, but practice of the oral pronunciation and conversation must be done and keep students at the production level to improve their speaking proficiency. The teacher must also lead by example and practice the English language in class with students at all times. It is only that way that students will sharpen their speaking and listening skills which will help them to also calibrate their reading and writing skills gradually.

Table 26
Question 10: Do you make reading exercises as ludic as possible?

Description	Frequency	Percentage
Never	0	0%
Hardly ever	6	20%
Sometimes	2	60%
Most of the time	2	20%
TOTAL	10	100%

Source: Unidad Educativa Bilingue Montessori
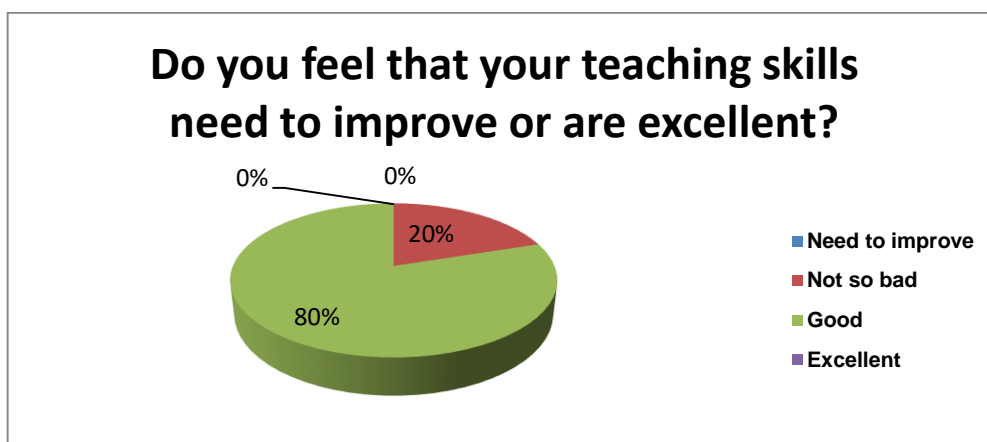Elaborated by: Michael Prado and Ana González
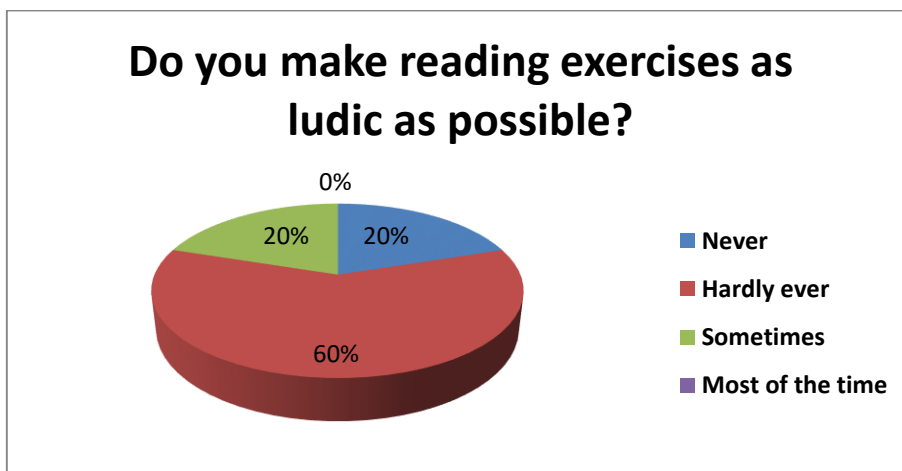
Figure 20
Source: Unidad Educativa Bilingue Montessori
Elaborated by: Michael Prado and Ana González

Question 10: Do you make reading exercises as ludic as possible?

It can be noticed that a 60% of the teachers used games with students for reading comprehension classes. This needs to be elevated to a hundred percent since it is a known fact that learning is a lot more efficient when the task is filled with fun activities where Total Physical Response is one of the techniques applied in learning. Teachers also address the topics in different ways from the traditional style of learning when ludic activities are involved, making the task a lot more personal and the learning a lot more significant.

3.5.3 Pre- Test Results

Students' reading comprehension skills were assessed based on the students' literal, inferential and critical concepts involved in reading skills. The **purpose** of a pre-test was to save teachers time within the classroom while teaching new material or subjects. This pre-test could also be used as the post-assessment test and it could be administered at the beginning and end of the school year if necessary. The characteristics of a pre-test are that the test must be focused, quick, comprehensive, punctual and educational guiding.

Table 27
Pretest results

	Literal	Inferential	Critical	Total	Scal
S1	33	33	33	99/99	Exc
S2	30	30	30	90/99	Exc
S3	33	33	33	99/99	Exc
S4	30	30	30	90/99	Exc
S5	30	30	30	90/99	Exc
S6	30	30	30	90/99	Exc
S7	09	09	09	27/99	Poor
S8	07	07	07	21/99	Poor
S9	30	30	30	90/99	Exc
S10	06	06	06	18/99	Poor
S11	25	20	30	75/99	Good
S12	30	26	20	76/99	Good
S13	06	06	06	18/99	Poor
S14	24	22	21	67/99	Fair
S15	02	02	02	06/99	Poor
S16	06	06	06	18/99	Poor
S17	30	30	30	90/99	Exc
S18	03	03	03	09/99	Poor
S19	06	06	06	18/99	Poor
S20	30	30	30	90/99	Exc
S21	04	04	04	12/99	Poor
S22	24	24	33	81/99	VG
S23	30	30	30	90/99	Exc
S24	29	29	29	87/99	VG
S25	05	05	05	15/99	Poor
S26	30	30	30	90/99	Exc
S27	30	30	30	90/99	Exc
S28	29	29	29	87/99	VG
S29	29	29	29	87/99	VG
S30	30	30	30	90/99	Exc
Total	640	629	641	1,910	
%	64.64	63.53%	64.74%	64.30%	

Source: Students from 3rd grade at the Bilingual High School Montessori.
Author: Michael Prado and Ana González

Table 28

Results gotten by the students according to each aspect of reading comprehension

Description	Percentage
Literal	64.64%
Inferential	63.53%
Critical	64.74%

Source: Unidad Educativa Bilingue Montessori
Elaborated by: Michael Prado and Ana Gabriela Gonzalez
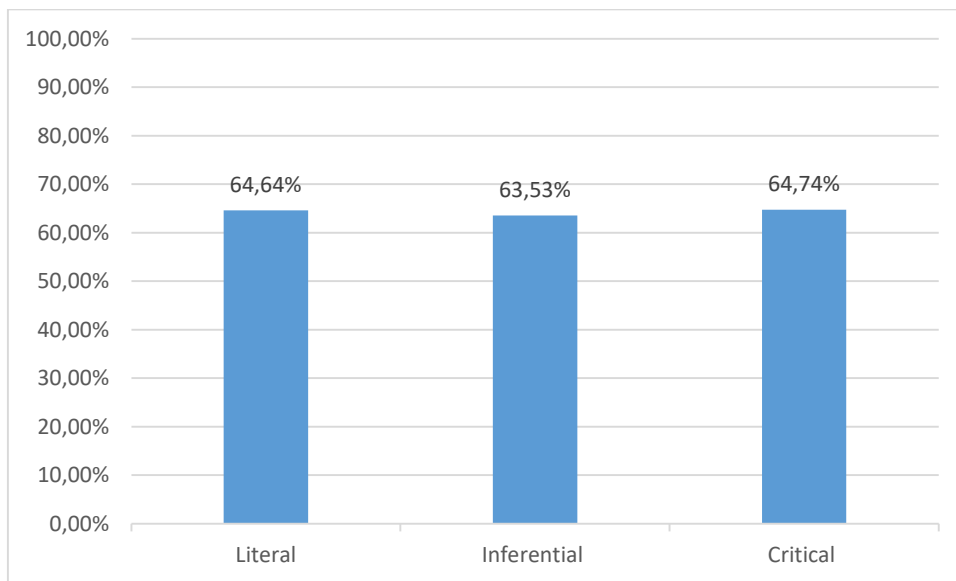
Figure 21
Source: Unidad Educativa Bilingue Montessori
Elaborated by: Michael Prado and Ana Gabriela Gonzalez

Results gotten by the students according to each aspect of the reading comprehension skills

This graph shows that 30 students have a reading comprehension proficiency in the low range. It was also noted that the students are in the **64.30** percent as a whole in reading comprehension involving the literal, inference and critical dimensions. The reading performance also is the compilation that has been measured. The content of the reading excerpt must include vocabulary knowledge in order to improve such reading comprehension skills in the class level. Individually, it will take class participation and with the right vocabulary and cloze exercises that are involved in reading skill development, the objective to improve reading comprehension may be reached.

Literal
Table 29
Analysis of Literal

Description	Frequency	Percentage
A-Excellent (90-100)	14	46.66%
B-Very good (80-89)	3	10.00%
C-Good (70-79)	3	10.00%
D-Fair (60-69)	0	00.00%
E-Poor (0-59)	10	33.33%
TOTAL	30	100%

Source: Unidad Educativa Bilingue Montessori
Elaborated by: Michael Prado and Ana Gabriela Gonzalez

Figure 22
Source: Unidad Educativa Bilingue Montessori
Elaborated by: Michael Prado and Ana Gabriela Gonzalez

Analysis of Literal

As demonstrated in the graphic above, the students are challenged when it comes to reaching the author's opinion in the literal dimension as the test was done. It may be the lack of certain vocabulary words that are used in predetermined fields in the English learning area. The tests served as a diagnose to indicate the proficiency of the students in the reading comprehension field with reading excerpt that are a bit more challenging than the average reading text or book. The objective for these types of activities are focused on the reading reinforcement that the students vastly need.

Inferential
Table 30
Analysis of inferential

Description	Frequency	Percentage
A-Excellent (90-100)	13	43.33%
B-Very good (80-89)	3	10%
C-Good (70-79)	2	6.66%
D-Fair (60-69)	2	6.66%
E-Poor (0-59)	10	33.33%
TOTAL	30	100%

Source: Unidad Educativa Bilingue Montessori
Elaborated by: Michael Prado and Ana Gabriela Gonzalez

Figure 23
Source: Unidad Educativa Bilingue Montessori
Elaborated by: Michael Prado and Ana Gabriela Gonzalez

Analysis of Inferential

The graph above shows that students have some difficulties inferring information when reading. This can be attribute to the lack of vocabulary and the reading skills that still need to be learned in reading comprehension classes such as parts of speech in a sentence, the main topic in a sentence and what the main idea is when reading. The results also show that most of the class is engage in understanding when reading and has an adequate adaption to the styles of reading whether informative, entertaining or persuading.

Critical
Table 31
Analysis of Critical

Description	Frequency	Percentage
A-Excellent (90-100)	13	43.33%
B-Very good (80-89)	3	10%
C-Good (70-79)	2	6.66%
D-Fair (60-69)	2	6.66%
E-Poor (0-59)	10	33.33%
TOTAL	30	100%

Source: Unidad Educativa Bilingue Montessori
Elaborated by: Michael Prado and Ana Gabriela Gonzalez

Figure 24
Source: Unidad Educativa Bilingual Montessori
Elaborated by: Michael Prado and Ana Gabriela Gonzalez

Analysis of Critical

The graph above shows that students have some difficulties with critical thinking and judgmental process relating information in reading. This is the prime reason why students need to practice in class a lot more often, giving their opinion about what they read and jumping to conclusions before finishing the readers. Anticipating, ending the story on their own or changing the ending of the stories can help students develop such skills that can contribute to critical thinking.

3.5.4 Post Test Results

The post-test which was given to third BGU students after the application of the reading strategies, consisted of 15 questions that elicited literal, inference and critical answers from students, testing their improvement in such fields of reading comprehension. The scoring improved to a 90% total average in the three dimensions mentioned previously.

Table 32
Post test results

	Literal	Inferenti	Critical	Total	Scal
S1	33	33	33	99/99	Exc
S2	33	33	33	99/99	Exc
S3	33	33	33	99/99	Exc
S4	33	33	33	99/99	Exc
S5	33	30	30	93/99	Exc
S6	33	30	30	93/99	Exc
S7	33	33	33	99/99	Exc
S8	33	33	33	99/99	Exc
S9	29	30	30	89/99	VG
S10	30	30	30	99/99	Exc
S11	30	28	30	88/99	VG
S12	30	26	25	81/99	VG
S13	33	33	33	99/99	Exc
S14	33	33	33	99/99	Exc
S15	33	33	33	99/99	Exc
S16	33	33	33	99/99	Exc
S17	30	30	29	89/99	VG
S18	33	33	33	99/99	Exc
S19	33	33	33	99/99	Exc
S20	27	30	30	87/99	VG
S21	33	33	33	99/99	Exc
S22	33	33	33	99/99	Exc
S23	33	33	33	99/99	Exc
S24	33	33	33	99/99	Exc
S25	33	33	33	99/99	Exc
S26	33	33	33	99/99	Exc
S27	33	33	33	99/99	Exc
S28	33	33	33	99/99	Exc
S29	33	33	33	99/99	Exc
S30	33	33	33	99/99	Exc
Total	968	960	960	2,907	
%	97.77%	96.96%	96.96%	97.23	

Source: Students from 3rd grade at the Bilingual High School Montessori.
Author: Michael Prado and Ana González

Table 33
Results gotten by the students according to each aspect of reading comprehension

Description	Percentage
Literal	97.77%
Inferential	96.96%
Critical	96.96%

Source: Unidad Educativa Bilingue Montessori
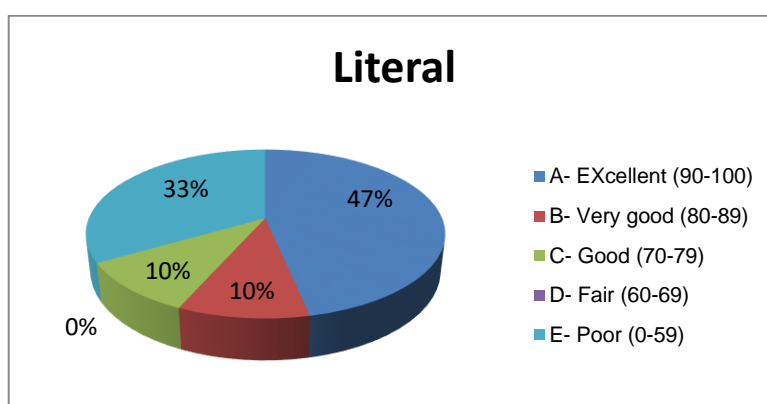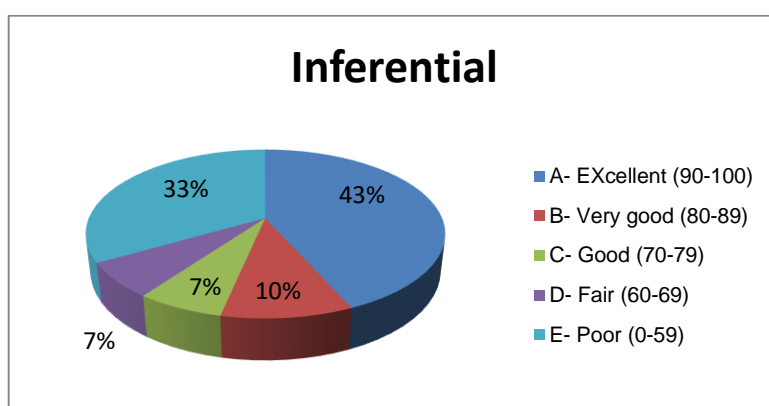Elaborated by: Michael Prado and Ana Gabriela Gonzalez
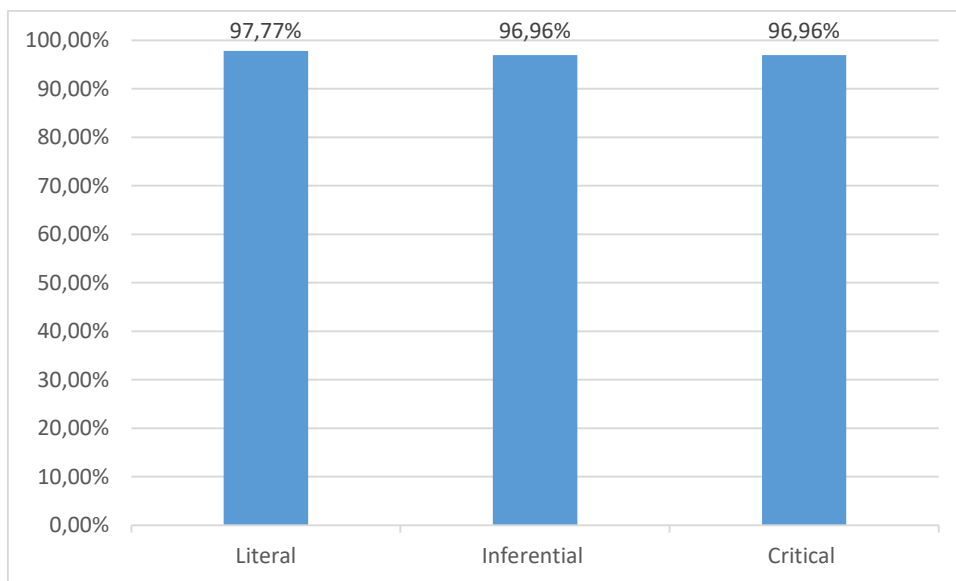
Figure 25
Source: Unidad Educativa Bilingue Montessori
Elaborated by: Michael Prado and Ana Gabriela Gonzalez

Results gotten by the students according to each aspect of the reading comprehension skills

This graph shows that the 30 students have improve their reading comprehension proficiency form **64.30**% to a **97.23**%. The exercises that were focused on reading comprehension and reaching author's opinion, inferring and critical thinking have shown better results to students' benefits in reading. The post-test consisted of 15 questions that elicited literal, inference and critical answers from students, testing their improvement in such fields of reading comprehension. The scoring improved to a **98.79**% total average in the three dimensions mentioned previously.

Literal

Table 34
Analysis of Literal

Description	Frequency	Percentage
A-Excellent (90-100)	28	93.33%
B-Very good (80-89)	2	6.66%
C-Good (70-79)	0	0%
D-Fair (60-69)	0	0%
E-Poor (0-59)	0	0%
TOTAL	30	100%

Source: Unidad Educativa Bilingue Montessori
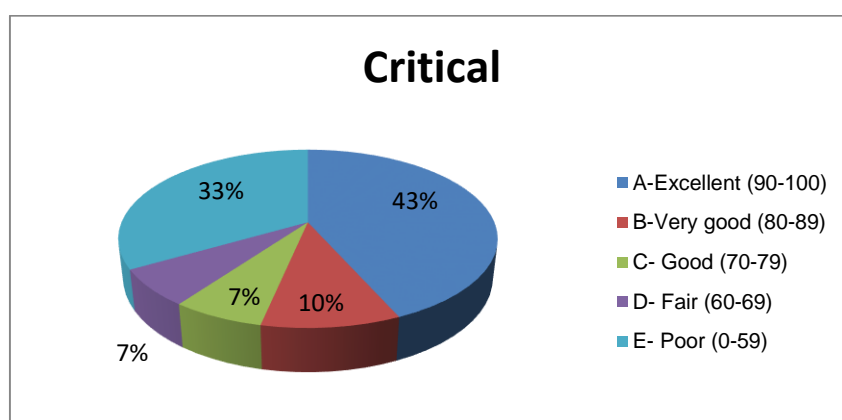Elaborated by: Michael Prado and Ana Gabriela Gonzalez

Literal

- A- Excellent (90-100)
- B- Very good (80-89)
- C- Good (70-79)
- D- Fair (60-69)
- E- Poor (0-59)

0%
7%
93%

Figure 26
Source: Unidad Educativa Bilingue Montessori
Elaborated by: Michael Prado and Ana Gabriela Gonzalez

Analysis of Literal

The students have been able to improve in the literal part of the reading comprehension exam that was given to them in a substantial period of time. The exam was directed in three parts as the pre-test was. However, this time the post-test displayed exercises that were essential to the author's opinion and with the practice of vocabulary usage and reading excerpts included in the proposal.

Inferential

Table 35
Analysis of inferential

Description	Frequency	Percentage
A-Excellent (90-100)	28	93.33%
B-Very good (80-89)	1	3.33%
C-Good (70-79)	1	3.33%
D-Fair (60-69)	0	0%
E-Poor (0-59)	0	0%
TOTAL	30	100%

Source: Unidad Educativa Bilingue Montessori
Elaborated by: Michael Prado and Ana Gabriela Gonzalez
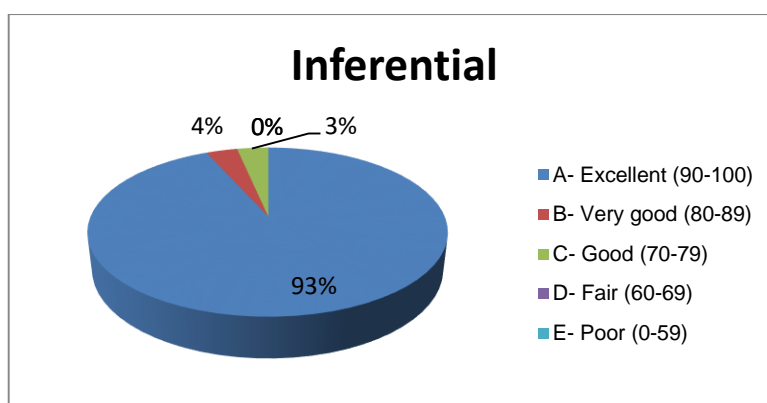
Figure 27
Source: Unidad Educativa Bilingue Montessori
Elaborated by: Michael Prado and Ana Gabriela Gonzalez

Analysis of Inferential

The results of the process to infer information when reading has improved significally. The use of vocabulary has been used in constant opportunities for students to be able to decipher content in the excerpts when reading, highlighting words and finding their meaning in order to get the gist of the reading excerpts. This can attribute to the proper training in class concerning vocabulary and reading skills. The results also show that most of the class stays engaged for inference exercises and understanding.

Critical
Table 36
Analysis of Critical

Description	Frequency	Percentage
A-Excellent (90-100)	28	93.33%
B-Very good (80-89)	1	3.33%
C-Good (70-79)	1	3.33%
D-Fair (60-69)	0	0%
E-Poor (0-59)	0	0%
TOTAL	30	100%

Source: Unidad Educativa Bilingue Montessori
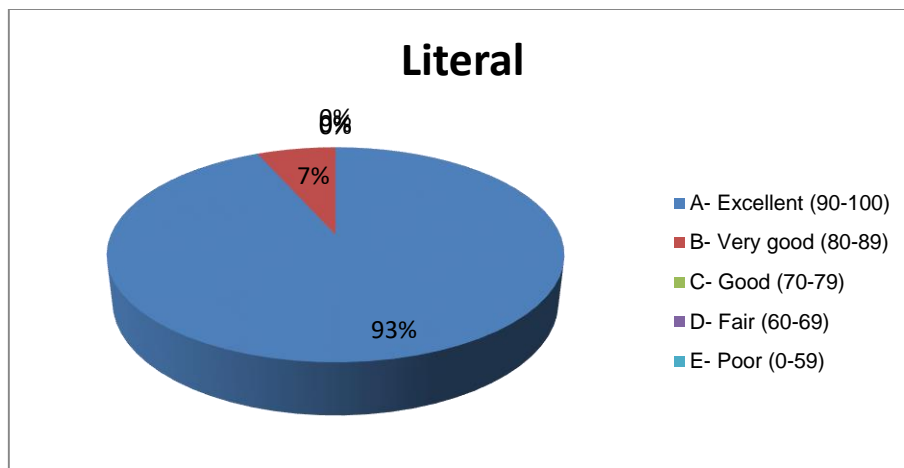Elaborated by: Michael Prado and Ana Gabriela Gonzalez
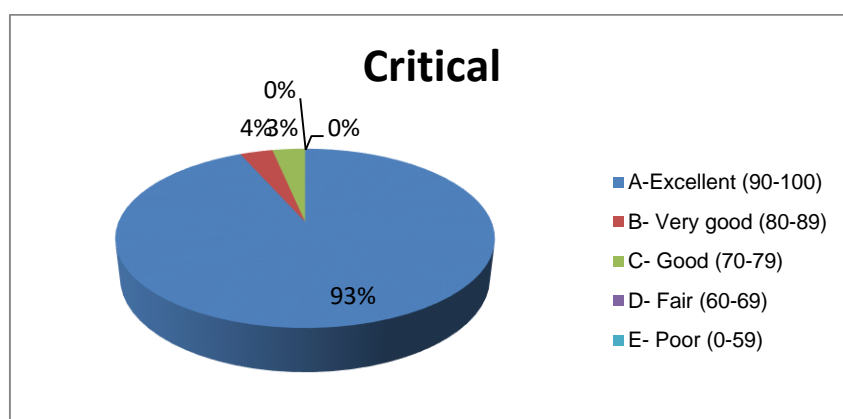
Figure 28
Source: Unidad Educativa Bilingual Montessori
Elaborated by: Michael Prado and Ana Gabriela Gonzalez

Analysis of Critical

The graph above shows that students have overcome their critical thinking and judgmental difficulties relating information in reading. This is the prime reason why students practiced in class a lot more often, promoting opinions on their own about what they read and concluding before the ends of paragraphs and reading excerpts.

3.5.5 Principal's Interview

The Director allowed to share that teachers were apt to the most adequate teaching skill trade when it came to language learning. She also noted that the teaching done in class was based on the CEFR, the Common European Framework of Reference which the Ministry of Education has adopted in order to classify language learners'

proficiency level. The interview lasted for about 20 minutes and it managed a 10 question process in which the Director also had the opportunity to display the possibilities of improving reading strategies that would help students acquire sound reading comprehension and performance in the English learning field.

Pre- Test and Post- Test Comparative Analysis

The pretest and posttest results were obtained, an analysis comparing both should be demonstrated in order to see and differentiate the two exams. The graphics, results, grades and performance should be compared in the assessment. Standarizing the results will be useless because that was already done before. Therefore, the grading was done by the method the charts represent. The two trends presented the final results. Any type of increasement was also demonstrated since the comparison was the improvement that was expected and the purpose of these two exams, by measuring the integrity of the tests and their outcome as a whole.

Pre test and post test comparative analysis of literal dimension

Figure 29
Source: Students from 3rd grade at the Bilingual High School Montessori.
Author: Michael Prado and Ana González

The students in the pretest achieved a score of 64.64% and in the post test they improved their literal understanding in reading by boosting the scores to a 97.77%. It is safe to conclude that students **literal** review of Reading excerpts can be achieved by the improvement of vocabulary meaning. The vocabulary is the key element to help students improve their reading skills and for them to also reach a satisfactory understanding with content, coherence, syntax and diction of the reading passages, providing the student a better opportunity to comprehend what the student reads and how to transmit such information to others or in a presentation if necessary.

Pre Test and Post Test Comparative Analysis of Inferential Dimension

Figure 30
Source: Students from 3rd grade at the Bilingual High School Montessori.
Author: Michael Prado and Ana González

The comparison chart in the inferential criteria demonstrates that students can also develop beyond simple reading comprehension of an excerpt or a story. This ability involves modeling reading, students to learn how to find clues and how to use the information that has been received to support the inferences that have been interpreted by the student in the reading excerpts. This helps students greatly to develop indifferences to identify parts of speech throughout an excerpt or a story

86

and determine what those parts of speech refer to. The improvement in this area when from 53.63% in the pretest to a 96.96 in the post test. An increase of 43.33 percent as a whole.

Pre Test and Post Test Comparative Analysis of Literal Dimension
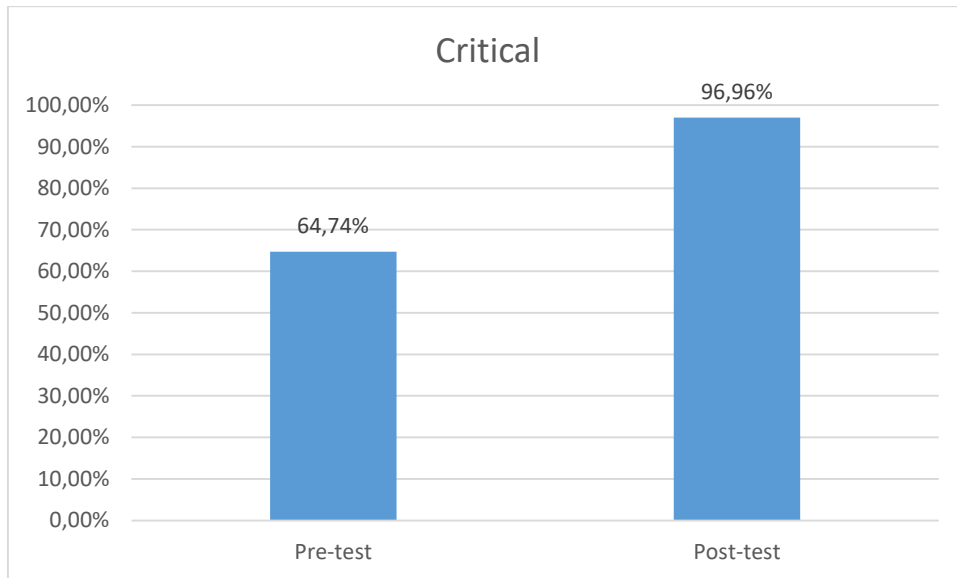
Figure 31
Source: Students from 3rd grade at the Bilingual High School Montessori.
Author: Michael Prado and Ana González

Another improvement this comparison chart shows is the critical reading ability that went up from a 64. 74 percent to 96. 96 percent. The intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication in reading excerpts helps improve the critical thinking in students as well. The results show that the capability to greatly improve students' full capacity to make objective, effective choices and arguments. Not having these skills put in to use, arguments could often be favorable to only one side of the instead of producing debate or the opportunity to dialogue and have communication and reading understanding adequately.
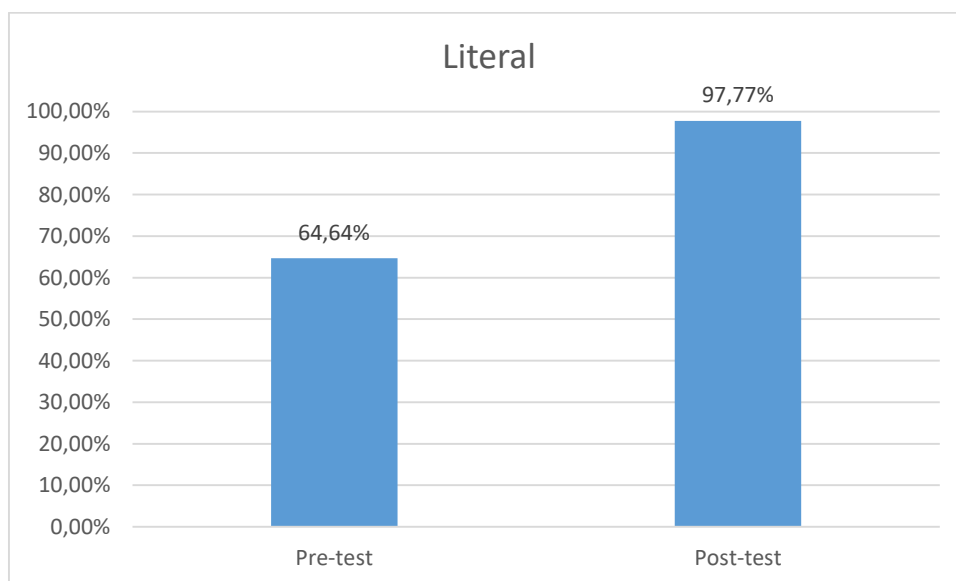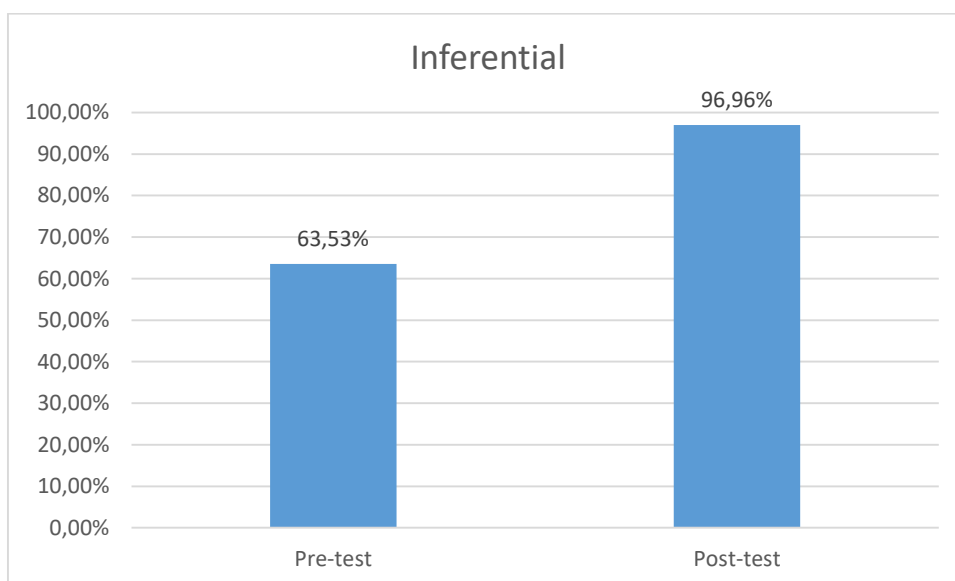
PRE TEST AND POST TEST ANALYSIS
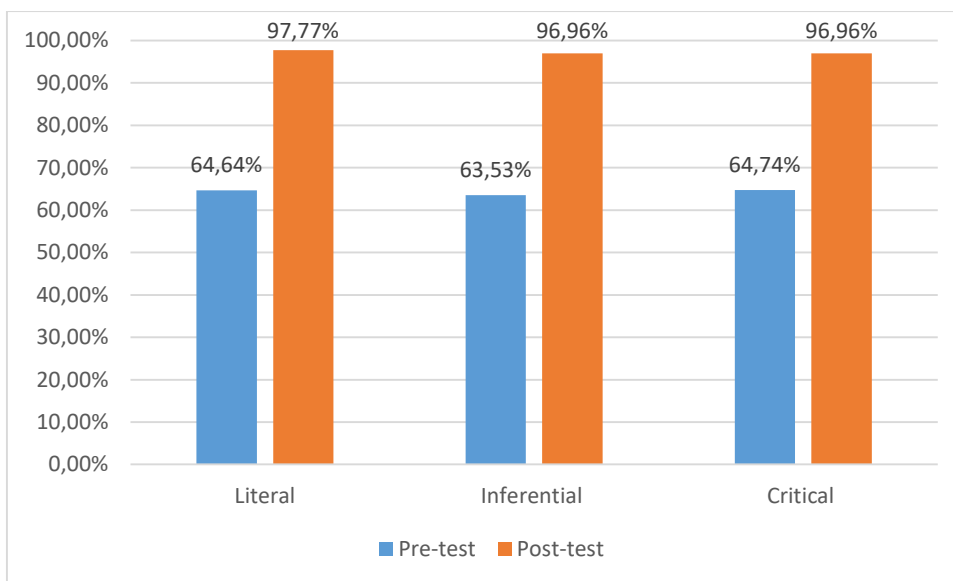
Figure 32
Source: Students from 3rd grade at the Bilingual High School Montessori.
Author: Michael Prado and Ana González

The comparison of the analysis between the pre-test and post-test were done. The graphics can show the results of the analysis as well as the percentages and the differences between progresses from the pretest to the post test results. This is proof to consider the quality of the test being administered to the students in three different criteria, the literal, inferential and critical. The overall reading comprehension performance was also elevated to a 98%.

3.6 Preliminary Conclusions

The instruments put out the proper results for all the data needed in order to reach concrete conclusions in the preliminary stage. These results determine that the researchers used the proper and adequate techniques, instruments and material to encourage the reading skills necessary enough to help students raise their scores. The reading comprehension skills, the inference of information to reach stable reasoning and the critical thinking skills were all a compilation for the post test to be successful and students could learn and gradually acquire reading comprehension.

CHAPTER IV PROPOSED PROJECT PLAN

4.1 Title

METHODOLOGICAL STRATEGIES TO ENHANCE READING COMPREHENSION SKILLS IN STUDENTS OF THIRD B.G.U. AT BILINGUAL SCHOOL MONTESSORI IN THE SCHOLASTIC YEAR 2017-2018

4.2 Justification

Students should learn foreign languages in the most natural way, and with the implementation of the most suitable pedagogical strategies by the teacher since the main objective of the lesson is learning the foreign language intelligibly and appropriately. This project is focused on the proper investigation at hand to improve reading comprehension skills in students from the Third B.G.U at the bilingual High School known as Montessori.

The most appropriate methodological strategies need to be applied and class planning can pave the way to achieve these objectives, providing motivation on students to learn how to read and infer the English language in the classroom in the most natural way when reading.

Along the research process it was evident that students showed little control on the foreign language and its structure was not clear to most of them as reading took place. In the theoretical aspect, students had problems managing the proper use of L2 and mastering phonological aspects such as: pronunciation, intonation, stress and diction as they read passages and context from text books.

From the pedagogical point of view, students also had the same problems when expressing themselves in conversations and dialogues. The problem was obvious to identify when students could not express their daily activities in English due to: lack of vocabulary, inappropriate use of grammar tenses or lack of ability to infer what was read.

Students have difficulty understanding the rules and applying them to practice. One of the major problems that was observed during classes was that students kept confusing words' intonations and pronunciations when reading. The right vocabulary was also not being used with the exception of words that derive from the Latin language found in English excerpts. Students were also at the wrongly usage of translating English to Spanish in order for them to understand the passage or the language as a whole.

4.3 Objectives (broad and specific)

4.3.1 Broad Objective

To design a basic didactic guide in order to improve reading comprehension skills in students of Third B. G. U at Montessori High School.

4.3.2 Specific Objectives

- To select the most appropriate methodological strategies taking into account students' ages, interests and learning styles.
- To enhance students' reading comprehension skills through the application of suitable methodological strategies.

4.4 Content framework of the proposed project plan

- COVER PAGE
- INTRODUCTION
- RULES AND REGULATIONS
- UNITS
- UNIT 1- THINKING-ALOUD STRATEGY AND FACTUAL AND NEGATIVE FACTUAL READINGS
- UNIT 2- MODELING AND ADJECTIVES: VOCABULARY QUESTIONS
- UNIT 3- INFERENCE QUESTIONS: PRACTICE WITH INSTRUCTIONS AND COUNTRIES
- UNIT 4- SENTENCE RESTATEMENT QUESTIONS: IDENTIFICATION AND VERB-FUNCTIONS
- UNIT 5- REFERENCE QUESTIONS: COMPREHENSION ACTIVITIES
- UNIT 6- IMPLICATIONS AND PHYSICAL APPEARANCE DIALOGUES
- REFERENCES
- ANSWER KEY

4.5 The proposed Project Plan

This project's proposal was implemented in the months of July, August, September and October at Montessori High School in 2017. This guide is made up of 30 activities which will allow students to put into practice their reading comprehension skills in order to reach mastery. The guide is designed to activate students' prior knowledge and enhance their abilities at the same time. A variety of student-centered activities with explanations can help students put into practice their comprehension skills in text as well. The design of the activities will assist students and keep them engaged while learning is taking place in groups or in pairs or individually if it's assigned as extra homework too.

Table 37
Chronological schedule of the didactic guide

Date	Time	UNIT	Description	Skills developed
30/10/2017	8:30 to 9:10	1. THINKING ALOUD STRATEGIES: FACTUAL AND NEGATIVE FACTUAL READINGS	Factual questions ask about explicit facts and details given in the passage. They often contain on of the wh-words or phrases: who, what, when, where, why and so on. They usually begin with the phrase **According to:** According to the passage,… According to the author,… According to the theories of According to the information in the paragraph,… They may also begin with the phrase: What does the author say about …?	• Scanning • Thinking aloud
01/11/2017	8:30 to 9:10	2. MODELING AND ADJECTIVES: VOCABULARY QUESTIONS	Vocabulary questions ask about the meaning of words or phrases in a passage. Students decide which of the words or phrases is closest in meaning to the word from the passage. Most vocabulary words usually, verbs or adjectives ask about single words; others ask about general speaking.	• Synonyms • Examples • Contrast • Word analysis • General context
06/11/2017	8:30 to 9:10	3. INFERENCE QUESTIONS: PRACTICE WITH INSTRUCTIO	For reading comprehension, inference is necessary. The answers in this exercise are not directly provided in the passage. Students have to "read between the lines" in order to answer them.	• Inference • Reading between the lines • Discrimination of

		NS AND COUNTRIES	These type of questions can be written in many ways.	vocabulary
08/11/2017	8:30 to 9:10	4. SENTENCE RESTATEME NT QUESTIONS: IDENTIFICATI ON AND VERB-FUNCTIONS	In this activities, students will see sentences that represent other sentences that summarize the information in the original sentence. The grammar will be different and the vocabulary too, substituting synonyms for words in the original sentence.	• Synonym s • Antonym s • Summari ze • Simplifyin g
13/11/2017	8:30 to 9:10	5. REFERENCE QUESTIONS: COMPREHEN SION ACTIVITIES	Reference questions ask students to see pronouns or other reference words in the passage. Students are given nouns or noun phrases from the passages and they must choose the correct referent words.	• Personal pronouns • Adjective s • Relative pronouns • Adverbs • Demonstr ative pronouns • Referenc e words
15/11/2017	8:30 to 9:10	6. LITERAL, INFERENTIAL AND CRITICAL QUESTIONS: IMPLICATION S AND PHYSICAL APPEARANC E DIALOGUES	This type of questions test understanding of correct sequence, organization, paragraph cohesion. Students must apply an overall understanding of what they are reading.	• Cohesion • Organizat ion • Sequenc e

Source: Students from 3rd grade at the Bilingual High School Montessori.
Author: Michael Prado and Ana González

The future application of the proposal consists of 4 phases:

PHASE I: Activate students' word meaning, communication and utter comprehension in reading skills.

PHASE II: keep students engaged with activities that activate prior knowledge and have innovating infer exercises to help them develop reading comprehension skills in expressing themselves correctly.

PHASE III: Practice new methods to uphold students' critical thinking learning process and convey significant meaning.

PHASE IV: Evaluation, feedback and assessment about students acquiring literal skills and inferential understanding and reading comprehension skills in the classroom to maximize and improve English.

MATERIALS

Our handbook was supported by several English reading practice web sites:

(Keep reading, 2010)

(Reading aloud to yourself, 1999)

(English to read about, 2012)

(Ministerio de Educacion, 2002)

(learn English by reading, 2015)

(Sparkle and shine your reading, 2015)

The following books were also part of the investigation that helped inspired some of the exercises included in the guide to be used.

(Read your opinion and think) (By Raymond Murphy)

(English in Supplementary Reading Activities) (by Louise Hashemi, Raymond Murphy)

METHODOLOGICAL STRATEGIES TO ENHANCE READING COMPREHENSION SKILLS

WORKSHEETS
Activities

ANA GABRIELA GONZALEZ ZAMBRANO

MICHAEL ENRIQUE PRADO CÓRDOVA

4.5.1 Introduction

The assumption that reading and answering questions about the excerpt afterward is something that it can be easily done and have the answers correct is just as wrong as thinking that a person would be able to speak a language properly just by repetition. There is a development of skills that need to be complied and applied with in order for such comprehension to take place. This is a process that requires much time and effort from teacher and student as well. Reading comprehension is based on scanning, thinking aloud, synonyms, contrast, word analysis, general context, inference, reading between the line, discrimination of vocabulary, antonyms, summarize, simplifying, personal pronouns, adjectives, relative pronouns, adverbs, demonstrative pronouns, reference words, cohesion, organization and comprehend sequence. These are the most reliable skills that are needed for reading comprehension to set in and they are used in this guide.

4.5.2 Rules and Regulations

Table 38
Rules

Type of exercise	:	Reading
Name	:	**METHODOLOGICAL STRATEGIES TO ENHANCE READING COMPREHENSION ACTIVITIES**
Skills	:	READING
Description	:	This is a group and individual activity focused on different types of activities that are explained with the instructions to follow in order get the gist of the reading and help communicate properly the ideas of any concept as well. Teachers need to start these kinds of activities with simple excerpts. The group or individual that finishes first is the winner.
Objective	:	To use exercises to motivate students into Reading comprehension.
Instructions	:	• Teach the content before using it. • Explain the activity. • Break the class up in groups. • Give an example with a group of learners. • Start the game when the teacher says.

Resources	:	Flashcards, markers and sheets, etc.
Rules	:	• Learners have to listen carefully what the teacher says. • Learners are not allowed to speak in Spanish. • One student in the group has to raise his/her hand to say the sentence or answer once he/she finishes and is asked to do so by the teacher. • If the student doesn't answer properly another group will have the chance to do it.
Suggestions	:	In order to develop reading comprehension skills, learners can read excerpts to themselves the words and sentences found in all the groups in their notebooks.

Source: Students from 3rd grade at the Bilingual High School Montessori.
Author: Michael Prado and Ana González

4.5.3 UNITS

4.5.3.1 UNIT 1- Thinking Aloud Strategy and Factual and Negative Factual Readings

Factual questions that promote the thinking aloud strategy sometimes begin with phrases like: What does the author say about…..?

When these phrases are given, the student know that the information needed for an answer is directly stated somewhere in the passage and the student needs to also rely on SCANNING for the answer or related phrases.

Scanning is to read quickly to find certain information. To answer factual or negative factual questions, the student must scan the passage or paragraph to locate and identify information that the question asks about.

If students are not sure how to find such answer, they can do the following:

- Focus on one or two key words from the questions. These might be dates, names or other nouns. Something that will be easy to find as students scan and by locking these words in their mind.

- Scan the passage as they read and look for words or their synonyms. Students should concentrate to look only for those words to accomplish scanning a text correctly.

- Students should be reminded that questions generally follow the order of the passage. Therefore, they will usually read from the last questions that they answered and not up from the passage.

- When students find the key words in the passage, they should carefully read the sentence where this happens. They may have to read the sentences preceding or following that sentence as well.

- Students need to compare the information that they read with the answer choice they have.

- Correct answers for factual questions seldom use exactly the same words that the passage uses. They often contain synonyms and have different grammatical structures.

Sample for concept 1

BIRDS OF A FEATHER

Heyerdahl gave other evidence for the South American origin of the Hanau Eepe. The stonework of the stone platforms called ahu was incredibly intricate, unlike any made by other Pacific Islanders. However, the Inca people of South America were famous for intricate stonework. Another piece of evidence Heyerdahl presented was the fact that the staple food of the Easter Islanders, the sweet potato, is not found in Polynesia. He believed that it carne with the Hanau Eepe from South America.

Birds

Figure 33
Source: Students from 3rd grade at the Bilingual High School Montessori.
Author: Michael Prado and Ana González

DNA testing has proven that all Easter Islanders were in fact descended from Polynesians. The current theory is that the Hanau Momoko and Hanau Eepe were two of perhaps twelve clans of islanders, all of whom built statues. The "statue toppling wars" broke out among the clans as the island became over-populated. When one group won a victory over another, they toppled their enemies' statues. Archaeologists say that the resemblance between the stonework of the Easter Islanders and that of the Inca is coincidental. As for the sweet potato, most scientists now believe that sweet potato seeds carne to the island in the stomachs of sea birds.

Bird

Figure 34
Source: Students from 3rd grade at the Bilingual High School Montessori.
Author: Michael Prado and Ana González

According to modern theory, how did sweet potato seeds come to Easter Island?

    A. They were brought from South America.

    B. They were washed up by the waves

    C. They were brought by westerner in 1722.

    D. They were transported by sea birds.

4.5.3.2 UNIT 2- Modeling and adjectives: vocabulary questions

Vocabulary questions using modeling and adjectives ask about the meaning of words or phrases in the passage. Students have to decide which of the four option words or phrases is the closest in meaning to the word from the passage that may be highlighted,

underlined or boxed in. Most vocabulary questions ask about single words (usually noun, verbs or adjectives). Some ask about phrases involving

several words. There will generally be two or four vocabulary questions about each of the passages in this section.

Students can often use other words in the same sentence or in nearby sentences as clues to get an idea of the meaning of the expression they are being asked about. These words are called the **context**.

Synonyms: The first state to institute **compulsory** education was Massachusetts, which made it mandatory for students to attend school twelve weeks a year. The word *mandatory* is a synonym for the word *compulsory*. If it is mandatory to attend school twelve weeks a year, then *compulsory* education must mean "mandatory," "required," "necessary."

Examples: Many gardeners use some kind of **mulch**, such as chopped leaves, peat moss, grass clippings, pine needles, or wood chips, in order to stop the growth of weeds and to hold in water.

From all the examples given, it is clear that *mulch* means "material from plants."

Contrast

In the 1820's, the Southern states supported improvement in the national transportation system, but the Northern states **balked**.

Because the Southern states supported improvements, and because a word is used that indicates contrast between the first part of the sentence and the second part (but), then the word *balked* must have a meaning that is basically the opposite of *supported*. In other words, the Northern states must have "refused to support" improvements, or "been against" improvements.

Word analysis

A tiger standing in tall grass is almost **invisible** because of its striped markings.

The prefix in- often means "not." The root –vis- means "see." The suffix –ible means "able to be." Even if you are not familiar with the word *invisible*, you could probably guess that it means "not able to seen."

General context

In a desert, vegetation is so **scanty** that it is incapable of supporting any large human population.

As is generally known, deserts contain little vegetation, so clearly the word scanty must mean "scarce" or "barely sufficient."

Students can use any of these techniques to help themselves answer vocabulary questions about the passages that they must read.

These are steps that students should follow when they answer vocabulary questions:

a. Students should look at the highlighted or underlined word or phrase and the four options to answer. If they are familiar with the word, guessing which the correct answer is should be fast to answer.

b. Students read the sentences in which the word appears. (the word will be highlighted or underlined so it will be easy to find.) Context clues in the

sentence or in the sentences before or after help students guess the correct meaning.

c. If context clues do not help students guess the meaning of the word, use word analysis. In other words, see if the prefix, root, or suffix can help understand the word.

d. If students still are not sure which answer is correct, they should read the sentence to themselves with each of the four answer choices in place. If one seems more logical than the rest, then that should be the one that applies given the context of the sentence. If the answers seem illogical, then eliminate those answers as well.

e. If the student is still not sure, he or she should make the best guess that they can and continue.

Sample for concept 2

DYNAMIC

The Ocean

Figure 35
Source: Students from 3rd grade at the Bilingual High School Montessori.
Author: Michael Prado and Ana González

Virtually all living things have some way of getting form here to there. Animals may walk, swim, or fly. Plants and their seeds drift on wind or water or are carried by animals. Therefore, it is reasonable to expect that, in time, all species might spread

to every place of Earth where favorable conditions occur. Indeed, there are some cosmopolitan species.

A good example is the housefly, found almost everywhere on Earth. However, such broad distribution is the rare exception. Just as barbed wire fences prevent cattle from leaving pasture, biological barriers prevent the dispersal of many species.

The word **cosmopolitan** in the passage is closest in meaning to
    A. Worldwide
    B. Useful
    C. Well-known
    D. Ancient

4.5.3.3 UNIT 3- Inference questions: practice with instructions and countries

Some of the questions about reading comprehension skill development require students to make **inferences**. The answers to these questions are not directly provided in the readings, passages or excerpts—they have to learn how to "read between the lines" in order for them to be answered.

Inference questions can be written in a number of ways. Many times the questions contain some form of the words *infer* or *imply*.
    A. Which of the following can be inferred from the passage?
    B. It can be inferred from the information in paragraph __ that …
    C. In paragraph _____, the author implies that….
    D. Which of the following does the passage imply?
    E. Which of the following would be the most reasonable guess about ____?
    F. The author suggests that ….
    G. It is probable that …
    H. It can be conducted from the information in paragraph __ that …

Sample for concept 3

OPEN GRASSLANDS

Reindeer

Figure 36
Source: Students from 3rd grade at the Bilingual High School Montessori.
Author: Michael Prado and Ana González

What constitutes barriers depends on the species and its method of dispersal. Some are physical barriers. For land animals, bodies of water, chains of mountains, or deserts are effective.

For example, the American bison spread throughout the open grassland of North America, but in the southern part of the continent there are deserts, so the bison could not spread there. For aquatic creatures, strong currents, differences in salinity, or land areas may serve as barriers.

What does the author suggest about American bison?

      a. They spread to North America from South America.

      b. A body of water stopped them from spreading south.

      c. They require open grasslands to survive.

      d. They originally lived in deserts.

4.5.3.4 UNIT 4- Sentence restatement questions: identification and verb-functions

Students will see two or three sentence restatement questions in the reading comprehension section. This type of questions presents a sentence from the passage and then asks students to choose the sentence that best restates or summarizes the information in the original sentence. The correct choice will not look like the original sentence. The correct choice will not look like the original sentence.

It will use different grammar and different vocabulary, substituting synonyms for words in the original sentence.

Sample for concept 4

CONCEPT CHECKS

Travelers

Figure 37
Source: Students from 3rd grade at the Bilingual High School Montessori.
Author: Michael Prado and Ana González

Some organisms cross barriers with the intentional or unintentional help of umans, a process called ivasion.

An example is the New Zealand mud snail, which was accidentally brought to orth America when trout from New Zealand were imported to a fish hatchery in the United States. It has caused extensive environmental damage in stream and rivers.

In the invasive species' native environments, there are typically predators, parasites, and competitors that keep their numbers down, but in their new environment, natural checks are left behind, giving the invaders an advantage over native species.

Invasive species may spread so quickly that they threaten commercial, agricultural, or recreational activities.

Which of the following sentences best expresses the essential information in the sentence in bold? (incorrect answer choices omit important information or change the meaning of the original sentence in an important way.)

    A. Invasive species are organisms that leave their native environments behind and move to a new environment.
    B. Native species are at a disavantage compared to invasive species because they face environmental dangers that invasive species have left behind.
    C. The greatest danger from invasive species is that they may spread parasites among native species.

D. In a new environment, predators, parasites, and competitors prevernt invasive species from spreading as fast as native species.

4.5.3.5 UNIT 5- Reference questions: comprehension activities

Reference questions ask the students to look at a highlighted or underlined pronoun or other reference word in the passage. Students are then given four nouns or noun phrases, usually taken from the paragraph in the passage where the highlighted or underlined word is found. Students must choose which of these words or phrases (called the referent) the highlighted or underlined word refers to.

Two things to always remember:

- The referent almost always comes before the reference word in the passage.
- The referent is not always the noun that is closest to the reference word.

Here are some words students will be asked about in this type of reading comprehension skill improvement:

Table 39

Classification of pronouns

Personal pronouns/ adjectives	He , him, his, she, her, hers, it, its, they, them, their, theirs
Reflexive pronouns	Himself, herself, itself, themselves
Relative pronouns/ adverbs	Who, whose, whom, which, that, where, when
Demonstrative pronouns/adjectives	This, that, these, those (may also be used before nouns or noun phrases: this one, that time, these new ideas, those problems)
Other reference words	Some, few, any, none, several, both here, there, most, many, one, ones, another, other, others, the former, the latter (some of these words may also be used in phrases: some of these, several examples, both places, most of which, one theory, another process)

Source: Students from 3rd grade at the Bilingual High School Montessori.

Author: Michael Prado and Ana González

To answer reference questions, students first look at the passage and read the sentence in which the highlighted or underlined word appears and a few of the sentences that come before this sentence. If students cannot decide immediately which of the four answers is correct, substitute each of the four choices for the hightlighted or underlined reference word in the passage. Which one of the four choices is the most logical substitute?

Sample for concept 5

NATURAL BARRIERS

The landscape

Figure 38
Source: Students from 3rd grade at the Bilingual High School Montessori.
Author: Michael Prado and Ana González

For animals, some barriers are behavioral. The blue spotted salamander lives only on mountain slopes in the southern Appalachian Highlands. Although these creatures could survive in the river valleys, they never venture there. Birds that fly long distances often remain in very limited areas. Kirkland's warblers are found only in a few places in Michigan in the summer and fly to the Bahamas in winter. No physical barriers restrict the warbles to **these two locations**, yet they never spread beyond these boundaries.

Brazil's Amazon River serves as a northern or southern boundary for many species of birds. They could freely fley over the river, but they seldom do.

The phrase these two locations in the passage refers to

    A. Michigan and the Appalachian Highlands

    B. Brazil and the Bahamas

    C. The Appalachian Highlands and Brazil

    D. The Bahamas and a few places in Michigan

By reading the sentence, students can see that the phrase **these two locations** refers to the two places where the Kirkland Warbler is restricted, which are "a few places in Michigan in the summer" and "the Bahamas in winter." The first choice gives Michigan as one of the places, but the Appalachian Highlands is mentioned in the passage as the habitat of a atype of salamander, not of the Kirkland Warbler. The second choice correctly mentions the Bahamas but also gives Brazil. Brazil is given as the location of the Amazon River, which is mentioned as a behavioral bounday for many types of birds, but not for the Kirkland warbler. The third choice incorrectly gives both the Appalachian Highlands and Brazil. Only the fourth choice gives both to the locations that the phrase these two locations refers to.

4.5.3.6 UNIT 6- Literal, inferential and critical questions: implications and physical appearance dialogues

With this type of questions, students look at a paragraph in the reading passage and must find the sentence or option that best answers what is being asked. This type of questions tests your literal, inferential and critical understanding. Some may be confused them as the same, but they are not. In literal questions, the student needs to know **word meaning** in order for the answer to be correct. In inferential, the student needs to know the skill to **infer** just like in unit 3 of this guide. This time, the inference is a lot more completed to answer. **Cohesion** is another skill that is being developed with this type of questions. **Critical thinking** develops **complex problem solving skills**, **reasoning**, **evaluating**, **decision making** and **analyzing**. Besides common nouns, personal nouns, demonstratives, synonyms and repetition of key words, there are also key signal words that can facilitate these skills. Here is a list of some of them:

Table 40
Connectors

Contrast	However, on the other hand, nevertheless, unlike____, in contrast
Conclusion	Therefore, consequently, thus, hence
Addition	Furthermore, in addition, moreover
Sequence	First, after that, afterwards, later, next, then, finally, lastly
Examples	For example, for instance
Similarity	Similarly, likewise, like _____

Source: Students from 3rd grade at the Bilingual High School Montessori.
Author: Michael Prado and Ana González

Sample for concept 6

THE DULCIMER

Dulcimer

Figure 39
Source: Students from 3rd grade at the Bilingual High School Montessori.
Author: Michael Prado and Ana González

The dulcimer is a musical instrument that basically consists of a wooden box with strings stretched across it. The name dulcimer is derived from the Latin word dulcis (sweet) and the Greek word melos (song). In one form or another, dulcimers have

been around since ancient times. Their earliest ancestor was a Persian instrument called the santir.

Dulcimer-like instruments were played throughout the Middle East and North Africa and were brought by Arab musician to Spain. From Spain, the instrument spread throughout Europe and eventually to North America. Today there are two main types of dulcimers played in the United States: the hammered dulcimer and the Appalachian, or mountain, dulcimer.

The hammered is shaped like a trapezoid and is played by striking the strings with small wooden hammers called mallets. On the hammered dulcimer, there are sets of two, three, or four strings, called courses, which are struck at one time to sound each note. There are from twelve to twenty-two courses on a standard hammered dulcimer. The hammered dulcimer is usually categorized as belonging to the zither family of string instruments, although some musicologists challenge this classification.

The Appalachian dulcimer's immediate ancestors include the German scheitholt, the French epinette, and perhaps the Swedish hummel. It is classified as a member of the lute family of instruments. Appalachian dulcimers are painstakingly crafted by artisan, maily in the mountain areas of West Virginia, Kentucky, Tennesse, and Virginia. They have three strings-the melody, middle, and bass string. Sometimes a second melody string is added. This instrument is played by plucking the strings with the fingers or with quills.

They are shaped like teardrops or hourglasses. Hear-shaped holes in the sounding boards are traditional. Most performers play the instrument while seated with the instruments in their laps, but others wear them around their necks like guitars or place them on tables in front of them. Before the 1960's, the Appalachian dulcimer had a limited appeal. It was usually associated with dance music and with "hillbilly" music. However, the instrument was popularized by musicians such as Jean Richie

and Richard Fariña during the folk music revival of the 1960's and is today featured in many types of music.

1. The author says that the word dulcimer
   a. Means wooden box
   b. Was not used until the 1960's
   c. Means "sweet song" in Persian
   d. Comes from two languages
2. What is the greatest number of notes that could be played on a standard hammered dulcimer?
   a. Three
   b. Four
   c. Twelve
   d. Twenty-two
3. According to the passage, experts do NOT all agree that the
   a. Appalachian dulcimer is a member of the lute family
   b. Hammered dulcimer should be classified as a string instrument
   c. Hammered dulcimer is a member of the zither family
   d. Appalachian dulcimer had a limited appeal before 1960
4. Which of these instruments could NOT be considered an ancestor of the Appalachian dulcimer?
   a. The Zither
   b. The epinette
   c. The santir
   d. The scheitholt
5. According to the passage, how many strings does the Appalachian dulcimer have?
   a. One or two
   b. Three or four
   c. Four or five
   d. Six or more
6. According to the passage, most musicians play the Appalachian dulcimer
   a. While sitting down
   b. With the instrument around their necks

c. While standing next to tables

d. With wooden hammers

7. According to the passage, Jean Richie and Richard Fariña are known for

    a. Playing dance music and "hillbilly" music

    b. Designing and building Appalachian dulcimers

    c. Helping to bring more attention to dulcimers

    d. Beginning the folk music revival of the 1960's

4.6 Validation of the proposed project plan

UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE GUAYAQUIL
Validation of the proposed Project plan
METHODOLOGICAL STRATEGIES TO ENHANCE READING
COMPREHENSION SKILLS IN STUDENTS OF THIRD B.G.U. AT BILINGUAL
SCHOOL MONTESSORI IN THE SCHOLASTIC YEAR 2017-2018

Rating Scale

Alternatives	Very significant	Significant	Somehow significant	Not that significant	Not significant
Scientific aspect	✓				
Social impact	✓				
Feasibility	✓				
Relevance	✓				
Originality	✓				
Language	✓				
Comprehension	✓				
Creativity	✓				

Comments   Interesting proposal!

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Occupation:	Teacher	
Phone number	0997127878	

Authors: Michael Prado and Ana González

113

UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE GUAYAQUIL
Validation of the proposed Project plan
METHODOLOGICAL STRATEGIES TO ENHANCE READING
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Feasibility	✓				
Relevance	✓				
Originality	✓				
Language	✓				
Comprehension	✓				
Creativity	✓				

Comments
This is relevant for students and very interesting for developing reading skills.

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Authors: Michael Prado and Ana González

114

UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE GUAYAQUIL
Validation of the proposed Project plan
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Rating Scale

Alternatives	Very significant	Significant	Somehow significant	Not that significant	Not significant
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Social impact	✓				
Feasibility	✓				
Relevance	✓				
Originality	✓				
Language	✓				
Comprehension	✓				
Creativity	✓				

Comments

These activities can help student to develop not only reading but also critical thinking skills.

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Occupation:	Teacher	*(signature)* Janeth R Mora
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4.7 Impact / benefits of the proposed project plan

Relying on a series of principal studies as well as an extreme review of psychological, sociological and educational literature, the authors develop a framework for examining human competence as a process of networked expertise. It refers to competencies that arise from social interaction, knowledge sharing, and collective problem solving. These are embedded in communities and organized groups of experts and professionals. Cognition and intelligent activity are not only individual and mental processes but ones that rely on socio-culturally developed cognitive tools, (Rely, 2013)

The way students learn has a lot to do with the way they behave and their environment. The social interaction is based on where students live, the way they communicate and socialize within the community. The students' community, environment and social life affect the learning process. It is in the most critical position depending on how students' backgrounds are. The psychological aspect can varied from even the child's birth rank. If the child is the first born to the last one in the family, it can make a difference in the way education is acquired. Students can carry a toll even by the neighborhood they come from. And all this concepts have an effect on learning, especially regarding the learning of another language. The guide has also been done with those aspects in mind, providing students a relationship with their personal perspectives if they can apply and they can relate to, (Cole, 2014)

These are some of the benefits that such project can provide communities, which have a high percentage of students with high proficiency levels in the language and reading comprehension skills. These people become productive citizens of their societies, benefiting their communities, neighborhoods, cities, counties and states.

In the institutional website of the Minister of Education of Ecuador, there is the English Language Learning Standards. These are results students are expected to achieve at the end of a proficiency level in terms of knowledge and skills acquired during the process. These will show "what students must know and be able to do as they move toward full understanding in English".

116

The English Language Learning Standards are developed considering the communicative language components and the language skills as an important part of the program: listening, speaking, reading, and writing.

According to the Ministerio de Educación, Students from the Third G. B. U must have the proficiency level of B 1.2.

Reading

A2 PROFICIENCY LEVEL: Recognize expressions, words, and sentences in simple texts related to the learner's personal, educational, and social background. Follow understanding, which is very slow and carefully-articulated, with pauses for them to assimilate meaning within the personal, educational, and domains.

Reading

A2 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.
Extract the gist and key information items from simple informational, transactional, and expository texts.

Speaking production

A2 PROFICIENCY LEVEL: Produce slow, hesitant, planned dialogues, (i.e. reading skills still depends on repetition, rephrasing, and repair)

Reading interaction

A2 PROFICIENCY LEVEL: Interact and participate in brief informal discussions in a simple way by asking and answering simple questions about the readers personal, educational, and social background.

Writing

A2 PROFICIENCY LEVEL: Produce informational, transactional, and expository texts consisting of a sequence of simple sentences that have more detail and show more variety in lexical range and sentence structure.

As we can see, we will work with an elementary level according to the Common European Framework of Reference for Languages (CEFR) in the four skills of the language because grammar in context involves the correct development in each skill, especially in reading and writing, (Educacion, 2015)

4.8 CONCLUSIONS

It can be reached to the conclusion that the guide provided for this project and the purpose of it is in precise contribution and fulfillment with all its objectives in teaching students from the Third G.B.U in the reading skills.

The presentations and other class participations that were given to the students was researched and compared to previous projects in order to come up with the most adequate teaching style that can cope with all the students and their learning styles. There were a lot of kinesthetic activities in which students had to participate in, like TPR activities running around the classroom to find the answers to certain tasks and their exercises. There was a lot of motivation and commotion due to the Racing and challenging activities where every student had to be competitive and self-reliant in order to win the challenge among themselves.

The secret to meaning and structure is also linked to vocabulary, content and diction about what is being expressed in the sentences or the excerpt that has been written, read, said or heard. Many more exercises can be shown in this investigation.

Learning can be shown and put into practice with embedded English exercises in the classroom. It will be significant learning to students as well due to the fact that it will be done with situations that relate to their everyday living. This Project is based with enthusiastic activities making student alert so they can start practicing what real life situations and activities involve, including when it comes to reading oneself correctly in a foreign language.

Reading in a foreign language does require more effort at the beginning, but it is makes our vocabulary richer. To understand the written, we sometimes need to translate parts of it, sometimes we need to find a word in the dictionary, but sometimes we can understand what is going on just from the context. In any case, reading in a foreign language is another way to enrich our vocabulary and a way we can enhance learning a foreign language.

4.9 RECOMMENDATIONS

The recommendations that this investigation has standout upon are in the most complete sense of the matter and comply with all the expectations and parameters that the investigation format requires. Contribution to this project was also in relationship to the personal experiences and the significant learning students shared in class and the learning that students acquired due to the activities and the results shown by such participation. The daily practice and involvement of students in the activities of this project will serve as guide and evaluation to measure improvement in students about the language and their reading proficiencies according to the Common European Framework Report which can serve as a rubric to allow feedback and any other type of assessment for students to follow and show progress.

Let students read part of a book, excerpt, passage before talking about it. Give students the opportunity to read the article before you pull it apart and talk about literary devices. Sometimes when all it is talked about the plot, setting, or genre, all the fun and pleasure out of the story is being taken out. Give students the chance to read it once through, then you can go chapter by chapter and dissect he material. Let students see you read. If you are going to encourage your students to read, then you better make sure you're leading by example. Instead of grading papers when students are silent reading, read a book. Talk about the book that you are reading with them, and how you can't wait to read before you go to bed.

Have a local author come to class and let them know about writing a book. This may be just the thing to inspire your students to read or even be an author themselves someday. Teach students reading strategies. Many students don't like to read because it's hard for them. Teach children reading strategies (i.e. repeated reading) to help them feel confident and read fluently.

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ANNEXES

Pre-Test

NAME _____

DATE _____

Pre-Exam- Reading comprehension

(PART A-Identifying, PARTB- Inferential, PARTC- Critical)

(2 POINTS EACH CORRECT ANSWER)

Part A- Identifying authors' opinions.

Read the following excerpts and answer the questions accordingly.

Excerpt I-Does your shampoo leave your hair dry or damaged? Flat and lifeless? Then Organi-Goo is the shampoo for you! Using only the finest organic ingredients, Organi-Goo gives you stronger, shinier, healthier hair. Organi-Goo's powerful, all-natural formula penetrates the hair shaft to rebuild strength, body, and shine. Every strand of hair is pampered and revitalized when you use Organi-Goo. Are you ready for the best hair of your life? Then try Organi-Goo today!

1. Which author's purpose is suggested by the text?

A-to inform readers about the ingredients in Organi-Goo

B-to persuade readers to buy Organi-Goo

C-to make readers see other products

D-to show readers the benefits of commercials

2. Which best shows that the author's purpose is to persuade readers to buy Organi-Goo?

A-The author lists the steps that the shampoo takes as it rebuilds strength, body and shine

B-The author urges readers to try Organi-Goo today.

C-The author makes an appearance for the products

D-The author knows best about Organi-Goo.

Excerpt II- I was very concerned by the school board's recent announcement that lunch breaks will be shortened next year. This may seem like a good idea now, but in the long run it will only hurt students.

The current lunch break gives students a chance to exercise and breathe fresh air. More importantly, it lets them take a break from their hard work. Shorter lunches don't give students enough time for a real break. For the sake of all students, contact the school board today and let them know that breaks matter!

1. Which author's purpose is suggested by the text?

A-to persuade readers to speak out against shorter lunch breaks

B-to inform readers about why lunch breaks are being shortened

C-to vouch for the fresh air in the ambience

D-to look after the students' sake.

Excerpt III. Load the laundry into the washing machine and close the door tightly. Make sure not to overload the machine. Next, slide open the detergent drawer, add detergent, and then slide the drawer shut. Select the wash setting (whites or darks), temperature (hot, warm, or cold), and load size (small, medium, or large). Then press the start button. The washing machine will stop automatically when the wash cycle is complete.

1. Which author's purpose is suggested by the text?

A-to convince readers to take better care of their clothes

B-to teach readers how to operate a washing machine

C-to see how the temperature is set

D-to determine the right detergent for clothing

2. Which best shows that the author's purpose is to teach readers how to operate a washing machine?

A-The wash can only be completed if the machine is loaded with detergent.

B-the author includes details like whites or darks and hot, war, or cold.

C-the setting of the machine is necessary to know.

D-the author lists specific steps that readers should take to use the machine.

PARTB-Inferential exam (infer, predict, interprets)

Read the following excerpts and answer the questions accordingly. (2 POINTS EACH CORRECT ANSWER)

Read the source of the allusion.

EXCERPT I-In the novels of nineteenth-century American author Horatio Alger, protagonists invariably rose from poverty to wealth through hard work and honesty.

1- What is the meaning of the allusion in the sentence below?

When he was eighteen, in what he always called his "Horatio Alger moment," my grandfather boarded a bus to New York City with twenty dollars in his pocket and a plan to start his own business.

A-Rags to riches

B-foolished or misguided

C-Gullible

D-uninformed

EXCERPT II- In Roman mythology, wild parties were held in honor of Bacchus, the god of wine and fertility.

2. What is the meaning of the allusion in the sentence below?

Hungry and intrigued by the Bacchanalian noises coming from within the restaurant, we eagerly pushed our way inside.

A- riotous

B- mysterious

C-calmed

D-annoyed

EXCERPT III- In a Biblical parable, the prodigal son irresponsibly spends the inheritance given to him by his father. When he returns home, he expects to be shamed, but his father forgives him.

3. What is the meaning of the allusion in the sentence below?

Shane dropped out of college to travel the world, but a year later, the prodigal sonreturned home and re-enrolled.

A-a person who behaves recklessly but later makes a repentant return

B-a person who values novelty and adventure over other priorities

C-a person that expects the best from everyone because of kindness

D-a person that lives by the Word of God

EXCERPT IV- According to some accounts, the Roman emperor Nero stood by and did nothing while Rome burned. He is said to have played the fiddle while the crisis unfolded.

4. What is the meaning of the allusion in the sentence below?

The drought is worsening, and the state politicians are fiddling while Rome burns!

A-making thoughtful preparations

B-ignoring a critical situation

C-recognizing troubles

D-looking for trouble

EXCERPT V- Don Quixote is the main character in Miguel de Cervantes Saavedra's novel of the same name. Quixote cannot see the world as it truly is; in his overly romanticized view, inns are castles and windmills are giants.

5. What is the meaning of the allusion in the sentence below?

The mayoral candidate was widely viewed as quixotic, so it was no surprise that he lost by a substantial margin.

A- rough

B-reckless

C-wisely

D- naively idealistic

Answer key for inferential level exam (infer, predict, interprets)

EXCERPT I- 1a,

EXCERPT II- 2b

EXCERPT III- 3a

EXCERPT IV- 4b

EXCERPT V- 5d

PART C-Critical exam (judgemental, evaluated)

Read the following excerpts and answer the questions accordingly. (3.33 EACH CORRECT ANSWER)

- EXCERPT I- It is repugnant to reason that this continent can longer remain subject to any external power. Reconciliation is now a fallacious dream. For, as Milton wisely expresses, 'never can true reconcilement grow where wounds of deadly hate have pierced so deep.'

- Every quiet method for peace has been ineffectual. Our prayers have been rejected with disdain. Wherefore, since nothing but blows will do, for God's sake, let us come to a final separation, and not leave the next generation to be cutting throats, under the violated unmeaning names of parent and child. . . .

- These proceedings may at first seem strange and difficult, but like all other steps which we have already passed over, will in a little time become familiar and agreeable; and until an independence is declared, the Continent will feel itself like a man who continues putting off some unpleasant business from day to day, yet knows it must be done, hates to get started on it, wishes it was over, and is continually haunted with the thoughts of its necessity.

- Adapted from Thomas Paine, "Common Sense"

1.   Based on the excerpt, what is the purpose of Thomas Paine's pamphlet?

A-   to argue for American separation from Britain

B-   to introduce a peaceful solution to the problem with Britain

C-   to convince Americans to reconcile with Britain

2.   In the text in bold, what rhetorical strategy does Thomas Paine use?

A-He makes a comparison between America and someone delaying work.

B-He provides evidence that America will have independence.

C-He appeals to the Americans' desire for successful businesses.

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3. How does this strategy help Thomas Paine argue for American separation from Britain?

A-It convinces readers that the fight for independence will be difficult.

B-It helps readers understand that the fight for independence is inevitable.

C-It motivates readers to continue putting off the fight for independence.

ANSWER KEY

EXCERPT I- 1A, 2A, 3B

Survey to Students

UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE GUAYAQUIL

SURVEY TO STUDENTS

Objective: To get information related to the importance of reading comprehension in class, and the use of techniques and strategies to improve the level of reading comprehension in students.

Mark with and x the option you consider.

QUESTIONS	Strongly Disagree	Disagree	Indiferent	Agree	Strongly Agree
	1	**2**	**3**	**4**	**5**
1. Reading is an important subject.					
2. Students enjoy reading in class.					
3. It is important to read at least 1 to 3 times a week.					
4. It is important that teachers use recreative resources to convey the information given in reading class.					
5. Teachers must motivate students at the moment they are developing reading exercises.					
6. Students understand every single passage read in class with the teacher.					
7. Applying reading teaching techniques and strategies of teacher contributes in easy and fast comprehension of learners.					
8. Providing variety of reading exercises improve reading interpretation and comprehension of students.					
9. Lack of reading materials and textbook affects reading skills of students.					
10. Teachers must take usage of technological resources to improve teaching process with students in the classroom.					

UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE GUAYAQUIL

TEACHER´S INTERVIEW FROM MONTESSORI HIGH SCHOOL.

Objective: to collect information for the project Methodological strategies to enhance of Reading comprehension.

1. How do you motivate students to read texts in English?

2. Do you use any strategy or method in class to the development of reading comprehension?

3. What do you think about methodological strategies to optimize reading?

4. Do you think that the student´s book is appropriate to their proficiency academic level?

5. Do you think that methodological strategies like scanning before reading can help students increase their comprehension?

6. Have you ever used the methodological strategies in your classes?

7. What level of reading comprehension do your students have?

8. Would you apply methodological strategies for reading comprehension?

ANNEX D

Interview to the Director

UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE GUAYAQUIL

INTERVIEW TO THE DIRECTOR FROM MONTESSORI HIGHSCHOOL

Specific instruction:

Interview the Director and write down the answers.

1.	Do you think the English learning-teaching process in your school is adequate?
2.	How would it be if students receive English classes using updated techniques with a guide about enhancing reading skills?
3.	How do you consider reading resources in English classes?
4.	How would it be for students to use other methods or resources to learn English?
5.	How would it be if students had extra didactic material to do as homework?
6.	How well would you find the advantage of modern techniques to improve reading practice?
7.	How would it be for students to have activities to enhance reading?
8.	Do you think students take advantage of methodological strategies to improve their reading skills?
9.	How well can it be to develop reading skills in students if they use modern techniques to improve reading comprehension?
10.	How can reading skills be developed in students if they use a guide with English classes?

ANNEX E

Pictures

Picture A
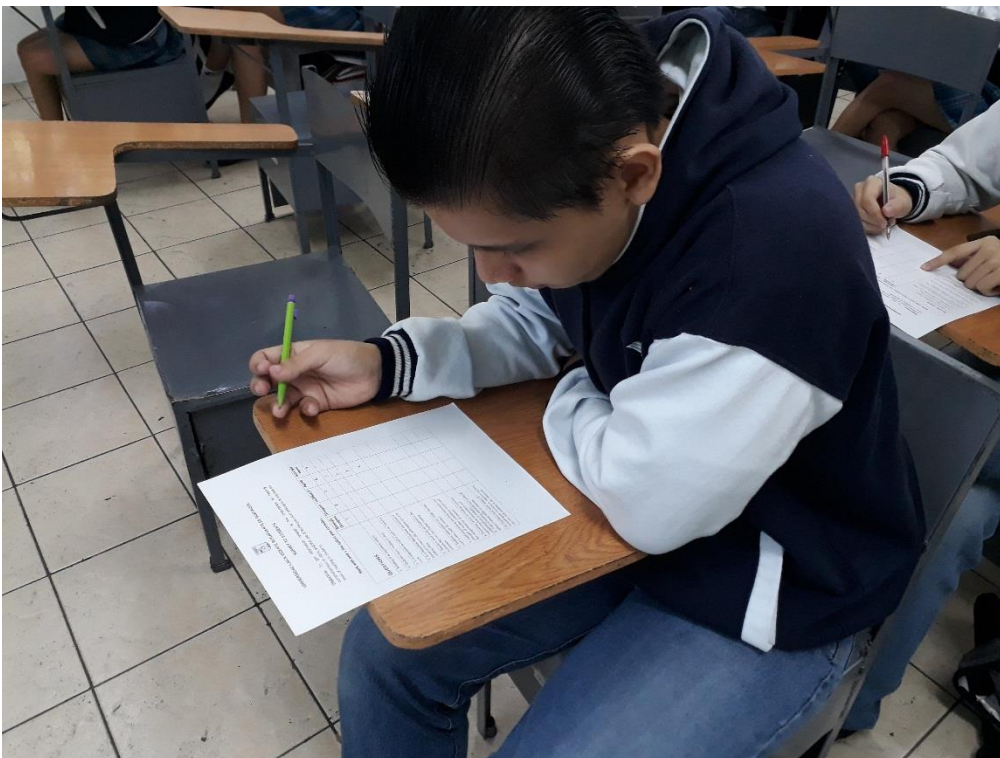
Picture B

Picture C

Picture D

Picture E

Picture F

ANNEX F

Post- Test

NAME _____

DATE _____

Pre-Exam- Reading comprehension

(PART A-Identifying, PARTB- Inferential, PARTC- Critical)

(2 POINTS EACH CORRECT ANSWER)

Part A- Identifying authors' opinions.

Read the following excerpts and answer the questions accordingly.

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PARTB-Inferential exam (infer, predict, interprets)

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Answer key for inferential level exam (infer, predict, interprets)

EXCERPT I- 1a,

EXCERPT II- 2b

EXCERPT III- 3a

EXCERPT IV- 4b

EXCERPT V- 5d

PART C-Critical exam (judgemental, evaluated)

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- Every quiet method for peace has been ineffectual. Our prayers have been rejected with disdain. Wherefore, since nothing but blows will do, for God's sake, let us come to a final separation, and not leave the next generation to be cutting throats, under the violated unmeaning names of parent and child. . . .

- These proceedings may at first seem strange and difficult, but like all other steps which we have already passed over, will in a little time become familiar and agreeable; and until an independence is declared, the Continent will feel itself like a man who continues putting off some unpleasant business from day to day, yet knows it must be done, hates to get started on it, wishes it was over, and is continually haunted with the thoughts of its necessity.

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144

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Submit

3.   How does this strategy help Thomas Paine argue for American separation from Britain?

A-It convinces readers that the fight for independence will be difficult.

B-It helps readers understand that the fight for independence is inevitable.

C-It motivates readers to continue putting off the fight for independence.

ANSWER KEY

EXCERPT I- 1A, 2A, 3B