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DE GUAYAQUIL**

**FACULTAD DE EDUCACIÓN CARRERA DE
CIENCIAS DE LA EDUCACIÓN MENCIÓN INGLÉS**

RESEARCH PROJECT

**PREVIO A LA OBTENCIÓN DEL TÍTULO DE:
LICENCIADO EN CIENCIAS DE LA EDUCACIÓN MENCIÓN
INGLÉS**

THEME

**TEACHING ACTIVITIES FOR IMPROVING READING SKILLS IN
SECOND B.G.U STUDENTS AT INTEGRACION TECNICA
EDUCATIVA HIGH SCHOOL DURING THE SCHOOL YEAR 2017-
2018**

TUTOR

MSc. MARIO MEJIA ALARCÓN

AUTHORS

JONATHAN ANDRÉS ESPARZA RIZZO

IVONNE JAZMIN CAMACHO SALAZAR

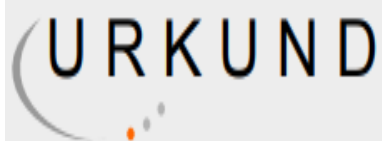
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AUTOR/ES:	REVISORES O TUTORES:
Esparza Rizzo, Jonathan Andrés. Camacho Salazar, Ivonne Jazmin	Mejia Alarcón Mario MSc
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CONTACTO CON AUTOR/ES: Esparza Rizzo, Jonathan Andrés. Camacho Salazar, Ivonne Jazmin	Teléfono: 0998650164 0979932191	E-mail: jota1993esparza@hotmail.com ivonne_camacho0320@hotmail.com
CONTACTO EN LA INSTITUCIÓN:	MSc. Georgina Hinojosa Dazza, DECANA Teléfono: 2596500 EXT. 217 DECANATO E-mail: gchinojosad@ulvr.edu.ec MSc. Janeth Mora Zapater jmoraz@ulvr.edu.ec , DIRECTORA DE LA CARRERA	

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Este proyecto se ha ejecutado con el propósito de estudiar “TEACHING ACTIVITIES FOR IMPROVING READING SKILLS IN SECOND B.G.U STUDENTS AT INTEGRACION TECNICA EDUCATIVA HIGH SCHOOL DURING THE SCHOOL YEAR 2017-2018”.

Autores:

Firma: 
IVONNE JAZMIN CAMACHO SALAZAR.
C.I. 0926878232

Firma: 
JONATHAN ANDRÉS ESPARZA RIZZO
C.I. 0950835124

CERTIFICACIÓN DE ACEPTACIÓN DEL TUTOR

En mi calidad de Tutor del Proyecto de Investigación “TEACHING ACTIVITIES FOR IMPROVING READING SKILLS IN SECOND B.G.U STUDENTS AT INTEGRACION TECNICA EDUCATIVA HIGH SCHOOL DURING THE SCHOOL YEAR 2017-2018”, nombrado por el Consejo Directivo de la Facultad de Educación- Carrera de Ciencias de la Educación mención Inglés.

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Haber dirigido, revisado y analizado en todas sus partes el Proyecto de Investigación titulado: “TEACHING ACTIVITIES FOR IMPROVING READING SKILLS IN SECOND B.G.U STUDENTS AT INTEGRACION TECNICA EDUCATIVA HIGH SCHOOL DURING THE SCHOOL YEAR 2017-2018”, presentado por los estudiantes IVONNE JAZMIN CAMACHO SALAZAR, Y JONATHAN ANDRÉS ESPARZA RIZZO

como requisito previo a la aprobación de la investigación para optar al Título de **LICENCIADO(A) EN CIENCIAS DE LA EDUCACIÓN MENCIÓN INGLÉS**, encontrándose apto para su sustentación.

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I want to start saying thanks to God, he has given me all the strength to end this project. Through these 7 years, it has been a difficult path for my family and me, but to be honest, I am very grateful with my mother, she has been my guardian, angel and my light at the end of this though challenge.

Jonathan Andres Esparza Rizzo

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Ivonne Jazmín Camacho Salazar

DEDICATION

I want to dedicate this work to my mother, she is the only one person who really knows how difficult has been finished this project, I dedicate all my success to her. She has been very patience, responsible, comprehensible and attentive with me.

Jonathan Andres Esparza Rizzo

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GENERAL INDEX

INTRODUCTION	1
CHAPTER I.....	2
THE RESEARCH PROBLEM	2
1.1 Theme.....	2
1.2 Background of the Problem.....	2
1.3 Statement of the Problem	3
1.4 Systematization of the Problem.....	3
1.5 Broad Objective.....	4
1.6 Specific Objective	4
1.7 Justification	4
1.8 Scope and Delimitations of the Study	5
1.9 Hypothesis.....	5
1.10 Lines of Investigation of the University:	5
CHAPTER II.....	6
RESEARCH THEORETICAL FOUNDATIONS.....	6
2.1 Theoretical Framework	6
2.1.1 Literature Review.....	6
2.1.2 LANGUAGE TEACHING	7
1.4.1 LANGUAGE TEACHING METHODS	7
1.4.2 TEACHING ACTIVITIES	10
1.4.3 THE TEACHERS' ROLE	10
1.4.4 LANGUAGE SKILLS	10
1.4.5 LANGUAGE RECEPTIVE SKILLS	11
1.4.6 READING	12
1.4.7 IMPORTANCE OF READING	12
1.4.8 READING COMMUNICATION PROCESS.....	13
1.4.9 METHODOLOGICAL PROCESS OF READING	13
1.4.10 READING PROCESS.....	13
1.4.11 READING SUBSKILLS	15
1.4.12 LEARNING ENGLISH THROUGH READING	16
1.4.13 TEACHING READING STRATEGIES	16

1.4.14	READING STRATEGIES DESCRIPTION TO DEVELOP TEACHING ACTIVITIES	17
1.4.15	CRITICAL THINKING AND READING COMPREHENSION.....	19
1.5	CONCEPTUAL FRAMEWORK (DEFINITION OF TERMS).....	19
1.6	LEGAL FRAMEWORK.....	20
CHAPTER III		22
RESEARCH METHODOLOGY.....		22
3.1	Type of research description	22
3.2	Methods and techniques	22
3.3	Research instruments.....	23
3.4	Research population and sample	25
3.5	Processing, presentation, and analysis of results.....	26
3.5.1	Class observation forms.....	26
3.5.2	Teachers' observation form	26
3.5.3	Students' observation form.....	27
3.5.4	Pretest and posttest results	28
3.5.5	TEACHERS' SURVEY	42
3.5.6	PRELIMINARY CONCLUSIONS	51
CHAPTER IV		52
PROPOSED PROJECT PLAN.....		52
4.1	TITLE.....	52
4.2	OBJECTIVES	52
4.2.1	BROAD OBJECTIVE	52
4.2.2	SPECIFIC OBJECTIVES	52
4.3	CONTENT FRAMEWORK OF THE PROPOSED PROJECT PLAN	52
4.4	THE PROPOSED PROJECT PLAN	60
4.5	IMPACT OF THE PROPOSED PROJECT PLAN	62
CONCLUSIONS.....		63
RECOMMENDATIONS.....		65
REFERENCES		66
APPENDIXES		68

LIST OF TABLES

Table 1 Pretest structure	23
Table 2 Assessment standards	24
Table 3 Sample	26
Table 7 Scores achieved by the learner in the pretest.....	29
Table 8 General scores obtained by the students in each reading skill standard in the pretest	30
Table 9 Standard analysis: Making predictions.....	31
Table 10 Standard analysis: Making connections.....	32
Table 11 Standard analysis: Inferring.....	33
Table 12 Standard analysis: Understanding.....	34
Table 13 Scores achieved by the learners in the posttest.....	35
Table 14 General scores obtained by the students in each reading skill standard in the posttest	36
Table 15 Standard analysis: Making predictions.....	37
Table 16 Standard analysis: Making connections.....	38
Table 17 Standard analysis: Inferring.....	39
Table 18 Standard analysis: Understanding.....	40
Table 19 Comparison pre-test and post-test results	41
Table 20 Where did you learn English?.....	42
Table 21 What is the highest level of education you have completed?.....	43
Table 22 For what period of time have you worked at Integración Tecnica Educativa High School?.....	44
Table 23 How many hours a week do you work as an EFL teacher?.....	45
Table 24 How frequently do you use L2 in your lessons?.....	46
Table 25 Did you take an English proficiency test recently?	47
Table 26 Which English level have you achieved?	48
Table 27 Which language skill do you mainly focus your lesson on?.....	49
Table 28 How often do you use teaching activities to help your students to develop their reading skills?	50

LIST OF FIGURES

Figure 1: General scores obtained in each reading skill standard in the pretest	30
Figure 2. Standard analysis: Making predictions	31
Figure 3. Standard analysis: Making connections	32
Figure 4. Standard analysis: Inferring.....	33
Figure 5. Standard analysis: Understanding	34
Figure 6. General scores obtained in each reading skill standard in the posttest.....	36
Figure 7. Standard analysis: Making predictions.....	37
Figure 8. Standard analysis: Making connections	38
Figure 9. Standard analysis: Inferring.....	39
Figure 10. Standard analysis: Understanding	40
Figure 11. Comparison pre-test and post-test results.....	41
Figure 12. Where did you learn English?	42
Figure 13. What is the highest level of education you have completed?.....	43
Figure 14. For what period of time have you worked at Integración Técnica Educativa High School?.....	44
Figure 15. How many hours a week do you work as an EFL teacher?.....	45
Figure 16. How frequently do you use L2 in your lessons?	46
Figure 17. Did you take an English proficiency test recently?.....	47
Figure 18. Which English level have you achieved?.....	48
Figure 19. Which language skill do you mainly focus your lessons on?.....	49
Figure 20. How often do you use teaching activities to help your students to develop their reading skills?	50

LIST OF APPENDIXES

Appendix A Pretest and Posttest.....	68
Appendix B Rubric for assessing reading skills.....	73
Appendix C Students' observation form.....	74
Appendix D Teachers' observation form.....	75
Appendix E Teachers' Survey	76
Validation Of The Proposed Project Plan.....	79

ABSTRACT

The goal of this research was to propose teaching activities to improve the reading skills in Second B.G.U students at Integracion Tecnica Educativa High School during the school year 2017 – 2018. The population of this study consisted of 30 students of 2nd year BGU and 2 English teachers. This study was theoretical since it was supported by a conceptual framework, it was also exploratory, and was focused on qualitative and quantitative methods. The proposal was carried out during 5 weeks, from November 5th to December 7th, 2018. Nine reading activities divided in pre reading, during reading and after reading were implemented in the English class to develop reading abilities such as: ability to make predictions, ability to make connections, ability to infer and the ability to understand the text. The results were evidenced through the application of a pretest and a posttest to all the participants of the study. These results indicated an increase in the development of the reading skill.

Keywords: reading skill, teaching activities, reading activities, prediction, connections, understanding, inferring, English, teaching, learning.

INTRODUCTION

This research project focuses on a problem that has been identified in students from Second B.G.U who show a low English performance at Integración Técnica Educativa, an educational institute in Guayaquil-Ecuador.

The main goal of this project is to help students improve their reading skills by applying suitable teaching techniques taking into account their ages, interests and learning styles.

It is necessary to find solutions in order to contribute with the development of T.E.F.L in this institution and provide different kinds of techniques that teachers could apply in E.F.L classes.

This research project includes 4 chapters.

Chapter 1. – Deals with the research problem, in general its background, statement and systematization, at the same time, the broad and specific objectives of the research are formulated, in addition, this project also presents the scope and delimitation of the study, hypothetical approach, identification of variables, and finally the operationalization of variables.

Chapter 2. - Explores the literature review which defines, outlines, assesses, clarifies the theoretical basis for this research project, then it takes into account the theoretical framework that explains extensively the aspects of the dependent and independent variables, it also has a legal framework that is about laws supporting the development of the project, at the end it is the conceptual framework that is nothing more than definitions of terms.

Chapter 3. - Focuses on methods, techniques, research instruments, population, sample, presentations and analysis of the results to help readers understand the function of the research project

Chapter 4. – Includes the proposed solution for the research problem, provides the followings aspects; the application, its justification, objectives, validation, impacts or benefits of the proposed project plan.

CHAPTER I

THE RESEARCH PROBLEM

1.1 Theme

Teaching activities for improving reading skills in second B.G.U students at Integracion Tecnica Educativa high school during the school year 2017-2018.

1.2 Background of the Problem

This research project is based on Teaching Activities for Improving Reading Skills In Second B.G.U Students At Integración Técnica Educativa High School During The School Year 2018-2019, this Institution is located in Guayas Province at the center of the city at Luis Urdaneta and Vicente Piedrahita Street, and also it belongs to “Coordinacion Zonal 5”.

This school has four hundred students and not all of them like to learn English, perhaps one of the reasons is because some parents are not interested in the different activities proposed by the teachers. On the other hand they are not interested in helping or contributing to new academics changes in order to increase their children’s knowledge due to their social economic situation. Learners do not show any kind of interest in the different activities that the institution prepares for enhancing them. Teachers try to motivate students using traditional pedagogical resources instead of modern methodology, techniques or activities such as: open houses, spelling bee contents, projects, fairs, etc.

English reading skills are critical in 2nd BGU students because they have a low language level, it means they have serious problems due to a lack of reading habits. Other students feel uncomfortable with the methodology applied by the teachers and they notice their low performance in the different tasks assigned by them. Although teachers seem to be qualified, they do not have the appropriate attitude to guide their students in the achievement of institutional goals. On the other hand it is important to know that the school should increase the number of teaching periods in their curriculum.

Students do not feel the necessary motivation to learn, for this reason they demonstrate lack of attention, also there is a complete lack of resources in order to create a good pedagogical atmosphere such as projectors, computers, cd players, and other materials that could help with the learning process. This might potentially affect the English language acquisition process.

It is also evident a high number of students with behavioral problems and this complication may be one of the main causes for their low performance, and that's why educators have to be updated with new methods and strategies in order to engage students' attention. Also, they are between 15 and 16 years old. In the classroom we can observe teenagers of different learning styles, some of them know more the foreign language than others, so the objective of this work is to fulfill the specific pedagogical necessities the learners may have.

The English department has 3 teachers, we can observe in this area that the coordinator does not guide his teachers correctly, prepare meetings with his English staff, check books before buying them, arrange trainings to teachers, peer them in their classes, give feedbacks at the end of the day, also the English area doesn't assess students either at the beginning or at the end of the year.

1.3 Statement of the Problem

How does a selected group of teaching activities influence on second B.G,U. students' reading skills at I.T.E.?

1.4 Systematization of the Problem

What are the teachers' strategies to select reading activities?

What is the importance of reading activities inside the classroom?

What kind of strategies can be used to overcome reading difficulties in students?

Why is the use of innovative reading activities important in the classroom?

What are the most common mistakes teachers make when they are implementing reading activities in the classroom?

How does the lack of vocabulary knowledge influence on reading skill development?

What kind of specific techniques can be developed to improve reading skill in the classroom?

What's the influence of teacher training on the students' development of reading skills?

What benefits do reading on-line activities provide to students with a low English performance?

What are some possible problems that may appear during the application of reading skills?

How does the continuous use of L1 in E.F.L classroom affect the development of reading skills?

1.5 Broad Objective

To determine the influence of a selected group of teaching activities on second B.G.U. students' reading skills at I.T.E.

1.6 Specific Objective

1. To diagnose the possible causes for the low level of reading skills in students by using the following instruments: pretest, posttest, students' observation form, teachers' observation form, and teachers' survey
2. To establish the theoretical framework of the research variables: teaching activities and reading skill.
3. To determine the best possible ways in order to apply the selected teaching activities.
4. To select a group of teaching activities taking into account students' interests, ages, learning styles.

1.7 Justification

This research project has been chosen because it is considered that nowadays some Ecuadorian educational institutions have problems teaching students the four basic skills in a foreign language specifically the reading skill. The biggest problem in this high school is the lack of strategies that teachers should apply for a more significant learning process, for this reason, it is necessary to implement some useful activities inside the classroom in order to enhance students' English reading skills. The purpose of this study is to achieve students' proficiency and a good linguistic development by showing different strategies, methods, learning and teaching techniques for teachers and students. So that these will improve the institution's English level.

The main objective of this research project is to provide teachers useful activities, so that they will have several options to put in practice inside the classroom, and as consequence, students will be interested in learning the language, also this study also implicates solving different problems that used to occur in some institutions by showing innovative activities to develop reading skills. This project is based on teacher's training because it is important to know how to engage students' attention and as a good result students' comprehension.

On the other hand, this study is important since learning English is essential in today's world, and the implementation of adequate activities and strategies in the teaching-learning process will facilitate the development of reading comprehension and critical thinking in the students. Moreover, using them in an appropriate way will stimulate learners to be competent in the English language, which will represent a significant advantage for them and will prepare them for their professional future.

Furthermore, the investigation is feasible, because it has been supported by all the people involved, including teachers, parents, students and the school representatives. Thanks to the support of all these people the teaching and learning processes take place in a more significant context in which the students are encouraged to learn and develop their language skills. In this way, the goal proposed can be successfully achieved.

1.8 Scope and Delimitations of the Study

This research project is applied at Integración Técnica Educativa High School which is located on Garcia Moreno #200 - 206 and Vicente Piedrahita streets. It belongs to District 5 of Education in Guayaquil, Ecuador, during the school year 2017-2018 with 30 students and 2 teachers of 2nd B.G.U. The principal objective goes into design and advice methodological suggestions to teachers to improve the reading competence in students.

1.9 Hypothesis

The selected group of teaching activities have a positive effect on second B.G.U. students' reading skills at I.T.E.

1.10 Lines of Investigation of the University:

The institutional lines of investigation are the following:

1. Promotion and support for socio-economic development with an intercultural and territorial approach.
2. Management of knowledge and institutions.
3. Technological development and change of the productive matrix.
4. Rescue of ancestral knowledge, care and preservation of the environment and heritage.
5. Sociocultural inclusion, individual and collective rights and Latin American integration.

CHAPTER II

RESEARCH THEORETICAL FOUNDATIONS

This chapter shows the research background and the theoretical basis that function as the dominant support for getting a broad comprehension of the principal designs that guide this project.

2.1 Theoretical Framework

2.1.1 Literature Review

According to the problem we have identified, it was necessary to investigate other projects that had been related with this issue. It is noticed that there are a few people in colleges who have worked on this problem due to most of their researches have been based on their personal points of view, either grammar or vocabulary or just the reading process itself. However, we have found some research projects that brought together the necessity of our teachers and students to work on these two aspects and taking into consideration reading as the main skill to develop in every lesson we will be working on.

Alcívar and Ramírez (2016) carried out a research project to demonstrate how reading activities as a teaching strategy develop the speaking skill in 8th basic year students at Unidad Educativa Lemas during the academic year 2016-2017. In this study, a multi-method approach was applied, with a teacher survey administered to 5 teachers, and 60 students; in-depth, semistructured interviews with 1 authority; field observation; and examination of relevant documents were applied. The data gathered were put into statistical analysis and reported. Regarding the results, firstly, through a survey, it was obtained that students did not have a repertoire of strategies that could be used to support their own learning process. The lack of knowledge about effectiveness reading for developing communicative skills was also discovered through classroom observations and teachers questionnaires. Finally, after the application of the proposal, the results indicated that reading comprehension activities improves some students' language skills, particularly the speaking ability in these three main aspects: academic language, content and strategic competence.

Ávila and Tejada (2016) developed a project focused on generating the conditions that favor the development of reading skills not only in students but also in teachers. The

general objective of this project was to analyze the influence that produces teaching aids to improve reading skills in order to design a guide with short readings. For this research work, exploratory research, documentary research and statistical and field analysis were carried out, which was taken directly from the academic institution. Field research was conducted in a natural context and the data were collected directly from that reality. Interviews and a questionnaire were also applied to collect data. The results indicated that after using teaching aids students were more encouraged and interested in the development of their reading skills and were motivated to pay more attention in class thus improving their academic performance.

Dariskah, Srijono, & Hum (2018) carried out an investigation with the objective of analyzing the techniques used by the teacher, the activities done in class and the role of the teacher in the reading class, considering that the students had to be prepared to present the National examination at the third grade of SMP N 1 Jatipurno in the 2017-2018 school year. The research was framed in the qualitative paradigm and was descriptive in nature. The sample consisted of the students and the professor of the class IX C and IX D SMP N 1 Jatipurno. To collect data, and observation, an interview and an analysis of documents were used. The results indicated that the teacher used different techniques like drilling vocabulary, reading aloud, translation, silent reading, skimming, and scanning. Pre-reading, during reading and post-reading activities were applied. Regarding the roles of the teacher, he worked as a facilitator, as a manager, as an advisor, as an evaluator and as a motivating teacher. It was concluded that the English teacher applied some reading techniques and activities that helped the students to face the national exam.

2.1.2 LANGUAGE TEACHING

Language teaching refers to the teaching of a second language or a foreign language. Teaching a language is based on a scientific approach, on the use of methods and techniques designed specifically for that purpose. To teach a language, the teacher must have knowledge of linguistics and even psychology, since it is necessary to work in a pleasant environment where apprentices feel confident. (Rodgers & Richards, 1986)

1.4.1 LANGUAGE TEACHING METHODS

Along history, different methods and approaches have been applied in language teaching. The evolution of language teaching, from the traditional methods to reach the teaching

based on the communicative approach, is a sample of the concern that didactic has generated through the times. Both linguistic and teachers have used in their studies and lessons the more convenient method to develop language skills in the process of acquiring a foreign language. These methods and approaches are described by Richards & Rodgers (1986) and briefly summarized as follows:

The Direct Method

In this method students learn entirely in the target language, second language learning is similar to first language learning. It emphasizes on oral interaction, no translation, spontaneous use of language, grammatical rules and structures are avoided, everyday vocabulary is taught and there is emphasis on good pronunciation.

Grammar-translation

Typical lesson consists of presentation of grammatical rules, and learning is basically by translation to and from the target language. There is emphasis on learning to read and write. Grammar rules are have to be memorized and vocabulary is taught in the form of lists of isolated words. There is no emphasis on developing oral expression.

Audio-lingual

Learning a language means acquiring habits; identify the grammatical structures and the basic sentence patterns. New language is heard and extensively drilled before being learned in its written form. There is much practice of dialogues of everyday situations. Big importance is given to pronunciation.

Suggestopedia

Language learning is facilitated in an environment that is comfortable. Language is acquired only when the learner is receptive. Mental blocks to learning are removed. In order to increase mental relaxation and help to retain new material during the lesson, baroque music is played softly in the background. Reading before sleeping and before they get up is frequently practiced.

Total Physical Response (TPR)

TPR is based on listening related to physical activities which are intended to reinforce comprehension. This method works by having the learner respond to simple commands such as "Sit down", "Open your notebook", "close the window". It emphasizes on the importance of listening comprehension.

Communicative Language Teaching (CLT)

It makes emphasis on learning to communicate through interaction in the target language. Occasions for learners to focus, not only on the language but also on the learning process itself are provided. Authentic texts into the learning situation are introduced.

The Silent Way

This is based on the idea that teachers should say as little as possible during a class but learners should be encouraged to speak as much as possible. No use is made of the mother tongue. The learner needs to discover or create.

Community Language Learning

Students and teachers work together so that there are no blocks to learning. Learners in a classroom are seen as a group rather than as a class. There is much talk in the mother tongue which is translated by the teacher for repetition by the student.

The Natural Approach

This approach stresses the similarities between learning the first and second languages. Language is developed through real communication. There is no correction of mistakes. Vocabulary is considered prior to grammar structures. Learning takes place by the students being exposed to language that is made comprehensible to them.

Computer Assisted Language Learning

With the development of Information and communication technology, the area of language teaching is broadened. Now language teaching and learning can be done with Computer assistance and even Language Teaching can be done without a teacher. There are many softwares, applications and audiovisual resources available for learning a language (Gündüz, 2005).

1.4.2 TEACHING ACTIVITIES

The teaching activities refers to everything that the teacher must do to guide learning, that is to say, all the tasks that the teacher carries out during his classes that, in the case of language teaching, involve the use of the target language, the students learning and the development of their skills (Kennedy, 1983).

1.4.3 THE TEACHERS' ROLE

According to the Ministry of Education of Ontario (2009) it is important that all teachers be aware of the complexity of the reading process and has sufficient skills to teach reading effectively. In order to help students understand the texts and decode them during the reading process, teachers must:

- Motivate students to activate their previous knowledge and offer them some background information so that they can build an adequate context to understand the reading;
- Instruct students, giving them direct instructions so that they can decode and understand the text fluently;
- Monitor students' performance, clarify their doubts;
- Express thoughts aloud so that students can observe how a reader analyzes and reflects;
- Present opportunities for students to involve them in conversations that make sense, and thus develop their reading skills through oral language.
- Encourage students to clarify or confirm information through questions and answers made by themselves;
- Identify the role of higher order thinking in the development of reading skills;
- Create a link between the learning of reading and writing, to demonstrate that these skills are interconnected processes and both are developed simultaneously.

1.4.4 LANGUAGE SKILLS

The Common European Framework of Reference for Languages suggests the communicative components to be developed in language learning around the world. These components are the four different language skills: listening, speaking reading and writing. (Ministry of Education of Ecuador, 2014).

The listening skill refers to the identification of speech sounds in order to transform them into words and sentences. The ear is the organ in charge of receiving those sounds perceived as letters, accents, rhythms and pauses. The brain is responsible for transforming those sounds into messages with meaning.

On the other hand, the speaking skill involves producing, receiving and processing information. This is carried out through an interactive process of constructing meaning.

For its part, the reading skill is the process of getting meaning from written symbols. Those written symbols are transformed into words, sentences and paragraphs through reading. The purpose of reading is to communicate something to the readers.

Finally, writing is the process of using symbols, letters of the alphabet, punctuation, spelling and spaces in order to communicate and transmit thoughts and express ideas in a legible form.

Based on the aforementioned language skills, this investigation is intended to motivate second BGU students at Integración Técnica Educativa high school to improve their reading skills through the use of different teaching activities.

1.4.5 LANGUAGE RECEPTIVE SKILLS

English learning receptive skills allow students to receive information from oral or written texts to make sense. During this process, learners need to connect their previous knowledge with the new information to process the ideas, give opinions, and produce new texts. At this stage, learners comprehend information in a passive process. However, what they have understood, later become in the productive skills such as speaking or writing (Harmer, 2001)

According to Harmer (2001), receptive skills are used to obtain meaning from the text. This kind of processing presents some generalities in the two receptive skills (reading and listening) as well as differences that allow teachers to plan lessons and obtain their learning goals. In both receptive skills, the background information is a strong reference to start an activity and activate students' prior knowledge. Reading and listening take place because students always have an instrumental use to perform while the skill is developing.

1.4.6 READING

Hadfield (2008) states that: "Reading is not the simple deciphering of a written code, but the decoding and also understand and interpret a text." (p.43). Reading is part of the four language skills: reading, listening, writing and speaking. Reading is recognized as the receptive skill that entails responding a text. Therefore, to read effectively is important that students understand the language of the text to make sense of the text so they can connect the text to their knowledge of the world (Spratt, Pulverness, & Williams, 2005)

According to Hadfield (2008), reading in the native language is very different from reading in a foreign language, because the mother tongue presents different methods for reading. Students have learned different ways of reading since they have attended their primary school years depending on the type of text that students are reading and the purpose for reading. The use of students' background knowledge for reading activities empowers students to predict the ideas of a text and also understand it in a better way because students have already known how written texts are structured.

Reading consists in the transformation of a text into ideas, thoughts or messages with meaning. Previously, it was believed that reading was basically a matter of identifying words formed by letters, and sentences formed by words to find meaning in them (Murray, 2003). On the other hand, Goodman (1997) defines reading as a psycholinguistic process captured by the mind in which the reader uses strategies to give meaning to a text.

As well, different authors state that the process of reading involves three essential abilities:

- Decoding: refers to the ability to identify letters and sounds.
- Understanding: is a mental process that indicates comprehension.
- Assimilating: consist of reacting to what has been expressed in a text, also it refers to the capacity of thinking critically about a reading.

1.4.7 IMPORTANCE OF READING

Reading is one of the skills that is taught from early ages, since it is expected that students can read texts that are according to their age. In addition to communication, reading is very important for education. Through reading, it can be enriched intellectually through the strengthening of vocabulary and knowledge of the environment in which we live.

Additionally, through reading, interpretation and imagination can be developed (Freire, 1983).

1.4.8 READING COMMUNICATION PROCESS

The purpose of reading is to interpret the message of a text. First, the message must be transformed into words whether written or spoken, in this way the message can be accessible to the recipient, the person who will read or listen to it. Finally, the text read is decoding to obtain a clear idea of the message that the sender intends to share. When the message is received a response is expected, which can be: accept it, reject it, or transform it using it for your own imagination (Mattingly, 1972).

1.4.9 METHODOLOGICAL PROCESS OF READING

The reader is actively involved in the construction of meaning even before he has contact with the text. In this like-guessing game, he is in a dialogue in which various psychological and linguistic processes and skills are activated. Reading can be defined as a sociocultural, psycholinguistic guessing game, in which the reader uses his communicative competences, previous knowledge and experiences to construct meaning from a text printed or in screen (Marimuthu, Muthusamy, & Veeravagu, 2016)

Finally, the post-reading stage is developed at the end of the process. In this stage, teacher can facilitate text evaluation, summarization, which could support understanding (Mattingly, 1972).

1.4.10 READING PROCESS

The reading process can be taught. The teaching of reading could help the readers develop the language skills required to effectively use written language for communication. The reading process involves three stages: pre-reading, while-reading, and post-reading. These stages can help students make reading more communicative (Grabe, 1991).

PRE-READING

The pre-reading stage occurs before reading the text. It includes activating students' previous knowledge, updating their information, stating their objectives. The activities proposed in this stage could motivate the students; interest them to read the text. Previous knowledge should be activated; it includes previous reading experiences with similar

types of texts, communicative competence and other personal experiences. Information derived from formal instruction is also very important: vocabulary, language use and language usage. Moreover, it permits to motivate the students to discover more information from the texts (Marimuthu, Muthusamy, & Veeravagu, 2016).

The following teaching activities can develop some pre-reading specific skills:

- To interpret the images that the text has.
- To interpret the graphics the images that the text.
- To ask what do you know about...?
- To predict from textual and editorial information: title, publication year, authorship, holographic data, descriptors, references, etc.
- To state (predict) the purpose of the text: to inform, to recreate, to narrate, report, to argue.

WHILE- READING

This stage corresponds to the act of properly reading, both in the mechanical aspects and understanding. When reading itself, some strategies could enhance comprehension. Some have proven to be effective: asking questions, analyzing text structure, genre conventions, lexico-grammatical collocations, identifying diagrammatic and typographical clues (Marimuthu, Muthusamy, & Veeravagu, 2016).

The level of comprehension could depend to the importance given to what the reader does in this stage. Reading is more than decoding linguistic signs. it means to understand, interpret, discover and active the imagination. In this stage, emphasis is put on what can be seen beyond words, phrases and sentences; ideas, meaning, ideology, motivation and perspectives are important. The activities depend on the type of texts (Marimuthu, Muthusamy, & Veeravagu, 2016).

Steps to understand reading:

- Read as many times as necessary to understand the text.
- Predict while the reading is being made.
- Relate the content of the reading with previous experiences.
- Select specific parts of the text to read them.

POST-READING

It is the stage in which activities are proposed that allow knowing how much the reader understood. The type of questions that are posed determines the level of understanding that you want to ensure, such as:

- Verify the predictions made.
- Formulate and answer questions.
- Give an opinion on the topic of reading.
- Relate the content of the text in own experiences.
- Discuss the text read.
- Summarize text information.

1.4.11 READING SUBSKILLS

There are seven types of sub-skills which help to read in different ways (Zhang & Koda, 2008).

- Scanning, (reading for specific information): The full text is not read, only specific information is searched throughout the text, for example, character names.
- Skimming, (reading for gist): Refers to the obtaining of a general ideal of all the text that is read.
- Reading for more details: It refers to obtaining the meaning of each word found in a text.
- Inferring: This sub device focuses on finding out what the writer's opinion or feelings are about the text he wrote.
- Deducing meaning from context: Refers to trying to find out the meaning of words that are in an unknown context.
- Predicting: Through keys provided in advance of the text, it is intended to guess the content or what the text will be about.
- Understanding text structure: It helps determine the development of a certain type of text.

1.4.12 LEARNING ENGLISH THROUGH READING

Nowadays, reading is an essential skill to everybody in everyday life. Consequently, it is a way to succeed in social, academic and professional settings. Reading permits to learn vocabulary and content enrich communication and social interactions. Reading helps to develop language competence. Additionally, reading can develop the capacity of analysis, synthesis, interpretation and imagination.

Goodman (1997) recommended several benefits of reading for language learners:

- Reading enhances punctuation skills: As punctuation marks have different uses, analyzing texts while reading permits discover those punctuation uses, functions and purposes.
- Reading enhances development of vocabulary: frequently students read dictionary to translate unknown unfamiliar words. However, when reading it is not necessary because meaning can be inferred from the context.
- Reading develops stylistic knowledge: there are as many styles of language as there are discourse communities. So, reading permits to discover different styles, for example journalist style, academic style of textbook. When reading, readers usually pay attention to more aspects of the text and language than meaning.
- Reading has recreational functions: many people every day read just for fun.
- Writing is not the simple transcription of spoken language. It has different functions and uses. So, reading completes what can be done with speaking.
- Reading aloud could raise linguistic consciousness. Also, sometimes, it is required for communicative purposes.

1.4.13 TEACHING READING STRATEGIES

As has been said, previous knowledge needs to be activated to enhance reading comprehension, to give sense to the text. It could be reached by using appropriate teaching reading strategies.

According to the Department of Education in Western Australia (2013), strategies are defined as mental processes learners use to carry out a task. Readers use reading strategies when they find unknown words, require specific information from the text or when the general information of the text is needed.

The explicit teaching of reading strategies is critical to guarantee that learners can successfully use their previous knowledge to accomplish its purposes.

The Department of Education in Western Australia (2013, p. 113) states that teaching reading is a challenging practice because the reading process implies no voice or motion; it comprises psychological strategies that cannot be observed. Keene and Zimmerman (1997) identified most common processes that readers use when reading.

1.4.14 READING STRATEGIES DESCRIPTION TO DEVELOP TEACHING ACTIVITIES

The Department of Education in Western Australia (2013) suggests the use of the following strategies, which could be used simultaneously to develop both teaching and reading comprehension.

- **Predicting:** Make a prediction is to indicate what can happen or happen according to a given situation or event. In the reading, the predictions come from the questions that the reader makes about the text, to anticipate what will happen. Correct predictions, will support text comprehension.
- **Connecting:** readers make strong connection between their prior knowledge and the new information presented in the text.
- **Inferring:** Readers add their own ideas to make inferences from a text. While inferences are made, readers do predictive exercises, draw conclusions and create their own interpretations.
- **Synthesizing:** It consists of the ability to summarize a text with a certain number of words, the most important ideas that are needed to understand it.
- **Creating images:** readers use all their perceptive skills to represent reality when reading a text. Their images depend on their previous knowledge. From these interpretations, readers construct conclusions, predict, interpret, remember and comprehend, that is, construct meaning. Images are constructed from all senses.
- **Self-questioning:** Good readers reflect, analyze and criticize when reading. Those processes help them to comprehend the text. Frequently, questions emerge spontaneously and, sometimes, one question leads to others. Questions should not necessarily be associated with the content, language, style, text structure, rhetoric,

actions, inferences, and context. They could also be used to clarify the meaning of the text.

- **Skimming:** it implies giving a fast glance of the text to get a general idea or an overview of the content. It implies that the readers omit much detailed information of the text just to obtain a general gist of what the text means. Skimming use can be taught by encouraging the students to identify and use any holographic and typographic information, to read underlined words, italics or highlighted segments of the text. It also implies to interpret titles, headings and subheadings.
- **Scanning:** Scanning is similar to skimming but involves not the construction of the general idea of the text, but, by glancing through the text, to locate specific information. It includes names, characteristics, dates, places or specific content. For example, a student may read a dictionary or a directory to scan information.
- **Determining importance:** for readers, it is important to understand how to find important information, in website documents. Some factors could help the readers: the purpose of reading, topic knowledge, previous experiences, personal beliefs, text organization information.
- **Summarizing and paraphrasing:** Based on these strategies, readers can identify record and recall key information of the text, main ideas, or write important information from a text.
- **Re-Reading:** Usually, readers need to read again the text to understand it. Re-reading has benefits to clarify or improve the meaning construction. Reading a text more than once is beneficial for the readers because it allows them to achieve a better comprehension of the text.
- **Reading On:** Good readers usually skip the unfamiliar word and keep on reading until the end of the utterance or text. Sometimes, the surrounding sentences provide the needed information to determine the meaning of the unknown words. Once the meaning of unknown words has been found, readers could go backwards, re-read the section of the text.
- **Adjusting reading rate:** students should permit themselves to regulate their reading rate and raise conscience to recognize when this is necessary. The purpose of reading seldom determines which the appropriate rate is. Readers can slow down to comprehend new information, clarify the meaning of a word or phrase, and answer questions.

- **Sounding out:** readers use their linguistic conscience knowledge to analyze words, to find out the meaning of unknown words. Reading in loud voice could be used as a strategy to signify unknown words.
- **Using analogy:** readers can use analogy when they are referred to expressions, they may be familiar with to find out the meaning of unknown words. They could transfer their previous knowledge about familiar expressions identify the meaning of unfamiliar words.
- **Consulting a reference:** Readers usually consult textual references as an additional strategy. It enables the readers discover the meaning of words or utterances. So, readers should be taught how to read dictionaries, thesaurus booklets, reference books or glossaries to help them find the meaning of words, its pronunciation and derivational information.

1.4.15 CRITICAL THINKING AND READING COMPREHENSION

Modern cognitivists have developed theoretical models based on new trends to explain and create a new conceptualization about reading comprehension. The theory of schemes, considered as a theory about knowledge, is among these trends. This shows how knowledge is represented and organized and how that representation and organization facilitates the activation of the readers' prior knowledge to improve their comprehension process (Rumelhart, 1984). A scheme refers to organized knowledge about people, objects, places, events, processes, concepts and practically everything that represents a basis for learning. Based on this, critical thinking is considered as a means to activate or construct a scheme (Murphy, 2016). In relation to this, Norris and Phillips (1987) indicate that critical thinking facilitates the activation of existing schemes and promotes the construction of new ones by contrasting ideas and participating in reflective thinking. So critical thinking is the process used by the reader to understand a text.

1.5 CONCEPTUAL FRAMEWORK (DEFINITION OF TERMS)

- **Teaching:** It refers to the transmission of knowledge, values and ideas among people. Teaching is an intrinsic and full part of the educational process; it includes learning, and constitutes, in the school context, a process of interaction and intercommunication between several subjects.

- **Activities:** Activities are all those actions that the students perform as part of the instructional process that they follow either in the classroom or in any other place.
- **Reading comprehension:** Reading means the understanding of what is read. A reader understands a text when he can find meaning, when he can put it in relation to what he already knows and his interests.
- **Critical reading:** Critical reading refers to understanding the points of view of the author, following up on his argument and looking for the evidence that supports these points of view; it is associated with a thorough understanding of the information that allows the reader to critically judge the work: point out the successes and failures.
- **Decoding:** Decoding is the first partial operation of reading and it can be defined in two ways: as the ability to identify graphic signs by a name or a sound and as the ability to transform written signs into oral language.
- **Understand:** Perceive and have a clear idea of what is said, done or read, consists of discovering the deep meaning of something.
- **Assimilate:** Transform a linguistic element into another that is close to the spoken chain or that the speaker mentally relates to it.

1.6 LEGAL FRAMEWORK

According to the Acuerdo Ministerial -2016-00020-A (Ministry of Education of Ecuador, 2016), this investigation is legally supported by the Ley Orgánica de Educación Intercultural, the Ministry of Education of Ecuador, and the Common European Framework for Languages as described as follows:

Este acuerdo se propone DISPONER que el currículo de Lengua Extranjera - Inglés se implemente de manera progresiva hasta contar con el talento humano apropiado que posibilite atender eficientemente la enseñanza de este idioma.

La implementación del currículo del idioma inglés desde el segundo hasta el séptimo grado de Educación General Básica en todas las instituciones educativas del país, se deberá realizar a partir del año lectivo 2016-2017 para el Régimen Sierra y 2017-2018 para el Régimen Costa.

It also has been disposed the incorporation of teachers that have achieved a B2 level in English according to the Common European Framework for Languages, with the purpose of providing students with enough resources to guarantee their learning.

Con Acuerdo Ministerial No. MINEDUC-MINEDUC-2018-00004-A de 16 de enero de 2018, se excluye la aplicación de la Evaluación CAL del listado de certificados constantes en el Acuerdo Ministerial No. MINEDUC-MINEDUC-2017-00065-A de 20 de julio de 2017 para acreditar el nivel B2 de inglés de conformidad al Marco Común Europeo de Referencia de Lenguas (MER).

Lastly, in the context of this study, and supported by the law, learners need to become independent readers able to think critically, infer, paraphrase and understand what they have read (Ministry of Education, 2016).

CHAPTER III

RESEARCH METHODOLOGY

3.1 Type of research description

This is a scientific study since the steps of the scientific method have been descriptive and applied research, a problem was detected, the theory was revised a hypothesis was formulated, data were collected and analyzed. In addition, this research is factual since it was based on real facts which were observed directly at Integración Técnica Educativa High School.

Furthermore, the research provides insights to the researcher so that the situation needs to be studied in depth. In this study, students do not have developed their reading skills so it is necessary to explore the influence of teaching activities to improve them. In this way, it will be possible to facilitate understanding of how viable can this study be.

On the other hand, the problem identified is supported by the theoretical and conceptual framework; it has provided the rationale for conducting the research. Additionally, the research is bivariate because it has two variables: teaching activities (dependent) and reading skills (independent). In addition, this was a field research because the study was conducted in the place where the problem was detected, in this case at Integración Técnica Educativa High School.

Likewise, it was documented and supported by previous works and bibliographical sources which allowed comparing the results and validating the research.

3.2 Methods and techniques

This is quantitative and qualitative research. It is quantitative since the approach aims to develop and use statistical models, theories and hypothesis with regard to the phenomena under investigation. On the other hand, it is qualitative because the researcher, through the use of different instruments, seeks to answer questions about how or why the phenomenon identified in this study occurs.

The techniques used for data collection established the bases for the creation of a proposal based on reading activities to enhance the reading skill in the students. It sought through

the implementation of teaching techniques to develop reading skills in the English language, in 2nd year BGU students at Integración Técnica Educativa High School.

3.3 Research instruments

To collect the quantitative data, a pretest and a posttest were applied. On the other hand, to collect the qualitative data, observation to the students and the teachers were done. Additionally, a questionnaire to the teachers was administered. The data were collected to achieve the main objectives of the present research. The instruments were applied to 2nd-year BGU students and two teachers belonging to the same level. The researcher was in charge of administering the test, conducting the survey and observing the lessons (to students and teachers). A detailed description of the data collection process is presented as follows

3.3.1 Pretest and posttest

Before the implementation of the proposal, a pretest was applied to 2nd-year students in order to assess their reading skill level. Initially, the students gave their consent to be part of the study and subsequently the pretest was conducted. After the implementation of the proposal, a posttest was also administered to the students.

The pretest and posttest, which included 4 tasks, allowed identifying the possible weaknesses and strengths in the students' reading skill (See Appendix A). It was a reading test, which lasted approximately 20 minutes. The test was structured as follows:

Table 1
Pretest structure

Task	Time	Assessment standards
1. Predicting	10 minutes	- Ability to make predictions
2. Making connections	10 minutes	- Ability to make connections - Prior knowledge
3. Inferring	10 minutes	- Ability to infer
4. Understanding text structure	10 minutes	- Ability to understand the ideas

Elaborated by: Camacho I. & Esparza J. (2018)

The assessment standards to describe the level achieved by the students are showed in the following table:

Table 2
Assessment standards

Standards	Definition	Application
- Ability to make predictions	- Through keys provided in advance of the text, it is intended to guess the content or what the text will be about (Zhang & Koda, 2008).	- Students use clues such as images, titles, graph to make the predictions.
- Ability to make connections - Prior knowledge	- Connections are highly personal connections that a reader makes between a piece of reading material and the reader's own experiences or life (Grabe, 1991).	- Students combine their prior knowledge with the new information.
- Ability to infer	- This sub device focuses on finding out what the writer's opinion or feelings are about the text he wrote (Zhang & Koda, 2008).	- Students draw conclusions, take information from a text, make predictions and create their interpretations about a reading.
- Ability to understand the ideas	- It helps determine the message of the text (Zhang & Koda, 2008).	- Students identify the main ideas and select the most important information from a text.

Elaborated by: Camacho I. & Esparza J. (2018)

In order to obtain the data from the tests, a rubric was used (See Appendix B). The standards on the rubric were based on the B1 Level Assessment Scale for reading skills. This scale is based on Level B1 of the Common European Framework of Reference (Council for cultural cooperation, 2001). The results that were found allowed the researcher to examine methodically the students' strengths and weaknesses that are related to their reading skills. Students' reading skills were assessed using (4) scale list of

standards (making predictions, making connections, inferring, understanding). The assessment of students varied from the following scales:

Unsatisfactory (0-4,9, 9 points)

Needs improvement (5-6,9, 9 points)

Meets standards (7-8,9, 9 points)

Exceeds standards (9-10) points

3.3.2 Observation form to the students

An observation of the students was done previous to the implementation of the proposal with the purpose of collecting enough data to identify the attitudes of the students towards reading. This information was also useful to select the most suitable activities to develop in the proposal (See Appendix C).

3.3.3 Observation form to the teachers

Participant observation of the teachers took place before the implementation of the proposal. At the same time that the students were observed, teachers were observed as well in order to identify the methods used by them to teach reading and how students react to that methodology (See Appendix D).

3.3.4 Questionnaire to the teachers

In order to collect information about teachers' professional experience and preparation, a questionnaire was administered to them (See Appendix E). It consisted of 10 questions related to their experience and preparation in TEFL. It was a closed questions questionnaire; the teachers were asked to respond to the questions by choosing the answer that best suited them. The information collected from this questionnaire helped to support students' success in relation to the improvement of their reading skills.

3.4 Research population and sample

According to Barreiro and Albandoz (2014), a population includes all members of a defined group that are studied. The conclusions obtained are the representation of this group. The sample, for its part, refers to the portion of the population that is selected to conduct the research. The population was represented for all the students and teachers of

BGU level. A sample of two (02) teachers and 30 students was selected from the 2nd year BGU at Integración Técnica Educativa High School.

Table 3
Sample

Sample	Frequency	Percentage
Students	30	50%
Teachers	2	50%
TOTAL	32	100%

Source: Students' school register

Elaborated by: Camacho I. & Esparza J. (2018)

3.5 Processing, presentation, and analysis of results

The research results are shown in this section. The observations to the teachers and the students will be first presented as an analysis of the qualitative data. The analysis of the qualitative data was followed by an analysis of the quantitative data that was collected by a pretest, a posttest, and a survey.

3.5.1 Class observation forms

From the data gathered from initial observation, it was found that teachers spent some time to develop reading skills; however, the activities and strategies proposed to enhance reading skills were not effective. The students had not developed reading competences; they could not read fluently and independently. This indicates that the English reading class should change for the better.

3.5.2 Teachers' observation form

In the observation of the class, centered on the teacher, it was found:

- When selecting teaching materials, the level of the texts selected by the teacher was not appropriate; so, the students failed to practice independently.
- Even though, sometimes the teacher used pre-reading activities, they did not motivate the students to learn or to read. Despite the importance of identifying the reading purposes in this stage, it never happened.
- In relation to the activities done during the reading stage, it was observed that the teacher frequently told the students the meaning. He rarely discussed the vocabulary

with the students nor clarified the doubts. This practice generated that the students were teacher dependent. He sometimes made the students read; however, the students' need was not used to design teaching activities.

- Finally, it was observed just a few activities after reading. Sometimes, time was not enough. Rarely, students had the opportunity to talk about what they understand from the text, to reflect on the reading strategies they used. Even the evaluation of any reading activities could be useful to plan future teaching activities, they did not have the chance to discuss or share their opinions about what they felt during the activities, what were their opinions about the text, y they liked it.
- In synthesis, the teaching reading activities proposed by the teacher were neither attractive to the students nor effective to the development of their reading skills.

3.5.3 Students' observation form

- As mentioned before, despite that the teaching activities were not attractive to the students, that they did not feel motivated; they participated in every activity proposed by the teacher.
- Usually, when the students had a doubt or did not comprehend the text, they were not enhanced to it independently, to analyze or discuss the problem and the possible solution, but the teacher gave a correct form, the meaning. So, they were dependent on the teacher's decisions.
- As the new vocabulary depended on the teacher, they rarely worked on increasing vocabulary when reading. Instead of developing vocabulary from the text, they always learned it from the teacher. They did not infer, make connections or predict from the text.
- The students rarely share with classmates during the reading activities. Reading was an individual activity, shared only with the teacher when they had a doubt.
- When having finished reading, they rarely had the opportunity to summarize and paraphrase texts. They could not share their perceptions, opinions about the text. They could not express what they felt.
- To sum up, teaching reading activities did not enhance the development of reading skills or motivate the students to develop vocabulary, read or learn.

3.5.4 Pretest and posttest results

Students reading proficiency level was assessed based on the following standards:

- Making predictions
- Making connections
- Inferring
- Understanding.

They were assessed based on the following scales:

- Unsatisfactory (0-4,9,9 points)
- Needs improvement (5-6,9,9 points)
- Meets standards (7-8,9,9 points)
- Exceeds standards (9-10) points

Table 4
Scores achieved by the learners in the pretest

Learner (L)	Making predictions	Making connections	Inferring	Understanding	Reading proficiency level	Scale
L1	1	1,25	1,25	1,25	4,75/10	Unsatisfactory
L2	1,75	1,75	1,75	2	7,25/10	Meets standards
L3	1	1,25	1	1	4,25/10	Unsatisfactory
L4	2,25	2,25	2	2	8,5/10	Meets standards
L5	1,25	1,25	1	1,25	4,75/10	Unsatisfactory
L6	1,5	1,25	1,5	1,25	5,5/10	Needs improvement
L7	0,75	1	0,75	1	3,5/10	Unsatisfactory
L8	0,75	1	0,75	0,75	3,25/10	Unsatisfactory
L9	2	1,75	2	2	7,75/10	Meets standards
L10	1,5	1,25	1,25	1,25	5,25/10	Needs improvement
L11	1,75	2,25	2,25	2	8,25/10	Meets standards
L12	2	1,75	1,75	1,75	7,25/10	Meets standards
L13	0,75	1	1	0,75	3,5/10	Unsatisfactory
L14	0,75	1	1	0,75	3,5/10	Unsatisfactory
L15	0,75	0,75	0,75	0,75	3/10	Unsatisfactory
L16	2,25	2	2,25	2	8,5/10	Meets standards
L17	1,5	1,25	1,25	1,5	5,5/10	Needs improvement
L18	0,75	0,75	1	0,75	3,25/10	Unsatisfactory
L19	0,75	0,75	1	1	3,5/10	Unsatisfactory
L20	0,75	0,75	0,75	1	3,25/10	Unsatisfactory
L21	1,5	1,5	1,75	1,5	6,25/10	Needs improvement
L22	0,75	0,75	0,75	0,75	3/10	Unsatisfactory
L23	1	1	1,25	1	4,25/10	Unsatisfactory
L24	1	1,25	1,25	1	4,5/10	Unsatisfactory
L25	0,75	0,75	1	1	3,5/10	Unsatisfactory
L26	0,75	1	1	0,75	3,5/10	Unsatisfactory
L27	1	1,25	1,25	1,25	4,75/10	Unsatisfactory
L28	1	1	0,75	0,75	3,5/10	Unsatisfactory
L29	1	1	1	0,75	3,75/10	Unsatisfactory
L30	1	1,25	1	1	4,25/10	Unsatisfactory
Total	35,5	37	37,25	35,75	145,5	
%	47%	49%	50%	48%	49%	

Elaborated by: Camacho I. & Esparza J. (2018)

Table 5

General scores obtained by the students in each reading skill standard in the pretest

Standards	Percent
Making predictions	47%
Making connections	49%
Inferring	50%
Understanding	48%

Elaborated by: Camacho I. & Esparza J. (2018)

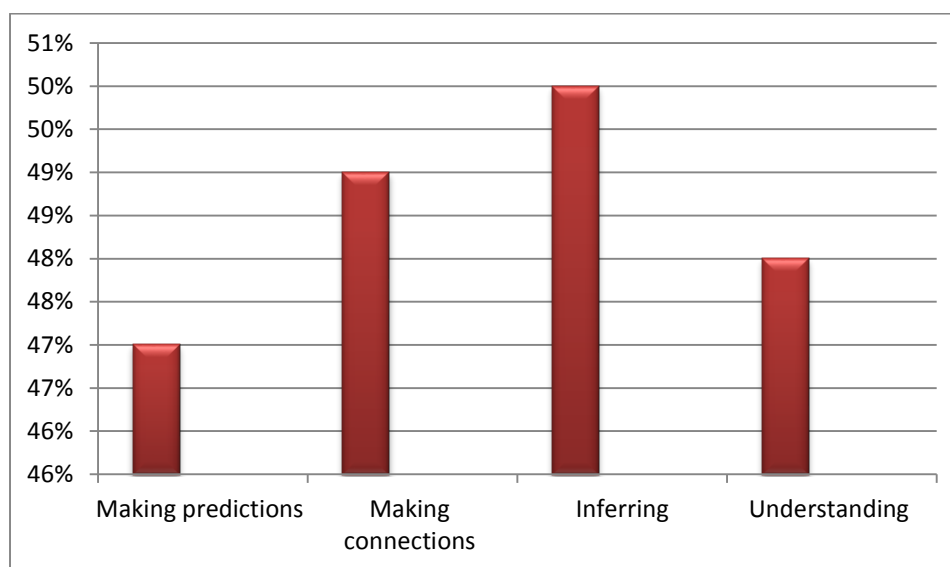


Figure 1: General scores obtained in each reading skill standard in the pretest
Elaborated by: Camacho I. & Esparza J. (2018)

The figure above shows that from the 30 students that represent the total of the population, the results obtained in the different reading skills standards during the pretest, are low. It can be observed that the reading proficiency level of the students is lower than 50%. Analyzing these results, it is evidenced that students' lowest percentage relates to making predictions criterion; this means that this is the most difficult ability for the students to put into practice during the reading process since they do not perform enough activities to develop this ability. Close to it, it is found understanding which is also a difficult strategy for the students to apply. Making connections and inferring are the highest percentages but the students do not achieve more than 50% in proficiency.

This provides us with sufficient evidence that there is a problem to be solved in the development of the reading skill of these students. Following, figures will be exposed to show how the students applied the reading strategies through different activities.

Making predictions

Table 6
Standard analysis: Making predictions

Rating scale	Frequency	Percent
Unsatisfactory (0-4,9)	19	63%
Needs improvement (5-6,9)	5	17%
Meets standards (7-8,9)	4	13%
Exceeds standards (9-10)	2	7%
TOTAL	30	100%

Elaborated by: Camacho I. & Esparza J. (2018)

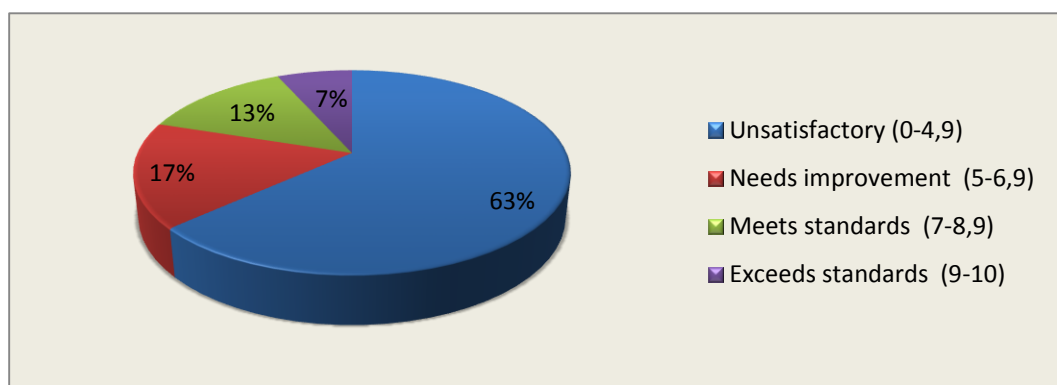


Figure 2. Standard analysis: Making predictions
 Elaborated by: Camacho I. & Esparza J. (2018)

Based on the previous figure, 63% percent represent the highest result obtained by 2nd year BGU students in the “Making predictions criterion”. It means that most of the students have a poor level regarding text prediction. In the same context, just 7% of the students demonstrated a high domain of the application of this reading strategy. The low level evidenced in this criterion is the result of the lack of teaching activities in the English class, in which students are able to put into practice reading predictions.

Making connections

Table 7
Standard analysis: Making connections

Rating scale	Frequency	Percent
Unsatisfactory (0-4,9)	14	47%
Needs improvement (5-6,9)	10	33%
Meets standards (7-8,9)	4	13%
Exceeds standards (9-10)	2	7%
TOTAL	30	100%

Elaborated by: Camacho I. & Esparza J. (2018)

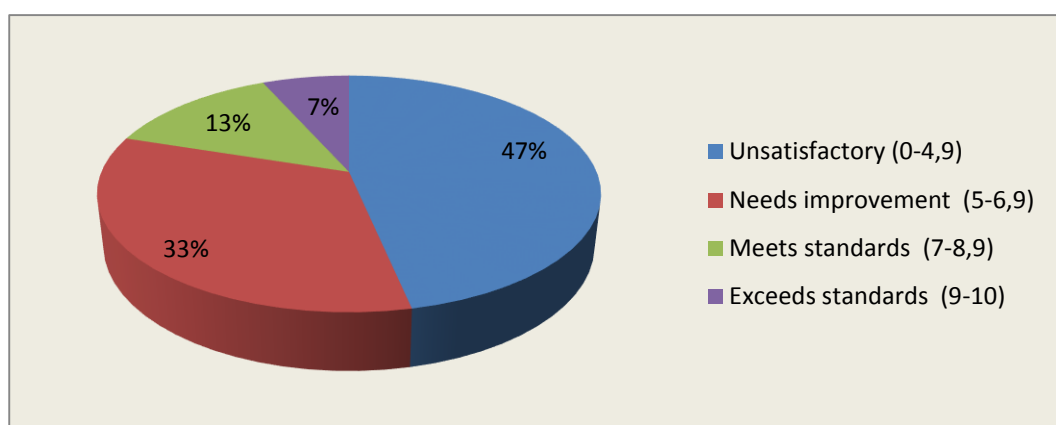


Figure 3. Standard analysis: Making connections
Elaborated by: Camacho I. & Esparza J. (2018)

According to the data seen above, 2nd-year BGU students obtained 47% in the results related to the ability to make connections during the reading process. This means that this group of students has a poor level of proficiency in the application of this reading strategy. On the other hand, 7% of the results represent students that have a high level in the domain of this strategy. This percentage is too low for expectations. In this regard, it is observable that teachers do not apply enough teaching activities for the students to put into practice this strategy.

Inferring

Table 8
Standard analysis: Inferring

Rating scale	Frequency	Percent
Unsatisfactory (0-4,9)	16	53%
Needs improvement (5-6,9)	7	23%
Meets standards (7-8,9)	5	17%
Exceeds standards (9-10)	2	7%
TOTAL	30	100%

Elaborated by: Camacho I. & Esparza J. (2018)

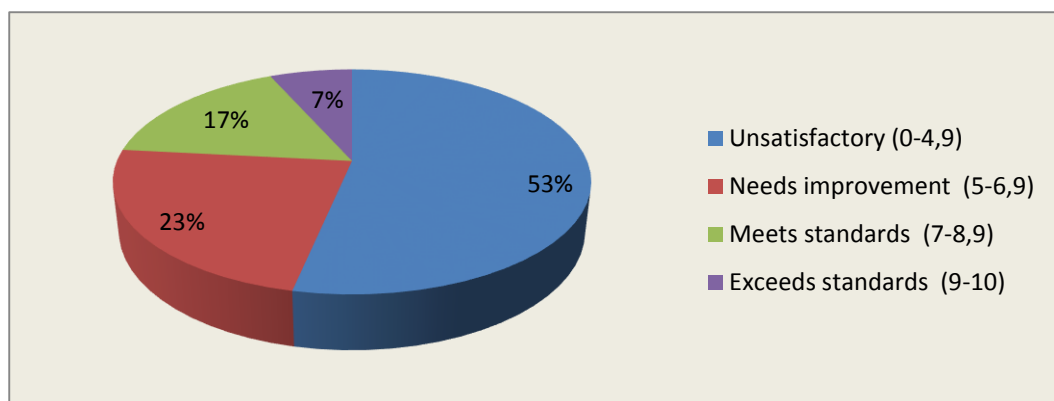


Figure 4. Standard analysis: Inferring
Elaborated by: Camacho I. & Esparza J. (2018)

Paying attention to the outcomes showed above, 53% represents a very low level of proficiency in the inferring criterion. These results indicate that most of 2nd BGU students are not able to infer from texts. They do not know how to use clues from the text, connect with their own experiences, and draw logical conclusions. Thus, it is evidenced that teachers do not propose teaching activities in which students develop this ability and that helps them to become proficient in reading.

Understanding

Table 9
Standard analysis: Understanding

Rating scale	Frequency	Percent
Unsatisfactory (0-4,9)	17	57%
Needs improvement (5-6,9)	7	23%
Meets standards (7-8,9)	6	20%
Exceeds standards (9-10)	0	0%
TOTAL	30	100%

Elaborated by: Camacho I. & Esparza J. (2018)

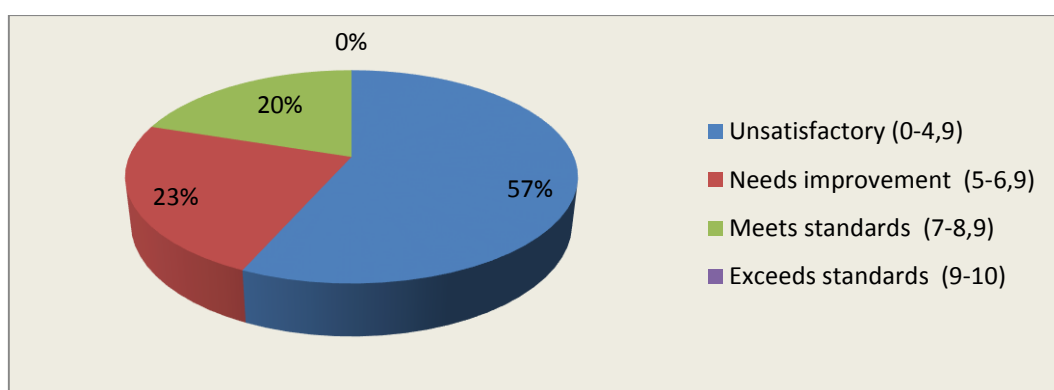


Figure 5. Standard analysis: Understanding
Elaborated by: Camacho I. & Esparza J. (2018)

Analyzing the data above, it is perceived that 57% of results obtained represent a poor level in the ability that students have in understanding texts. This means that it is difficult for them to comprehend the meaning of a text; this is due to the lack of the application of adequate strategies to develop text comprehension. Students do not know the meaning of the words since they do not have a wide vocabulary repertoire to understand ideas and concepts easily; they do not understand some grammar structures, this situation impedes to establish the relationship between sentences or paragraphs in order to make easier the comprehension of ideas.

Table 10
Scores achieved by the learners in the posttest

Learner (L)	Making predictions	Making connections	Inferring	Understanding	Total	Scale
L1	2	2,25	2,25	2	8,50/10	Meets standards
L2	2,25	2,25	2,25	2,25	9,00/10	Exceeds standards
L3	1,75	2	1,75	1,75	7,25/10	Meets standards
L4	2,5	2,25	2,25	2,25	9,25/10	Exceeds standards
L5	1,75	2	1,75	2	7,50/10	Meets standards
L6	2,5	2	2,25	2	8,75/10	Meets standards
L7	1,5	1,5	1,25	1,5	5,75/10	Needs improvement
L8	1,5	1,5	1,5	1,25	5,75/10/1	Needs improvement
L9	2,5	2,5	2	2,25	9,25/10	Meets standards
L10	1,75	1,75	1,75	2	7,25/10	Meets standards
L11	2	2,25	2,25	2,25	8,75/10	Meets standards
L12	2	2	2	2,25	8,25/10	Meets standards
L13	1,5	1,75	1,75	1,5	6,50/10	Needs improvement
L14	1,75	1,5	1,75	2	7,00/10	Meets standards
L15	1,75	1,5	2	1,75	7,00/10	Meets standards
L16	2,25	2,25	2,5	2,25	9,25/10	Exceeds standards
L17	1,75	1,75	1,75	2	7,25/10	Meets standards
L18	2	1,5	1,75	1,5	6,75/10	Needs improvement
L19	1,5	2	1,25	1,75	6,50/10	Needs improvement
L20	1,5	1,25	1,5	1,5	5,75/10	Needs improvement
L21	2	1,75	1,75	1,75	7,25/10	Meets standards
L22	1	1,25	1,5	1,25	5,00/10	Needs improvement
L23	1,25	1,25	1,5	1,25	5,25/10	Needs improvement
L24	1,75	2	2	2	7,75/10	Meets standards
L25	1,25	1,75	1,5	1,5	6,00/10	Needs improvement
L26	1,75	1,75	1,75	1,75	7,00/10	Meets standards
L27	2	2	2	2	8,00/10	Meets standards
L28	2	1,75	2	1,75	7,50/10	Meets standards
L29	1	1,25	1,25	1	4,50/10	Unsatisfactory
L30	1,5	1,5	1,5	1,5	6,00/10	Needs improvement
Total	53,5	54	54,25	53,75	215,50	
%	76%	77%	78%	77%	77%	

Elaborated by: Camacho I. & Esparza J. (2018)

Table 11

General scores obtained by the students in each reading skill standard in the posttest

Rating scale	Frequency
Making predictions	76%
Making connections	77%
Inferring	78%
Understanding	77%

Elaborated by: Camacho I. & Esparza J. (2018)

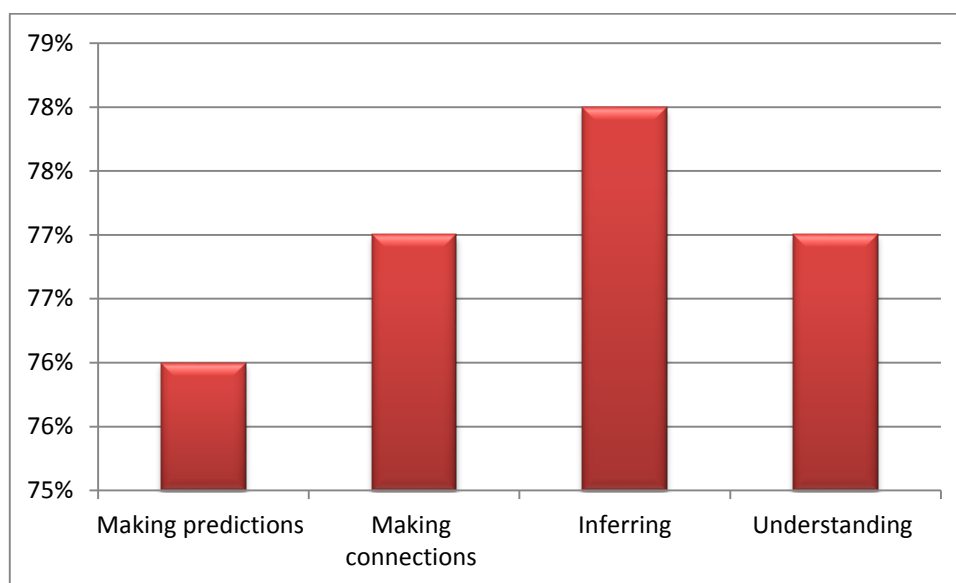


Figure 6. General scores obtained in each reading skill standard in the posttest

Elaborated by: Camacho I. & Esparza J. (2018)

As can be observed in the graph above, after the implementation of the proposal about teaching activities, the reading proficiency level of 2nd year BGU students was increased from the pretest. Using dynamic activities to teach reading motivated the students to become more proficient in the reading process. With the use of the different reading activities, the students developed their reading skills, specifically the ability to make predictions, the ability to make connections, the ability to infer and the ability to understand a text.

Making predictions

Table 12
Standard analysis: Making predictions

Rating scale	Frequency	Percent
Unsatisfactory (0-4,9)	2	6%
Needs improvement (5-6,9)	8	27%
Meets standards (7-8,9)	15	50%
Exceeds standards (9-10)	5	17%
TOTAL	30	100%

Elaborated by: Camacho I. & Esparza J. (2018)

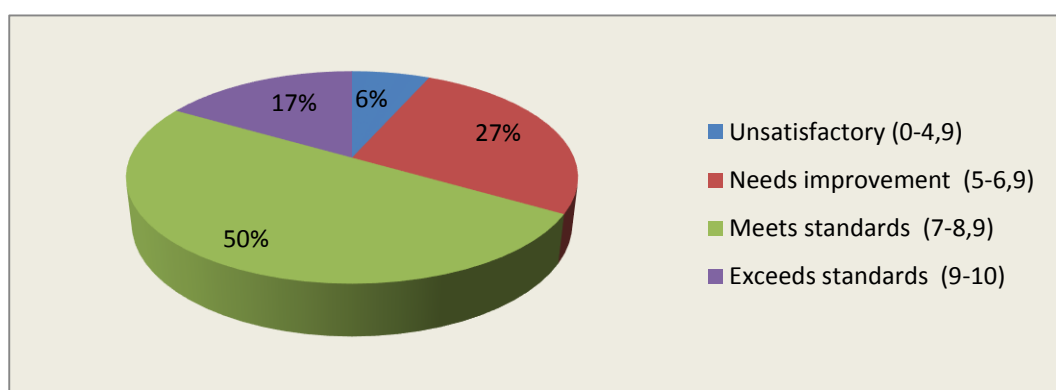


Figure 7. Standard analysis: Making predictions
Elaborated by: Camacho I. & Esparza J. (2018)

According to the figure displayed above, it can be appreciated that 50% of the results for this criterion represent that students have achieved a good level in the development of this criterion. This means that the reading activities included in the proposal helped the students to improve their capacity to make predictions. Predicting what the text was about before starting the reading was a very significant strategy since students had the opportunity to develop abilities to predict the readings by observing the titles, pictures or graphs. This activity helped the students to become actively involved in the reading process. Thinking ahead and also revising and verifying how correct their predictions were indicated the improvement of their ability to make predictions.

Making connections

Table 13

Standard analysis: Making connections

Rating scale	Frequency	Percent
Unsatisfactory (0-4,9)	0	0%
Needs improvement (5-6,9)	10	33%
Meets standards (7-8,9)	14	47%
Exceeds standards (9-10)	6	20%
TOTAL	30	100%

Elaborated by: Camacho I. & Esparza J. (2018)

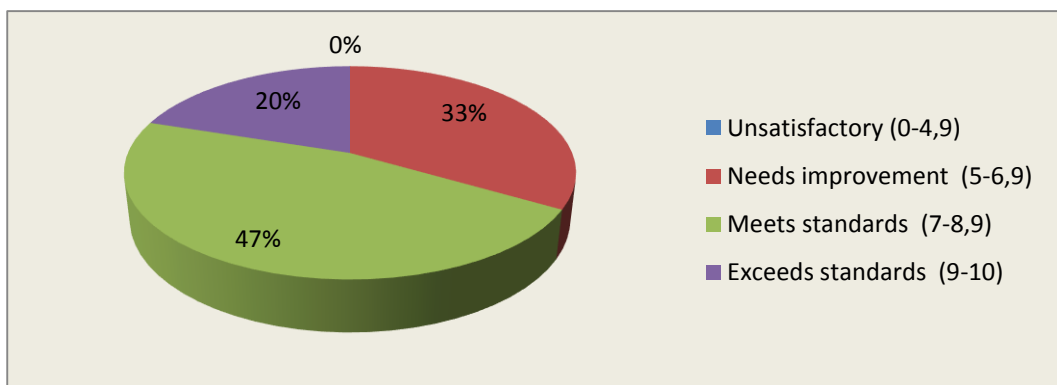


Figure 8. Standard analysis: Making connections
Elaborated by: Camacho I. & Esparza J. (2018)

Based on the graph above, it is revealed that the weakness observed in the pretest concerning the ability to make connections was reinforced and most of the students improved significantly this pre-reading ability. The teaching activities applied encouraged the readers to connect their previous knowledge to the new information observed in the readings. Through this activity, students were able to develop their ability to find meaning in the text by connecting them to their own life.

Inferring

Table 14
Standard analysis: Inferring

Rating scale	Frequency	Percent
Unsatisfactory (0-4,9)	0	0%
Needs improvement (5-6,9)	9	30%
Meets standards (7-8,9)	15	50%
Exceeds standards (9-10)	6	20%
TOTAL	30	100%

Elaborated by: Camacho I. & Esparza J. (2018)

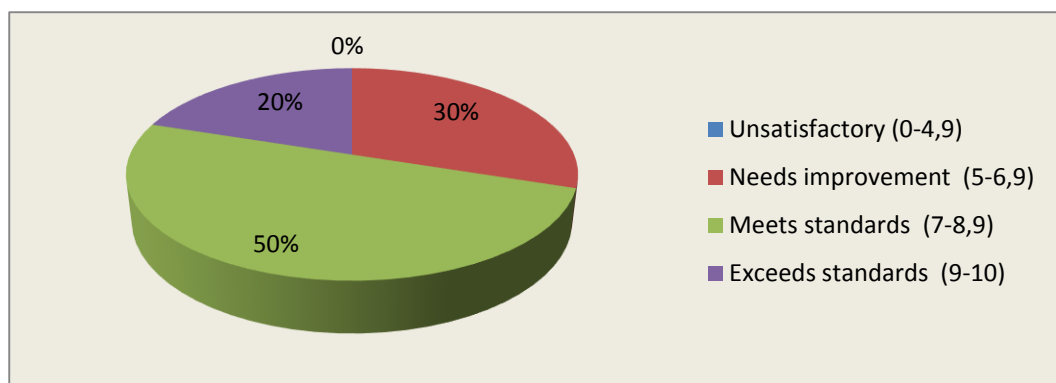


Figure 9. Standard analysis: Inferring
Elaborated by: Camacho I. & Esparza J. (2018)

The data above demonstrates that students improved their abilities to infer from texts. This progress is the result of the reading activities applied by the researcher during the implementation of the proposal. The activities focused on providing students information with the purpose of adding their own ideas to make inferences influenced significantly the development of this ability. At the same time, these activities encouraged them to make predictions, and create interpretations of the text.

Understanding

Table 15
Standard analysis: Understanding

Rating scale	Frequency	Percent
Unsatisfactory (0-4,9)	1	3%
Needs improvement (5-6,9)	9	30%
Meets standards (7-8,9)	14	47%
Exceeds standards (9-10)	6	20%
TOTAL	30	100%

Elaborated by: Camacho I. & Esparza J. (2018)

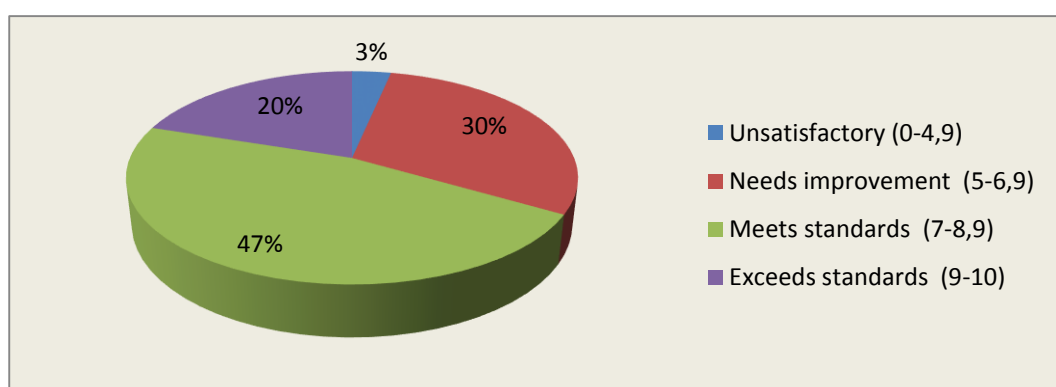


Figure 10. Standard analysis: Understanding
Elaborated by: Camacho I. & Esparza J. (2018)

Analyzing the data above, there is a significant difference between the results obtained in the pretest and the posttest regarding understanding. After the implementation of the proposal students improved to 47% that represents a good level of proficiency in understanding texts. Students demonstrated that they were able to understand what the text was saying. The intervention activities encouraged students to construct meaning from the text and integrate it with what they already knew. They developed their reading skills using background knowledge to construct their understanding; also they learned new vocabulary that helped them to understand better and besides developed proficiency in understanding grammar structures which facilitated the comprehension of the ideas.

Table 16
Comparison pre-test and post-test results

Criteria	Pre-test	Post-test
Making predictions	47%	76%
Making connections	49%	77%
Inferring	50%	78%
Understanding	48%	77%

Source: Pre-test and Post-test
 Elaborated by: Camacho I. & Esparza J. (2018)

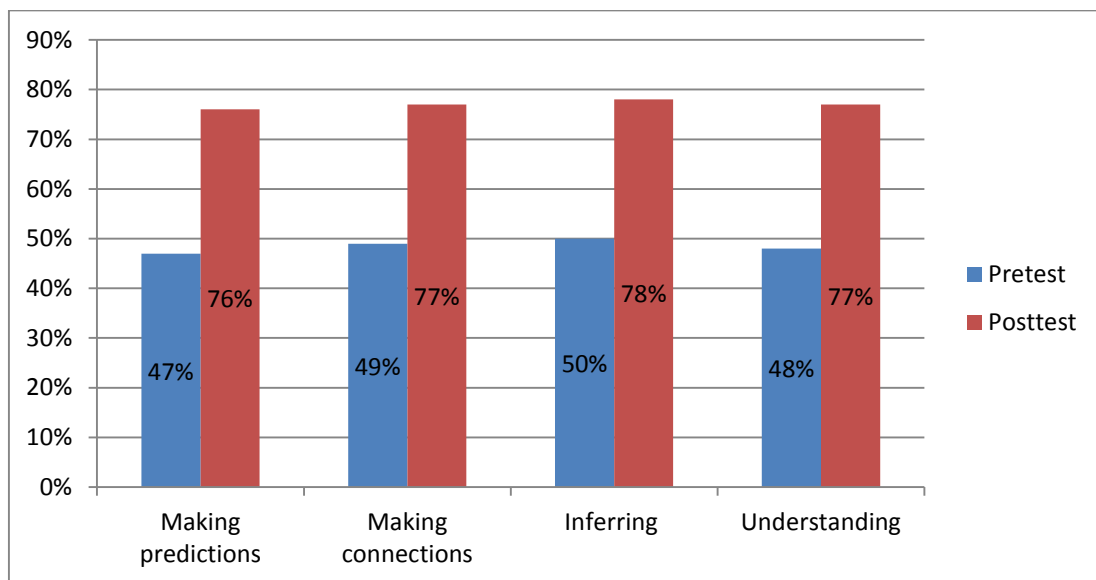


Figure 11. Comparison pre-test and post-test results
 Elaborated by: Camacho I. & Esparza J. (2018)

The chart above evidences the influence that the activities proposed had on the improvement of the students' reading skills. This figure reveals that the different reading activities implemented helped second B.G.U to become more proficient in the ability of making predictions, making connections, inferring and understanding.

3.5.5 TEACHERS' SURVEY

This survey was conducted with the purpose of gathering information concerning the experience of the teachers in their academic area; the questionnaire was applied to 2 English teachers. The results are described as follows.

Table 17
Where did you learn English?

Places	Frequency	Percent
At school	0	0%
In another country	0	0%
At an English institute	1	50%
At college	1	50%
TOTAL	2	100%

Elaborated by: Camacho I. & Esparza J. (2018)

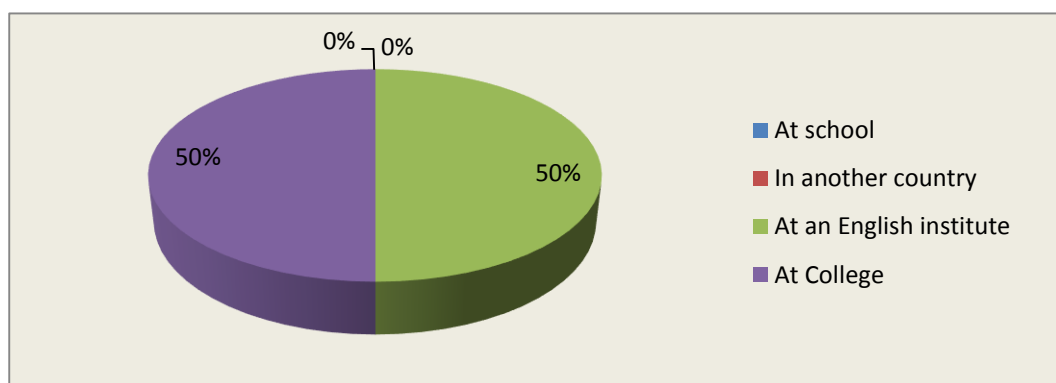


Figure 12. Where did you learn English?
Elaborated by: Camacho I. & Esparza J. (2018)

The graph above indicates that one of the teachers learned English at college and the second one learned the language at an English Academy. It is important to reflect about the importance of teaching and learning English in high school or even in the primary school when the students are young or little children since it is the best time for people to learn a language. However, teachers prepared at the University are highly competent and with enough tools to face life and language teaching.

Table 18

What is the highest level of education you have completed?

Education level	Frequency	Percent
High school graduate	0	0%
Bachelor's degree	2	100%
Master's degree	0	0%
Another advanced degree	0	0%
TOTAL	2	100%

Elaborated by: Camacho I. & Esparza J. (2018)

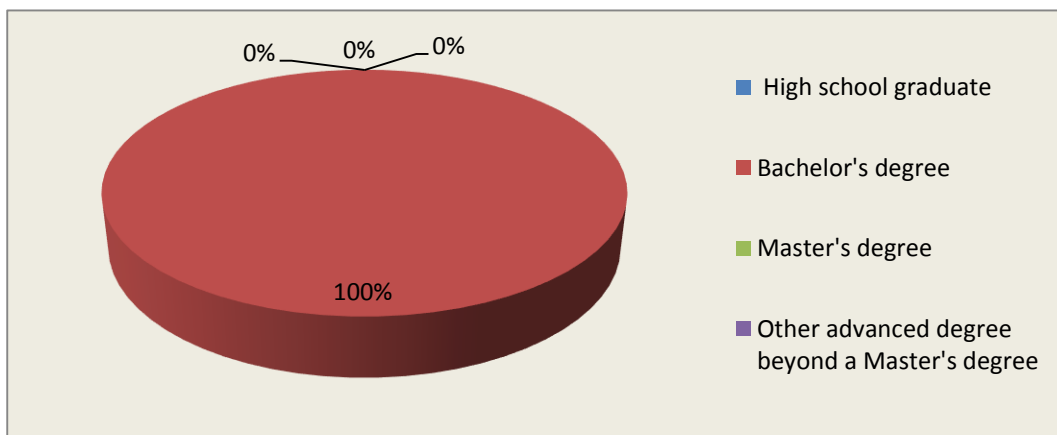


Figure 13. What is the highest level of education you have completed?

Elaborated by: Camacho I. & Esparza J. (2018)

As observed in the graph above both teachers have obtained a bachelor’s degree which demonstrates that teachers are professional in language teaching. Considering this, the school has qualified personnel to prepare the students to become proficient and competent while they are students and later in the future as professional workers.

Table 19

For what period of time have you worked at Integración Técnica Educativa High School?

Period of time	Frequency	Percent
Less than one year	0	0%
One to two years	0	0%
Three to five years	2	100%
Six to ten years	0	0%
Eleven to fifteen years	0	0%
More than fifteen years	0	0%
TOTAL	2	100%

Elaborated by: Camacho I. & Esparza J. (2018)

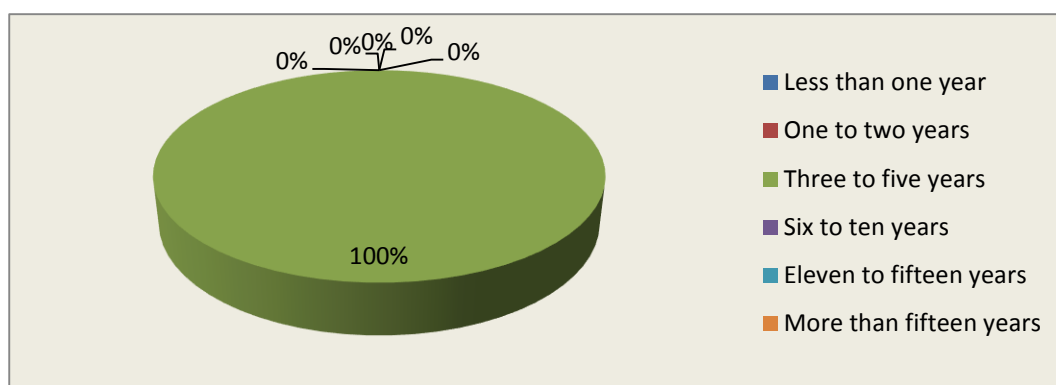


Figure 14. For what period of time have you worked at Integración Técnica Educativa High School?
Elaborated by: Camacho I. & Esparza J. (2018)

The figure above shows that both teachers have been working at the current schools for a period of 3 and 5 years, this means that these teachers have experience teaching the language. However, during this time the teaching process has represented a challenge since teachers have had to apply different teaching strategies to students of the new era, considering technologies play an important role in their daily lives, so the lessons are supposed to be more active and dynamic.

Table 20

How many hours a week do you work as an EFL teacher?

Time	Frequency	Percent
Less than 20 hours	0	0%
21 - 30 hours	1	50%
31 - 40 hours	1	50%
More than 40 hours	0	0%
TOTAL	2	100%

Elaborated by: Camacho I. & Esparza J. (2018)

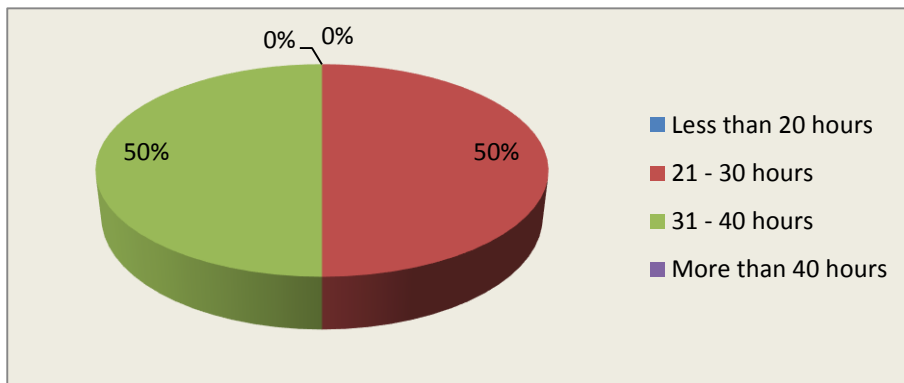


Figure 15. How many hours a week do you work as an EFL teacher?

Elaborated by: Camacho I. & Esparza J. (2018)

Based on the results obtained in this chart one of the teachers work between 21 and 30 hours per week and the other teacher works between 31 and 40 hours per week, this means that they are active during the day teaching the language. Additional to the teaching process, teachers invest time in planning their lessons and evaluating. Teaching several hours daily is positive for both, the teachers and the students, since it allows them to create a warm environment during the lessons, and the students can feel confident and comfortable with the teachers.

Table 21
How frequently do you use L2 in your lessons?

Regularity	Frequency	Percent
Occasionally	1	50%
Usually	1	50%
Always	0	0%
TOTAL	2	100%

Elaborated by: Camacho I. & Esparza J. (2018)

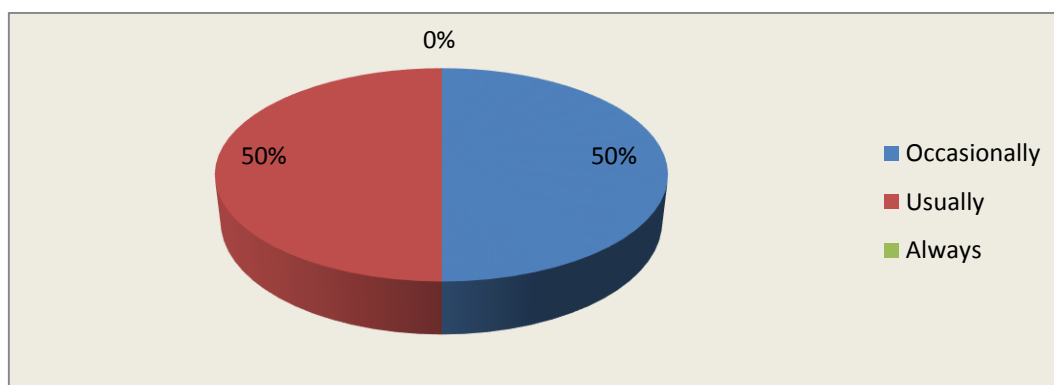


Figure 16. How frequently do you use L2 in your lessons?
 Elaborated by: Camacho I. & Esparza J. (2018)

Concerning the use of the English language in the foreign language class, both teachers agree that they occasionally use the target language in class. Using English just sometimes limits the learning process in all four skills. In the case of reading students are required to be constantly in contact with authentic texts putting into practice different reading strategies. It is important to use always the English language in class since this is the best way for the students to familiarize with the language and therefore to learn it.

Table 22

Did you take an English proficiency test recently?

Description	Frequency	Percent
Yes	0	0%
No	2	100%
TOTAL	2	100%

Elaborated by: Camacho I. & Esparza J. (2018)

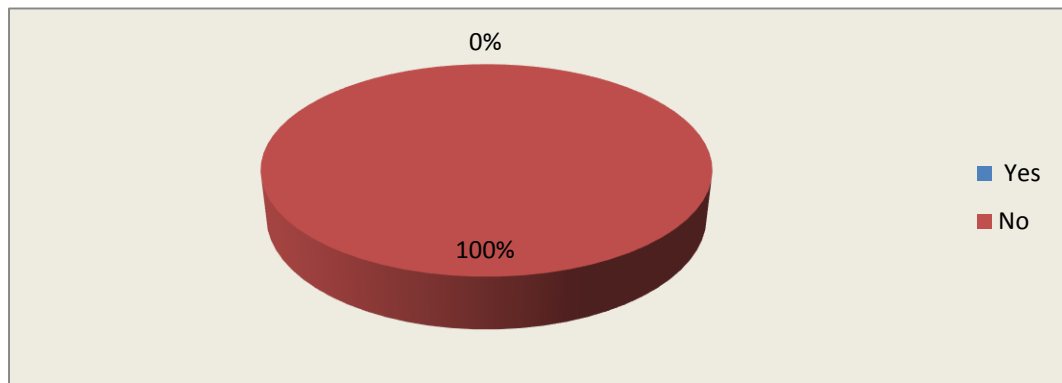


Figure 17. Did you take an English proficiency test recently?

Elaborated by: Camacho I. & Esparza J. (2018)

As can be observed in the figure above, both teachers have not taken any proficiency exam recently. Considering this, it is important that the school provides teachers with the opportunity to take courses and proficiency exams to assess their level. Moreover, taking frequently this kind of exams represents an opportunity for the teachers to improve their language level and reinforce their weaknesses and strengths in order to become more competent in the language.

Table 23
Which English level have you achieved?

English level	Frequency	Percent
A1	0	0%
A2	0	0%
B1	0	0%
B2	2	100%
C1	0	0%
TOTAL	2	100%

Elaborated by: Camacho I. & Esparza J. (2018)

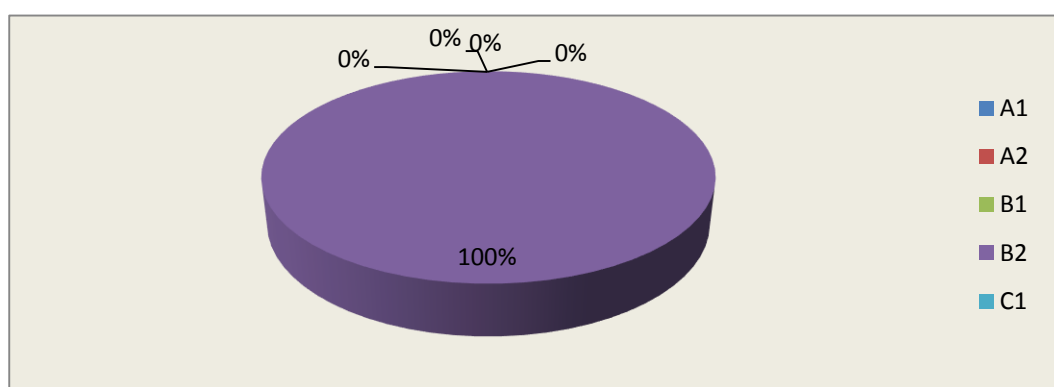


Figure 18. Which English level have you achieved?
Elaborated by: Camacho I. & Esparza J. (2018)

According to the figure above, the teachers have an intermediate-advanced domain of English; it means that they have a B2 level of English proficiency based on the CEFR of languages. It indicates that the students are learning from certified English teachers which guarantee accurate learning; moreover, the students of 2nd year BGU are expected to achieve a B1 level at the end of the school year, so teachers with B2 level are highly competent to teach these students.

Table 24

Which language skill do you mainly focus your lessons on?

Language skills	Frequency	Percent
Reading	0	0%
Writing	1	50%
Speaking	1	50%
Listening	0	0%
All of the above	0	0%
TOTAL	2	100%

Elaborated by: Camacho I. & Esparza J. (2018)

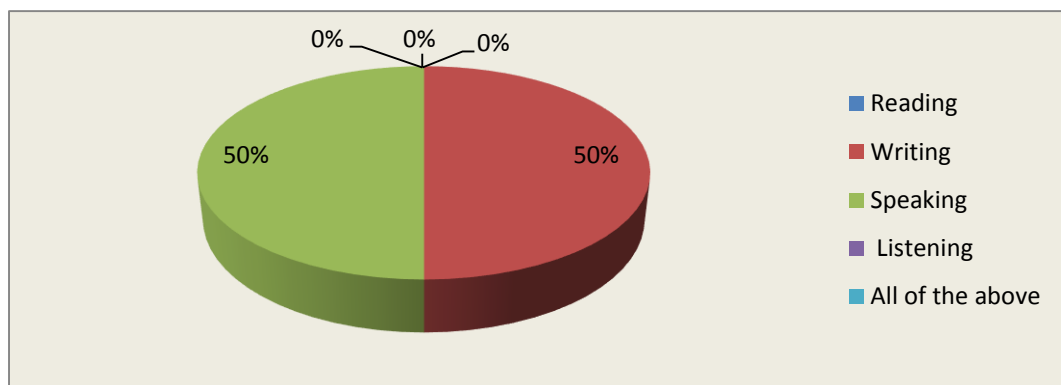


Figure 19. Which language skill do you mainly focus your lessons on?

Elaborated by: Camacho I. & Esparza J. (2018)

In this regard, the results show that the teachers generally focus their lessons on writing and speaking. This means that their students mainly develop productive skills, and the teachers do not encourage the development of the receptive skills: reading and listening. It is important that the teachers focus their lessons on the four skills, in this way students can become completely competent in the language.

Table 25

How often do you use teaching activities to help your students to develop their reading skills?

Regularity	Frequency	Percent
Never	0	0%
Occasionally	2	100%
Usually	0	0%
Always	0	0%
TOTAL	2	100%

Elaborated by: Camacho I. & Esparza J. (2018)

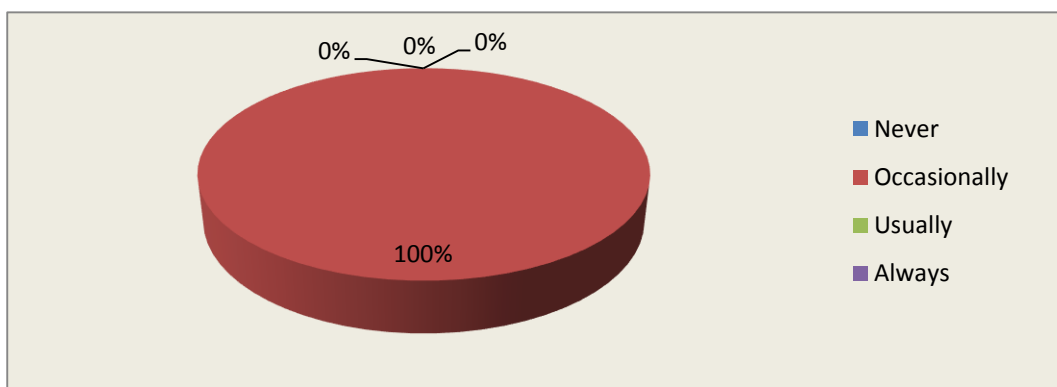


Figure 20. How often do you use teaching activities to help your students to develop their reading skills?

Elaborated by: Camacho I. & Esparza J. (2018)

The figure above indicates the frequency of the use of reading activities in class. It is evidenced that the teachers do not use teaching activities very frequently. This is due to the fact that the teachers mainly focus their lessons on the development of other language skills like writing and speaking. It is necessary that the teachers start to include reading activities in their lessons in order to encourage the students in the development of their critical thinking and text understanding.

3.5.6 PRELIMINARY CONCLUSIONS

According to the results obtained after the application of the pretest, it has been determined that teachers of 2nd year BGU at Integración Técnica Educativa High School did not apply enough reading activities in their lessons, so the students were not able to decode and understand texts nor make predictions, connections, and inferences. Once the proposal was implemented, and the results of the pretest were obtained it was evidenced that there is a necessity of implementing reading activities that encourage the students to improve their reading skills.

The difference between the pretest and the posttest was very significant since students demonstrated during the pretest that they had a poor proficiency level in reading (49%), however after the implementation of the proposal they increased their level to 77%, which represents a good proficiency level according to the Common European Framework Reference for languages in the level B1.

On the other hand, the conduction of observations to the teachers and the students allowed to corroborate the results obtained in the pretest since it was evident that there was a lack on the implementation of reading activities in class, and the strategies used were not the most appropriated to develop the abilities studied in this research. In the same way, the survey administered to the teachers indicated that although they have a degree and experience in language teaching they need to keep improving in teaching techniques and strategies to promote language learning in the students.

Finally, the institution representatives and the students' parents gave all the necessary support for the implementation of these activities, in the same way, teachers and students were very positive to work as participants for the data collection process. For this reason, the proposal of incorporating teaching reading activities to the English lessons in 2nd year BGU was considered feasible.

CHAPTER IV

PROPOSED PROJECT PLAN

4.1 TITLE

“Reading activities booklet”.

4.2 OBJECTIVES

4.2.1 BROAD OBJECTIVE

- To implement reading activities in 2nd year of BGU to help students to develop their reading skill.

4.2.2 SPECIFIC OBJECTIVES

- To encourage the students to activate their previous knowledge, make connections, infer and understand texts.
- To promote the implementation of pre reading, during reading and post reading activities.
- To supply teachers and the institution with a reading activities booklet for 2nd year BGU students.

4.3 CONTENT FRAMEWORK OF THE PROPOSED PROJECT PLAN

The proposal was executed in the School from March 5th to April 5th, 2018. The 2 teachers and 32 students from 2nd BGU participated in the activities.

The proposed project plan was adapted from the following reading teaching activities.

- **BEFORE READING**

Predicting: It consists of making predictions about the content of the text before starting a reading. Students should be based on the title and the subtitles, graphics or images, etc. Emphasis is given to the importance of thinking and making the predictions even if it does not really coincide with the text. Then, the students' predictions are briefly discussed.

Storytelling: It consists of preparing a short and personalized narrative about something related to the topic of the reading. The story must be creative. It does not have to be exactly the same as something that really happened to the students, but it must be personal, and be told with enthusiasm. It will also help if there is a bit of suspense and humor in the story.

Pictionary: It consists of selecting some of the keywords of the text. The class is organized into two or three groups. In turn, and at the same time, a student from each group must come to the blackboard. They are told the word and they have to draw that word. It is not allowed to use letters or numbers in the drawing. The rest of the students from each group must guess the word and earn points for their team.

Guess the article: Select an interesting newspaper article, preferably one which involves an exciting / unusual story. Choose eight key words from the article and write them on the board. Ask students to work in teams of 3-4 to come up with a story including these words. When they have finished, read out / ask them to read the original article. Get students to read aloud their own versions.

Speed chatting: Prepare one or two simple questions related to the topic of the reading. Ask the class to make two rows facing each other. Then, encourage your learners to ask each other the questions, but warn them that they only have 60 seconds to do so. Once the 60 seconds are up, one of the rows rotates so each learner has a new partner. Repeat the process several times.

Discussion: Encourage the learners to have a discussion about the topic of the reading. Prepare four or five sentences with various opinions relating to the reading. Read them out to the class and then place them around the room. Encourage the learners to go and stand near the opinion that they agree with the most. Then encourage that group to prepare reasons for agreeing with that particular sentence. Once they have done this, the learners can then interact with people from other groups to share their opinions and reasons.

Brainstorming: Give the class five minutes to brainstorm ideas relating to the topic of the reading. Then give them a further five minutes to organize their ideas

and to form sentences. Once they have completed this, encourage them to get up and move around the room and share their ideas with other learners.

Pictures: Select three or four pictures that relate to the topic of the reading. Ask the students to make small groups and give each group a copy of the pictures. The learners should work together to connect the pictures and to try to guess what the reading will be about. Each group takes it in turns presenting their ideas.

The title: Ask the students to make small groups and tell the groups the title of the reading. The learners should work together to pool their knowledge of this topic. Again, once the group has finished, each group can share their ideas with the other groups.

Short conversations: This time give the students a sentence from the reading. The students then have a conversation with a partner about the sentence. However, tell them there is one rule. They cannot use more than three words each time it is their turn to speak. (EFL magazine, 2018)

Purpose: Give the students a purpose for completing the reading. This can be in the form of some discussion questions about the content prepared by the teacher. Give the questions to the students before they read the text. Ask them to read them and then while they are reading the text, they should prepare answers to these discussion questions. When they have read the text, they then discuss the questions with a partner.

Videos: There is so much good free content available these days. First, find a short video relating to the topic of the reading. I would suggest something around three minutes long. After watching the video yourself, prepare some simple discussion questions. Play the video and then ask the students to talk with a partner about what they saw.

How many words do you know: The teacher prepares the board by writing the letters of the alphabet in 3 or 4 columns. The students form two lines standing behind each other. Use 2 colored markers so you know which team wrote what.

The first student at the front of each team gets the board marker. The teacher gives a topic to the class. The 2 students move to the board and write one word related to the topic on the board next to the letter it begins with, then pass the marker/chalk to the next students in their team and go to the back of the queue. The 2 teams compete to write as many words as possible on the board in 3 minutes. The team with the largest number of appropriate and correctly spelled answers wins!

True or False: Let's take the example of the influence of social media on teenagers again, you can come to the classroom and read a few statements and ask them if they think those statements are true or false. don't reveal the answers and let them confirm if they were right or wrong when they are doing the reading. (Englishpost.org, 2018)

- **WHILE READING**

Putting paragraphs in order: This activity consists of cutting the text into significant paragraphs. The same amount of paragraphs are given to all groups of students or, if the text is longer, different parts of the text can be given to each group. Then, they can be asked to connect all the text between all the groups.

Missing sentences: This activity consists of extracting important phrases from a text. Students should be asked to find their place in the text. Distribute the text suppressing the sentences. Then print the sentences on separate sheets of paper. When the time runs out, provide the original version of the text to the students to obtain a perspective.

Visual representations of a text: It consists of drawing graphs, timelines, mental maps, conceptual maps about a written text. Students can develop their own organizer so that they can have a clear idea of the text.

Suggestopedia: It is a teaching approach developed by Bulgarian psychotherapist Georgi Lozanov used mostly in teaching foreign languages. Lozanov holds that students are most receptive when they are comfortable and relaxed in their environment. Thus, the use of art and music.

Suggestopedic Reading Aloud activity is a reading session where you and your students read aloud each line or text, observing appropriate stress and rhythm, and employing evocative background soundtrack that matches the poem's theme.

Vocabulary Notebook and Word Wall: Keeping a vocabulary notebook is a reading strategy to broaden your student's mental lexicon. It is done by listing problem words which a reader comes across in a text, guessing their meaning using context clues, checking their conjectures against a reliable dictionary, and finally, using them in their own sentences.

Think-Pair-Share (TPS) Comprehension Questions: Think-pair-share (TPS) is a collaborative learning strategy where students work together to solve a problem or answer a question about an assigned reading. This strategy requires students to (1) think individually about a topic or answer to a question; and (2) share ideas with classmates.

In this activity, the teacher asks questions to elicit meaningful responses from the students that would lead to optimum understanding of the poem.

Thought-Unit Paraphrasing: This is restating each stanza or thought unit in prose form. The dyad paraphrasers should work together to arrive at a simple yet meaningful paraphrased version of the poem. This activity seeks to assess whether the students grasp well the meaning of each poetic stanza or thought unit. (English Teaching 101, 2018)

Scan a text for specific information: You scan when you look for your favorite show listed in the TV guide, when you look your friend's phone number in your contact list. If you want to use this reading strategy successfully, you need to understand how the reading material is structured as well as have a clear idea about what specific information you have to locate. This technique is key if you need to find information in a hurry.

Scan Reading: When we scan for information our eyes move quickly around a text from side to side or up and down. We don't read all the information on the page but look for specific pieces of information that we need. Such information could be a number, date, time, place, name or price. Working on scan reading

skills lends itself to exploiting authentic materials such as leaflets, posters, tickets, timetables, flyers, what's on guides or menus.

Noticeboard quiz: Put the authentic materials on a noticeboard and divide the students into teams. One student from each team comes up to the board and the first student to find the answer to a question you ask gets a point. Alternatively you could get students in groups to write a quiz for another group based on the information on the noticeboard.

Remove a sentence: This activity helps students think about text genre and the likely content of each type of text. Using the same texts as above, remove one sentence from each text. Students look at the removed sentences and predict which text they think they have been removed from. Then they scan the noticeboard and check their predictions.

Time limit: Set a realistic time limit for your students to read the text and give them a general question to answer before they read. A typical task could be to choose the best title for a text. To help choose a realistic time limit, time how long it takes you to read the text comfortably and add a bit more time, depending on the level of the students. You could ask students to raise their hand as soon as they know the answer to the task. This is an unobtrusive way of seeing how quickly each student reads the text and which students need to increase their reading speed.

Student-generated questions: Students work in pairs or groups and write a few comprehension questions based on the text. They must know the answers. This is a great way of reviewing question forms and helping students write questions correctly. Then, they give their questions to another group and answer the other group's questions. Finally, they give their answers to the original group who correct them. Students love correcting each other's answers.

Student-generated true and false sentences: After reading the text, students work in groups and write two true and two false sentences about the text. They give their sentences to another group who have to decide which are true and which are false, and correct the false ones. Finally, they give their answers to the original group who correct them. Again, they love correcting each other's answers.

Read and tweet: Asking students to summarise a text is a useful skill as it helps them to pick out key information and to develop paraphrasing skills. Students highlight the key information in the text with a coloured pen. A short written summary could take the form of a tweet. To summarise a longer text, ask each group of students to summarise a different paragraph from the text as a tweet. Then collect the tweets, put them on the board and the students read them all and decide which order they go in. Rather than spending lots of time counting a maximum of 140 characters, you could give them a maximum number of words e.g. 25 words. The same activity could be done orally.

Colour the text: For any intensive reading task, I encourage students to colour or highlight the part of the text that gives them the answer. This trains them to always look for justification in the text to support their answer and helps you see which students are able/not able to find this information in a text. This is a technique they can be encouraged to use in a reading test or exam. (Teaching English, 2017)

- **AFTER READING**

True/false questions: In this activity the student is only given two options for responding a statement, this can be true or false.

Multiple choice questions: This activity requires that the students identify the correct answers among a group of possible options presented to them; the options can be sets of three or four statements included “all of the above or none of the above”.

Reading-comprehension questions: It consists of answering questions based on a text, the questions can be written on a separate sheet and distributed to the students, and the questions can be only based on the text or be combined with prior knowledge, so that critical thinking is activated. Students can also formulate their own questions within each group and then answer the questions of the other groups.

Creative Writing: Ask students to choose 10-15 words from the text. You can provide categories for the words e.g. the most interesting words / the most important words. Students then write a text using the words. This text could be a story, poem or newsreport.

Areas of Interest: Ask students to say which part of the text is the most important/interesting and which part is not interesting or important.

Creative Discussions: Prepare four or five simple questions and ask students to talk about those question for 3 minutes and after that ask one member of each pair to go and talk to another person of the group.

Quiz Your Classmates: Ask your students to prepare 5 questions about what they read, once they have them ready, you can tell the students to make groups of 4 and then they can ask those questions to each other.

Finding Related News: After students have finished reading, they can browse on the internet for a new related to something they read, for example: if they read something about moral and values, they can find examples of altruism on the web and they can share that information with their classmates.

Prepare a Survey: Students can prepare a survey about the information they just read, using again the example of the moral and values reading, students can prepare questions such as:

What would you do if you found a wallet near to your house?

What would you do if you found a five dollars bill in the classroom?

they can prepare the survey in class and ask the survey to their classmates or they can go home and bring the results and report them during next class.

Parts of the Speech: Ask students to spot the different parts of the speech from the reading, then they quiz their classmates asking questions such as:

why type of word is moral? How would you use that word in a sentence?

If you need to know more about the parts of the speech in preparation for the class. The Parts of the Speech website can help you with that.

Character Analysis: If you read a story, there must be one or two characters involved, analyze those characters and prepare a set of question that you would like to make them. When all classmates have prepared their questions, ask them to give you their answers and then as a group try to answer the questions.

4.4 THE PROPOSED PROJECT PLAN

The proposed project plan (Booklet) is structured as follows:

- 1. Title:** Reading activities booklet
- 2. Activities:** The proposal consisted of 9 different activities for teaching reading.

These activities are:

- **PRE READING**

Guess the article

Storytelling

Pictionary

Speed chatting

Discussion

Brainstorming

Short conversations

Purpose

Videos

- **WHILE READING**

Putting paragraphs in order

Missing sentences

Visual representations of a text

Vocabulary Notebook and Word Wall

Think-Pair-Share (TPS) Comprehension Questions

- **POST READING**

True/false questions

Multiple choice questions

Reading-comprehension questions

Quiz Your Classmates

Finding Related News

Prepare a Survey

Parts of the Speech

Character Analysis

Each activity contains:

- Skill
- Activity
- Time
- Resources
- Objective
- Instructions
- Reading

4.5 IMPACT OF THE PROPOSED PROJECT PLAN

The reading activities implemented in the English class of 2nd year BGU at Integración Técnica Educativa High School headed to the achievement of the teaching objectives. This means, those students improved their reading skill. In order to implement the activities it was not necessary to modify the curriculum, the activities were just adapted to the contents that the students were studying in the class.

The students were benefited from these reading activities in different ways. The selected readings were interesting enough to awake the students' interest and encourage them to do the activities enthusiastically. Working in groups also motivated them to perform the activities and promote cooperative learning. Doing the activities with a specific goal was significant for the students because they were aware that they would be learning and developing their language skills.

The students that had more difficulties in reading, experienced a dynamic way of learning since the activities had specific purposes, were structured and organized, and motivated them to work and learn. During the implementation of those activities the attention was centered exclusively on the students which made them feel important and encouraged and this student-centered teaching also helped them to reduce their affective filter and work surrounded by a warm atmosphere.

On the other hand, teachers were also benefited from this proposed project plan, since it facilitated the teaching of reading. Unfortunately the school does not provide teachers with workshops or another kind of activities where they can learn about new strategies to teach the different language skills, neither provides them with materials or resources that facilitates their daily practice. Therefore, this proposal was a contribution to the teachers and the whole institution as well.

CONCLUSIONS

This research aimed at improving reading skills in Second BGU students at Integracion Tecnica Educativa High School during the school year 2017 – 2018, benefited the students who became more enthusiastic during the lessons and the teachers who were provided with a booklet contained of different reading activities to implement in the English class. After analyzing the results the following conclusion came up.

Firstly, the possible causes for the low level of reading skills in students were diagnosed. It was evidenced in the results obtained after the application of a pretest that the students had difficulties to understand texts, they did not know how to activate their previous knowledge, or make connections, during reading, it was difficult for them to identify main ideas or organize the information in order to understand what they were reading, neither after reading they were able to demonstrate they had understood the readings.

All the problems aforementioned were the result of the lack of reading material and the implementation of the adequate strategies and activities to promote the development of the reading skill. In this case, the application of observations to the teachers and the students allowed to corroborate the results obtained in the pretest since it was evident that there was a lack on the implementation of reading activities in class, and the strategies used were not the most appropriated to develop the abilities studied in this research. Consequently, based on the poor level identified, a project plan containing reading activities was proposed to in order to develop the students reading proficiency level. However, the difference obtained between the pretest and the posttest was very significant since after the implementation of the proposal they increased their level from 49% to 77% which represents a good proficiency level according to the Common European Framework Reference for languages in the level B1.

Secondly, a detailed revision of the theory was conducted in order to establish the theoretical framework of the research variables: teaching activities and reading skill. After defining the theory for this study it was possible to select the most appropriate activities and propose their implementation. The theoretical framework developed in this study provided the researcher with the basis for developing the proposal based on different activities aimed at developing the reading skill of the students. The theory

proposed the implementation of pre reading, during reading and post reading activities and also suggested different activities and how to use them in class with the students.

Thirdly, the proposal “reading activities booklet” was created as a guide to apply the selected teaching activities. This booklet contributed in the teaching and learning process of the reading skill. After the implementation of this proposal the posttest was conducted and it was evidenced that students had an improvement in their reading skill.

Finally, it is concluded that the reading activities proposed had a positive effect on the development of the reading skill. Students were able to make predictions, make connections, inferring and understanding the texts that they were given during the lessons.

RECOMMENDATIONS

After the reaching to the conclusions of this study, some recommendations are pointed out

To the school:

It is highly recommended that the school implements this proposal as it proved to be effective to develop reading skills. The school must organize workshops and other teachers meetings in order to provide them with new and different strategies to teach their lessons. Also, the institution must facilitate the teachers different reading materials and resources that they can use in their lessons, like magazines, newspapers, articles and other authentic materials useful for language teaching.

To the teachers:

It is suggested to implement all the stages of reading while doing reading activities. It is important that the students develop all their abilities to read. Also, it is recommended to combine reading activities with other skills, for example students can read aloud and practice pronunciation or writing a summary of the reading or listen to their classmates reading, in this way, other skill can be put into practice while reading.

To the students

It is important for the students to create reading habits. Those students who read tend to have a wider linguistic repertoire, know a bit more about the world and different subjects concentrate more while studying and develop their critical thinking. Thus, is necessary that students read as much as they can.

To the researchers

It is recommended to continue creating proposals to improve the reading skills of the students and motivate them since students usually do not like to read. Also, it is recommended for future researchers to analyze the importance of reading in high school. Apart from that, more research is needed to analyze the different aspects that influence both teaching and learning reading in high school settings, especially those referred to the use of ICT: smartphones, internet, YouTube, social networks, among others.

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APPENDIXES

APPENDIX A



UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE GUAYAQUIL

FACULTAD DE EDUCACIÓN

CARRERA DE EDUCACIÓN MENCIÓN INGLÉS

Student's name: _____

Grade: _____

Date: _____

Level: B1

Pretest and Posttest

The following test will help the researcher to get information about 2nd year students' reading level.

Reading test instructions:

This reading test contains four tasks to evaluate different features of your reading skills. Different instructions will be indicated for each task. You must concentrate on the readings considering you will have a specific time to complete each task. It is also important that you answer each question according to the instructions. The reading test takes about 40 minutes long and is divided in four parts:

Task	Time	Assessment standards	Points
5. Predicting	10 minutes	- Ability to make predictions	2,5
6. Making connections	10 minutes	- Ability to make connections - Prior knowledge	2,5
7. Inferring	10 minutes	- Ability to infer	2,5
8. Understanding text structure	10 minutes	- Ability to understand the ideas	2,5
TOTAL			10 points

Task N° 1:

I. Predicting (2,5 points)

Instructions: Read the following passage. Determine what event is likely to occur next. Choose the correct answer.

As Frank marched through the desert, the high winds blew sand at speeds that stung his exposed skin. He looked back and could see his footprints for hundreds of feet, beyond that the winds had blown them away. He had no idea how long or how far he had walked. He turned his back to the wind and opened his canteen. He attempted to pour it into his mouth, but there was not a drop. He rolled his tongue around the nozzle of the canteen, but it was bone dry. Frank dropped the canteen in the sand and continued walking. His steps slowed. He was getting dizzy. The sun's rays seemed to only increase in intensity throughout the day. It hung high overhead and punished all that resided in the desert beneath it. Frank was lightheaded. He felt his knees get wobbly...

1. What event is most likely to occur next? (0,5 points)
 - a. Frank passes out from dehydration and heat
 - b. Frank finds an oasis
 - c. Frank is bitten by a snake
 - d. Other _____

2. How do you think the character will handle this situation? (0,5 points)
 - a. Frank will use his cellphone to call his family
 - b. Frank will wait until night to keep walking
 - c. Frank will build a fire for help
 - d. Other _____

3. Have you ever seen a situation like this? (0,5 points)
 - a. Yes
 - b. No

4. How will be the end of the story? (0,5 points)
 - a. Frank is found by a rescue team
 - b. Frank passes out from dehydration and dies
 - c. Frank arrives to a town and people help him
 - d. Other _____

9. What evidence from the text supports your prediction? (0,5 points)

_____.

Task N° 2

II. Making connections (2,5 points)

Instructions: After reading the following piece of text, write about how the text is similar or different from your own life by using the questions below.

My Father's Return to the Land of His Birth

My most unusual vacation experience was my trip to Ireland in 1962. It was my father's first trip to his birthplace since he left in 1927. He, as well as his two sisters and one brother saw each other for the first time in 35 years. The emotion expressed is something I will never forget. The wailing cries of his sisters still ring in my ears.

In the book (0,5 points)

1. Discuss what is happening in the text

In your life (0,5 points)

2. What does this remind you of your life?

3. What is this similar to in your life? (0,5 points)

4. How is this different from your life? (0,5 points)

5. Have you ever had the same emotions? (0,5 points)

- a. Yes
- b. No

Task N° 3

III. Inferring (2,5 points)

Instructions: Read the passage and choose the correct answer. Each question will ask you to make a logical inference based on textual details.

Cassie rolled over in her bed as she felt the sunlight hit her face. The beams were warming the back of her neck when she slowly realized that it was a Thursday, and she felt a little too good for a Thursday. Struggling to open her eyes, she looked up at the clock. “9:48,” she shouted, “Holy cow!” Cassie jumped out of bed, threw on the first outfit that she grabbed, brushed her teeth in two swipes, threw her books into her backpack, and then ran out the door.

1. What problem is Cassie having? (0,5 points)
 - a. Her alarm did not sound
 - b. She went to bed late last night
 - c. She forgot she had to go to school
 - d. Other _____

2. How do you know this? (0,5 points)
 - a. Because she took her books
 - b. Because she look at the time and was surprised
 - c. Because it was Thursday
 - d. Other _____

3. Why Cassie had that problem? (0,5 points)
 - a. She forgot to set the alarm
 - b. She thought it was Saturday
 - c. Her mother did not wake her up
 - d. Other _____

4. What clothing was she wearing at 9:48? (0,5 points)
 - a. A uniform
 - b. Her pajama
 - c. Casual clothes
 - d. Other _____

5. Where is Cassie going? (0,5 points)
 - a. To school
 - b. To work
 - c. To the gym
 - d. Other _____

Task N° 4

IV. Understanding the text (2,5 points)

Instructions: Read the passage and choose the correct answers.

Before you put on that skeleton costume and rove door-to-door pandering for candy, take a minute to reflect on this tradition. Halloween is believed to have come from an ancient Celtic festival dating back some 2,000 years. November 1st was the Celtic New Year and marked the end of summer to the Celts. They celebrated on its eve by wearing costumes made of animal skins and dancing around bon fires. Over the next two millennia, this primitive celebration grew to be the candy fueled costume ball that we know today.

1. What is the author doing in this paragraph? (0,5 points)
 - a. He is telling the story of Halloween
 - b. He is talking about celtic culture
 - c. He is talking about a costume party
 - d. Other _____

2. Summarize this paragraph in one sentence. (Be specific and clearly explain the main idea). (0,5 points)

3. When did this celebration started? (0,5 points)
 - a. In Europe
 - b. In North America
 - c. In South America
 - d. Other _____

4. What activities did people do to celebrate this tradition? (0,5 points)
 - a. *People dressed up in costumes and* went from door to door, and people gave them candy and treats.
 - b. People wore costumes made of candies.
 - c. People attended a festival on November 1st.
 - d. Other _____

5. How do people celebrate this tradition nowadays? (0,5 points)
 - a. *People dress up in costumes and* go from door to door, and people give them candy and treats.
 - b. People were costumes made of animal skins and dance around bon fires.
 - c. Everybody wears a skeleton costume.
 - d. Other _____

APPENDIX B

Rubric for assessing reading skills

	Unsatisfactory (1-4,99)	Needs improvement (5-6,9,99)	Meets standards (7-8,9,99)	Exceeds standards (9-10)
Making predictions	Does not make predictions. The prediction is off topic.	Predictions do not always make sense	Makes a prediction and/or draws a conclusion about the text.	Develops thoughtful predictions interpretations and/or conclusions about the text with depth and understanding.
Making connections	Does not Recognize existing connections among ideas or solutions.	Make connections with past experiences but does not explain them in enough detail	Includes a connection between the text and the reader's background knowledge.	Includes connections between the text and the reader's background knowledge or ideas and beliefs.
Inferring	Make inferences that are illogical and unsupported	Conveys a minimum amount of information about the text.	May Identify meanings, clues and/or details that are not explicitly stated.	Identifies meanings, clues and details that are not explicitly stated.
Understanding	Unable to identify main ideas. Many difficulties in recognizing vocabulary and structures.	Confuses main and supported information	Few problems in understanding main ideas. Little difficulty in recognizing vocabulary and structures.	Identifies main ideas. No difficulty in recognizing vocabulary and structures.

APPENDIX C



UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE GUAYAQUIL
FACULTAD DE EDUCACIÓN
CARRERA DE EDUCACIÓN MENCIÓN INGLÉS

Students' observation form

This observation form is to be completed during the English class. This will be carried out in order to identify the attitudes of the students towards reading.

Instructions: Observe students during the English class before the implementation of the proposal and complete the sheet.

	Aspects	Never	Rarely	Sometimes	Often	Always
Students:	Work independently					
	Need help to solve problems during the readings					
	Follow reading class instructions (before reading, during reading, after reading)					
	Ask questions about the vocabulary.					
	Make emphasis on increasing vocabulary for reading					
	Participate in shared reading activities					
	Stay focused on the assigned task					
	Make connections					
	Make inferences					
	Summarize and paraphrase texts					
	Comments/observations:					

APPENDIX D



UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE GUAYAQUIL

FACULTAD DE EDUCACIÓN

CARRERA DE EDUCACIÓN MENCIÓN INGLÉS

Teachers' observation form

This observation form is to be completed during the English class. This is intended the methods used by them to teach reading and how students react to that methodology.

	Aspects	Never	Rarely	Sometimes	Often	Always
The teacher	Selects appropriate level text that will give students opportunity to practice					
	Before reading					
	Generates interest in the text that the students are going to read.					
	Motivates activation of prior knowledge					
	Sets up the goals pursued by reading: leisure, academic, information.					
	Reads aloud the things expected of the students.					
	During reading					
	Discusses the vocabulary with the students					
	Clarify doubts about ideas					
	Helps students set goals for what they are working on as a reader					
	Listens as students read and determines need/teaching point to move students and reinforce metacognition					
	After reading					
	Begins a comprehension conversation					
	Asks about inferences made					
	Provides students with the opportunity to share how they used the strategies that the activities were based on.					
	Reinforces learning to constant work					
Comments/observations:						

APPENDIX E



UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE GUAYAQUIL
FACULTAD DE EDUCACIÓN
CARRERA DE EDUCACIÓN MENCIÓN INGLÉS

Teachers' Survey

Your school has been selected to be part of an academic project about teaching activities for developing reading skills in English. The following instrument will help a researcher to get information about their education and their teaching experience in Foreign Language Education.

Instructions:

Please, respond to the questions by choosing one of the answers given. Try to be as accurate about yourself as possible. If you cannot find an exact answer to suit you, please check the closest relevant answer.

a. Where did you learn English?

- a. At school
- b. In another country
- c. At an English institute
- d. At college

b. What is the highest level of education you have completed?

- a. High school graduate
- b. Bachelor's degree
- c. Master's degree
- d. Other advanced degree beyond a Master's degree

c. For what period of time have you worked at Integración Técnica Educativa High School?

- a. Less than one year

- b. One to two years
- c. Three to five years
- d. Six to ten years
- e. Eleven to fifteen years
- f. More than fifteen years

d. For what period of time have you worked at Integración Tecnica Educativa High School?

- a. Less than one year
- b. One to two years
- c. Three to five years
- d. Six to ten years
- e. Eleven to fifteen years
- f. More than fifteen years

e. How many hours a week do you work as an EFL teacher?

- a. Less than 20 hours
- b. 21 - 30 hours
- c. 31 - 40 hours
- d. More than 40 hours

f. How frequently do you use L2 in your lessons?

- a. Occasionally
- b. Usually
- c. Always

g. Did you take an English proficiency test recently?

- a. Yes
- b. No

h. Which English level have you achieved?

- a. A1
- b. A2
- c. B1

- d. B2
- e. C1

i. Which language skill do you mainly focus your lessons on?

- a. Reading
- b. Writing
- c. Speaking
- d. Listening
- e. All of the above

j. How often do you use teaching activities to help your students to develop their reading skills?

- a. Never
- b. Occasionally
- c. Usually
- d. Always

VALIDATION OF THE PROPOSED PROJECT PLAN

"TEACHING ACTIVITIES FOR IMPROVING READING SKILLS IN SECOND B.G.U STUDENTS AT INTEGRACION TECNICA EDUCATIVA HIGH SCHOOL DURING THE SCHOOL YEAR 2017-2018"

To fulfill the requirements of this research project we have asked three experts in the field of English teaching as a foreign language to validate the proposed project plan.

Expert Information

Name: Francisco V. Villavicencio
 Profession: English Teacher
 Occupation: _____
 Address: 2618563 23^{av} y 4^{av} W. W. W. W.
 Phone Number: _____
 University: San Carlos de Guaymas

Rating Scale

Aspects	Very Significant	Significant	Somehow Significant	Not that Significant	Not Significant
Introduction	/				
Objectives	/				
Relevance	/				
Sequence	/				
Presentation	/				
Depth of Study	/				
Language	/				
Comprehension	/				
Creativity	/				
Impact	/				

Comments: This proposal is feasible and useful for developing reading skills in second 1960 students

Signature



B.G.U STUDENTS AT INTEGRACION TECNICA EDUCATIVA HIGH SCHOOL DURING THE SCHOOL YEAR 2017-2018

To fulfill the requirements of this research project we have asked three experts in the field of English teaching as a foreign language to validate the proposed project plan.

Expert Information

Name: Hector Lorenzo Gaibor Rizzo
 Profession: Msc. Diseño Curricular
 Occupation: Docente.
 Address: Cristo del Consuelo
 Phone Number: 0988482664
 University: Universidad Estatal de Guayaquil.

Rating Scale

Aspects	Very Significant	Significant	Somehow Significant	Not that Significant	Not Significant
Introduction	✓				
Objectives	✓				
Relevance		✓			
Sequence	✓				
Presentation		✓			
Depth of Study		✓			
Language	✓				
Comprehension		✓			
Creativity		✓			
Impact		✓			

Comments: It makes sense with the methodology



Signature

Ldo. Héctor Gaibor Rizzo Msc.

"TEACHING ACTIVITIES FOR IMPROVING READING SKILLS IN SECC B.G.U STUDENTS AT INTEGRACION TECNICA EDUCATIVA HI SCHOOL DURING THE SCHOOL YEAR 2017-2018"

To fulfill the requirements of this research project we have asked three experts in field of English teaching as a foreign language to validate the proposed project plan.

Expert Information

Name: Lola Vanegas
 Profession: Msc. Diseño Curricular
 Occupation: Docente
 Address: Francisco Segura y la 14
 Phone Number: 0983306397
 University: Universidad Estatal de Guayaquil

Rating Scale

Aspects	Very Significant	Significant	Somehow Significant	Not that Significant	Not Significant
Introduction	/				
Objectives	/				
Relevance		/			
Sequence	/				
Presentation		/			
Depth of Study		/			
Language	/				
Comprehension		/			
Creativity		/			
Impact		/			

Comments: The proposed project is very helpful

Signature
