UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE GUAYAQUIL

FACULTAD DE EDUCACIÓN
CARRERA EN EDUCACIÓN MENCIÓN INGLÉS

RESEARCH PROJECT

PREVIO A LA OBTENCIÓN DEL TÍTULO DE

LICENCIADO EN LENGUA INGLESA MENCIÓN ENSEÑANZA EN ADMINISTRACIÓN DE SISTEMAS EDUCATIVOS EN TEFL

TITLE

INFLUENCE OF INTENSIVE READING AS A TECHNIQUE TO ENHANCE READING COMPREHENSION SKILLS IN 7TH GRADE STUDENTS AT "UNIDAD EDUCATIVA CREAR" DURING SCHOOL YEAR 2018 – 2019

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GUAYAQUIL
2020

REPOSITARIO NACIONAL EN CIENCIA Y TECNOLOGÍA	
FICHA DE REGISTRO DE TESIS	
TÍTULO Y SUBTÍTULO: Influence of Intensive Reading as a Technique to Enhance Reading Comprehension Skills in 7th Grade Students at "Unidad Educativa Crear" During School Year 2018 – 2019	
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INSTITUCIÓN: Universidad Laica Vicente Rocafuerte de Guayaquil	**Grado obtenido:** Licenciado en Lengua Inglesa Mención Enseñanza en Administración De Sistemas Educativos en Tefl
FACULTAD: UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE GUAYAQUIL	**CARRERA:** CIENCIAS DE LA EDUCACIÓN MENCIÓN INGLÉS
FECHA DE PUBLICACIÓN: 2020	**N. DE PAGS:** 143
ÁREAS TEMÁTICAS: Humanities	
PALABRAS CLAVE: Reading skill, Fluency, Interactive Activities, Learning, Critical Thinking	

RESUMEN:

The main reason why this research was conducted is to propose an alternative to improving reading skills in students of t English as a foreign language through the application of specific activities. In this way, it is hoped to cultivate critical thinking. In addition to seeking in a progressive way to accelerate the reading speed without affecting the processing of information.

In addition, taking into account the globalized world in which both human interaction and learning processes occur, students are expected to acquire new knowledge relevant to growth through reading student and as an active future member of a society. The main reason why this research was conducted is to propose an alternative when it comes to improving reading skills in students of the English language as a Foreign language through the application of specific activities. In this way, it is hoped to cultivate critical thinking, the collection of information through readings, in addition to seeking in a progressive way to accelerate the reading speed without affecting the processing of information. In addition, taking into account the globalized world in which both human interaction and learning processes occur, students are expected to acquire new knowledge relevant to growth through reading student and as an active future member of a society. This research was carried out in Unidad Educativa Crear, in the same institution information was collected indirectly, the technique of observation; directly, using interview and interview techniques, conducted as much as seventh graders students, as members of the educational unit.

N. DE REGISTRO (en base de datos):	**N. DE CLASIFICACIÓN:**	
DIRECCIÓN URL (tesis en la web):		
ADJUNTO PDF:	**SI** X	**NO**
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Urkund Analysis Result

Analysed Document: 1
(D61873331)
Submitted: 1/6/2020 12:56:00 AM
Submitted By: rcampoverdem@ulvr.edu.ec
Significance: 3 %

Sources included in the report:

CHAPTER I-V urkund.docx (D54629666)
thesis tuesday april 16.docx (D50759532)
https://www.ukessays.com/essays/languages/definition-of-reading.php?vref=1Fawcett,
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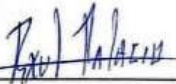Instances where selected sources appear:

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Haber dirigido, revisado y aprobado en todas sus partes el Proyecto de Investigación titulado: "INFLUENCE OF INTENSIVE READING AS A TECHNIQUE TO ENHANCE READING COMPREHENSION SKILLS IN 7TH GRADE STUDENTS AT "UNIDAD EDUCATIVA CREAR" DURING SCHOOL YEAR 2018 – 2019", presentado por los estudiantes **ROMINA CAROLINA ESCALANTE SUAREZ** y **RAUL ANDREE PALACIO PARRALES** como requisito previo, para optar al Título de LICENCIADO EN LENGUA INGLESA MENCIÓN ENSEÑANZA EN ADMINISTRACIÓN DE SISTEMAS EDUCATIVOS EN TEFL , encontrándose aptos para su sustentación.

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ACKNOWLEDGMENT

I would like to express my gratitude to my grandmothers, who have supported me with their knowledge and patience throughout my life and the development of this research project. To my family, for all the unconditional support they have given to me, especially to my parents who have been a constant part of my education and progress. They have always been there encouraging and pushing me to move forward.

I also want to thank Andres Alava who has been a fundamental piece in the development of this project by checking every single detail of it in order to make this paper reliable and valuable. I am thankful for his priceless advice that has helped me to finish this chapter of my life with success.

Raúl Palacio Parrales

DEDICATION

This research project is dedicated to my family, who has given me countless opportunities to reach my goals.

Raúl Palacio Parrales

ACKNOWLEDGMENT

DEDICATION

This project is dedicated to the most important people in my life, my mother Lcda Gloria Suárez Ayala, and my father MSc. Carlos Escalante Vera, who always supported, advised, believed and gave me the strength to move forward through difficult times.

Thank you for always believing in me, instilling the love, responsibility and a sense of sacrifice in me that being a teacher involves. I want you to know that being a teacher like both of you makes me feel proud, and I hope that by the time you read this you will also be proud of me.

I would additionally like to dedicate this project to my big brother Carlos Escalante who admires what I do and is always aware of how I feel about this profession.

Finally, to my wonderful students at "Unidad Educativa Crear" who have participated in this project, and have encouraged and inspired me from the very beginning. Those students who learn from me also allow me to learn from them every day, and have made this year and a half as a teacher better than I could have expected.

Romina Escalante Suárez

Content   Pages

TABLE INDEX

FIGURE INDEX

ANNEX INDEX

INTRODUCTION

Tyrion Lannister is a fictional character who always mentioned the relevance of cultivating reading in people, since the same relevance is to give maintenance to swords and weapons by medieval warriors recounted in that collection of books (Martin, 1996). This quote expressed by one the character made-up by the author George R.R Martin from that unreal and fictional novel reveals the importance of reading. Learning is a method that enables evolution within the neural and psychological feature connections correct to the event of Reading. Therefore, the role that reading should occupy in schools, high-schools and universities taking also in consideration that the encouragement of this activity should start at home.

The relevant importance of reading is worth to say that what really matters is not the time spent reading but the importance lies in how this time is used by learner. That is possible to read fifteen hours per week without retaining any information or reading five hours feeding reading comprehension as long as the necessary and correct techniques are used to achieve an effective reading.

According to the data maintained by the Regional Center for the Promotion of Books in Latin America and the Caribbean (CERLAC, 2013) of UNESCO, in Ecuador approximately 0.5 books per year per person are read. Countries such as Chile or Argentina, for example, register a figure of 5.4 and 4.6 books per year, respectively (El Comercio, 2016).

In Ecuador the habit of reading is unsatisfactory as well as the attempt to ask any student of any level for a critical thinking is unsuccessful, leaving aside the type of reading that is kept and displayed today is disappointing.

For this reason, encouraging the pleasure of reading to oneself and to others must be a very demanding challenge that each person should establish to achieve from reading a permanent habit with the desire to discover every day thinking citizens who are capable of facing what today democratic societies demand.

In conclusion, the biggest challenge which every people currently exposed is: to learn how to read and also to learn how to comprehend what is read.

Chapter I: The topic in this area of the present research investigation focuses in the problem detected in the educational institution and the related cause's derivate from that problem. Notwithstanding the destinations, significance and legitimization of the issue and information data has been important to apply as to legitimize the impact of educators' platform methodologies to create open aptitudes.

Chapter II: This segment of the present investigation is related to the theoretical framework, on which the most relevant information is based on the background of this project. The researched works; which have done related to the same topic of this research; searched and chronologically ordered. The legal basis and the relevant concepts of the research will be highlighted in this Chapter. Summing up, this part of the project will contain: several hypothesis, interpretations of articles, and educational journals among others sources related to both variables of the present research work.

Chapter III: In this part of the research, there will be: the mention, application and interpretation from the different instruments to collect relevant information to the development of this research. This information will be showed trough graphics derived from the application of surveys, interviews and classroom observation. That data is relevant to detect and give an alternative solution to that issue.

Chapter IV: The last part of the present research contains the proposal. The proposal is an alternative suggestion to try to solve the problem detected in chapter aforementioned. Specifically, the proposal for the present research tends to improve all issues detected in the reading process in order to acquire the English language in the 7th graders students at "Unidad Educativa Crear".

CHAPTER I
STUDY APPROACH

1.1 Title

"Influence of Intensive Reading as a Technique to Enhance Reading Comprehension Skills in 7th Grade Students at "Unidad Educativa Crear" During School Year 2018 – 2019".

1. 2 Problem Statement

Reading comprehension skill is an important inner system of constructing meaning from text. This skill understands what a particular text means and the ideas the author is attempting to convey, both textual and sub textual. The goal of all reading instruction is aimed at assisting a reader to understand a text. Reading comprehension increases the enjoyment and effectiveness of reading and helps not only academically, but professionally, and in a person's life (Liang, 2006).

The most important factor in determining how much readers will comprehend is the level of knowledge about that topic; factors include the strategies used while reading, motivation, and engagement during the reading. Those strategies refers to: make predictions, connect to experiences and create mental images, and all these factors can be developed by improving intensive reading as a technique.

Intensive reading alludes to reading short messages completely and with clear objectives, for example, to address reading perception questions or to recognize how sentences are connected. In contrast to broad reading, the objective of serious reading is not to read numerous writings for familiarity, but instead to read a shorter bit of content to increase previous knowledge (Macalister, Today's teaching, tomorrow's text: Exploring the teaching of reading, 2011).

As researches and teachers, the main factor detected in English classes was the inadequate or fragmented usage of intensive reading. This is an important issue to consider at the moment to comprehend what persons are reading.

A crucial reason is a mismatch between the instructors' expectations of student knowledge and the students' actual knowledge base, the comprehension in reading may be hampered from the start of the studies. The students, who try to learn by reading something without having adequate reading techniques as intensive reading or worse having misconceptions, may result in rote memorization.

1. 3 Problem Formulation

What is the influence of intensive reading on reading comprehension skills on 7th grade students at Unidad Educativa Crear during the scholar period 2018 – 2019?

1. 4 Problem Systematization

What is the repercussion of intensive reading to the acquisition of reading comprehension skills?

How nowadays intensive reading takes place in education?

How intensive reading affects reading comprehension?

How intensive reading's notions could be applied in 7th-grade students at "Unidad Educativa Crear" during the scholar period 2018 – 2019?

How to connect educational process and intensive reading to achieve reading comprehension?

1.5 Broad Objective

To measure the impact of intensive reading on reading comprehension skills in 7th grade students at "Unidad Educativa Crear" during the scholar period 2018 – 2019.

1.6 Specific Objectives

To determine the characteristics of intensive reading on reading comprehension skills in 7th grade students at "Unidad Educativa Crear" during the scholar period 2018 - 2019

To verify the effects of intensive reading on reading comprehension skills in 7th grade students at "Unidad Educativa Crear" during the scholar period 2018 – 2019.

To create a pedagogical handbook; which will include a set of reading activities, as a methodological source for English Language teachers.

1.7 Justification of the Study

The purpose of this study is the influence of intensive reading technique to enhance reading comprehension skills in students at Unidad Educativa CREAR. Commonly is mentioning that reading comprehension skills constitute one of the most complex aspects for the learners to achieve.

The act of comprehension involved a lot of factors that take play in this active process. Therefore, the students' reading comprehension skills developed should adjust to the social demands require from the learners.

This research project covers a reality that is an issue today, the low rates about reading habit. In Ecuador, every Ecuadorian reads half a book a year, according to data from the Regional Center for the Promotion of Books in Latin America and the Caribbean, according to the CERLAC reading indicators report, Ecuador has a 43% reading population, compared to 92% in Spain or 77% in Colombia. The implementation of reading habits in early learners is necessary to change the reality that teachers faced today, and reading habits born from shorter pieces of text, reading a couple of minutes per day, but gaining a deeper understanding of that short text, which is one of the principal goals of intensive reading. It is unnecessary to read an entire book, read a lot of pages, article and not consider the understanding of all that text.

1.8. Delimitation of the Study

This research project is carried out in Unidad Educativa Crear, located in Urbanizacion Tornero III km 2 ½ Calle Santa Maria 235 and San José, 090150, Samborondón, Guayas – Ecuador, during the school year 2018 – 2019 with a population of 24 students, and its sample of 24 students of 7th grade of TEFL. Also in the present research work there is a sample of 1 teacher belonging to English Language subject in that Educative Institution.

1.9 Hypothetical Approach

The implementation of intensive reading which is used as a technique to enhance reading comprehension skills in 7th grade students at Unidad Educativa Crear shows positive influences.

1.10 Line of Research

Table 1
Line of Research

Universidad Laica Vicente Rocafuerte Institucional Line	Educational Faculty Line	Faculty Sub-lines
Comprehensive attention to diversity education.	Teacher's performance and professionalization to teach a Reading technique in English Language Acquisition.	Development of youth in the students belonging to the secondary school used in the present research work.
Following the standards of Ministerio de Educación curriculum.		Communicative competences in teachers and students.

Source: Universidad Laica Vicente Rocafuerte
Elaborated by: Escalante, R. & Palacio, R. (2019)

CHAPTER II
THEORETICAL FRAMEWORK

2. 1. Theoretical Framework

This section presents the research background and the theoretical basis that function as central axis for getting a broad understanding of the fundamental constructs that guide this project research. According to the problem identified, there was necessary to research what other projects have investigated this problem.

There have found some investigations which reinforced the inadequate or fragmented use of intensive reading.

The first one, is an investigation of some students from the Foreign Language Department of Dalian Polytechnic University, who develop scientific article called "The Problems and Solutions in Intensive Reading Course Teaching" (Linping, 2015). This article centers on dissecting the current issues, impediments, and potential answers for improving Intensive Reading educating of this course dependent on the writer's direct instructing knowledge. Reading educating also explores ways of reaching for the essence of Intensive Reading teaching, and that kind of reading is also based on fundamental research theory to find a feasible result for the project (Zhenyu, 1997) .

As that is mentioned above, the observation of this work analyzes the influence of intensive reading as a technique to enhance reading comprehension skills in 7th grade students at "Unidad Educativa Crear". First, among the conventional techniques is intensive reading, which seeks to maximize the comprehension that is, for understanding completely the text, analysis author's intentions, intensive reading has an objective to capture as much information as possible and interrelate that objective appropriately.

That conception provides an overall idea of the crucial role that the intensive reading plays in the classroom. That researcher remarks that when a learner is exposed to this basic principle of unity.

That definition can be transferred to second language learning in which the understanding of this unity of a text would result in the ability to understand other types of academic genres.

Second, the cutting-edge investigation of reading understanding was moved by two corresponding thoughts, one concerning an improved degree of appreciation past the exacting significance of content, the reader's circumstance model and one about the psychological elements of content cognizance, the development coordination (C-I) model. The C-I model made some general assumptions about the reader's cognitive architecture and cognitive procedures as well as text devices that support comprehension. An important value of the C-I theory was the demonstration that text comprehension could be explained by an interactive combination of top-down (knowledge-driven) and bottom-up (word-based) processes.

Regarding the necessary research to argue all the methodologies, regulations and studies carried out about the independent and dependent variables. A deep investigation of the research work carried out in the Ecuadorian higher education centers has been carried out.

The first study, named "Influence of Intensive Reading Practice in the Development of Skimming Skills in Elementary Undergraduate Students at an Ecuadorian Public University", was carried out at Espol University, where the authors mention the transcendence of the undeniable lack of reading strategies that students have when learners acquire the English language. In the same way, the authors of this educational research establish that , the proper use of some intensive reading techniques a positive reaction , was possible in the students when the application of reading was required in the process of learning-teaching the foreign language (Burgos & Loor, 2017).

The second study is called "Intensive Reading in the Development of Reading Skill", this research was developed in the Universidad Estatal De Guayaquil, this educational exploration mentions how the appropriate development of reading comprehension is interrelated to Intensive reading. The main purpose is to analyze how intensive reading influences the critical understanding of short stories of students of English as a foreign language, in addition to promoting the use of well-defined concepts that offer subsidies for a specific teaching methodology before, during and after the reading.

In order to develop reading skills, develop and Hold the reader's analysis, in order to show a possible structure for reading activities with the expectation of forming readers who exhale understanding and understanding. The development of strategies in the intensive reading teaching-learning process is one of the highest and most complex potentials that must be possessed by learner, this involves developing skills in communication skills beyond being good readers (Granda & Moran, 2016) .

At the same time, there is necessary to emphasize the ideas presented in research carried out in the Ecuadorian University field to cultivate the ability to read in students who are learning the Anglo-Saxon language. This is due to the importance of knowing the cognitive spectrum about the problem of developing reading skills to learn and acquire a second language, considering all the factors that influence the teaching- learning process.

2.1.1. English Skill

According to the definition established by the Cambridge English Dictionary, *skill* means the ability to do something and put it into practice through every day or regular use. Therefore, when skill is mentioned in the educational field, this refers to the mastery of the features that English language possesses for the proper production and understanding (Cambridge University Press, 2014) .

The relevance of correctly acquiring these English language skills will allow trainees the ability to communicate and interpret information, ideas displayed in that foreign language. The English language, like the other languages in structures, possesses four fundamental skills; reading, speaking, listening, writing in the same way these skills can be subcategorized into two groups; The receptive skills that are reading and listening due to passive quality in the use of language. People who use these skills will only receive information (when students listen to a conversation or read a book). On the other hand, speaking and writing skills are subcategorized as productive skills. As the name implies, these skills are used to produce the Anglo-Saxon language, both for people who have this language as the mother tongue and for people who learn the language as a foreign language (Wall Street English, 2018).

2.1.1.1. Reading Skill

According to the author Daniel Sheridan, "Reading is an act of learning", this is possible to understand that cognitive, neuronal and physiological processes occur during reading; beyond just reading to learn or acquire some knowledge. Defining reading in a formal way could be a complex process which presents an interaction between the person who will read the text, the content of the text, and the purpose for which said reading was chosen (Sheridan, 2016).

In general, the reading process presents three main stages in people. The first stage is called Pre-Reading, in this stage the previous knowledge that the student has about the subject dealt with the text used. During the Pre-Reading stage, the Guessing activity could be applied, which consists in encouraging students to infer that the text will be treated by displaying an image or phrases. At the same time, this stage serves to establish the purpose of the reading. As a second stage, there is the possibility to mention the stage called Reading. Erroneously this stage is the first, and in some occasions, the only one to be used in classrooms, omitting the importance of the first stage. In this stage, reading is developed, whether this stage is an independent and silent reading or a guided and loud reading. As an activity, this is possible to ask the students to check the text information in contrast to what students had guessed while students are reading. Finally, there is the Post-Reading stage. This stage complements the ideas that may be incomplete after reading, also serves to reinforce vocabulary and fluency of the language in the context of reading. As an activity to be carried out, this is possible to reference the activity of thinking about an end different from that presented in the text, changing circus, characters or scenarios to strengthen the critical thinking of the apprentices (Hughes J. , 2014).

2.1.1.2. Reading Levels

Dominating reading ability in people who are in the process of acquiring a new language is extremely important, not only by the way that process will put into practice features of the language itself, such as vocabulary, verbal phrases, prepositions, and other grammatical elements.

But also, the apprentice will be able to absorb information from many facets of the language and the country in which that language is used, such as social, historical, current, political and even entertainment aspects. In this way the comprehension and production of the language is done in a more globalized way. Now that the person is developing the purchasing processes of the English foreign language, there is a scale established by the Council of Europe to be able to establish the level of domain that the person possesses about the language. This scale receives the name The Common European Framework of Reference for Languages (CEFR), in the same way this scale is supported by the University of Cambridge who has determined a series of parameters and segmented the skills to evaluate, according to the domain in the four main language skills, the level of expertise and proficiency in English (Council of Europe, 2018).

Reading skill alludes to the capacity to get ç composed content. This is prudent to create this expertise at early age of tutoring. When understudies comprehend or get composed content, and combine understanding with earlier information, learners can perform the taking after three reading-comprehension skills.

1. Recognize straightforward realities displayed in composed content (exacting comprehension).

2. Make judgments almost the composed text's substance (evaluative comprehension).

3. Interface the content to other composed entries and circumstances (inferential comprehension).

The advancement of these reading aptitudes is imperative to children's advancement, and an absolute volume of ponders has illustrated how to connect between competency in reading and generally fulfillment in school (proficiency achievement and other results). Agreeing with many reports on examining for alter, program for Universal Understudy Evaluation: reading for joy is more critical for children's educational conquest than their family's financial (Wang, 2014) .

Table 2
Reading levels according to CEFR scale

Level Codes	Description	Application	Activities
A1	Beginner	Reading practice will help to understand simple information, words and sentences about know topics. Texts used messages.	*A restaurant menu *An airport departures board. * Business card.
A2	Pre- intermediate	Reading practice will help to understand simple texts and information in everyday material, words and sentences about know topics. Text used emails and party invitations.	*A message to a new friend (social networks). *An invitation to a job interview.
B1	Intermediate	Reading practice will help to understand texts with every day or job-related language. Texts used travel guides and adverts.	*A flyer for a gym. * A travel guides. *Encyclopedia entry.
B2	Upper-intermediate	Reading practice will help to understand texts with a wide vocabulary where you may need to consider the writer's opinion. Texts used articles, reports, messages, short stories and reviews.	*A short story extracts. *Scientific articles.
C1	Advanced	Reading practice will help to understand long, complex texts about a wide variety of topics, some of which may be unfamiliar. Texts used specialized articles and biographies.	*Books summaries. *Giving and receiving positive feedback (magazines, movie´s deep analysis). *Political Manifestos.

Source: (British Council, 2019)
Elaborated by: Escalante, R. & Palacio, R. (2019)

2.1.1.3. Purpose of Reading

Some individuals can read the content but barely can get what the writing was all around. This is often since the reading was not giving any data to the reader. Why is this happen? This happened when the reader only examined the content without understanding the substance. So, this routes the reason of reading as implies to pick up data. Agreeing to Mariam (1991) that author proposed that a major road of learning is through reading. Comprehending could be a major concerned, at that point, of all instructors who utilize printed fabric within the classroom (Mariam, 2015).

Since reading is significant in adapting second language, an extraordinary exertion has been given to create reading aptitude. Numerous ways have been elevated to improve reading ability among understudies; reading is yet something that appears to be hazardous. Understudies cannot comprehend English content. These issues happened claiming as indicated by Noormah (2000) the understudies are missing of vocabulary; scarcely comprehend the words, and less enthusiasm to English subject. Other than that, there are additionally a few elements adding to the modest of this specific ability. Those elements are home, school and social condition. The understudy is living in a family where English to learners is a well-known language, much of the time verbally expressed by the individuals from the family then the understudy will have the upside of being presented to the language. (Dass, 2016).

In addition, school is additionally one of the components that add to the ineptitude in reading. This is the place the job of instructor in elevating the language to the understudies. Some instructor could very well not completely utilize English during English class particularly in grade school. This is claiming the instructor planned to suit the level with the understudies and accordingly a great deal of code exchanging is utilized. This early introduction to the absence of utilizing English in class causes a genuine effect when students further investigations in an advanced education level. English is not anything significant. Regardless of whether that process does, despite everything persons can code switch as what educators did during tutoring period.

What really occurs in the Malaysian culture is that individuals are dithering to communicate in English openly among companions, neighbors, etcetera's (Husni, 2019).

Although the variables talked about are worried around the talking expertise, yet as referenced prior that all abilities are identified with one another. At the point when the understudies are never again intrigued to talk in English, interests for the language will likewise be disintegrating. These will be influencing reading aptitudes and capacity to comprehend English content (Husni, 2019).

2.1.1.4. Model of Reading

This investigation will concentrate on the understudies of a tertiary level. Understudies of tertiary level are not the same as understudies of an auxiliary school in reading reason. Auxiliary school understudies read since that kind of school are compelled to read by instructors. This is elusive understudies who do broad reading independent from anyone else. Understudies of tertiary level then again read since learners need to do read. Instructor need to read to stay aware of addresses and assignments. If learners do not read, learners will be abandoned (Ismail, 2018).

There are three hypotheses related to and being used in this investigation. The primary hypothesis is the conventional perspective on reading (Dole et al, 1991). As indicated by this hypothesis, beginner reader's needs to get a lot of progressively requested sub-aptitudes that successively work toward cognizance capacity. Contained in this hypothesis, the understudies can understand the writings by comprehending the words inside the setting of the sentence (Dole, Smartt, & Hosp, 2017).

As indicated by Nunan (1991), having the option to read utilizing this view is having the option to decipher a progression of composed images to the sound-related counterparts as a path for the readers to understand the content which students are reading and to replicate the importance of the reading itself. As such, this procedure is known as the "base up" (Dole, Smartt, & Hosp, 2017).

The base up reading is done well ordered as referenced by Mariam Mohamed Nor and Rahmad Sukor Abd. Samad (2006). The system starts with the eyes recognizing visual data in the materials and this strategy starts with the distinguishing proof of the letter and the sounds pursue thusly.

Next, the distinguishing proof of the lexical things is done through grapheme-phoneme correspondence and being placed in the transient memory (STM). This is the place the expressions, conditions, and sentences are being built (Nor, 2006) (Burns, Freeman, & Gomez, 2015).

This model requires a precise cognizance, consecutive distinguishing proof of letters, words, phrases, sentences, and the elocution. The other importance is added a procedure of "outside-in" as referenced by McCarthy (1999). To make it straightforward, the base up model suggests that reading should start from the low-level preparing. The printed writings, that being read by the reader must be deciphered and comprehended by the reader himself. Aside from the definition given underneath, this customary perspective on reading dependably been enduring an onslaught because of the inadequacy and lacking at least one of the standard types of syntactic enunciation primarily the words and structure (McCarthy, 1999) .

The following hypothesis is the three noteworthy kinds of schemata. The sorts of outline referenced by Carrell (1984) are the etymological schemata, formal schemata and substance schemata which are identified with the reading cognizance. The phonetic schemata allude to the current information that the readers have in vocabulary and language structure. The establishment for other schemata as is fundamental in helping the readers to get a handle on and unravel the content learners read. Readers do not have this composition; that issue will be difficult for readers to comprehend and to translate writings learners read. The more semantic blueprint the readers have, the simpler for learners to comprehend and interpret what learners are reading (Carrell, 1984) (Essays, UK, 2018).

The subsequent diagram is a formal blueprint. This construction has been disclosed to be theoretical, encoded, disguised, and having intelligent examples of meta-phonetic, talk and literary association that is being utilized to comprehend content. The reader attempts to utilize any data that learners must comprehend and to understand the English content readers are read at that specific of time.

The third mapping in the schemata hypothesis is called content composition. In different terms, this mapping clarifies about the reader having the data or find information on the subject that is being raised in the writings, which has been read.

A language is not just the blend of vocabulary or sentence structure however English language likewise includes the way of life of the language and this is the place the data came. With the substance composition, which can finish the absence of language schemata and in this manner helps the understudies in grasping writings and to have the option to set aside any ambiguities and insignificant words or sentences in the writings (Schwanenflugel, 2015).

The third hypothesis utilized in this investigation is the emotional channel speculation by Stephen Krashen. This hypothesis includes the frames of mind towards the objective language and the association with the information accomplished by the understudies. That hypothesis demonstrates how demeanor is significant in learning a language. Randomly, the understudies have a high or solid full of the feeling channel. The information will not achieve some portion of the mind that assumes responsibility for the language obtaining. Information is diverse to understudies who have low full of the feeling channel who will tend to get more data and in light of the fact that learners have progressively inspirational frames of mind to the language readers are learning, students are increasingly open to the information acquired (Krashen, 2016).

2.1.1.5. Types of Reading

Reading Skills are a significant source for the understudies as well as for educators. There are numerous systems that will help the understudy in the reading procedure, so learners can read a book, magazine or papers. Anyway, these systems will be a control of reading perception (Reading Rockets, 2018).

Understudies who are great at observing perception know when learners get what students read and when students do not do read the texts selected. This is observing perception. This implies a few understudies do not should be observed since learners comprehend what students are reading.

Then again, there are understudies who should be always checked by the educator in the homeroom. Ordinarily these understudies need to realize how to distinguish and get what students are reading; this cause to improve student's confidence through reading (Reading Rockets, 2018).

Reading is dependably in the request of the day that implies read constantly, for instance messages, instant messages and magazine inventories. This every day reading additionally occurs in the study hall; the distinction is that the understudies have explicit books given by the educators alongside techniques, so educators have a superior reading. As enthusiastic admirers of writing, educators frequently end up needing to give all of learning about a well-cherished content to understudies. Showing reading aptitudes in English classes and over the orders are a nearly ensured approach to enable understudies to hold content. Sadly, the propensity to concentrate on the substance is a genuine adversary to a definitive objective of structure reading abilities. Instructors are prepared to educate and contribute information and procedures to understudies in the study hall. These procedures would be in these 14 instances of understudies that beginning a reading should underline what is most significant, encase the words what importance do not comprehend, make a synopsis to make that simpler to number and request the layout of the content. At last, every one of these techniques will be extremely useful all through the educating and will stay as an additional data for future readings either in books or web destinations (Edutopia, 2019) .

There are some types of reading which learners can use to achieve levels of texts meaning. Those types of reading are: Oral reading, silent reading, extensive reading and intensive reading.

2.1.1.5.1. Oral Reading

The oral interpretation of printed or composed material, frequently utilized as proportion of an understudy's general reading execution to look at parts of reading exactness, familiarity, and appreciation that cannot be watched legitimately from the demonstration of quiet reading (Piper, 2016).

Oral reading performance is developed as a pointer of understudies' general reading capacity. Oral reading is utilized to gauge three parts of reading, exactness, rate, and familiarity, which have been appeared to relate firmly to understanding. Understudies are approached to read so anyone might hear from chosen grade-level sections, and scores depend on exactness, rate, and familiarity.

Tuning in to understudies reading so anyone might hear gives profitable bits of knowledge into the secretive psychological procedures used to disentangle and fathom printed materials (Piper, 2016).

2.1.1.5.2. Silent Reading

The capacity to sit and quietly read content is an ability that all understudies will require as students travel through auxiliary instruction and into school. Like learning a functioning reading technique, understudies must have different open doors every day to work on reading quietly. What is more, like all express guidance, that should make obvious to the understudies why this expertise is imperative to learners. In spite of the fact that evaluation level and reading background have a lot to do with how much time request that understudies read quietly, the researchers should all start by having the understudies read for brief timeframes - close to five minutes each time (LiteracyTA, 2018).

In school and at work, understudies are required to read complex messages consistently. Understudies must figure out how to grasp messages without anyone else. Studies should build up the capacity to stay with content and spotlight on what content says over some undefined time frame. As understudies create capability in appreciating what students read quietly, that should build the measure of quiet understanding learners do in class and at home (LiteracyTA, 2018).

While the understudies read quietly, stroll around the room and see what learners are doing. A few understudies will read with extraordinary capability while others battle to get that. Battling readers some of the time turn away from the content as the instructor strolls by. The understudy may be embarrassed or humiliated. Maybe the instructor does not need the educator realizing which persons are having trouble. These sorts of perceptions are important to instructors. If researchers realize who is battling in the classes, that can take care of business (LiteracyTA, 2018).

2.1.1.6 Extensive Reading

Extensive reading includes students reading writings for happiness and to create general reading abilities. This very well may be contrasted and escalated reading, which means reading in detail with explicit learning points and undertakings. Extensive reading is regularly disregarded, particularly as a study hall action. Educators regularly feel this is anything but a powerful utilization of class time or are only awkward with the all-inclusive quietness. Students can be urged to read broadly by setting up a class library, empowering survey composing, and joining reading of books into the schedule, and devoting some class time to stop reading.

Extensive reading is a way to deal with second language reading. At the point when students read widely, students read simple, charming books to assemble the reading rate and familiarity. Another approach to state this is understudies figure out how to read by really reading instead of analyzing writings by examining the vocabulary, sentence structure, and expressions. Extensive Reading gives understudies opportunities to read longer bits of reading, which learners pick, which learners can read at speed and very own capacity level. This should be possible with Graded readers.

Extensive Reading manufactures vocabulary. At the point when students read a ton, students meet many words and lexical designs that are not instructed in course books. Broad Reading enables the student to build up an attention to collocations and a huge number of lexical expressions. Extensive Reading enables students to get sentence structure. In course books students meet several language designs. Notwithstanding, course books do not give enough gatherings language for genuine obtaining to happen.

Extensive Reading gives chances to see language structure in setting so students can develop comprehension of how sentence structure is truly utilized. Extensive Reading causes students to fabricate reading velocity and reading familiarity. Specifically, creating reading rate is significant because it causes students to comprehend language quicker and better.

2.1.1.7 Intensive Reading

According to Brown (1989) clarifies that concentrated reading "points out syntactic structures, talk markers, and other surface structure subtleties to comprehend strict importance, suggestions, logical connections, and so forth." The statement of Brown attracts a relationship to escalated reading as a "long range focal point" system (Susser, 2014).

Long and Richards (1987) state this is a "nitty gritty in-class" investigation, driven by the educator, of vocabulary and language structure focuses, in a short section." Intensive Reading, at times called "Tight Reading", may include understudies reading determinations by a similar writer or a few messages about a similar theme. At the point when this happens, substance and linguistic structures repeat themselves and understudies get numerous chances to comprehend the implications of the content. The achievement of "Intensive Reading" on improving reading understanding depends on the reason that the more comfortable the reader is with the content, either because of the topic or having read different works by a similar writer, the more perception is advanced (Kroll, 2018) .

Serious reading includes students reading in detail with explicit learning points and assignments. That tends to be contrasted and broad reading, which includes students, read writings for happiness and to create general reading aptitudes. To read seriously is to totally deconstruct content, with the objective of engrossing however much importance from that as could be expected. This is finished by taking content, and methodically looking into each word, expression, or collocation that you do not get that (Kroll, 2018).

This is a movement that requires incredible mental exertion and core interest. Along these lines, the student who participates in serious reading must be mindful to pursue explicit rules, or else hazard fatigue and burnout.

In particular, students should take care to read writings that are fascinating and short, to read just for brief timeframes, and to do as such when students have the most mental vitality (Koda, 2015).

Writings for serious reading must intrigue, in such a case that learners dislike what students read, and students will rapidly overlook the substance, and have progressively mental protection from the concentrated reading process. Writings for concentrated reading must be short, why the ultimate objective is to comprehend the content down to the most moment detail. The more extended a content is, the more arduous this is to finish such a profound examination, so it is smarter to stick to shorter messages to evade mental fatigue (Koda, 2015).

Perfect learning materials for escalated reading include:

- News stories
- Wikipedia articles
- Short stories
- Blog entries

Students should seriously read for brief timeframes explicitly to maintain a strategic distance from the psychological depletion that is depicted previously. This requires much concentration and exertion to go from zero comprehension of a content to finish seeing, so this is ideal to confine serious perusing sessions to 30-35 minutes most extreme.

Learners should seriously read just when learners have the most mental vitality, to further lift the ability for learning, and to decrease the danger of mental fatigue that accompanies profound investigation of even the briefest writings. Obviously, mental vitality levels vary for the duration of the day—and considerably contrast incredibly from individual to individual—so precisely students should seriously read is something that learners have to decide by themselves (Koda, 2015).

As the name recommends, intensive reading alludes to read short messages completely and with clear objectives, for example, to address reading understanding inquiries or to recognize how sentences are connected. In contrast to extensive reading, the objective of intensive reading is not to read numerous writings for familiarity, yet rather to read a shorter bit of content to pick up a more profound comprehension of that content.

Although reading perception can be one objective of serious reading, the objectives may incorporate learning topic, vocabulary learning and considering the creators' expectations. At the end of the day, the objective of escalated reading is not restricted to reading comprehension. In serious reading, students as a rule read messages that are progressively troublesome, as far as substance and language, then those utilized for broad reading. To enable students to understand writings that may show a noteworthy test as far as vocabulary, language structure or potentially ideas, instructors should concentrate on reading abilities, for example, recognizing principle thoughts and speculating the importance of new words from setting (Macalister, Today's teaching, tomorrow's text: exploring the teaching of reading, 2011).

The four learning objectives for concentrated perusing are (Macalister, Today's teaching, tomorrow's text: exploring the teaching of reading, 2011):

1. Concentrating on new dialect, for example, vocabulary and sentence structure.

2. Concentrating on thoughts, for example, subjects and themes.

3. Adapting new aptitudes, for example, making surmising and distinguishing primary thoughts.

4. Focusing on content highlights, for example, kind structure and union.

2.1.2. Advantage of Intensive Reading

Extensive Reading is an incredible device for individuals who as of now appreciate the action. Exchanging the reading habits into the objective language will unquestionably open students to significantly more vocabulary than a learner would regularly learn. The point of this methodology is not to investigate each new word yet to just inundate in the objective language. Students can utilize setting to make sense of most of the words that do not know in content and, with broad understanding.

Rather, learner can rejoice because of connecting with writings that students can easily oversee. With broad understanding, learner can read material that does not challenge student's cognizance a lot since the thought is to just expose to however much of the composed word as could be expected (Teacher Finder, 2019).

Intensive reading, in any case, opens the entryways of full comprehension of content. Learners can take entry of Shakespeare when learning English or Murakami for Japanese and work out the very substance of that passage. Students interpret each word that learners do not comprehend, consider the significance of what was composed, and truly draw in with the content and its creator (Teacher Finder, 2019).

While students are not presented to as much new vocabulary similarly as with broad reading, the concentrated style encourages learners to genuinely comprehends the language. Students can take appreciation tests, deconstruct the more confounded syntax, and increase significant abilities that will help learner in learning the objective language. This methodology is additionally priceless to the individuals who loath reading to such an extent as to take up broad reading. Rather than reading a ton externally, learner can profoundly draw in with a short content and leave with a feeling of extraordinary accomplishment (Teacher Finder, 2019).

While extensive reading is an incredible instrument for the individuals who appreciate understanding, which truly does not work for those language students who discover the action monotonous. What is more, reading the writings externally will imply that students will surely miss significant subtleties that would prove to be useful in learning the objective language. The proof behind how much this methodology enables students to gain new vocabulary is additionally questionable (Teacher Finder, 2019). The issues with serious reading, for the most part, have to do with the measure of focus this methodology requires. Since learners practically completing a word-by-word examination of the content, the psychological exertion required for that will leave students depleted after even a brief period. That implies learners can just devote a restricted time for this action and ought to likewise pick times when students feel rationally arranged. While this is appropriate for individuals who do not discover reading charming (however can endure a short content), the nearby examination of the content concentrated reading requires can be dull and exhausting for a lot of understudies (Teacher Finder, 2019).

2.1.2.1. Intensive Intervention

Notwithstanding when learners get fantastic guidance as a rule training homeroom, roughly 15–20% of understudies keep on battling with scholastic aptitudes. Like Natalia, who can catch wind of in this current module's Challenge, these understudies may require focused on guidance (Iris Center, 2018).

Directed guidance is extra little gathering guidance intended to help and fortify aptitudes educated in the center instructional program in a manner that is more receptive to understudies than run of the mill study hall guidance (Iris Center, 2018).

Nevertheless, this extra help, in any case, some 30–half of the understudies who get focused on guidance (or 5–10% all things considered) will not react satisfactorily. Understudies like Natalia who have extreme and constant scholarly troubles will require progressively concentrated meditation. As opposed to focused guidance, concentrated intercession is described by increased force (Iris Center, 2018).

Concentrated mediations are most adequately actualized inside a multi-layered arrangement of help. A multi-layered methodology is an arrangement of giving mediations of expanding levels of power that are coordinated to understudies' needs and dependent on information. A few instances of multi-layered frameworks of backings are a reaction to intercession and positive social mediation and supports. The following is a portrayal of a multi-layered methodology (Fuchs, 2018).

Focused meditation is given in a little gathering setting of one to three understudies or more much of the time than in focused guidance to meet the individual needs of understudies; this is given to understudies notwithstanding essential guidance (Fuchs, 2018) .

Directed guidance offers a standard approved instructional methodology or program to understudies in a little gathering setting of three to five understudies; this is additionally given notwithstanding essential guidance (Fuchs, 2018). Essential guidance is top notch guidance given in the general training homeroom. As the representation above portrays, serious mediation is expected to address the issues of a generally modest number of understudies.
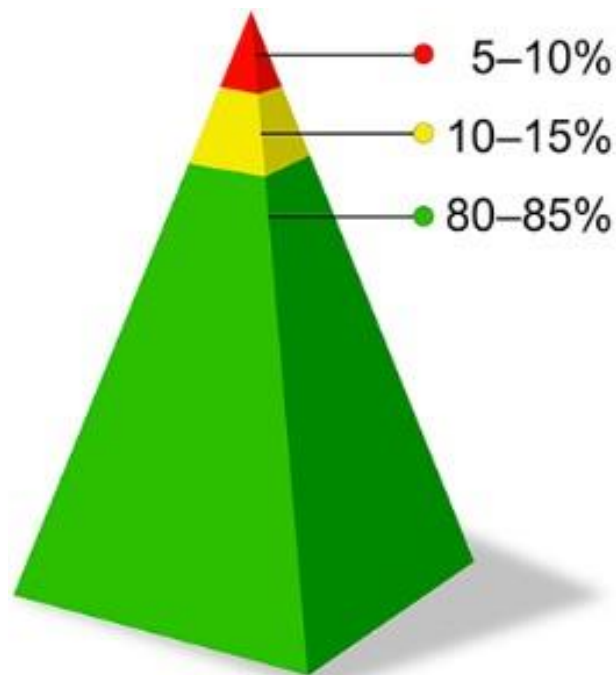
Figure 1. **Intense Intervention Graphic**
Source: (Iris Center, 2018)

These understudies include: Those, both with and without inabilities, who are not reacting sufficiently to focused guidance. Those with inabilities who are reliably not meeting individual instruction program objectives (Iris Center, 2018).

2.1.3. Reading applied in Education

Capable reading is similarly reliant on two basic aptitudes: the capacity to comprehend the language where the content is composed, and the capacity to perceive and process printed content. Every one of these capabilities is moreover reliant on lower level aptitudes and subjective abilities (Schwanenflugel, 2015).

Youngsters who promptly comprehend spoken language and who can smoothly and effectively perceive printed words do not typically experience issues with reading understanding. Be that as this may, understudies must be capable in the two capabilities to read well; trouble in either space undermines the general reading process.

At the finish of reading, youngsters ought to have the option to retell the story in words including characters, setting, and the occasions of the story. Reading analysts characterize a talented reader as one who can comprehend composed content just as students can comprehend a similar entry whenever spoken (Schwanenflugel, 2015).

There is some discussion with respect to whether print acknowledgment requires the capacity to see the printed message and make an interpretation of that into spoken language, or rather to make an interpretation of printed message legitimately into significant representative models and connections. The presence of speed reading and regularly high appreciation rate would propose that the interpretation into a verbal structure as a half to comprehension is not essential for successful reading understanding. This part of reading is the core of a great part of the reading banter (Education Week , 2018).

The motivation behind reading is to approach the writing of a language. Reading materials have customarily been looked over scholarly messages that speak to 'higher' types of culture. As per numerous conventional methodologies, the student's point is to think about vocabulary things, language and sentence structures, with worry for learning the punctuation of these 'higher' societies. These methodologies accept that valid reading material is restricted to the work or experience of incredible creators (Husni, 2019).

2.1.3.1. Reading Approach

Among the years and the interjection with education learning ways, specialists have discovered some instructing strategies that can be utilized to show a language; those techniques can be down to earth and practical for 22 understudies particularly when instructors need to discover one for specific understudies because not everyone learns in a similar speed. This is realized that there are a few methodologies like Grammar-Translation technique, direct strategy, Communicative Language Learning, Audio-Lingual Method, Suggestopedia Method, Communicative Language Method, Task-Based Learning, Communicative Approach, Silent Way, and Total Physical Response. Anybody of student carries something to the reading cognizance ability however that is the educator duty to utilize this as indicated by the requirements understudies has (Hammadou, 2015).

2.1.3.2. Helpful Reading Strategies

Activate idea

Help understudies initiate earlier information of a subject and speculate surmises about what students are going to read by investigating pictures and titles or skimming a content to evaluate the primary thought. Learner can likewise make mind-maps as a pre- reading action or put a couple of inquiries on the board and have the understudies begun by examining them to get ready for the reading (Readandspel, 2018).

Fabricate vocabulary

The more words an understudy knows, the simpler this will be to remember them in reading. Encouraging vocabulary is additionally useful for spelling aptitudes. Instructors can give a glossary close by the content or pre-train key terms before the reading starts. As learning words in setting gives extra profundity in importance, instructors may likewise consider giving guidance on relevant speculating (Readandspel, 2018).

Instruct the Dolch List

The Dolch Sight Words List is the most generally utilized arrangement of sight words. Instructor Dr. Edward William Dolch built up the rundown during the decade from 1930 to 1940 by contemplating the most as often as possible happening words in youngsters' books of that period. The rundown contains 220 "administration words" in addition to 95 high-recurrence things. These words involve 80% of the word's students would discover in a run of the mill youngsters' book and half of the words found recorded as a hard copy for grown-ups. When a youngster knows this rundown of words, this makes reading a lot simpler, because the tyke would then be able to concentrate the consideration on the rest of the words (Readandspel, 2018). The Dolch words are generally partitioned into gatherings by evaluation level, going from pre- kindergarten to third grade, with a different rundown of things. There is an aggregate of 315 Dolch Sight Words (Foster, 2017). Rehashed introduction to high recurrence terms that are basic over kids' books and school worksheets can enable youngsters to spare intellectual vitality for translating harder and less continuous vocabulary (Johnson, 1971) (Foster, 2017).

Dolch Sight Words

List 1	List 2	List 3	List 4	List 5	List 6	List 7	List 8	List 9	List 10	List 11
the	at	do	big	from	away	walk	tell	soon	use	wash
to	him	can	went	good	old	two	much	made	fast	show
and	with	could	are	any	by	or	keep	run	say	hot
he	up	when	come	about	their	before	give	gave	light	because
a	all	did	if	around	here	eat	work	open	pick	far
I	look	what	now	want	saw	again	first	has	hurt	live
you	is	so	long	don't	call	play	try	find	pull	draw
it	her	see	no	how	after	who	new	only	cut	clean
of	there	not	came	know	well	been	must	us	kind	grow
in	some	were	ask	right	think	may	start	three	both	best
was	out	get	very	put	ran	stop	black	our	sit	upon
said	as	them	an	too	let	off	white	better	which	these
his	be	like	over	got	help	never	ten	hold	fall	sing
that	have	one	your	take	make	seven	does	buy	carry	together
she	go	this	its	where	going	eight	bring	funny	small	please
for	we	my	ride	every	sleep	cold	goes	warm	under	thank
on	am	would	into	pretty	brown	today	write	ate	read	wish
they	then	me	just	jump	yellow	fly	always	full	why	many
but	little	will	blue	green	five	myself	drink	those	own	shall
had	down	yes	red	four	six	round	once	done	found	laugh

Figure 2. **Dolch Sight Words**
Source: (Easy pace learning, 2019)

2.1.4. Reading comprehension

Reading comprehension is the demonstration of understanding what a person is reading. While the definition can be just expressed the demonstration is not easy to instruct, learn or practice. Reading comprehension is a purposeful, dynamic, intelligent procedure that happens previously, during and after an individual reading a specific bit of composing. There are two components that make up the way toward reading comprehension: vocabulary learning and content appreciation.

So as to comprehend content the reader must almost certainly understand the vocabulary utilized in the bit of composing. Youngsters can draw on earlier information of vocabulary, yet students likewise need to consistently be shown new words. The best vocabulary guidance happens at the purpose of need. Guardians and educators ought to pre-show new words that a youngster will experience in a content or help in understanding new words as this happens upon learners in the composition. Notwithstanding having the option to see each unmistakable word in content, the youngster likewise must most likely set up together to build up a general origination of what that is attempting to state.

Reading comprehension is one of the mainstays of the demonstration of reading. At the point when an individual read content learner participates in a perplexing cluster of psychological procedures. A student is at the same time utilizing mindfulness and comprehension of phonemes (singular sound "pieces" in language), phonics (association among letters and sounds and the connection between sounds, letters and words) and capacity to understand or build significance from the content. It cannot happen autonomous of the other two components of the procedure. In the meantime, it is the most troublesome and most significant of the three (Asher, 2017).

2.1.4.1. Vocabulary Learning

Vocabulary learning is a fundamental part in the foreign language acquisition process as the implications of new words are all the time underscored, regardless of whether in books or in study halls. This is likewise integral to language educating and is of vital significance to a language student.

Ongoing examination demonstrate that training jargon might be tricky in light of the fact that numerous instructors are not certain about best practice in jargon educating and now and again do not realize where to start to frame an instructional accentuation on word learning (Berne & Blachowicz, 2008). In this article, some outlines significant research on the barrenness of jargon and clarifying numerous procedures utilized by English educators when English language is showing to students, just as own perspective on these issues.

2.1.4.2. Content Appreciation

Content appreciation is substantially more intricate and shifted that vocabulary learning. Readers utilize various content cognizance systems to create reading appreciation. These incorporate observing for understanding, responding to and creating questions, abridging and monitoring and utilizing content's structure to help cognizance (Rosenshine, 2017).

2.1.4.3. Content Perception

Perception is the way in which the student perceives or receives the purchasing process of the language and its relation to the vocabulary, since this last item is of vital use for a more precise and orderly production in the English language. (Alqahtani, 2015).

2.1.4.4. Reading Cognizance

As reading materials become increasingly assorted and testing, youngsters need to adopt new devices for appreciating these writings. Content region materials, for example, course readings and paper, magazine and diary articles present diverse reading cognizance challenges for youngsters and subsequently require distinctive understanding techniques (Klingner, Vaughn, & Boardman, 2015).

The advancement of reading cognizance is a long-lasting procedure that changes dependent on the profundity and expansiveness of writings the individual is reading (Klingner, Vaughn, & Boardman, 2015). Without cognizance, reading is just following images on a page with eyes and sounding learners out. Envision being given a story written in Egyptian hieroglyphics with no comprehension of significance. Learner may value the words tastefully and even have the option to draw some little bits of importance from the page, yet learner is not genuinely reading the story.

The words on the page have no significance. Words are essentially symbols. Individuals read for some reasons, yet comprehension is dependably a piece of motivation. Reading cognizance is significant on the grounds that without it reading does not give the reader any data. Past this, reading understanding is basic to life. Much has been expounded on the significance of practical proficiency. So as to endure and flourish in this day and age people must most likely appreciate fundamental messages, for example, charges, lodging understandings (leases, buy contracts), bearings on bundling and transportation records (transport and train plans, maps, travel headings).

2.1.4.5. Reading Appreciation

Reading appreciation is a basic segment of useful proficiency. Think about the possibly desperate impacts of not having the option to appreciate dose bearings on a jug of medication or alerts on a compartment of hazardous synthetic substances. With the capacity to appreciate what students read, individuals are capable not exclusively to live securely and profitably, yet additionally to keep on growing socially, genuinely and mentally (Blachowicz & Ogle, 2017).

2.1.4.6. Reading Perception

As should be obvious, reading perception is staggeringly mind-boggling and multifaceted. Along these lines, reading does not build up the capacity to understand messages rapidly, effectively or autonomously. Reading perception techniques must be instructed over an all-encompassing timeframe by guardians and instructors who have information and experience utilizing them. This may appear that once a kid figures out how to read in the rudimentary evaluation's learner can handle any future content that comes to his direction (Klingner, Vaughn, & Boardman, 2015).

2.1.4.7. Reading Comprehension Skills

Guessing from the context

Find several words that have not seen before by students, or that might have seen but learners are not sure about the meaning should not be a big problem. This happens all the time even with native speakers while reading a book; but when this "problem" comes out is when guessing from the context skill should be developed and reinforced

in order to improve reading and speed. That really is an essential skill to learn, how to guess the meaning of a word that is not understood, but in order to learn how to develop this skill is important to know what context is. This is a picture, clue, title, words around, back up information surrounding the word.

This is also important to emphasize how students can improve this skill. Look at the title will help students to get the overall context, look at the paragraphs around the word will help students to tell what the paragraph is about and guess the meaning; and as a final clue, look at the words around the word will give to the students the answers when students get lost while Reading (Sasao, 2018).

Predicting

Predicting is an important reading skill. That allows students to use information from the text, such a titles, headings, pictures and diagrams to anticipate what will happen in the story (Bailey, 2015). Predictions are done in order to know what the text is about based on the prior knowledge of the reader or after examining, analyze title, subtitles, visuals, and so on. The objectives of this reading skill are to start reading, and to imagine the content of the text. This is also a fact that predicting a content will bring many questions because it encourages students to actively think ahead and these questions are going to be answered as the text is read and learners can find the reading material more interesting because of the connection students make with the prior knowledge and the new information that is being acquired. To figure out that the predictions are correct students could be exposed to read some parts of the reading to remind important facts, characters or events of that. Teachers have an important role on this skill, because tutors must encourage students to collect clues in order to support or revoke predictions. Teachers can also help students by allowing to revise what learners predicted to reflect on the clues found before.

Fluency

Reading fluency is the ability to automatically recall the words that are being read. If students present a lack of fluency, students will face problems at understanding the reading because of the effort learners have to make in order to pronounce some words, but if students are fluent comprehension will increase taking also in consideration that fluent readers add the correct emphasis to specific words and transfer meaning with the

best expression. This involves the complete concept of fluency that in other words declares the ability to read accurately, having a proper speed and meaningful expression.

Having a good fluency will take students less time to read, so students are going to speed up process in speed which is also very important, but how can be developed in an easy way? Just taking 5 or 10 minutes for 3 or 4 times a week is enough; frequent practices with short time frames dramatically increases the fluency, but in the other hand, reading once a week for an hour will not help in progressing (Stevens, 2017).

Skimming and Scanning Micro Skill

Reading paces are skills valuable for the study of any type of text; texts can be defined in a more accurate way as search strategy since learners give the ability to quickly explore an information group. Although, books, chapters or paragraphs are usually well structured so that the content is arranged in main points or subtopics the average reader ignores these structures due to the lack of techniques for handling texts

Skimming

Skimming is a technique used to identify in a fast way the main ideas of the text. This consists mainly on a quick reading without stopping to read each word of the text in order to make a very general idea about its content. This ability gives students/readers the ability to cover large amounts of text in limited time. That is fundamental to start with the reading of the first and last paragraph giving more attention in the search for titles, underlined words, capital letters, italics, etc. All these clues will help reader to group information easily and quickly (Yusuf & Nadya, 2017).

Scanning

Scanning is a reading technique focused even more on the exploration, since the information being handled must be known in advance, so reader does not have enough time to read everything carefully. In other words, scanning is a skill that is used when reader previously knows what is looking for. To scan a group of information in an order way in a text, reader must distribute the vision fast throughout the page in order to find that point or data reader is looking for and can also use "location aids" as key phrases, dates and figures (Yusuf & Nadya, 2017).

2.1.5. Teaching Reading Nowadays

Reading has dependably been important expertise. In addition to the fact that influences how this could be interfaced with the world, which is yet the medium by which numerous understudies learn. But then, measurements demonstrate that somewhere in the range of 46 and 51% of American grown-ups have salaries well beneath the neediness level because of student's failure to read. This is a startling reality, and with reading ending up progressively advanced, this is significant that instructors begin investigating how learners can show this significant expertise in another computerized age (The Edvocate, 2017).

With the blast of Facebook, Instagram, and other internet-based life applications, understudies are really captivating more with composed language than any time in recent memory. While this ought to be an accomplishment of sorts, the understanding students does not generally push basic reading abilities or difficulties its readers with new vocabulary. The National Literacy Trust found that understudies who occupied with online networking and websites held an increasingly positive view on reading and composing and those students had the option to read and outline superior to anything those that were not connecting with the language. Instructors need to take advantage of this new reading society (The Edvocate, 2017).

One way this can be accomplished is by the utilization of computerized libraries. Understudies as youthful as three are being urged to read by utilizing advanced assets that both push reading abilities as much as researchers do other innovative skill levels.

Epic! is an eBook membership administration that gives readers under 12 access to 20000 books. This is an incredible spot to begin. Comparable items give understudies access to reading materials based on personal preferences. Instructors need to get that while educational plan set books are significant, giving understudies the self-sufficiency to pick books that intrigue them energizes energy for reading. If understudies appreciate what learners read, students will frame a positive association with the substance and consider reading to be a passage to data (Education Week, 2016). In secondary school, close reading and content intricacy have turned into the new cash by which reading projects and guidance are being estimated, and if understudies in the advanced age are to meet this prerequisite; students need more than computerized libraries.

Instructors need to see the advantages that innovation can bring to encouraging reading and how constraining a youngster to sit and read a novel is antiquated. The following are a few instances of ways that the advanced can be fused into instructing reading:

- The application of online lexicons and vocabulary records to help adopt new words.
- Hyperlinking complex words and expressions with recordings, and other informative assets
- Utilization of tablets and different gadgets made for digital books.
- Using tests and fun, intelligent amusements to test vocab maintenance and substance nuts and bolts.
- Ed-tech takes into consideration live input into reading accomplishments.

What the entire above recommendation shares practically speaking is that learners join generally "book reading" with the assets and advantages that accompany the web and innovation. One amazing way that instructors can approach encouraging reading is by utilizing systematic apparatuses to screen how understudies read. By having a comprehension of understudies' reading propensities, speed, and appreciation, instructors can pick up a superior comprehension of where the issues untruth and tailor learners educating to best suit the necessities of their understudies (Education Week, 2016). This was already extremely hard to pass judgment, and teachers had no other appraisal devices than making the understudy read for all to hear. The computerized age is giving understudy's power over own reading while in the meantime, enabling instructors to pursue and hop in where required (Education Week, 2016).

Along these lines, as learners move towards an advanced age, encouraging practices need to grasp the advantages that accompany innovation. Edtech is being created to address these difficulties, and through its utilization, understudies can feel approved in decisions and can encourage energy for reading. Teachers need to move far from obsolete reading strategies and begin to join the aptitudes that understudies as of now have, with the new ones learners are obtaining (The Edvocate, 2017).

2.1.6. Common reading problems for students

The negative impacts of reading issues are very much archived (Klingner, Vaughn, & Boardman, 2015). There is proof that reading handicap is related with social, financial, and mental issues. There is little proof, notwithstanding, that endeavors to address reading issues through therapeutic reading programs or through a custom curriculum arrangement have been exceptionally fruitful. Rather, there is proof to recommend that youngsters who experience trouble in figuring out how to read fall further and further behind accomplishing peers (Hughes J. , 2014). Customary ways to deal with managing reading issues, for example, following and grade maintenance, do not help; without a doubt, those regularly give off an impression of being negative to inevitable understudy accomplishment (Linping, 2015).

Interestingly, a developing assortment of proof recommends that reading issues are preventable for by far most of understudies who experience trouble in figuring out how to reading, if these understudies get additional help as an early intercession program (Burns, Freeman, & Gomez, 2015). In this research, the term early mediation alludes to early school intercession programs that are intended to keep issues in education from growing instead of attempting to address an issue after that is built up. Generally, such projects have been utilized in early grades. A few of these projects have demonstrated powerful when contrasted with regular compensatory reading programs. Creating solid reading aptitudes in understudies is one of the key objectives of each early training project. This is through reading that understudies grow students' vocabulary and find out about the world. Reading is likewise the way to accomplishment in spelling and composing (Pearson, 2016).

2.1.6.1. Issue

Otherwise called sounding out words, translating is when youngsters can put sounds to letters to sound out the composed language. This is normal for amateur readers to battle when students meet new or new terms, however, regularly interpreting ends up simpler with phonics guidance and rehashed practice with reading for all to hear.

If a tyke keeps on battling, there might be learning trouble present or a physical weakness that is keeping them from physically observing the letters or hearing the sounds in spoken language. Adapt more in those posts on dyslexia and visual debilitation in the study hall (Pearson, 2016).

Poor understanding

There is a great deal going on in reading, from the letter and word acknowledgment to understanding importance at the expression, sentence, and section level. At the point when a learner reader experiences vocabulary students do not have the foggiest idea or do not perceive because of mistaken interpreting, learners are probably going to skirt ahead. The more spaces in a line of content, the harder is to make meaning and the more intellectually testing and baffling the reading undertaking progresses toward becoming. That is the reason poor cognizance can result when an understudy battles with unraveling, has a constrained vocabulary or endeavors to read a content that is at excessively high of a level (Tong, 2017).

Be that as this may, reading additionally requires having the option to focus on the story. Understudies need to recognize the significance, principle thoughts, and explicit subtleties and even make inductions about what learners are reading. Reading has issues remaining engaged because of ADD or ADHD, that can effect on cognizance (Tong, 2017) .

Speed

Frequently the setting where these new words are discovered gives youngsters many of the intimations, learners must speculate the significance. As understudies extend vocabulary, how students perceive more words by sight and reading paces up. Understudies who keep on translating may profit by overlearning sight words (Varadaraj, 2018).

Reading is a subjectively requesting undertaking and holding such a great amount of data in the psyche while proceeding to process content can debilitate kids with moderate handling. Methodology guidance may help however this is significant that these understudies be enabled additional opportunity to finish assignments that require broad reading (Varadaraj, 2018).

Looks into on reading understanding demonstrate that EFL students face a few troubles when learners read. Truth be told, understudies experience the ill effects of the comprehension of vocabulary. This issue may fall into different classes among students may experience issues for instance with words that have comparable lexical structures; Some Section One Reading Comprehension: Theoretical Background words appear to be phonetically the equivalent (as far as sounds) as in boss" and bus", additionally, in 'cut' and 'cat", different words appear to be comparable at the degree of morphology like the words responsive and tricky. The reader can go over one of this sort of words and regardless of whether reader has taught those words; this may blend between the implications of sets of words since word appear to be the equivalent. Another sort of challenges that can be found among EFL readers is the presence of different implications inside a similar word, for example, words that have more than one meaning. Another model is the word "present" that can mean a "gift" and "the demonstration of existing". The issue with such a class is that the less fatty realize just one importance can lead to an off-base comprehension of the entire sentence (Nocera, 2018).

One significant classification is spoken to; the maxims and precepts which appear to be unmistakable from the student's way of life so that, this will interpret guaranteed maxim word by word, consequently, that cannot acquire the genuine importance yet simply the artistic one. For instance, the axiom: 'he kicked the bucket" which signifies 'he died", the issue is that the student will decipher each word alone that will not get which means of the axiom (Nocera, 2018).

Moreover, deficient vocabulary prompts numerous hindrances in reading appreciation since lexis has a significant job for a fruitful reading. At the point when the student has a huge vocabulary, this will not confront issues cognizance in understanding the entire content, and this originates from constant reading, for example at whatever point the student readers a great deal that will get new vocabulary, and after that improve vocabulary learning which makes the reading task a lot simpler (Nocera, 2018).

2.1.7. Attitude towards reading

Steps to pursue when reading a content Pre-understanding: This comprises completing a fast reading to recognize what the point is about. To get a fast learning of the subject and a general thought that will encourage the reading of the content. Reading titles and captions: The title is normally characteristic about what is going to discuss, at that point will make the substance much intriguing and intelligible. Record reading will give a ton of data about the book since that contains everything that will be found in this through including page numbers. Understanding will give more data about the subject or book. This pre-reading should likewise be possible the day preceding the clarification, which will help in its comprehension and increment consideration and intrigue.

Comprehensive reading comprises on read the content and sections even more gradually to comprehend what is read. This is simpler to absorb and learn. That requires a functioning methodology on the reader who must consider what is reading just as the inspiration and the profundity of the subject. For better exhaustive understanding that is critical to concentrate on the fundamental thoughts, optional thoughts and subtleties, relationship and extending vocabulary.

Discovering primary thoughts: this is the substance of the subject; the most significant of all the content and without, that would be good for nothing. The optional thoughts: These are the thoughts which are connected to the principle thought and satisfy the capacity of expanding that knowledge.

Those thoughts are viewed as significant, yet not as significant as the principal ones. Subtleties or angles: stretching out the past thoughts alluding to names, dates, spots or models. Connections: Among every one of the thoughts and subtleties of the content by the coherent connection.

Extending vocabulary: this is accomplished through looking in the lexicon when a few words are not comprehended. That is additionally great to work with equivalent words and antonyms (Ness, 2016).

2.1.8. Characteristics of a good Reader

a) Goal Orientated

Gifted reader read with reason; readers know purposes behind reading and adjust each reading style to suit (Avrianti, 2015).

For instance, when utilizing a lexicon, decent readers use "alphabetic and checking aptitudes", be that as that may, when composing a basic paper way to deal with reading changes to removing and orchestrating relevant data or thoughts (Avrianti, 2015). Besides, objective orientated readers keep on assessing the content to guarantee that is meeting targets (Avrianti, 2015).

According with an educational research done by a scientific journey mentions some interesting thoughts. Some of those thoughts are: characterization objective directions as "purposes or reasons an individual is seeking an accomplishment task in scholastic settings" (Pintrich, 2015). The early conceptualizations of understudies' objectives yielded a dichotomous methodology which involves dominance versus execution objectives, learning versus execution objectives, task-included versus the sense of self-included objectives, and errand centered objectives versus capacity centered objectives. In the late 1990s, analysts with respect to the irregularity of the discoveries identified with execution objective direction and evasion and approach measurements of accomplishment inspiration stretched out the hypothesis to an approach comprising of a dichotomous point of view.

In the ongoing years, objective direction writing has encountered a move to numerous objective models. As such, one point of view of numerous objectives approach proposed the presence of shirking measurement of authority objective direction.

The other point of view exhibits that people might be situated to more than one objective at specific conditions. Notwithstanding the objectives referenced above, examine considers loan confidence to the presence of different objectives, for example, work-evasion objective, social objectives, and extraneous objective.

To cover these joined builds, this research will utilize the expressions "dominance" and "execution" objectives. When all is said in done, dominance objectives are related with having an emphasis on an undertaking forgetting the hang of, improving skill and comprehension, securing new information furthermore, aptitudes. Actually, execution objectives are related to having an emphasis on an undertaking for outflanking or besting others, indicating capacity, prevalence, capability and staying away from the exhibition of the absence of capacity and ability. Dominance direction is self-referential and the measures of accomplishment are set by the individual through the norms of accomplishment in execution, the direction is with respect to other people (Schunk, 2014). The surviving objective direction writing exhibits that authority objectives are connected with positive procedures and results while execution objectives are associated with negative procedures and results. Unexpectedly, execution objective the direction is described by attempting to accomplish an undertaking with little exertion or withdrawal of exertion notwithstanding disappointment, surface preparing of concentrate material diminished assignment happiness, and maladaptive examples of discernment, influence, and conduct (Schunk, 2014).

b) Understand Text's Purpose

Readers who comprehend the reason for the content think about the creator's approach and convictions and the recorded setting (Sari, 2019). Great readers comprehend essayist's goals, regardless of whether that is to charm and engage, give authentic data or push a specific plan to induce the group of spectators (Sari, 2019).

c) Monitor Their Understanding

Learners are reading for a reason, gifted readers screen comprehension to distinguish territories where importance is lost (Avrianti, 2015). Students additionally "build, overhaul and question" students understanding dependent on earlier learning and encounters (Sari, 2019).

d) Read Different Texts Differently

Great readers can change each reading style as indicated by the content kind (Avrianti, 2015). For instance, readers center on the characters and surroundings in story messages and adhere to composed guidelines in a consecutive way in procedural writings.

Generally, there are some different types of text that can be used to read the guide carefully: Wordless books; not surprising writings; controlled scripts of high frequency jargon; decodable writings; legitimate literature; and made simple writings to read.

Wordless Book

Wordless books are a piece of the classification of youngster writing recognized as picture books. These are books that recount to story or present data through representations or photos without printed words on the page. Wordless books have fluctuating degrees of detail and complexity. Therefore, Wordless books can be utilized for an assortment of purposes at an assortment of levels. Wordless books have been suggested for creating oral language and self-articulation for all understudies. Those kind of books are particularly valuable for working with English language students. There are some samples of this kind of books such as: *Bobo's Dream* (Alexander,1970), *Do You Want to Be My Friend?* (Carle, 1971), *What's more, The Mysteries of Harris Burdick* (Van Alsburg, 1984). Wordless books are helpful for acquainting understudies with the idea of a book. Small kids can build up a comprehension of what a book is and that it displays a story or data.

There is no threat from print on the page and those books can be enjoyable for understudies. Understudies at the beginning periods of education advancement can utilize these books as approaches to create a vocabulary, oral language, and self- expression. Second language students can utilize as an approach to build the connection between each native languages (Cooper, 2015).

There are various places in the reading education program where silent books can be utilized adequately:

1. During starting reading to create oral language, jargon, the idea of a story, and the idea of books.

2. For second language students as learners build up establishment for English reading.

3. For more established understudies in the basic and center school levels who need to build up a superior comprehension of being a reader or for the individuals who need central abilities.

Educational researchers propose that more seasoned understudies can build up own silent books to impart to more youthful readers. Understudies who may be great specialists however aversion reading can use quality in workmanship to enable to build up an increasingly uplifting demeanor about reading.

4. For understudies at all levels, silent books can fill in as an improvement for composing (Cooper, 2015).

Predictable Text

Predictable Texts writings help youngsters in all respects rapidly come to consider readers. For instance, hearing or reading out loud a book, for example, in a common design a few times enables youngsters to all around rapidly be capable to discuss the content. Regularly the kids retain the message and can rehash the content without taking a gander at that content. Along these lines, kids consider readers and have a great time reading (Cooper, 2015).

Controlled High-Frequency Vocabulary Text

Verifiably, controlled high-recurrence jargon writings were related with starting reading guidance. A center of high-recurrence words are deliberately presented and rehashed. These words are regularly chosen from sources, for example, the Dolch list (Dolch, 1936), the Johnson list (Johnson, 1971), and others. The content may read something like.

Can I sing?

I can go.

Can he walk?

He can go.

Go! Go!

Utilizing controlled high-recurrence jargon writings give youngsters practice in perceiving those words that make up an exceptionally high extent of the words found in starting reading materials. Just more than 100 words represent a portion of the running words in writings through third grade.

Knowing this significant center of words ought to help youngsters read not just messages being utilized for reading guidance, yet other starting reading messages also. High - frequency words can be painstakingly presented and polished in decodable content. Therefore, that is not important to have writings that are composed solely to rehearse high-recurrence words (Cooper, 2015).

Decodable Text

Decodable writings are ones that contain a high number of words that utilization the sound-letter relationships that youngsters are being instructed just as a predetermined number of high-recurrence words (Cooper, 2015). These writings may likewise incorporate a predetermined number of "unique words" or "story words".

For model, if understudies know the letter- sound relationships for m/m/, s/s/, t/t/, p/p/, e/e/, and a/a/. Also, the high-recurrence and exceptional words the, elephant, stated, no, and thank you, they can peruse the accompanying story:

Pat and the Elephant

Pat met the elephant.

The elephant met Pat.

Pat sat.

The elephant sat.

The elephant sat on the mats.

The elephant sat and sat.

Pat sat and sat.

Pat said, "Elephant, pat the pets."

The pets said, "No, thank you, Elephant."

The advantage of this kind of content is that permits understudies to rehearse successive translating and create familiarity and automaticity, basic pieces of starting reading guidance. Understudies can encounter quick accomplishment since the content depends on the guidance learners have gotten. In the model introduced above, starting readers are given a chance to apply disentangling abilities in a genuine reading circumstance (Cooper, 2015).

Authentic Literature

Authentic Literature (frequently referred to as "exchange the book" writing) comprises of story and informative messages in the first structure as composed by the writer. No publication endeavors are made to make these writings simpler by revising to fit in with lucidness rules or given jargon records.

True writing comes as books, treasury determinations, magazines, papers, and others. Valid writing is reading for understudies. Legitimate writing furnishes understudies with normal language messages that persistently help students create and extend possess language structures (Cooper, 2015). Genuine writing is commonly simple for most understudies to comprehend (Cooper, 2015).

Now and then genuine writing is unreasonably hard for starting readers to read without anyone else. Understudies frequently do not have what takes to successively interpret the words in the writings and frequently do not know a considerable lot of the high-recurrence words incorporated into the content since readers have not been shown those words. For this reason, legitimate writing should be utilized all the while with different sorts of writings. Getting understudies to read valid writing is the objective of the reading/proficiency program. In starting understanding, that ought to be utilized as read so anyone might hear to create and grow understudies' oral language, jargon, foundation, and earlier learning. The listening encounters at these levels should fill in as the reason for legitimately and deliberately instructing basic understanding methodologies (Cooper, 2015).

When understudies build up some level of autonomy in disentangling, learners ought to have repeated instructional and free chances to read use credible writing that enables to apply techniques and abilities to genuine reading. This writing ought to be painstakingly chosen with the goal that is fitting for the understudies' reading capacities.

Past the starting reading levels, legitimate writing should keep on being utilized for read so anyone might hear to extend understudies' vocabularies, to expand comprehension of progressively complex language structures, and to extend earlier information. Real writing, both story and interpretive, should proceed as the center reading material for understudies to help completely build up the capacities of a gifted reader (Cooper, 2015).

Created, Easy-to-Read Text

Created, Easy-to-Read Texts are ones that are composed for understudies past the starting degree of reading to apply different abilities and methodologies in content underneath age-fitting degree of trouble. These writings give understudies who are reading underneath level the chance to rehearse and apply abilities and methodologies learners are being instructed in writings that students can read (Cooper, 2015).

For understudies who are advancing ordinarily, these writings give an opportunity to rehearse and apply an especially trouble, some technique or ability in content underneath level and keep on working on reading also, creates familiarity. When learners have aced the utilization of the system, students can come back to age-suitable degree of content to apply the technique (Cooper, 2015).

Created, Easy-to-Read Texts ought not to involve the majority of an understudy's reading knowledge. These writings, like decodable writings, fill in as venturing stones to get understudies into true writing (Cooper, 2015).

Table 3
Types of Text for Reading Instruction

Type	Description	Major Use
Wordless Books	Text composed only of illustrations or photographs. No print is given.	A way to help children develop a concept of themselves as readers, develop oral language, and develop self-expression.
Predictable Texts	Texts that utilize a repeated pattern of some type. May be authentic literature or created text.	Used as a way to introduce children to reading through shared reading and to provide practice through repeated readings.
Controlled High-Frequency Vocabulary Texts	Text written specifically for beginning reading instruction using a core of high-frequency words that have been carefully introduced.	Provide practice in reading high-frequency words.
Decodable Texts	Text written using words that utilize decoding skills students have been taught.	Provide practice and application of phonics and structural skills that have been taught.
Authentic Literature	Stories and informational texts where no attempts have been made to control the words, patterns, or decoding elements used in the text. The text is in the original form written by the author.	Used for practice and application of reading once students have developed beginning decoding skills. Also used for shared reading and read aloud.
Created, Easy-to-Read Texts	Stories and informational texts that have been written to control the level of difficulty and some aspect of skill application.	Used for practice and application of reading skills for students who may be experiencing difficulty in certain aspects of learning to read or need practice in applying a targeted skill or strategy.

Source: (Cooper, 2015)

e) Adjusting Reading Strategies

While observing, seeing, great readers utilize numerous change procedures (Sari, 2019). For instance, when experiencing troublesome sentences a few readers may lessen the speed at which students read or rehash certain parts if importance is lost.

f) Actively Engaged

Gifted readers are effectively connected with specific reading, as opposed to the latent methodology taken by those less talented (Sari, 2019). Communicating with the content makes common comprehension between the reader and essayist.

Additionally, a great reader's dynamic commitment with content happens during the demonstration of reading, yet in addition during breaks from reading and a while later, when the reader can keep on considering the content or talk about that with others (Ness, 2016).

2. 2. Conceptual Framework

Skill: an educated intensity of accomplishing something capability: a created bent or capacity (Merriam-Webster Online, 2016).

English Skill: English skills are a collection of four abilities that enable a person to understand and create spoken language for appropriate and compelling relational correspondence (Freeman, 2015).

Reading Skill: Reading aptitudes is the capacity of a person to read, measure and decode composed words on a page of an article or some other reading material (Robeck, 2017).

Intensive Reading: intensive reading alludes to reading short messages altogether and with clear objectives, for instance, to address reading appreciation questions or to distinguish how sentences are connected (Wanzek, 2018).

Extensive Reading: extensive reading is reading as much as possible, for learners' own pleasure, at a difficulty level at which students can read smoothly and quickly without looking up words or translating to English (Shih, 2018).

Dolch List Words: Dolch words, or sight words, give a phenomenal base to reading at an early age. Those words are frequently called sight words since several cannot be sounded out, and should be learned by sight (January, 2016).

Reading Strategies: Reading strategies are a set of methodological resources to comprehend what students read previously, during, and in the wake of reading. The usage of earlier learning knowledge is considering the point, making forecasts about the plausible significance of the content (Blachowicz C. &., 2017).

Skimming: Skimming is the approach of reading technique. In order to get content quickly, this technique is used to get a general idea of the importance of a text (Gonzalez, 2017).

Scanning: Scanning is a reading so as to discover explicit data (Beelders, 2016).

Predicting: Predicting is an important reading skill. Predicting allows students to use information from the text, such a titles, headings, pictures and diagrams to anticipate what will happen in the story (Bailey, 2015).

2. 3. Legal Framework

At the moment of developing the present research work, in relation to chapter two, several frameworks have been presented that have served as guidelines within the theoretical aspect; an exhaustive investigation of issues and sub-themes that emerge from both the independent variables and the dependent variable; and likewise the conceptual framework; a list of important words treated in the present investigation each with respective definitions for a broad understanding of legal framework.

In this section, some articles belonging to the regulations and regulations will be mentioned, which corresponds to the Ecuadorian legal scope. These legal articles have been selected for relevance and relation to the topics of study of the present investigation. The laws have been considered relevant to mention are: the constitution of the republic of Ecuador, the organic law of intercultural education and the code of childhood, all the mentioned regulations are in force and linked to the main topics on which the research is based on the present written work.

Conforme a lo estipulado en la **Constitución De La República Del Ecuador**, Decreto Legislativo 0, Registro Oficial 449 del 20 de Octubre del 2008 , y la actualización de datos realizados el : 13 de Julio del 2011, y de Estatus actual: Vigente.

Artículo 26: " La educación es un derecho de todas las personas a lo largo de su vida y un deber ineludible e inexcusable del Estado Constituye un área prioritaria de la política pública y de la inversión estatal garantía de la igualdad e inclusión social y condición indispensable para el buen vivir las personas las familias y la sociedad tienen el derecho y la responsabilidad de participar en el proceso educativo" (Asamblea Nacional Constituyente de Ecuador, 2008).

Artículo 28.- "La educación responderá al interés público y no estará al servicio de intereses individuales y corporativos Se garantizará el acceso universal permanencia movilidad y egreso sin discriminación alguna y la obligatoriedad en el nivel inicial básico y bachillerato o su equivalente" (Asamblea Nacional Constituyente de Ecuador, 2008).

En la **Ley Orgánica De Educación Superior** se establece mediante decreto legislativo 0, registro oficial suplemento 298 del 12 de Octubre del 2010, presentando su Última Modificación: 30 de Diciembre del 2016, y de Estado: Vigente. Ley aprobada en La Asamblea Nacional Constituyente de Ecuador el 5 de Agosto de 2010 en concordancia con el artículo 64 de la Ley Orgánica de la Función Legislativa; establece en el **TÍTULO VIII Del Sistema de Educación Intercultural Bilingüe** en lo estipulado al **Capítulo I De Las Normas Generales** los siguientes artículos**:**

Art. 2.- "La actividad educativa se desarrolla atendiendo a los siguientes principios generales que son los fundamentos filosóficos conceptuales y constitucionales que sustentan definen y rigen las decisiones y actividades en el ámbito educativo" (Asamblea Nacional Constituyente de Ecuador, 2010).

Art. 29.- Nivel distrital intercultural y bilingüe.- "El nivel distrital intercultural y bilingüe a través de las direcciones distritales interculturales y bilingües de educación definidas por la Autoridad Educativa Nacional atiende las particularidades culturales y lingüísticas en concordancia con el plan nacional de educación asegura la cobertura necesaria en su distrito intercultural y bilingüe en relación con la diversidad cultural y lingüística para alcanzar la universalización de la educación inicial básica y bachillerato y garantiza la gestión de proyectos los trámites y la atención a la ciudadanía Además interviene sobre el control del buen uso de los recursos de operación y mantenimiento y la coordinación monitoreo y asesoramiento educativo de los establecimientos del territorio garantiza que cada circuito educativo intercultural y bilingüe cubra la demanda

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CHAPTER III
RESEARCH METHODOLOGY

3. 1. Methodology

The principal object of this project is to find answers to questions through the application of systematic and scientific methods. Different tool was applied taking in consideration formulating a hypothesis, collection of data on relevant variables, analyzing and interpreting the results. Keeping in mind that, all the tools mentioned before; were applied to suggest intensive reading as a possible alternative to collect information.

First, this is important to establish what the methodology is based on the present research (Best, 2016). According to the Webster International Dictionary, "explore as cautious request or examination in looking for certainties or standards; industrious examination so as to find out something" (Sharma, 2014).

Once the concept of research is clear, that is important to also introduce what methodology is and the importance on this project, this handles with the cognitive process shown on the research by the arisen problems from the nature of the subject matter, in particularly how to solve the research problem on a systematic way considering the logic of each method used in the context of the research and explaining the reason of using a particular method or technique and why others are not used in this research work.

This research is specifically characterized because deals with a significant problem, which is the lack of necessary techniques to master reading skill during the process of learning. The process of gathering standardized valid data was necessary to feel confident and find expertise before undertaking any investigation. That is also characterized by the objectivity leaving aside researcher's biases. For this research project, the scientific method takes an important role and is evident the application, is the most organized, ordered and reliable system in which this project can be done. To gather knowledge about the world around, improve that, gaining and attempting to explain why and how things occur the researcher uses the scientific method showing the series of the process mentioned.

3. 1. 1. Inductive-Deductive method

Making observations is the first step considered now of analyzing the problem of the lack of reading techniques. Researchers found this characteristic one of the most appropriate and focused on this project because this lets to discover or find the phenomenon presented in the environment studied.

Researchers observed that making observation could be both, qualitative and quantitative. Qualitative observation helps in the research to describe behaviors, opinions, suggestions, complains; meanwhile, quantitative observation are measurements of number and unit. That is why researchers decide to observe using both because are different ways of observing the same phenomenon studied.

Other aspects that characterized the scientific method and these are used in this project. That is a fact that to get a wider understanding of the problem the authors inside the teaching-learning process recollected an amount of information focused on the problem and taking into consideration the need of a tool to analyze that and classify those issues to reach the objective of this work. During the teaching-learning process, the inductive method has been used in this investigation while the problem inside the classroom was being detected from previous information with the parameters of the same problems including factors and consequences. However, the deductive method is characterized by the beginning of a quick inference of what researchers observed and getting conclusions related to the problem.

3. 2. Type of Research Description

Once the concept of research is clear, this is important to also introduce what methodology is and the importance on this project, this handles with the cognitive process shown on the research by the arisen problems from the nature of the subject matter, particularly how to solve the research problem on a systematic way, it is also important to consider the logic of each method used in the context of the research and explaining the reason of using a particular method or technique and why others are not used in this research project.

3. 2. 1. Applied Research

The research that has been carried out presents some very specific characteristics, which will be explained and argued different variations. As a first point, that can be highlighted that the present investigation is categorized as Applied Research. The characteristic that this research type presents is to be a methodology used to solve a specific and practical problem of an individual or group. In this case, the problem presented by the foreign language learners English focused on the reading ability. The research is a precise errand framed towards the introduction and progress of a managed the course of action of information. That depends upon a fundamental examination of a hypothetical proposition with destinations of certain activities up to a reason influence relationship, which must be endeavored against target reality (Meyers & Gamst, 2016. Sage publications).

3. 2. 2. Descriptive Research

Similarly, another feature of this research is being Descriptive Research. Descriptive Research is characterized as an exploration technique that depicts the qualities of the populace or the marvel being contemplated. This procedure concentrates more on the "what" of the examination subject than on the "why" of the exploration subject. The term enlightening exploration at that point alludes to research questions, the structure of the examination and information investigation that would be directed on that subject. This is called an observational research technique since none of the factors that are a piece of the examination study are affected in any way (Nassaji, 2015).

This investigation portrays the significance of the executives of showing techniques in significant getting the hang of, having the goals clear of the exercises being done. This is enlightening on the grounds that is planned for distinguishing and clarifies the connections that exist between two factors through information gathering adding to learning. The descriptive research takes a shot at the substances of and the principal trademark is to present a right elucidation. This may incorporate the accompanying sorts of studies: Overviews, Cases, among others (Herrera Miranda & & Horta Muñoz, 2016).

An enlightening examination can be utilized in different ways and for numerous reasons. Before getting into any sort of review however, the study objectives and overview configuration are significant. Regardless of following these means, however, there is no real way to know whether the examination result will be met. To comprehend the end target of research objectives, beneath a few different ways associations right now utilize illustrative research today (Nassaji, 2015).

3. 3. Research Approach

This research study is a qualitative and quantitative research because of the recollection of data from interactions, using methods as observation, interviews, and surveys, content analysis of visual and textual materials.

Both these methodologies are unique, as deductive methodology is related with positivism and as indicated by Burney (Burney & Saleem, 2008). In this manner, this is basic for the analysts to focus on the right way to deal with purpose any issue. Research approach implies foundation of proper hypotheses or theory to determine the examination issue and after foundation, tries out these speculations or theory with the utilization of exact perception (Burney & Saleem, 2008) . Different arguments are utilized to give satisfactory thinking for a specific reality and this approach is utilized to defeat with the impediment of deductive research approach. This has characterized inductive research approach as the procedure in which the more explicit ideas are hypothesis so as to direct the exploration consequently that gives greater adaptability to the analysts. This approach pursues following advances: perception, design, speculative theory and hypothesis. In request to give inductive disagreements, this is fundamental to utilize watch gathered actualities and data. That additionally helps in creating elective clarifications of what is happening (Burney & Saleem, 2008) .

The present research is descriptive because that describes real life situations in the classroom and everyday reading problems and mistakes. This research pretends to specify the importance of intensive reading. This is also descriptive because that relates to existing conditions and connections, points of view, and ongoing processes.

3. 4. Technique and Instrument

This research project is focused on the problematic of students from 7th Grade to develop reading comprehension. For this reason, the selection of the measurement and scaling of the variables is crucial. Direct estimation is done by carrying the objective into contact with the estimation framework to read the length, tallness, or another viewpoint straightforwardly (Keyence, 2017). Although direct measurement applies in this project, allows measurement results to be closely linked to the reality, the environment and known as the measurements are collected.

That is important to explain the distinction between data accumulation methods and data get-together instruments during the advancement of an exploration venture. Since definitions are connected however those can be contrasted. In any case, data gathering strategies comprise in the particular techniques when the get-together, preparing and breaking down information process about some theme in explicit is finished. The strategies are gotten from the strategy recently utilized. While the philosophies are general strategies that demonstrate how to achieve a goal, the systems are explicit techniques for progressively characterized assignments to accomplish a similar target as the procedure that directions itself (Moser & Kalton, 2017).

3. 4. 1. Survey

Surveys are going to be used to collect important data from students, parents, and other English teachers from the school. The requests are the relationship between the inspector and the information obtained in light of the way that the specialist cannot work with all the 20 understudies when the diagram is being driven. The examination is basically of 10 inquiries or so that is answered with close responses. The options are totally agreed, agree, completely disagree, contrast and detached. Thusly, the understudies have better choices to choose the correct options while answering. These surveys are based on the data amassing process, offering clear responses, so there would be zero shot for understudies to be in a dispute while reacting to the request (Hughes & Cohen, 2013).

3. 4. 2. Interview

Interview will be applied to know other English teachers' opinion about the influence of intensive reading. The gatherings that were coordinated to help this investigation were done to the educator of the class which of 7th graders at Unidad Educativa Crear. There are 24 students on this grade, and this group was chosen because of the teacher's experience during the scholar year. The instruments used to show signs of improvement results were Reading Activities to improve reading abilities on seventh graders. This is a participation effect and that will play well into the assessment. The master must agree to all of the viewpoints about the goals and the goals which ought to be developed, not leaving essential nuances aside and doing the best to cover each purpose of the case in the assessment. A clever gathering is an unconstrained or orchestrated dialog with an individual concerning the conditions enveloping learners understanding of events or incorporation in bad behavior.

The inspiration driving a systematic gathering is to assemble facts, as certain reality and get a declaration, information and substantiates convictions (Rubin & Rubin, 2011). As demonstrated by the reference, a gathering is a system to obtain anyway a lot of information as could be normal. The gathering ought to be as sensible as could be expected under the circumstances. In any case, there will be a couple of focuses on that may not complete with the assessment or the information given by the overall public being met may change from the built-up facts and information that is being searched for (Rubin & Rubin, 2011).

3. 4. 3. Pre-test and Post-test

Evaluation will be applied to know students reading comprehension level, take a pre-test as the first step to recognize the major difficulties at comprehending, and finally consider a post-test in order to get favorable results after the developing of the methodology on the students.

The aim of these tests is to administrate at different times but taking in consideration that are the same or equivalent forms being an essential tool to gather data. At the moment of develop the present research work, this was important to take pre-test and post-test students understudies to decide actual and genuine degrees of English language capability. Not only to know students mastery of the language, but also to contribute to an improvement of the English language production in a more real way and adhering to the guidelines decreed by the national educational curriculum.

In order to determine the levels existing in the students of the educational institution selected as field of study, this proceeded to use the Oxford Online English website (Oxford Online English, 2017), this website offers English courses and as part of the design, at the same time that has a free interactive platform in which interested people can test each level of proficiency in the foreign language by dividing this specifically for each language skill, in this case reading ability. That is only necessary to enter the page, without the need of annoying subscriptions or cancel any cost. This is due to these characteristics that were decided to use this page in the computer lab of the institution to determine the respective levels of English domains in the students. Both in the pretest and the post test, the aforementioned website was used. In its Level Testing / Reading section, this offers a bank of twenty items, the same ones that contain brief readings, and according to the preferences selected by the students; the page is designed to qualify both: reading comprehension, vocabulary, grammar among other characteristics that has the English language (Oxford Online English, 2018).

3. 5. Research Population

The population chosen for the elaboration of this study was the students of 7th grade at Unidad Educativa Crear. The population for this research work is 24 students, and its sample of 24 students of 7th grade of TEFL. Also in the present research work there a sample of 1 teacher belonging to English Language subject in that Educative Institution.

There are 24 students on this grade, and this group was chosen because of the teacher's experience during the scholar year. The main purpose of this study is to help learners to activate and improve intensive reading on reading comprehension skills.

3. 6. Result Analysis

3. 6. 1. Graphic Student Survey Analysis

Question 1: Do you consider reading as an important skill?

Table 4
Survey for students. Question 1

Descriptions	Frequency	Percentage
Strongly agree	11	42%
Agree	5	19%
Indifferent	8	31%
Disagree	0	0%
Strongly disagree	2	8%

Source: Unidad Educativa Crear
Elaborated by: Escalante, R. & Palacio, R. (2019)
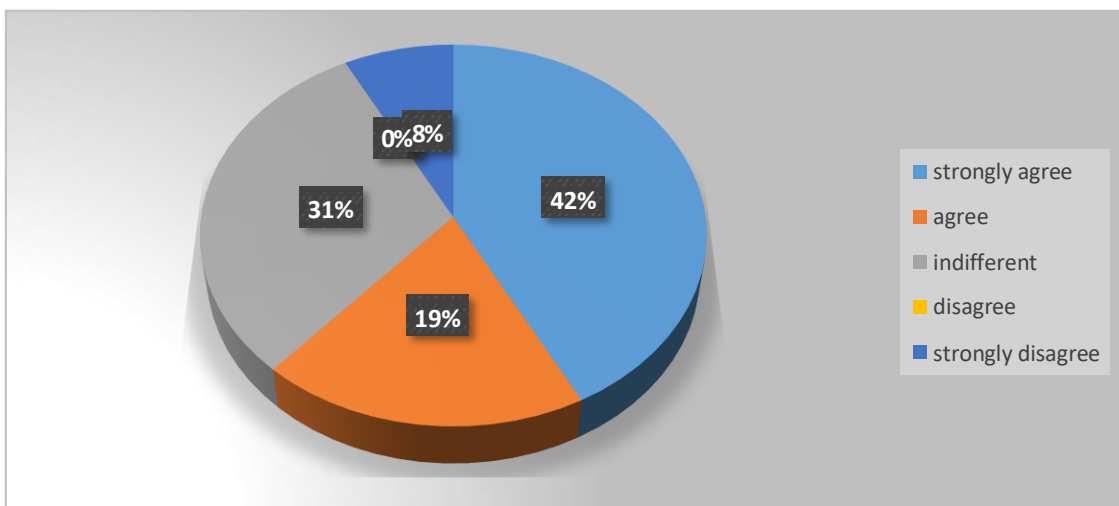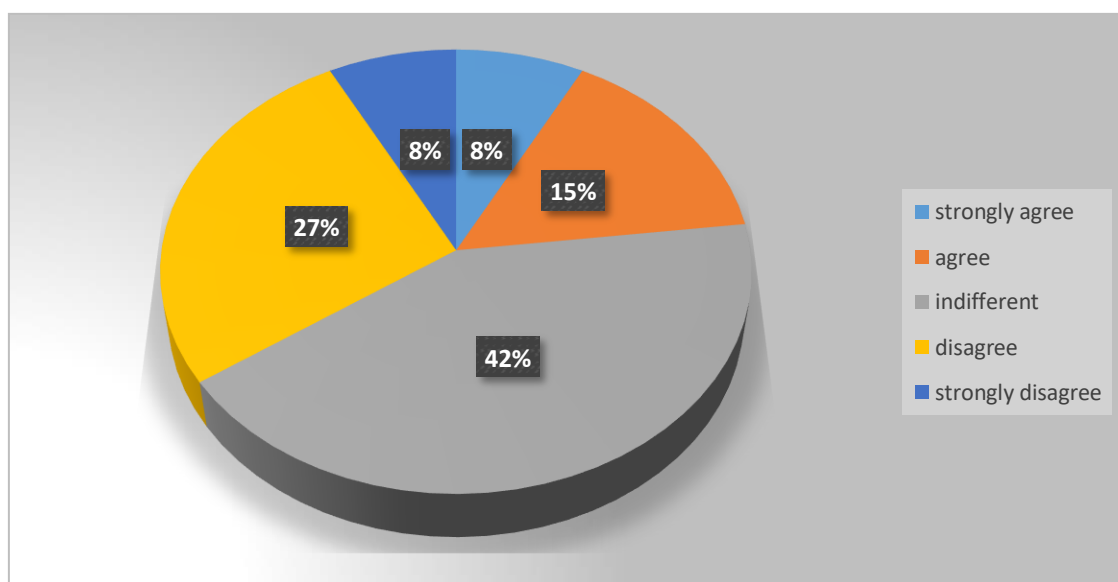

Figure 3. **Survey for students question 1**
Source: Unidad Educativa Crear
Elaborated by: Escalante, R. & Palacio, R. (2019)

The 42% of the students expressed that reading is relevant in their learning process. Students like to read books, comics and watch movies or series using subtitles on the original language.

The 31 % of the students expressed that they have never been exposed before to interact with reading in a second language, also learners expressed that students do not like to read in English because students either like to read in Spanish and learners do not feel confident at the moment of pronunciation.

Question 2: Do you agree that learning reading skill is as useful as learning other skills?

Table 5
Survey for students. Question 2

Descriptions	Frequency	Percentage
Strongly agree	9	35%
Agree	5	19%
Indifferent	2	8%
Disagree	10	38%
Strongly disagree	0	0%

Source: Unidad Educativa Crear
Elaborated by: Escalante, R. & Palacio, R. (2019)
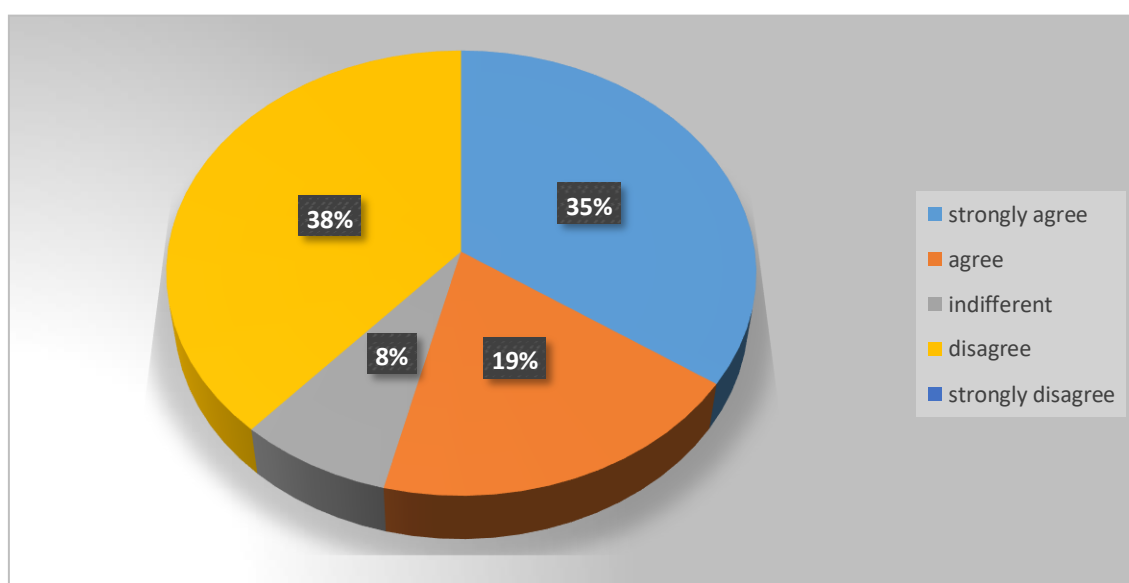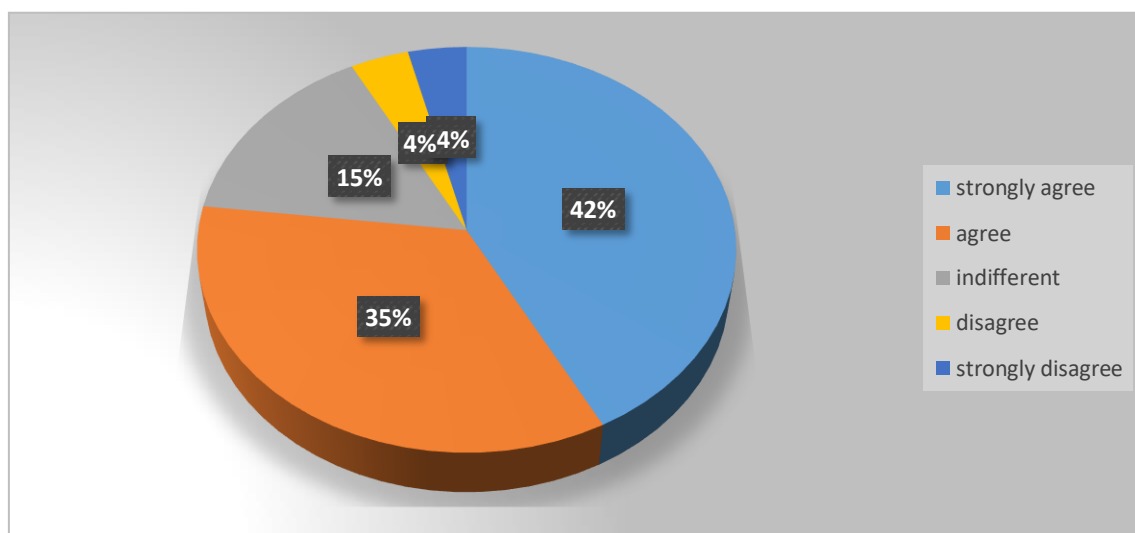

Figure 4. **Survey for students question 2**
Source: Unidad Educativa Crear
Elaborated by: Escalante, R. & Palacio, R. (2019)

The 35% of the students consider reading as useful as other English skills because learners find it useful to develop other skills.

The 38% of the students consider reading a useful skill at the moment of communicates "face to face" with other people. Learners consider speaking and listening the most important because these skills help to interact with natives.

Question 3: From your perspective, do you agree that reading skill classes would be better understood if there were use different techniques that those that are currently used?

Table 6
Survey for students. Question 3

Descriptions	Frequency	Percentage
Strongly agree	9	35%
Agree	7	27%
Indifferent	5	19%
Disagree	2	8%
Strongly disagree	3	11%

Source: Unidad Educativa Crear
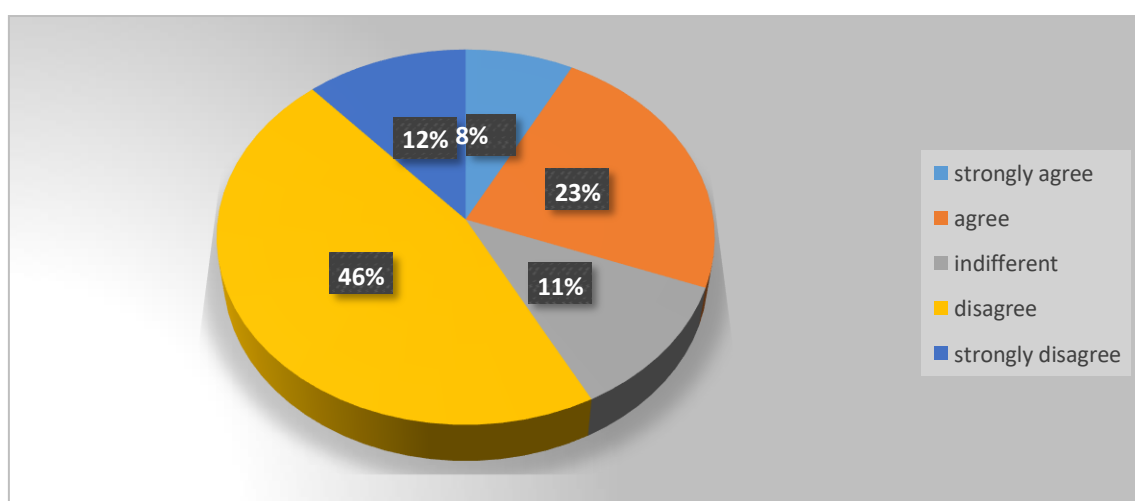**Elaborated by: Escalante, R. & Palacio, R. (2019)**
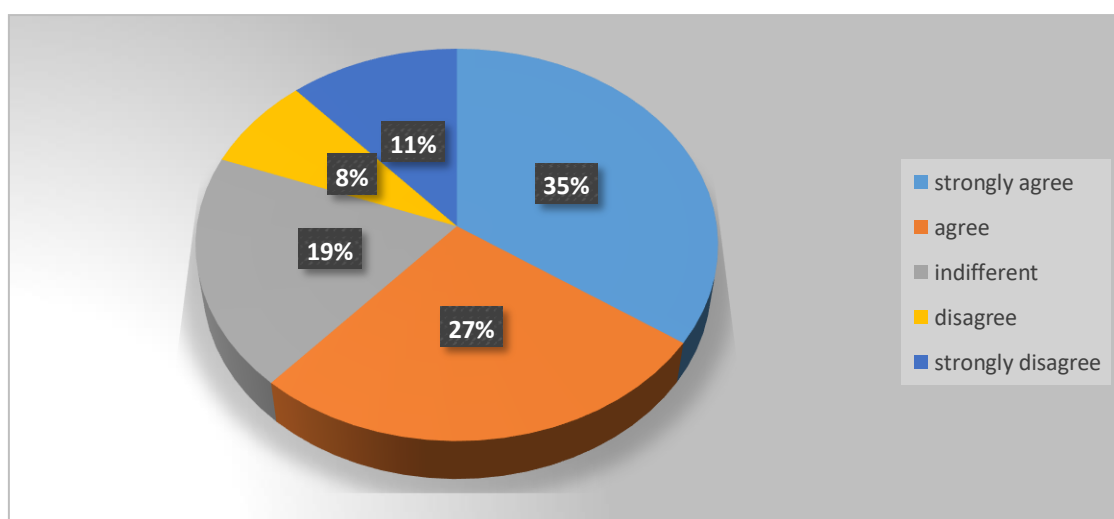
Figure 5. **Survey for students question 3**
Source: Unidad Educativa Crear
Elaborated by: Escalante, R. & Palacio, R. (2019)

The 35% of the students are expressing that reading class would be more interesting with interactive books. Also learners express that it would be nice to change constantly the environment where reading will take part not only inside classrooms because students tend to find it boring at some point. The 19% of the students do not feel any interest of how reading class should be given.

Question 4: In order to have a better interaction is it important to have different reading techniques inside the classroom?

Table 7
Survey for students. Question 4

Descriptions	Frequency	Percentage
Strongly agree	2	8%
Agree	4	15%
Indifferent	7	42%
Disagree	11	27%
Strongly disagree	2	8%

Source: Unidad Educativa Crear
Elaborated by: Escalante, R. & Palacio, R. (2019)
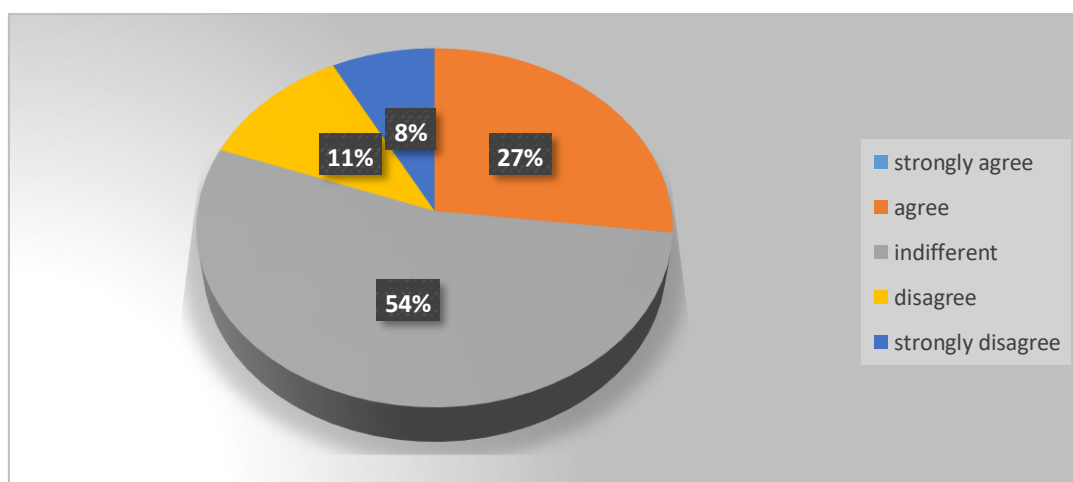

Figure 6. **Survey for students question 4**
Source: Unidad Educativa Crear
Elaborated by: Escalante, R. & Palacio, R. (2019)

The 42% of the students express that at the moment of reading outside classrooms students do not apply any reading technique, learners just read freely. While reading inside the classroom students find necessary the use of techniques because learners consider the topics are more challenging. The 15% of the students consider reading in the classroom with a specific aim, but in the other hand learners considering students read at home without following an instruction given by a book, students just read for personal interests not because a teacher is asking them to reach a goal.

Question 5: From your perspective, do you considering reading as a challenging skill?

Table 8
Survey for students. Question 5

Descriptions	Frequency	Percentage
Strongly agree	11	42%
Agree	9	35%
Indifferent	4	15%
Disagree	1	4%
Strongly disagree	1	4%

Source: Unidad Educativa Crear
Elaborated by: Escalante, R. & Palacio, R. (2019)
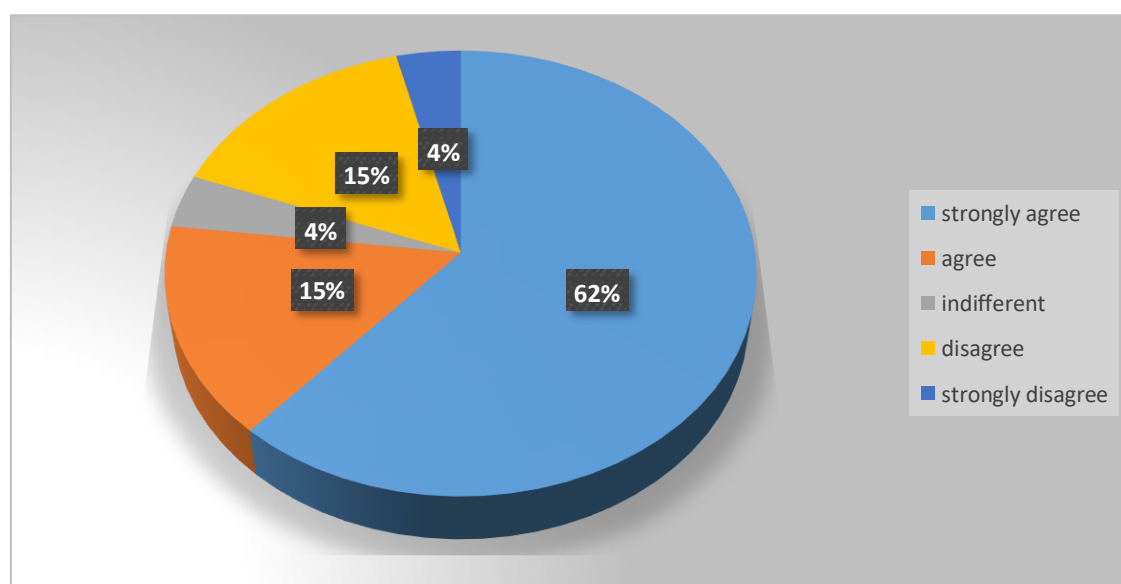

Figure 7. **Survey for students question 5**
Source: Unidad Educativa Crear
Elaborated by: Escalante, R. & Palacio, R. (2019)

The 42% of the students consider reading as a challenging skill because the find very demanding the fact of reaching a level of comprehension and pronunciation at reading, learners express feeling confused and nervous when students have to read aloud.

The 15% of the students express like to read, and consider having a good level of this skill because the daily practice learners use to have.

Question 6: Do you agree that in order to acquire new information is necessary to read many times until you have the confidence to produce new information with your own words?

Table 9
Survey for students. Question 6

Descriptions	Frequency	Percentage
Strongly agree	2	8%
Agree	6	23%
Indifferent	3	11%
Disagree	12	46%
Strongly disagree	3	12%

Source: Unidad Educativa Crear
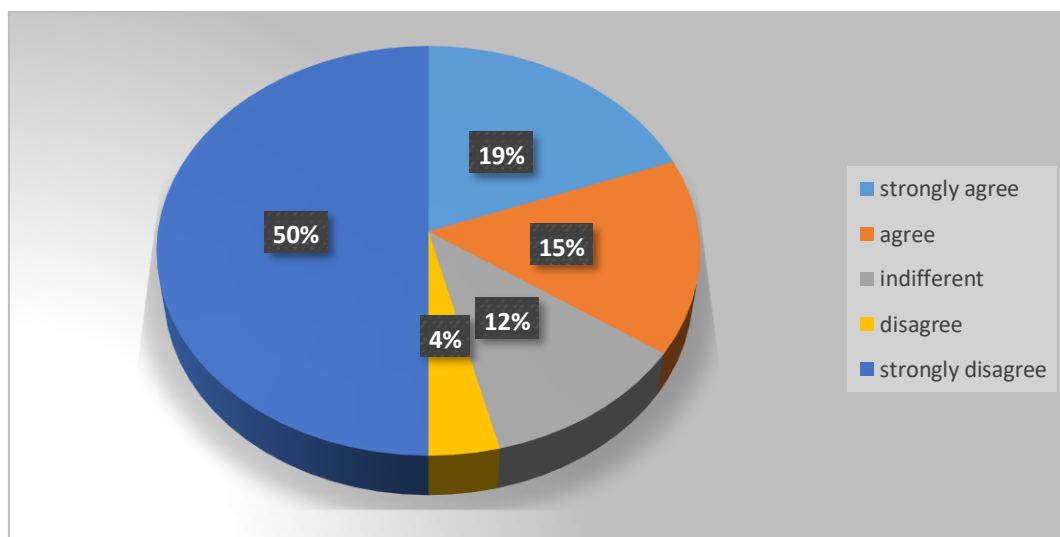**Elaborated by: Escalante, R. & Palacio, R. (2019)**

Figure 8. **Survey for students question 6**
Source: Unidad Educativa Crear
Elaborated by: Escalante, R. & Palacio, R. (2019)

The 46% of the students express that learners have already experimented the act of reading too many times in order to create own concept and learners find it boring and disgusting. Students also consider that 2 or 3 times is ok in order to acquire new information and produce a new concept.

The 23% of the students consider important to read in depth comparing authors, different points of view, states so students develop the topic in an appropriate way according to the new knowledge learners want to build up.

Question 7: Do you agree is necessary to implement strategies to overcome the frustration that students present in reading comprehension activities?

Table 10
Survey for students. Question 7

Descriptions	Frequency	Percentage
Strongly agree	0	0%
Agree	7	27%
Indifferent	14	54%
Disagree	3	11%
Strongly disagree	2	8%

Source: Unidad Educativa Crear
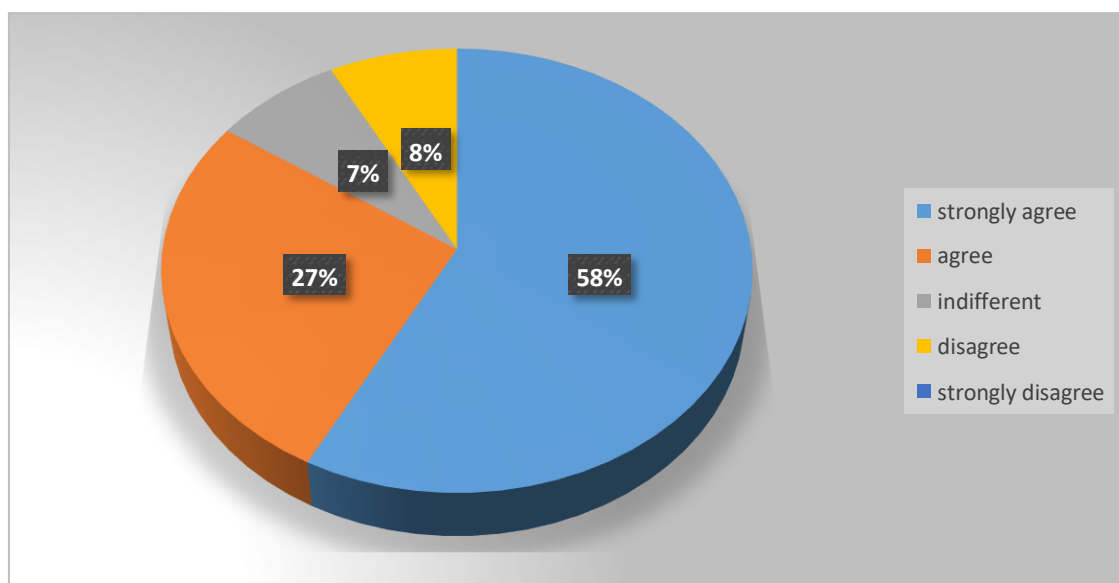**Elaborated by: Escalante, R. & Palacio, R. (2019)**

Figure 9. **Survey for students question 7**
Source: Unidad Educativa Crear
Elaborated by: Escalante, R. & Palacio, R. (2019)

The 54% of the students express that some strategies are unnecessary, but learners think could be important to take in consideration for those students who present problems at the moment of reading. The 27% of the students have experimented at some point the inability to continue reading or completing an idea when students were asks to produce new content or summarize what learners want to read.

Question 8: From your perspective, do you consider that reading skill is linked to grammar, listening and pronunciation skills?

Table 11
Survey for students. Question 8

Descriptions	Frequency	Percentage
Strongly agree	16	62%
Agree	4	15%
Indifferent	1	4%
Disagree	4	15%
Strongly disagree	1	4%

Source: Unidad Educativa Crear
Elaborated by: Escalante, R. & Palacio, R. (2019)

Figure 10. **Survey for students question 8**
Source: Unidad Educativa Crear
Elaborated by: Escalante, R. & Palacio, R. (2019)

The 62% of the students express that they have evidenced that 4 skills work together to develop in the correct a second language.

The 15% of the students have been more exposed to one skill (grammar) during school years, so learners believe there is no a very close relationship between the other ones.

Question 9: From your perspective, is it important to look inside the text in depth every time you read?

Table 12
Survey for students. Question 9

Descriptions	Frequency	Percentage
Strongly agree	5	19%
Agree	4	15%
Indifferent	3	12%
Disagree	1	4%
Strongly disagree	13	50%

Source: Unidad Educativa Crear
Elaborated by: Escalante, R. & Palacio, R. (2019)

Figure 11. **Survey for students question 9**
Source: Unidad Educativa Crear
Elaborated by: Escalante, R. & Palacio, R. (2019)

The 50% of the students consider that depends on the kind of reading students are getting through, because students do not think is necessary read the text indent when learners are just reading for entertained purposes.

The 19% of the students considered important to get a totally comprehension of what learners are reading in order to expands knowledge and fell able to produce new concepts.

Question 10: How much do you agree that reading a lot is frustrating?

Table 13
Survey for students. Question 10

Descriptions	Frequency	Percentage
Strongly agree	15	58%
Agree	7	27%
Indifferent	2	7%
Disagree	2	8%
Strongly disagree	0	0%

Source: Unidad Educativa Crear
Elaborated by: Escalante, R. & Palacio, R. (2019)

Figure 12. **Survey for students question 10**
Source: Unidad Educativa Crear
Elaborated by: Escalante, R. & Palacio, R. (2019)

58% of the students expressed students start reading trying to identify the main ideas and making a selection of the necessary information, but when students have too much to read learners start feeling frustrated because of the amount of information students try to retain, making lose the concentration and forgetting the real purpose for what learners start reading.

3. 6. 2. Survey Student Interpretation

In the moment of finishing these students' surveys in 7th Graders, there is necessary a subjective and general interpretation about the problem manifested in students. The students claim the relevant factor which belonging to master reading skill when students are immerse in a language acquisition process. In the meantime, learners make it clear that statement about the approach used as main reading technique. Also, students feel that inside educative institution, new and interactive teaching strategies are applied when students are learning how improve reading skill. As a perception to feature; It is fascinating that every single text in English presented language features such vocabulary, grammar, syntaxes and semantics. Therefore, students have a conscious idea about how important is develop positive reading techniques in order to achieve as much knowledge as students can.

3. 7. Interview addressed to an English Language Teacher

How important is the use of different techniques at the moment of teaching Reading skills?

I think that a successful teacher doesn't confine themselves a single method; teachers have to apply what works for each student, for teacher themselves and use all the possibilities in their favor. The importance is to not losing the flexibility to adapt the content according students' needs.

Do you consider there is a connection between learning reading techniques and real-life situations?

There are many reasons for incorporating real-life situations into instruction. One is stimulating the interest of student in the content, in order to show to them the relevance.

Using reading techniques to make content relevance not only helps students to dominate it in an effectively way, helps to understand the importance of learning the content, and in consequence motivate them.

Which do you think is the principal factor that some students don't get any interest at learning reading skill?

My observation as a teacher brings me the opportunity to analyze the student's behavior at the moment to read, and the principal factor is the confusion that they face because of the lack of reading strategies or tools to manage each kind of text. The lack of knowledge about how to aboard a textbook makes them feel frustrated and incapable of comprehend the reading activities.

From the role of a teacher, how can you help a student who doesn't have previous knowledge of reading skill according to the high school level?

Giving her or him the adequate material for his or her level of knowledge about reading, and step by step going up with the difficulty of the material, providing vocabulary and context necessary to comprehend the lectures, and working with material that students find relevant, interesting and connect with her or his real life.

How can you deal the different reading skill issues having in consideration the several learning styles existing in each classroom?

The best way to deal with all the possibilities that each learning style offers to solve issues is analyze students. The observation brings us the solution to understand what are the need of each student and helps us to filter which one is adequate for each student, after that, we as teachers can apply and specific and appropriate learning style to solve reading skill issues, and avoiding the act of experimenting with the students trying to introduce and inadequate way to solve their problems.

Which methodological resources would you use to enhance a student's reading technique in order to look for the depth of a text?

Guided reading was the methodology that has given me more results since I started as an English teacher, in guided reading the groups are formed of children of more or less the same reading level. The teacher works with the group, giving each child an opportunity to read aloud, reflect in group about the topic, compared the text with their

lives, shared opinions and finally comprehend, with the purpose of construct new knowledge and master in a deeply way, the content read.

3. 7. 1. Teacher Interview Analysis

The analysis related to the interview required to an English teacher belonging to the educative institution determined as a study field was very relevant. The teacher told about the reading issues presented in the students learning process. 'Reading is a very important source of Knowledge, but sadly, nowadays, the Ecuadorian society has not the reading culture'. Also the teacher mentioned that reading skill is one of the toughest skills to improve. 'Students get boring when they have to read information, it does not matter the extension of the lecture'. These commentaries give a wider point of view about this problem, problem faced not only by English students, but also by students in their mother language.

Another issue mentioned by that teacher was the lack of the appropriated methodology when students must read in order to acquire a second language. Sometimes the lack of connection between the students interest in contrast what students must read based on the National Curriculum Guide causes the fall in the students performances at their reading time.

Due to the items aforementioned, this is necessary the flexibility and adaption in the teacher methodology adjusting them to the several students learning style, and also, having in consideration the holistic field in the students learning process.

The connection between Real life situations and the content which students must read is also another topic to have it in consideration at the planning classes phase. The relevance not only the students' content learning, but also realizing the significant milestone to learn real life situations is very important. The moment when students ca apply the knowledge acquired in a real life situation benefit to students in many ways such as; to improve their self-confidence, the satisfaction to apply something known in a real life circumstances, and the predisposition to continuing learning English trough reading are just some of many positive factors which could be observed in the appropriate teaching reading technique.

3.8. Evaluation result and analysis

In order to determine the students' reading skill level, some evaluations were taken. Theses evaluations are specifically pre-test and post-test. First of all, a Pre-test was conducted at the beginning of the development of the present research work with the objective to get the actual level and try to solve the problem when students have to read.

The results show the lack of the appropriate application of the reading technique in the students. That was perceived in the observation phase used to the elaboration of the present investigation. This test gives some features to consider in the English acquisition process trough Reading skill.

For both, Pre-test and Post-test; there was used the Free Online web test called **Oxford Online English.** Students can access to this page for free from the Computer Laboratory or any computer with an Internet access (Oxford Online English, 2018).

3. 8. 1. Pre-test Analysis

Table 14
Pre-test Analysis

English Reading Proficiency Level	7th Grade Students
C2	0
C1	0
B2	2
B1	5
A2	15
A1	5

Source: Unidad Educativa Crear
Elaborated by: Escalante, R. & Palacio, R. (2019)
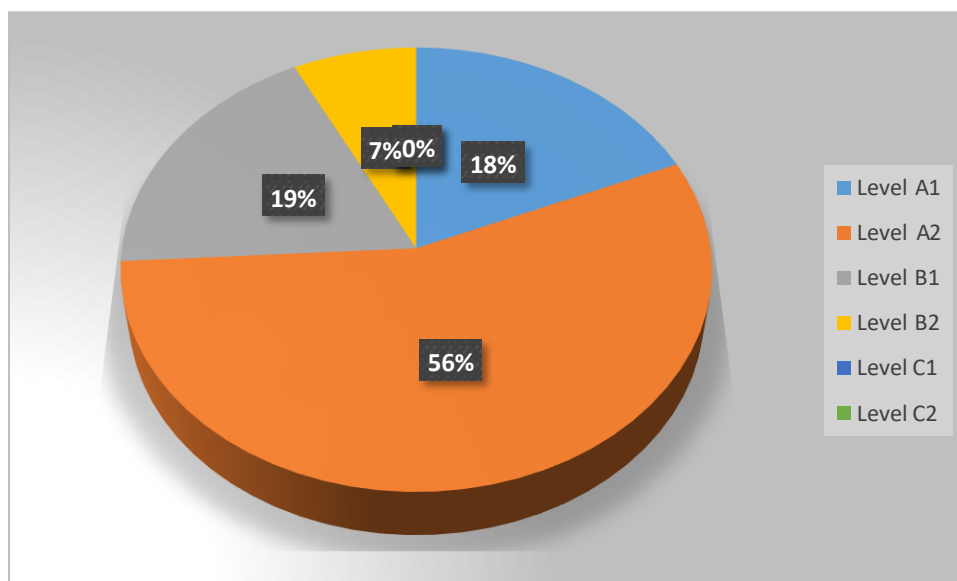
Figure 13. **Pre-test**
Source: Unidad Educativa Crear
Elaborated by: Escalante, R. & Palacio, R. (2019)

At the time of applying the pre-test in the students, a brief introductory conversation was held with the student body to be evaluated. This was done in order to avoid pressure, stress and unwillingness to collaborate in this research. Generally, tests of any kind, cognitive, qualitative, or knowledge prior generate tension and stress in the people evaluated. In this brief introduction students were informed that this test would not negatively influence the academic results that they have obtained so far, in other words, that test would not affect their grades. They were informed that the collected data would be used as an important part of this educational research. It was also reported that personal data, comments, suggestions among other types of information were to be handled with responsibility, confidentiality, taking hold in the legal framework of the constitution of the republic; the law of education, as well as the regulations and guidelines given by the educational institution.

The pre-test was conducted on the free website OXFORD ONLINE ENGLISH (Oxford Online English, 2017). The reasons why this page was choosing, in addition to not representing an economic expense in its use by the software; was the simplicity and practicality of evaluating skills for learners. That web page segments the skills to be evaluated; in this case; reading ability. This skill is instead evaluated in both reading comprehension, recognizing main and secondary ideas among other factors.

The results of the pre-test did not generate any surprise in the researchers of this research paper, although they felt concerned about those data obtained. Among the results obtained, it should be noted that students showed difficulties in detecting main and secondary ideas in a text. They had difficulty determining the important data reported in the small texts that students made. The teacher was told about this situation, to which he indicated that Reading is one of the most difficult skills to improve in students, not because there were deficiencies of appropriate methodologies during the process of purchasing the English language, but that problem also has been detected in their mother tongue, Spanish.

Unfortunately, reading is not part of our culture as a society. Comparisons are not appropriate but Leer is a common habit in the citizens of countries such as London or Argentina, countries where even books, are the most common gifts in during the birthdays' celebrations.

Through the application of the appropriate activities, it is possible to try to change this reality in the process of learning the foreign language, and therefore cultivate this important skill.

3. 8. 2. Post-test Analysis

Table 15
Post-test Analysis

English Reading Proficiency Level	7th Grade Students
C2	0
C1	0
B2	3
B1	23
A2	1
A1	0
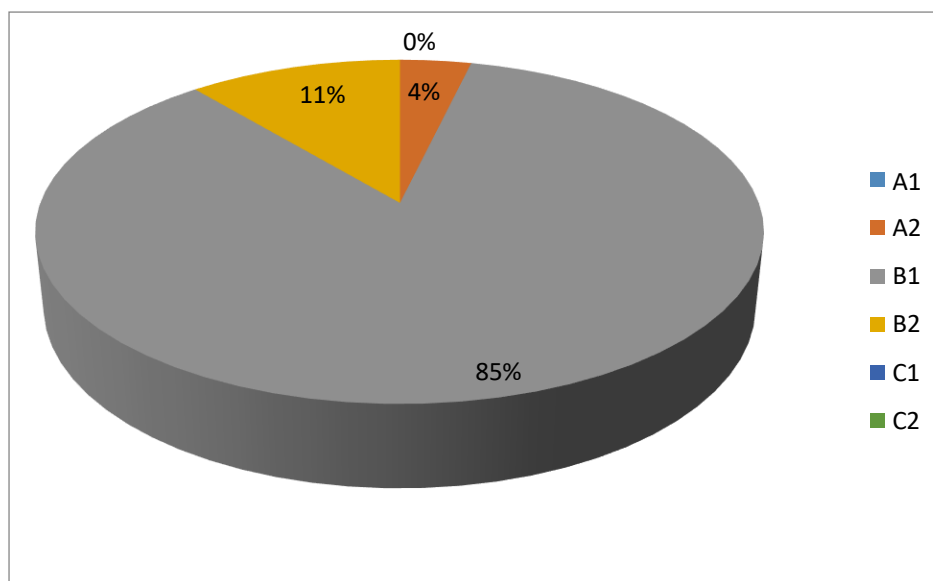
Source: Unidad Educativa Crear
Elaborated by: Escalante, R. & Palacio, R. (2019)

The post-test was conducted on the free website OXFORD ONLINE ENGLISH (Oxford Online English, 2017). As the previous pre-test, this post- test was conducted on this website, these tests are based on international language standards The Common European Framework of Reference for Languages (CEFR) (Council of Europe, 2018) is an international standard for determining the language capacity of foreign students in their learning, acquisition and production process of the English language. These standards classify language capability on a six-point scale, from A1 for beginners, to C2 for those who have mastered a language. In addition, this standard is used in the elaboration of the National System of Ecuadorian Curriculum related to the subject of English Language. At the time of the post-test, the students were already familiar with the researchers and had knowledge of the reason for taking that post-test. Having already been familiar with the researchers, the students were more predisposed to collaborate with information, and the stress caused by the post-test was less relative to the previous test. In the results, students showed an improvement in the development of activities. Students were able to more accurately identify the main and secondary ideas in the activity texts. As comments, it is important to mention that students said they feel less tired when doing reading activities, as these were more entertaining and interesting than the activities that usually present their books. As a conclusion after both pre-test and post-test, a positive response can be determined in students to activities to encourage and improve reading skills during the English language acquisition process.

3.9. Preliminary Conclusions

The present research work was created inside a restricted timeframe partitioned into two significant stages; the Pre-proficient Practices organize in which the issue could be seen in the understudies when procuring and delivering the English language in the study field; and the second stage was applied in the selected educational institution to the development of the present research work.

At The first stage, there was an online pre-test which in a general manner decides the scope of English language capability of the seventh grade students. The percentage of the A2 English level in the students were of the 56% , instead of the activities application stage were 67% that percentage increased to with a degree of English B2 capability.

This free test is organized by the set up rules by the universal network, which permits having a general thought of the conceivable degree of English in the understudies. The present research work does not aim to increase the level of the English language production, but this investigation tries to improve the Reading English level in the students during the English language acquisition process.

Moreover, so as to have a general thought of the degree of English language capability of the understudies, another test was completed in a similar example inquires about. In that test, it was kept to decide the degree of freedom at the hour of delivering the English language in a reading production phase. During the application of the activities based on Reading techniques, students show a predisposition to acquire English language trough reading activities. With respect to the online post-test led by the understudies to realize the English capability level, an expansion in the quantity of understudies who arrived at a fitting degree of capability for their ages and the range set up by the Ministry of Education dependent on the universal degrees of the European Council Framework.

Finally, the development of the survey in students was relevant to this research work. The information given by students was related to the methodology applied in their English classes, the pedagogy applied in the activities asked inside and outside the class. That information collected was important to the selection of the appropriated activities belonging to the proposal, proposal which will be explain in the following Chapter.

CHAPTER IV
PROPOSAL REPORT

4. 1. Title of Proposal

Pedagogical Handbook of Reading activities focused on improving Reading Comprehension Skills.

4. 2. Broad Objective

To choose a set of reading activities in order to improve the Reading Comprehension skill in order to acquire knowledge in students during their learning process.

4. 3. Specific Objectives

To organize interactive reading activities in order to generate independent English-Reading students readers.

To build a motivating atmosphere for students in order to acquire English language Knowledge.

Provide teachers of the English language a guide with reading activities which it will serve as a methodological tool when they will teach foreign language classes.

4. 4. Proposal Scheme

Pedagogical Reading Activities Scheme

Activity Number 1: Scanning advertisements

Activity 1 Guide   / Worksheet 1A & Worksheet 1B

Activity Number 2: County Library Information Exercise

Activity 2 Guide   / Worksheet 2A & Worksheet 2B

Activity Number 3: Silly Sentences

Activity 3 Guide

Activity Number 4: Paired Reading

Activity 4 Guide

Activity Number 5: Phrasing

Activity 5 Guide   / Worksheet 3 & Annex 4

Activity Number 6: Guessing from the Context

Activity 6 Guide / Worksheet 4

Activity Number 7: Making Predictions

Activity 7Guide   / Worksheet 5

Activity Number 8: Reading Fluency

Activity 8Guide / Worksheet 6

Activity 1: Scanning advertisement

Worksheet 1A: Scanning Activity

Have a quick look through the advert below, and then answer the questions on the next page.

Figure 15. **Advertisement for scanning Activity**
Source: (Ielts Up , 2019)

Worksheet 1B: Scanning Activity

Questions

1   What can you save from shopping at this place?

    ....

2   How many good reasons are there for shopping there?

    ....

3   What is the telephone number?

    ....

4   What can you earn with Argos?

    ....

5   What are the names of the catering firm?

    ....

6   How long does the offer last?

    ....

Table 16

Activity 1 Guide

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UNIDAD EDUCATIVA CREAR

READING COMPREHENSION ACTIVITY

READING SKILL: Scanning

ACTIVITY: Scanning advertisements

GOALS: To improve reading comprehension techniques through scanning.

OBJECTIVE: To read rapidly in order to get a general overview of the material.

TIME	PROCEDURE	MATERIALS
15 mins.	**(While reading)** Teacher will summarize what scanning is, remembering to students that if they want to get just one piece of information from a text (e.g name, address, time of a tv program or a word they want to spell) they need to scan for it. That means looking carefully. Have students to form pairs, teacher will give them an advertisement, so they have to look at it and answer the questions according to what they see.	Different types of advertisements. Sheets of paper to answer the questions. **Worksheet 1A** **Worksheet 1B**

</div>

Source: (Ielts Up , 2019)
Elaborated by: Escalante, R. & Palacio, R. (2019)

1.-What can you save from shopping at this place?

I can save money (pounds)

2.-How many good reasons are there for shopping there?

There are over a hundred of reasons for shopping there.

3.-What is the telephone number?

There telephone number is 0151-207 3898

4.-What can you earn with Argos?

I can earn hundreds of pounds

5. - What are the names of the catering firm?

Best in catering and best way catering

6. - How long does the offer last?

It lasts 3 weeks.

Activity 2: County Library Information Exercise

Worksheet 2A: Skimming Activity

FRIMSBOROUGH COUNTY LIBRARY.

INTRODUCTION
Welcome to Frimsborough County Library!
This information leaflet will tell you about
some of the types of books and other
resources that you can borrow. Information
about other items you can borrow and how
many items can be borrowed can be found at
the Enquiry Desk.

CDS AND CASSETTES:
Music: pop, classical, rock, jazz,
blues, street, reggae and operatic.
Stories: famous works, modern literature,
children's stories.

VIDEOS
Educational: pre-school, primary
and secondary, degree-level, adult.
Film: recent releases, favourite
classics, children's.
Exercise: for all abilities, pre- and post-natal

BOOKS:
Fiction: romantic, horror, science-
fiction, adventure.
Non-fiction: biographies, geography, history,
science, travel, languages.

REMEMBER: APRIL IS LIBRARY MONTH!
Find out more on 01997 179179

Figure 16. **Skimming Activity**
Source: (Reading Strategies, 2018) (BBC, 2019)

Worksheet 2B: Skimming Activity

Questions

1: This text is about:
( ) library resources
( ) opening hours
( ) fines and other fees
( ) membership conditions

2: Information is given about
borrowing CDs.
( ) false
( ) true

3: Which category of video isn't
listed?
( ) educational
( ) exercise
 ( ) film
( ) travel

4: A telephone number is
provided.
( ) true
( ) false

 5: This text tells you where to get more information about how many items you can
 borrow from the library.
( ) Yes, it gives you a phone number where you can get more
information.
( ) Yes, it says that this information is available online.
( ) Yes, it tells you about the enquiry desk in the library.
( ) No, this information isn't included.

6: What types of fictional books are listed?

( ) romantic, horror, science-fiction and adventure

( ) historical novels

( ) sporting adventures

( ) Spanish fiction

7: Members can also borrow CD Rooms.

 ( ) true

 ( ) false

 ( ) The text doesn't say.

8: Which month is 'library month'? ( ) November

( ) August

( ) September

( ) April

9: What is the name of the library?

( ) Frimsborough Town Library

( ) Frimsborough County Library

( ) Frimsborough Village Library

( ) Framborough District Library

10: What type of text is this text?

( ) informative text

( ) descriptive text

( ) persuasive

( ) instructive

Source: (Reading Strategies, 2018) (BBC, 2019)

Table 17

Activity 2 Guide

UNIDAD EDUCATIVA CREAR

READING COMPREHENSION ACTIVITY

READING SKILL: Skimming

ACTIVITY: County Library Information Exercise

GOALS: To improve reading comprehension techniques through skimming.

OBJECTIVE: To read in order to get specific information.

TIME	PROCEDURE	MATERIALS
15 mins.	**(While reading)** Teacher will summarize what skimming is, remembering to the students that this technique is used in order to get specific information like headlines, indenting, people names, dates, nouns, unfamiliar words, etc.	Worksheets Pencils
	Have the students to get in pairs, teacher will give them a worksheet, so they have to read it and answer the questions below	**Worksheet 2A** **Worksheet 2B**

Source: (Reading Strategies, 2018)
Elaborated by: Escalante, R. & Palacio, R. (2019)

Answer key

1: This text is about:

(✓) opening hours

**2: Information is given about
borrowing CDs.**

(✓) true

**3: Which category of video
isn't listed?**

(✓) exercise

**4: A telephone number is
provided.**

(✓) false

**5: This text tells you where to get more information about how many items you
can borrow from the library.**

(✓) No, this information is not included.

6: What types of fictional books are listed?

(✓) romantic, horror, science fiction and adventure

7: Members can also borrow CD Rooms.

(✓) true

8: Which month is 'library month'?

(✓) August

9: What is the name of the library?

(✓) Frimsborough Town Library

10: What type of text is this text?

(✓) informative text

<u>Activity 3</u>: Silly Sentences

Comprehension is a functioning procedure that includes deliberate association between a reader and a book. Readers consider words in setting, searching for importance and sentences that edge a new word. In view of this, understudies are regularly educated to pursue a progression of steps when learners go over a word or expression they do not have the confused idea (Lexia, 2019).

Development of the activity

To develop this activity, teacher asks students to compose sentences that contain a fun, made-up word instead of a center word. For instance: ''after supper, I was so *moozled* from the day's bustling exercises that I nodded off two hours before my sleep time. I woke up feeling hungry the following morning and *sebberly* had breakfast''.

Made-up words of the aforementioned example: *moozled* and *sebberly*

Have understudies work two by two to make sense of the conceivable implications of the made-up words and afterward supplant the made-up words with a genuine word or words. At long last, request that understudies clarify how students utilized setting to make sense of the implications of the made-up words. This movement, similar to the past one, expects understudies to develop of the sentence to decide word meaning. Making made-up words that copy action word tenses (- ed) or grammatical features (- ly) fortifies the estimation of utilizing more than one procedure (setting hints and morphology) to decide word meaning. As a little something extra, this action can likewise be utilized to disguise recently learned jargon terms!

Table 18
Activity 3 Guide

READING ACTIVITY

READING SKILL: Scanning, Vocabulary and Reading Comprehension

ACTIVITY: Silly sentences

GOALS: To improve reading comprehension techniques through guessing from contexts.

OBJECTIVE: To use the construct of the sentence to determine word meaning while guessing from the context.

TIME	PROCEDURE	MATERIALS
15 mins.	**(Pre reading)** Teacher will write on the board sentences that contain a fun made-up word in place of a focus word. Have students to work in groups in order to figure out the likely meaning of the word and replace them with real ones. To conclude, students have to explain how the used the context to figure out the meanings of each made-up word.	Made-up word cards.

Source: (Lexia, 2019)
Elaborated by: Escalante, R. & Palacio, R. (2019)

<h1 style="text-align:center"><u>Activity 4</u>: Paired Reading</h1>

Paired reading is an examination based familiarity technique utilized with readers who need familiarity. In this methodology, understudies read resoundingly to one another. When utilizing accomplices, progressively familiar readers can be combined with less familiar readers, or kids who read at a similar level can be matched to rehash a story they have just read. Matched reading can be utilized with any book, alternating reading by sentence, passage, page or part (Reading Rockets, 2019).

<h2 style="text-align:center">Development of the activity</h2>

To develop this activity, pair students could be either by same reading ability or by high level readers with low level readers. Use the following steps to pair high-level readers with low-level readers:

Introduce the students to the Paired Reading strategy. This includes:

Establishing a routine for students to adopt so that they know the step-by-step requirements for engaging in paired reading (i.e. Will they read out loud, simultaneously? Will they take turns with each person reading a paragraph? a page? Or will one person read while the other person listens?).

Teaching students an error-correction procedure to use when supporting each other's reading (i.e. re-reading misread words; signals for difficulty).

Modeling the procedure to ensure that students understand how to use the strategy.

Ask students to begin reading in pairs and adjust reading speed if reading simultaneously so they stay together.

Have students offer feedback and praise frequently for correct reading.

Monitor and support students as they work.

Table 19

Activity 4 Guide

UNIDAD EDUCATIVA CREAR

READING COMPREHENSION ACTIVITY

READING SKILL: Reading comprehension

ACTIVITY: Paired (or Partner) Reading

GOALS: To improve reading comprehension techniques through pairing

OBJECTIVE: To improve reading comprehension on readers with lack of fluency.

TIME	PROCEDURE	MATERIALS
20 mins.	**(Post reading)** Teacher will pair students either by same reading ability or by high level readers with low level readers.	Read-aloud books.
	Teacher will list students in order from highest to lowest according to reading ability, this list will be divided in half.	
	The reader from the first list should read first while the reader from the second list listens and follows along. The second reader should pick up where the first reader stops.	
	Teacher will encourage pairs to ask each other about what was read. What was your page about? What was your favorite part?	

Source: **(Reading Rockets, 2019)**
Elaborated by: **Escalante, R. & Palacio, R. (2019)**

Activity 5: Phrasing

Introducing scooping phrases! Rather than inform to every word troubled reader still do, readers are inspired to "scoop" their finger underneath teams of words to create phrases inside the sentence.

To use scooping phrases, pull out a sentence or two of text from learner's reading. Students additionally simply conjure their own sentence. The secret is that learner is aware of the way to say all the words therefore you'll focus totally on phrasing.

Scooping phrases are made especially for struggling readers due to its multi-sensory scope. Students develop their visually reading, orally speaking, and physically touching skill during their reading (This reading mama, 2016).

Development of the activity

To develop this activity teacher could adapt these steps according with the need determined in the students. Then generally teacher asks to students:

1- Tell the sentence.

2- Scooping the sentence.

3- Browsing the phrases with completely different feelings and emotions. Trough those elements of learning to read students will get fluency in their learning process.

4. - Several Cards with scooping phrases and cards while not scooping phrases are used.

5. - Students must read changing their reading fluency based on the emotions printed.

Worksheet 3: Phrasing Activity

Table 20
Worksheet 3

She will jump in the Samanes Park

She will jump in the Samanes Park

(Happy)

She will jump in the Samanes Park

(Sick)

She will jump in the Samanes Park

(Scared)

Source: (This reading mama, 2016)
Elaborated by: Escalante, R. & Palacio, R. (2019)

Table 21

Activity 5 Guide

<div style="border:1px solid">

UNIDAD EDUCATIVA CREAR

READING COMPREHENSION ACTIVITY

READING SKILL: Phrasing

ACTIVITY: Phrasing (using scooping phrases)

GOALS: To improve reading comprehension techniques

OBJECTIVE: To encourage readers to "scoop" their finger under groups of words instead of pointing to each word.

TIME	PROCEDURE	MATERIALS
20 mins.	**(Post reading)** Teacher will model the activity by reading first some phrases in a choppy way, then the teacher will read again but telling students to think about how the teacher would say it if he/she was speaking instead of reading them, and the teacher will read in a better way.	White sheets or cardboards Pencils Markers
	Teacher will explain to the students that he/she grouped the words into phrases, which is called phrasing.	**Worksheet 3**
	Teacher will draw scooping phrases to show how he/she grouped the words together to make them sound like he/she was talking instead of reading.	**(See Annex 3)**
	Have the students to practice with short phrases in order to get more familiar with this activity.	

</div>

Source: (This reading mama, 2016)
Elaborated by: Escalante, R. & Palacio, R. (2019)

<u>Activity 6</u>: Guessing from the Context

Figuring out how to guess words which person does not know is a significant ability. No one needs to look each word up in a word reference or looking the meaning in a dictionary. On the off chance that student figures out how to guess the new words in sentences, at that point learner will not have to read with the dictionary every time (Youssef, 2011).

HOW TO GUESS WORDS IN CONTEXT

Model sentence: The snake *slithered* through the grass. He was chasing. You should find what *slithered* implies by utilizing rationale.

Development of the activity

The teacher will start with an example sentence: The snake slithered through the grass. He was hunting.

Teacher will ask students to discover what slithered means by using logic, and will offer choices and analysis.

Once students discover the meaning of some words, teacher will give them a sheet of paper to start developing the activity by their own. Students will be asked also to give their analysis of each answer chose.

Worksheet 4: Guessing from the Context

READ the sentence, CHOOSE the answer. Try to use the techniques which you have learned….!

1) The tiger's roar could be heard in villages far away.

What does roar probably mean?

A) Food a tiger eats

B) A tiger's dream

C) A tiger's ear

D) A sound a tiger makes

2) The thought of eating a rat is abhorrent to most people.

What does abhorrent probably mean?

A) Fun, lively

B) Horrible, repugnant

C) Delicious, tasty

D) Sweet, sugary

3) My absent-minded teacher loses his keys, his book and his chalk almost every day!

What does it mean to be absent-minded?

A) Be hateful

B) Not pay attention

C) Be intelligent

D) Not like someone

4) You can trust the salesmen at that store because they always conduct business in an above-board manner.

What does above-board probably mean?

 A) Honestly, openly

B) Sneaky, dishonest

C) Horrible, repugnant

D) Strange, unusual

Table 22

Activity 6 Guide

<div style="border: 1px solid black;">

UNIDAD EDUCATIVA CREAR

READING COMPREHENSION ACTIVITY

READING SKILL: Guessing from the context

ACTIVITY: How to guess words in context

GOALS: To improve reading comprehension techniques through guessing

OBJECTIVE: To develop reading technique learned, and develop speaking ability at the same time.

TIME	PROCEDURE	MATERIALS
20 mins.	**(Pre reading)** The teacher will start with an example sentence: The snake slithered through the grass. He was hunting.	Worksheets
	Teacher will ask students to discover what slithered means by using logic, and will offer choices and analysis.	**Worksheet 4**
	Once students discover the meaning of some words, teacher will give them a sheet of paper to start developing the activity by their own. Students will be asked also to give their analysis of each answer chose.	

</div>

Source: (Youssef, 2011)
Elaborated by: Escalante, R. & Palacio, R. (2019)

Answer key

1) The tiger's roar could be heard in villages far away.

What does roar probably mean?

    D) A sound a tiger makes

2) The thought of eating a rat is abhorrent to most people.

What does abhorrent probably mean?

    B) Horrible, repugnant

3) My absent-minded teacher loses his keys, his book and his chalk almost every day!

What does it mean to be absent-minded?

    B) Not pay attention

4) You can trust the salespersons at that store because they always conduct business in an above-board manner.

What does above-board probably mean?

    A) Honestly, openly

<div align="center"><u>**Activity 7**</u>**: Making Prediction**</div>

Making prediction is a system where readers use data from a book (counting titles, headings, pictures, and graphs) and their very own encounters to predict what they are going to read (or what comes straightaway). A reader associated with making forecast is centered on the current content, always thinking ahead and furthermore refining, amending, and checking their expectations. This system likewise assists understudies with making associations between their earlier information and the content.

Understudies may at first be happier with making predictions about fiction than true to life or instructive content. This might be because of the way that fiction is all the more generally utilized in early understanding guidance. Understudies likewise will in general be progressively done with the structure of story content than students are with the highlights and structures utilized in educational content. In any case, the methodology is significant for a wide range of content. Educators should make a point to incorporate time for guidance, displaying, and practice as understudies read enlightening content. They can likewise help understudies effectively cause forecasts about instructive content by guaranteeing that understudies to have adequate foundation information before starting to read the content (Beyond weather, 2014).

<div align="center">**Development of the activity**</div>

Teacher will provide students a chart in which they have to complete with predictions about the reading they will make.

Have students to make predictions, list clues that helped them.

Once the students finish the reading, they have to write what really happened.

Worksheet 5: Making prediction

Directions: List what you think is going to happen, write the clues that helped you predicting. After finish reading go back and write what really happened.

Table 23
Worksheet 5

WHAT I PREDICT WILL HAPPEN	CLUES THAT I USED TO PREDICT	WHAT REALLY HAPPENED

Source: (Beyond weather, 2014)
Elaborated by: Escalante, R. & Palacio, R. (2019)

Table 24
Activity 7 Guide

<div style="border:1px solid black">

UNIDAD EDUCATIVA CREAR

READING COMPREHENSION ACTIVITY

READING SKILL: PREDICTING

ACTIVITY: Make predictions, write clues, finish reading and write what happened.

GOALS: To improve reading comprehension techniques through making predictions

OBJECTIVE: To complete the prediction chart from the beginning until the end of a reading.

TIME	PROCEDURE	MATERIALS
20 mins.	**(Pre reading)** Teacher will provide students a chart in which they have to complete with predictions about the reading they will make.	Worksheet Reading book Pencils
	Have students to make predictions, list clues that helped them.	
	Once the finish reading have students to write what really happened.	**Worksheet 5**

</div>

Source: (Beyond weather, 2014)
Elaborated by: Escalante, R. & Palacio, R. (2019)

<u>Activity 8</u>: Reading Fluency

Fluency means having the option to read a book rapidly, precisely, and with articulation. A fluent reader is better ready to comprehend the content. Rehashing and reading so anyone might hear is a decent procedure for turning into a progressively familiar reader (Perkins Learning, 2017).

To practice reading fluently:

- Set a clock for one moment.
- Read the section as fast and precisely as could be allowed.
- Mark the final word read when the clock goes off.
- Record the words every moment read in the diagram at the base.

Development of the activity

Teacher will start by explaining to students what reading fluency is.

Students will receive a reading fluency worksheet and will set a timer for one minute.

Students have to read the passage as quickly and accurately as possible, mark the last word read when the timer goes off and record the words per minute read in the chart at the bottom of the worksheet.

Worksheet 6: <u>Christopher Columbus Reading</u>

Christopher Columbus was a pioneer. He was from Italy. He put four on the map ventures. He took ships and numerous individuals on his outings. Columbus cruised for Spain. He took three ships on his significant journey in 1492. They were the Nina, Pinta, and Santa Maria. Columbus needed to get to Asia. He did not arrive. The outings were long and hazardous. The mariners were frightened of ocean beasts and getting lost. They were glad to spot land. In 1492, they arrived in the Americas. Columbus considered it the New World. We recall Columbus for his revelations and celebrated journeys.

Figure 17. **Christopher Columbus**
Source: (Perkins Learning, 2018)

Word Count is 100.

To decide Words Per Minute, tally the measure of right words the understudy read in one moment. Record that number in the container.

Table 25
Word Count

Words Per Minute
1st Read
2ⁿᵈ Read
3ʳᵈ Read

Source: (Perkins Learning, 2018)

Table 26
Activity 8 Guide

UNIDAD EDUCATIVA CREAR

READING COMPREHENSION ACTIVITY

READING SKILL: FLUENCY

ACTIVITY: Reading Fluency / Christopher Columbus Reading

GOALS: To improve reading comprehension through fluency.

OBJECTIVE: To achieve the ability to read "like you speak" by fluent reading.

TIME	PROCEDURE	MATERIALS
15 mins	**(While reading)** Teacher will start by explaining to students what reading fluency is.	Worksheet Pencils
	Students will receive a reading fluency worksheet and will set a timer for one minute.	
		Worksheet 6
	Students have to read the passage as quickly and accurately as possible, mark the last word read when the timer goes off and record the words per minute read in the chart at the bottom of the worksheet.	

Source: (Perkins Learning, 2018)
Elaborated by: Escalante, R. & Palacio, R. (2019)

Conclusion

Once the present research work has been carried out, several conclusions can be determined in order to improve the results. Students show rejection to read. This issue is not only presented in the English acquisition process, but also it is observed in the Spanish language production. In general way, reading is a tough skill to improve during the learning process, it does not matter the language which has been learned. The reading problem is a topic develop during many year for several researchers, and the main conclusion is that society has not been developed reading culture, in contrast to other foreign countries; in which read is not only to learn a school subject, but also this skill is used to learn culture, ideas, or just like a hobby to spend time. Reading skill is barely improve into students' knowledge, because generally the way in which this skill is taught is in a mechanical, boring and monotone way. Due to those factors, teaching reading generates an uninterested attitude in the students during the process of learning and teaching the English language. Also, it was observed that there is a lack of interactive strategies and activities based on the reading skill which causes a fall in the students' academic performances.

In addition, it could be recognized that by using of interesting and funny reading activities focused on reading skill, it will help in the appropriate creation for the production of the English language and the appropriate developing of reading skill.

Finally, an appropriated atmosphere for the reading production of the students is possible due to the application of more interactive reading activities in order to catch the students' interest. The students have a considerable increase their willing to acquire the English language and develop their reading skills when it is projected from a point of different methodology from that proposed in the other subjects according to the curriculum. Consequently, students may be motivated to read, not only in their English Classes, but also in their dairy routine to know more about other topics.

Recommendation

Based on the advance of the project and the investigation with the topic application of the reading activities to improve the reading comprehension of English Language in 7th grade students in Unidad Educativa CREAR during the 2019-2020school year some recommendations were made by the researchers of the present project:

Teachers must have a positive attitude in front students, so learners can acquire reading skills in an appropriated and motivating learning atmosphere.

To develop in learners the ability to think critically by implementing several reading techniques such as Guessing from the context. In that way, learners will be allowed to improve their knowledge avoiding to look for the meaning for every single word presented in a text.

To motivate students to read more texts, not only in class, but also during their free time. But this cannot be as a command; this could be directed as suggestion with the appropriated application of a reading technique.

To identify each learning style and their own intelligence, in that way teacher could determine students' interest and apply in class with the appropriate reading activity.

To encourage students to help others those have difficulties in classroom. According to Vygotsky, learners can achieve knowledge trough the social experiences (Salas, 2015). So, teacher must not form group based on the students friendship, but also teacher must form according with every students needs and learning style.

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ANNEX

Annex 1. Validation Format
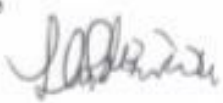
UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE GUAYAQUIL

VALIDATION OF THE PROPOSED PROJECT PLAN

INFLUENCE OF INTENSIVE READING AS A TECHNIQUE TO
ENHANCE READING COMPREHENSION SKILLS IN 7TH GRADE STUDENTS AT
"UNIDAD EDUCATIVA CREAR" DURING SCHOOL YEAR 2018-2019.

Descriptions	Strongly Agree	Agree	Indifferent	Disagree	Strongly Disagree
Sequence of the study			✓		
Scientific aspect			✓		
Social impact	✓				
Feasibility	✓				
Relevance	✓				
Originality	✓				
Language	✓				
Comprehension	✓				
Creativity	✓				

Comments
Sequence of the study and scientific aspect are not
clear. Do you refer to Methodology?

		Signature
Name:	Lidia Govea	
Occupation:	Teacher of English	
Phone number:	+593 968890119	
Date:	January 7th, 2020	

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Descriptions	Strongly Agree	Agree	Indifferent	Disagree	Strongly Disagree
Sequence of the study	✓				
Scientific aspect			✓		
Social impact	✓				
Feasibility	✓				
Relevance	✓				
Originality	✓				
Language	✓				
Comprehension	✓				
Creativity	✓				

Comments

_____

_____

_____

Name:	ALINA ALVAREZ	Signature
Occupation:	TEACHER OF ENGLISH	
Phone number:	0994375 438	
Date:	January 7- 2020	

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Descriptions	Strongly Agree	Agree	Indifferent	Disagree	Strongly Disagree
Sequence of the study	✓				
Scientific aspect			✓		
Social impact	✓				
Feasibility	✓				
Relevance	✓				
Originality		✓			
Language					
Comprehension	✓				
Creativity	✓				

Comments

I did not have clear if you are measuring, how to aspect design a reading intensive program" I didn't have clear the scientific aspect does it refer to research or to scientific topics? Because if it is scientific topics, those are not the only topics you can do intensive research

Name:	María Cristina Fay tong	Signature	
Occupation:	English teacher	HEFR	
Phone number:	0984244732		
Date:	7/01/2020		

Annex 2. Students Survey

Table 27
Student's Survey Format

Questions	Strongly agree	Agree	Indifferent	Disagree	Strongly disagree
Do you consider reading as an important skill?					
Do you agree that learning reading skill is as useful as learning other skills?					
From your perspective, do you agree that reading skill classes would be better understood if there were use different techniques that those that are currently used?					
In order to have a better interaction is it important to have different reading techniques inside the classroom?					
From your perspective, do you considering reading as a challenging skill?					
Do you agree that in order to acquire new information is necessary to read many times until you have the confidence to produce new information with your own words?					
Do you agree is necessary to implement strategies to overcome the frustration that students present in reading comprehension activities?					
From your perspective, do you consider that reading skill is linked to grammar, listening and pronunciation skills?					
From your perspective is it important to look inside the text in depth every time you read?					
How much do you agree that reading a lot is frustrating?					

Elaborated by: Escalante, R. & Palacio, R. (2019)

Annex 3. Teacher Interview

How important is the use of different techniques at the moment of teaching Reading skills?

Do you consider there is a connection between learning reading techniques and real-life situations?

Which do you think is the principal factor that some students don't get any interest at learning reading skill?

From the role of a teacher, how can you help a student who doesn't have previous knowledge of reading skill according to the high school level?

How can you deal the different reading skill issues having in consideration the several learning styles existing in each classroom?

Which methodological resources would you use to enhance a student's reading technique in order to look for the depth of a text?

Elaborated by: Escalante, R. & Palacio, R. (2019)

Annex 4. Pre-test Format

Figure 18. **Pre-test Online Format**
Source: (Oxford Online English, 2017)

Annex 5. Post-test Format

Figure 19. **Post-test Online Format**
Source: (Oxford Online English, 2017)

Annex 6. Phrasing activity Card samples

In order to get several ideas how implement this activity in class to improve reading skills, there are a couples of sample in which teacher can used them in their classes according to the students' needs. This sample are related to Activity 5 (Phrasing) belonging to chapter 4 of the present research work (See **Table 21** Activity 5)**.**

SAMPLE 1

Figure 20. **Sample 1 Phrasing activity**
Source: (This reading mama, 2016)
Elaborated by: Escalante, R. & Palacio, R. (2019)

SAMPLE 2

Figure 21. **Sample 2A Phrasing activity**
Source: (This reading mama, 2016)
Elaborated by: Escalante, R. & Palacio, R. (2019)
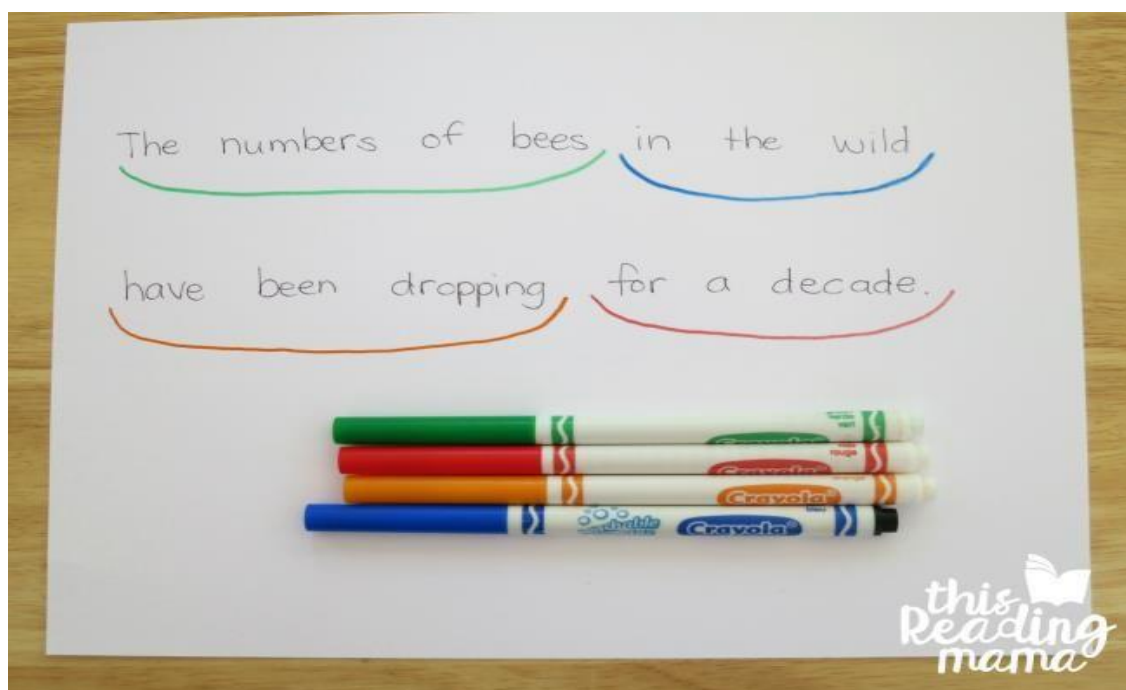

Figure 22. **Sample 2B Phrasing activity**
Source: (This reading mama, 2016)
Elaborated by: Escalante, R. & Palacio, R. (2019)

Annex 7. Photography Evidences

Figure 23. **Students developing survey**
Source: Unidad Educativa Crear
Elaborated by: Escalante, R. & Palacio, R. (2019)

Figure 24. **Students developing Pre-test**
Source: Unidad Educativa Crear
Elaborated by: Escalante, R. & Palacio, R. (2019)