



Pontificia Universidad
Católica del Ecuador

Sede
Esmeraldas

APPLIED LINGUISTICS SCHOOL

THESIS REPORT

**DEVELOPMENT OF ENGLISH READING SKILLS IN STUDENTS OF FIRST
LEVEL AT “LA INMACULADA” HIGH SCHOOL IN ESMERALDAS**

REPORTE DE TESIS

**DESARROLLO DE HABILIDADES DE LECTURA EN INGLÉS EN
ESTUDIANTES DE PRIMERO DE BACHILLERATO DE LA ESCUELA
SECUNDARIA “LA INMACULADA” EN ESMERALDAS**

PRIOR TO THE ACADEMIC DEGREE IN:

APPLIED LINGUISTICS IN ENGLISH TEACHING

AUTHOR:

Janella Zamora Palacios

ADVISOR:

Mg. Marjorie Perlaza Rodríguez

Esmeraldas, 2019

DISSERTATION COMMITTEE

As members of the Dissertation Committee at Pucese, we certify that we have read the dissertation prepared by Srta. **Janella Zamora Palacios** about DEVELOPMENT OF ENGLISH READING SKILLS IN STUDENTS AT “LA INMACULADA” HIGH SCHOOL IN ESMERALDAS, 2018.

And suggest that it be accepted as fulfilling the dissertation requirement for the Degree of Bachelor of Applied Linguistics in Teaching English.

Reader 1

Reader 2

School Director

Thesis Director

STATEMENT BY THE AUTHOR

I, Janella Zamora Palacios with identification number 0804165355, testify that the investigation in the present thesis report research is unique, real and personal.

The content of this research is a legal and academic with responsibility of the author and "PUCE" Esmeraldas, 2019.

DEDICATION/ACKNOWLEDGMENTS

My thesis is dedicated to the hero of my path, to my heavenly Father who accompanies me and always lifts me from stumbles. Without leaving aside the three most important people in my life: my mother Lcda. Mariana Palacios Valencia who with all her effort and dedication has been preparing me for 26 years to face life. To my father, Dr. Jorge Eloy Zamora Quintero, who without wanting a July of 2014, taught me that I can face the world to live without being prepared. Also, to my niece Tiffany Miley Zamora Gruezo who with only three years, teaches me how the feeling of love can change a person.

Finally, I can say that I am grateful for living and each person who contributed positively to achieve this goal.

Thanks very much!

TABLE OF CONTENTS	PAGE
COVER.....	i
DISSERTATION COMMITTEE.....	ii
STATEMENT BY THE AUTHOR.....	iii
DEDICATION/ACKNOWLEDGMENTS.....	iv
TABLE OF CONTENTS.....	v
LIST OF FIGURES.....	vi
ABSTRACT.....	vii
RESUMEN.....	viii
INTRODUCTION.....	1
THEME PRESENTATION.....	1
PROBLEM STATEMENT.....	2
JUSTIFICATION.....	3
OBJECTIVES.....	5
General Objective.....	5
Specific Objectives.....	5
CHAPTER I: THEORETICAL FRAMEWORK.....	6
1.1 Theoretical and Scientific Foundation.....	6
1.1.1 What is Reading?.....	6
1.1.2 Different Reading Techniques.....	7
1.1.3 What is an Extensive Reading?.....	7
1.1.3.1 The benefits of Extensive Reading.....	8
1.1.4 The Role of the Extensive Reading in the Language Learning.....	8
1.1.4.1 Practical Advice on Running Extensive Reading Programs.....	8
1.1.4.2 An extensive Reading Program for the ESL Classroom.....	9
1.1.4.3 Extensive Reading: Why?.....	9
1.1.4.3.1 The Context.....	10
1.1.4.3.2 Implementation Plan (Green, 2005).....	10
1.1.5 Using Reading as an Interactive Medium in the ESL/EFL Classroom.....	10
1.1.5.1 Choosing Appropriate Materials.....	11

1.1.5.2 Choosing, Filtering, and Defining Vocabulary	11
1.1.5.2.3 Starting the Class.....	11
1.1.2 Intensive Reading	12
1.1.2.1 A Limited View	12
1.1.2.2 A Holistic View	12
1.1.2.3 Advantages	13
1.1.3 Reading Comprehension.....	13
1.1.3.1 Understanding the Reading Process.....	14
1.1.3.2 Reading Strategies.....	15
1.1.3.3 Activating prior Knowledge	16
1.1.3.4 Drawing inferences	19
1.2 PREVIOUS STUDIES	21
1.3 LEGAL FOUNDATION	23
CHAPTER II: MATERIALS AND METHODS.....	26
2.1 Type of investigation.....	26
2.2 Operationalization of variables	26
2.3 Methods of investigation.....	27
2.4 TECHNIQUES OF INVESTIGATION	27
2.5 DATA PROCESSING:	28
CHAPTER III: RESULTS.....	29
RESULTS OF THE SURVEY APPLIED TO STUDENTS	31
CHAPTER IV: DISCUSSION	35
CHAPTER V: CONCLUSIONS	37
CHAPTER VI: RECOMMENDATIONS	39
REFERENCES	41
OPERATIONALIZATION OF VARIABLES.....	43
OBSERVATION SHEET.....	46

LIST OF FIGURES AND TABLES

Figure 1: Students' interest to read in English.....	31
Figure 2: Types of books students like reading.....	32
Figure 3: Time the students spend reading.....	32
Figure 4: Students' reading process.....	33
Figure 5: Students' development of comprehensive reading.....	34
Figure 6: Use of dictionary and translator.....	34
Table 1: Operationalization of variables.....	43
Table 2: Observation sheet.....	46

ABSTRACT

Reading is a fundamental skill that students should develop in the teaching-learning process of English Language. With the purpose to analyze the English Reading skills process in senior students of the first level at “La Inmaculada” High School in Esmeraldas, a descriptive, qualitative-quantitative investigation was done with the use of the methods of analysis, synthesis and hermeneutics. The techniques of observation and survey were applied to seventy students and three English teachers of the referred institution. The methods of analysis and synthesis and statistics, were used with the technique of survey; the readers participated in the different activities according to their level of study; although some of them mentioned that mechanical reading does not attract much their attention. Learners decided to participate and develop this skill through games, presentations, exercises. The results revealed that most of the students do not like to read, they consider that it is boring, it is not interesting, and they confess not to know how to read analytically. The percentages clearly show that students do not like literature, fiction or romantic books; they have their preferences. In addition, the results showed that students read in a limited way; they accept that reading helps them to develop different activities in the use of other skills.

Key Words: English language process, reading skills development, administrative staff, teaching-learning process.

RESUMEN

La lectura es una habilidad fundamental que los estudiantes deben desarrollar en el proceso de enseñanza-aprendizaje del idioma inglés. Con el propósito de analizar el proceso de habilidades de lectura en inglés en estudiantes de primer año de bachillerato en la Unidad Educativa Particular "La Inmaculada" en Esmeraldas, se realizó una investigación descriptiva, cualitativa-cuantitativa con el uso de métodos de análisis, síntesis y hermenéutica. Las técnicas de observación y encuesta se aplicaron a setenta estudiantes y tres profesores de inglés de la Institución referida. Los métodos de análisis y síntesis y estadísticas, se utilizaron con la técnica de encuesta; los lectores participaron en las diferentes actividades de acuerdo a su nivel de estudio; a pesar de que algunos mencionaron que la lectura mecánica no atrae mucho su atención decidieron participar y desarrollar esta destreza por medio de juegos, presentaciones, ejercicios. Los resultados revelaron que a la mayoría de los estudiantes no les gusta leer, consideran que es aburrido, no es interesante y confiesan no saber leer de forma analítica. Los porcentajes claramente muestran que a los estudiantes no les gustan los libros de literatura, ficción o románticos; ellos tienen sus preferencias. Además, los resultados mostraron que los estudiantes leen de manera limitada; aceptan que la lectura les ayuda a desarrollar diferentes actividades en el uso de otras habilidades.

Palabras clave: Proceso del idioma inglés, desarrollo de habilidades de lectura, personal administrativo, proceso de enseñanza-aprendizaje.

INTRODUCTION

Theme Presentation

The English language is one of the most used worldwide; for this reason, it is essential to teach this language and develop its four skills: listening, speaking, reading and writing. It is interesting and important to develop a project of investigation to analyze the development of the English reading skills, because it is a personal interest of the researcher to know why students do not like to read and less to have a good process while practicing this skill. Reading is one of the language skills that enable you to understand the information clearly. However, some students of the first level at "La Inmaculada" high school are not interested in reading because they do not have good topics for reading, due to, the reading seems boring.

If the teacher uses different strategies in teaching, so the students' ability will be increased specially to reading comprehension text. Although, based on my observation there are many students still had difficulties to comprehend reading text. It can be seen by the mistakes they made that fail to discover the main idea of the text, and its reading is not significant. Nowadays, it is essential for education that new generations learn to develop cognitive skills and strategies, since they can achieve high levels of autonomous learning. Inculcate the skills and strategies, has originated in recent years the creation of National and International Organizations that function as observers of the processes of acquisition and monitoring of this process in the classroom.

This subject is of great importance in the educational field and in the academic performance of the students, because it allows them to develop their intellectual capacity, improving their knowledge, apply comprehensive reading and analysis, reflect on the topic that are reading, while increasing their vocabulary to learn new terms and learn them. Reading is a process that needs to involve comprehension of text, recognition of speech and above all motivation in the students; including techniques which allow them to discover information and ideas within a written text or book, this goes hand in hand

with critical thinking, which is a technique to evaluate information and ideas to decide what to accept and believe. It refers to a careful, active, reflective and analytical reading.

This theme is very important not only for teachers and students, also those who love to read; since a good reading not only surrounds the reader in the narrative of the text but also helps to develop knowledge in a better way.

Problem Statement

The development of the Reading skill is not an interest of the students of senior high school at “La Inmaculada”, in Esmeraldas. There are many factors which do impossible students not to read and even teachers not to develop in its entirety this skill in learners. The students of first level in senior high school at “La Inmaculada” develop a very superficial reading with many problems of pronunciation and little understanding at the end of the process. Reading is traditionally taught by giving students various texts followed by questions related to them, with this type of strategy, only the student transfers information from one form to another.

One of the difficulties that teachers must manage is related to the few contents of reading in the books, which basically practice grammar and vocabulary, on the other hand, the teacher prepares his classes trying to increase and reinforce the content of the book. Undoubtedly, one of the problems that most concern teachers of any school level, is the reading comprehension in English of students. The traditional practices of reading in English place the teacher in the core of the process, the teacher chooses the texts, sets the learning activities and decides what the meaning that students should acquire is in the reading process, that is, the teacher has the power and control of the situation in your hands. The role of the teacher in reading comprehension strategies consists of planning actions to train the students to discover the meanings that he considered appropriate.

It is also important to mention that teenagers’ addiction to technology and the lack of interest to read a book affect the development of this skill. This research looks for effective alternatives that help both, the teacher and the student in the teaching learning process to improve the reading skills.

It is expected that students can perform better reading / text comprehension exercises, where they can elaborate more complex deductions to build global interpretations of the texts, as well as to know how to analyze the structure of the contents, as well as to create arguments after the analysis of the texts.

For this reason the researcher wants to solve the following problem:

How to develop the English Reading Skills in students of the first level at “La Inmaculada” High School?

Justification

The deficiency of reading practice is a problem which is increasing day by day in the teaching-learning process at "La Inmaculada" High School. To solve this situation, an analysis was done to look for the origin and cause of the lack of reading practice in the English subject in order to visualize what leads a teacher to minimize reading in the classroom. The reading skill has the same level of impact as the other skills. The student can improve his/her lexicon and at the same time improve his/her writing in the grammatical field.

Clearly, this research was done to find out and define alternatives that involve the teacher and students in the practice of reading daily in an effective manner. This research has a strong impact for the researchers, since she taught the teaching profession for two years and she could see that the practice of reading comprehensively places the teacher in an essential and important way in the process. The researcher conducted this investigation to analyze in depth the different problems presented by readers such as: difficulties to understand of the reading text, problems to pronounce English words, students' ability is low in comprehension reading text and also little understanding of vocabulary.

This investigation is very important to solve these problems because it provides alternatives to motivate the teacher in the process of reading in English creating awareness and thus potentialize the ability and acquisition of learning; these work is viable because it will be possible to apply reading teaching techniques, to instill in the student habits and skills within an environment of social interaction. Also, it is possible to say that this research have originality since it is the first investigation carried out in this institution

with this theme, with the purpose of improving reading skills in students through active techniques and to improve their cognitive capacity, attention and performance school.

For this reason, the interest of reading comprehension is very valuable because, the society requires individuals capable of understanding, reflecting and using information from texts. In addition, it requires students to make concrete arguments, use all kinds of texts to satisfy their needs as student, teacher or professional in a constructive, committed and reflective way.

OBJECTIVES

General Objective

- To analyze the English Reading skill process in students of the first level of “La Inmaculada” High School in Esmeraldas, 2018.

Specific Objectives

- To diagnose the reading strategies used by English Teachers in students of the first level of “La Inmaculada” High School.
- To identify what reasons may affect the students’ development of the reading skills at “La Inmaculada” High School.
- To determine useful reading strategies related to students’ interest.

CHAPTER I

THEORETICAL FRAMEWORK

1. Theoretical and Scientific Foundation

1.1 What is Reading?

Leipzig (2001) said: “Reading is a multifaceted process involving word recognition, comprehension, fluency, and motivation. To learn how readers integrate these facets to make meaning from print (p.2).”

Reading is a form of communication, using written language or symbols. Reading is the way of communication between an author and a reader, reading is interpretation and understanding. Written words are meaningless if you do not understand, or think about, what an author is saying.

At the most basic level reading is the recognition of words. Reading is not simply transforming the written to the oral language that would be modified what we understand, reading means interacting with a text, understanding it and using it for specific purposes. The regular implementation of reading in students helps to develop multiple skills and gain useful knowledge to put readers in a process of imagination and awareness towards what they are reading.

According to Fernandez (2011): “Reading is an avenue by which we accumulate knowledge to enrich and better our lives and the lives of others. Every great nation was built using the medium of reading as a pillar or building block to become a society transformed to face challenges” (p.8).

Solé (2009) expressed about reading that is an interactive process in which who reads actively builds their interpretation of the message from their experiences and prior knowledge, their hypotheses and their ability to infer certain meanings (p.119).

It is important to know how to read because through this skill we can develop in many areas and achieve success and its importance cannot be exaggerated or underestimated.

We have to be anxious readers to make sure that we can know the world through reading. Today's youth especially, who will be the leaders of tomorrow, must constantly strive to fill their minds with wisdom, knowledge and a perceptive understanding of life through reading.

1.1.2 Different Reading Techniques

There are different techniques for improving the reading skill, the students should be aware of the most suited one, depending on the reading task required by the text or by the teacher.

Training students to know their reading techniques and deduce when best to apply them is indeed important, especially under exam conditions when time constraints, it comes into play and decisions need to be made depending on time availability and the importance of the task at hand (McDonald, 2012 p.2).

There are four types of reading: extensive, intensive, skimming and scanning.

1.1.3 What is an Extensive Reading?

Bell (1997) said: “We do learn to read by reading” (p8). To agree with Smith’s point of view it can be said that extensive reading is reading without limits and doing it for pleasure, trying to make it easy and according to the level of the student. Searching as an objective every time, to use less the dictionary, read fast and the practice is extensive every time until it becomes a custom.

Extensive reading involves reading large amounts of material for global or general understanding with the intention of obtaining pleasure from the texts. The readers or students are more interested in the meaning of the text than in the meaning of individual words or sentences. According to how extensive reading is developed (consistency, practice, quality of texts) this would be the easiest and most effective way to improve reading skills of students. The objective of extensive reading is to create interest in students in this practice and motivate them to progress in level of sufficiency and confidence to read texts of greater difficulty in the future and also is to encourage favorable attitudes in students as readers, by allowing them to choose the material to be read and the time it will be read, making available various texts of varied topics, which

could encourage the consolidation of reading habit, by taking this practice beyond the context of the classroom.

1.1.3.1 The benefits of Extensive Reading

Extensive reading gives students the opportunity to read longer texts, performing this practice at their own pace and their own level of ability.

Intensive reading and extensive reading are complementary and teachers must use both. A balanced reading program uses intensive reading to introduce a new language and complements it with extensive reading that consolidates and creates awareness of this language that leads to read fluently.

1.1.4 The Role of the Extensive Reading in Language Learning

Extensive reading plays an important role in the students' practice of the first level of "La Inmaculada" High School, because most students perform this reading since they were at lower levels of study.

Bell (1997) emphasizes to turn to the role of extensive reading programs in fostering learners' progress in reading development and improvement. He considers that with extensive reading, students' knowledge can be increased, it can motivate learners to read increasing knowledge of vocabulary for that reason help to build confidence with extensive texts. The teacher can enhance learners' general language competence providing comprehensible input that encourages the exploitation of textual redundancy and turn the text into something interesting, to increase the students' exposure to the English language.

It means that implementing extensive reading programs in English is very beneficial for students; since they can develop in some areas. It can also be added that apprentices can improve their performance in other skills, such as writing. In addition, the student can motivate other people to read and expose themselves to the correct practice of the language.

1.1.4.1 Practical Advice on Running Extensive Reading Programs

Commonly in the extensive reading contests, students apply recommendations suggested by their teachers, such as pre-reading, reading, and post-reading but for instructors or guides in the reading contests it is essential before starting to interview the reader, supervise the student's reading and use Audio Material in the Reading Program.

Day, (2017) said “When students read extensively, they become fluent readers. Students who read a lot develop positive attitudes toward reading and increased their motivation to study English” (p.14). So, there are some excellent reasons on running Extensive Reading Programs. First, the reading material is easy, also learners can choose what they want to read. Second, exist a variety of reading material on a wide range of topics. Third, Learners read as much as possible.

1.1.4.2 An extensive Reading Program for the ESL Classroom

Bell, (1997) states that extensive reading programs can provide very effective platforms for promoting reading improvement and development from elementary levels upwards. However, they require a significant investment on time, energy and resources on the part of those charged with managing the materials, the benefits in terms of language and skills development for participating learners far the modest sacrifices required.

1.1.4.3 Extensive Reading: Why?

Extensive reading is reading a lot all the time. The extensive reading program was created for using programs in contexts such as: English as a Foreign Language and English as a Second Language, looking for the student’s benefit in the teaching-learning process and to develop the linguistic skills. In addition, this is developed with prior training for teachers, guidance and motivation to the student to move towards reading in English.

There are many reasons why extensive reading is positive for language development: Extensive reading increases vocabulary. When students read a lot, they encounter thousands of unknown words and lexical patterns that are not taught in textbooks.

Extensive reading helps students understand grammar. In textbooks, pupils encounter hundreds of grammatical patterns. Extensive reading provides opportunities to see grammar in context so that students can deepen their understanding of how grammar is currently used.

Also, extensive reading helps learners to increase reading speed and fluency. In particular, the development of reading speed is important because it helps students understand language faster and better.

1.1.4.3.1 The Context

Schafer and Huang (2001) said that many studies have shown that extensive reading also contributes to vocabulary development which obviously benefits the performance of all language skills. As well as the linguistic benefits of extensive reading, learners are also likely to gain an increased knowledge of the world and other cultures. Extensive reading helps to improve students' learning; strengthening the vocabulary, and fluency in a natural way.

By increasing the practice of reading, the student learns more and does it for himself but not for environmental requirements (teachers, tutors, family, etc.) There are different skills in the development of English reading skills, but extensive reading allows the student to choose a good material to read, analyze their proper pace and level.

1.1.4.3.2 Implementation Plan

Despite being an extensive reading, certain parameters are carried out in order to carry it out, as well as including the following instructions: Orientation to extensive reading, always find learner level, never be absent teacher / learner / text Interaction, read in Class, have a ensure purpose, support by the instructor and always keep the success confidence and increased proficiency.

For extensive reading, not only extensive, but also meaningfully strategies are added so their development is effective, where both the teacher and the student must work to develop this skill in the best way. It is necessary to see the following points: the correct level of the students, the desire to participate in classes, be clear about their goals in the development of reading in English and do everything with great enthusiasm.

1.1.5 Using Reading as an Interactive Medium in the ESL/EFL Classroom

The practice of reading in English benefits the learners of a second language helping to facilitate the acquisition of the language. The benefits gained through reading, particularly in the field of language acquisition, and have consistently found.

Krashen (2004) states: “reading enhances students’ ability in not only expanding their lexicons, but also furthering grammar development (p.3)”. When using reading as an interactive medium, the goal is to develop this skill in a good environment in a natural and fun way.

1.1.5.1 Choosing Appropriate Materials

The material which is chosen must be always according to the student: his level, age, physical / psychological state and interest. It will always be the first step, since it is the instrument where students will translate their knowledge and practice at the same time.

1.1.5.2 Choosing, Filtering, and Defining Vocabulary

In every reading exercise in English; once the text has been defined, the teacher must make a list of unknown words daily but not in excess because the students or readers can be confused and have difficulties in their learning.

One of the strategies or exercises in class could be the continuous use of vocabulary; where words from the previous vocabulary are incorporated, with these technique students will learn new words, and memorize those practiced previously.

1.1.5.2.3 Starting the Class

Krashen (2004) states that a good way to start the class would be to review the vocabulary, and practice word by word with each student including exercises and demonstrative examples in the classroom.

Introducing the Text, Discussion and Reinforcement is necessary after concluding with the exercise of the vocabulary, it is necessary to proceed to do the practice of reading in English, making a comprehensive reading. Once this process is finished, activities are developed, such as: get main idea and answer questions, choose appropriate texts for the student, create a list of unknown words, revise and practice the vocabulary working with all students and also give time for reading and then discuss the text.

1.1.2 Intensive Reading

About intensive reading, Anderson (2006) said: “Intensive Reading (IR) occurs when the learner is focused on the language rather than the text.”

In intensive reading, the students may be doing other activities given and guided by the teacher for example: answering comprehension questions, choosing vocabulary and learning grammar; at the same time realize a deep analysis of what reading means. Intensive reading is focused on skills / strategies instruction producing positive effects in reading a second language. It is important to mention that students need the practice of extensive reading to coordinate and apply the skills / strategies acquired in an intensive manner on the most extensive texts and the multiple sources of reading that are needed in all the comprehension reading works of academic courses.

1.1.2.1 A Limited View

Koay (2015) said: “Intensive reading is the reading of good texts, short and clear to answer questions about the topic and identify what the text refers to. The intensive reading is the opposite of extensive reading, here you do not need to read many texts; but read something short but doing a deep analysis of what is read. With intensive reading, memory and vocabulary are improved (p.2).”

In a limited way, emphasis is placed on the importance of intensive reading, since in addition to creating a habit of reading in English, once learn to read correctly and develop the most important: knowledge in readers.

1.1.2.2 A Holistic View

In extensive reading, readers generally read more complex texts than those practiced in extensive reading with the goal of helping students to develop better vocabulary, grammar and reading comprehension.

According to Macalister (2011), there are four learning goals for intensive reading. They are:

1. Focusing on new language such as vocabulary and grammar
2. Focusing on ideas such as themes and topics
3. Learning new skills such as making inferences and identifying main ideas

4. Paying attention to text features such as genre structure and cohesion (p.2)

1.1.2.3 Advantages

According to Bamford (2002), intensive reading has two major advantages.

The more and better you read good texts, the best you learn and increase your vocabulary, especially in low level readers. In addition, reading complex texts helps the student/reader to find methods to develop reading and understand the central idea of the text.

SKIMMING is a quick reading to get: to know the general meaning of a passage and know how the passage is organized, that is, the structure of the text. It is used when reading some general question in mind.

SCANNING is quick reading, focusing on locating specific information. It is used often with technical, scientific or professional materials to locate specific information.

1.1.3 Reading Comprehension

It is important to emphasize that the vast majority of knowledge acquired by a student comes through reading. During the teaching-learning process, from elementary to high school, students need to read a variety of texts to appropriate different knowledge and this not only established in the content, but in the quantity, quality and purposes of reading. Reading comprehension involves some skills such as understanding and interpreting a wide variety of types of texts, as well as giving meaning to what is read when relating it to the contexts in which they appear. With all this, the students do not always have enough skills in reading comprehension, because the educational systems did not make sure of them.

Huerta (2009) manifests: “It is often considered that students can read, because they can visualize the signs and repeat them orally, or because they have the ability to decode a written text. However, the decoding is not comprehension and this is the result of a first level of reading with which the reader should not conform” (p.2).

One more conceptualization about reading comprehension is that of Isabel Solé (2006) who affirms that the comprehension that each one performs depends on the text that is in front of them, but it also depends, and to a great degree, on other questions, typical of the reader, among which they could be identified as the prior knowledge with which the reading is approached, the objectives that preside over it and the motivation that one feels

towards reading. However, before continuing we must explain what is meant by prior knowledge or schemes of knowledge (p.34).

1.1.3.1 Understanding the Reading Process

Hughes (2007) said “Reading is an interactive, problem-solving process of making meaning from texts” (p.61).

Reading comprehension isn't simply knowing what words you have read, it's the ability to look at what these words say and to figure out what they mean. A good reading is related to a good interaction and interpretation of the written text, also intervenes the aims of the reader and the purpose of reading. The knowledge and experience of the reader is also of great importance in this process.

According to Hughes (2007), there are five stages for the reading process: pre-reading reading, responding, exploring and applying. This means that doing a good comprehensive reading includes a process where you must not only read by reading but also analyze, respond and recognize vocabulary, grammar and main ideas.

Pre-reading Stages: The pre-reading strategies include five processes that help the student to have a meaningful reading in English:

Activating Background Knowledge

Setting purposes for reading

Making predictions and previewing a book

Going on a Picture Walk

Making a KWL map

Questioning and making predictions about a story

Pre-reading activities result in a variety of possibilities, all in order to help student's participation in a discovery process and feel comfortable with the content of the text. What all successful pre-reading activities have in common involve them centered on the student. The teacher must identify the potential reading ability problems inherent in a chosen reading text, and then has to help students uncover ways to overcome those difficulties. Instead of simply providing answers or summarizing the content, the instructor can help students recognize the causes of their reading difficulties.

Reading – Responding and Exploring Stages: Currently, there are many ways and strategies for the teacher to involve the student with reading in English; but this process must be guided by the teacher in an orderly and balanced manner. Modeled reading (reading aloud to students): It is where the teacher reads a book aloud to the entire class and the students have the opportunity to participate in activities during the reading.

Shared Reading: It is similar to guided reading only the teacher/guide reads the entire book while the student follows alone.

Guided Reading: The teacher begins reading to a group of 3 or 4 students and then lets the student finishes on this own.

Independent Reading: It refers to students reading independently.

Reading is the second stage; the learners or reader begin reading the material through any type of reading. It includes reading strategies and note taking.

Responding is the stage where the student responds to what they read through reading logs, journals and notes.

The exploring stage has relation to the student go back and reread certain things in the text, learn more vocabulary, participate in exercises and identify memorable passages.

Applying: This last stage, the apprentices put into practice the processes to develop a comprehensive Reading.

Marsden (2007) in an interview said, “Throughout the reading process readers use a variety of strategies, sometimes multiple strategies at once, to help them make meaning from a text”(p.61). For developing a reading, be intensive or extensive, of the genre: informative, narrative, romantic or action; the reader often uses different strategies to get understanding what he reads and create a more meaningful ending in reading. The strategies should be according to the reader’s preference and needs.

1.1.3.2 Reading Strategies

The strategies of reading in English are given in order to make autonomous readers, able to deal intelligently with texts of very different nature, texts can be difficult or easy because of the creative or because it’s are poorly written but the goal is that the learners/students to understand what the author wants to say.

Making autonomous readers means making readers capable of learning from the texts in other words to learn from what they are reading. For this reason, the reader must be able to question their own reading comprehension, establish relationships between what they read and what is part of their personal life, question their knowledge and modify it, create generalizations that allow transferring what has been learned to other different contexts.

Reading strategies are techniques or procedures with a specific purpose: learning and solving academic problems, such as acquiring, processing, and understanding information. From the perspective of planning, reading strategies in English can be included before, during or after a content or in the dynamics of teaching work. And so, the strategies that anticipate the student are called pre-instructional and are those that prepare and alert the student in relation to what and how he / she will learn and allows him / her to be placed in the context of pertinent learning.

Cain, (2001) has mentioned: “A reading comprehension strategy is a cognitive or behavioral action that is enacted under particular contextual conditions, with the goal of improving some aspect of comprehension” (p.29).

There is an explanation of each reading strategies below.

Activating prior knowledge

Predicting

Visualizing

Questioning

Drawing inferences

Finding important/main ideas

Summarizing

Synthesizing

Monitoring comprehension

Evaluating

Activating prior Knowledge

Prior knowledge is also known as relevant background knowledge or simple experience, when students connect with the text, they are reading their comprehension increases.

When the teacher helps the students to connect before, during and after reading, he develops a critical comprehension strategy in the students.

Keene and Zimmerman (1997) have identified three main types of connections students make as they read: text to self, text to world and text to text.

Text-to-self are personal connections that a student / reader makes between a reading and the reader's own experiences or life. An example might be: "This beautiful story reminds me of the past vacations spent with my parents on the farm of my grandparents".

Text to world connections are the largest connections that a student / reader gives to a reading situation. They all have personal experiences but they also know that there is a world that goes beyond their thinking, regularly the text to the world connections that teachers try to improve when they teach social studies, literature and science lessons.

Text-to-text connections are when the student / reader reads things he or she has read in other books by the same author or others, a story of equal genres and even the same subject.

Reading is meaningful when it is considered that the ideas of a text connect with the students' thinking and experiences. The text to text, text to self, text to world strategies help students / readers extend the habit of making these connections as they read. And something even more important is when the student's goal is interpret what the author is saying and can understand better in the text.

Predicting

Predicting is an important reading strategy. It allows students to use information from the text, such as titles, headings, pictures and diagrams to anticipate what will happen in the story (Bailey, 2015). When making predictions, students envision what will come next in the text, based on their prior knowledge. Predicting encourages children to actively think ahead and ask questions. It also allows students to understand the story better, make connections to what they are reading, and interact with the text.

Making predictions at the time of reading motivates readers to use critical thinking and increases the ability to solve problems in a way that will make to meaningful reading.

It is essential that teachers encourage readers to record clues that affirm or deny their predictions; also check them constantly to reflect on the clues found in the text.

Visualizing

Visualization at the time of reading refers to the ability of readers to imagine or create images in their head based on the text they are reading. This is a common and fundamental skill because it makes reading comprehension possible.

Why is it Important?

The visualization gives life to the reading and helps the student to get involved with the central idea of the text. First, to make it easier to understand the text because they look at the words and immediately create images; Second, helps they feel more connected to what they are reading and finally creates a more personal experience and one ends connected with the story or text they are reading.

Questioning

Velez, (2012) argued in questioning, good readers read and think on every page, analyzing each paragraphs to ask questions and clear your doubts. They are always asking questions. Use this strategy during and after reading to ask questions about important ideas in the story.

Ask yourself questions about important ideas in the story

Ask yourself if you can answer these questions.

If you can't answer these questions, reread and look for answers in the text.

Thinking about what you already know and what you've read in the story may help you.

Questioning is a reading comprehension strategy that helps students become critical and analytical readers.

Learning how to question when reading.

Questioning is strongly linked to reading comprehension because it is the process where doing question and answers; this is sought for reading and makes it continue in an effective manner. Currently, teachers consider it necessary for readers where question are

asked and answer are given focus on their reading, investigate deeper into the text and clarify meaning.

Drawing inferences

Richards P. (2018) said “Inference in reading is the ability to understand the meaning of a passage of text without all the information being spelled out”. Drawing inferences is like an extensive reading because it is not necessary to finish reading for interpreting the text correctly, usually the word order gives clues to history as the reader develops it, and the reader takes the clues or keywords to create conclusions based on these personal experiences. In conclusion, this strategy helps students to infer the meaning of words, whether new or unknown, above all in an implicit way and to analyze the reading quickly.

Finding Important/Main Ideas

The main idea of a paragraph regularly is the author's message on the subject. Often this exercise is done when reading comprehension is developed, it is difficult for readers who are not clear about the main idea of the text.

Roell (2018) presents these specific tips to point the main idea of a passage:

Identify the Topic

Summarize the Passage

Look at the First and Last Sentences of the Passage

Look for Repetition of Ideas

Summarizing

The summary in a text helps students to identify the main ideas, as well as to remove or exclude unnecessary information and how to integrate improper ideas in a meaningful way. Perform this strategy to help students memorize and increase their lexicon. In other words, to summarize is coherently related to the main ideas of the text with our own words.

Synthesizing

Debbie, (2016) said: Synthesizing is “The process through which readers bring together their background knowledge and their evolving understanding of the book to create a complete and original understanding of the text” (p.171).

When synthesizing the most important points of the reading are joined, but the reader’s opinion is involved, in other words the reader moves beyond what the author wrote, so that when he/she finishes to read he/she focused on the main ideas together with his/her thinking and learning.

Why to teach students to synthesize?

It is taught to synthesize because the teacher wants the students to be critical and analytical in their reading and not to repeat what is already written. The advantage that has synthesize is to do an exercise that help focus attention on these intellectual operations, favors the retention of concepts and also helps to produce texts with better drafting, besides being able to avoid the habit of memorizing texts and so just repeat them, what is commonly called "Study of Memory", making them not internalized and learn, but only be repeated textually.

Monitoring Comprehension

To monitor comprehension is to identify when you lose the comprehension of the text, or do not have a clear idea of what the author is trying to convey. When monitoring comprehension, it is important to actively consider the meaning of what the students are reading, Recognize when something does not make sense, and revise thinking to accommodate the new information.

Evaluating

Velez (2012) expressed that to evaluate what good readers think about what they like and don’t like about what they read is important. The evaluation strategy is fundamental at the moment to develop a comprehensive reading, because students need to know how to evaluate the important information they read. In this strategy, it is valid for students to make judgments, comments based on their experiences, learning or purpose for reading.

1.2 PREVIOUS STUDIES

After reading some informative sources about the development of reading skills in the English reading process and the types of reading in English, some authors were chosen by the importance of their relevant information to this project of investigation.

Van Alst (2012) develops four types of Reading Assessment. She is the creator Make, Take & Teach blog. She started Make, Take & Teach about 7 years ago with the introduction of the Teacher Intervention Kits. Her goal was, and still is, to provide teachers with multi-sensory activities that align with assessments to meet the needs of all learners within their classroom.

She started the career as a Speech/Language Pathologist. Currently a Teacher Consultant for Special Education. Most of the activities were developed with her husband and three university students.

Van (2013) considers that to evaluate the reading process to the students is very important, especially when they can be evaluated in different ways. She says the fundamental idea is that the students use the easiest process for them, but reading is meaningful so, at the end of the lesson they have a clear idea of the main idea of the text.

Davies (2000) focuses on the study of reading processes. He designed and studied the reading process in Birmingham University. His aim was to suggest the potential of the gender-based syllabus in which writing is integrated with reading and which involves students in developing awareness of both top-down and bottom-up strategies.

Florence Davies, established that reading without making a process is not reading. Teachers must teach in schools how to develop reading skills because this process not only involves the speech, also the imagination and cognition; the reading process must be done according to the level of the study and the student's age.

Sole (2008) presented reading strategies books; clarifying that there are different types of reading and different types of texts. She writes a material created for educational innovation with one hundred and seventy-eight pages and in Spanish language. She says: "Teaching to read is not easy. Reading is a complex process, it requires intervention before, during and after. And also considers the relationship between reading, understanding and learning" (p.57). Sole mentions how effective it is to do a good process

at the time of reading in English, in addition students argue that this is the right thing to do, before reading, they remember the techniques that the teacher presented prior to beginning the reading.

Logan (2010) in her article explains that exists differences between genders (boy/girl) in the moment to read in English. She said: “The girls consistently outperform boys on tests of reading comprehension, although the reason for this is not clear. The review examined gender differences within the following different aspects of reading: differences in behavior and motivational factors, differences in cognitive abilities, differences in brain activation during reading and differences in reading strategies and learning styles”(p.157).

Lesaux (2006) investigated about Cognitive and Linguistic Abilities that Influence the Reading Comprehension Skills of Children from Diverse Linguistic Backgrounds. She explains that within the GC (good Comprehenders) and PC (Poor Comprehenders) groups there were no differences between the children with ESL and L1 in the reading and phonological processing measures. In addition, within the GC and PC groups, in the measurements of syntactic awareness and verbal work memory, the ESL speakers performed at significantly lower levels than the L1 speakers. This indicates that the skills and preferences that children can have influence their teaching-learning process, therefore a good reader is done with the practice but not for their linguistic background.

Quiñonez (2015) did an investigation about the level of reading skills of the children of the basic education of the Valdez parish of the Eloy Alfaro canton, after obtaining her degree of Bachelor of Education Sciences, Basic Education; emphasizes that when a text is read, the main objective is to understand what is being read, this implies a critical reading, a reading where the mind must generate spaces of understanding and the text must contribute to the development of the imagination, it must lead the reader to make your imagination fly, enrich your lexicon and finally emit a contextual summary of what is being read. This researcher recommends that to eliminate the deficiency in the comprehension of text, the use of synonyms is one of the techniques that facilitates the process of decoding, and boys and girls could be able to relate words to their respective synonym, through the relation by context.

Enriquez (2018) explores the use of graphic organizers in strengthening reading comprehension skills in students of Second Senior High School Room "A" of the Clemente Yerovi Public School, City Guayaquil, 2017-2018. That show deficiencies in the linguistic competences, typical of the English language. She said: "The practice of different comprehension reading techniques and the use of graphic organizers facilitate the development reading skill. Also, the use of a digital manual with visual stories becomes a novel and innovative tool for students who need to practice exercises that turn them into expert readers" (p.52).

Hirsch Jr. (2006) considers the only useful way to prepare for a reading test is indirectly by becoming a good reader of a broad range of texts, an ability that requires broad general knowledge.

ED Hirsch, Jr. dedicated to developing reading tests according to the student's level. Explain that reading tests should use unpredictable texts to accurately measure reading ability; the only useful way to prepare for a reading test is to be a good reader of a wide range of texts, a skill that requires broad general knowledge. He has also developed topics such as how we neglect knowledge and why, Building background knowledge. Reading tests must use unpredictable texts to be accurate measures of reading ability, but if the reader cannot predict the subject matter on a valid reading test, how can him prepare students? Hirsch says you cannot, and, therefore, you should not try.

1.3 LEGAL FOUNDATION

Ecuadorian in-Service-English Teacher Standards, 2017, in Article 26, of the education law express that the education is a right of all people throughout their lives and a mandatory and indispensable duty of the State for society in general. It constitutes a priority area of public policy and state investment, guarantee of equality and social inclusion and an essential condition for good living, since a good citizen is not only formed by the socio-economics levels that they has, but also because of his level and quality of education. Individuals, families and society have the right and responsibility to participate in the educational process. It is important to emphasize that in the General Regulation of the Organic Law of Intercultural Education of the Ministry of Education of Ecuador in 2016 established in article 343 that the education of children and adolescents

should focus on the progress of the individual capacities of each citizen. In addition, the student must focus on different subjects and work in a positive, competent and dynamic way. The intercultural perception will be integrated according to the cultural and linguistic diversity of the country.

Based on article 31 of the Regulation of the Organic Law of Intercultural Education, in the complementary hours additional subjects may be added to the national education curriculum, which are related in accordance with the Institutional Educational Project. If there is not a specific offer, the schools will increase the time load in the areas of: Language and Literature, Mathematics, Foreign Language, Social Sciences and Natural Sciences, depending on the needs of their students.

According to the standards of educational quality, the reading skill is divided into three levels: A1 Proficiency level, A2 proficiency level, B1 proficiency level.

A1 Proficiency level: Understand and identify simple informational, transactional, and expository texts—a single phrase at a time—picking up familiar names, words, and basic phrases and rereading as required. Extract the gist and key information items from simple informational, transactional, and expository texts.

A2 Proficiency level: Understand and identify longer, more complex informational, transactional, and expository texts as well as simple procedural and narrative texts (e.g. recipes, short personal stories, traveling forms). The texts should all contain the highest frequency vocabulary, including a proportion of shared international vocabulary items.

B1 Proficiency level: Understand and identify longer, more complex expository, procedural, narrative, and transactional texts as well as simple persuasive texts (e.g. persuasive essays, movie reviews) with a satisfactory level of comprehension. Use appropriate interpretation strategies to deal with the corresponding text types (expository, procedural, narrative, transactional, and persuasive).

The English Language Learning Standards are developed taking into consideration the communicative language components and the language skills as a core part of the program: listening, speaking, reading, and writing.

For all reason the researcher thinks about reading skill in English that despite not being very implicit in the laws of Ecuadorian education, it is necessary that the students

understand and identify simple informational, transactional, and expository texts—a single phrase at a time—picking up familiar names, words, and basic phrases and rereading as required. The texts should all contain the highest frequency vocabulary, including a proportion of shared international vocabulary items, to use appropriate interpretation strategies to deal with the corresponding text types (expository, procedural, narrative, transactional, and persuasive).

CHAPTER II

MATERIALS AND METHODS

2.1 Type of investigation

This investigation was developed throughout the descriptive method and a qualitative-quantitative one. It was developed in students of the first level of “La Inmaculada” High School in Esmeraldas, in the academic year 2018.

La Inmaculada is a private mixed school located in the streets “Mexico and Oro” of the city of Esmeraldas, this institution is directed by the Sisters of the Immaculate Conception of Mary with an approximate of nine hundred ninety students and sixty teachers. It should also be mentioned that this institution provides educational services such as: garden, school of first to seventh year of basic and school of eighth to third year of baccalaureate with specialties in Sciences and techniques all this in the morning. This institution has an education based on good living, with quality, warmth and inclusive equality that enables citizens with ethical and moral principles to be active, critical and responsive to socio-economic, cultural and environmental needs, fundamental aspects of the community and society.

Population and sample

The population of study was formed by seventy students of the 1st level of “La Inmaculada” High School and three English teachers.

The Sample was selected at random. It was formed by forty students and three English teachers.

2.2 Operationalization of variables

In the operationalization of variables, the exact description of the independent and dependent variables with their respective dimensions, indicators and examples were found. It is possible to visualize the table in the appendices. (Appendix A)

2.3 Methods of investigation

This research followed the inductive and deductive methodologies. It is inductive, because before identifying the different problems of the reduced habit of reading in English, an observation was done. Moreover, it is also deductive, because a good explanation and presentations were necessary in this process.

Analysis and Synthesis: It was used to analyze the bibliography and synthesize the most important reasons that may support this investigation. It was used to analyze the results and synthesize the most relevant information.

Hermeneutics: It was very useful to interpret the most relevant information provided in the theoretical framework. Properly, it helped interpret the results obtained with the application of the techniques.

2.4 TECHNIQUES OF INVESTIGATION

The techniques used were:

Observation

For one week, five classes were observed in order to identify the problem related to the reading skill in the English classroom.

It was applied to two courses of the 1st level at “La Inmaculada” High School and three teachers.

Survey

The survey was applied to students only. The survey included six questions about important factors and techniques for reading in English. It was applied to forty students of the first level of “La Inmaculada” High School in Esmeraldas, in the academic year 2018.

Instruments:

For the technique of observation, a guide was used, which contained five items to be observed while the teacher was developing a class.

For the technique of survey, a questionnaire was applied, it included two open and four close questions in relation to the indicators that were evaluated.

2.5 DATA PROCESSING:

The results of the survey were tabulated through the Formula of Percentage, the whole data were taken to figures using the Microsoft Excel program.

CHAPTER III

RESULTS

RESULTS OF THE OBSERVATION

The technique of observation was carried out to demonstrate the procedure that students have when doing reading activities in English and also to verify how the teacher acts in class, what instructions he gives to the readers and what are the techniques he teaches for the students to realize a comprehensive reading. When the researcher carried out this technique, it was easy to observe that the students had informative, narrative or romantic books, these were requested by the teacher's obligation or interest but according to the data thrown by the survey their preference is of classic novels, stories or books that were converted in a movie.

Here are the results of the observation applied to the students and teachers during one week of classes.

Monday

The first day of the observation it was analyzed that the students in their great majority did not want to read, they preferred to do grammar exercises or develop topics that allowed the use of the laboratory. The teacher talked with the students about the importance of reading practice, and he also emphasized that it was the moment he had designated to work on that skill.

Tuesday

Teachers had selected short readings and current topics to motivate students to read, for example drugs in adolescents, premature pregnancies, bullying, and human rights. The students receive their texts and sometimes they deduce in a certain way what would be the main idea of the text according to the title of the reading. Once they started reading, they can identify if their ideas were correct or not.

Wednesday

The reading exercise was conducted in pairs, linking students of greater knowledge with those of less knowledge. The teacher agreed to let students use dictionary, at the end of the exercise, a general presentation was made where each pair reads aloud and writes a short vocabulary with the objective that is noted by the rest of the class.

Thursday

It was observed that in a first time the teacher made a general reading, writing on the board vocabulary and working with the pronunciation. Then each pair of students had to do the exercise, in an average percentage it was evidenced that the students in its entirety did not perform a comprehensive reading.

Friday

As the reading had already been done in several times, the students could do a practical work, the teacher observed the work of each couple (written summary, key words) also they share with others classmate in an oral way what they had understood in the texts of reading; the teacher said that this last activity was done with the purpose of observing if they advance positively in the development of this skill and at the same time that the whole course can learn different vocabulary.

RESULTS OF THE SURVEY APPLIED TO STUDENTS

The results of the survey revealed the following:

Regarding the interest that students have to read in English (figure 1), the results in the first question show that 63% of students of the first level at “La Inmaculada” do not like to read (no) while 37% answered positively (yes) and declared that they have an preference for certain types of books.

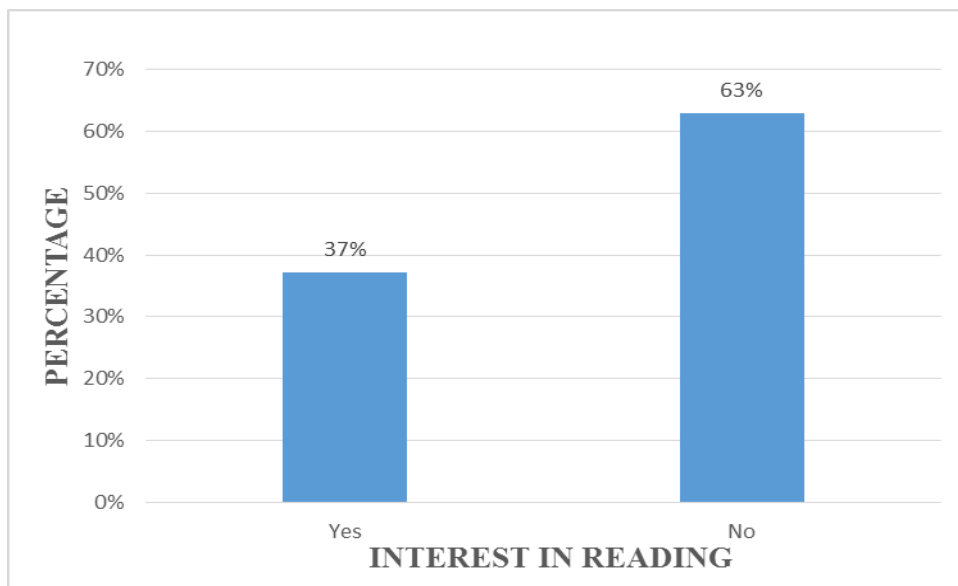


Figure 1, Students' interest to read.
Source. Survey applied to students.

In relation to the types of books (figure 2), it can be observed that 50% of the students of the first level at “La Inmaculada” High Schools do not use any of these types of books by preference; as seen in the graph, the 23% of the students like comic books, on the other hand the 17% in the vast majority of boys express that they prefer fiction books and only 10% of the students romantic books.

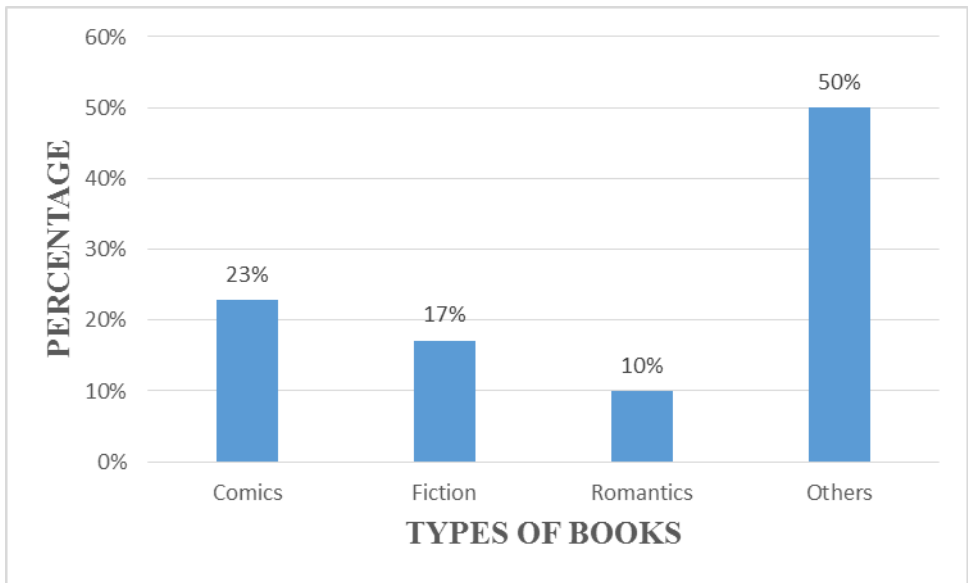


Figure 2, Types of books students like reading.
 Source. Survey applied to students.

About the time that students of first level at "La Inmaculada" High School spend reading, figure three reveals that 53% of them read only twenty minutes a day because they spend most of their time on homework that seem really important to them, they use technology as their biggest distractor, 27% read forty minutes at day evidently the books they like to read and only 20% read one hour a day.

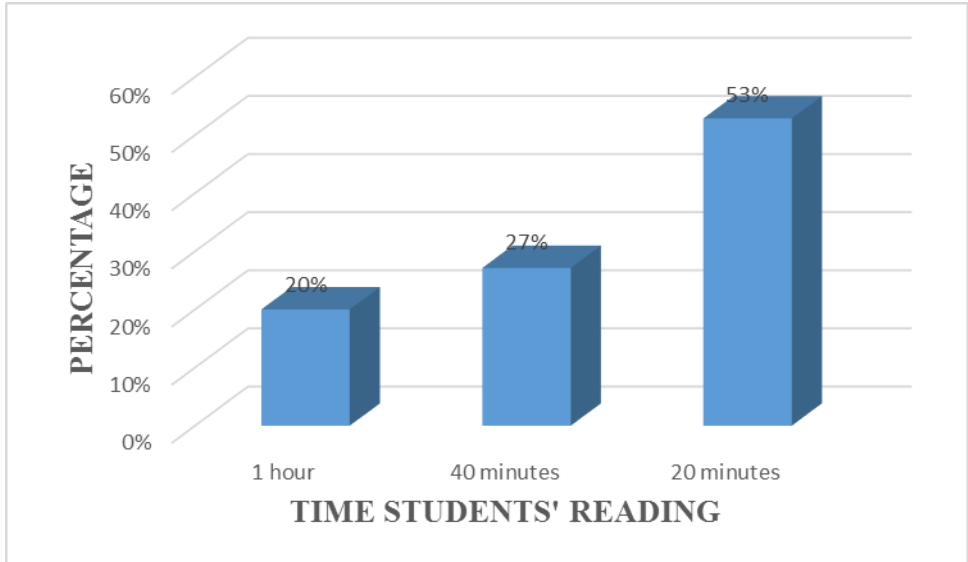


Figure 3, Time the students spend reading.
 Source. Survey applied to students.

In relation to the correct use of the reading process carried out by students of the first level at "La Inmaculada" for doing a meaningful reading in English, it is shown in figure four that 50% ordered the process incorrectly this is equivalent to half of the students, 29% of the students ordered correctly and the 21% of them decided not to answer the question.

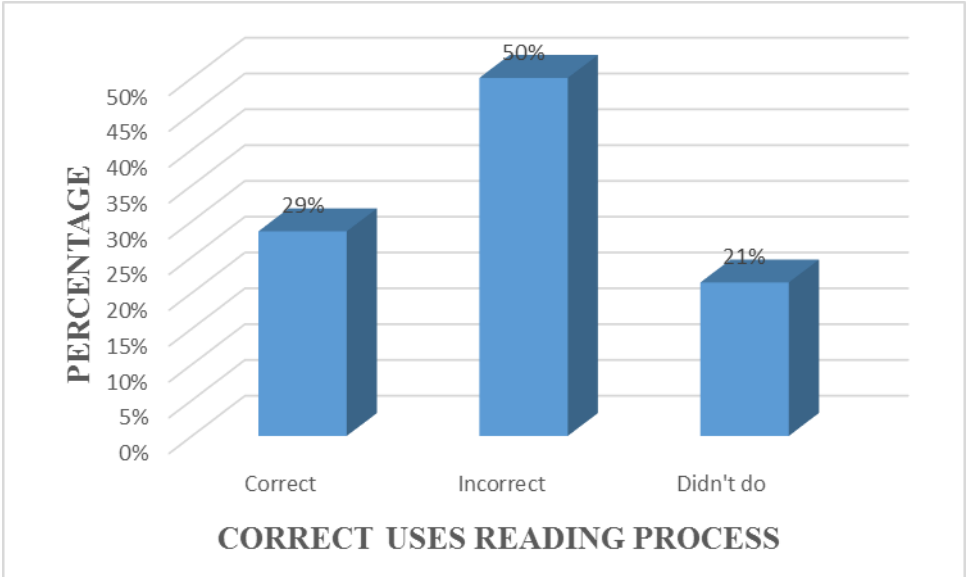


Figure 4, Students' reading Process.
Source. Survey applied to students.

According to the development of the reading comprehension in the students of the first level at "La Inmaculada" High School for improving the lexicon in English, the 54% of the students consider that this type of intensive reading helps the pronunciation, improves the grammar and it makes students more critical because while they read comprehensively, they increase their knowledge in different linguistics' areas, this 54% represents the majority of the students surveyed. The 46% responded negatively since many of them do not like to read.

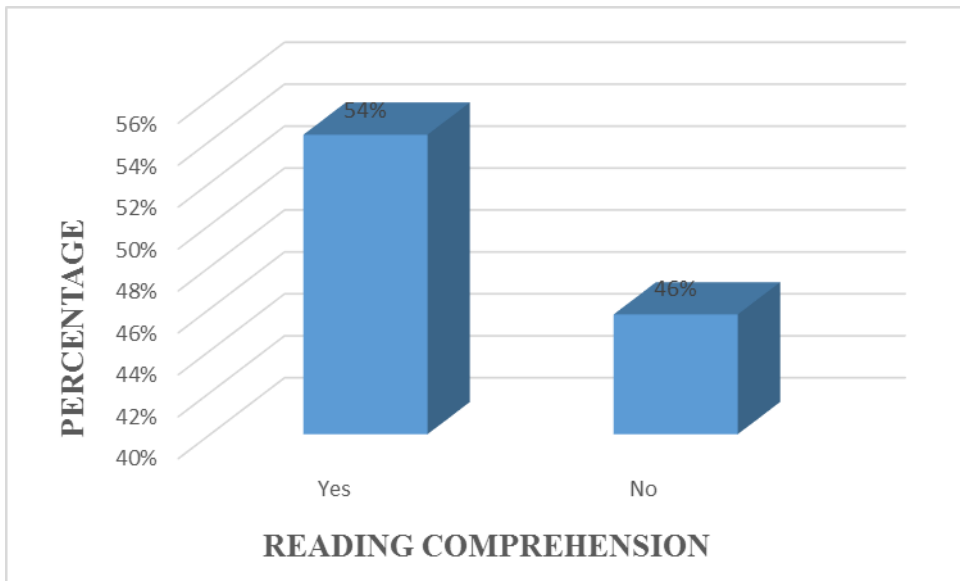


Figure 5, Students' development of comprehensive reading.
 Source. Survey applied to students.

In reference to the increase of linguistics' level that appears in the students of the first level at "La Immaculada" High School when uses an academic dictionary it can be evidenced in figure six that the 56% of the students do not use the dictionary in class, because they prefer to use a technological translator, they consider it is more easier and faster. 31% use the dictionary in class and only 13% of the students do not use the dictionary in class because they do not have it.

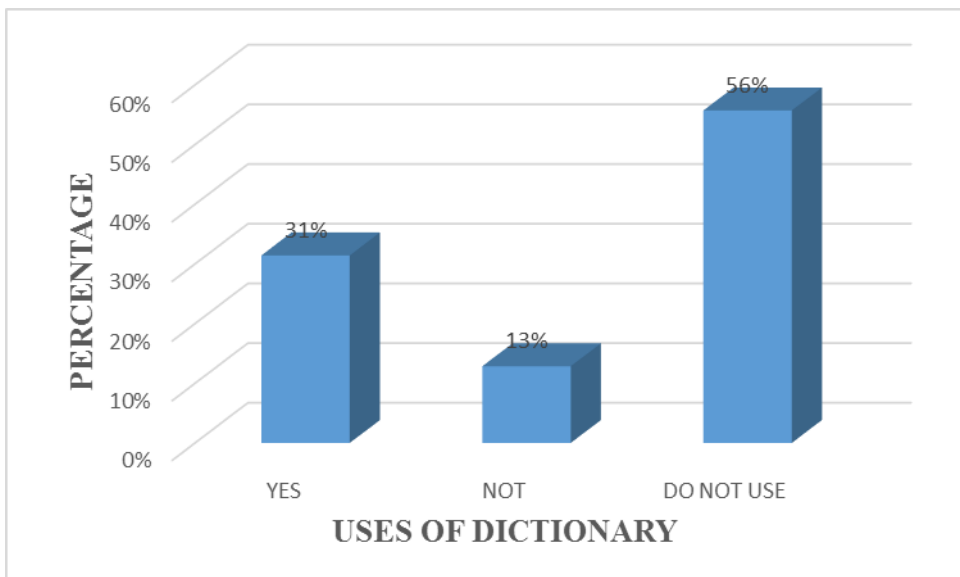


Figure 6. Use of dictionary and translator.
 Source. Survey applied to students.

CHAPTER IV

DISCUSSION

The results obtained in this investigation confirm Leipzig (2001) theory: “Reading is a multifaceted process involving word recognition, comprehension, fluency, and motivation. Learn how readers integrate these facets to make meaning from print” because through the observation it has been verified that reading in a meaningful way must be done a process where several aspects are involved from the enthusiasm for reading, until the concentration and visualization of each words.

Besides, the current results coincided with the one provided by Krashen (2004) that reading improves students' ability not only to expand their lexicons, but also to improve the development of grammar particularly in the field of language acquisition. Not to mention that constant practice makes the good reader, helping the teacher to make more effective and meaningful the teaching-learning process.

Furthermore, the results coincidence with the phrase of Smith (2001) whose expresses "We do learn to read by reading", because the author of this research expresses that to do a fast or extensive reading is to read without limits and to do it for pleasure trying to make it easy and according to the level of the student. During the week of observation, it was evident that while was being done the practice of reading, the students and the teacher were developing techniques putting together in a better way; as they read, they learned new words and improved their grammar.

The author Hirsch (2006) manifests, that the only useful way to prepare for a reading test is becoming a good reader of a broad range of texts, an ability that requires broad general knowledge. For that reason, he considers that it is necessary to know and carry out a comprehension process to read correctly he assures that the good reader starts with the predisposition that the apprentice initiates.

Whereas, Quiñonez (2015) assures that to end the deficiency in the comprehension of the text written in English, the use of synonyms is one of the techniques that facilitates the process of decoding, and thus the readers could relate the words with their respective synonyms, through the relationship by context.

CHAPTER V

CONCLUSIONS

Based on the result of the research, it could be conclude that:

- The correct process for a comprehensive reading in English requires a correct procedure of both teachers and students. In addition, to choose good texts to read according to their needs, level, age; the motivation of the teacher is also necessary, they must be evaluated regularly to know their progress and strengthen the contents what they still need to dominate.
- It was discovered that the teacher to encourage the development in reading strategies, organizes the activities into three phases: pre-reading, reading and post-reading, where the students assume greater responsibility in the understanding of the text.
- The most relevant problems that students faced was lack of knowledge of many words. Teachers used different tools in order to help students in the problem mentioned before: The word translation method, cooperative activities, and the indirect method.
- Teaching reading comprehension by using question answer relationship strategies was effective rather than traditional method.
- For promoting the work of all students as a key strategy is to organize them in groups or couples where teacher relates the students who have low performance with classmates who have a higher performance to make a reflective and critical reading where all students can participate and the result is a meaningful reading.
- One of the most obvious reasons that greatly impedes the development of reading skills in English is the excessive use of technology, since in it students concentrate

on another type of activity, using their most time on the cell phone, but not in a book.

CHAPTER VI

RECOMMENDATIONS

Based on those findings above, to solve the problem in teaching reading in English, the researcher suggests that:

To the teachers:

- Make more emphasis on the teaching reading skills in all the didactic units, so that they may encourage students to read, not by obligation but by pleasure; and doing it with books which increase students' interest and needs.
- Implement various strategies in the teaching learning-process, especially in reading comprehension in English, turn a class the environment funny and interesting.
- Implement the activity of developing vocabularies in class for example: doing list of words, associating words with images, translation of unknown words, since in this way the student learns new words and clarifies doubts without neglecting the correct use of dictionaries.

To the students

- At the end of each reading ask for and giving information about what they have read, because this type of activities improve their comprehensive reading.
- Make effort to learn English by reading the English books such as: novels, stories, fables.

- Be active participants in learning English by asking some questions, interacting in classes with their classmates and teacher.

To the institution:

- The institution should prepare the kind of books needed for both the teacher and the students to support the class activity, especially in the reading practice.

To the researcher:

- Continue this investigation with the design of a strategy for the English Teachers to use and improve the reading skill teaching process.

REFERENCES

Anderson, G. (2006). "Be sensitive... to both intensive and extensive reading". Cambridge University Press.

Bailey, E. (2015). Reading Comprehension Skills: Making Predictions. Retrieved June 13, 2015, from <http://specaled.about.com/od/readingliteracy/a/Reading-Comprehension-Skills-Making-Predictions.htm>

Christopher Fernandez has been teaching and writing throughout Asia since 1984

Carrell, P. and Carson, J. (1997). Extensive and intensive reading in an EAP setting. Volume 16. Journals and books, p.46-60

Cain, K., Oakhill, J.V., Barnes, M.A. & Bryant, P.E. (2001). Comprehension skill, inference making ability and their relation to Knowledge. Memory & Cognition, 29,850-859.

<http://www.freemalaysiatoday.com/2011/08/13/why-read/>

Debbie, M. (2016). "Reading with Meaning". Clemson University Reading Recovery.

Day, R. and J. Bamford, 2004, Extensive Reading Activities for Teaching Language, Cambridge University Press.

Day, R. R. and J. Bamford. (2002). Top ten principles for teaching extensive reading. Reading in a Foreign Language 14/2.

Deborah Daiek Nancy Anter, Critical Reading for College and Beyond, (McGraw-Hill: Newyork, 2004), p.5

Friedman A. (2019), what is Comprehension Reading. The classroom, Leaf Group Education.

Guthrie, J., Schafer, W., & Huang, C. (2001). Benefits of opportunity to read and balanced instruction on the NAEP. Journal of Educational Research, 94(3), 145–162.

Henry, D (2018). What is Reading? Reading Rockets.

Hughes, J (2007). Teaching Language and Literacy, K-6.

Huerta, La. CSJ (2009). Another look at the understanding of written texts. The Cid Editor.

Krashen, S. (2004). *The Power of Reading*. Portsmouth, NH. Heinemann.

Koay, J. (2015). *Intensive Reading: A limited view and Holistic view*. Victoria University of Wellington.

Krashen, S. (1993). *The power of reading: Insights from the research*. Englewood, CO: Libraries Unlimited.

Macalister, J. (2011). Today's teaching, tomorrow's text: Exploring the teaching of reading. *ELT Journal*, 65(2), 161-169.

Marsden, L. (2007). *Multiple Reading Strategies*. OUIT. Teaching Language and Literacy. K-6.

Leipzig, D. H. (2001, January). What is Reading? Retrieved 8 23, 2011, from Reading Rockets:

<http://www.readingrockets.org/article/352/>

Liang, L.A. & Dole, J.A. (2006). Help with teaching reading comprehension: Comprehension instructional frameworks. *The Reading Teacher*, 59(8), 742-753.

Logan, S. and Medford, E. Submitted for publication. "Gender differences in reading: A study of 492 children examining the association between ability, attitudes, motivation and reading frequency".

Richards-Tutor, C., Baker, D. L., Gersten, R., Baker, S. K., & Smith, J. M. (2016). The effectiveness of reading interventions for English learners: A research synthesis. *Exceptional Children*, 82(2), 144–169.

Solé, I. (2001). *Reading, reading and understanding: have we always talked about the same thing?* Barcelona: Educational Laboratory.

Solé, I. (2006). *Reading strategies*. (16th ed.). Spain: Grao. 176.

Tennant Adrian (2019). *Reading matters: What is reading?* © Springer Nature Limited 2000–2019.

The Internet TESL Journal, Vol. XIII, No. 8, August 2007

APPENDICES

APPENDIX A

OPERATIONALIZATION OF VARIABLES

Variable	Conceptual Definition	Operational Definition	Dimensions	Indicators
IV Teaching Reading Strategies	Action carried out by teacher to help students develop reading comprehension.	Actions carried out by teachers to help students improve students' reading comprehension through pre-reading activities, while reading activities and post reading activities.	<ul style="list-style-type: none"> ○ Pre-reading ○ While-reading ○ Post-Reading 	Predicting making connections visualizing inferring, questioning, summarizing Discussions Free talks Role-plays
DP Reading Skill	It is the ability to comprehend written texts.	It is the ability to comprehend written texts taking into consideration the top-down and bottom-up cognitive processes	<ul style="list-style-type: none"> ○ Top-down ○ Bottom-up 	Use of prior knowledge Use of Linguistics' knowledge

Table 1

APPENDIX B



SURVEY AIMED TO STUDENTS

OBJECTIVE: To identify why the students have difficulties to develop the reading skills.

INSTRUCTION: Read each of the questions carefully and mark with an x according to your opinion.

1. - Do you like reading?

Yes _____

Not _____

2.-Select the type of books you like to read.

Romantics _____

Literature _____

Comics _____

Others _____

3. How much time do you spend for reading each day?

20 minutes _____

40 minutes _____

1 hour _____

4.- Order the correct process for developing a good reading process?

WHILE-READING POST-READING PRE-READING

a)

b)

c)

5.- Do you consider that developing "comprehensive reading" improve your lexicon?

Yes _____

Not _____

Why _____

6.- Do you think that the use of dictionary improves the ability to understand written texts?

Yes _____

Not _____

Why _____

APPENDIX C

OBSERVATION SHEET

Objective: To observe how often the students of first level at Inmaculada High School develop the reading skills and what strategies the teachers use to improve learners´ work.

INDICATORS	ALWAYS	SOMETIMES	NEVER
Students participate when the teachers develop reading exercises.			
The teachers use a correct methodology while developing reading activities.			
The students are motivated while working reading exercises.			
Students improve their knowledge through reading processes applied in the English classes.			
The kind of reading used by the teachers for help students to develop the four skills is intensive.			

Table 2

