CATHOLIC UNIVERSITY
OF SANTIAGO DE GUAYAQUIL
FACULTY OF ARTS AND HUMANITIES
SCHOOL OF ENGLISH LANGUAGE

TITLE OF PAPER

DETERMINATION OF THE TEACHING METHODOLOGY

APPLIED FOR READING COMPREHENSION

DEVELOPMENT OF 10TH GRADERS AT "CESAR ANDRADE

CORDERO SCHOOL"

AUTHOR:

Karla Estefanía Flores Cabrera

SUBMITTED IN FULFILLMENT OF THE REQUIREMENT FOR
OBTAINING THE BACHELOR DEGREE IN ENGLISH
LANGUAGE WITH A MINOR IN EDUCATIONAL
MANAGEMENT

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GUAYAQUIL, ECUADOR

2017

CATHOLIC UNIVERSITY
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FACULTY OF ARTS AND HUMANITIES

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CERTIFICATION

We certify that this research project was presented by **Karla Estefania Flores Cabrera** as a partial fulfillment of the requirements for the **Bachelor Degree in English Language with a Minor in Educational Management.**

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Submitted: 2017-09-03 15:41:00
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Significance: 0 %

Sources included in the report:

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0

ACKNOWLEDGEMENTS

In the first place, I want to thank my tutor, Miss Mariela Vásquez due to her patience and motivation to make me achieve this project. Thanks to her I was enlightened in the project process.

Additionally, I want to thank to the director of the school "César Andrade Cordero", the Lic. Clara Reyes Navas, she allowed me to carry out this project in this school by her generosity and comprehension.

I want to thank to my parents too, they were my support in this project.

DEDICATION AND ACKNOWLEDMENTS

I would like to dedicate this project to my grandmother because she is an important piece in this project achievement.

Also this project is dedicated to my parents, because they were my support in the way to finish this project.

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ABSTRACT

The following research study centers its attention on the reading skill is a basis to develop various abilities such as vocabulary increase; reading comprehension and even self – questioning can be developed. So, reading is a valuable skill, this study will concentrate on this ability. This research is focused on the study of reading comprehension rate in the school "César Andrade Cordero" in 10th grade students afternoon shift. This study is done to provide an analysis of the reading comprehension strategies implemented by the teacher of 10th grade. It was analyzed the English textbook and the exploration of reading exercises. The detected failure is the low English level from students, the high level presented in the English textbook, and the lack of adequate teaching methodology. Finally, it was proposed a plan to apply reading components in the three phase approach.

Keywords: reading comprehension, components, skills, textbook, lesson plan.

INTRODUCTION

English language is in constant demand, it has four language skills, these are: Reading, writing, listening and speaking. They make up the whole language, and English as a Foreign Language (EFL) learners should master all them four. Sometimes, the reading skill is underestimated in our classrooms; in fact, some teachers skip it or doesn't develop it fully. The reading ability could be enhanced by several other sub skills.

The reading is not a static skill, in the reading education, there are always changes and evolution, the didactics of reading is developing new strategies or activities to be implemented in class. The reading teaching has gone through from the reading aloud to the use of comics, passing by silent reading. Even, the reading skills have components and three phase approach which are useful for the reading development. This research would help in fostering the reading skills for the 10th grade students in "César Andrade Cordero" School. During the English lessons, these learners encounter reading sections on the public textbook, which they are using right now. Since todays' Ecuadorian English Standards are more demanding than ever, trying to cope with the textbook without the adequate language level is a challenge for students and teachers. This research study acknowledges this situation present in the previous mentioned institution that struggles with the reading comprehension as a mean for acquiring the target language.

JUSTIFICATION

According to the webpage readingrockets.org Leipzig (2001) the definition of reading is "a multifaceted process involving word recognition, comprehension, fluency, and motivation. Learn how readers integrate these facets to make meaning from print". This definition helps us to know that reading is a relevant skill which enriches our vocabulary and the learners can acquire the grammar patterns unconsciously. So the reading is primordial in the learning of a foreign language.

The main beneficiaries of this research are the 10th grade students from "César Andrade Cordero School". Since they have displayed low grades which means that they haven't acquired the target language. This situation could trigger a major probability of failure in the future courses, since the National Curriculum commands that the students should achieve the B1 level by the end of the General Science Baccalaureate. This research study may provide assertive and useful techniques that could help in the academic development of the students.

Additionally, teachers would be more observant in their lessons because with this research, they may reflect on performance around reading teaching strategies. Nowadays, new techniques have arrived to accelerate the student's learning and English skills development through the use of reading. By identifying possible flaws on the EFL methods applied in the classroom, and analyzing the present English textbook, it could stimulate teacher's awareness about positive change.

Finally, the César Andrade Cordero school will benefit with this research by realizing objectively the present situation of the English development of the students who are starting the academic life.

PROBLEM STATEMENT

The present study takes place at "César Andrade Cordero School"., which is located in Guayaquil, Mucho Lote 1 N – 0; Pascuales Avenue Francisco de Orellana front of Mi Comisariato. In the 10th grade some students have presented low grades in the English as Foreign Language class, the range of the grades are between five and seven. The teacher has mentioned that this problem could be originated by several factors among which is reading, she said that there is little attention to the development of reading skills.

The English teacher admitted that the present English textbook displays a higher level in the reading section. The English teacher has to use another English books with a lower level, The English teacher comments that the present English book given by the Ministry of Education is used occasionally.

The importance of reading lays in the development of vocabulary, comprehension and fluency. By analyzing the quality and amount of reading that the textbook gives it could be established the future impact of reading in EFL low achievement.

The following study is going to concentrate on the analysis and use of reading as a tool for learning the foreign language

RESEARCH QUESTIONS

o How does the EFL methodology used at "César Andrade Cordero" Basic School, affect the development of reading skills?

o At what level does the EFL textbook used at "César Andrade Cordero" Basic School help to enhance reading abilities?

OBJETIVES

General Objective:

To establish the influence of the teaching methodology for reading skills development   in 10th graders at   "César Andrade Cordero School"

Specific Objectives:

o To characterize the teaching methodology used by teachers of 10th grade at "César Andrade Cordero" Basic School.

o To analyze the contribution of readings coming in the 10th grade textbook as means of learning the target language.

o To determine the reading comprehension level of students at "César Andrade Cordero" Basic School through tests

1. THEORETICAL FRAMEWORK

English comprehends four important skills which are: reading, writing, listening, and speaking. The reading skill is useful to develop vocabulary, grammar improvement, and other language abilities. According to Goodman (2004) reading is "a selective process. It involves partial use of available minimal language cues selected from perceptual input on the basis of the reader's expectation. As this partial information is processed, tentative decisions are made to be confirmed, rejected or refined as reading progresses." (p.126-127)

Also, Leipzig (2001) states that reading is a multifaceted process involving word recognition, comprehension, fluency, and motivation, and it requires: word recognition, comprehension, fluency (identifying words automatically and accurately)

Another author, Hughes (2007) established that "reading is an interactive, problem-solving process of making meaning from texts.

The documents of the Ministry of Education for English teachers acknowledge the importance of reading, as it is mentioned by the Ecuadorian in-service English Teacher Standards, that propose the following:

The Standards are developed taking into consideration the communicative language components and the language skills as a core part of the program: (a) listening, (b) speaking, (c) reading, and (d) writing. Specifically, the domain 3, about the Curriculum Development contains the following substandard which are:

> 3.b. Implementing and Managing Standards-Based English and Content Instruction Teachers know, manage, and implement a variety of standards- based teaching strategies and techniques for developing and integrating English listening, speaking, reading, and writing.

> 3.b.7. Provide standards-based reading instruction adapted to students.

4.c. Classroom-Based Assessment for English Language Learners.

4.c.3 Use various instruments and techniques to assess language skills, both individually and integrated (e.g. listening, speaking, reading and writing, as well as vocabulary and grammar) for students at varying levels of language and literacy development.

1.1.   Principles of Reading

Williams affirms (1986) that there are ten principles of reading, which are:

1. The interest is primordial.   The teachers should check what kind of books the students are attracted to, check on the library to look for the most wanted books and ask the students which books are interesting or boring.

2. Just reading. The reading class should be only focused on reading, no comprehension questions, no reading exercises, just students reading.

3. Expansion of sight vocabulary. The students can identify grammar patterns and they can increase their vocabulary in the reading class.

4. The   purposeful,   task-based and interactive nature   of   real reading. An internal process is happening when the students read, because they are thinking the author's meaning in the text. The interactivity is supported too, with strategies like pairwork and groupwork.

5. **Students read by themselves, not with teacher's interference.** The teachers   always   has   been   in   the   centre   stage   role   and interrupting   the student's reading. It should let the students be silent readers without any teacher's interference.

6. Observation of the most efficient reader's strategies. The efficient readers achieve their excellent reading level through skills that they have applied, so we should observe what skills these efficient readers developed to reach this proficient level.

7. **The reading class is not enough to improve reading**. The students should read what enjoy, the students shouldn't be in so many reading classes.

8. **The reading has to be real.** The reading content should be meaningful with the learner's reality. The reading activities should match with the present cognitive process of the student's head.

9. Prosody is an important element. Researchers have affirmed that if the students develop prosody, they will understand in a better way.

10. The use of a text does not mean that the students are going to learn to read. There are different books used for reading. There are books that are used for teaching reading and they focus in grammar and there are books that are used for teaching reading and they focus in writer's message.

1.2. The EFL reading methods

An article from Iranian Language Institute Language Teaching Journal (2005) published in the British Council, (2006) states that the EFL Reading Methods, are:

The traditional method. This method consists on student's sub-skills learning to develop comprehension skills. It characterizes by student's passive role, they are like bottles which will be filled with knowledge. The "bottom-up" is essential here, this "bottom-up" approach is about trying to understand any word or grammatical pattern to get the book's meaning, so the students can learn to read. The "outside-view" processing is applied in this method too, this "outside-view" means that the information is on the book and is elucidated by students.

The cognitive method. This method is working with the "top-down" approach, this approach is about students using past knowledge to forecast the language's meaning that they are going to read. The psycholinguistic "guessing game" by Goodman cited in Iranian Language Institute (2005) is established here because the students make a mental illustration of what they are going to read and make inferences. Also , there

are " building blocks of cognition" by Rumelhart (1975) "which is a schemata used in the process of interpreting sensory data, and in retrieving information from memory".

The metacognitive method. Klein, Peterson, & Simington (1991) mentioned that this method is about metacognition which is the knowledge and understanding your own thinking. Here, the students have to do the following activities**:** Recognizing the goal of the text before read it, recognizing the kind of document before read it, inferring about the main people involved in the story, making a note of the writer' goal for creating the content, looking over. Practically, is about making a summary of the reading.

Moreover, there are some clues that adds to these reading methods, these are:

Text characteristics. Here, the reading should have vocabulary and grammar that the students already known and the subjects of the reading have to relate with the background, the gender and the age of the students.

Pre-reading tips. Here some approaches are presented to help the students to have background information to make easy the reading comprehension.

Teacher-directed pre-reading. This approach reposes in the teacher clarifying definitions, and vocabulary.

Interactive approach. Here, the teacher brings a debate, and the information could be extracted from students and the teacher gives some information to make the reading more understandable.

Purpose of reading. The students should know the goal of the reading.

 One of the most obvious, but unnoticed, points related to reading purpose is the consideration of the different types of reading skills.

- o **Skimming**: Reading rapidly for the main points

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- **Scanning**: Reading rapidly to find a specific piece of information

- **Extensive reading**: Reading a longer text, often for pleasure with emphasis on overall meaning

- **Intensive reading**: Reading a short text for detailed information

The most frequently encountered reason as to why the four skills are all subsumed into one – intensive reading – is that students studying a foreign language feel the urge to look up every word they don't understand and to pinpoint on every structural point they see unfamiliar. To make students aware of the different types of reading, ask them about the types of reading they do in their first language.

The type of text

The reader must become familiar with the fact that texts may take on different forms and hold certain pieces of information in different places. Thus, it is necessary to understand the layout of the material being read in order to focus more deeply on the parts that are more densely compacted with information. Even paying attention to the year of publication of a text, if applicable, may aid the reader in presuppositions about the text as can glancing at the name of the author.

Stiefenhofer, (1996) stated that the tips mentioned in pre-reading will not take a very long time to carry out. The purpose is to overcome the common urge to start reading a text closely right away from the beginning.

1.3.   Reading Assessment

Important is to mention that the Ecuadorian Ministry of Education web pages (2012) indicates some classroom assessment suggestions, which are:

1. **Reading aloud**. Even though it is admitted that "reading aloud" is a time-consuming technique, the "reading aloud with pauses, intonation, and stress" is useful. Ur (1999) cited in the document of the Ecuadorian Ministry of Education, mentions that learners can be efficient readers if they understand

the text. Therefore, beginner level students should receive more time to read, and reread. However, it is time-consuming because individual students would be interacting with the teacher.

2. **Comprehension questions is an applied model**. Students read a text and answer questions or complete activities such as: gap fill, multiple-choice, open questions.

3. **Cloze activity**, in which students select some words to fill in the blanks in the reading according to the context.

4. **Jumbled paragraphs**, when students have to put in order paragraphs to rebuild the reading according to the type of text. For example, if it's an email, the students would know which is the type of text.

1.4.   Textbook Analysis

As explained by Wang, Chien, & Chung – Chieh (2010) a well-built book should have not just language content that is informative to the learner, but also create a structure in which the educator can improvise and adapt.

English Textbook in Teaching and Learning.

Textbooks are seen as commodities, political things, and cultural descriptions and, besides, are the outcomes of obstacles and agreement to conclude how and by whom they will be created, how and by whom their contents will be chosen, how and by whom they will be provided, and how educators and learners will utilize them Shannon P. (2010). The combination of language and content instruction is of boosting interest in second and foreign language programs at elementary, secondary, and tertiary levels over the planet.

In some cases, the textbook could work as a complement to the educator's instruction in the teaching and learning development. For nearly all the teachers, books give the base for the content of lessons, the equivalence of skills taught, as well as the types of language exercise the learners apply during class activities. Wang, Chien, & Chung – Chieh (2010)

These are the Sample Measures for Instructional Materials:

- They are up to date (e.g. published within the past 10 years).

- They contain relevant content.

- They take into account the linguistic and cultural diversity of the student population.

- The layout and formatting (including font size) is appropriate for the student population.

- Visuals and graphics are clear, appropriate for adults and culturally sensitive.

- Voice and sound in audiovisual materials are clear, authentic, and appropriate.

- The materials address a variety of learning styles.

- The materials are conducive to being used with a variety of grouping strategies.

- The materials contain exercises in which learners share previous experience with prior knowledge of the content.

The new era of books have more linguistic schemes for approaches than the old era books. The Los Angeles Unified School District Textbook Evaluation (2004) research shows, the next model standards, recent teaching strategies and methods to judge textbook performance:

- Integrates four language skills: speaking, listening, reading, writing.

- Incorporates life skills included in course outline.

- Receptive skills before productive (listen/read before speak/write).

- Integrates different learning styles: aural, oral, visual, kinesthetic. Incorporates and varies different methodologies and techniques.

o Grouping strategies: individual, pair, group and team work.

o Incorporates higher level thinking skills and problem solving.

o Sufficient student practice.

o Grammar: taught in context; spiraling activities.

o Interactive/communicative approaches.

o Vocabulary: target vocabulary in lesson, recycled in lesson.

o Reading: pre-read, read, post-read activities; theme recycled.

o Writing activities integrated in text.

o Assessments and self-evaluations at end of unit; final tests.

o Design and Format: illustrations, type size, color/black white, layout.

o Pace appropriate to level.

o Promotes cross-cultural awareness.

1.5. Micro skills and macro skills

At the same time, should be considered the micro skills and macro skills of reading defined by Douglas Brown (2001). As the skills are advanced, it takes account that the level of difficulty is increasing in every micro or macro skill. Here is a chart when the micro skills and macro skills are seen:

Micro skills in reading comprehension	Macro skills in reading comprehension
o Discriminate among the distinctive graphemes and orthographic patterns of English. o Retain chunks of language of different lengths in short-term memory.	o Recognize the rhetorical forms of written discourse and their significance for interpretation. o Recognize the communicative functions of written texts, according to form and purpose.

o Process writing at an efficient rate of speed to suit the purpose. o Recognize a core of words, and interpret word order patterns and their significance. o Distinguish linguistic statement types (substantives, infinitive, etc.), structures (e.g. tense, accordance) models, guideline, and oblong shapes. o Recognize that a particular meaning may be expressed in different grammatical forms. o Recognize cohesive devices in written discourse and their role in signaling the relationship between and among clauses.	o Infer context that is not explicit by using background knowledge. o From described events, ideas, etc., infer links and connections between events, deduce causes and effects, and identify these connections like a principal concept, auxiliary concept, modern instruction, provided instruction, acceptance, and prototyping. o Distinguish between literal and implied meanings. o Detect culturally specific references and interpret them in a context of the appropriate cultural schemata. o Develop and use a battery of reading strategies, such as scanning and skimming, detecting discourse markers, guessing the meaning of words from context, and activating schemata for the interpretation of texts.

Table 1 Micro & Macro Skills (Douglas, 2001)

1.6. Reading Components

Patricia A. Richard-Amato, analyzes the reading as an interactive process. This interactive process consists in the meaning creation of the reader or student, this interaction works with partners, teachers, reader's environment, and text. Richard-Amato puts the difference between "interaction" and "transaction". "Interaction is a mechanistic way in which separate entities act upon one another without being changed its nature. Transaction is process in which the entities are blended and changed. The author estates that the "interaction" has a "transactional" characteristic, the concern of the interactive process works with the student's goals, values , relationships, culture, and previous knowledge.

The French philosopher Jacques Derrida (2013) grounds his "Deconstruction" theory in which the language has no eternal and established nature, it is always changing. The reader builds their own meaning (2011). Nevertheless, the combination of "traditional view" with the "deconstructionist view" should work together in classroom.

1.7. Facilitating the reading experience

Patricia Richard- Amato suggested that the teacher should provide the adequate encouragement to the students to read. Also, the teacher should check that the students can use their life experiences and previous knowledge to relate with the reading. The teacher should apply reading activities that push to the students to higher-level thinking skills and self-reflection. The following suggested activities are:

- o Predicting outcomes and content (What will happen in the story?)

- o Relating the text to prior knowledge (What does the writer claims are the reasons for the occurrences of this incident?)

- o Making inferences and supporting conclusions (What is the writer trying to tell us here?)

- o Relating to self and one's culture (What would you have done if you had been in a similar situation?)

- o Small-group debates is a good activity for reading experience because the students share their interest and ideas which the previous knowledge and their culture.

- o The book is another important point, because the students should have interesting books and the books should be understandable in the syntactic and semantic way.

The Pre-reading component

There are three intentions for pre-reading activities, which are:

- o Students should be helped to relate the text to previous knowledge and experience both in L1 and L2

- o Increase the reading's encouragement.

- o Acquire cultural awareness that could help to understand what the writer attempted to say.

The researcher Carrell (1983) affirmed that his "Schema theory" highlights the importance of background knowledge in reading skill, that the reading does not have the meaning by itself, the book just provides clues about how the reader builds the meaning according to the previous knowledge. Another Grabe's work (1999) gives the term "theoretical metaphor" for a description of reader's previous knowledge. This author believes it is a fallacy that the long term memory is ordered by stable scheme structures.

Grabe's theory has been polemicized, however it is expected that the students can extract what the writer says and the construction of the meaning made by the students.

The Reading Component (While reading)

Patricia Richard-Amato (1996) considers that the reading section is often seen with illustrations, photos and glossaries. The glossaries usually come at the bottom of the pages. The students should understand the reading focusing on the context. It is a good format to follow the silent reading, for example: The students and the teacher apply silent reading and then the students listen to a recording of an audio about of what they have read. The teacher should allow cooperative students to read aloud. It is not recommendable that the students be forced to read aloud if they don't want to.

As explained by O' Connor (2011) and Vassady (2011), there are more while-reading activities such as:

a. **Clarifying.** This is the most important metacognitive ability. This means to check the comprehension and realize when the comprehension falls apart. Most times students read but they don't comprehend some words. Clarifying is used to help students when they don't know a word or a part of the text, here some tasks to be done:

- Rereading.

- Infer about what makes sense.

- Make analysis for word parts.

- Consider the information of the text has connection with the topic.

- Use the dictionary as a tool.

- Ask to your partners.

- Make a summary of the main idea of the passage.

b. **Thinking Aloud.** Kelley & Grace (2008) highlight the relevance of giving explicit strategy instruction that starts with "thinking aloud". The intention of "thinking aloud" is to make the mental processes used by proficient readers easy to students.

The Post Reading Component

The students make the meaning and prolong the meaning beyond the context. In this part, the hypotheses are present. The students exchange ideas and perspectives and develop higher level cognitive comprehension skills. Richard – Amato (2010)

a. **Self- Questioning and Question Generation**. Rosenshine, Meister , & Chapman (1996) showed that the research about question generation gave them the results that signal words attract questions and questions stems is a successful way to produce questions. The "self-question" applied to the learners causes them to be more

involved with the text and expands the process at deeper levels. Self-questioning is a relevant metacognitive strategy. Mastropieri & Scruggs (1997) found that self-questioning causes important results in a group of students. Clausen-Grace & Kelley (2008) display some reasons for the students to bring questions is part of the cognitive teaching framework:

- To make clear something of the text.

- To get the meaning of some word.

- To look for some precise information in the text.

- To relate the ideas and characters in the text.

- To find the main idea.

- To make a summary.

Another essential point is to mention the signal words, which provided clues about what following events are going to take place in the text Jones S(2004). The signal words help to the students to identify if an idea is a main idea or an example. Besides, these signal words help to recall better what it has been read. College R. R. (2017)

b. **Question - Answer Relationship**. Raphael T.E. (1982) Raphael & H Au (2005) claim that this activity is for answering and generating questions. This QAR activity makes students organize questions by the kind of the information needed to answer them. Some teachers expose that there are four categories for QAR (2012) (Service) which are:

- **Right there**. The students find the answer in the text in one sentence or in a precise part of the text.

- **Think and Search**. The students find the answer in separate sections of the text.

- **Author and Me.** The students answers based on their previous knowledge and some information that the author has provided you in the text.

- **On my own.** The answer is based on the previous experiences and knowledge of the students.

c. **Summarization**. When a text is summarized, the main idea and supporting ideas are written in fewer words than the authentic text. A summary is solid, having only important details, clean of unnecessary information. Writing summaries can help in the comprehension skill and recall of the text. A well done summarization is generated with the application of many cognitive skills. Attention is applied to read and infer about long enough to save meaning in working memory. Memory is applied to keep meaning from one paragraph while reading the following paragraph. Siegel & B. Ryan (1989) H. Lee, F. Cochran, & A. Ewers (1990).

2. LITERATURE REVIEW

2.1.   The new trends on reading

There are researches that takes the view that visual illustration that comes with the content of the reading, it aids the understanding of the reading information.

Authors Levie & Lentz (1982) mentioned five functions of visuals in reading.

- **Representation**. Visuals represent what the text is telling.

- **Organization**. Visuals improve the text's coherence.

- **Interpretation**. Visuals give more detailed information.

- **Transformation**. Visuals aim critical information in the text.

- **Decoration**. Visuals stimulates reader's interest in the text.

Analyzing the effect of the visuals Levin (1987) confirmed that the decorative function improves the information retention.

Pre- reading tips

Knowledge Rating Students are given a list of words or definitions from the text and they are tested if they comprehend what these words are.

Possible Sentences Have a record of important words and phrases obtained from the text. The teacher has to give a record to the students and the students have to create possible sentences with the words or phrases given and then check if the sentences created are in the text when they start reading.

During-reading tips

What follows are tips that encourage active reading. They consist of summarizing, reacting, questioning, arguing, evaluating, and placing a text

within one's own experience. These processes may be the most complex to develop in a classroom setting, the reason being that in English reading classes most attention is often paid to dictionaries, the text, and the teacher. Interrupting this routine and encouraging students to dialogue with what they are reading without coming between them and the text presents a challenge to the EFL teacher. Duke and Pearson (2002) have stated that good readers are active readers. According to Ur (1996), Vaezi (2001), and Fitzgerald (1995), they use the following strategies.

- o Making predictions: The readers should be taught to be on the watch to predict what is going to happen next in the text to be able to integrate and combine what has come with what is to come.

- o Making selections: Readers who are more proficient read selectively, continually making decisions about their reading.

- o Integrating prior knowledge: The schemata that have been activated in the pre-reading section should be called upon to facilitate comprehension.

- o Skipping insignificant parts: A good reader will concentrate on significant pieces of information while skipping insignificant pieces.

- o Re-reading: Readers should be encouraged to become sensitive to the effect of reading on their comprehension.

- o Making use of context or guessing: Readers should not be encouraged to define and understand every single unknown word in a text. Instead they should learn to make use of context to guess the meaning of unknown words.

- o Breaking words into their component parts: To keep the process of comprehension ongoing, efficient readers break words into their affixes or bases. These parts can help readers guess the meaning of a word.

- Reading in chunks: To ensure reading speed, readers should get used to reading groups of words together. This act will also enhance comprehension by focusing on groups of meaning-conveying symbols simultaneously.

- Pausing: Good readers will pause at certain places while reading a text to absorb and internalize the material being read and sort out information.

- Paraphrasing: While reading texts it may be necessary to paraphrase and interpret texts subvocally in order to verify what was comprehended.

- Monitoring: Good readers monitor their understanding to evaluate whether the text, or the reading of it, is meeting their goals.

After-reading tips

It is necessary to state that post-reading activities almost always depend on the purpose of reading and the type of information extracted from the text. Barnett (1988) has stated that post-reading exercises first check students' comprehension and then lead students to a deeper analysis of the text. In the real world the purpose of reading is not to memorize an author's point of view or to summarize text content, but rather to see into another mind, or to mesh new information into what one already knows. Group discussion will help students focus on information they did not comprehend, or did comprehend correctly. Accordingly, attention will be focused on processes that lead to comprehension or miscomprehension. Generally speaking, post-reading can take the form of various activities as presented below:

- Discussing the text: Written/Oral

- Summarizing: Written/Oral

- Making questions: Written/Oral

- Answering questions: Written/Oral

- Filling in forms and charts

- o Writing reading logs

- o Completing a text

- o Listening to or reading other related materials

- o Role-playing

2.2.   DCT - Dual Coding Theory

Nugent (2013) summarizes that the DCT is about that how we see objects in our memory in the form of word and in the form of an image. In DCT there are two coding systems which are the linguistic coding scheme that is named verbal system and the nonverbal coding scheme that is named imagery system. The two schemes allow the analysis of extrinsic scenes and the production of intrinsic mental images. The principle of DCT are the rememberability and identification which are employed by displaying information in visual and verbal form. This theory helps in the understanding of vocabulary. Culatta (2015)

2.3.   L1 Reading Research.

DCT has been applied as theoretical framework for analyzing L1 reading understanding. Scientists got the result that pictures duplicating information in the text enhance reading understanding and memory. For example, Purnell & Solman (1991) carried out an experiment. A group of students had text alone, another group had a visual displaying the same content alone and the last group of students had the text and the visuals. The results showed that students who had the text and the visuals together, got better outcomes than the other groups.

2.4.   Cartoon as Visuals

A comic strip is a group of images in boxes that communicate a story. Amid visual types, comic strips hook researcher's interest because they are informative, trendy, approachable, and comprehensible, and they mix esthetic impression with intellectual search. Harvey (1994) Inge (1990) O' Sullivan(1971) Swain (1978) Waller (1991)

Recent articles have exposed strategies for using comic strips in education. Harrison (1998) They proposed how comic in education can be used in journalism history class, enlighten the subject and transmit a number of significant lessons. Sherman & Wright (1994) discussed about the characteristics of comic strips which make them an optimal way for reading. Currently, Wright & Sherman (1999) explained that teachers can develop the ability to read, and the ability to write by boosting the integration of words and images to make comic strips. Furthermore, these researchers told that if teachers pursuit on students the ability to read and critical thinking, they should fix the syllabus, and teaching techniques. In the reading and writing part, the objective is to develop student's inference about definite and inherent meanings carried by textual materials. These researchers ended with the idea that teachers can achieve this activity by applying comic strips as an approach and a way of instruction.

3. METHODOLOGY

3.1.   Antecedents

The institution where this research takes place is "César Andrade Cordero" which is located in Mucho Lote 1 N – 0; Pascuales, at Francisco de Orellana Avenue in front of Mi Comisariato.

This is a public school which has 1.257 students, it is a basic school for boys and girls that has two shifts, mornings and afternoons. The students in basic level receive five hours of English per week. There are just two teachers for the 10th grade. In every classroom there are between 26 and 27 students. Also, the district sent the students and the book and audio are sent by Ministry of Education. The teacher has concluded the textbook is too advanced for the student´s level.

The new textbook is English A1.1 published by Grupo Editorial Norma. It has six units and after every unit there is a glossary of 30 words and a list of colloquial expressions related to the content of the unit, plus a project. The student's book and the workbook are integrated in a same book.

3.2.   Methodology Design

This research work was carried out as an action research. Mills , (2011) cited in Craig Mertler (2017) establishes that, action research is any systematic inquiry conducted by teachers, administrators, counselors, or others with a vested interest in the teaching and learning process or environment for the purpose of gathering information about how their particular schools operate , how they teach, and how their students learn.

Under this line it must be said that the main purpose of this research is to analyze a problem in the educational field of English as a foreign language and expose an action to contribute with a solution.

The paradigm used for the analysis of the problem is mixed methods, since it is going to be collected quantitative and qualitative data from the participants of the research study.

3.3.   Participants

The participants involved in this project are the English teacher of the 10th grade of "César Andrade Cordero" Basic School, and the students of the same grade. The group is made up by 26 students, boys and girls of approximately 13 and 14 years old, who attend the morning shift.   They receive five hours of English per week.

3.4.   Data gathering instruments

The instruments selected in this project acknowledge the research questions set at the beginning of the research study, which are: How does the EFL methodology used at "César Andrade Cordero" Basic School, affect the development of reading skills?; and, at what level does the EFL textbook used at César Andrade Cordero" Basic School help to enhance reading abilities?

Research / Guiding Questions	Instruments	Participants/ Sources
How does the EFL methodology **affect** the development of reading skills?	**Analysis of Grade percentages.** Registry of Grades percentages analysis.(Graphics) **Observation Sheet** for evaluating EFL reading teacher activities or reading methodology.	Grade Reports English Classroom Teacher
At what level does the EFL textbook help to enhance reading abilities?	**Textbook Evaluation** (<u>Assessment matrix</u>)	Bibliography
*Are teachers aware of the importance of reading? *How much time do they assign for reading activities?	**Teacher interview**	English Classroom Teacher

Table 2 Data Gathering Tools and Participants, created by the author.

3.5.   Analysis of Grade percentages

It was asked a permission to collect the English scores from the Institution records, in order to check the achievement in performance the students from the first semester 2017. From the grades gathered it was established the corresponding average. This is shown in the statistical graphs.
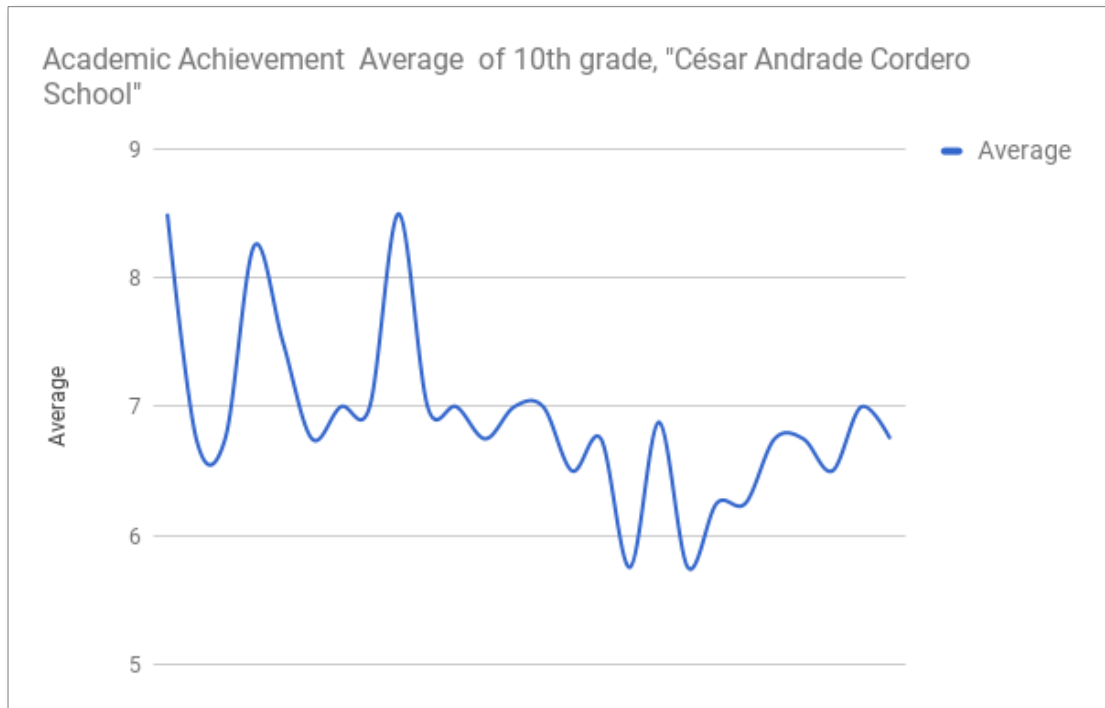

Figure 1 Students' Grade Averages created by the author.

Analysis of results grade percentages

The grades belong to the 10th grade students, these grades are the result from previous tests or activities, which corresponds to the group participation, individual participation, quiz and final test. There are 26 students and it is the afternoon shift. The graphic describes the present EFL academic development of the 10th grade students, of "César Andrade Cordero School". This represents that the average grade is seven. Most students (15) have low scores which are between seven and five and the left students, which sum 11 have grades between seven and eight. There are no grades of nine or ten.

This analysis corresponds to the global grades for the English subject because in the public schools the grade is not divided in the four English language skills. These outcomes have demonstrated that the reading skill does not receive the enough attention. Unfortunately, this ability is not well developed.

3.6.   Observation Sheet

The observation sheet was applied to examine the techniques employed by the teacher in the 10th grade. The observation sheet was adapted upon the work of Information Guide on Teaching Practice by Sostaka (2000) .It was an observation rubric containing these elements:

Observation Sheet for teacher – Reading Class Rubric

1.	Were the method and communicative situations used appropriate? Suitable to the age and ability level of students?
2.	Was the reading content too much?
3.	Was the lesson developed smoothly? Sequential?
4.	Did the teacher use the native language judiciously? (where necessary)
5.	Did the teacher adhere slavishly to the textbook?
6.	Did the teacher develop both pronunciation and fluency?
7.	How was motivation developed (related to student's lives, to a longer story)?
8.	How were difficulties clarified (cognates, pictures, objects, paragraphs, dramatization, native language equivalent, other)?(CIRCLE)
9.	How was the teacher's oral reading? (fluency, and intonation)?
10.	Which techniques did the teacher use to ensure comprehension questioning to elicit the main thought: Reading aloud, Questioning, Clarifying, Book exercises
11.	Did the teacher include time for word study (antonyms, synonyms, cognates (where feasible), words of same family, derivations)? (CIRCLE)
12.	How much of a class time was spent on reading aloud?
12.	Are the teacher's questions usually easy to answer?
13.	Does the teacher make good use of the blackboard?
14.	Do you think the teacher make good use of other materials, flashcards, audio material, i.e. cds, videos, photos, projector, ect? (CIRCLE)

Observation Sheet Analysis

This observation sheet results were from 10th grade students afternoon shift. The outcomes displays that the teacher uses an applicable method to the students' level, the number of texts are too many considering the students' level. The lesson was developed according to the lesson plan of the teacher.

Sometimes the teacher carries out the class with the book going from page 30 and then go to another page. Besides, the teacher uses the native language very often. The educator does not follow the book exactly, the teacher has admitted that she uses another English lower levels books. In the pronunciation and fluency aspect, the teacher has a good pronunciation and fluency, and tries that students hear the right way to pronounce words. In the motivation issue, the teacher has "presence" and encourage the students to hold on the way she carries the class, but again the students does not have a long term motivation. The cognates or vocabulary words are explained by the teacher, most times she uses pictures or says the meaning in native language. The teacher's oral reading is good and is an excellent role model to follow. The techniques that the educator uses are: Clarifying, Questioning, and Book Exercises. In the word study matter, the teacher just explains the meaning in native language and does not give so much attention to the word study. The tutor does not apply reading aloud so much, the teachers' questions are usually easy. The educator uses the whiteboard to explain some parts of the text or some unknown word for the learners. About the resources, the educator just employs pictures, markers, whiteboard, and paperboards. The other resources like TV, cd reproducer, and project are not in the school.

3.7.   Teacher interview

The teacher interview used for this study was adapted from "Reading Observation List". From the website Principals Page of Smith (2017). The interview was chosen to understand the perspective of the English teacher towards the reading aspects in 10th grade and in the English textbook. The following items were taken from the document "Reading Specialist Interview Questions".

Interview:

1. Do you consider reading an important skill? Why?
2. How is the reading comprehension in the students?
3. What do you think about the number of readings in the book?

4. What do you think about the level of the reading presented in the book?
5. Describe which could be an excellent reading learning environment; what do you feel is important in facilitating an engaged reading learning environment.
6. Which materials or tools are used in teaching reading?
7. What kind of materials do you think are needed in the classroom to improve the reading learning? Why do you think they are useful?
8. Have you used another English books apart from the book given by the Ministry of Education? Why?
9. Do you pay attention to the vocabulary presented in the book?
10. How important do you think the role of the vocabulary topic is for reading comprehension?
11. Do you pay attention to grammar for reading comprehension?
12. How important do you think the role of the grammar topic is for reading comprehension?
13. Do you pay attention to pronunciation for reading comprehension?
14. How important do you think the role of the pronunciation topic is for reading comprehension?
15. Which strategy or activity that addresses one of these elements of reading(phonemic awareness, fluency, and comprehension) have you applied in reading class?
16. What types of reading assessments have you used?
17. Which roles do you acquire or develop when you guide your students to learn reading?
18. What difficulties do you face in teaching reading?
19. If you had the chance to bring tools or materials to improve the reading, which ones you would apply?
20. If you had the chance to bring new activities or strategies to improve the reading, which ones you would apply?

Teacher Answers Analysis

In general and from the answers gathered from 10th grade afternoon English teacher at "César Andrade Cordero School", the results are the following:

First, the teacher who gives English to the 10th grade students, is not a certified English teacher, she is a kinder-garden teacher. Meanwhile, the school authorities have talked with the auditor, and the final decision is that they will send a certified English teacher to the school. The teacher considers that reading more than a skill, it is an important need. Sadly, the book provided by Ministry of Education is seen too advanced for 10th grade students of the "César Andrade Cordero School". It was suggested by the teacher that this book could be used in a private institution or a bilingual institution.

Another essential point, is that the teacher considers that the classroom should have space and comfortableness for the students. The teacher finds that the students' language level is low, due to the learners' knowledge background, the educator thinks that the students' basis are weak. Besides, there is not a cd reproducer, nor a projector, or a television for the English subject. The teacher confesses that these kinds of resources in the English class would be a useful learning tools.

The educator admits that she helps herself with other English books of lower level in the teaching for 10th grade students because the actual English book is too advanced for students' level. Regarding to the vocabulary area, the teacher has the opinion that it is important because the vocabulary could help giving an idea of the things that students see in the book. The grammar is relevant as well as the pronunciation.

The reading comprehension is one the skills that the teacher does not develop so much with the students because the English book level is too complicated for the students and their vocabulary is too low.

One of the techniques that the educator employs is that she asks questions in native language about elements that the learners see in the text and then

the teacher gives an oral summary of the text to the students. She tries to help the learners comprehend the text.

As for assessment, the tutor applies mini quizzes for the students to check the students' comprehension.

Regarding the other obstacles that the tutor faces, it could be mentioned the poor interest of the students for the English subject, and the slow work from the District to bring more teachers to help in the English area and the language book level.

3.8. Textbook Evaluation

One of the objectives of this research study was to analyze the textbook being used at school "César Andrade Cordero", which the title is "English Level A2.1" for 10th grade students. To fulfill this objective, it has been designed a matrix to have a complete description. This resource was employed to grab on the point of view of the document "ELT Textbooks and Materials: Problem on Evaluation and Development" Part "Which materials? A consumer's and designer's guide" by Breen & Candlin (1987)

Textbook analysis:
English Level A2.1, Héctor Manuel Serna Dimas, Education Ministry of Ecuador.
Audience
Who are the learners? Age : 13 / 14 Sex: Boys and girls Knowledge of English: The students showed a deficiency on English in general Interests: **Unit 1:** Technological and Scientific Breakthroughs Inventors and Inventions Facebook Household Inventions Accidental Inventions **Unit 2:** Holiday Activities and Places Extreme Vacations Anecdotes and Unfortunate Happenings

Unit 3:
Hobbies and Entertainment
Leisure Activities
Commitment in Leisure Activities
Feeling Alive
Unit 4:
Amazing Facts around the World
Some Countries and their Records
The Guinness World Records
Success
Unit 5:
Odd Jobs and Occupations
Career Choices of the Future
Career Choices in the Job market
Creative Thinking
Unit 6:
Inspiring Young People
A Life of Achievements
Inspirational Lifelong Learners
Stories of Success

Mid - Intermediate

Reading Aims:
- Giving precise and short answers to questions using scanning skill.
- Inferring meaning of the selected words from the context.
- Organizing ideas from a report text.
- Affirming true or false statements from a definition of a personal narrative.
- Extracting grammar patterns from a text.
- Establishing supporting ideas from a text.
- Developing reading skill using a comic veneer.
- Selecting the appropriate verb according to the context.
- Compressing the paragraphs to ideas.
- Deducing the meaning of the expressions from the context.
- Affirming yes or no statements from an actor profile.
- Arranging the profession to the corresponding job advertisement.
- Transferring information from text to graphs and tables.
- Deriving equivalent sentence of idioms of the selected words from the context.
- Inserting idioms according to the context of dialogues.
- Confirming a singer's events statements in grammar tenses.
- Classifying the famous people's names to the corresponding descriptive paragraph.
- Providing the names of the famous people to the corresponding life facts.
- Placing words from word bank according to the context.

Content

What is the proportion of work applied on reading skills?
There are 49 exercises related with reading skill.

Word study (Synonyms, antonyms, cognates, word family)
Useful expression, key expressions, and cognates.

What micro-skills are covered in the material?
- o Recognize a core of words, and interpret word order patterns and their significance.
- o Recognize grammatical word classes (nouns, verbs, etc.), systems (e.g., tense, agreement, pluralization) patterns, rules, and elliptical forms.
- o Recognize cohesive devices in written discourse and their role in signaling the relationship between and among clauses.

What macro-skills are covered in the material?
- o Recognize the communicative functions of written texts, according to form and purpose.
- o Infer context that is not explicit by using background knowledge.
- o From described events, ideas, etc., infer links and connections between events, deduce causes and effects, and detect such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
- o Distinguish between literal and implied meanings.
- o Detect culturally specific references and interpret them in a context of the appropriate cultural schemata.
- o Develop and use a battery of reading strategies, such as scanning and skimming, detecting discourse markers, guessing the meaning of words from context, and activating schemata for the interpretation of texts.

What kinds of texts are there in the material?
Most readings show Colloquial English and Formal English
Kind of text: Expository/ Narrative/ Descriptive/ Argumentative
Descriptive texts : Nature Trails/ A Personal Narrative/ People Profiles/ Scrapbooks Description/ Encyclopedia/ Guinness Letter Petition/ Profile Writing/ Job advertisements/ Poster Presentation/
Narrative Texts: Inventions All Around/ Steven Paul Jobs/ Jiffy Jeff Comic/Free Time Together/ Adventure Tales/ Police Report / Concert Advices/ Mikes' Father Facebook/ Hobbies for Everyone/ Piece of Advice for friends/ William development/ Dean L. Kamen/ Thomas Alva Edison Comic/ Lifelong Learners
Argumentative Text: Job Families and The Market
Expository Text: Encyclopedia definition/The Guinness Book/

Methodology
English – Only Approach

What kind of exercises/tasks are included in the materials?
- o activating previous knowledge
- o reading for details

o looking at the text quickly o using words with similar meaning o recombining knowledge of vocabulary and grammar to understand a text o using dictionaries o using graphic organizers to summarize information o identifying cognates o transferring information from graphs and texts to aid comprehension o using reference words to keep track of ideas
What reading – techniques can be used with the book? o Scanning o Skimming o Summarization o Intensive reading o Detailed reading
What aids are available for use? CD and dictionary **What aids do the materials require?** Tape recorder
Learner centered approach vs Participatory approach It has participatory approach in the area of participation of information giving and it has learner center approach too due to the related topics to the students of this age
Paratext. Titles, subtitles, notes on the margin, glossary, paragraphs highlighted, pictures It has titles, subtitles, word banks, charts that contain typical expressions, two paragraphs and pictures related to the topics.

Table 3Rubric for Textbook Analysis, created by the author.

Analysis of Textbook Evaluation

The examination of the book used in "César Andrade Cordero" displays the following characteristics:

The book is named English Level A2.1 the authors are Héctor Manuel Serna Dimas from Education Ministry of Ecuador. The students whom the book is intended are Teenagers who are 13 or 14 years old. The level is mid – intermediate. The units contain topics like Social networks, Gadgets, Inventions, Vacations, Hobbies, Unusual facts about the world, Professions, and Inspirational People. The reading textbook aims cover goals like providing answers using scanning, taking out grammar patterns, establishing

main ideas or supporting ideas, and deducing the phrases' meaning. Meanwhile, in the content area, there are 49 reading activities and word study section which derives cognates and useful expressions.

Conclusions

After the application of the data gathering tools: classroom observation rubric, a teacher interview, and English textbook analysis, it could be concluded that:

- The observations showed that the teacher does not apply a specific teaching reading technique; the educator applies the Translation Method in class very often. The teacher does all the research work and then she has to explain the word meanings. The teacher just does what the book says and do the books exercises with the students. She carries the English textbook passing from a page to another page without going in sequence. The teacher uses paperboards as the only didactic resource. The other typical that she uses are the whiteboard and marker.

- The students' academic average was a clear evidence of the low EFL achievement. This happens because the students have come from past grades without any complete development of English skills. Also, the students receive English in classroom, there is no English laboratory.

- The teacher considers the English textbook given by the Ministry is too advanced for the students' level and the attempts to teach with this book are a challenge. Unfortunately the school authorities cannot refuse the use of the English textbook. The teacher has to adapt the book content to the real situation of the students which is a difficult task.

- From the textbook analysis the examination displays that the book presents reading activities at a low-intermediate level and many vocabulary words to learn. The book displays colloquial English, formal English, narrative and descriptive paragraph. There is a diagnosis activity to check the students' previous knowledge, there is a training test for every two units, there is a glossary between 25 or 27 words after every unit. Also, there is a review part with exercises of all the units. This means that there are a lot of exercises that reinforce the English learning. There are cultural and social topics from American Culture. Even so, the textbook level is not appropriate for the students' level.

- The actual English teacher is a kindergarten teacher and the auditor of the District has announced that a certified English teacher will come to the school in a future.

Recommendation

According to the conclusions, it should be asked to follow these recommendations:

❖ The teacher should receive training on using specific reading techniques. Some of which are: rereading, and clarifying, self – questioning.

❖ Due to the students' background, it could be a useful suggestion to start a remedial course especially for those students whose scored very low in EFL.

❖ Since the institution cannot change the textbook, it must be adapted to the level of the learners, especially in grammar and vocabulary, to be able to achieve reading comprehension skills.

❖ Even though, the public authorities have assigned this teacher (10th grade), they should request for help to assist the teacher since she is not qualified for teaching EFL.

❖ It is mostly recommended to design an adaptable plan for the real level of the students in order to enhance reading comprehension skills. This will be helpful for increasing vocabulary and other writing skills.

4. Proposal

4.1.   Introduction

Once the research is concluded, it was found that the main teaching obstacle was the low English level of the students versus the demanding textbook that they are using. Having this in mind, it is proposed the design of a reading lesson plan that aims to improve the reading comprehension of 10th grade students of "Cesar Andrade Cordero" School, according to the theoretical arguments researched, which acknowledge the pre reading, during reading and post reading components; in addition to other skills like scanning.

4.2.   Objectives of the proposal

This lesson plan considers reading skills and reading components in order to develop the reading comprehension strategies in "Cesar Andrade Cordero" School.

o To acknowledge the relation of the real life objects to the characters.

o To enhance the pronunciation and fluency in the reading aloud process with the teacher's guidance.

o To activate memory and reading comprehension through inquiring and active strategies: Rereading, retelling, and scanning.

o To summarize a character's profile paragraph applying a mind map to recall important information from the text.

4.3.   LESSON PLAN: Reading

Unit 6   Inspirational Lifelong Learners

Reading Title: Lifelong Learners, page 78, Book "English A2.1"

Stage	Strategies	Resources	Assessment
Pre-reading	•The teacher brings and shows a box with things related to the Lifelong Learners. •The teacher has to make the students guess which thing is related with the names of these learners. •The teacher asks the students if they know something about these learners.	Realia: A electric bulb, a first aid kit, a cd movie, a print of the Microsoft word interface, five fake dollar, and a shoe box.	Ss recognize the objects brought to the classroom.
During reading	• The students read with the help of the teacher the new vocabulary, according to its difficulty: accomplish/ achievement/ assess/ career/ colleague/ develop/ eagerness / injury/ nurse/ surveyor / patent/ script. • The teacher divides the students in two groups, one of 12 learners and the other	Resources: Paperboard, Sticking Tape, Slips of Paper.	Ss distinguish the profession, special events, skills and achievements to the corresponding character.

	of 13 ,with the help of the teacher, it is developed the reading aloud skill, in chorus. Every group of students read the corresponding paragraph(5 paragraphs). • Teacher provides slips of paper with the names of the characters: George Washington, Nikola Tesla, Florence Nightingale, Bill Gates, and Quentin Tarantino. **Rereading :** The teacher asks questions related to the life data (occupation, skills, special events, and achievements) and the students rise up the name of the corresponding character, **scanning specific ideas** • The students are asked why they think these concepts are important.		
After reading	• The teacher models a format for the presentation of the mind map. • The students are divided in five groups of five or four students and they are given a paperboard and	Resources: Paperboard, Markers, Sticking Tape.	Ss are able to retell the life events of the character.

	markers to create a mind map, writing short facts about a corresponding profile of a character given randomly. • All the groups retell the characters' profile through an oral presentation.		

Table 4 Lesson Plan Proposed, created by the author.

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APPENDIX

Licenciada
Clara Reyes Navas
Rectora del Centro de Educación Inicial
"César Andrade Cordero"
En su despacho.-
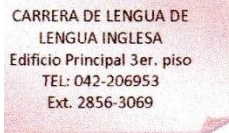
De mis consideraciones:

Reciba un cordial saludo. Por el presente solicito a usted muy comedidamente se sirva autorizar el ingreso a sus instalaciones a la **Srta. Karla Estefanía Flores Cabrera** estudiante de la carrera Lengua Inglesa, quien se encuentra realizando su proyecto de Titulación denominado "Teaching methodology influence in reading comprehension development of 10th graders at "César Andrade Cordero" Educational Center and propose strategy.

Agradezco su favorable atención al presente

Atentamente,

Lic. John González Ubilla, Mgs.
Director de Carrera Lengua Inglesa

Alexandra

Lcda. Clara Reyes Navas
DIRECTORA (E)
23/08/2017

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APPENDIX

Teacher interview

1. **Do you consider reading an important skill? Why?**

It is very important, more than a skill, it is a need.

2. **How is the reading comprehension in the students?**

Low, because the students do not have the adequate basis.

3. **What do you think about the number of readings in the book?**

It is pretty complicated for 10th grade, it does not go with the students' reality, this book goes with a private school, a bilingual school. There are too many readings in the textbook.

4. **What do you think about the level of the reading presented in the book?**

It is important the use of textbook, I mean the textbook has a research section, the verbs and has everything but the book does not go with the reality of the students.

5. **Describe which could be an excellent reading learning environment; what do you feel is important in facilitating an engaged reading learning environment**

The classroom should have the elementary things that is the comfortableness with students, spacious, the classroom should be according what is going to be taught as well as didactic resources. The TICS are useful with the teenagers. Here the classrooms are not adequate.

6. **Which materials or tools are used in teaching reading?**

Paperboards. There are no technological resources.

7. **What kind of materials do you think are needed in the classroom to improve the reading learning? Why do you think they are useful?**

Audio – visual, they are useful, it helps that students can understand better.

8. **Do you pay attention to the vocabulary presented in the book?**

Yes, I have compared the vocabulary area with another books even I have researched the vocabulary in the internet but the situation is that students should find the words' meaning in a Spanish – English dictionary, they do not have the dictionary, they do not have the Internet, so at the end I do all the job.

9. **How important do you think the role of the vocabulary topic is for reading comprehension?**

Very important.

10. **Do you pay attention to grammar for reading comprehension?**

Yes, I have.

11. **How important do you think the role of the grammar topic is for reading comprehension?**

It is important because it is the compliment to create sentences.

12. **Do you pay attention to pronunciation for reading comprehension?**

Obviously, I have paid attention to pronunciation.

13. **How important do you think the role of the pronunciation topic is for reading comprehension?**

It is relevant because when the students can express sentences with the right pronunciation.

14. **Which strategy or activity that addresses one of these elements of reading (phonemic awareness, fluency, and comprehension) have you applied in reading class?**

I have taught these topics in a superficial way, because the students do not know the alphabet yet and I am teaching them the alphabet recently so it is not possible focusing in these topics' teaching

15. **What types of reading assessments have you used?**

The students show the knowledge in the whiteboard. I make them to repeat what I have taught. I ask the questions to check the answers about what we have read. Also, the book provides tests to check if they understand.

16. **Which roles do you acquire or develop when you guide your students to learn reading?**

As a guide. A storyteller.

17. **What difficulties do you face in teaching reading?**

The textbook' level is too advanced related to the low level of English of students, the students do not have intention to learn.

18. **If you had the chance to bring tools or materials to improve the reading, which ones you would apply?**

A Projector, a big television, a big screen where the students can visualize and learn.

19. **If you had the chance to bring new activities or strategies to improve the reading, which ones you would apply?**

First make students to learn how to read before the application of new reading strategies.

Observation Classroom Rubric

1.	Were the method and communicative situations used appropriate? Suitable to the age and ability level of students?	No
2.	Was the reading content too much?	No
3.	Was the lesson developed smoothly? Sequential?	Yes
4.	Did the teacher use the native language judiciously? (where necessary)	Yes
5.	Did the teacher adhere slavishly to the textbook?	No
6.	Did the teacher develop both pronunciation and fluency?	No
7.	How was motivation developed (related to student's lives, to a longer story)?	Well developed
8.	How were difficulties clarified (cognate (pictures) objects, paragraphs, dramatization, native language equivalent, other)?(CIRCLE)	
9.	How was the teacher's oral reading? (fluency, and intonation)?	Well developed
10.	Which techniques did the teacher use to ensure comprehension questioning to elicit the main thought:	
	Reading aloud (Questioning) Clarifying, (Book exercises)	
11.	Did the teacher include time for word study (antonyms, synonyms, cognates (where feasible), words of same family, derivations)? (CIRCLE)	No
12.	How much of a class time was spent on reading aloud?	Zero
13.	Are the teacher's questions usually easy to answer?	Yes
14.	Does the teacher make good use of the blackboard?	Yes
15.	Do you think the teacher make good use of other materials (flashcards) audio material, i.e. cds, videos, photos, projector, ect? (CIRCLE)	

Lesson Plan Proposal: During Reading

George Washington

Nikola Tesla

Florence Nightingale

Bill Gates

Quentin Tarantino
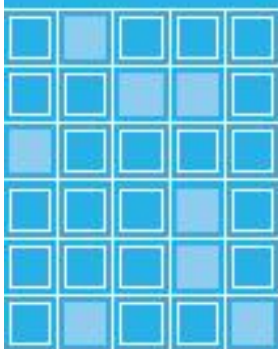
UNIT 6

Lifetime Achievements

▶ **General Objective**
You will be able to talk about people and their achievements.

▶ **Communication Goals**
You will learn how to
- talk about achievements.
- describe people's personal characteristics and abilities.
- use reference words to aid reading comprehension and achieve cohesion in writing.

▶ **CLIL**
- Inspiring Young People
- A Life of Achievements
- Inspirational Lifelong Learners
- Success Stories

Vocabulary
- Vocabulary related to achievements
- Words about personal characteristics and abilities

Grammar
- Present Perfect tense
- Time Expressions with the Present Perfect tense
- Past Participle forms of regular and irregular verbs

▶ **Idioms and Colloquial Expressions**
- *Back to square one*
- *To have come a long way*
- *It will never fly*
- *A moment of truth*

▶ **Project**
Nobel Prize Timelines
You'll work in groups to make a timeline presentation of a Nobel Prize winner in any field.

Discuss:
- What are your lifetime goals?
- How can you become an example for younger people?
- Have you met people who are inspirational?

Inspirational Lifelong Learners

1. Do you know any of these personalities? Answer the following quiz about their professions.

a. George Washington was...
   - ☑ 1. a president of the United States
   - ☐ 2. a writer
   - ☐ 3. an inventor

b. Nikola Tesla was...
   - ☐ 1. an inventor
   - ☐ 2. a writer
   - ☐ 3. an athlete

c. William Gates is...
   - ☐ 1. an inventor
   - ☐ 2. a writer
   - ☐ 3. a president of the United States

d. Walt Disney was...
   - ☐ 1. an inventor
   - ☐ 2. a scientist
   - ☐ 3. a president of the United States

e. Quentin Tarantino is...
   - ☐ 1. an inventor
   - ☐ 2. a movie director
   - ☐ 3. a president of the United States

f. Florence Nightingale was...
   - ☐ 1. a writer
   - ☐ 2. a president of the United States
   - ☐ 3. a nurse

2. Read the text *Lifelong Learners* and write the name of the corresponding person in each paragraph.

Lifelong Learners

1. What do Quentin Tarantino, Florence Nightingale, George Washington, Bill Gates and Nikola Tesla have in
2. common? They accomplished great achievements in their lives, yet none of them got a formal education.
3. Instead, they decided to follow their own ideas and projects.

4. _____ was the first president of the United States. He did not have any formal education,
5. but he enjoyed mathematics very much. In fact, he worked with his family as a surveyor, that is, a person
6. who examines property such as houses and gives an evaluation to assess their value. Later in his life, he
7. participated in the American war of independence against Britain and became president.

8. _____ was a British woman who became a model for nurses around the world. She
9. decided to help British soldiers who had war injuries, so she spent her life as a nurse. She also worked
10. hard to have better hygienic conditions for patients in hospitals. Florence's greatest achievement was the
11. recognition of nursing as an important profession.

12. _____ went to the university in Austria, but he did not complete his studies in engineering.
13. Tesla did a lot of reading and spent a lot of his time developing his ideas which he believed were visions
14. for inventions or projects he had to do. Part of his fame was his personal competition with Thomas Alva
15. Edison in the United States where he had moved to become an American citizen. Tesla's achievement was
16. the acquisition of patents for many of his inventions such as the first radio and radio transmission equipment
17. for the military.

18. _____ has been one of the most influential men of our times. He showed great abilities in
19. computational skills since he was in high school. He went to Harvard University, but did not follow a specific
20. career because he had various interests related to computer projects. He joined other colleagues at Harvard

21. and started his own computer company years later. William Gates' achievements
22. have always been represented in his eagerness to work on new and creative ways
23. to use computers.

24. _____ is an American movie director, writer and actor whose
25. movies have changed the traditional ways to tell stories. He became interested in
26. movies as a child. As a young boy, he worked in a film store where he developed
27. many of his ideas about script writing and movie making.

28. These five inspirational figures are the best examples of lifelong learners. They
29. found that they could enjoy lifelong education via different means, not necessarily
30. at school, such as direct experience, relatives or friends and reading books.

Reading Strategy

Use reference words to keep track of ideas in a reading.

3. Read these statements about the personalities in the readings. Write their names in front of each one of the statements.

a. He enjoyed mathematics very much. *George Washington* _____

b. He learned the ropes of movie making in a store. _____

c. She helped soldiers who had injuries. _____

d. He had very good computational skills. _____

e. He competed with Thomas Edison over their inventions. _____

f. The personalities in the reading were all Americans except _____

g. The personality that lived in the XVIII century was _____

4. Use reference words to link information in a reading.

1. They in line 2 refers to _____.
2. His in line 6 refers to _____.
3. She in line 8 refers to _____.
4. His in line 14 refers to _____.
5. He in line 19 refers to _____.
6. He in line 25 refers to _____.
7. They in line 28 refers to _____.

Reflect on Grammar

Reference Words

These are words used to avoid repetition in writing. They refer to ideas presented earlier. Some common referents are:

Subject pronouns	I, you, he, she, it, we, they
Object pronouns	me, you, him, her, it, us, them
Possessive adjectives	my, your, his, her, its, our, their

5. Complete the paragraph about another personality who is alive. Use the appropriate reference words to complete the ideas in the text and finish with the Present Perfect tense.

_____ (name) is an _____ (nationality) Nobel Prize winner in _____.

_____ (subject pronoun) was born in _____ (place) in _____ (time).

_____ (subject pronoun) developed _____ (possessive adjective) career in

_____ (field). _____ (name) began his/her career as a _____ (profession).

Since _____ (time) _____ (subject pronoun) has _____ (past participle)

_____ (complement). _____

Project Stage 3

• Organize the events of your Nobel Prize winner in order.
E.g. *Rigoberta Menchú was born in Guatemala in 1959. As a child she helped her family on their farm. She became a political activist when she was a teenager.*

79

59

DECLARACIÓN Y AUTORIZACIÓN

Yo, **Karla Estefanía Flores Cabrera**, con C.C: # (**0930152434**) autora del trabajo de titulación: **Determination of the Teaching Methodology Applied for Reading Comprehension Development of 10th graders at "César Andrade Cordero School"** previo a la obtención del título de **Bachelor Degree in English Language with a Minor in Educational Management** en la Universidad Católica de Santiago de Guayaquil.

1.- Declaro tener pleno conocimiento de la obligación que tienen las instituciones de educación superior, de conformidad con el Artículo 144 de la Ley Orgánica de Educación Superior, de entregar a la SENESCYT en formato digital una copia del referido trabajo de titulación para que sea integrado al Sistema Nacional de Información de la Educación Superior del Ecuador para su difusión pública respetando los derechos de autor.

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Guayaquil, **14** de **septiembre** de **2017**

f. _____

Nombre: **Karla Estefanía Flores Cabrera**

C.C: **0930152434**

REPOSITORIO NACIONAL EN CIENCIA Y TECNOLOGÍA

FICHA DE REGISTRO DE TESIS/TRABAJO DE TITULACIÓN

TEMA Y SUBTEMA:	**Determination of the Teaching Methodology Applied for Reading Comprehension Development of 10th graders at "César Andrade Cordero School"**
AUTOR(ES)	**Karla Estefanía Flores Cabrera**
REVISOR(ES)/TUTOR(ES)	**MSc. Mariela Vásquez Barros**
INSTITUCIÓN:	**Universidad Católica de Santiago de Guayaquil**
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CARRERA:	**Carrera de Lengua Inglesa con mención en Educación Media**
TITULO OBTENIDO:	**Licenciatura en Docencia de Inglés con mención en Educación Media.**
FECHA DE PUBLICACIÓN:	**14, de septiembre del 2017** **No. DE PÁGINAS:** **70**
ÁREAS TEMÁTICAS:	**Educación/ Estrategia/ Lectura**
PALABRAS CLAVES/ KEYWORDS:	**Comprensión lectora/ Componentes/ Habilidades/ Libro/ Planificación de clase**

RESUMEN/ABSTRACT El siguiente estudio investigativo centra su atención en la habilidad lectora como una base para desarrollar varias habilidades tales como el incremento de vocabulario, la comprensión lectora e inclusive el auto cuestionamiento. Por lo tanto, la lectura es una valiosa habilidad en la cual este estudio va a concentrarse en tal habilidad. Esta investigación está enfocada en el estudio del nivel de la comprensión lectora en la escuela "César Andrade Cordero" en los estudiantes de 10mo grado de básico del turno vespertino. Este estudio está hecho para proveer un análisis de las estrategias de comprensión lectora implementadas por la profesora de Inglés de este grado. Fue analizado el libro de Inglés y sus ejercicios de lectura. El problema detectado es el bajo nivel de Inglés de los estudiantes, el avanzado nivel del libro de Inglés y la carencia de la adecuada metodología de enseñanza. Finalmente, fue propuesto un plan de clase en el cual aplica los componentes de lectura y las tres fases de la metodología.

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