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Research Topic: Analysis of acquisition of the English reading skill by students of the sixth grade in the school “La Joya Nicaragûense” in Managua during 2013.

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ABSTRACT

Abstract.....	p 2-3
Dedication.....	p 4
Gratitude.....	p 5
I. Introduction.....	Pag 6
II. Setting of the problem.....	Pag 7
III. Previous studies.....	Pag 8
IV. Justification.....	Pag 9- 10
V. Research questions.....	Pag 11
VI. Objectives.....	Pag 12
VII. Variables matrix.....	Pag 13-16
VIII. Theoretical framework.....	Pag 17-32
1. Reading concept.....	pag 17
2. Reading comprehension.....	pag 18
2.1 Factor affecting reading comprehension.....	pag 18
3. Methodology.....	pag 19
3.1 Etimology.....	pag 19
3.2 Concept.....	pag 19
3.3 Importance.....	pag 20
3.4 Methods.....	pag 20
3.4.2 Concept of method.....	pag 21
3.4.3 Methods in teaching English.....	pag 22
3.5 Strategies and techniques of teaching English.....	pag 23
3.5.3 Suggested activities.....	pag 24
3.5.6 Teaching resources.....	pag 24-25
3.6.1 Importance.....	pag 26
3.6.2 Types of learning resources for teaching English	pag 27-28
3.6.3 Teacher preparation.....	pag 29-32

IX.	Hypothesis.....	Pag 33
X.	Methodology.....	pag 34
	10.1 Sociological approach.....	Pag 33
	10.2 Type of research.....	Pag 34
	10. Techniques and instruments to gather data.....	Pag 34
	10.4 Analysis plan.....	Pag 35-55
XI.	Discussion and Analysis of the results.....	pag 56-57
XII.	Conclusion.....	pag 58
XIII.	Recommendations.....	Pag 59
XIV.	References.....	Pag 60
XX.	Annexes.....	Pag 61-68

DEDICATION

This work is dedicated to God who has given us life and strength to finish our seminar Graduation, to our Parents for being there when we need them most, for their unconditional support and constant cooperation in the most difficult moments of our degree path.

GRATITUDE

When a dream comes true,

Not always attributed to the efforts that we put in making it.

Behind every dream there are always people who support us and believe in us.

They are special people who encourage us to continue our projects in different ways giving us their solidarity.

We want to wholeheartedly thank first:

To God for wisdom and understanding that he have given us,

To Our parents, for their support and advice, thanks to them we have come to realize the larger goals, which is the most valuable inheritance that we may have received, such as education, allowing us to be shapers women for a better future.

To our teachers, by having the vocation of teaching and sharing his knowledge with their students, for the years of learning the whole process of our formation.

I. INTRODUCTION

In our research we are looking forward to know how children acquire the second language in the school "La Joya Nicaraguense" and what are the difficulties and challenges that students have when they are learning English language. We know that children can produce and they get easily any other language so in our research we want to know either how easily or how difficult they learn or the level of difficulties students face or what could the reasons be why they can't learn the language.

Many schools in Nicaragua have a lack of English teaching or maybe a lack of methodology in order to teach English well and in the school "La Joya Nicaraguense " is not an exception and we are paying attention to the class (class observation), by doing surveys, some interviews and the goal is to know how children learn and if the class is attractive for them.

In this research also we are looking to know children needs as students and what are the failures that they have in the moment of learning a new language .The Research will show that children are most able to pick up a second language at a young age, when their brains are specifically geared toward making sense of the world through language.

The ability to speak a second language is something that many adults wish they would acquire in their younger stages, when their brains were more willing to absorb new information .Even though they are children they have the power to do so.

II. SETTING OF THE PROBLEM

La Joya Nicaragüense is a bilingual school comprised of primary school, here students have good English in general in order to learn English as a second language. But we know that English has different skills that need to be developed in an individual way.

Unfortunately language teaching has not been as successful as many factors involved that purpose can be full filled. In most cases the teaching is incomplete, it is very difficult to cover all relevant aspects of development required to achieve learning a new language.

This is the main reason that has prompted us to conduct this research, which theme is “The English reading skill acquisition by students.”

This work is based on observations made in the sixth grade of “La Joya Nicaragüense” School to answer the following questions: What are the difficulties that children present when they are learning English? Are children motivated to learn this second language? Does the teacher concerned about the English acquisition by children? What would be the possible solutions that we can propose to the teacher? What are the level of the reading skill of the sixth grade`s students in the school La Joya Nicaragüense?

III. PREVIOUS STUDIES

There is a study related to our research, this was edited by Alessandra Gottardo from Wilfrid Laurier University in which they researched about some factors that influence in the English reading performance in the schools of China as a second language.

She explains that the study examined whether the same component processes are involved in reading acquisition for native and nonnative speakers of English in the 1st grade. The performance of 88 children was examined on tasks assessing reading skill, phonological processing, and syntactic awareness. Fifty children were native English speakers (L1), and 38 children were from Punjabi-speaking families (ESL). Although measures of word recognition and phonological processing successfully discriminated between average and poor readers, they did not discriminate between the 2 language groups.

The Analysis of word reading errors revealed similar error patterns for ESL and L1 children, yet different error patterns for average and poor readers. For both L1 and ESL children, reading difficulties appear to be strongly linked with impaired phonological processing. (PsycINFO Database Record (c) 2012 APA, all rights reserved)

She mentions that the child develops higher mental functions: complex mental processes that are intentional, self-regulated, and mediated by language and other sign systems. Examples of these higher mental functions include focused attention, deliberate memory, and verbal thinking.

In conclusion, this study demonstrates that the same relationships exist among English tasks that measure phonological processing and reading in children who are native Chinese speakers have been documented in native Chinese speakers. And the relationship that have with this research in which it's demonstrate some factors that we are analyzing in the primary school "La Joya Nicaraguense"

IV. JUSTIFICATION

It was decided to do this research given that all schools are committed to produce more and better education for a better learning of an effective reading skill of the sixth grade's students in the school "La Joya Nicaraguense". For instance; this school's mission is to prepare children from sixth grade to get more learning towards reading skill. Every school wants its students learn to read well in English achieving the objectives set for education, and it is known that the central part of the principals are working and making students work towards achieving and goals set by the school and this depends on the students and teachers that feel adequately motivated to achieve all those goals.

Motivation is an important concept that teachers need to understand and taking into account because in order to get their goals depends to a large extent that they are be motivated. Additionally the staff motivation is an important means to consolidate the development student's personal and therefore improve the productivity of teaching. We do not have to forget that the most important resource of a school is the faculty. The most common it can hear a school is there to motivate our students to perform their tasks in a timely manner and learn better. All teachers have to motivate their students to get the best results according to the assigned tasks, efficiently and children achieve. Learning to read can be properly, how to achieve this? That is the question that is going to try to answer with this research. It would be analyzed the reasons why a sixth grader studies or contributes its effort to correct learning to reads English well. You can determine that there are many factors of longing to learn reading English the necessary to meet their basic needs, to taste aspirations as self.

Our research is useful because we are going to concentrate in the reading skill, so this means that we are going to try to students make an effort to learn better the English reading skill and the benefits of this research are the students and principal of the school, because they are going to analyzed what they are doing about the learning process and if they have to improve new strategies to do an excellent work with their students.

The social impact that this research has is directly to the school “La Joya Nicaraguense” because in this way the principal know what are the factors of why some students do not read well in English language. On the other hand, the results of this research make the principal to know the advantages and disadvantages that the teaching of the English language have in her private school and in this way she should take some measures in order to improve the weaknesses that students present when they are learning the English reading skill. At the same time, the principal would take into account our recommendations that we are giving at the end of this research to try to develop a model to apply better and successful learning strategies to get good student’s results in the reading skill.

V. RESEARCH QUESTION

1. What are the difficulties that students present when they are learning English?
2. Are children motivated to learn this second language?
3. Is the teacher concerned about the English acquisition by children?
4. What would be the possible solutions that we can propose to the teacher?
5. What are the levels of the reading skill of the sixth grade's students in the school La Joya Nicaragüense?
6. The teacher is using one or more than one strategies at the same time?
7. What are the difficulties that the teacher has when is teaching the reading skill?
8. Are students prepared for learning well the English reading skill?
9. What would the factor the influence in the learning of the reading skill?
10. The Principal of the school provides extra materials to the teacher?
11. Does the teacher use monitor inside the classroom?

VI. OBJECTIVES

General: To analyze the factors that influences the acquisition of English reading skill by students in the school “La Joya Nicaraguense”

Specifics:

1. To determine the influence that short period’s class time has in the development of the reading skills in English Language.
2. To describe the types of methodology the teacher is using in delivering lessons.
3. To identify the difficulties of the learning in the reading skill that the students of the sixth grade present in the school La Joya Nicaraguense.

VII. VARIABLES MATRIX

Specific Objectives	Variables	Sub-variable	Definition	Indicators	Sources	Techniques and instruments
To determine the influence that short period's class time has in the development of the English language.	Time influences	Manage of time	Measurement time comparing a known motion with unknown	Reading practice Reading activities	Teacher-students	Observation
To describe the types of methodology the teacher is using in delivering lessons.	Methodology	Strategies activities Didactic material	The study or theoretical analysis of such working methods.	Grammar-translation direct Audio lingual situational communicative -Dialogue -Development of sentences -Reading texts -Pronunciation exercises	Teacher-students	Interview

				<p>-Swapping interpretations.</p> <p>-Making graphics</p> <p>Print resources: Books, books, leaflets, dictionaries, prints, newspapers, magazines.</p> <p>Audiovisual resources: Overhead projector, whiteboard, slide, tape recorder, CD</p>		
	Teacher's preparation	Academic level Teacher Training	The preparation that teachers received in order to learn to teach	University entitled Normalista Bachelor Degree methodology teaching	Teacher	Interview

				evaluation Using Educational Media Teaching Strategies		
	Learning	Reading skill	Process that enables the child to learn and do things that teacher did not know and could not do before. (Head, S. cited by Garcia, B.)	Oral Reading Silent Reading others	students	Reading test Dictates

<p>To Identify the difficulties of the learning in the reading skill that the students of the sixth grade present in the school La Joya Nicaragüense.</p>	<p>Difficulties</p>	<p>Learning</p>	<p>Reading skill</p>	<p>Something not easily done, accomplished, comprehended, or solved.</p> <p>Process that enables the child to learn and do things you did not know and could not do before. (Head, S. cited by Garcia, B.)</p>	<p>Pronunciation</p> <p>Reading comprehension</p> <p>Predicting answers</p> <p>others</p>	<p>Teacher-s</p> <p>Students</p> <p>Survey</p> <p>Written tests</p>
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VIII. THEORETICAL FRAMEWORK

Today the teaching of English is an essential part of the education of a society, as it is considered one of the most spoken languages worldwide, so it is important to mastering this not only to interact with people from different countries and learn about of another culture, but also to achieve professional development. It is therefore of great importance that the various schools in our country properly teach different English skills (reading, speaking, listening, and writing) that make up this area.

1. Reading concept.

As mentioned above reading is part of the teaching of English and as expressed Carrel, Devine & Eskey (1989,p 52) "Reading is an important skill in the teaching of a foreign language." we need to know how can read in order to understand structures and forms. But this is not only important in the teaching of languages, generally speaking "reading plays a vital significance in the life of the humanity and in it business, as it is an essential means of knowledge and communication" (Torres)"These days it is very common to refer to reading as a communicative activity" as human being when we know read we can get the different things, emotions and feelings that the writer wants to transmit through a reading (Charles & Urquhart, 1984, p.213). Other authors such as Adam and Starr (1982,p 32) (as cited in Arrondo, 1985 p 6) define it as "the capacity to understand a written text"

In short, read more than a mechanical act of graphic signs decryption, is above all an act of reasoning, because of what it is to know a number of arguments lead to the construction of an interpretation of the written message from the information provided by the text and the reader's knowledge "(Arrondo, 1985, p 9). Must be clear that reading is not just repeating a text aloud, as some high school students especially in the subject of English, but is interpreted and internalized, what this means to the extent that the student learns. "When a reader understands what you read, is learning, to the extent that reading informs, and provides new perspectives or opinions on certain aspects" (Arrondo,1985,p 16).

It is very important that students have good reading habits formed, as this is the main source of knowledge in all areas of it. Wanting to learn a foreign language should not ignore the value of this in that learning. "The correct reading habits of the mother tongue are transferred to the foreign language reading after they have been formed in the mother tongue." (Torres). With the effort and concentration needed would not be difficult for the general student reading development in foreign language learning.

2. Reading Comprehension.

As expressed above, reading involves much more than just passes the written views on what is necessary to analyze and understand what reading meant us. In other words should be an understanding. That is the process of developing the meaning of learning via text relevant ideas and relates them to the ideas we already have: the process through which the reader interacts with the text regardless of the length or brevity of a paragraph.

To understand a text is necessary for the reader to have adequate knowledge schemes according Arrondo, "a schema is an abstract structure of knowledge." Is abstract in the sense that a scheme summarizes what is known about a variety of cases that differ in specific aspects.

"The reader develops the various schemes available through their experiences." (Arrondo, 1985, p 65). A reader with no experience in a particular subject not count on schemes to evoke a content and understanding will make it difficult or impossible.

In other words we can say that the schemes are the categories of knowledge (concepts, information and ideas) that are configured in the mind of the reader through the experience. As reading comprehension takes place, the reader learns certain ideas of the text and relates it to their knowledge.

2.1 Factors affecting reading comprehension

Silva (2006,p 12) determines that it is important to emphasize that each reader's understanding is conditioned by a number of factors to be taken into account when reading such as:

1. The type of text: as our knowledge is not all texts are equal understandings therefore not are the same.
2. Oral language: the student who lacks a good oral vocabulary is limited to develop a vocabulary large enough sense which in turn will limit it in text comprehension.
3. Attitudes: the attitude of a student toward certain text can influence this understanding either negatively or positively.
4. The purpose of reading: this is what and why we read, the purposes and objectives for which began a reading.

The process of understanding of every reader is in some way different, because each individual has developed different schemes, and does not use in the same way the skills and processes that have been taught as part of reading comprehension.

There are a number of factors that determine the development of reading skills in a class. Among these factors are:

3. Methodology

3.1 Etymology.

To begin to understand the methodology is necessary to know first its etymological meaning. Methodology is a word composed of three Greek words meta ("beyond"), eias ("paths") and logos ("study"). (Definition of methodology

3.2 Concept

According to Nunez (quoted in Smith, 2006, p53) "methodology is the set of decision criteria and action organized didactic classroom and defining the teacher's teaching style." (Definition of methodology, par.1).

3.3 Importance

The importance of the method lies in its multi-applicability in science. If a man is to succeed in the various activities carried out, the methodology has the principal role, as an organized to address the implementation of a plan, the solution of a problem or the attention of a dilemma this must use a methodical programming.

The methodology is a stimulus for creative intellectual activity and helps develop a growing curiosity about problem solving. It contributes to the advancement of critical reading.

In education this is important and necessary for both the teacher and the deponent, is why the teacher should be very cautious when he selects the different components that make up a methodology such as: methods, strategies, teaching techniques and resources teaching.

3.4 Methods

Difference between method and methodology.

It is common that the concept of methodology tends to be confused with the "method", but the two are different concepts. "The method is the procedure to achieve the objectives, while the methodology is the study of the method". (What's methodology)

In other words, the methodology is understood as the link between what is the subject and the object of knowledge. But it is almost impossible to obtain a pathway leading to scientific knowledge. The method for its part, could be called the path leading to that knowledge. This serves as an instrument to achieve the objectives. (What's methodology)

3.4.2 Concept of method

According to Mendieta (1973,p 54) "Method is the way or means to an end, a way to make something orderly, the mode of action and proceeds to achieve a particular goal."

"The teacher uses different teaching methods during the learning process, mostly empirically. This sometimes happens because of ignorance or lack of education about it "(teacher of English). It is essential that every teacher in the performance of their work

dominates methodological knowledge and properly operated methods that allow direct student learning toward certain goals, then these methods will allow further interlocking components instructional planning that aims to develop regardless of the area or type of subject that specializes.

3.4.3 Methods in teaching English

"Teachers today, still continue to use in their teaching practices a type of methodology based on old methods and approaches" (English teacher). In the new study plans and programs are new and modern approaches, among which the most recommended is the communicative approach. According to Nuñez Palma (2005,p 85) Following is a brief reference of each of these and their features and the role played by teachers and students respectively.

□ Method grammar - translation: This method itself is based exclusively on the written aspects of language, such as reading and writing giving less importance to pronunciation and conversation because as Celce & Murcia (as cited in Nunez Palma, 2005,p 25) " the teacher does not have to be able to speak the target language ." if students are taught the rules of grammar with their applications , they learn to read and write in the language studied .

The role of the teacher in this method as stated Larsen & Freeman (cited in Childhood Palm, 2005p 28) is "to be the leading authority in the classroom, gives the orders and tries to pass on the knowledge to their students.”

□The direct method: is based on the cognitive approach. Use induction to get the students to discover the grammar rules. Its main feature is the imposition of grammar as the topic of conversation in the classroom,

Larsen & Freeman (cited in Nunez Palma, 2005,p 42) argues that “one of the principles of the direct method is to prepare students to communicate in a foreign language ", so students will not be allowed to speak in their mother tongue.

In this method of reading and writing must be submitted at the beginning of language study.

The teacher's role is to do direct activities. It provides information, guidance and uses only the foreign language to communicate with their students.

□Audio Lingual Method: This method is intended that the student speaks the language from previously performed and read prayers. Grammatical writings are presented, but they are formally explained. It places the speaking and listening and secondly let the reading and writing.

The role of the teacher in this method as claimed by Larsen & Freeman (cited in Nunez Palma, 2005,p 54), is "to be a conductor supplier of good examples of imitation and repetition."

□Situational Method: This method will work in groups and sets of sentences are taught concerning the subject and work with them according to daily life situations. The downside of this method is that it uses a lot of rote learning and the learner has to adapt strictly on a topic. (Sanchez, 2006,p 45)

□Communicative: the result of the incorporation of various teaching methods such as the situational and audio lingual among others took some elements of each method is to form this approach included.

This approach is the best option for teaching English that focuses on the development of the four language skills.

The aim of this method is that students become communicatively competent.

This model suggests that the teacher should be able to use the foreign language fluently.

3.5 Strategies and techniques of teaching English

As part of the methodology a teacher must implement strategies and techniques when exercising its work. They can acquire strategies and teaching techniques from others teachers or develop by their own.

3.5.1 Concept

"A strategy is a set of planned actions and techniques that lead to the achievement of predetermined targets." (General Teaching, 2011, p 12).

According to Iron (quoted in Nunez Palma, 2005, 53) "the strategies are the ways in which the teacher manages the learning in their students, tools or techniques that it uses in class to achieve the greatest achievement of their students."

The teacher uses different strategies in each of the subjects taught, depending on the objectives and the program that aims to develop, but all of the demands that are present, for example, in English class strategies used in comprehension are different from those used in reading comprehension.

Diaz & Hernandez (quoted in Alviarez, Guerrier & Sanchez, 2005,p 46) raise a number of teaching strategies, among which we can mention the following:

- The preparation of abstracts.
- Analogies.
- Questions interspersed.
- Semantic Networks.
- Use text structures.

Other strategies that teachers can suggest in educational planning for their students achieve better learning can be to find as Nuñez Palma (2005,p 25) as follows:

- Dialogue.
- Development of prayers.
- Pronunciation and repetition drills exercises.
- Text Translation in teams.

In this same vein, Smith & Avila (1998,p 6) mention the use of five teaching tools

- Concept maps: are schematic and are intended hierarchical organize meaningful relationships between concepts in the form of propositions that help students grasp the meaning of the materials they will learn.
- Maps words: are graphical representations of relationships between words, concepts or ideas in a text to facilitate the inference of meaning and analyze the structure of the texts.
- The Venn diagram: is a graphic representation that enables outline set theory to learn vocabulary according to show similarities and differences between items.
- The V Gowin: heuristic technique is used to illustrate the conceptual and methodological elements that interact in the process of building knowledge and helps analyze the structure and meaning.
- The Portfolio : a file folder or the work done by the student during the study period for evaluation purposes , to create in the student a sense of conservation, and consulting organization required to achieve at a given time , cool situations and experiences

The use of these strategies by Smith & Alvarez (as quoted Alviarez et.al, 2005,69) are helpful in the development of the educational process as they promote student interaction and teamwork, is achieved management theoretical-conceptual content through understanding, discussion and use of these and not the mere repetition or memorization, promotes discussion thus sowing unrest and desire for further research on the topic of study, allow the integration of content knowledge previous schemes and serve as not only study and review for students, but also to review or retraining for teachers

2 Strategies for reading comprehension (activities)

According to Antunes (2006,p 45) among the strategies to consider include:

Make activities pre-during and post-reading (anticipate - predict - infer from the title of the text, stages, images or reading one of the final paragraphs)

Discover difficulty understanding or while the process of teaching and learning.

- Work the variety of texts.

- give meaning and context to the act of reading.
- Ask purposeful situations.
- Allow the oral exchange of interpretations.
- Promote moments for listening and reading for pleasure.
- Explain from the point of view of teaching how to find the information.

3.5.3 Suggested activities:

It recommends propose real situations where necessary:

-Read the newspaper, a recipe, and the rules of a game.

-Select a text that they like to have the content to other peers.

-Organize a weekly time for free reading material of any kind, brought by the children or the teacher.

-Dramatize texts roles. During assuming different reading, graph: semantic maps, timelines, charts, drawings, etc.

3.6 Teaching resources:

Teaching materials "Teaching resources, also called" "are the means or instruments used to help teachers introduce content in the classroom, while facilitating student learning" (Silva Ros, 2006,p 57).

In general, when we speak of teaching materials or resources, we refer to a number of means or instruments that favor the process of teaching and learning.

3.6.1 Importance.

Teaching resources are vital to education, as they are an invaluable tool in the process of teaching and learning by providing educational activities and motivating the students, so we get a greater predisposition to learning. (Importance of teaching resources).

3.6.2 Types of learning resources for teaching English.

According to Silva Ros (2006,p 45) resources could be classified into two groups: print and broadcast.

Printed resources.

Many print resources that can be used in teaching a language, especially English. So then we focus on the most relevant such as textbooks, workbooks, reference books, teaching sheets, press clippings.

- Textbooks:

When selecting a textbook, you must consider several factors, for example, if accompanied by an introduction, explanatory notes for teachers, if your organization is appropriate for the level in question, etc. . However, according Salaberri (cited in Silva Ros, 2006,p 85) the textbook cannot be the only material used in the teaching of the new language , as each student has specific and different needs, needs that are not always cover the manuals. Therefore, it is advisable to supplement with other materials, adapting the content to the interests of students.

The workbooks:

These often accompany and complement the textbook. Most focus on the grammatical use of the language, although some activities include vocabulary, pronunciation or idiomatic usage. At present almost all publishers publish these books, also called "Workbooks". This

type of material is focused so that students work as your own, as home activities, so sometimes include solutions.

Reference works:

They can be dictionaries, encyclopedias and grammars, they are essential to advance the learning resource. Grammars help resolve doubts morphological and syntax while solvent dictionaries and lexical pronunciation problems, and contain information on sociolinguistic issues (dialects, registers, etc..). Dictionaries can be bilingual or monolingual, although at the beginning of the learning process is justified the use of bilingual, in the more advanced levels is recommended that students get used to using monolingual.

The educational panels:

They are color posters, large, introducing specific topics (eg, parts of a home, family, animals, etc..). They help to develop oral and written expression, activating the visual memory. They are very useful to contextualize the content or review the lexicon, giving rise to perform different types of activities: descriptions, narratives and even interactive to encourage communication (eg dialogues), in which students can discuss the contents of activity thereof.

The press clippings:

These can be newspapers, magazines, and brochures, etc. A great advantage of these resources is it's readily available and low cost. However, we must consider its appropriateness to the raised didactic purposes, as are several job options presented by this type of material.

Audiovisual resources.

Today, it is very common to find in schools, although mostly this type of educational resource. Below we describe the main audiovisual resources such as slate, magnetized cards, transparencies, slides, auditions, projections, songs, language laboratory and multimedia material.

The Board:

This teaching tool is still useful for both teachers and pupils, allowing clarify doubts from writing to performing and visual schemes support theoretical explanations.

-Magnetic Board:

This consists of a sheet iron which can stick tiles that can be magnetized words, grammatical structures, drawings, etc., Carry out various activities.

-The overhead projector:

This allows using transparencies, present information or diagrams, quickly and clean, or you can color highlight aspects of interest. A great advantage of this remedy to the Board is that the teacher is not obligated to give back to the students.

-Slides:

They are of great educational value, because through them you can show to students as important in communication skills sociocultural issues (sights, etc...).

-Tapes or CDs:

Are useful for working listening comprehension. There are two ways to submit auditions. One hand, adapted to the language (eg, recordings of books), without reproducing natural sounds, noise, interruptions, etc., and, secondly, by authentic language (eg, radio, interviews, etc..), which favors listening to different accents and dialects. The first type of material would be appropriate for an elementary level, while the second is the one that would be used with the intermediate-advance level.

-Projections:

Tomalin (as in Silva excited Ros, 2006,p 63) argues that the projections are a good teaching resource, since images support and help decipher the sound message, listen to the

information while you see the context in which it arises, facilitates writing doubts as to make visual schemes support theoretical explanations.

When we speak of projections not only refer to the prepared videos for teaching purposes, but also films, documentaries and news.

-The songs:

The songs not only arouse the interest and motivation of students, but also allow the development of different linguistic, psycholinguistic and sociolinguistic aspects.

Teacher preparation

The role of the teacher in teaching is one of the main factors that determines how successful you can be learning .Their knowledge, skills, teaching skills and personality traits both positive and negative impact on the teaching- learning process. Their influence is so critical that even the best English program fails if the teacher is not up to the educational demands .Among the demands that an English teacher should have are their professionalism, teaching skills and proficiency.

Professionalization

According to Martinez ``the professional academic- professional studies that has the teacher who teaches English`` (p.46) Today many teachers are prepared to keep up with inventions that are occurring in the field of education is why it is very common to see teachers doing undergraduate, master`s, doctoral or specialization, in different institutions, but this always depending of the range to play in the education.

A teacher of English must have at least a bachelor`s degree in English or a level of English language teachers in order to teach this profession. But it is not unusual to find classrooms for trainee teachers. Biddle (quoted in Nuñez Palma, 2005, p 49) states that `` experience is an extremely powerful weapon``, but sometimes this is not enough because to develop the educational process is necessary to have concrete and specific knowledge about methodology in the area they teach.

The time influence

According to Flanders (quoted in Nuñez Palma, 2005, p 78) "the time that is given to the students to learn skills should be long so that incorporate their knowledge structures and developed through interactions with other students". This means that learning a foreign language requires a lot of time and disposition of the teacher in providing quality education.

If it is true, the teachers have time to teach their subject and achieve a good level of English in their students, but Nuñez Palma (2005, p 75) argues that "teachers waste time interruptions in different ways". Now we can say that commonly teachers before class begins organizing the classroom, pass attendance, review the previous day's work or call the attention in order to get discipline in the group, this implies an unnecessary investment of time and thus less time spent in the development of the teaching .

Not to mention the activities directed by the Ministry of Education that teachers and students must attend and disrupt the class hours and absences of teachers , either because the head of the institution to call or send them because they are talking with other teachers.

In short, the time is not handled properly distributed and subsequently having produced a number or incomplete classes where they leave out important aspects of the subject that could be very helpful in intellectual development of the teacher.

4.2 Teaching Skills.

Teaching skills as it is understood the body of knowledge and skills that enable teachers to develop effective learning processes, ie they generate significant learning consistent with the nature and purpose of the methodology. (Martinez, p.47).

As mentioned earlier the methodological part is very important in the educational process, therefore all teachers should have specialist training in this area.

It is important that the center where each teacher training promotes works that give the opportunity to enrich their knowledge and thus to play a better role.

4.3 Communicative Competence in English

It is equally important that the teacher who teaches English have the best possible level of communicative competence. It is generally expected that "teachers have high advanced level of communicative competence" (Martinez).

This is of great importance, because the English teacher in the classroom becomes a model of communicative performance in terms of pronunciation, fluency, intonation, vocabulary, grammar, etc... Students imitate and reproduce. A bad modeling by the teacher negatively affects language acquisition.

5. Time

According to Flanders (quoted in Palma Núñez, 2005,p 41) "the time that is given to the students to learn skills must be long to incorporate them into their cognitive structures and develop through interactions with other students" . This means that to learn a foreign language is time consuming and disposition of the teacher in providing quality education.

In public secondary schools in our country the subject of English is taught from grade seven, i.e. students receive English for five years with a program of study of three class hours a week, where a class is equivalent 45 minutes. According to a study conducted by Martinez, this time is enough for a student with minimum skills of language learning can achieve high intermediate level (Able to satisfy most survival needs and limited social demands), with normal skills should reach the advanced level (Able to satisfy routine social demands and limited job requirements) and higher skills should reach high advanced (Able to satisfy most work requirements and show some ability to communicate on specific topics). However this is unlikely to be achieved.

According to Martinez "still have not found standardized test results to determine the level of proficiency that students actually develop to finish high school," but if it is possible to infer that students do not reach the level above.

Although, teachers will have the time to teach their subject and achieve a good level of English in their students, but Nunez Palma (2005,p 52) argues that "teachers waste time breaks different ways." Commonly teacher before class begins organizing the classroom, pass assistance, review the work of the previous day or put discipline in the group, this implies an unnecessary investment of time and therefore less time spent in the development of the teaching. Not to mention the activities targeted by the ministry of education that teachers and students must attend and disrupt class hours and absences of teachers, either because the head of the institution send them to you call or because they are talking to other teachers .In other words the time is not handled properly distributed and subsequently resulting in a series of incomplete classes where they leave out important aspects of the subject which could be helpful in the intellectual development of the deponent.

IX. HYPOTHESIS

There are factors such as: the methodology, short period's time class, planning and teaching resources that affect the teaching method to develop reading skills in sixth grade of the school La Joya Nicaragüense.

X. METHODOLOGY

10.1 Sociological approach

The populations involved in this research are the 11 students of sixth grade in the school La Joya Nicaraguense who have given important information about what they are learning in this school at the same time the teacher gave us useful details about the students learning. In addition, we can give to the principal some important recommendations to improve teaching English methodology in her private school.

10.2 Type of Research

Quantitative and Qualitative research

Sampling

10.3 Techniques and instruments to gather data

Survey:

The survey is a method of sociological investigation that uses question based or statistical surveys to collect information about how students think and act. In this research we have used the survey to the students in order to get enough information about the methodology that teacher is using when she wants to teach the reading skill. At the same time to identify the factors that determine the invested time in the development of the English class.

Interview:

An interview is a conversation between two or more people where questions are asked by the interviewer to elicit facts or statements from the interviewed. Also is used to go deep and get detailed information about a specific topic. In addition, to get information to know the methodology the teacher use in the process of the learning process and what are the difficulties in the reading skill that present the students of the sixth grade of the school “La Joya Nicaraguense”

Observation:

Observation is usually associated with observation undertaken from the perspective of quantitative research where the purpose is to provide reliable, quantifiable data and can provide rich qualitative data for our research. We make observation during all the classes through the teacher's help who is part of the research's integrant.

10.3 Analysis plan

Survey applied

The survey has 20 questions in which we are looking forward to get the information to identify the causes of why the students have difficulties to acquire the reading English skill. The survey was applied to 11 students of the sixth grade of the school "La Joya Nicaraguense".

In the following squares is show the answers given by students to each question in the survey applied.

✓ Do you like to read some readings in English?

	Variables	
Question 1	F	%
a)totally disagree	0	0
b)disagree	4	21
c)totally agree	3	36
d) agree	4	36
e)not applicable	0	0
	T = 11	100

More than a half student are positive satisfied and like them to read some readings in English. And the rest of the students (21%) do not like the English language in general, and for this reason doesn't want to read in English. The majority said that they like to read in English because they learn vocabulary by context; they use new words when they read. This means that if there are too many new words for them, then the level is too high and they should read something simpler. But if there are, a maximum of five new words per page, students will learn this vocabulary easily. In some short learning students may not need to use a dictionary because they can guess the meaning from the rest of the text (from the context).Not only do they learn new words, but they see them being naturally. The 48 % of student assume that they do not like English because they do not have the necessity to learn it and make mistakes in pronunciation; they fell that make mistake in grammar when they try to read. Instead of writing compositions about the subject that your teacher gave them, write about something that they care about. For example, the teachers make them to write some e-mail in English. Don't write for their teacher — write for their self! So this is a way to make students be interested in learning to write in English.

✓ Reading in English helps you to learn new things?

	Variables	
Question 2	F	%
a)totally disagree	1	9
b)disagree	1	9
c)totally agree	5	45
d) agree	4	36
e)not applicable	0	0
	T=	100

According to this data the 72% of students are agreeing that the teacher is teaching well in order to help them to learn new things in English. For example they are learning vocabulary by context and they don't be afraid to make mistakes. They are confident. Students can only correct their mistakes when they hear the teacher make them. Other thing they have already learned is keep a notebook of new words they learn while are reading. Use them in sentences and try to say them at least 3 times when they speak. Memorization of lists is one of the most common ways of learning vocabulary for a test. It's only a good exercise for short term studying because they often do not retain the information that they have learned for a reading. They will find words easier to remember if they try to remember an example sentence using that word rather the word on its own. The way they learn to learn will help them to contact with people from all over the world. On the other hand the 18% percent are disagreeing because they feel that are not learning new things because the readings teacher give them are boring and like most some skill on computer class. And because the teacher have before did not encourage them to read in English or to buy a good English-English dictionary, to listen to English-language recordings on their own. They will just do their textbook and the exercises in it. The actual teacher is different, they are lucky but this was the last year in their primary school, so they did not can to catch enough learning in this year. The simply think that they are wasting their time, even though this skill is very important in the English language.

- ✓ The teacher always takes time to organize and take the attendance's list?

	Variables	
Question 3	F	%
a)totally disagreed	0	0
b)disagree	1	9
c)totally agree	8	72
d) agree	1	9
e)not applicable	1	9
	T=11	100

The majority of the students are totally agreed with that the teacher always takes time to organize the classroom. The first thing every teacher must do at the beginning of class is take attendance. This ensures that the students are in the correct classes. Also, attendance gives a few elite students a reason to be late; without it, there is no fun in being late and annoying the teacher and students might accidentally be on time. Also the teacher use Calling out names. Similar to "Calling Names", this assumes each student can claim their work. However, this leaves the teacher vulnerable to mispronouncing another student's name, to remedy this, teacher call grades instead, such as, "Person who got 100%". Although this may leave a small pile behind, this can be cross-referenced with the attendance sheet to see if someone is absent. On the other hand the 9% are disagreed; they assume teacher take time to take the attendance because the teacher did not know well the names of all the students and this is a disadvantage to take fast the attendance's list. In addition some students do not put attention when the teacher calls their names and for this reason the teacher have to repeat the name again in order to make students to answers and don not fail the class because the lack of attendance. In conclusion the other 9 % of students did not care if the teacher pass or no pass the list, maybe they are talking while teacher enters into the classroom.

- ✓ When you have class after break the teacher waits the students who have not come to continue the class?

Question 4	F	%
a)totally disagree	10	90
b)disagree	0	0
c)totally agree	0	0
d) agree	0	0
e)not applicable	1	9
	T= 11	100

This table shows that the 90% of students are totally disagreeing that teacher waste time waiting students after the break. To begin the class after the break the teacher become a better writer brainstorm as many ideas and thoughts onto paper without worrying about grammar or spelling while the teacher enter into the classroom. Then the teacher makes students think about the structure of the reading. After that, make them to write their piece using good grammar and spelling. Finally, put them to read it through or give it to someone else to check for mistakes. So, this means that the teacher do not waste time because she begin the class even all the students have not entered into the classroom .But the rest of students did not care if the teacher waste or not time waiting to the rest of students after the break. This will be a problem because not all the students catch the idea of the reading activity and the teacher would waste time in repeating the introduction of that activity. In addition students reflect an idea of what they will be doing after the teacher explains the activity but if they did not pay attention they will not get of what is the reading about. In conclusion the teacher is doing well part of her work when do not waste time waiting students after the break to begin the class but the teacher have first to know the reasons the students have to come late to their English class.

- ✓ The teacher calls the attention to the students several times during the class?

	Variables	
Question 5	F	%
a)totally disagree	1	9
b)disagree	1	9
c)totally agree	6	55
d) agree	2	18
e)not applicable	1	9
	T=11	100

Taking into account the results of this data the 73 % of students are agreed that the teacher always call the attention to the rest of the students. A really good way to get the attention of the class without losing the voice of the teacher is to stand at the front of the class with one hand in the air. Then make a long, continuous 'shhhhh' gradually getting quieter as more and more children realize her require their attention. The teacher has found this to be particularly effective as it gives children those few extra seconds to finish their sentences and snippets of conversations that really just can't wait! So, students know that the teacher to be a control teacher in order to catch the student's attention .In addition the teacher has to gossip with one or two students and in seconds all students move her attention towards her and the students whom she gossip to join or know the matter. Then she will take the advantage of this and come to my actual point. On the other hand the rest of students assume that the teacher no always call the attention to all the students, maybe she do not clap her hands four times and put her hands in the air. All of the children do the same. She does not work a charm for her class! Also the teacher does not do creative activities because the students think the class is boring. So, she has to be more careful on the activities she does in every English class.

- ✓ Organize a group activity takes a long time to the teacher?

	Variables	
Question 6	F	%
a)totally disagree	0	0
b)disagree	8	73
c)totally agree	0	0
d) agree	0	0
e)not applicable	3	27
	T= 11	100

According to this data the 73% of students are disagreed that the teacher has bad control with the entire classroom. They suppose the teacher has control with her own time while is doing an activity task. To organize a good activity the teacher uses a daily planner. Keep all her "to does" lists there. Or, keep one calendar handy and write everything on it that you need to accomplish. Memories fail at times. Some teachers keep a planner on their desk at all times some use large desk calendars. Whichever type she prefers, she will use it. Also At the beginning of the year, the teacher assigns each student a number which corresponds to the number in your roll book. (Roll books usually numbered lines for students' names.) Instruct students to put their numbers (along with their names) on their papers. Then, when she collects the papers, simply have one student put them in numerical order. Marking grades in the book then becomes a snap because you are not jumping from name to name trying to find a particular student. Finally she keeps a supply of notebook paper handy. She tells students they make take a sheet when necessary. (Works especially well in middle school, where students seem to regularly forget their supplies.) The rest of students agreed that the teacher good organizing a group activity.

- ✓ The teacher leaves the classroom to attend issues in the principal's office during the class?

	Variables	
Question 7	F	%
a)totally disagree	6	55
b)disagree	2	18
c)totally agree	0	0
d) agree	0	0
e)not applicable	3	27
	T= 11	100

This table shows that the 72% of students are disagreeing that the teacher attends issues out of the classroom. The teacher only focus on the class given each day and when somebody ask to talk during classes ,she says them that in the break will discuss whatever the other person want to say her. One important to thing to mention is that the teacher avoid is her friend. She warn students that anyone leaving the class must leave behind their phone, and that anyone gone for more than five minutes can retrieve their phone from the 'electronics' section of avoid. If a teen tells her that they don't have a phone, she see "Discipline", because there is no who teen doesn't have a phone. If they continue to protest, though, she lends them their phone, so they can then give it to you and leave the class. If they are gone for more than five minutes, she lists their phone on avoid and waits for the student who borrowed it to buy it back and return it to her. In addition she has to plan ahead for this method, and she must arrive at school before any students. Any student who still asks to leave the classroom hasn't yet learned how to read (so she should ask them to take attendance before they leave).The rest of students are agreed that the teacher only attend the class when they are receiving their classes.

- ✓ The teacher talks very often with the other teachers during school hours?

	Variables	
Question 8	F	%
a)totally disagree	5	65
b)disagree	2	18
c)totally agree	0	0
d) agree	0	0
e)not applicable	3	27
	T=11	100

According to this table the 62% of students are disagree that the teacher goes to attends thing with other colleagues while is given classes. The teacher has review the assigned material, even if she has taught the material before. If she is working through problem sets with students, she make sure she does the problem sets herself first. She work through any exercises her first, etc. This will allow her to identify potential problem areas and plan her lesson accordingly. Also she takes into account other time demands, such as the need to review assignment requirements, allow for time for questions on difficult topics/concepts. And she builds time for questions into her lesson plan and estimate the time each task will take, and be prepared to find out that her estimate is low. In conclusion she always is aware of course objectives, not just class objectives. Longer-term planning allows her to make connections between materials across weeks, as well as divide other tasks such as preparing for assignments into more manageable ‘units’. It also lets her see where there are ‘lighter’ weeks in the syllabus. The rest of students assume that the teacher sometimes goes to talk with other teachers because make students aware of her learning objectives for the day. It is sometimes helpful to put an outline for that day’s class on an overhead transparency or in one corner of the board. Indicate not only what activities you’ll be doing and what exercises/problems she’ll be working on, but how much time she ’ll be allotting each part of the class and she indicates what the overall goal is for that day.

- ✓ The teacher explains the subject until all students understand the class?

	Variables	
Question 9	F	%
a)totally disagree	0	0
b)disagree	0	0
c)totally agree	9	82
d) agree	1	9
e)not applicable	1	9
	T=11	100

Taking into account the results of this table the 91% of students are agreed that the teacher explains the topic until students understand well because she assess the success of the lesson plan after each class and adapt for the next week. The teacher read aloud the notes on students. This might not actually accomplish anything, but she figure if they read what the teacher thinks of Butch to the class, they will find it hilarious and will instantly respect the teacher more. We spend most of our time covering content. As content experts we forget how it felt to learn this content in the beginning. We need to help our students learn how to learn this content. We might model how to organize the material, i.e., hierarchical or do over-arching concepts tie everything together. We can help students develop an effective approach to studying this discipline (e.g., solve many problems, ask the big picture questions, or what are the consequences of impacts of an event or idea) since the disciplines have different skill requirements and a different type of logic. Also To get students to do their reading assignment, begin every or some (unannounced in advance) with a short 3-4 item quiz on their reading. From these quizzes, students earn a maximum of 10 bonus points towards their final total number of points earned (not the average). While the total number of points earned is very small, it will not really affect their grade, it will motivate the students to do the assigned reading. The other students explain that sometimes they do not understand well the class.

- ✓ The teacher is only focus on conversations and readings?

	Variables	
Question 10	F	%
a)totally disagree	8	73
b)disagree	0	0
c)totally agree	0	0
d) agree	0	0
e)not applicable	2	18
	T=11	100

This table shows that the 73% are disagreed that the teacher only focuses in conversations and readings. Reading activities encourage and develop great learning skills in children of all ages. Not only does reading expand comprehension, it cultivates creativity and imagination as well. Students know that reading involves a vast array of complex cognitive processes. Comprehension occurs when the students understand what they read. There is a vast difference between being able to read and being able to understand what is being read. Older children tend to read and comprehend almost simultaneously but younger children might not be able to make the connection easily. The teacher can help her child improve at reading comprehension with free and printable reading comprehension worksheets. The teacher also focuses in other activities like to make students participate in some listening activities but a time per months and also in activities which students learn to concentrate in the English language to be a good professional in the future. On the other hand the 18 % of students assume that this question is not applicable to answer because the teacher be aware of what they do understand. And identify what they do not understand. Also uses appropriate strategies to fix their comprehension problems. Reading is meaningless without the ability to comprehend. Without basic comprehension skills, the students are simply sounding out meaningless symbols on a piece of text. The students might be able to salvage a few bits of meaning from the page but they are not really reading it. Reading happens for a variety of reasons but comprehension is usually the main reason. Besides, comprehension is a vital life skill and an important part of functional literacy and vital to our physical, emotional and social development.

- ✓ Your teacher motivates you to read reading and stories in English?

	Variables	
Question 11	F	%
a)totally disagree	1	9
b)disagree	3	27
c)totally agree	1	9
d) agree	1	9
e)not applicable	5	45
	T=11	100

The majority of students are agreed that the teacher do not motivate them to read in English. Only the 38% of students think that the teacher motivates them to read some readings and stories in English. Students read with more meaning if you give them a handout to guide their reading. For example, you might ask students in lower level courses to explain or diagram concepts and tell them what is especially relevant or important to study. In higher level courses, your reading guide does not have to hand-hold the students as much. Depending on the material, you might ask students to answer or think about answering application questions. The teacher might ask student to relate what is covered in this chapter or reading to what has been previously covered. And also know that reading guides are especially helpful when the material is complex, confusing or very new to the student.

- ✓ The teacher assigns students individual work like looking for unknown words in the readings?

	Variables	
Question 12	F	%
a)totally disagree	0	0
b)disagree	2	18
c)totally agree	8	73
d) agree	0	0
e)not applicable	1	9
	T=11	100

According to this table the 73 % of students are totally agreed that the teacher assign individual work to the students. The majority of students assume that the teacher assigns individual and group work in order to have an organized activity. The first thing the teacher does is to ask to each student about the last topic, then ask to one to answer some questions according to the reading activity suggested by the teacher. The following activity is using a dictionary to look for unknown words of the reading given by the teacher, to do the activity, first students look the meaning of the words individually, then the students share the meaning of the words with the rest of the students, in this order students have better comprehension of the words giving by the dictionary to answer some questions of the reading. The rest of students think that the teacher don not encourage them to use the dictionary.

- ✓ The teacher explains in detail what should students do in a reading exercise?

	Variables	
Question 13	F	%
a)totally disagree	0	0
b)disagree	0	0
c)totally agree	10	91
d) agree	1	9
e)not applicable	0	0
	T=11	100

This table shows the 91 % of students are totally agreed that the teacher explains well all the readings and exercises, Students assume the teacher explains in details the instruction of a task, first the teacher introduce the new readings with some questions previous to the reading to know what is the comprehension of the students. Then, while is passing the time, she continue asking from easier to difficult. The 8 percent of students assume that the teacher explain the exercise but not in details. Some students said that the reading skill is a little difficult to learn because need a lot of practice. Therefore, the teacher not explains in details. When teacher used appropriately and consistently, can help give someone a second wind in their reading ability. Being able to read and being able to understand what you read are two completely different things and don't come in one package. An understanding of what was read can be trained and developed. The ultimate goal is to help the students maximize the benefit of reading while minimizing the effort.

- ✓ Your parents help you to perform readings tasks that the teacher assigns?

	Variables	
Question 14	T	%
a)totally disagree	4	36
b)disagree	3	27
c)totally agree	1	9
d) agree	1	9
e)not applicable	2	18
	T=11	99

According to this data the 63 % of students are disagreed that the parents help them to do their homework. The majority of students think that parents don not help them because their parents work and do not have any tutor. The students do not want to read aloud because it gives them fail when they are trying to read and their classmates make fun, they are afraid of mispronouncing a word. Also, influences that students have the same disinterest in the English language. His answer purifies the information of the first objective because explains how the time is development in the reading skill. This means that the parents do not help them to performance the reading skill.

- ✓ The teacher correct mispronunciation when someone is reading short English lectures?

	Variables	
Question 15	T	%
a)totally disagree	0	0
b)disagree	0	0
c)totally agree	9	82
d) agree	2	18
e)not applicable	0	0
	T=11	100

According The 100 % of students is agreed that the teacher correct them the mistake of pronunciation. This means that the teacher is doing a great job so at the same time is given to her students a good input about English pronunciation to get in the students that they memorized right pronunciation in their brains in order to avoid fossilization in the words at the moment that they are going to speak or read.

- ✓ The teacher takes extra materials for reading activities in the classroom?

	Variables	
Question 16	F	%
a)totally disagree	2	18
b)disagree	8	80
c)totally agree	0	0
d) agree	0	0
e)not applicable	0	0
	T=11	100

According to this data the 91 % of students are disagreeing that the teacher does not give them extra materials for readings. The majority of the time the teacher gives those extra materials for activities because the principal give her some handouts to do some exercise which need to pay careful attention .The rest of the students think that the teacher did not give them extra materials, maybe they did not ask to the teacher.

✓ Do you consider creative the English class?

	Variables	
Question 17	F	%
a)totally disagree	1	9
b)disagree	2	18
c)totally agree	5	46
d) agree	3	27
e)not applicable	0	0
	T=11	100

This table shows that the 64 % of students are agreed that the reading class is not creative. This means that the rest of students did not see creative the way the teacher gives their reading activities. The teacher does warm up activities for the students in order to catch their attention and they will not feel the class a little boring. The teacher does these activities to start an activity that is not traditional and the activity of reading are up and ready. She does individual and group work for the lack of dictionary and trying to economize the time. This answer goes with the second objective because the teacher explains some strategies the she put in practice.

- ✓ Promotes the teacher the dictionary's use in the classroom?

	Variables	
Question 18	F	%
a)totally disagree	0	0
b)disagree	0	0
c)totally agree	3	27
d) agree	8	73
e)not applicable	0	0
	T=11	100

According to this data the 100 % of students are agreed that the teacher promote the use of the dictionary into the classroom. This is a good result because the teacher is giving a good example in order to make her students to carry up a dictionary the days they receive the English class. And also promotes the use of the dictionary outside the classroom by doing reading practice as homework in their houses trying to do that their parents take part into the reading assignments of their sons.

- ✓ The error corrections that the teacher makes you does it passively or haughty?

	Variables	
Question 19	F	%
a)totally disagree	0	0
b)disagree	1	9
c)totally agree	0	0
d) agree	0	0
e)not applicable	10	91
	T=11	100

According to this data the 91 % of students thinks that the class given by the English teacher is normal. Before the student begins to read, the teacher will tell the student, "If you come to a word that you do not know, I will help you with it. I will tell you the correct word while you listen and point to the word in the book. After that, I want you to repeat the word and continue reading. Try your best not to make mistakes." When the student commits a reading error (e.g., substitution, omission, 5-second hesitation), immediately pronounce the correct word for the student, have the student repeat the word correctly, and then direct the student to continue reading. And the teacher know how to avoid too many reading interruptions, do not correct minor student errors (e.g., misreading or omitting the or a, dropping suffixes such as -s, -ed, or -ing) The 8 percent of students assume that the teacher is passively when she is explaining a topic or explaining a reading activity.

- ✓ The teacher occasionally says that there is no time to finish the class?

	Variables	
Question 20	F	%
a)totally disagree	5	45
b)disagree	3	27
c)totally agree	0	0
d) agree	0	0
e)not applicable	3	27
	T=11	99

This table shows that the 62% of students are disagreed that the teacher does not say that there are no time to finish the class. They assume that the time try to finish on time the class. Strategies for reading are easy to start incorporating into everyday reading. A smart reader uses reading strategies naturally with little effort. Students have to try including each strategy one by one or a few at a time, whatever is comfortable, just remember to practice, practice, and practice. And also they should brain's mental skills are the basic tools used for not only reading, but learning in general. Skills such as processing speed, reading comprehension, memory, and others will drastically help reading. Mental skills can be improved and strengthened by attacking the root problem. Reading and learning becomes fast and easy the rest of the students assume that this question is not applicable so they decide not to answer this question

XI. DISCUSSION AND ANALYSIS OF THE RESULTS

This analysis discussion goes directly with the objectives because the answers give relevant information to this research. The students use the English Adventure as a guide to work and learn the grammatical structures because with their workbook practice in their home. It explains about what kind of materials teacher use. It is an advantage in her favor, the teacher has the direct material, and the director said that the teacher has access to search outside readings English adventure book to practice. The teacher also use the cd recorder for use in readings, also the use of the dictionary is important to bring it in each English class., it explains the way teacher work with some methodology. On the other hand the teacher uses an activity called predicting, the reading on the board and asking questions to students. They may have prediction that on what they will talk during students read they use the dictionary. Then, the teacher starts another activity asking general question to the students in order to know what they understood in the reading. It is checking the reading comprehension. In addition the Professor uses other activities depending on the type of reading and activities they contain, the teacher explain us the strategies that used in teaching reading skill.

The students have problems in the analysis and comprehension in a reading, also in pronunciation. Even though it is a private school not all the students have an English dictionary for different reasons. The teacher mentioned that the dictionary is part of the study materials to each student; it explains one the factor that will be influencing in the process of the students when they learn to read English. Additionally put the students practice with short readings inside the classroom to make them to read individually in order to correct mistakes and give them the correct pronunciation for then, repeat. This helps them to improve that skill. The teacher asks simple questions about the reading to make students answer in a correct way .Also the Professor is using simple vocabulary when she talks to the students. She works in this way because students can get the meaning in Spanish ask with this manner students can give detailed answers. Furthermore the teacher explain us about the factor that influence in the students about how they are learning to read English.

There are no interests as well in children as the parents to help to their sons. Students do not practice. And some occasions students do not want to read loudly. The teacher mentioned that she sees remarkable disinterest of her students when she checks their work and especially their workbooks where note that students performed easier exercises and activities, but they have more difficulty doing complex exercises. And she noticed that the students are not getting help from their parents in doing activities more complicated. Also the teacher said that her students do not practice because they have no support of any tutor or their parents. The students do not want to read aloud because it gives them shame when they are trying to read and their classmates make fun, they are afraid of mispronouncing a word. Also, influences that students have the same disinterest in the English language. It explains how the time is development in the reading skill.

The teacher tried to find the causes of why students are having problems in the acquisition of reading skill and for that reason has been researching on the internet and has been read some books about how to identify these problems. Also, the teacher explains that she has been receiving training depart of the principal of the school, with this training has succeeded to apply some new strategies to give better classes. The teacher have received training in the seminaries given by the education ministry discuss about topic relate it to the difficulties that children have when they are trying to read in English. The way the teacher have been getting that training has learned new strategies and put into practice and this can help them to improve the way students learn to read in English. Finally, the teacher does warm up activities for the students in order to catch their attention and they will not feel the class a little boring. And do these activities to the beginning of a reading activity is not traditional and the activity of reading are up and ready. And do individual and group work for the lack of dictionary and trying to economize the time. She does not have enough time to develop her classes and she has to limit her activities in which students fail to finish their class activity.

XII.CONCLUSION

In conclusion in our research we can find the difficulties that students of sixth grade present in their learning of the English reading skill. One of the difficulties is the lack of reading comprehension in which students are not able to comprehend short readings by their own. They are accustomed that teachers translate all the reading in Spanish, making them to work less, this cause that students do not get enough information or learn new things or maybe more vocabulary that is reflected when they are going to speak in English even though as a researcher we are not focus in the speaking skill but we are mention that because that is part of the research.

Other difficulty is that students are not motivated to learn English as a second language and for this reason they do not have interest to learn reading skill. And also we can say that according to the teacher`s interview, students are not feel motivated to do their homework or look for some meaning at the dictionary because their parents do not help them and students do not feel help depart of their parents feeling English language as an unattainable challenge, giving as a result the lack of wishes to learn English as a second language.

One of the greatest challenges confronting the teacher is the lack of time she has in each class period as the class have as less important. Giving as a result that the teacher does not meet the established strategies in her plan. Also, the teacher expressed that she feels limit in the way she wants to achieve her strategies to acquire the English reading skill. There are many strategies that the teacher would like to implement but the lack of time in the classroom was not possible to meet the objectives correctly and to perform an activity takes three days to finish it, for this reason and the above mentioned the progress of students are not given as the teacher expect in the reading skill acquisition and it goes in unsuccessful way in which the teacher have to select the appropriate strategies to make her students acquire in a positively form the English reading skill.

XIII: RECOMMENDATIONS

1. The principal should increase the class session to one hour or one double period twice a week.
2. The teacher should talk with the parents in order to make them to realize about the difficulties students have in the reading skill. In addition, encourage to their son by help them to do their homework and workbook activities.
3. The teacher should plan her activities in an active and creative way to make feel students motivated to learn English.
4. The principal and the teacher should implement classroom management and trying to manage the time the most as possible.
5. The teacher should encourage her students to carry an English dictionary.
- 6The teacher should locate monitors to help students that have problem in the learning of the reading skill.
7. The teacher should promotes the active participation during the class to avoid fairs depart of the students.
8. The principal should plan training into the school to help empirical teacher to know and learn about teaching strategies and English language method.
9. The teacher should choose attractive activity task to call the children attention as student according to their level and stages.
10. The students have to encourage their parents to help them with their English homework.

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X. ANNEXES

UNIVERSIDAD NACIONAL AUTÓNOMA DE NICARAGUA

FACULTAD DE EDUCACIÓN E IDIOMAS

DEPARTAMENTO DE INGLÉS

INTERVIEW GUIDE FOR THE TEACHER

I- Objective: We are students from the fifth year of the English degree, our objective is : To get information to know the methodology the teacher use in the process of the learning process and what are the difficulties in the Reading skill that present the students of the sixth grade of the school” La Joya Nicaraguense”.

II- *General Data:*

Years of experience: _____

Degree: _____ *Academic level:* _____

III- Development:

1. What materials did you use to teach your class?
2. Do you have all the materials needed to implement your class?
3. What strategies do you use to teach the reading skill to your students?
4. What difficulties students have in learning to read in English?
5. What strategies designed to help students to overcome difficulties in reading English?
6. To what attribute the difficulties in learning to read English that present your students?
7. You have been documented about the disorders that may occur in learning to read English of your students?
8. Do you receive sufficient training on the modality, multigrade extraeda?
9. What other training have you received?
10. What kind of activities do you use for the reading skill?
11. Do you consider that has enough time to develop your English class?

SURVEY

QUESTIONS

1. Do you like to read some reading in English?
2. Reading in English helps you to learn new things?
3. The teacher always takes time to organize and take the attendance's list?
4. When you have class after break the teacher expects students who have not come to continue the class?
5. The teacher calls the attention to the students several times during the class?
6. Organize a group activity takes a long time to the teacher?
7. The teacher leaves the classroom to attend issues in the principal's office during the class?
8. The teacher talks very often with the other teachers during school hours?
9. The teacher explains the subject until all students understand the class?
10. The teacher is only focus on conversations and lectures?
11. Your teacher motivates you to read reading and stories in English?
12. The teacher assigns students individual work like looking for unknown words in the readings?
13. The teacher explains in detail what should students do in a reading exercise?
14. Your parents help you to perform readings tasks that the teacher assigns?
15. The teacher corrects mispronunciation when someone is reading short English lectures?
16. The teacher takes extra materials for reading activities in the classroom?
17. Do you consider creative the English class?
18. Promotes the teacher the dictionary's use in the classroom?
19. The error corrections that the teacher makes you does it passively or haughty?
20. The teacher occasionally says that there is no time to finish the class

UNIVERSIDAD NACIONAL AUTÓNOMA DE NICARAGUA

FACULTAD DE EDUCACIÓN E IDIOMAS

DEPARTAMENTO DE INGLÉS

ENCUESTA PARA ALUMNOS

Muchas gracias por tomarse el tiempo para completar esta encuesta de mi universidad. Somos estudiantes del quinto de la carrera de inglés y tu opinión es de gran importancia para mejorar aún más nuestra investigación.

I .Objetivo: Identificar factores que determinan el tiempo invertido en el desarrollo de la clase de inglés.

II. INDICACIONES: En las siguientes preguntas marca con una **X** el número de tu respuesta de acuerdo al siguiente cuadro:

TOTALMENTE EN DESACUERDO	EN DESACUERDO	TOTALMENTE DE ACUERDO	DE ACUERDO	NO APLICA
1	2	3	4	0

1. Te gusta leer alguna lectura en Inglés?	0	1	2	3	4
2. La lectura en Inglés te ayuda a aprender cosas nuevas?	0	1	2	3	4
3. El docente siempre dedica tiempo para organizar el salón y Pasar lista?	0	1	2	3	4
4. Cuando tienen clase después de receso, el docente espera a los estudiantes que tardan antes de continuar con la clase?	0	1	2	3	4
5. El docente llama la atención a los alumnos varias veces durante la clase?	0	1	2	3	4
6. Al docente le toma tiempo organizar una actividad en grupo?	0	1	2	3	4
7. El docente sale a atender asuntos de la dirección durante la clase	0	1	2	3	4
8. Platica muy seguido con los demás docentes cuando está en horas de clase?	0	1	2	3	4
9. En ocasiones el docente dice que no hay tiempo para finalizar la clase?	0	1	2	3	4
10. El docente explica el tema hasta que todos los estudiante comprendan la clase?	0	1	2	3	4
11. El docente se enfoca solo en conversaciones y lectura	0	1	2	3	4
12. Te motiva tu maestro para leer lecturas e historias en inglés.	0	1	2	3	4
13. El docente te asigna trabajo individual de búsqueda de palabras desconocidas de una lectura.	0	1	2	3	4
14. El docente explica detalladamente lo que deben de hacer en un ejercicio de lectura.	0	1	2	3	4
15. Te ayudan tus padres a realizar las tareas de lectura que te deja el docente	0	1	2	3	4

16. El docente corrige errores de pronunciación al leer una lectura corta en inglés.	0	1	2	3	4
17. El docente lleva materiales extras para realizar actividades de lectura dentro del aula?	0	1	2	3	4
18. Consideras creativa la clase de inglés?	0	1	2	3	4
19. Promueve el docente el uso del diccionario durante la clase?	0	1	2	3	4
20. Las correcciones de errores que hace el maestro lo hace de forma pasiva o activa?	0	1	2	3	4

The sample:

This pilot test was made for the students of the school La Joya Nicaraguense. The amount of students was taken in the morning shift.

QUESTION: Do you like your English Class at school?

Amount of students: 113

Pilot test: 11

$$n = \frac{(Z)^2 \cdot p \cdot q \cdot n}{[(e)^2 \cdot (N-1)] + (Z)^2 \cdot p \cdot q}$$

$$Z = 1.96$$

$$P = 11 \rightarrow 11/15 = 0.73$$

$$q = 4 \rightarrow 4/15 = 0.26$$

$$e = 5\% \rightarrow 0.05$$

$$N = 113$$

$$n = \frac{(1.96)^2 (0.73)(0.26)(113)}{[(0.05)^2 \cdot (113-1)] + (1.96)^2 (0.73)(0.26)}$$

$$n = \frac{(3.8416)(29.38)}{[(0.0025 \cdot 112)] + (3.8416)(0.18)}$$

$$n = \frac{112.86}{(0.28) + (0.6714)}$$

$$n = \frac{0.28}{0.9514}$$

$n = 0.294$

The sampling show that amount of students that was taken for the survey

