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EDUCATION AND LANGUAGES FACULTY
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General Topic:

Methodological strategies applied in the teaching-learning process of English language during the second semester 2014.

Specific topic:

The effectiveness of methodological strategies used by the teacher to develop reading ability in students of Integrated English VI, 3rd year B, English Major, in the afternoon shift, from March to October 2014, at UNAN-Managua.

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Dedicatory

We dedicate this research, firstly to God, for allowing us to complete this assignment, to guide us with wisdom to conduct it, and finished it successfully. Secondly, to our parents, for all the support they gave us through all these years. Finally, to our teacher, for provide us useful advices and valuable knowledge. Also for the patience he had with us during this time.

With love,

The authors

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I. Introduction

English as a language involves macro skills such as listening, speaking, writing, and reading; in which every one of them encompasses micro skills. So, reading is assumed to be the central mean for learning new information, obtaining different explanations and for independent learning. Thus, it is necessary that teachers develop all these skills in the students for an adequate acquisition of the language, and they could be excellent professionals for the future generations. But teachers must be well prepared and they have the required knowledge to achieve the course goals.

Unfortunately most of the students are developing few reading skills and subskills in the English language learning process, such as making reference, reading between the lines, and others; becoming in a negative component in their academic and professional development. Consequently, many students complain about teaching process of reading skills and point it out as the principal issue for acquiring and developing English reading skills.

Finally, in this research some crucial aspects in the teaching process are emphasized, such as methodology, strategies and didactic resources concerning the teaching process of reading skills, likewise the appropriateness of the assessment techniques for evaluating the teaching process of reading skills in the students.

II. Justification

English second language learners have macro and micro language skills to develop to achieve fluency and competence in the target language, so it could involve them singularly to develop all the necessary knowledge to be an excellent English teacher. Currently the English teacher has to be well prepared to teach to his students. Thus, teachers have to develop all the macro and micro skills in the reading skills.

Teaching reading as an ability is very important for English students of the English major because of the goal of this research is to identify the strength and weaknesses they has. It is intended to let the teachers know and use the appropriate reading strategies before, during and after the reading lectures. So, they could apply the research recommendations to provide the necessary knowledge about the reading ability to their students.

Finally, the teachers could improve the teaching process in class, and become more didactical, active, and systematic; using the appropriate resources, methodological strategies, and time. Thus, they could achieve their professional and academic goals. In addition, the students could learn all the reading skill and sub-skills to become great professionals in the English teaching field.

III. Problem

The methodological strategies used by the teacher in the teaching process of reading skills of students of Integrated English VI, 3rd year B of English Major in the afternoon shift, from March to October 2014, at UNAN-Managua are effective.

Sub-Problems

1. Teacher's methodological strategies used to develop the reading skills.
2. Teacher's assessment of the reading skills.
3. Teacher's preparation to teach the reading skills.
4. Level of knowledge of the students in the reading skills.
5. Time devoted for the teacher to teach and develop the reading skills.
6. Appropriateness of the didactic materials used to teach the reading skills.

IV. Topic

The effectiveness of methodological strategies used by the teacher to develop reading skills in students of Integrated English VI, 3rd year B, English Major, in the afternoon shift, from March to October 2014, at UNAN-Managua.

V. General objective

1. To analyze the methodological strategies used by the teacher in the teaching process of reading skill in students of Integrated English VI, 3rd year B English Major.

Specific objectives

- 1) To analyze the teaching approaches in teaching of reading skill.
- 2) To identify the teaching strategies used by the teacher in the teaching process of reading.
- 3) To determine the level of effectiveness of methodological strategies used by the teacher in the teaching process of reading skill.
- 4) To ascertain the level of knowledge of methodological strategies of the teacher in the teaching process of reading skill.
- 5) Provide recommendations based on the results of the research.

VI. Theoretical Framework

6.1 Definitions of Approach

In teaching English there are many models, which are according to the teacher's objective and preferences. According to Grabe in his work *Reading in a Foreign Language*, a model characterizes the theories of reading, providing ways to represent a theory or part of it; in other words, they explain what reading involves and, in more detailed versions, how reading works.

Here are some principal approaches for teaching reading ability:

6.1.1 Bottom-up

This model is based on the idea that our human brain recognizes the basic units of a text, the characters, and puts them together in order to create meaning. According to Hudson the phoneme-grapheme correspondence is the key feature. The point is to reconstruct an already existing message. Gough claims that when reading a text the character register will be transposed into abstract phonemic representations. These will in turn be used to search the mental lexicon. He states that word recognition takes place prior to comprehension (Hudson, 2007, p. 35).

6.1.2 Top-down

While the bottom-up model starts with the smallest units in sentences, the top-down model is based on a totally opposite concept. The reader relies on syntactic and semantic. According to Hudson he views reading as a psycholinguistic guessing game. His model emphasizes the "cognitive economy of linguistic information over graphical information" using four reading processes: predicting, sampling, confirming and correcting.

A reader guesses or predicts what he is about to read. He starts reading and soon his predictions are confirmed and/or corrected. In this model the linear model of phoneme-grapheme correspondence, has very little place compared to the bottom-up model. In the top-down model, efficient reading relies much more on the reader's skill

to incorporate and use the information needed to understand the text. That means that the reader's background knowledge on a given topic, and his ability to use this, is crucial in decoding different types of literature (Grabe, 2009, p. 89; Hudson, 2007, p. 37).

6.1.3 Interactive

The interactive approach contains a variety of ideas and models that have in common those teachers draw upon aspects of the bottom-up and the top-down model. Students build upon the interaction between lower level processing (bottom up) and higher level processing (top down). Lower level processing are processes of word recognition, syntactic parsing and semantic-proposition encoding while in higher level processing monitoring, the reader's back-ground information plays an important part. Apart from these aspects there are very different focal points and emphasizes in the different interactive models. According to Hudson there are three main perspectives that will shed some light on the difference in emphasis:

1. The automatic application of lower-level skills independent of comprehension.
2. The interaction of background knowledge and text.
3. The role of social, contextual, and political variables affecting the reader's process of meaning making (Hudson, 2007, p. 39).

6.1.4 New literacy approach

The new literacy approaches are models that focus on the social and anthropological aspects of reading. Reading is not viewed as an independent activity where only the reader is interacting with the text; however, the social and societal context plays an important role in the reading process. Thus, the new literacy approach does not focus on the psychological factors of reader-text interaction, but "views reading as a social and cultural event around written language" (Hudson, 2007, p. 56). These approaches claim that reading is never neutral, but always being embedded in ideological contexts involving societal constructions of power and control. Hudson refers to Bloome, who claims that the author-reader interaction is also a very important aspect. Both author and reader take on different roles and the reader has to consciously or unconsciously accept or reject the role that the author assumed.

6.1.5 The grammar-translation method

Its principal intention is to make language learning easier. The central feature was the replacement of traditional texts by exemplary sentences. Grammar-Translation was the off spring of German scholarship, the object of which, according to one of its less charitable critics, was “to know everything about something rather than the thing itself” (W H.D Rouse, quoted in Kelly 1969). Their goal is that the students learn the grammatical rules and long lists of vocabulary, applying then to the forward and backward translations. Students are supposed to focus in reading and learning vocabulary of the target language through the translation into the mother tongue and the learning of grammatical rules. (Mackey, 1965. cited in Lima, 2009, p.27). The mainstay of classroom materials for the grammar-translation method is the textbook. Textbooks in the 19th century attempted to codify the grammar of the target language into discrete rules for students to learn and memorize. A chapter in a typical grammar-translation textbook would begin with a bilingual vocabulary list, after which there would be grammar rules for students to study and sentences for them to translate.

6.2 General Descriptions of Reading

Whether they are project documents, trade journals, blogs, or E-Books, most people read regularly as part of their jobs, and develop their skills and knowledge. But do people ever read what is useful to them? Or, do people have to re-read something several times to get a full understanding of the content?

Indeed teachers must know how to teach the purpose for reading in the academic field because when the students read, they read for a variety of purposes. They sometimes read to get the main ideas, but not too much, and sometimes they read to identify specific information. Commonly students read text to learn information, and sometimes it is expected to synthesize information from multiple texts or books, in order to take a critical position with respect at information in the text. Perhaps most frequently, we read for general information. They also read for pleasure, with the intention of being entertained or informed, but not tested. Although, there are

different ways to read a text, these differing purposes actually depend on a set of processes and skills that motivates all reading.

Reading is an essential part of language instruction at every level because it supports learning in multiple ways. According to Celce-Murcia, the ability to read requires that the reader draw information from a text and combined it with information and expectations that the reader already has. This interaction of information is a common way to explain reading comprehension, though it does not reveal much about the specifics of reading. These are some ways to improve the reading skills:

- Reading to learn the language: Reading material is language input. By giving students a variety of materials to read, instructors provide multiple opportunities for students to absorb vocabulary, grammar, sentence structure, and discourse structure as they occur in authentic contexts. Students, thus, gain a more complete picture of the ways in which the elements of the language work together to convey meaning.
- Reading for content information: Students' purpose for reading in their native language is often to obtain information about a subject they are studying, and this purpose can be useful when learning the language in the classroom as well. It gives students both authentic reading material and an authentic purpose for reading.
- Reading for cultural knowledge and awareness: Reading everyday materials that are designed for native speakers can give students insight into the lifestyles and worldviews of the people in the language that they are studying. When students have access to newspapers, magazines, and Web sites, they are exposed to culture in all its variety, and monolithic cultural stereotypes begin to break down.

When reading to learn, students need to follow four basic steps:

1. Figure out the purpose for reading. Activate background knowledge of the topic in order to predict or anticipate content and identify appropriate reading strategies.

2. Attend to the parts of the text that are relevant to the identified purpose and ignore the rest. This selectivity enables students to focus on specific items in the input and reduces the amount of information they have to hold in short-term memory.
3. Select strategies that are appropriate to the reading task and use them flexibly and interactively. Students' comprehension improves and their confidence increases when they use top-down and bottom-up skills simultaneously to construct meaning.
4. Check comprehension while reading and when the reading task is completed. Monitoring comprehension helps students detect inconsistencies and comprehension failures, helping them learn to use alternate strategies.

6.3 Reading Skills

Reading skills refer to the specific abilities that enable a person to read with independence and interact with the message. Students at the university do a lot of reading unlike in secondary school. Some tips to help in having good reading skills are active reading and styles of reading. Thus there are a number of skills that will improve reading capacity. Hudson groups these into four categories, namely word-attack skills, comprehension skills, fluency skills and critical reading skills. Each of these skills encompasses numerous sub skills.

6.3.1 Word-attack skills

By word-attack skills or decoding skills is meant the skills that are needed to transfer the orthographic symbols into language. Subskills in this category will first and foremost have to do with the ability to recognize different aspects of the text like syllables, word boundaries, upper and lower case letters (Hudson, 2007, p. 79).

6.3.2 Comprehension skills

Comprehension skills are skills where the reader uses his background knowledge and context to understand what is read. Sub skills in this category can be grammatical competence and knowledge of how the language is built up (Murcia, 2007, p. 520).

Subskills included here are:

- ❖ Recognize words and phrases similar and apposed meaning.
- ❖ Identify and locate information.
- ❖ Discriminate elements or features within context.
- ❖ Analysis structures and the relationship among them: casual, sequential, chronological, hierarchical.
- ❖ Interpret of complex ideas, actions, events, and relationships.
- ❖ Infer or derive conclusions and predict the continuation.
- ❖ Synthesize.

6.3.3 Fluency skills

Fluency skills mean the ability to read larger sequences of a text without being interrupted. These disruptions often occur because a reader has to spell difficult words or because he/she does not understand certain words or parts of text and he/she reads them over again. These disruptions lead to slow and fragmented reading. A fluent reader's sub skills are the abilities to read fast and have a large vocabulary (Hudson, 2007, p. 80). Sub-skills that help students read more quickly and effectively include:

- Recognize words and letter clusters fast
- Preview: reviewing titles, section headings, and photo captions to get a sense of the structure and content of a reading selection.
- Predict: using knowledge of the subject matter to make predictions about content and vocabulary and check comprehension; using knowledge of the text type and purpose to make predictions about discourse structure; using knowledge about the author to make predictions about writing style, vocabulary, and content.
- Skimming and scanning: using a quick survey of the text to get the main idea, identify text structure, confirm or question predictions.

- Guess from context: using prior knowledge of the subject and the ideas in the text as clues to the meanings of unknown words, instead of stopping to look them up.
- Paraphrase: stopping at the end of a section to check comprehension by restating the information and ideas in the text. (Harmer, 1991 p.210)

6.3.4 Critical reading skills

By critical reading skills is meant the ability to analyze, synthesize and evaluate what is read. Sub-skills in this category can be:

- Perceive the cause-and-effect.
- Discuss pros and cons.
- Recognize arguments.

6.4 Teaching Reading

Language instructors are often frustrated by the fact that students do not automatically transfer the strategies they use when reading in their native language to reading in a language they are learning. Instead, they seem to think reading means starting at the beginning and going word by word, stopping to look up every unknown vocabulary item, until they reach the end. When they do this, students are relying exclusively on their linguistic knowledge, a bottom-up strategy. One of the most important functions of the language instructor, then, is to help students move past this idea and use top-down strategies as they do in their native language.

Instructors can help students learn when and how to use reading strategies in several ways:

1. By modeling the strategies aloud, talking through the processes of previewing, predicting, skimming and scanning, and paraphrasing. This shows students how the strategies work and how much they can know about a text before they begin to read word by word.

2. By allowing time in class for group and individual previewing and predicting activities as preparation for in-class or out-of-class reading. Allocating class time to these activities indicates their importance and value.
3. By using cloze (fill in the blank) exercises to review vocabulary items. This helps students learn to guess meaning from context.
4. By encouraging students to talk about what strategies they think will help them approach a reading assignment, and then talking after reading about what strategies they actually used. This helps students develop flexibility in their choice of strategies.

When language learners use reading strategies, they find that they can control the reading experience, and they gain confidence in their ability to read the language.

6.4.1 Pre-, during, and post-reading Instruction

If the heart of learning to read is the act of reading itself, then the heart of reading instructions is the set of tasks that students engage in achieved learning goals. Countless instructional tasks are used in reading classes; some are more effective than others. Teacher's choices should be guided by instructional goals, student readiness, text resources, and implications from research and theory. One major implication from theory is a general framework based on pre, during and post-reading instruction.

Pre-reading instruction can serve five important purposes. It helps student access background information that can facilitate subsequent reading, provides specific information needs for successful comprehension, simulates student interest, sets up student expectations, and models strategies that students can later use them in their own.

Some commonly used pre-reading activities include the following:

1. Previewing the text to determine the general topic of the reading, relevant vocabulary, and possible challenges.

2. Skimming the text or portions of the text to decide what the main ideas of the text are.
3. Answering questions about in the text or formulating questions for which students want answer.
4. Exploring key vocabulary
5. Reflecting on or reviewing information from previously read texts in light of the pic of the new text.

During-reading instruction guides students through the text, often to focus on understanding difficult concepts, making sense of complex sentences, considering relationships among ideas and characters in the text, and reading purposefully and strategically. Some commonly used during-reading activities include the following:

1. Outlining or summarizing key ideas in a difficult section.
2. Examining emotions and attitudes of key characters.
3. Determine sources of difficult and seeking clarification.
4. Looking for answer to questions posed during pre-reading activities.
5. Writing down predictions of what will come next.

Post-reading instructions typically extends ideas and information from the text while also ensuring the major ideas and supporting information are well understood. Post-reading activities often requires students to use text information in other tasks. Some commonly used post-reading activities are:

1. Completing a graphic organizer based on text information.
2. Expanding or changing a semantic map created earlier.
3. Listening to a lecture and comparing information from the text and the lecture.
4. Ranking the importance of information in the text based on a set of sentences provided.
5. Answering questions that, requires the applications of text materials, demand a critical stance on text information, or oblige students to connect text information to personal experiences and opinions.

The pre, during and post-reading framework described here is easily adapted to different classroom context. All three components of the framework may be integrated into a single lesson or they may run across numerous lessons.

Effective language instructors show students how they can adjust their reading behavior to deal with a variety of situations, types of input, and reading purposes. They help students develop a set of reading strategies and match appropriate strategies to each reading situation (Celce-Murcia, 2007, p. 191-192).

6.4.2 Intensive reading

Intensive reading is reading carefully to remember the details and understand all the words and meanings. This is the type of reading that is most often taught and used in schools. Many pupils use only this strategy no matter what kind of text they are reading. This is a counterproductive way of handling a lot of material.

6.4.3 Extensive reading

Extensive reading is reading to understand the general meaning of a text. According to Harmer in his book *The Principles of Teaching English*, extensive reading usually means silent reading and reading for pleasure and enjoyment, a global understanding of the text, without grasping every part of it.

6.5 Learning Strategies

Learning strategies are the techniques individual students use to help themselves learn. Classroom research has identified three main types of strategies: Metacognitive strategies, such as planning, evaluating and monitoring language use; cognitive strategies used in actually 'doing the learning', such as guessing words, repeating, learning things by heart, and working out rules; and social strategies, such as working with others, asking for help and so on. All students come to their English lessons with their own learning strategies. They learn many of these through their other school work, through watching people, and by being told what to do. Learning strategies are very personal. Teaching tends to emphasize particular approaches to

learning (e.g. an emphasis on copying). Students are unlikely to be aware of what the alternatives might be and may assume that the way they learn and are taught is the only way.

6.6 Didactic Materials and Resources

Many language textbooks emphasize product (answers to comprehension questions) over process (using reading skills and strategies to understand the text), provide little or no contextual information about the reading selections or their authors, and few if any pre-reading activities.

Another problem with textbook reading selections is that they have been adapted to a predetermined reading level through adjustment of vocabulary, grammar, and sentence length. This makes them more immediately approachable, but it also means that they are less authentic and do not encourage students to apply the reading strategies they will need to use outside of class. When this is the case, use the textbook reading selection as a starting point to introduce a writer or topic, and then give students choices of more challenging authentic texts to read as a follow up. Also there is another kind of text, which includes: novel, magazines, newspaper, academic journal, letters, timetable, poem, etc.

Text-based materials: For example practice exercises, reading passages, gap fills, recordings, etc. It can be found in almost any course book as well as in books containing supplementary materials. They form an essential part of most lessons.

Realia: those materials include such things as magazines, newspapers, maps - things from the real world outside the classroom. They can be used in many activities.

6.7 Assessing Reading Proficiency

Reading ability is very difficult to assess accurately. In the communicative competence model, a student's reading level is the level at which that student is able

to use reading to accomplish communication goals. This means that assessment of reading ability needs to be correlated with purposes for reading.

6.7.1 Reading Aloud

A student's performance when reading aloud is not a reliable indicator of that student's reading ability. A student who is perfectly capable of understanding a given text when reading it silently may stumble when asked to combine comprehension with word recognition and speaking ability in the way that reading aloud requires.

In addition, reading aloud is a task that students will rarely, if ever, need to do outside of the classroom. As a method of assessment, therefore, it is not authentic: It does not test a student's ability to use reading to accomplish a purpose or goal.

However, reading aloud can help a teacher assess whether a student is seeing word endings and other grammatical features when reading. To use reading aloud for this purpose, teacher needs to adopt the read and look up approach: Ask the student to read a sentence silently one or more times, until comfortable with the content, then look up and tell the teacher what it says. This procedure allows the student to process the text, and lets the teacher see the results of that processing and know what elements, if any, the student is missing.

6.7.2 Comprehension Questions

Instructors often use comprehension questions to test whether students have understood what they have read. In order to test comprehension appropriately, these questions need to be coordinated with the purpose for reading. If the purpose is to find specific information, comprehension questions should focus on that information. If the purpose is to understand an opinion and the arguments that support it, comprehension questions should ask about those points.

In everyday reading situations, readers have a purpose for reading before they start. That is, they know what comprehension questions they are going to need to answer before they begin reading. To make reading assessment in the language classroom

more like reading outside of the classroom, therefore, allow students to review the comprehension questions before they begin to read the test passage.

Finally, when the purpose for reading is enjoyment, comprehension questions are beside the point. As a more authentic form of assessment, have students talk or write about why they found the text enjoyable and interesting (or not).

6.7.3 Authentic Assessment

In order to provide authentic assessment of students' reading proficiency, a post-listening activity must reflect the real-life uses to which students might put information they have gained through reading.

- It must have a purpose other than assessment.
- It must require students to demonstrate their level of reading comprehension by completing some task.

To develop authentic assessment activities, the teacher must consider the type of response that reading a particular selection would elicit in a non-classroom situation and then develop a checklist or rubric that will allow him to evaluate each student's comprehension of specific parts of the text.

- At the end of each lesson ask students to note down (in the mother tongue) what they thought the main point of the lesson was, what they learned from the lesson, which exercise helped them the most/least and what they found easiest/most difficult.
- As part of their homework, ask students to write down exactly what they did, how they approached it, where they did their homework, who with, what they used (dictionary, cassette, a friend, etc.) to help them complete it.

VII. Research questions

- What are the strategies that the teacher has to use in order to teach the reading skill?
- How effective are the strategies used by the teacher for developing the reading skill?
- What is the teacher's knowledge about reading skill?
- What is the student's background knowledge of the reading skill?
- What is the appropriateness of the didactic material that the teachers use to teach reading skill?
- What kind of assessment does the teacher apply in the teaching-learning process of reading skill?

VIII. Methodological Design

This research is demographic, it has a mix approach using qualitative and quantitative information, and it will be held in a transversal way. The research will be non-experimental because it will be based on the comparison of the results of the student surveys and teacher interview with the information obtained during the class observation to verify their reliability of the information that this research is concerned about.

It was observed many times the development of the reading ability during different moments of teaching learning process. It was used a series of surveys for this purpose, aimed to the teacher and students, varied observing guides and interviews intended to the teacher. It was expected to find out what methodological strategies are used by the teacher for developing reading ability and the effectiveness of those in the teaching learning process of reading.

8.1 Population and Sample

The population of this research is 14 students. The sample was obtained through the non-probabilistic method of Intentional Sampling, also called for Convenience Sampling. The sample for this study is 7 students, which are divided into 4 boys and 3 girls. It took the half part of the total of students to this sample to be representative regarding the gender, and these results will not be skewed for the point of view and

preferences of a specific gender. In this research the teacher's population was 2 (a man and a female), and it was taken the half of the population to be the sample.

The instruments used in this research to collect the data are direct and guided observation into the classroom using taking notes applied once a week, student survey applied twice, and teacher interviews face to face applied twice. To process the data they were compared the results of the teacher interview with the results the student's survey. Indeed those observations can be verified through the theoretical framework.

8.2 Procedures for processing the data

To process the data obtained it was classified into an Excel spread sheet to then make some graphs where the results were evident visually For selecting this procedure was taken in to consideration some forecasts such as the cost and time of processing the work. The analysis and descriptive statistics were used to decipher the results of the data processed.

IX. Variables System

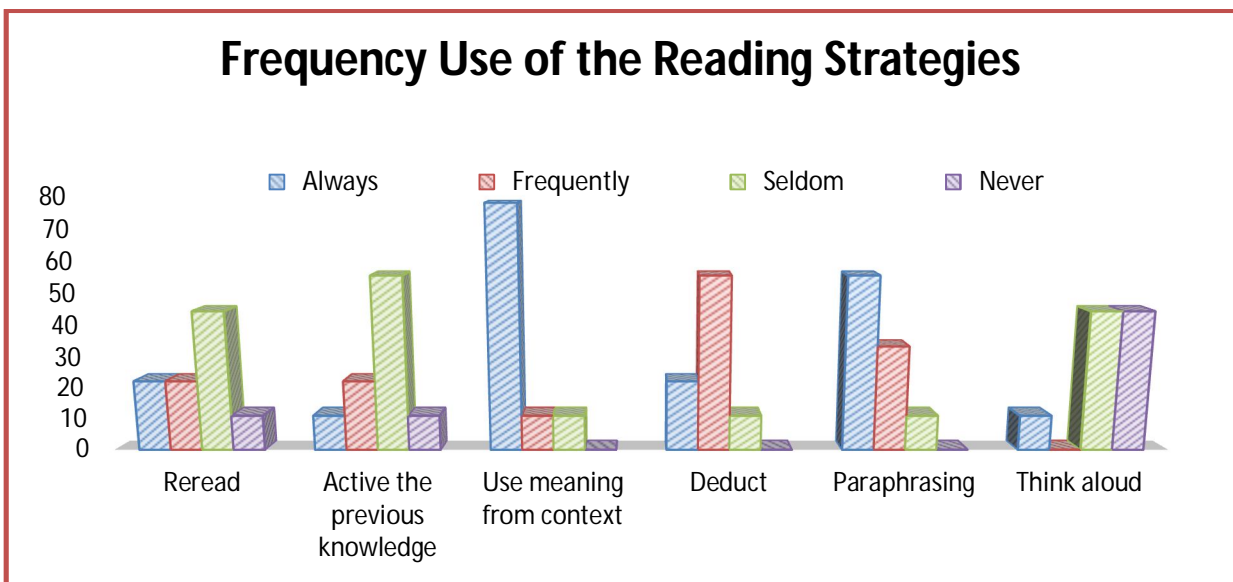
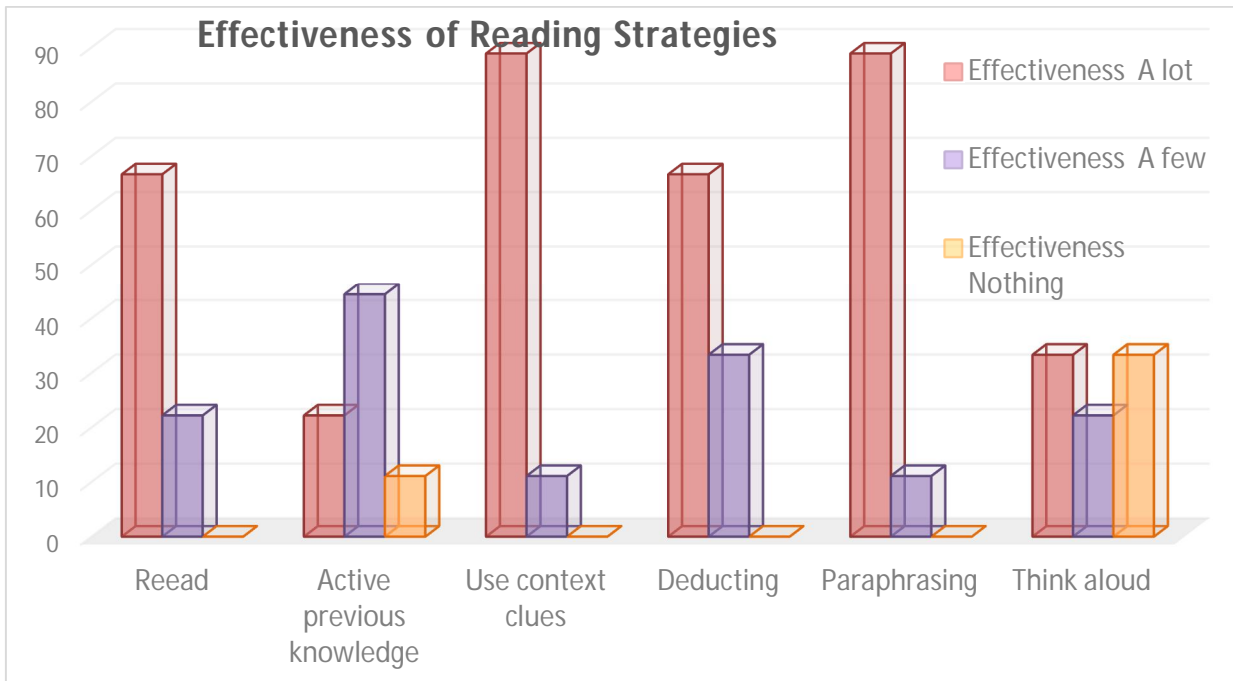
Specific Objective	Variable	Indicators	Instruments
To identify the teaching strategies used by the teacher in the teaching process of reading skill.	Methodological strategies	<ul style="list-style-type: none"> • Techniques • Strategies • Instruments 	<ul style="list-style-type: none"> • Observation • Interview
To determine the level of teacher's preparation in the development of Reading skill.	Teacher preparation	<ul style="list-style-type: none"> • Classroom management • Strategies applied • Goals of the class 	<ul style="list-style-type: none"> • Observation • Interview
To verify the appropriate resources used by the teacher according to the methods.	Time and Didactic Resources	<ul style="list-style-type: none"> • Time devoted • Resources used • Needs & resources 	<ul style="list-style-type: none"> • Survey • Interview
To establish the way of assessment in the reading skills.	Assessment	<ul style="list-style-type: none"> • Types of assessment 	<ul style="list-style-type: none"> • Survey • Interview

X. Development

10.1 Results

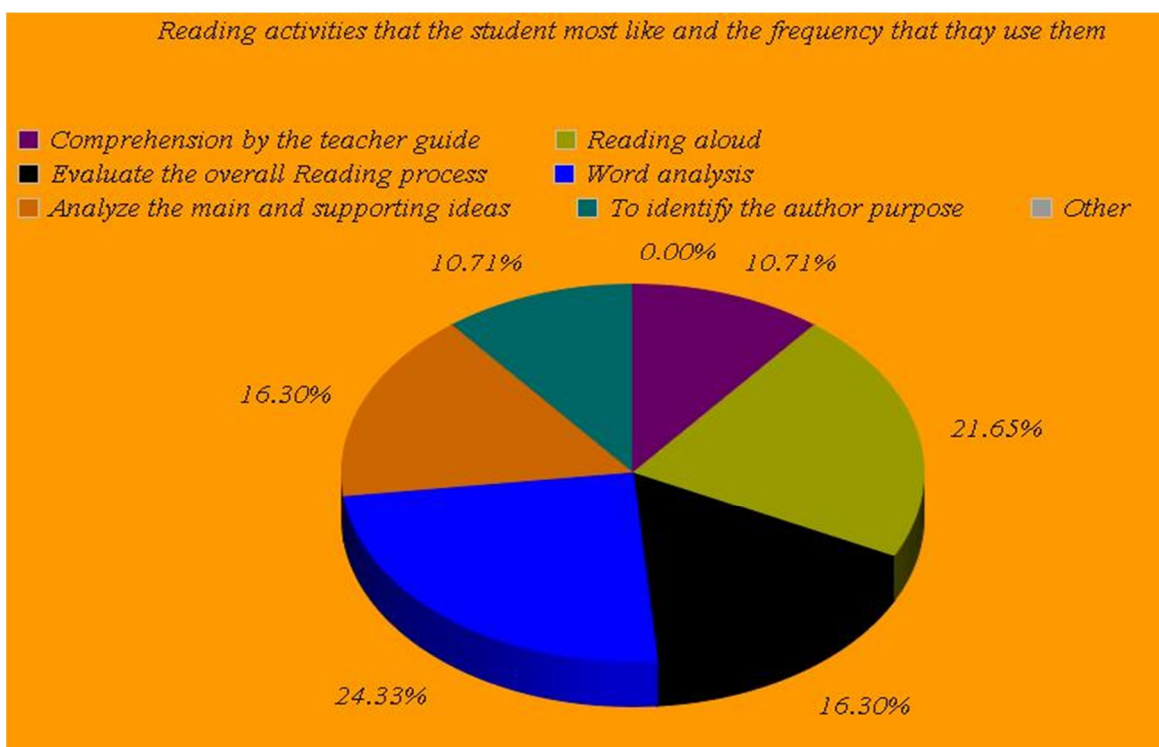
According to the student's survey and the teacher's interview it was obtained the following results:

- I. The teaching strategies used by the teacher in the teaching process of reading ability.



The strategies that the students have been learning during the Reading class are Rereading, deducing, using context clues, and paraphrasing; but the most useful are using context clues and paraphrasing because of the frequently use of this strategies by the teacher. On the other hand, he stated that he uses the SQR4 Method, which includes skimming, scanning, summarize main ideas, recites and paraphrase. However they have not been effective due to the way of the application during the teaching process. Indeed, the activity that the teacher more uses is word analysis with a 24.33%, and the second one is reading aloud with the 21.65%, but according with the students the most useful activity is word analysis with an 89%. In conclusion the teacher has been misusing the reading strategies and activities, according to the theory, there is not a perfect reading activity and strategy to develop all the reading skills, but the most effective one is to combine all of them to have a meaningful learning.

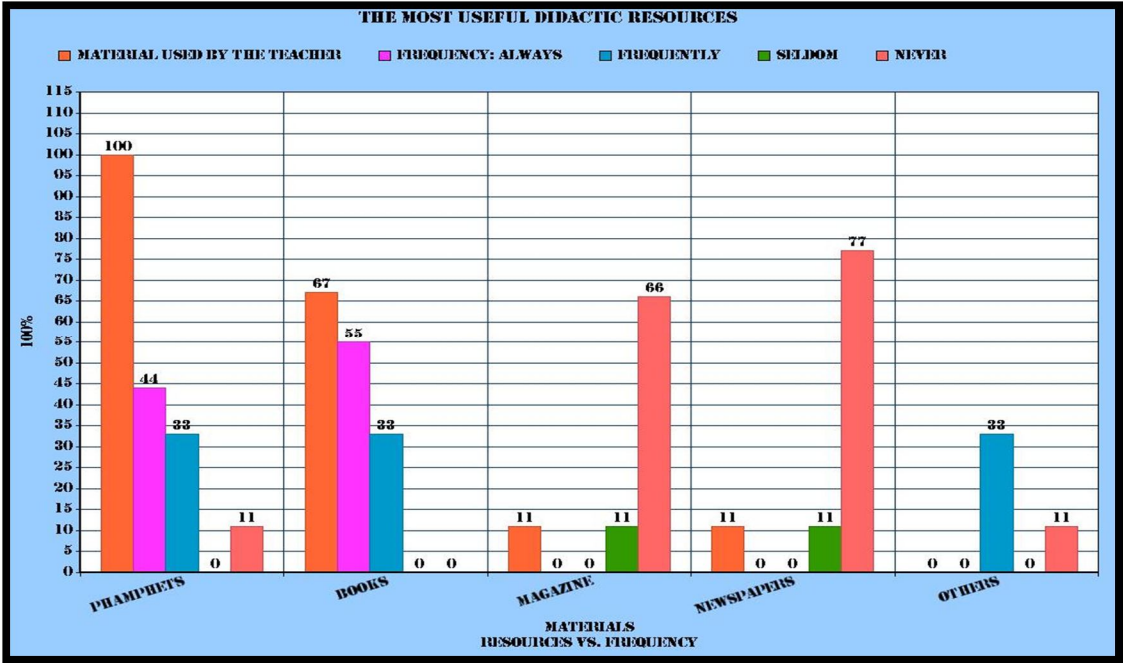
II. The level of teacher's preparation in the development of Reading ability



Another important thing that must be taken into account is the teacher's level preparation at the moment of the teaching-learning process. The teacher interview showed that the teacher has a M.A degree, so he is well prepared to teach the reading skills because he has taken a specialization course during his master

studies. According to the teacher’s goals, he could not achieve all of them. Based on his experience as a teacher and the observation guide, the teacher has an excellent classroom management, but he needs to apply correct strategies according to the reading skills in the students to achieve the main goals of the course.

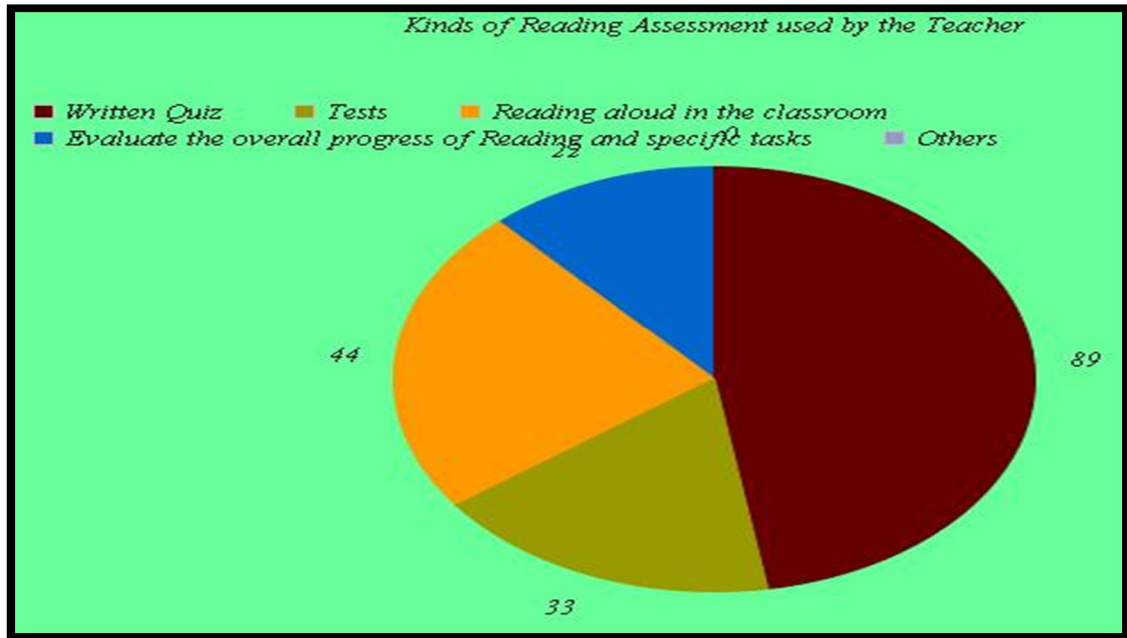
III. The appropriate resources used by the teacher according to the method

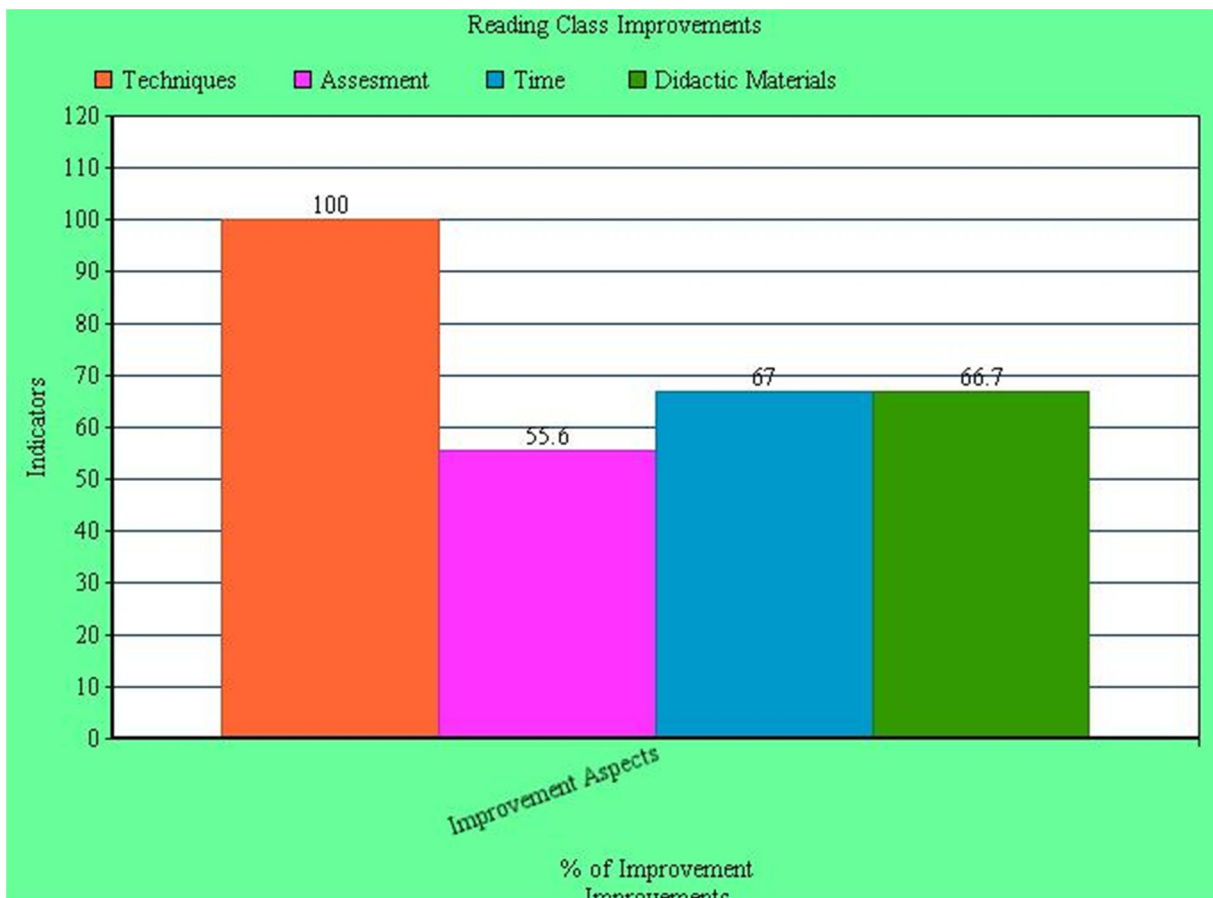


Eventually the 55.56% of the students argued that they received reading classes twice in a week. Thus, the students think that is not enough time with the 75%. Indeed, they only received 30 minutes classes per lesson, which is equal to an hour reading class per week. So, the students can not develop the reading skill by practicing during that time, the teacher has to devote more time to obtain almost the meaningful knowledge. Then, based on those facts, the 88.88% of the students are not satisfied with that class, and the same percent think that it has to be improved in the activities, materials, and time. On the other hand, the materials that the teacher almost always used in order to teach the reading ability are textbooks and pamphlets, which is consistently with the teacher information. Thus, the students said that the most useful resource is the pamphlet with a 100% of effectiveness. Nevertheless, the resources always used are books with the 55%, follow by pamphlets, and the others that do not have a frequently use. So, that is something contrary to the framework of

this research, which says that teacher must use a variety of sources such as poems, academic journal, letters and others. Indeed, it shows that the teacher is misusing the resources to develop the reading skills.

IV. The way of assessment in the reading ability.





Finally, the systems of assessment, according to the teacher interview are quizzes, presentations and essays that are supposedly applied once a week. Furthermore, according to the student's survey, they almost always do written quizzes with 89% of agreements. Then, they evaluate the overall progress of specific and general reading tasks such as word analysis and reading aloud. Even though, there is a great variety of ways that the teacher could use in order to assess appropriately the development of reading ability in the students.

XI. Conclusion

After processing the data, the following was found:

Methodological Strategies: The teacher's strategies for developing the reading skills are effective, even though he only use the same strategies most of the time. So, the teacher must use a variety of strategies according to the skill and subskills for developing in the students, the reading purpose, and the moment of the reading for making a meaningful learning.

Teacher Preparation: According to the teacher's interview, the teacher has a degree and specialization course in teaching English, also has plenty knowledge about teaching reading ability, approaches, techniques, strategies, and manages the classroom successfully. On the other hand, it is assumed that he misuses the strategies and techniques during the teaching process, because of the repeated use of those, affecting the whole improvement of the reading skills and sub-skills in the students.

Time devoted and Didactic resources: The teacher only uses the textbook and pamphlet while teaching reading to for developing reading skills, and the time devoted during the week is an hour. So it is not enough time to develop the reading skills because of the lack of this practice in the students' native language culture, as well as the resources need to be changed and more authentic. It is intended that students keep in touch with their context; and engage their critical thinking.

Assessment Techniques: According to the teacher's information, the assessment way for evaluating reading ability are essays, oral presentations, and written quizzes. On the other hand, it is contrasting to the students' survey that affirmed the exclusive application of written tests and reading aloud in the classroom. According to Anderson and Hamayan, there is no stablished assessment technique, the teacher needs to knows how to assess the students' progress in addition to assessing the effectiveness of various practices in a reading class. What works and what does not work should not rest only with a teacher subjective judgment but should be

determined through both formal and informal assessment procedure (Good sources on reading assessment include Anderson 2000, Hamayan 1995).

XII. Recommendations

Some of the recommendations for teaching reading skill in the classroom are:

1. Use creative strategies to get the students' attention to get them involved in the reading activities to develop their reading skills according their level.
2. Do not repeat the same strategies. You should combine some of them and the students will be motivated and will be very active in the reading activities. So, they will develop the reading skills with high expectations.
3. Apply techniques that make students feel confidents, but challenge; that encourage them to achieve a positive self-concept and strong sense of self study.
4. Select the proper objectives to develop reading skills according to the level group and the requirements of the course.
5. Manage the time to take advantage of it in the three moments of the reading (pre-reading, reading and after reading).
6. Use a plenty of resources to encourage the students to read wherever they are to enrich their vocabulary and develop critical thinking.
7. Assessing in different ways into the classroom and out of it with different items that allows the teacher make the evaluating system more practical and easy for him and the students.
8. Helping students build a large recognition vocabulary.
9. Addressing the large of skills needed for successful comprehension.
10. Helping students many opportunities to read so that they develop reading fluency and automaticity.
11. Motivating students to read to develop a critical thinking.

12. Developing effective content-based instructions for authentic integrated-skills task.

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Anexes

UNIVERSIDAD NACIONAL AUTONOMA DE NICARAGUA
UNAN-MANAGUA
EDUCATION AND LANGUAGES FACULTY
ENGLISH DEPARTMENT



Topic: The effectiveness of Methodological strategies used by the teacher to develop reading ability in students of Integrated English VI, 3rd year B, English Major, in the afternoon shift, from March to October 2014, at UNAN-Managua

Objective: To identify the teaching strategies used by the teacher in the teaching process of reading ability.

Observation guide

Date: _____ Integral English VI, 3rd year, 2014

1. What strategies does the teacher use to introduce or develop the Reading class?
 - a) Class discussion
 - b) Group work
 - c) individual analysis
 - d) Pre-reading question.
 - e) Other
2. What Reading strategies do the students practice more?
 - a) Previewing
 - b) Predicting
 - c) Skimming and scanning
 - d) Guessing from context
 - e) Paraphrasing
3. Do the students analyze the whole Reading?
 - a) Yes
 - b) Part of it.
 - c) A little
 - d) None

4. Do the students use sub-skills of Reading to analyze a reading? Which one?

- a) Basic reference and information-finding skills [e.g. title, using contents page, index, footnotes, bibliography, chapter headings and sub-headings, chapter summaries].
- b) Deducing meaning and use of unfamiliar lexical items through understanding word formation and contextual clues.
- c) Understanding grammatical [syntactic and morphological] relationships at the sentence level.
- d) Understanding relationships between parts of text through cohesive devices [especially grammatical cohesion such as noun-pronoun reference].
- e) Understanding relationships between parts of text through discourse markers [especially for introduction, development, transition and conclusion of ideas.]
- f) Understanding communicative functions of sentences with and without specific markers [e.g. definition and exemplification].
- g) Understanding conceptual meaning in text [e.g. comparison, cause & effect, audience & purpose].
- h) Understanding explicitly stated ideas and information in text.
- i) Understanding ideas and information in a text which are not explicitly stated.
- j) Separating essential and non-essential content in text: distinguishing main idea from supporting detail [e.g. fact & opinion, statement & example, proposition & argument].
- k) Transferring information or knowledge from one context to another [e.g. from science to engineering].
- l) Skimming text [surveying to obtain gist].
- m) Scanning text [reading for specific detail].

5. Do all the students participate in the activities?

- a) Yes b) No c) Most of them d) few of them e) None

6. How many time the teacher spend to teach Reading?

- a) An hour b) half hour c) 30 minutes d) 20 minutes e) less than 20 minutes

7. What kind of materials does the teacher use in order to develop the Reading skill?

- a) Textbook b) magazines c) articles d) literature e) other_____

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EDUCATION AND LANGUAGES FACULTY
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Topic: The effectiveness of methodological strategies used by the teacher to develop reading ability in students of Integrated English VI, 3rd year B, English Major, in the afternoon shift, from February to October, at UNAN-Managua.

Objective: To identify the methodological strategies used by the teacher in the teaching process of reading ability.

Teacher Interview

- 1) How many times do you teach Reading in a week?
- 2) How much time do you spend to teach reading?
- 3) What do you think is the level of importance of teaching the reading ability?
Explain why
- 4) What kind of materials do you use in order to develop the reading skills?
Explain why
- 5) What are the sub-skills that you emphasize in reading?
- 6) What are the techniques that you use to teach reading? Explain why
- 7) What is the level of participation of the students in the reading class? Give some reasons, please.
- 8) What is the level of effectiveness of the techniques that you apply to the students?
- 9) What is your main goal in the teaching process of reading ability according to the level of your students?
- 10) What kind of assessment do you apply in the reading class? Are those reliable? Why?
- 11) What strategies do you use to introduce and develop the reading class?
- 12) What reading strategies do you apply in order to develop the reading skills?
- 13) How frequently do you use the reading strategies in order to develop the reading skills?

- 14) Do you consider that is important to take a course before to teach the reading skills? Explain why
- 15) Do you think that you already achieved the main course goals and your students had attained the necessary knowledge according to the reading skills? Give some reasons, please.
- 16) Have you taken a specialization course in teaching reading?
- 17) How many years have you been teaching English in a college?

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Topic: The effectiveness of methodological strategies used by the teacher to develop reading ability in students of Integrated English VI, 3rd year B, English Major, in the afternoon shift, from March to October 2014, at UNAN-Managua

Objective: To ascertain the level of effectiveness of the methodological strategies in the teaching-learning process of reading ability.

Student`s Survey

Date: _____ Integrated English VI, 3rd year, 2014 S:

1. How many times in the week does your teacher teach you Reading?
 - a) One b) twice c) three times
2. Do you think Is it enough time to learn the reading ability?
Yes _____ Not _____
3. How long are the reading classes?
 - a) An hour b) half hour c) 30 minutes d) 20 minutes e) less than 20 minute
4. Check the sub-abilities that you have been learning in the teaching process of reading?

A	Identify the main ideas and supporting details	
B	Skimming	
C	Understand the authors purpose	
D	Recognizing analogies	

E	Deducing the meaning of words by context	
F	Recognizing connotative and denotative language	
G	Making inference	
H	Using references	
I	Distinguish between facts and opinions	
J	Make predictions	
K	Paraphrasing	

5. Check the level of effectiveness of the sub-abilities that you have learnt

	Sub-abilities	A lot	A few	Nothing
A	Identify the main ideas and supporting details			
B	Skimming			
C	Understand the authors purpose			
D	Recognizing analogies			
E	Deducing the meaning of words by context			
F	Recognizing connotative and denotative language			
G	Making inference			
H	Using references			
I	Distinguish between facts and opinions			
J	Make predictions			
K	Paraphrasing			

6. Check the frequency which the teacher emphasizes in the following sub-skills.

		Always	Frequently	Seldom	Never
A	Identify the main ideas and supporting details				
B	Skimming				
C	Understand the authors purpose				
D	Recognizing analogies				
E	Deducing the meaning of words by context				
F	Recognizing connotative and denotative language				
G	Making inference				
H	Using references				
I	Distinguish between facts and opinions				
J	Make predictions				
K	Paraphrasing				

7. Circle the techniques that the teacher used in the teaching process of reading.

1. Reading comprehension by the teacher guide
2. Reading aloud in the classroom
3. Evaluate the overall progress of reading comprehension
4. Word analysis
5. Analyze the main ideas and supporting details

6. Understand the author purpose
7. Others

8. Check the techniques that you like most

A	Reading comprehension by the teacher guide	
B	Reading aloud in the classroom	
C	Evaluate the overall progress of reading comprehension	
D	Word analysis	
E	Analyze the main ideas and supporting details	
F	Understand the author purpose	

9. Check the level of effectiveness of the techniques that the teacher use

		A lot	A few	Nothing
A	Reading comprehension by the teacher guide			
B	Reading aloud in the classroom			
C	Evaluate the overall progress of reading comprehension			
D	Word analysis			
E	Analyze the main ideas and supporting details			
F	Understand the author purpose			

10. Check the strategies that you practice in the teaching process of reading ability.

A	Reread	
B	Activate the preview knowledge	
C	Using meaning by context	
D	Deducing	
E	Paraphrasing	
F	Think aloud	

11. In your experience as a students, check the strategies that you consider useful

		A lot	A few	Nothing
A	Reread			
B	Activate the preview knowledge			
C	Using meaning by context			
D	Deducing			
E	Paraphrasing			
F	Think aloud			

12. Check the level of frequency of the following strategies

		Always	Frequently	Seldom	Never
A	Reread				
B	Activate the preview knowledge				

C	Using meaning by context				
D	Deducing				
E	Paraphrasing				
F	Think aloud				

13. Check the didactic material that the teacher use to teach the reading ability

A	Textbook	
B	Magazine	
C	Newspapers	
D	Pamphlets	
E	Other	

14. Check the didactic materials that you consider useful.

		A lot	A few	Nothing
A	Textbook			
B	Magazine			
C	Newspapers			
D	Pamphlets			
E	Other			

15. Check the frequency that the teacher use the following didactic materials

		Always	Frequently	Seldom	Never
A	Textbook				
B	Magazine				
C	Newspapers				
D	Pamphlets				
E	Other				

16. What kind of assessment that the teacher apply in the teaching reading process?

- a) Written quiz
- b) Test
- c) Reading aloud
- d) Evaluate the overall progress of reading
- e) Other

12. Are you satisfied with the reading class?

- a) Yes
- b) No.

13. Do you think that reading class needs to improve?

- a) Yes.
- b) No.

14. What aspects do you consider reading class needs to improve?

- a) Time
- b) Materials
- c) Techniques

- d) Assessment
- e) Other: _____

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DEPARTAMENTO DE INGLES



Tema: La efectividad de las estrategias metodológicas utilizadas por el docente para desarrollar la habilidad de la lectura en los estudiantes de inglés integral VI, tercer año B, en la carrera de Ingles, turno vespertino de Febrero a Octubre 2014, en la universidad UNAN Managua.

Objetivo: Identificar las estrategias utilizadas por el docente en el proceso de enseñanza de la habilidad de lectura en Ingles.

Guía de observación

Date: _____ **Ingles integral VI, tercer año, 2014**

1. ¿Cuánto es el tiempo que tu docente dedica a la enseñanza de la habilidad de la lectura?
a) Una hora b) Media hora c) veinte minutos d) Menos de veinte minutos
2. ¿Cuáles son los materiales que utiliza tu docente al momento de desarrollar la clase de lectura?
1. Libros b) Revistas c) Artículos de lectura d) Folletos e) Otro: _____
3. ¿Cuáles son las estrategias que utiliza tu docente al momento de iniciar o desarrollar la clase de lectura?
a) Discusión abierta b) Trabajo en grupo c) Análisis individual d) Preguntas antes de lectura e) Texto Skimming (explorar para obtener esencia). m) El escaneo de texto (lectura para detalles específicos).
a) Otro: _____
4. ¿Al momento de desarrollar las actividades, participan todos los estudiantes?
a) Si b) No c) La mayoría de ellos d) Pocos e) Ninguno
5. ¿Cuáles son las estrategias de aprendizaje que más practican al momento del aprendizaje e la habilidad de la lectura?

- a) Vista previa
 - b) Predecir
 - c) Lectura detallada y lectura rápida
 - d) Deducir por contexto
 - e) Parafrasear
6. ¿los estudiantes analizan toda la lectura?
- a) Si b) Una parte c) un poco d) Nada
7. ¿los estudiantes utilizan las sub-habilidades de la lectura para analizar la misma? ¿Cuáles?
- a) habilidades de referencia e información exploratorias básicas [por ejemplo, título, usando la página de contenido, índice. a pie de página, bibliografía, títulos de los capítulos y subtítulos, resúmenes de los capítulos].
 - b) Deducir el significado y uso de los elementos léxicos desconocidos a través de la comprensión de la formación de palabras y pistas contextuales.
 - c) Comprender las relaciones gramaticales [sintácticas y morfológicas] al nivel de la oración.
 - d) La comprensión de las relaciones entre las partes del texto a través de mecanismos de cohesión [especialmente de cohesión gramatical como referencia-nombre pronombre].
 - e) La comprensión de las relaciones entre las partes del texto a través de los marcadores del discurso [en especial para la introducción, el desarrollo, la transición y la celebración de las ideas.]
 - f) La comprensión de las funciones comunicativas de oraciones con y sin marcadores específicos [por ejemplo, definición y ejemplificación].
 - g) Comprender el significado conceptual en el texto [por ejemplo, comparación, causa y efecto, la audiencia y el propósito].
 - h) Comprensión explícitamente ideas y la información en el texto.
 - i) Comprender ideas e información en un texto que no se dice explícitamente.
 - j) Separar el contenido esencial y no esencial en el texto: distinguir la idea principal de apoyar detalle [por ejemplo, hecho y opinión, declaración y ejemplo, proposición y argumento].
 - k) La transferencia de la información o el conocimiento de un contexto a otro [por ejemplo, desde la ciencia a la ingeniería].

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Tema: La efectividad de las estrategias metodológicas utilizadas por el docente para desarrollar la habilidad de la lectura in los estudiantes de inglés integral VI, tercer año B, en la carrera de Ingles, turno vespertino de Febrero a Octubre 2014, en la universidad UNAN Managua.

Objetivo: Identificar las estrategias utilizadas por el docente en el proceso de enseñanza de la habilidad de lectura en Ingles.

Entrevista al Docente

I. Contesta las siguientes preguntas.

- 1) ¿Cuántas veces a la semana enseña lectura a sus alumnos?
- 2) ¿Cuánto tiempo dedica a la enseñanza de la habilidad de lectura?
- 3) ¿Cuál es el nivel de importancia que tiene la habilidad de lectura en la enseñanza del idioma de inglés? Explica.
- 4) ¿Qué materiales didácticos utiliza en la enseñanza de la habilidad de lectura? Explique
- 5) ¿Cuáles son las sub-habilidades que enfatiza en el proceso de enseñanza de lectura?
- 6) ¿Cuáles son las actividades que usted utiliza en enseñanza de la habilidad de lectura? Explique.
- 7) ¿Cuán eficiente fue la aplicación de dichas actividades en el proceso de integración y enseñanza-aprendizaje de la habilidad de lectura? Explique
- 8) ¿Cuál es el nivel de participación de sus estudiantes en la clase de lectura? ¿A qué se debe el mismo?
- 9) ¿Cuál es su objetivo principal en el proceso de enseñanza-aprendizaje de la habilidad de lectura?
- 10) ¿Qué técnicas de evaluación utiliza en el proceso de enseñanza-aprendizaje de lectura? Explique
- 11) ¿Con qué frecuencia aplica dichas evaluaciones?
- 12) ¿Qué estrategias utilizas para introducir la habilidad de lectura?
- 13) ¿Cuáles son las estrategias que aplica para desarrollar las habilidades de lectura?
- 14) ¿Cuál es la frecuencia con la que utiliza las estrategias de lectura en pro de la enseñanza-aprendizaje de la habilidad de lectura?
- 15) ¿Cuál es el grado de efectividad de las estrategias que usted utiliza?
- 16) ¿Cree usted que es necesario tomar un curso antes de enseñar la habilidad de lectura? Explique.

- 17) ¿Piensa usted que ha logrado obtener los objetivos del curso y sus alumnos han alcanzado el conocimiento necesario con respecto a la habilidad de lectura? Mencione algunas razones por favor.
- 18) ¿Cuál es su nivel de preparación académica?
- 19) ¿Ha tomado usted un curso de especialización en la enseñanza de Lectura? Explique
- 20) ¿Cuántos años tiene de estar enseñando inglés a nivel universitario?

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Tema: La efectividad de las estrategias metodológicas utilizadas por el docente para desarrollar la habilidad de la lectura in los estudiantes de inglés integral VI, tercer año B, en la carrera de Ingles, turno vespertino de Febrero a Octubre 2014, en la universidad UNAN Managua.

Objetivo: Determinar el nivel de eficacia de las estrategias metodológicas en el proceso de enseñanza y aprendizaje de a habilidad del inglés.

Encuesta del estudiante

I. Encierra en un círculo la respuesta a las siguientes preguntas:

1. ¿Cuántas veces a la semana te enseñan la habilidad de la lectura?
a) Una vez b) Dos veces c) Tres veces d) Otro_____
2. ¿Usted cree que es suficiente tiempo dedicado a la enseñanza de la habilidad de lectura?
a) Si b) No
3. ¿Cuánto es el tiempo que dedica su docente a la enseñanza de la habilidad de lectura?
a) Una hora b) Media hora c) veinte minutos d) Otro_____
4. Marque con una X las sub-habilidades que has estado aprendiendo en el desarrollo de la habilidad de Lectura.

A	Identificar la idea principal de un texto y sus ideas secundarias.	
B	Identificar información específica.	

C	Entender el propósito del autor.	
D	Reconocer analogías.	
E	Deducir por contexto el significado de palabras.	
F	Reconocer el lenguaje connotativo y denotativo.	
g	Hacer inferencias	
h	Hacer referencias	
i	Distinguir hechos de opiniones	
j	Hacer predicciones	
k	Parafrasear	

5. Seleccione con una X el nivel de efectividad de las sub-habilidades de lectura que has estado aprendiendo.

		Mucho	Poco	Nada
a	Identificar la idea principal de un texto y sus ideas secundarias.			
b	Identificar información específica.			
c	Entender el propósito del autor.			
d	Reconocer analogías.			
e	Deducir por contexto el significado de palabras.			
f	Reconocer el lenguaje connotativo y denotativo.			
g	Hacer inferencias			
h	Hacer referencias			
i	Distinguir hechos de opiniones			
j	Hacer predicciones			
k	Parafrasear			

6. Marque con una X el nivel de frecuencia con que el docente enfatiza en las siguientes sub-habilidades.

		Siempre	Frecuente	Raras veces	Nunca
a	Identificar la idea principal de un texto y sus ideas secundarias.				
b	Identificar información específica.				
c	Entender el propósito del autor.				
d	Reconocer analogías.				
e	Deducir por contexto el significado de palabras.				
f	Reconocer el lenguaje connotativo y denotativo.				
g	Hacer inferencias				
h	Hacer referencias				
i	Distinguir hechos de opiniones				
j	Hacer predicciones				
k	Parafrasear				

7. Encierra en un círculo las actividades que su docente realiza al momento de la enseñanza de la habilidad de lectura.

1. Comprensión con supervisión del docente.
2. Lectura de voz alta en el aula de clase.
3. Evaluar el progreso general en la lectura.
4. Análisis de las palabras.
5. Analizar las ideas principales y secundarias.
6. Entender el propósito del autor.
7. Otra _____

8. Selecciona con una X las actividades que te gustan más al momento de aprender la habilidad de la lectura.

A	Comprensión con supervisión del docente.	
B	Lectura de voz alta en el aula de clase.	
C	Evaluar el progreso general en la lectura.	
D	Análisis de las palabras.	
E	Entender el propósito del autor.	
F	Analizar las ideas principales y secundarias.	

9. Selecciona con una X el nivel de efectividad de las actividades empleadas por el docente

A	Comprensión con supervisión del docente.	
B	Lectura de voz alta en el aula de clase.	
C	Evaluar el progreso general en la lectura.	
D	Análisis de las palabras.	
E	Entender el propósito del autor.	
F	Analizar las ideas principales y secundarias.	

10. Selecciona con una X las estrategias que practicas en el momento del aprendizaje de la habilidad de lectura.

N°	Estrategias	
A	Releer	
B	Activar el conocimiento previo	
C	Usar significados por contexto	
D	Deducir	
E	Parafrasear	
F	Pensar en voz alta	

11. ¿En tu experiencia como estudiante, cuales son las estrategias que consideras que más te han ayudado a desarrollar la habilidad de la lectura?
Selecciona con un √

N°	Estrategias	Mucho	Poco	Nada
A	Releer			

B	Activar el conocimiento previo			
C	Usar significados por contexto			
D	Deducir			
E	Parafrasear			
F	Pensar en voz alta			

12. Marque con una X el nivel de frecuencia con que el docente utiliza las siguientes estrategias.

	Estrategias	Siempre	Frecuente mente	Raras veces	Nunca
a	Releer				
b	Activar el conocimiento previo				
c	Usar significados por contexto				
d	Deducir				
e	Parafrasear				
f	Pensar en voz alta				

13. ¿Cuáles son los materiales que utiliza su docente al momento de desarrollar la clase de lectura?

a) Libros b) Revistas c) Periódicos d) Folletos e) Otro:

14. ¿Cuáles son los recursos didácticos que tu consideras el más útil?

N°	Recursos Didácticos	Mucho	Poco	Nada
A	Libro			
B	Revista			
C	Periódico			
D	Folleto			
E	Otros			

15. Selecciona con una X la frecuencia con que el docente usa los siguientes recursos didácticos.

N°	Recursos Didácticos	Siempre	Frecuente mente	Rara vez	Nunca
A	Libro				
B	Revista				
C	Periódico				
D	Folleto				
E	Otros				

16. ¿Qué tipo de evaluación aplica tu docente en la clase de lectura?

a) Pruebas escritas
b) Exámenes

- c) Lectura en voz alta en la aula de clase
- d) Evaluar el progreso general en la lectura y en determinadas tipos de tareas de lectura.
- e) Otro: _____

17. ¿Está usted satisfecho con la clase de lectura?

- a) Si
- b) No

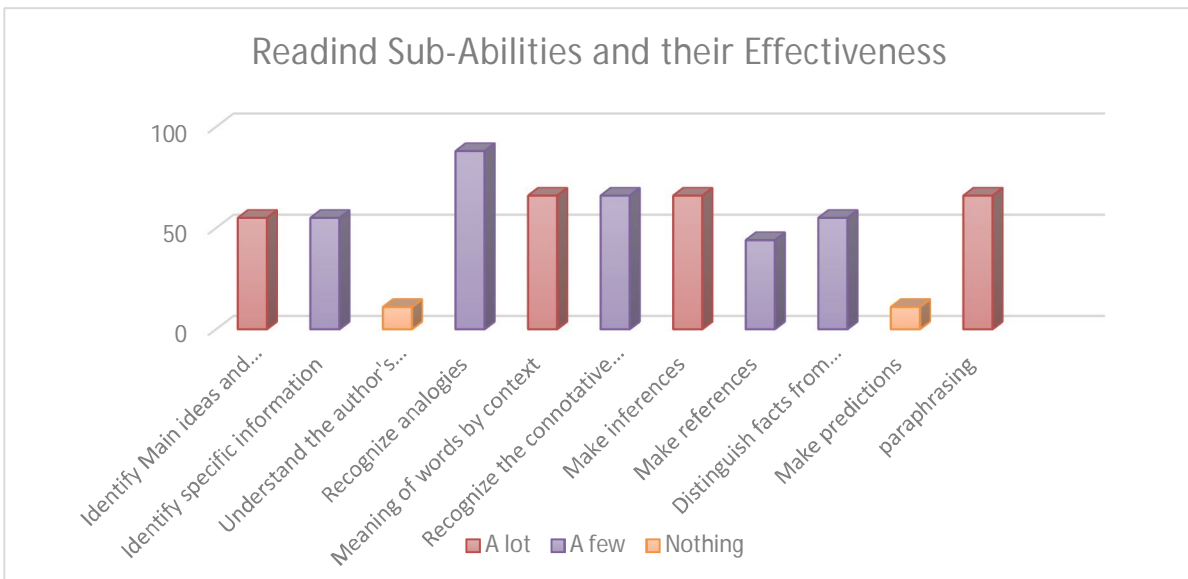
18. ¿Cree usted que la clase de lectura necesita ser mejorada?

- a) Si
- b) No

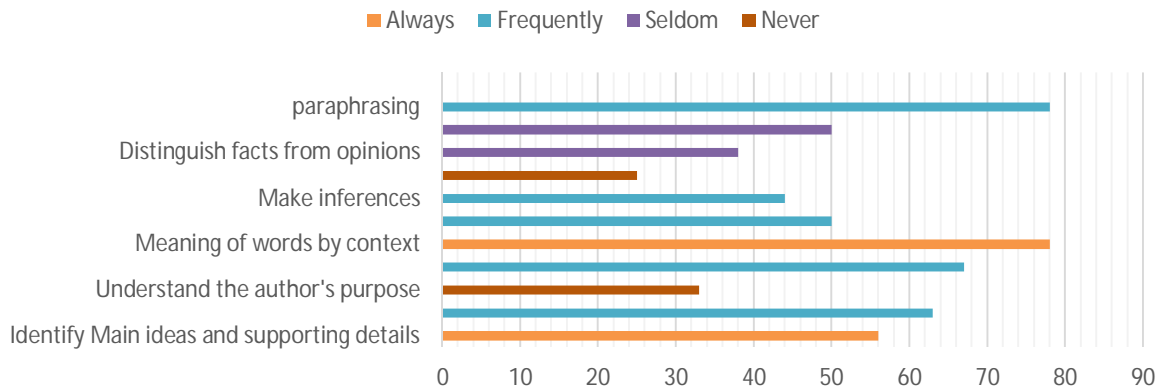
19. ¿En qué aspectos cree usted necesita mejorar la clase de lectura?

- a) Tiempo
- b) Materiales didácticos
- c) Actividades
- d) Evaluación

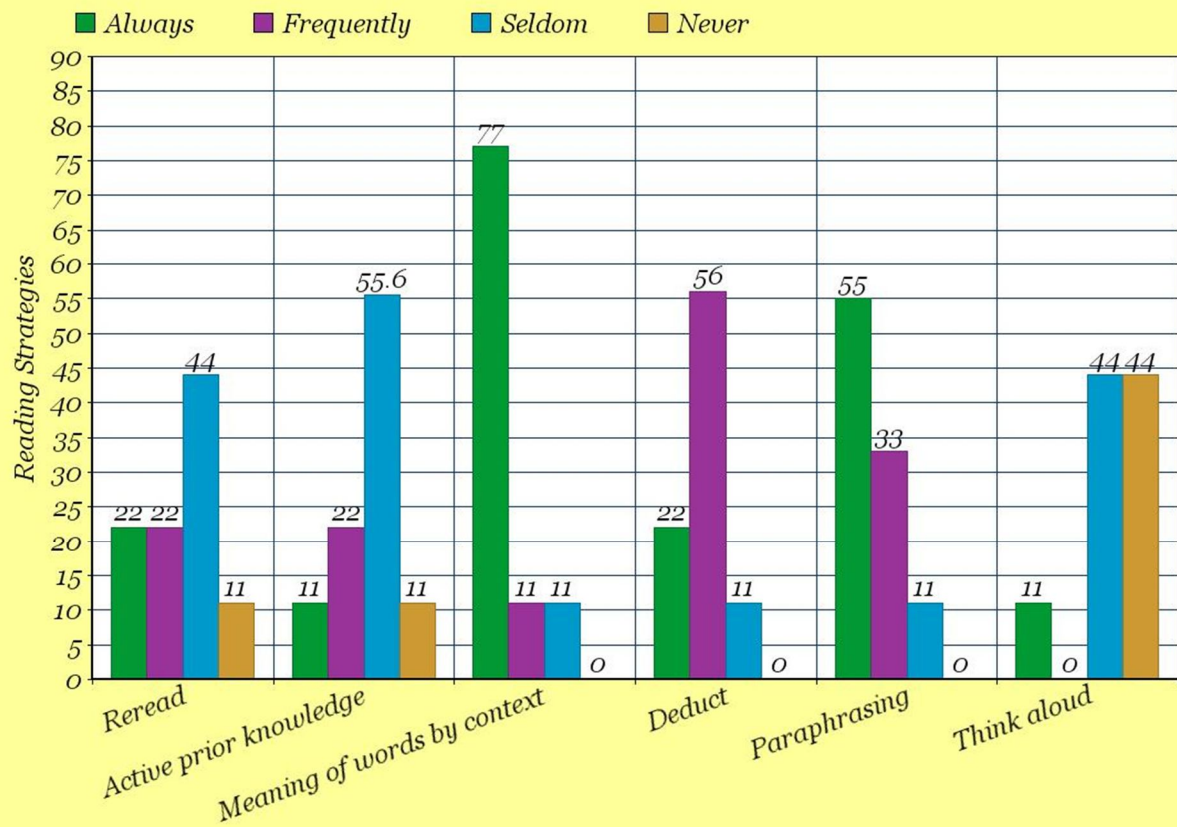
GRAPHICS

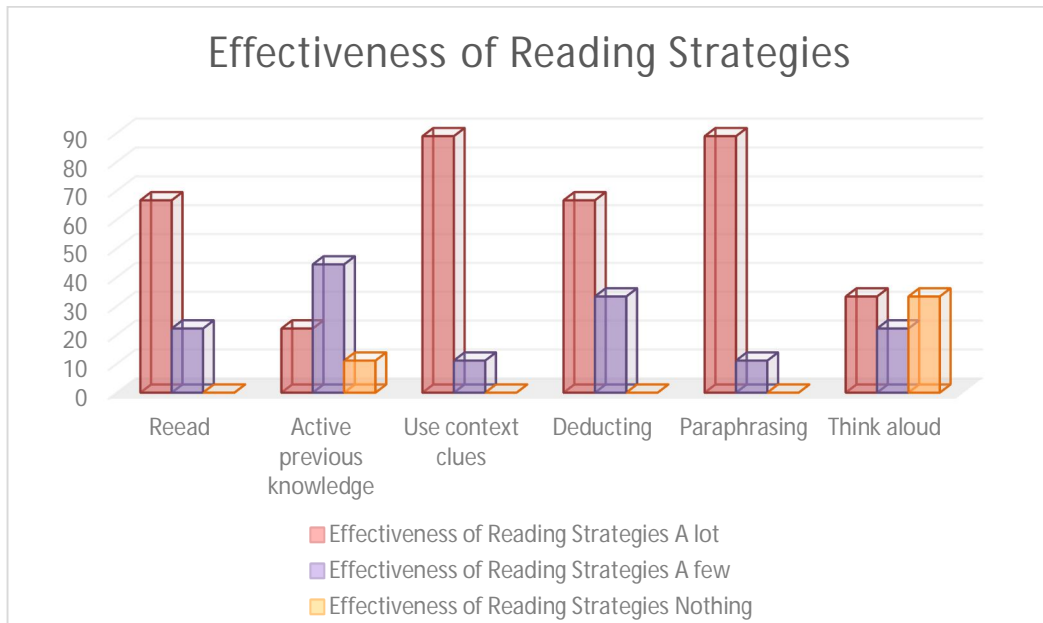
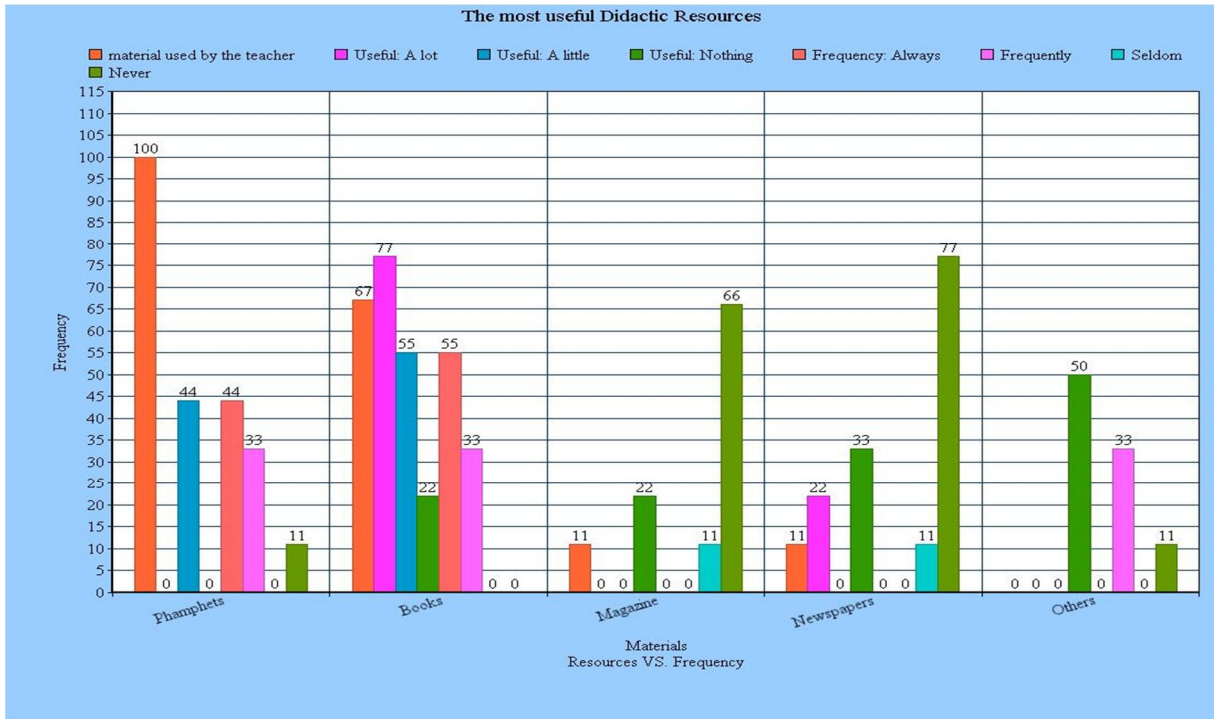


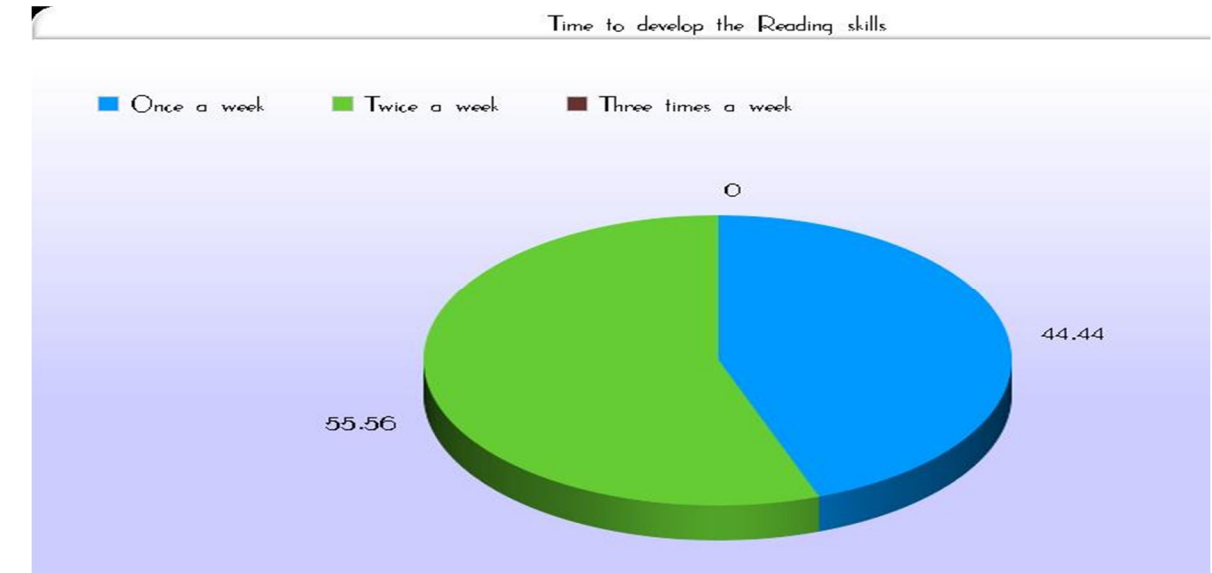
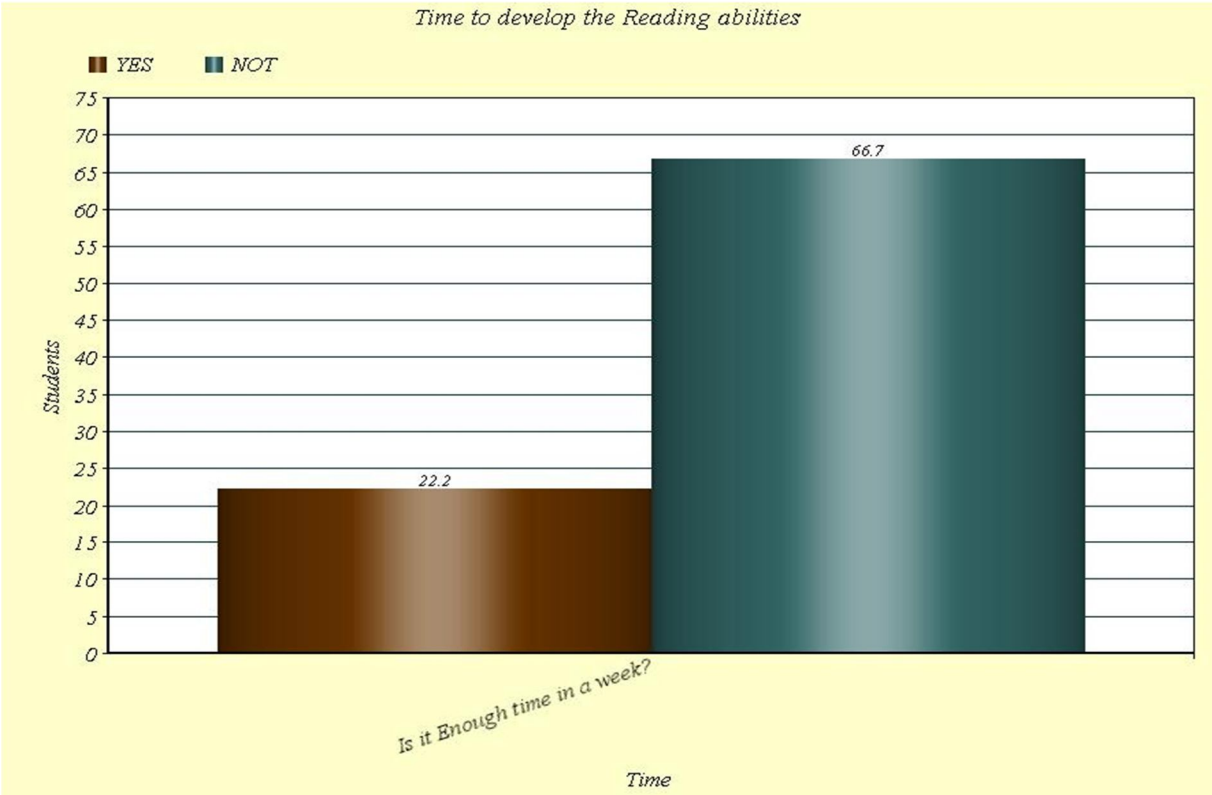
Reading Sub-Abilities and their frequency



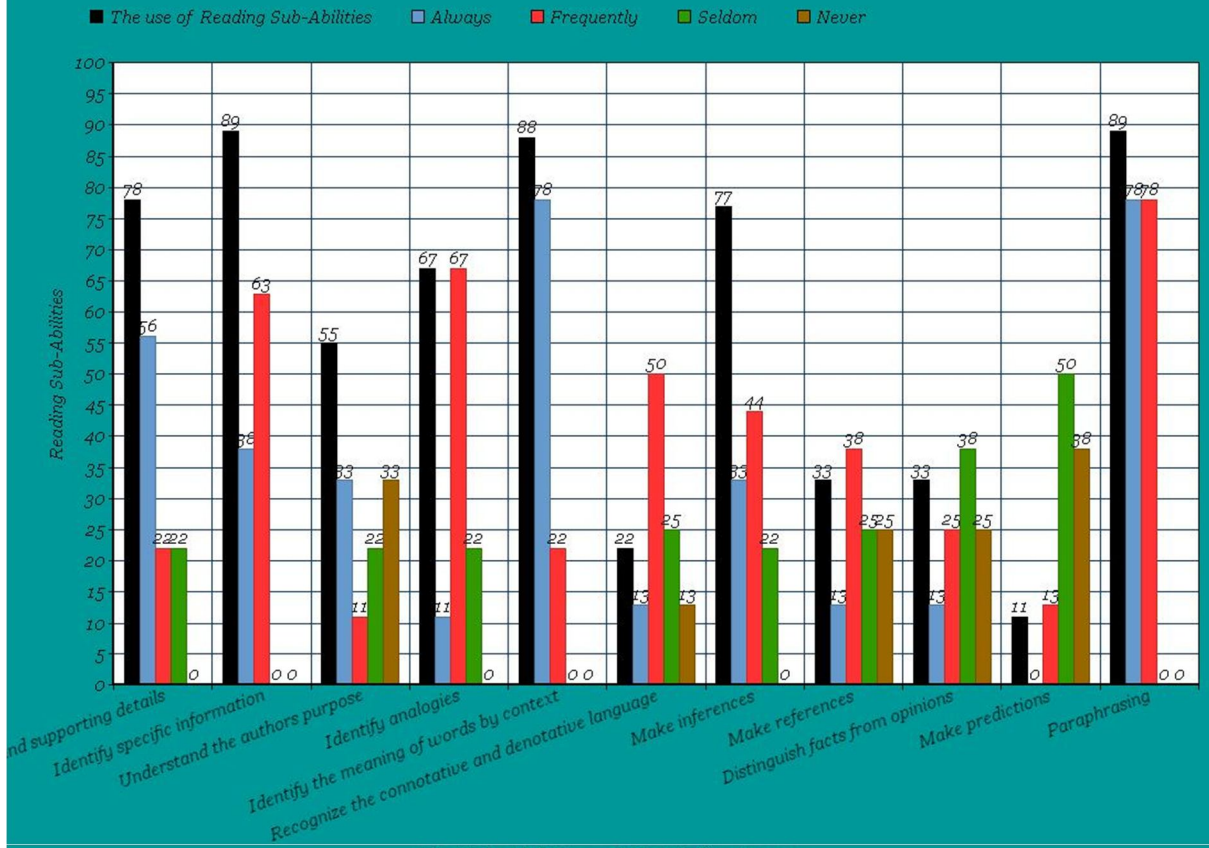
Reading Strategies Frequency use by the teacher



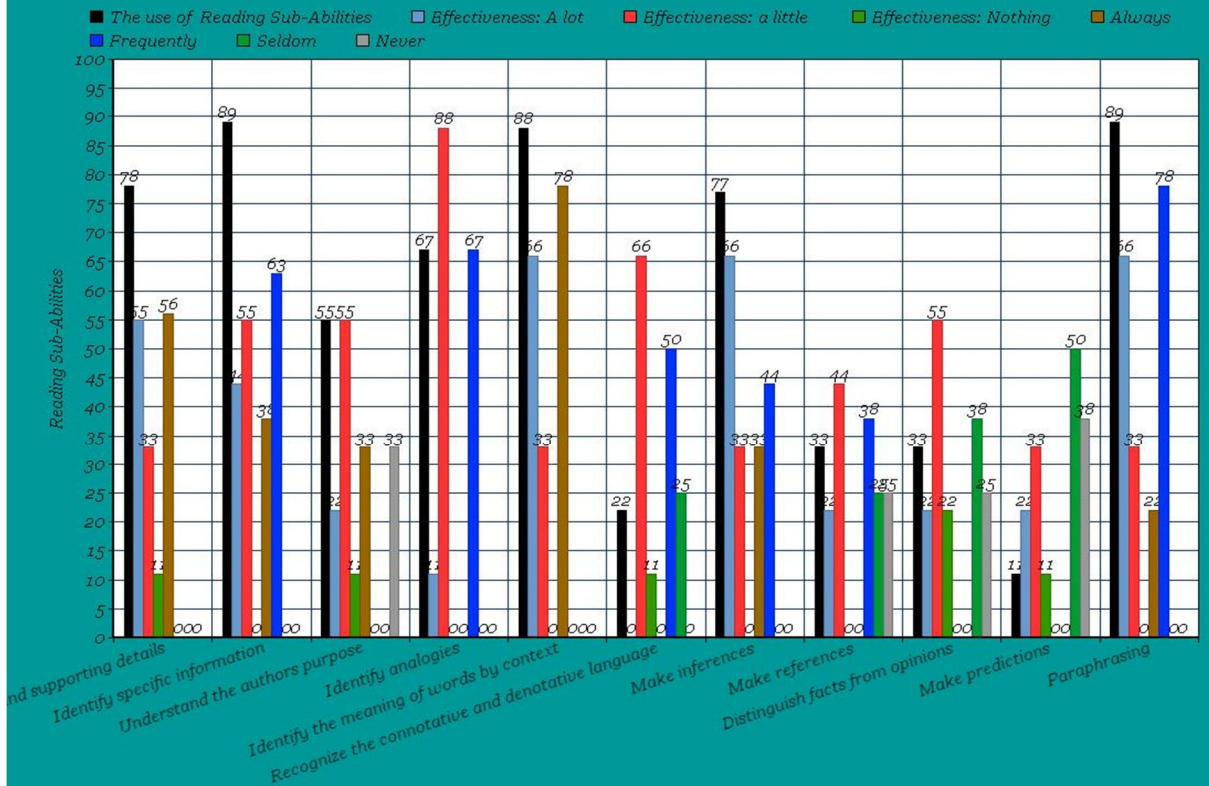


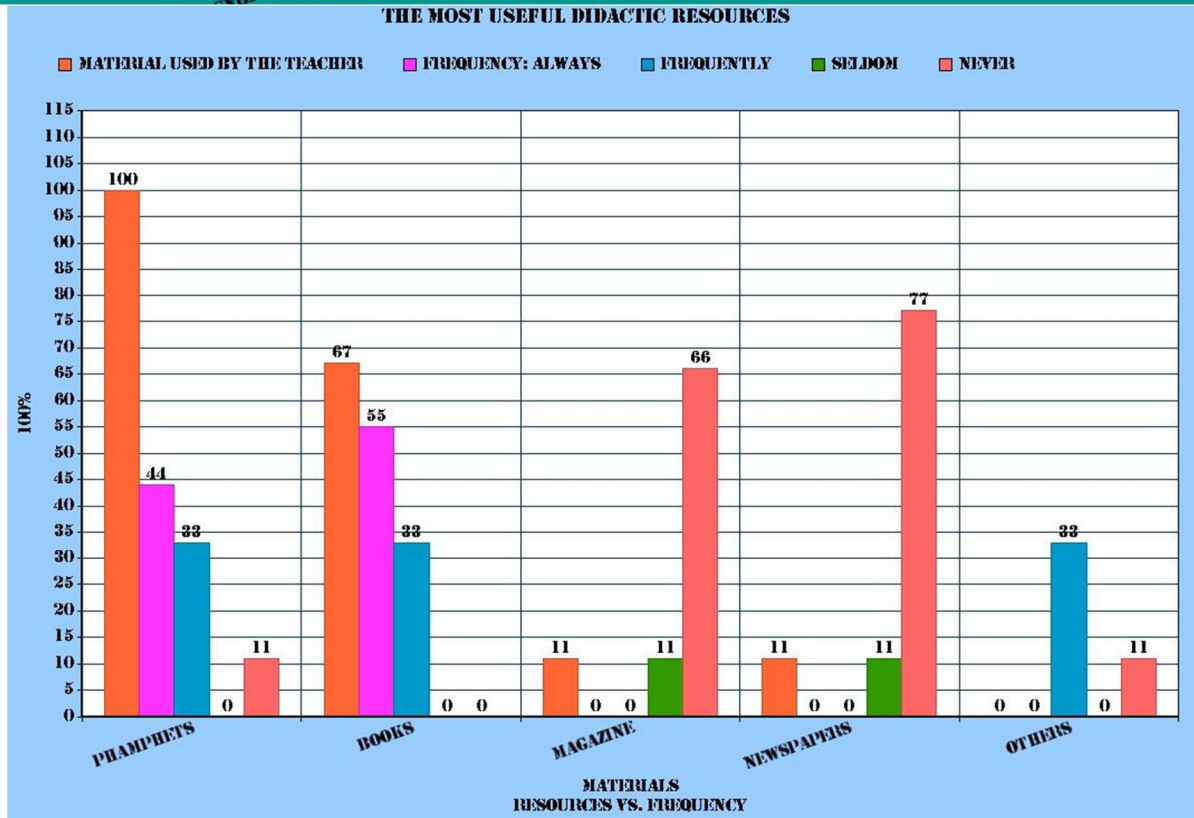
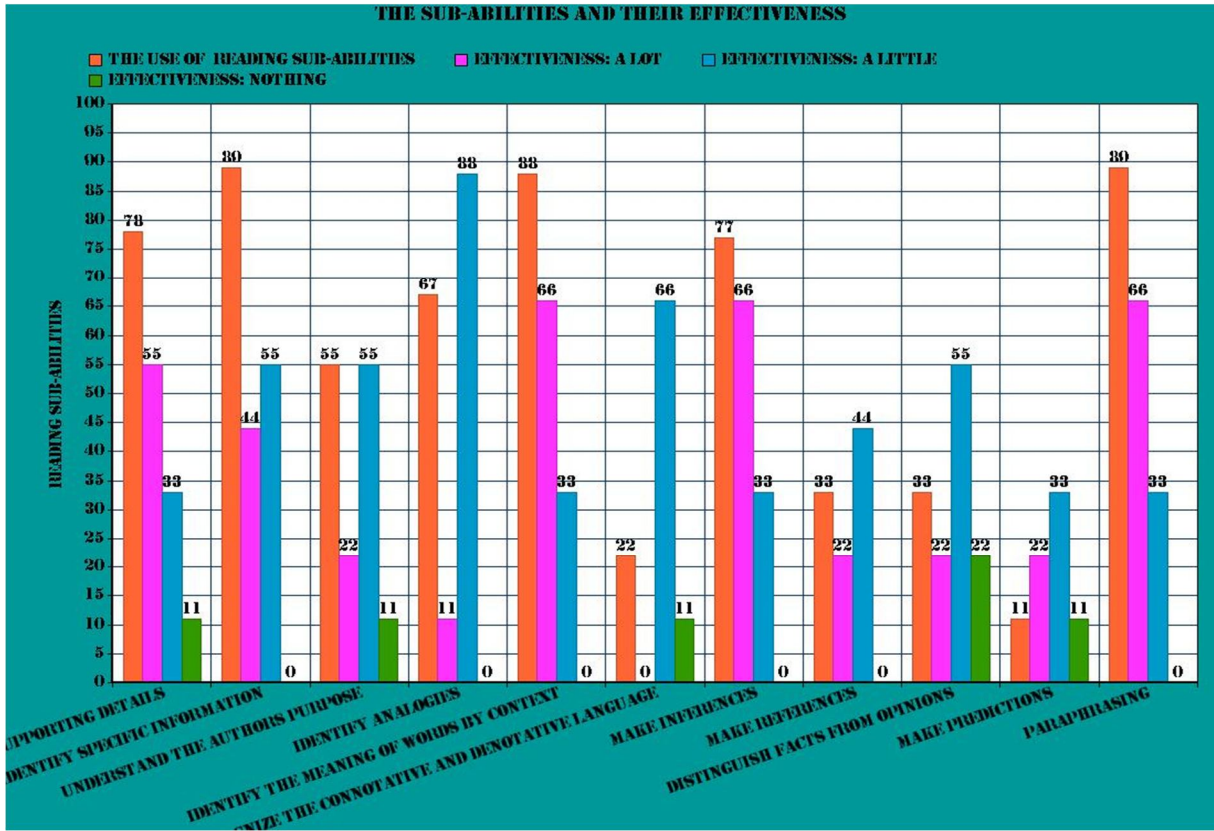


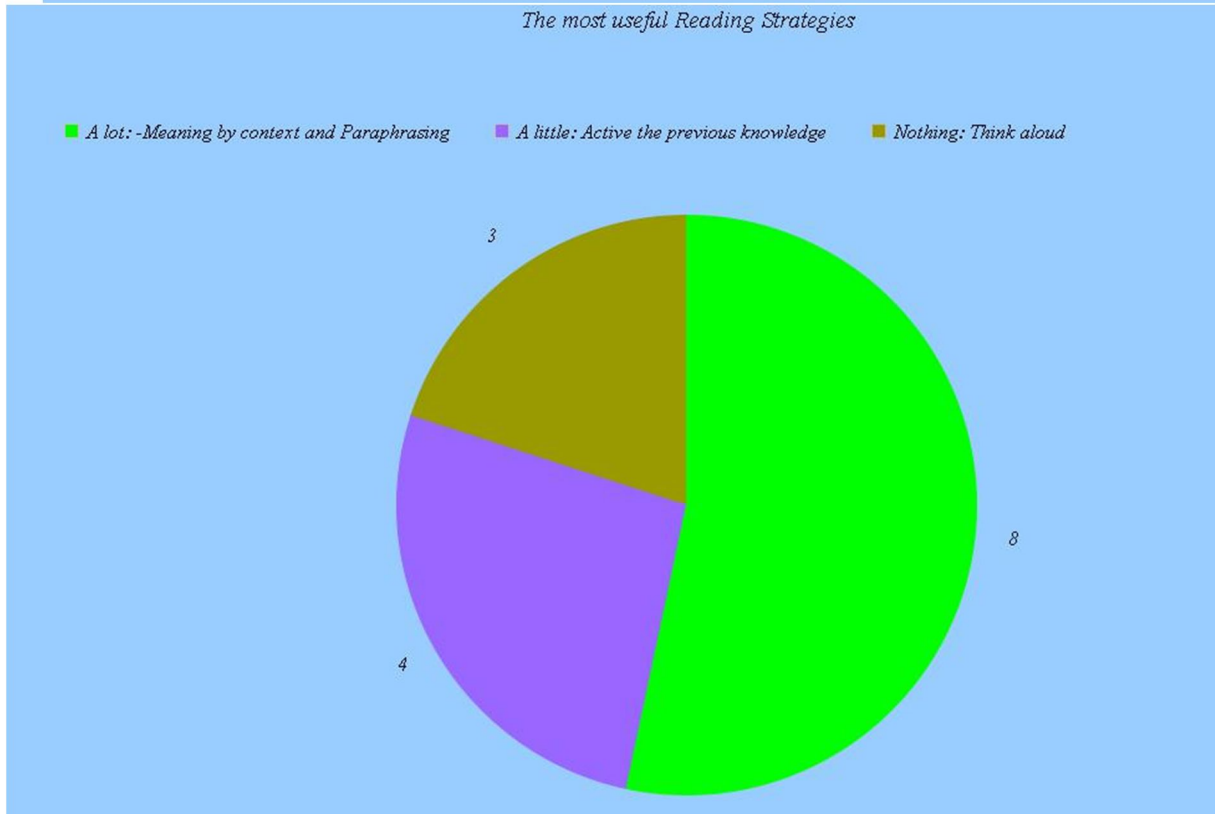
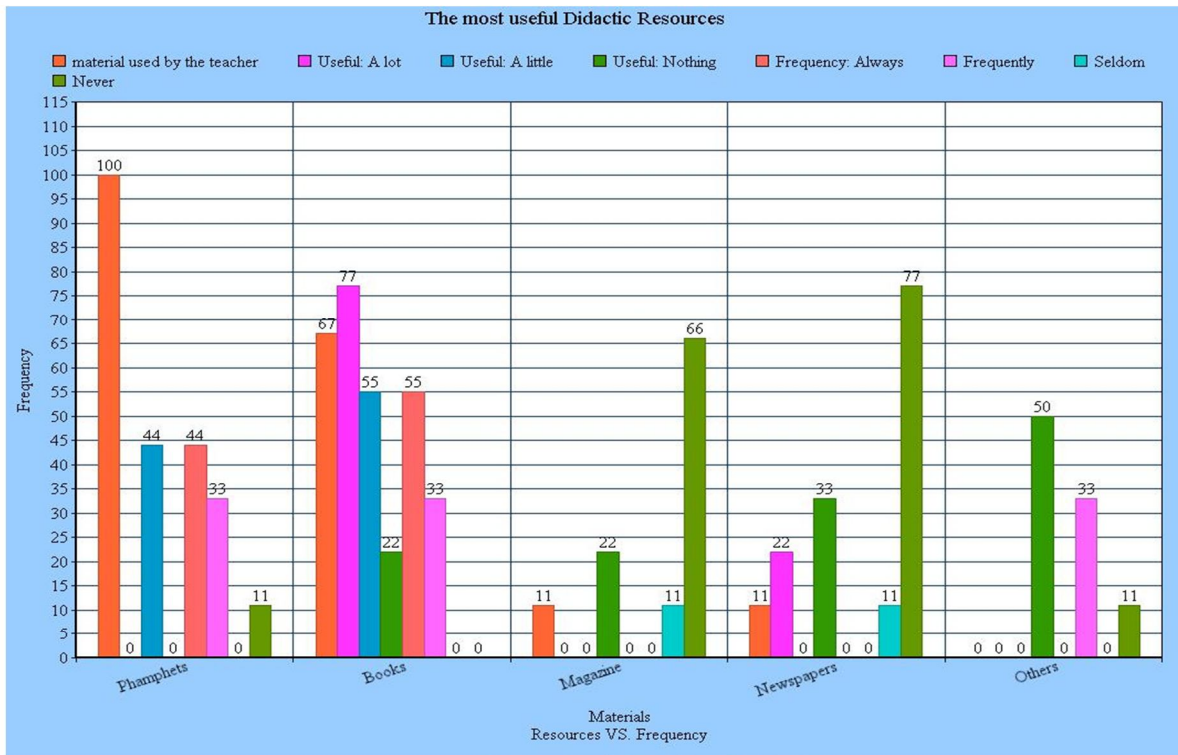
The Sub-Abilities and their Effectiveness

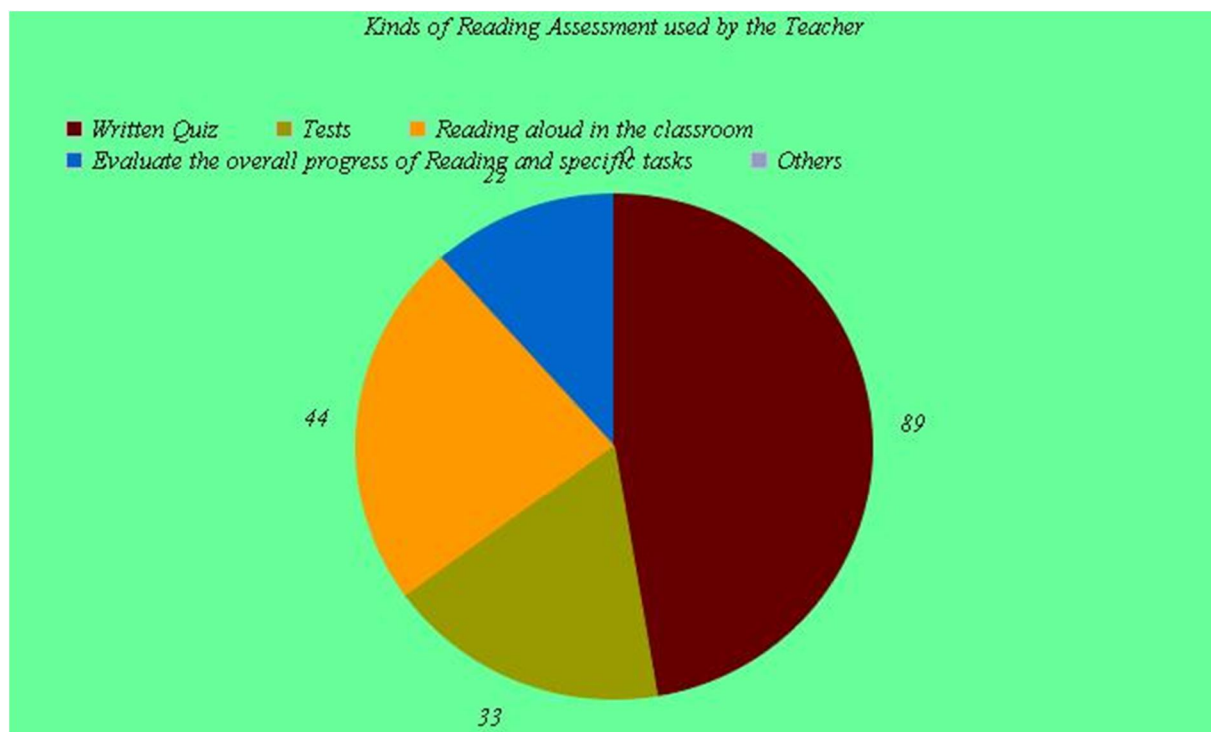
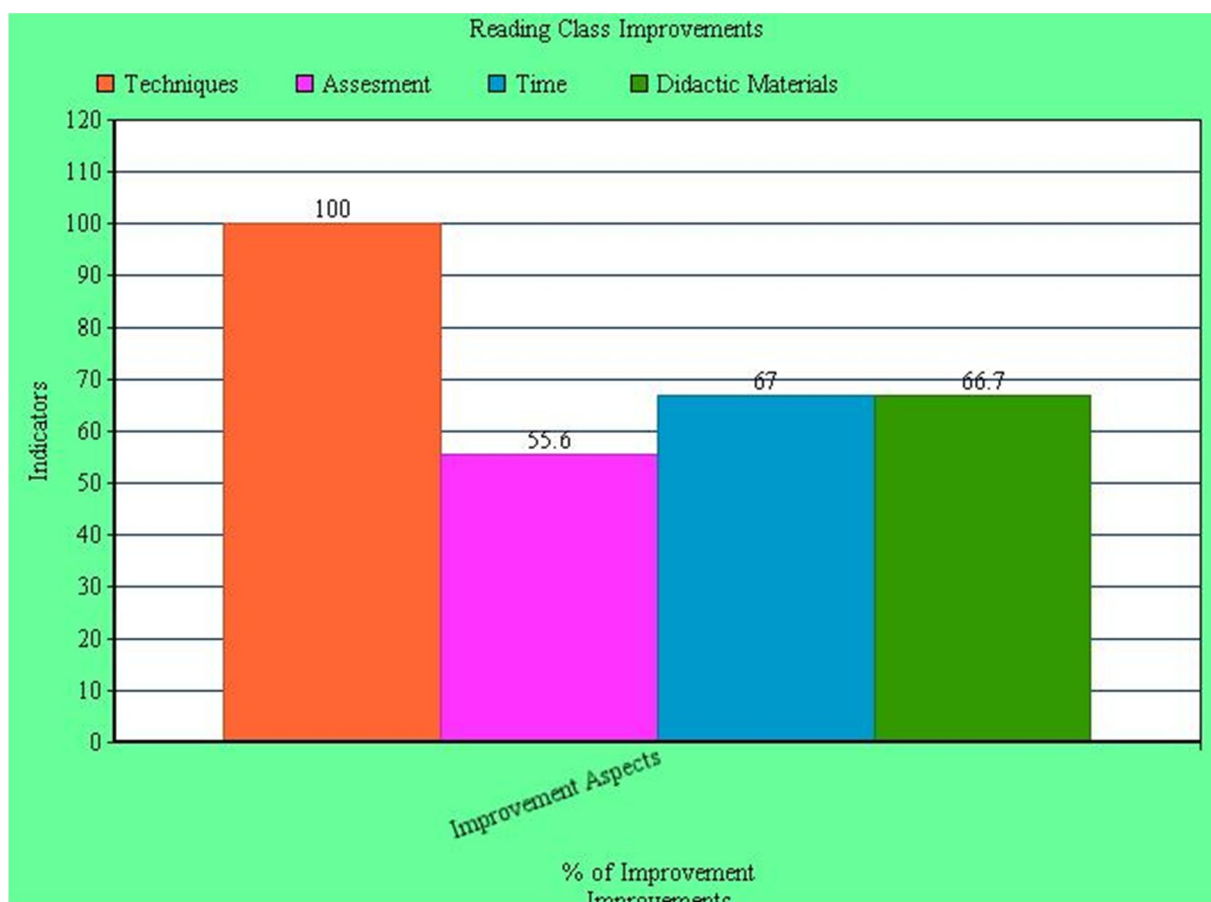


The Sub-Abilities and their Effectiveness

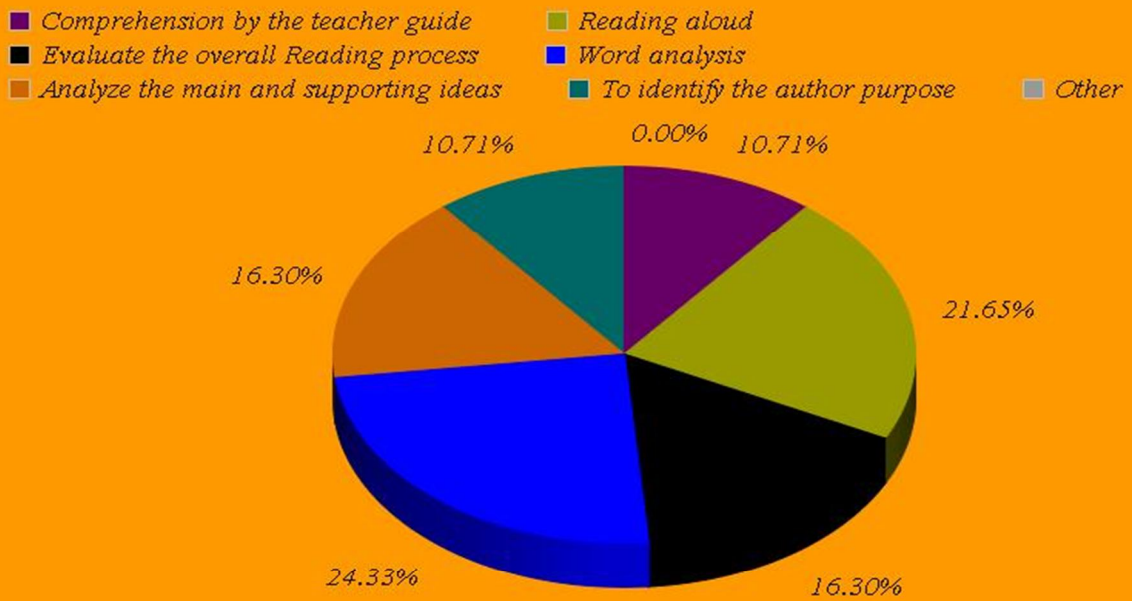




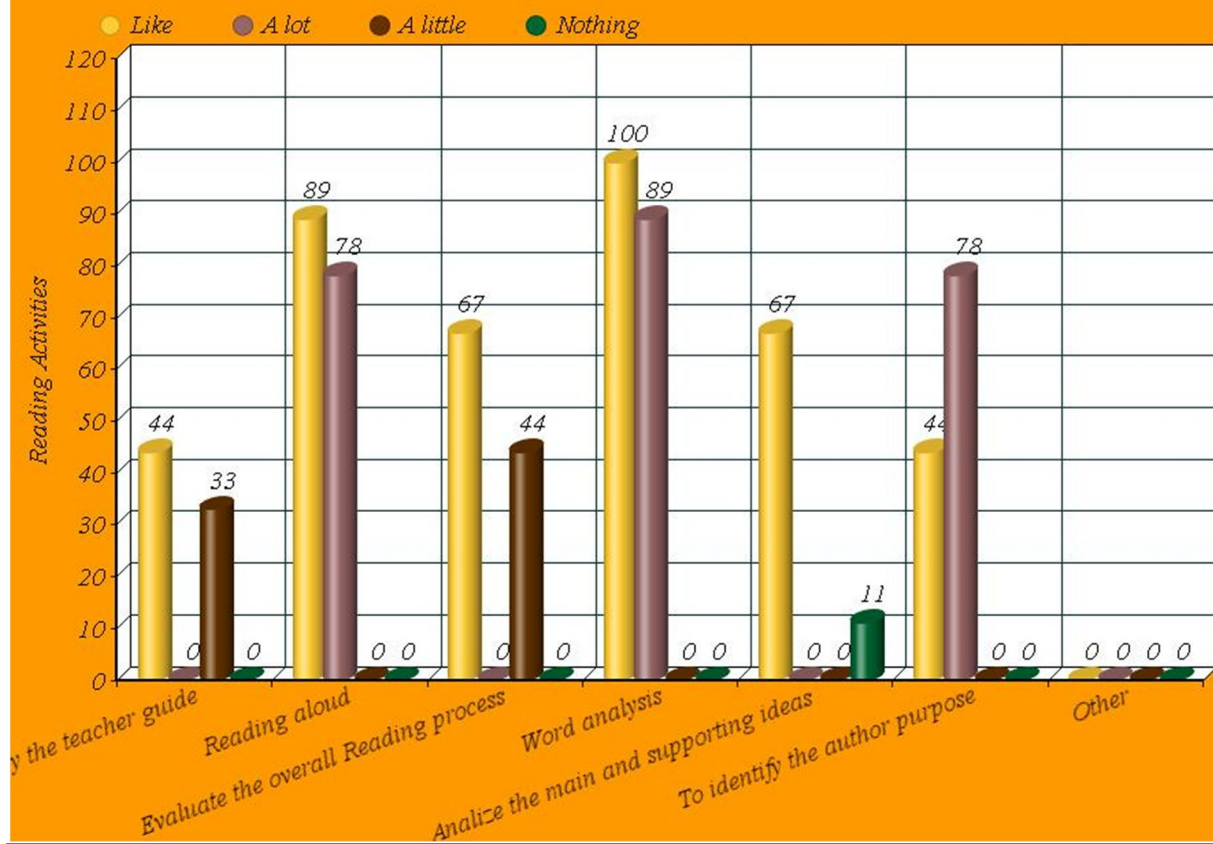




Reading activities that the student most like and the frequency that they use them



Reading activities that the students like and the effectiveness that they have



Time to develop the Reading abilities

■ *An hour* ■ *Half hour* ■ *twenty minutes* ■ *Other*

