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ENGLISH DEPARTMENT
ENGLISH DEGREE*



GENERAL TOPIC:

The teaching strategies in the teaching-learning process of English language during the period from March to October 2014

TOPIC:

The teaching strategies in the Teaching-Learning process of reading skill in eleventh grade, section B at public high school "Augusto Calderon Sandino" in Niquinohomo during the period from March to October 2014

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Managua, February 07th, 2015

Dedication

This Research paper is dedicated to:

First, God because he gave to the researchers the power and the knowledge to carry out this work. Second, the English teacher, because she opened the door of her classroom for us to apply the instruments needed to collect the data; third, the students from Augusto Calderon Sandino high school because they were available and willing to answer our questionnaire and at the same time the authorities of this school where the research was conducted. Finally, it is also dedicated to the researchers' families because they gave support economically and emotionally.

Acknowledgements

We acknowledge to our tutor who guided and gave us recommendations in order to improve our research paper during the whole process. In addition, we acknowledge to the English teacher, the students and the institution, which provided us the reliable information that helped us to conclude our paper. Moreover, we also acknowledge to all the members of the jury from JUDC Journey who gave us relevant and useful feedback that helped us to edit and correct our final paper. Finally, we acknowledge to our families that gave us their patience, attention, emotional and economic support in any situation needed.

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I. General and specific Topic

General topic:

The teaching strategies in the teaching-learning process of English language during the period from March to October 2014.

Specific topic:

The Teaching strategies in the Teaching-Learning process of the Reading skill in eleventh grade, section B at public high school “Augusto Calderón Sandino” in Niquinohomo during the period from March to October 2014.

II. Introduction

Over the last twenty years, there has been growing interest in incorporating a significant focus on Reading skill into the language curricula. There is a general belief that such focus will help students become more successful learners and it facilitates the activation of the comprehension. It is also assumed that learners who have developed skills in Reading will be able to exploit classroom-learning opportunities effectively, and they will be more adequately equipped to continue with language learning outside the classroom. Reading is the most basic skill, it provides access to other skills and knowledge, facilitates life-long learning, and it opens doors to opportunities in life in several aspects.

This research is titled "The teaching strategies used in the Teaching-Learning process of Reading skill" because it is assumed that a large numbers of learners need to improve their Reading skills. Furthermore, many instructors in education programs may not teach Reading explicitly for several reasons:

- The assessments used in most programs may not reveal the complexities of students' Reading needs.
- Teachers may have only empirical knowledge about teaching reading. Many of them may not have specialized preparation in this area.

The development of this research allows applying the knowledge gained during the course of Applied Research, experiencing each of the processes in which the methodology has been divided and thus it provides students and teachers with suggestions to implement properly learning and teaching strategies of Reading respectively.

III. Justification

This research work will analyze the teaching strategies' effectiveness. Moreover, how they are being applied to develop Reading skill in students of eleventh grade, section B at "Augusto Calderón Sandino" high school during the period from March to October 2014. This research covers a study of relevant aspects, such as the process of teaching and learning, the essential elements of them, techniques for teaching and learning Reading skill. Furthermore, It is a need to know the methods used in the teaching process to realize how to overcome the weaknesses of the learning process.

This work will provide input, support and recommendations to students in terms of understanding the reading activities while performing them. Also, underline the priority (importance) of the development of this skill in order to improve the interaction among teacher and students in the teaching-learning process.

Based on the recommendations provided, this research will benefit the students, the teacher and the school. First, students will benefit because they will know the basic skills for Reading; they will increase their reading level and at the same time their reading comprehension. Second, the English teacher will benefit, since she would gain basic tools to apply new Reading strategies in the teaching-learning process. Finally, this research can be useful as a resource of information for future researches in this school.

IV. Problem and Sub problems

Problem

What is the influence of the used teaching strategies in the development of the Reading skill in eleventh grade, section B at public high school “Augusto Calderón Sandino” in Niquinohomo during the period from March to October 2014?

Sub problems

- The teaching Strategies used to teach Reading.
- The effectiveness of Reading strategies.
- The use of proper didactic resources.
- The time devoted to perform Reading tasks.
- The way the Reading skill is assessed.

V. General and Specific objectives

General Objective

To analyze the influence of the teaching strategies used in the Teaching-Learning process of the Reading skill in eleventh grade, section B at public high school “Augusto Calderón Sandino” during the period from March to October 2014.

Specific Objectives

- To identify the teaching strategies used to teach the Reading skill.
- To recognize the effectiveness of the teaching strategies applied in Reading.
- To determine the resources used to teach the Reading skill.
- To analyze the resources’ effectiveness used to teach Reading.
- To identify the time devoted to perform reading tasks.
- To determine the assessment strategies used in Reading.
- To provide recommendations based on the results obtained in part of this research.

VI. THEORETICAL FRAMEWORK

Method

It is important to any language teaching school. Many of us in the language teaching profession use frequently the term Method and perhaps we seldom recognize its problematic nature. According to Kumaravadivelu (2006), she consistently uses the word Method to refer to “established techniques conceptualized and constructed by experts in the field”; in this case, it refers to the teachers in general.

Method also is the practical realization of an approach. The origin of a method have arrived at decision about types of activities, roles of teachers and learners, the kind of resources which will be helpful, and some model of syllables organization. Methods include various procedures and techniques as part of their standards fare.

Methodology refers to what teachers actually do in the classroom in order to achieve their stated or unstated teaching objectives.

Inductive teaching

It is based on the claim that knowledge is built primarily from a learner’s experiences and interactions with phenomena. An instructor using an inductive approach begins by exposing students to a concrete instance of a concept, then; learners are encouraged to observe patterns, raise questions or generalize from those observations. The teacher’s role is to create the opportunities and the context in which students can successfully make the appropriate generalization, and guide them as necessary (Stern, 2010). That means that the teacher must help the student during the whole teaching and learning process as a guide.

In inductive teaching, the teacher gives students the data and lets students draw their own conclusions from the data. The students notice how the concept is used and figure out, and verbalize the rule; it means that the teacher provides students the whole data and information that they will use. The student’s attention is focused on the structure being learned; and the students are required to formulate for themselves and then say the underlying pattern; therefore, they deduce.

Deductive teaching

It is based on the idea that a highly structures presentation of content creates optimal learning students. The instructor using a deductive approach typically presents a general concept by first defining it and then providing examples or illustration that demonstrate the idea. The students are given opportunities to practice with instructor guidance and feedback, applying and finding examples of the concept at hand until they achieve concept mastery (Shaffer, 2010). The Students are given an explanation and varying an amount of time spent on practice, consequently, they induce.

Strategic Reading

Reading is a process of constructing meaning by interacting with text; as individuals read, they use their prior knowledge along with clues from the text to construct meaning. Research indicates that effective or expert readers are strategic (Baker & Brown, 1984). This means that they have purposes for their reading and adjust their reading to each purpose and for each reading task. Strategic readers use a variety of strategies and skills as they construct meaning (Paris, Wasik & Turner, 1991).

Skill

A skill is the learned ability to carry out a task with pre-determined results often within a given amount of time and energy. It is something you do automatically without being aware of it, you do it the same way every time (Duffy, 2009). In other words, a person does something without thinking about it. He or she only does it automatically; reading skill is instantly recognizing and saying a word.

Strategy

A strategy is a plan selected deliberately by the reader to accomplish a particular goal or to complete a given task (Paris, Wasik & Turner, 1991). When students are able to select and use a strategy automatically, they have achieved independence when using it. They also use a number of comprehension skills, It is clear that readers develop the use of strategies and skills by reading, writing and by giving them the support, they need to grow in these processes.

Reading Strategies

Reading strategies are purposeful, cognitive actions that students take when they are reading in order to help themselves to construct and maintain meaning. Reading successfully goes well beyond fluency and word recognition and it relies heavily upon comprehension of a text (Davis, 1998). Since reading is a meaning-making task, any behaviors used to enhance students' understanding helps to create better readers. Reading strategies are often categorized as those behaviors designed to help students before, during, and after reading.

Vocabulary: A Basis of Good Comprehension

Reading comprehension depends on prior knowledge or a general knowledge about the world. Prior knowledge is expressed with words. Therefore, the students use them in the text to build a meaning consistently with their own experience (Duke & Pearson 2001). When the meaning of a word is unknown, it means that the reader does not have background knowledge or has not had experiences in that area. Without background, there is no comprehension. As a result, teachers cannot construct meaning. In other words, vocabulary instruction is crucial.

Natural Vocabulary Development versus Direct Teaching

The best way to increase vocabulary is by immersing students to written and oral language, both at home and in the literate environment of the classroom. Giving a rich language background at home and school, vocabulary often will develop naturally with no intention (Harmer, 2009). This means that teachers must provide more direct vocabulary instructions in order to develop in a natural way students' repertoire sufficiently. These strategies can be categorized as Before, During and After reading.

Describing comprehension strategies as Before, As you begin, During, and After reading is a helpful organizational structure for students because it emphasizes the ongoing continuous pursuit of meaning from before starting to read until the last page has been turned. However, these categories are not rigid; they can be combined together.

Before-You-Begin Strategies

Set a Purpose for Reading

Readers are more motivated, and comprehend more, when they are reading for a purpose that can interest them. The purpose should be clear for the reader to have goals in mind and know their purpose for reading a text, title and headings, they may decide to read all, some, or none of the text (Perfetti, Landi, & Oakhill, 2004). It is assumed that students must be clear of the objective while reading in order to be interested and more motivated. Furthermore, they should think about reading to find out what happens in a story or to learn specific information.

Prior knowledge about the purpose of the reading.

A crucial before-you-read question is, why am I reading this? It is crucial because having a viable reason for reading is the key to motivation (Hammer, 2009). However, purpose can also suggest what a person is looking for or what predictions to make while reading.

Prior knowledge about the topic.

The topic is also important as you begin. For instance, if a reader picks up a book with a picture of an elephant on the cover, or if one of the first sentences is about elephants, it is anticipated that something will be learned about elephants, and the reader uses what is known about elephants to make predictions about what is coming next (Shaffer, 2010). It means that a reader can make prediction or infer about what is next only if they have a prior knowledge about the topic or if they have an idea about what is the text about.

As-You-Begin Strategies

Predict

Predicting is the strategy relied upon most as you begin. As soon as a reader sees the title of a selection, or looks at a picture on a cover or reads a first line, prior knowledge is triggered.

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Based on that background knowledge, predictions or hypotheses are formed about what is next. Perfetti, (2001) stated, “Predictions can be based on three kinds of prior knowledge: Background information, prior knowledge about the topic, and prior knowledge about the purpose of the reading”.

During-Reading Strategies

Monitoring, questioning, and re-predicting

The primary strategy used during reading is a combination of monitoring, questioning, and re-predicting. Successful readers pay attention to what is happening and anticipate what might continue in the reading (Reading Skills, 2010). It is as if readers are constantly engaged in silent questioning, asking to themselves as they read along, does this make sense? When a reader answers by saying: No, this no longer makes sense. Then, a new prediction must be made. The predicting, monitoring, and re-predicting cycle is done repeatedly as the reader proceeds through the text until the end of it.

Inferring or Reading between the lines

Inferring or Reading between the lines is the ability to get the meaning that an author implies but it is not stated directly. In fact, all reading comprehension requires the reader to make inferences. When a reader makes a prediction, he or she uses background knowledge in order to guess what will come next. It is known as Predicting but it is an inference, too. All comprehension strategies involve inferring in the sense that comprehension requires readers to write down text clues to access prior knowledge associated with them, and after, on the basis of that background knowledge, predict (or infer) what the meaning is.

Skimming

Skimming is reading quickly to gain a general idea. Skimming helps to identify whether continue reading or not, what to carefully read, and where is the best place to begin (Trajanoska, 2012). Skimming can help you to consider what you already know and it can help you to develop

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a purpose for reading. An initial skim can also help maximize your interest in the text and your understanding and reflection on the material.

Scanning

Scanning is reading carefully to search for specific information. Scanning is sweeping your eyes (like radar) over part of a text to find specific pieces of information. It is used quickly locate specific information from large quantity of written material (Teaching Methods, 2007).

These are some steps for Scanning a text:

1. After gaining an overview and skimming, identify the section(s) of the text that you probably need to read.
2. Start scanning the text by allowing your eyes (or finger) to move quickly over a page.
3. As soon as your eye catches an important word or phrase, stop reading and underline it.
4. When you locate information requiring attention, slow down when reading the relevant section more thoroughly.

- ❖ Scanning and skimming are no substitutes for thorough reading and should only be used to locate material quickly.

Marking the text

You can underline key words, highlight with a marker, or make notes on the margins, or alternatively, if you do not own the text, you could use little Post-it labels (Duke & Pearson, 2001). This process of marking texts can help you concentrate (and keep reading) and can help you to identify key points and make the book easier to survey later when you need to use it again for your assignment and effectively revise it later.

Note-taking

An effective note-taking is an important practice to master at school. You have a lot of new knowledge and you need to develop reliable mechanisms for recording and retrieving it when necessary. Note-taking is also a learning process in itself, helping you to process and

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understand the information you receive. It can help you to gain deeper understanding and reflection, it is the best ability to remember for good exams and materials preparation for later (Taralunga, 2006). As a result, it is useful to make a better reading strategy in order to retain ideas that can be important in a passage. The most effective note-taking is active not passive. Active learning helps you to focus on what is important in what you are reading or hearing, it helps you to understand and remember material, and make connections, it helps you to structure the assignments you are researching; it provides a personal record of what you have learned and finally it sets you up for exams' revision.

After-Reading Strategies

Good readers combine Before, As you begin, During, and After reading strategies and use them throughout the reading process. For instance, during reading, a good reader may decide on the main idea, make evaluative judgments and otherwise employ After-reading strategies. The important thing about presenting this three comprehension strategies is that it communicates the big understanding that comprehension is a continuous process and that thinking continues after the last page of text has been read.

Analyzing Words Using Context

Context

It is a technique in which the meaning around an unknown word is used to make a calculated prediction about what the unknown word could mean. If, for instance, a reader encounters the unknown word Umbrella in a text. It is not necessary to read the complete passage to know the meaning. The context is a strategy because the reader must be thoughtful and use prior knowledge to decide what the unknown word means.

Main Idea

The main idea is the *key concept* being expressed. It refers to the big idea or the most important idea found in expository text (Trajanoska, 2012). When authors write they have an idea in mind that they are trying to get across. In others words, the main idea is what the author wants

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readers to understand from the passage. An author organizes each paragraph's main idea and supporting details in support of the topic or central theme, and each paragraph supports the paragraph preceding it. Moreover, a writer will state a main idea explicitly somewhere in the paragraph. That main idea may be stated at the beginning, in the middle, or at the end of the paragraph.

Summarizing

Summarizing is the creation of a brief retelling of a text. While it may include the main idea or theme, the focus is on describing in a brief form the text's major points. The best way to teach students to summarize is to teach them to organize their summaries around text structure. Well-written text is always well organized. That is, it has an internal structure (Duffy, 2009). That means that readers have been taught to recognize the structure of a text, they can use it when summarizing.

Reading resources

One of the main problems in many schools is the scarcity of reading resources. When this is so, it is difficult to create an effective learning environment. All pupils should be provided with all the books and resources that they need to create interest and stimulate the desire to read. For instance, Books can attract the interests of the pupils. There should be a variety of texts, such as newspaper articles, stories, proverbs, book, maps, jokes, riddles, recipes, poetry, song lyrics, street signs and posters.

Pupils can participate in the creation of classroom resources. There can be an exchange of materials between classrooms. For example, pupils in higher grades could write stories for the younger pupils. It enables the teacher to develop a library without the burden of having to create all the classroom texts and at the same time it gives the pupils a chance to feel responsible for their learning, help others, contribute to the classroom environment and develop a positive attitude towards learning (Hammer, 2009).

Reading Assessment

Assessment is a tool that measures learners' knowledge and abilities. It shows the areas in the reading skill where learners have weaknesses and strengths. It shows how well they are able to extract information and analyze what they are reading. Assessments must be valid, reliable, and efficient and they must measure the essential reading components: phonemic awareness, phonics, fluency, accuracy, vocabulary, and comprehension.

The purpose of using assessment is to test that learning objectives (and lesson objectives) are being met. It is useful to help children to effectively learn and it help teachers in order to teach better by articulating their understandings of their students. The forms of assessment should be based on what was taught in the classroom, and must be efficient so that they little interrupt the teaching-learning process.

Below are guidelines to be considered in the evaluation process.

- Observation
- Using portfolio assessment to record academic progress, and personal growth and development.
- Questioning and interviewing between the teacher and the learner
- Self-evaluation (for teachers and learners)

1. Testing

Diagnostic testing is a tool often used to determine students' abilities. Testing is intended to be used to show areas in which trainees are strong, and areas in which they need improvement (Charles, 2000). It is used to show teachers what areas of instruction are strong, and what areas of instruction need strengthening. Testing alone cannot accurately measure a learner's competence and performance. In fact, no form of assessment used alone should be the basis of evaluation; all forms of assessment need to be supplemented with other types of assessment. The forms of assessment should be a direct reflection of the instruction in the classroom.

A Positive assessment should satisfy the learning objectives. It is to the advantage of the teacher to design tests that correspond to the needs of the learners. The teacher is better able to set

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questions that correspond to what was taught in a lesson, the skills practiced and the students' interests. However, it is a very delicate process and rules must be followed in order to develop a well-made test.

2. Observation

Taralunga, (2006) assumed that "Observing pupils is one of the most accessible forms of assessment for an instructor". Teachers observe learners everyday in a more formal classroom setting, and out of class casually interacting and playing with peers. When a teacher observes a pupil, he or she is looking at what interests the child.

There are many ways to document observations, such as noting what kinds of books the children select, listening to conversations about current affairs or observing students before, during and after a lesson. Teachers may find it useful to create their own checklists and surveys. The results of these checklists, charts and surveys help teachers select the areas of instruction that will be emphasized in order to strengthen those weaknesses.

3. Portfolio assessment

Portfolio assessment is a compilation of reading and writing samples collected over a period of weeks or months. It is a folder that contains a collection of assignments that document children's performance in reading and writing. The advantage of using portfolio assessment is that the learners themselves participate in this form of assessment.

Portfolio assessment must consist of a variety of samples. The samples may include book summaries, journal entries, a list of books read and speeches. Pupils' work samples also include assignments from written, oral and listening activities, because all of them are used to assess reading.

3. Questioning and Interviewing

Questioning is a dialogue between the teacher and pupils about the text being read. Generally, questioning takes place during the class time. It involves pupils asking each other

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questions about the text to determine the meaning, to predict meaning, and to clarify unclear vocabulary and concepts.

Interviewing is a more structured interaction between the teacher and an individual pupil. The teacher asks the pupil questions about what material has been read, to make predictions, summarize, etc. This method is used to find out a pupil's interests in different subjects for reading and writing.

4. Self-Assessment

Pupils are taught to assess and evaluate their work and progress in order to take responsibility for their own learning. In order to evaluate whether they have correctly applied these strategies or not, they must have a self-evaluation form, or a set of guidelines provided by the teacher.

Before actively engaging in self-evaluation, a pupil should set personal academic goals. Goals enable learners to set personal standards so they can determine their progress. Goals motivate learners to put extra time and effort into their work, and make use of strategies that will help them to learn more.

VII. Research questions

The research questions for this work are:

1. What reading strategies are used to teach Reading skills?
2. How often does the instructor carry out these reading strategies?
3. How effective are these reading strategies?
4. What sorts of resources are being used for teaching the Reading skill?
5. How appropriate are these resources in relation to students' level of knowledge?
6. How often does the teacher use a range of resources in the classroom?
7. How much time is devoted to perform reading activities?
8. How adequate the time devoted to perform reading activities is?
9. What is the satisfaction level in relation to the time devoted?
10. What are the assessment techniques used in Reading?

VIII. Methodological Framework

A. Methodological Framework

This research is characterized by a mixed approach, and at the same time, it is descriptive and it was held in a transversal way. This study was conducted with school field trips. The high school that was chosen was “Augusto Calderón Sandino”, located in Niquinohomo city, where it was aimed to get information about the teaching methods used to develop the reading skill on the students of eleventh grade during the second semester, 2014. This research used a survey to students, an interview aimed to the teacher, also it were applied two observation guides addressed to the whole class. It is intended to find out how the teaching and assessment strategies applied in this class affect the development of reading skill.

The techniques used in this research were direct observation, students’ survey, and teacher’s interview. The instruments that it used to collect the data include Survey targeted to students, the teacher’s interview; the note-taking were based on direct observations in the classroom. To process the data it was compared the results obtained from the both instruments (survey and interview) with the results that it can be verified through the observation guide supported in the theoretical framework. In this research, it used some resources, such as: Computer, letter size bond paper, printer, pen drive, notebooks and pens, and so forth. In addition, it used three human resources and the three of them conducted the interview to the teacher, surveys to the students and observations to the whole class.

B. Population and Sample

The research study was carried out with ten students from the group who were selected randomly from eleventh grade at “Augusto Calderón Sandino” high school. The classroom has 31 students, 10 of them are males and 21 are females. All of them were between the ages of 16 to 18 years old, and they had a prior knowledge of English but showed some variance in terms of how advanced their competence was.

The sample was selected randomly, five girls and five boys. It was decided in this way due to the fact that it is a relevant sample that allowed the researchers to obtain valid and reliable information. There were distributed 21 small pieces of paper among the girls but only five out of those papers had the word “Research” written on it. Those girls and boys who took these papers were the ones involved in the study.

C. Variable System

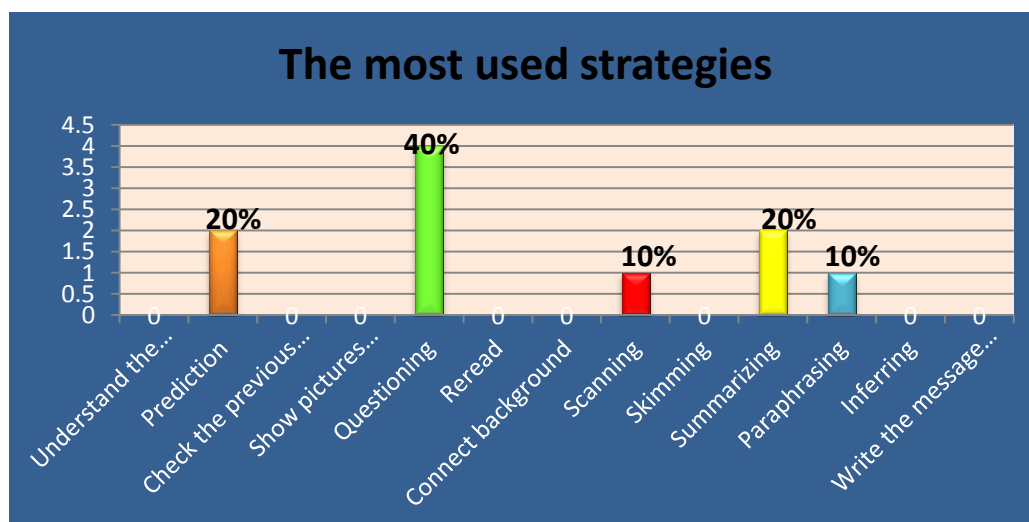
Objectives	Variables	Sub-variables	Instruments
A. To identify the teaching strategies used to teach reading skills and their effectiveness.	1. Teaching strategies 2. Effectiveness	1. Before reading 2. During reading 3. After reading	Questionnaire Interview Observation
		Strategies used	
		Implementation frequency	
		Satisfaction levels	
B. To determine the resources used to teach reading skill and their effectiveness.	1. Resources 2. Effectiveness	Kind of didactic resources applied	
		Sufficient material	
		Satisfaction levels	
		Frequency of use	
C. To identify the time devoted to develop reading tasks.	1. Time devoted to develop reading tasks.	Frequency of reading tasks	
		Sufficient time to perform reading tasks	
D. To determine the assessment method used in Reading.	1. Assessment method	Assessment method used.	

IX. Data Analysis

The following analysis of the dataset is studied from three points of view: the first is aimed at identifying the strategies used by the teacher and its usefulness while teaching English. The second direction is aimed at analyze the factors that the pupils are most interested in, and the different situations that they are more likely to learn. Furthermore, it analyzes the sort of didactic resources and its relevance for them. Third, it studies the time devoted for Reading comprehension tasks. The results that were obtained were gathered through observation guides (Real-life experience) in order to validate the data obtained in the different instruments like Interviews and Questionnaire; therefore, the validity and reliability of them increase a lot.

1. Teaching strategies and its effectiveness.

Graphic 1

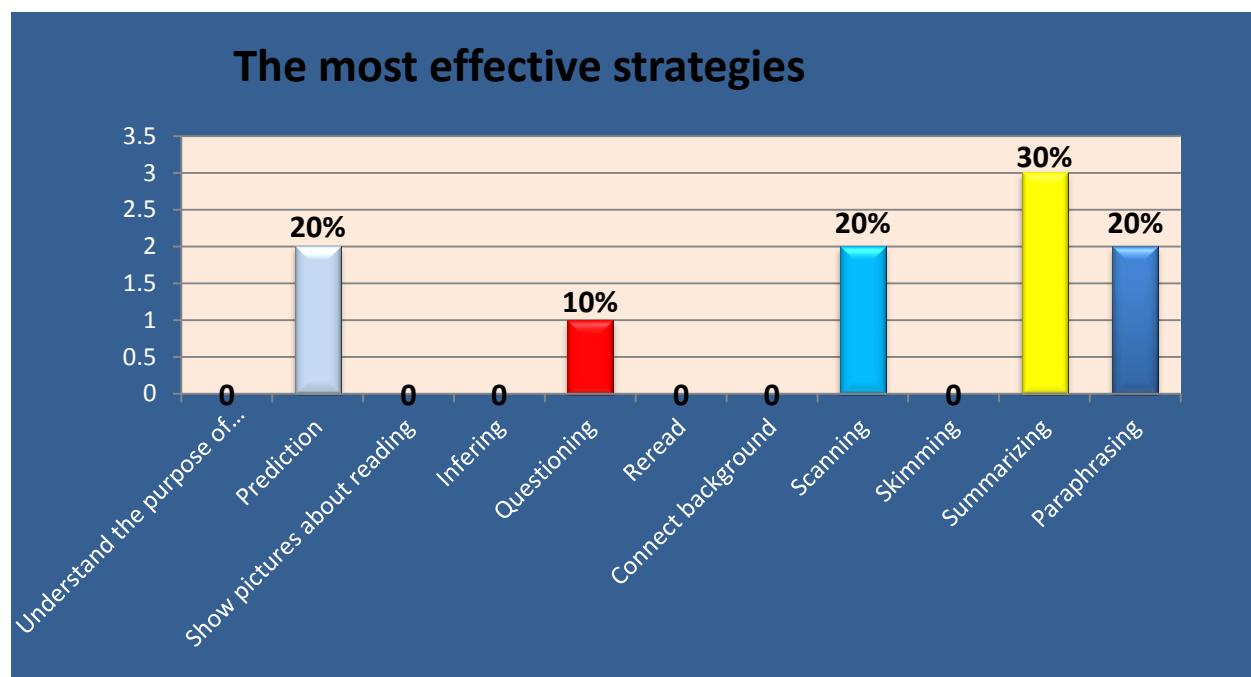


The applied instruments determined that there are three most used strategies in class that are: questioning, prediction and summarizing. The instructor and the students agreed that the most used strategy inside the classroom was Questioning (40%), followed by Prediction and summarizing (20%) respectively, (see graphic 1). It was proved by the observation made to the teacher's class, that she usually asks questions to them in the written way. On the contrary, it was found that there are other strategies that are not used at all or they are used less frequently such as

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connecting background, scanning and paraphrasing. Even though, these strategies can be extremely relevant for students' learning, they are not being applied in the teaching-learning process. In consequence, all these factors will affect them in their learning process of Reading comprehension.

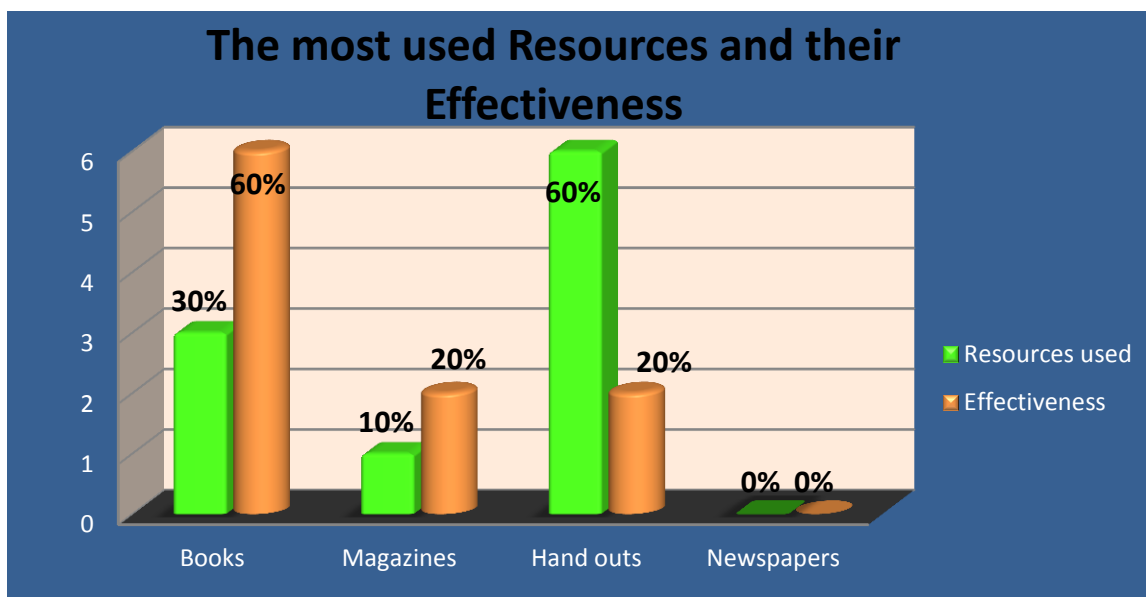
Graphic 2



It also displayed the most helpful or effective strategies when developing reading skills, it can be seen that summarizing is the most effective strategy (30%) followed by prediction, scanning and paraphrasing (20%) respectively. On the contrary, some strategies are not effective such as inferring, re-read, skimming and connecting background information (0%) respectively (see Graphic 2). As it was verified in the observation, Summarizing is very effective because the students had the opportunity first to read the text and finally they tried to infer it and do the summary using their own words (paraphrasing).

2. Resources and Its Effectiveness

Graphic 3

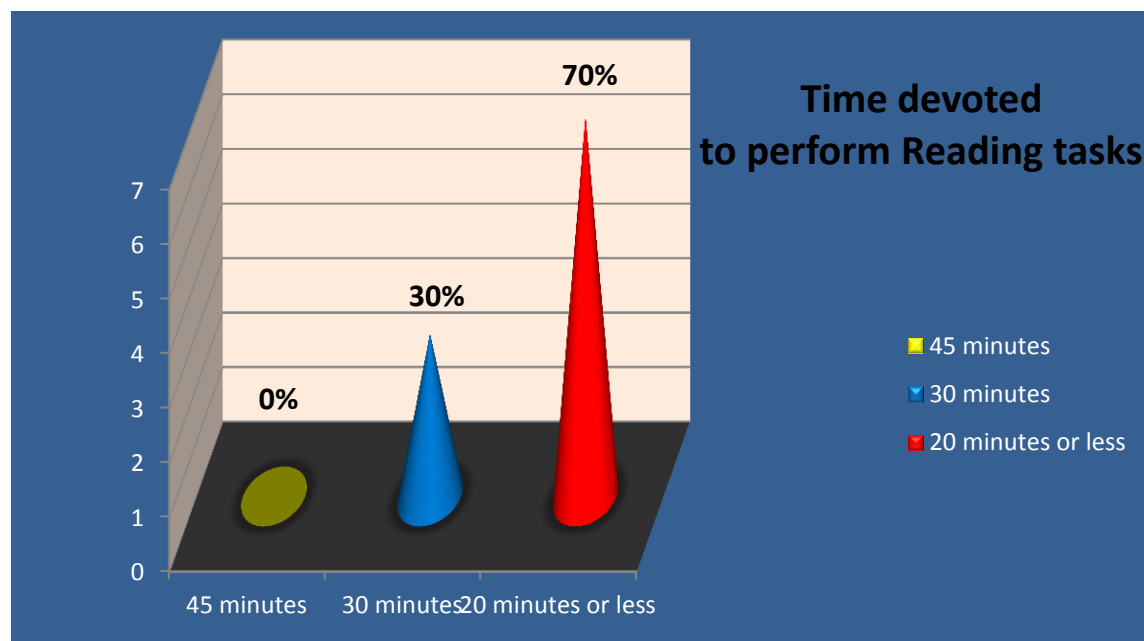


During the application of these instruments, It was found that handouts are widely used resources for reading (60%) and it was followed by books (30%). Similarly, in the observation, it was confirmed that Handouts are widely used material in the classroom (See Graphic 3).

Nevertheless, it was determine that the most used resource is not the most effective one because Handouts are complex (they use of technical terminology or informal language), inappropriate and boring. On the contrary, the most effective one (books) is less used due to the fact that the teacher doesn't have enough books for the students. As was mentioned before, Books are the most effective one (60%) followed by magazines and handouts (20%) respectively. In addition, there are varieties of different texts that can be helpful for the teaching-learning process such as newspapers, articles, stories, proverbs, jokes, biographies, poetries and song lyrics.

3. Timing

Graphic 5



According to the results obtained from the instruments, the students claimed that the time devoted to perform reading exercises is less than twenty minutes (70%); sometimes, the instructor gives thirty minutes to perform them (30%), (see graphic 5). On the contrary, during the interview to the instructor; she said that there is not plenty of time to perform them due to the fact that she can't spend too much time just in one assignment. As a consequence, there will be less time in order to develop other sort of activities related to other skills (Listening, Pronunciation and so forth).

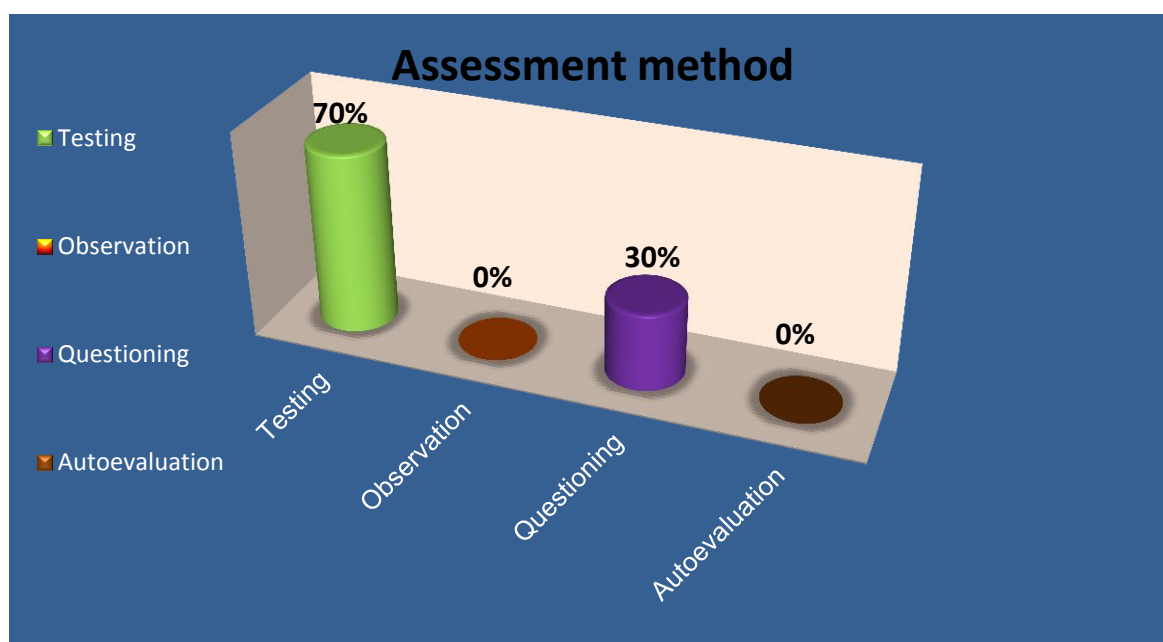
As a result of the statements mentioned earlier, students' satisfaction level is insufficient (see graphic 6) because they considered that the time devoted is not enough to do some reading exercises due to the complexity of the different tasks and sometimes for its inappropriateness. They considered in this way because they think that sometimes their mentor is accustomed to use too extended and wordy exercises that they even cannot be solved. On the contrary, in the observation, it was observed that students' arguments were completely opposite to it; the teacher brought handouts and reading that were easy to understand, analyze and answer. Moreover, the

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pupils also argued that it would be better for them to have more time in order to do the assignments.

4. Assessment

Graphic 7



The most applied assessment methods for the reading skill is Testing (written tests), followed by Questioning (go to graphic 7). Based on the data from the applied instruments, observation and self-evaluation are not being implemented at all. At the same time, it was proven through the observation guide that the most implemented technique used by the teacher for assessing reading is Testing (70%); moreover, Questioning is sometimes used in terms of frequency (30%). It was obtained by the teacher's interview and the observation that written tests are frequently applied and it is not very useful because they do not measure what they are supposed to test.

X. Conclusions

Based on the results gathered from the different instruments applied, it was concluded the following:

The common used strategy for Reading skill in class is Questioning. However, it was confirmed that this one is not the most effective strategy. On the contrary, it was determined that Summarizing is the most useful strategy for the pupils when developing Reading comprehension.

The often used resource for Reading is Handout. Nevertheless, it was determined that it is not connected to the student's knowledge level; also, it is complex and boring. On the opposite, the most useful resources are Books; in addition, it was found that the common used kind of text is Biography.

The students' satisfaction level of the time devoted to perform Reading tasks is unsatisfactory. There is not enough time to solve Reading assignments because the teacher gives more priority to teach Grammar rules and its assignments.

The most applied assessment method for Reading is Testing (written quizzes and exams) because it is the only assessment method known by the mentor. Nonetheless, it is not the most effective because it does not permit for students to have such a significant learning process.

XI. Recommendations

Some of the recommendations for teaching Reading skill in the classroom:

1. Make use of effective teaching strategies based on the lesson's objectives while developing Reading skill. It is an excellent idea to balance these strategies while teaching. As a consequence, the students will learn faster and easily.
2. Use creative strategies in order to attract the students' attention to get them involved in Reading activities, in this way, they can develop their Reading skills in an effective way.
3. Make sure that the students know what they are expected to do for the development of a specific activity, as a consequence, they can achieve the goal attempt by the mentor and the lesson plan.
4. Put visual material in the classroom because the students can be familiar with new vocabulary, so, it can be made by sticking pictures with the spelling of words in order to help them to memorize new words. Moreover, it would be a good idea to make a balance among the resources (magazines, newspaper, handouts and books) utilized in the classroom.
5. Give the students the appropriate time to perform the Reading tasks due to the fact that the tasks sometimes it is needed to devote more time than expected before, depending on the complexity of each of them and length.
6. Apply assessment techniques that can make students feel challenged and encourage their autonomous learning with the main aim that they can be aware of their important role when learning of a new language.

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Appendices

INSTRUMENTS

- **Student's questionnaire**
- **Teacher's Interview**
- **Observation Guides**

National Autonomous University Of Nicaragua, Managua

UNAN-Managua

Rubén Darío Campus

Education and Languages Faculty

English Department



Theme: The teaching strategies used to teach Reading skill.

Student's Questionnaire

The following questionnaire has as the main objective to get information about what teaching strategies are used by the teacher to teach reading skills. Read each question and check the correct answer based on your own learning experience.

I. General information

Sex: Male: _____ Female: _____

Age: 15 ___ 16 ___ 17 ___ 18 ___

Nationality: _____

Place of origin: a) Country _____ b) City: _____

II. Put an "X" in the answer you consider appropriated for each question.

A. Strategies to teach reading skills.

A.1- Which of these strategies does the teacher use before reading?

Before Reading Strategies	
a) Understand the Reading purpose	
b) Prediction	
c) Check the previous knowledge of the reading topic	
d) Show pictures about the text	

THE TEACHING STRATEGIES IN THE READING SKILL

A.2- How often does the teacher use these activities?

Before Reading Strategies	Never	Hardly ever	Some times	Always
a) Understand the Reading purpose				
b) Prediction				
c) Check the student previous knowledge of the reading topic				
d) Show pictures about the reading				

A.3- What is your satisfaction level about the reading skills teacher often uses?

a) High ____ b) Intermediate ____ c) Low ____

A.4- Which of these activities the teacher directs during reading?

Activities	
a) Ask and answer questions	
b) Reread the text	
c) Connect background information	
d) Scanning	
e) Skimming	

A.5- How often does the teacher use these activities?

Activities	Never	Hardly ever	Some times	Always
a) Ask and answer questions				
b) Reread the text				
c) Connect background information				
d) Scanning				
e) Skimming				

THE TEACHING STRATEGIES IN THE READING SKILL

A.7- What is your satisfaction level about after reading skills teacher often uses?

a) High ____ b) Intermediate ____ c) Low ____

A.8- Which of these activities the teacher directs after the reading?

a) Make an oral or written summary of the text	
b) Paraphrasing	
c) Inferring	
e) Write the message learned from the reading	

A.9- How often does the teacher use these activities?

Activities	Never	Hardly ever	Some times	Always
Make an oral or written summary of the text				
Paraphrasing				
Inferring				
Write the message learned from the reading				

A.10. What is your satisfaction level about after reading skills teacher often uses?

a) High ____ b) Intermediate ____ c) Low ____

B. Effectiveness of the strategies used by the teacher.

B.1- In your experiences as a student, Which of these strategies do you think help to develop your reading skills? You can check more than one answer.

Strategies	
Understand the reading purpose	
Prediction	
Check the previous knowledge of the reading topic	
Show pictures about reading	
Questioning	
Reread	

THE TEACHING STRATEGIES IN THE READING SKILL

Connect background	
Scanning	
Skimming	
Summarizing	
Paraphrasing	
Inferring	
Write the message learned from the text	

B.2- How much the strategies used have helped you to improve reading skills?

a) Much _____ b) More or less _____ c) A little _____

B.3- What level of reading do you think you have?

a) High _____ b) Intermediate _____ c) Low _____

B.4- How do you think you could improve your level of reading?

a) That teacher uses more effective strategies	
b) That teacher promotes more reading in and out the classroom	
c) That teacher uses reading in context and according to the student's interests	

C. Resources used to teach Reading.

C.1- What type of resources does the teacher use for teaching Reading? You can check more than one answer.

Resources	
a) Books	
b) Magazines	
c) Handouts	
e) Newspapers	

THE TEACHING STRATEGIES IN THE READING SKILL

C.2- How often does the teacher use this kind of resources?

Material	Never	Hardly ever	Some times	Always
a) Books				
b) Magazines				
c) Handouts				
d) Newspapers				

C.3- What is your satisfaction level about the resources teacher uses?

Material	a) High	b) Intermediate	c) Low
a) Books			
b) Magazines			
c) Handouts			
d) Newspapers			

C.4. What kind of texts does the teacher usually use?

Texts	
a) Newspaper articles	
b) Stories	
c) Proverbs	
d) Jokes	
e) Biographies	
f) Poetry	
g) Song/lyrics	

THE TEACHING STRATEGIES IN THE READING SKILL

C.5- How often does the teacher use this kind of texts?

Material	Never	Hardly ever	Some times	Always
a) Newspaper articles				
b) Stories				
c) Proverbs				
d) Jokes				
e) Biographies				
f) Poetry				
g) Song/lyrics				

C.6- What is your satisfaction level about the kind of texts teacher often uses?

a) High _____ b) Intermediate _____ c) Low _____

C.7- What do you think about the resources used by the teacher?

a) They are according to my knowledge level	
b) They contain interesting and useful topics	
c) They create interest and stimulate the desire to read	

D. Time

D.1- How often do you perform reading tasks in a week?

a) Once _____ b) Twice or more _____ c) Any time _____

D.5- When you perform reading tasks, how long does the teacher usually give to resolve them?

a) 45 minutes _____ b) 30 minutes _____ c) 20 or less minutes _____

THE TEACHING STRATEGIES IN THE READING SKILL

D.2- How often does the time given to perform reading tasks is according to their complexity level?

a) Always	
b) Often	
c) Sometimes	
d) Hardly ever	
e) Never	

D.3- What is your satisfaction level about the time teacher usually gives to perform reading tasks?

a) High _____ b) Intermediate _____ c) Low _____

E. Reading Assessment.

E.1- What are the methods used to teach reading?

a) Testing _____

b) Portfolio _____

c) Observation _____

D) Self- assessment _____

E.2- What is your satisfaction level about after reading skills teacher often uses?

a) High _____ b) Intermediate _____ c) Low _____

E.3- How often do reading tasks are always based on topics already studied?

a) Always	
b) Often	
c) Sometimes	
d) Hardly ever	
e) Never	

THE TEACHING STRATEGIES IN THE READING SKILL

E.4- In the moment to perform a reading test, what are the reasons for which you think the level of difficulty of the test is high?

- a) Test is not based on the topics studied _____
- b) The instructions given on the test are not clear _____
- c) You know little about the vocabulary _____
- d) Teacher uses items he/she has never used in reading tasks _____

E.4- Which of these types of items are the most used by the teacher in the reading tasks?

- a) Multiple choice _____
- b) Gap filling _____
- c) Questioning _____
- d) Context word _____
- e) Vocabulary _____
- f) Scanning and skimming _____

E.5- How often does the teacher use these types of items?

a) Always	
b) Often	
c) Sometimes	
d) Hardly ever	
e) Never	

E.6- What is your satisfaction level about the types of items teacher often uses?

- a) High _____
- b) Intermediate _____
- c) Low _____

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English Department



Theme: The teaching strategies used to teach Reading skill.

Teacher's Interview

The following interview has as the main objective to get information about what teaching strategies are used by the teacher to teach reading skills. Read each question and answer based on your own experience in teaching.

I. General Information

Gender: Male: _____ Female: _____ **Age:** _____

Nationality: _____

Place of origin: a) Country _____ b) City _____

Marital status: a) Single: _____ b) Married: _____

Academic level: _____

II. Answer the following questions.

1. What English skills do you master the most?
2. What are the common difficulties you have/face to teach the reading skill?
3. Why do you think is important to develop the students' reading skill?
4. What strategies do you use to develop your student's reading skills?

THE TEACHING STRATEGIES IN THE READING SKILL

5. How often do you use these strategies?
6. How effective have been the strategies that you use?
7. What type of materials do you often use to develop reading activities?
8. Who provides you the material?
9. How appropriate do you think the material is?
10. How often do you direct reading activities in a week?
11. How much time do you usually assign to students to perform reading tasks?
12. Do you consider that the time you give to students to perform reading tasks is sufficient?
Explain.
13. Do you often take into count the complexity of the tasks to assign sufficient time to perform them? Explain.
14. What assessment methods do you use in reading?
15. When you design a test, what kind of items do you usually use?

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English Department

Observation Guide 1



The following observation guide has as the main objective to get information about what teaching strategies are used by the teacher to teach reading skills.

OBSERVATIONS	YES	NO
The teacher introduces the class actively.		
The teacher teaches the class goal.		
The teacher has control of the group.		
The teacher speaks in English during the class.		
The teacher instructs in English.		
The teacher has sufficient teaching materials to develop the class.		
The teacher uses a tone that makes it easy for students to understand the instructions given in class.		
The teacher develops activities that allow all students to integrate easily.		
Classroom conditions allow effectively develop the teaching-learning process.		
The room lighting is appropriate for the development of the class.		
Pupils show interest in the class.		

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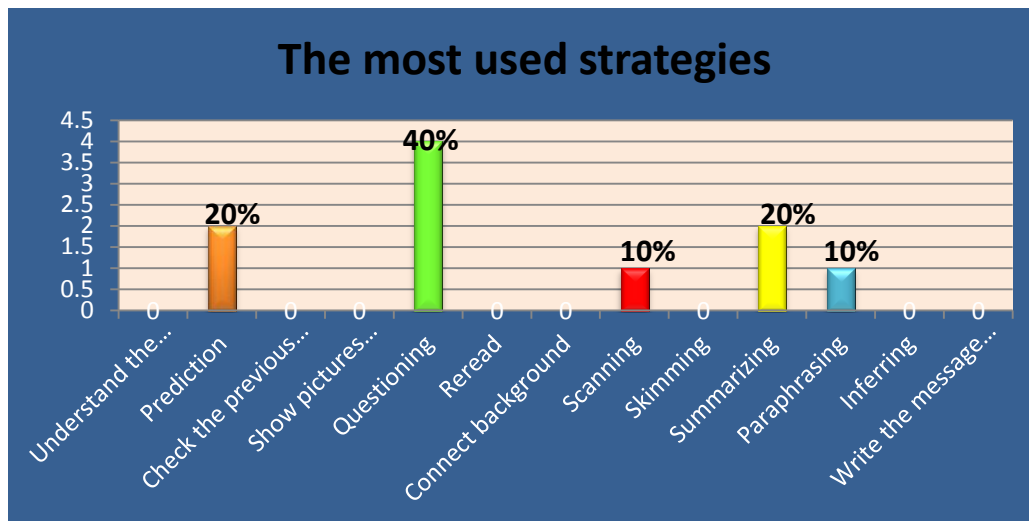
The following observation guide has as the main objective to get information about what teaching strategies are used by the teacher to teach reading skills.

OBSERVATION	YES	NO
Uses attractive, interesting, and useful reading for the students.		
Uses texts according to the topics he/she is teaching.		
Directs activities before reading.		
Directs activities during reading.		
Directs activities after reading.		
Uses effective strategies to develop the reading skills.		
Often is interested in developing the main reading skills and sub skills of the students.		
Has and uses the appropriate material to develop the reading skills.		
Uses material according to the knowledge level of the students.		
Applies reading tasks according to the knowledge level of the students.		
Uses valid, reliable, and efficient reading assessments.		
Gives the instructions clearly before a reading task.		
Clears some instructions during the reading tasks for helping the student to understand better what they need to do.		

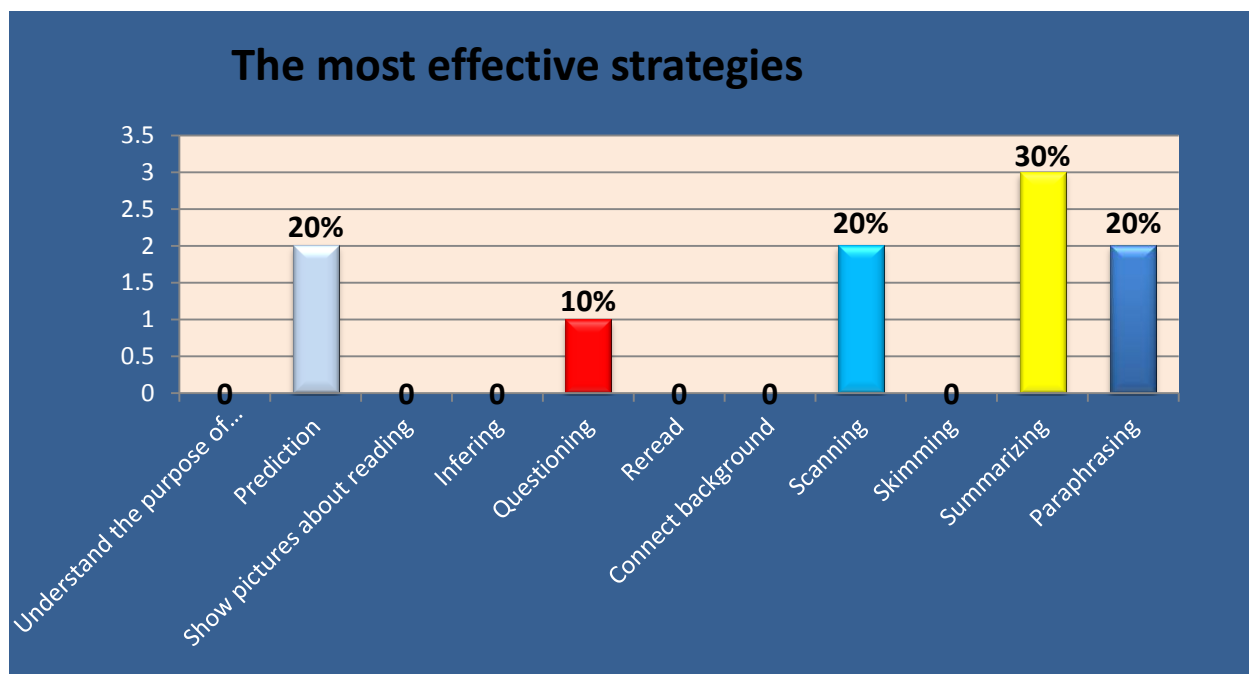
GRAPHICS

THE TEACHING STRATEGIES IN THE READING SKILL

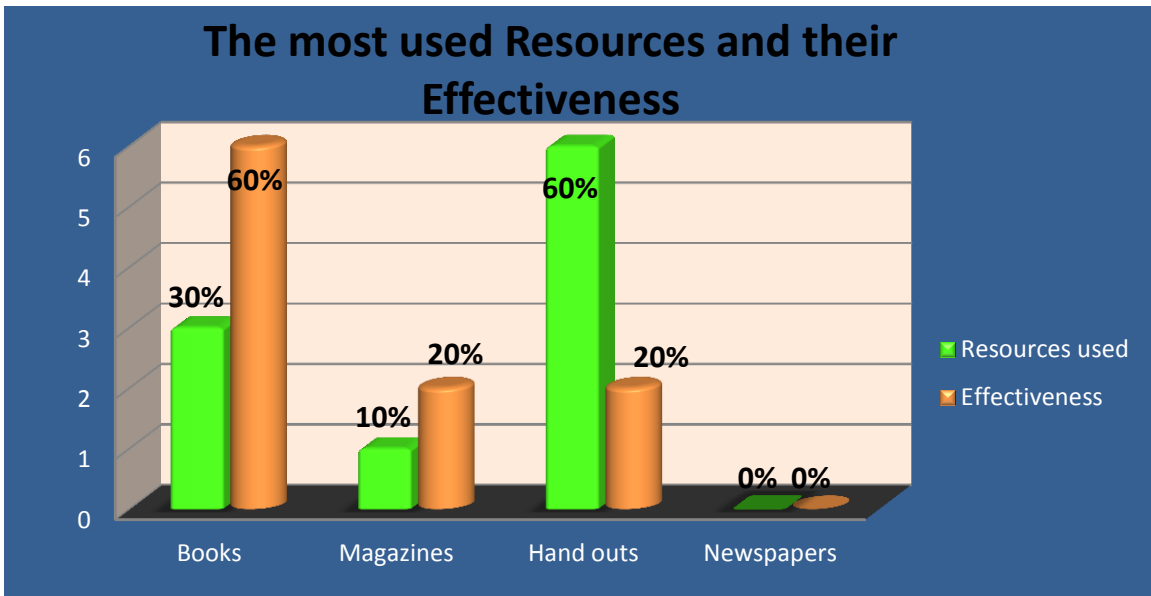
Graphic 1



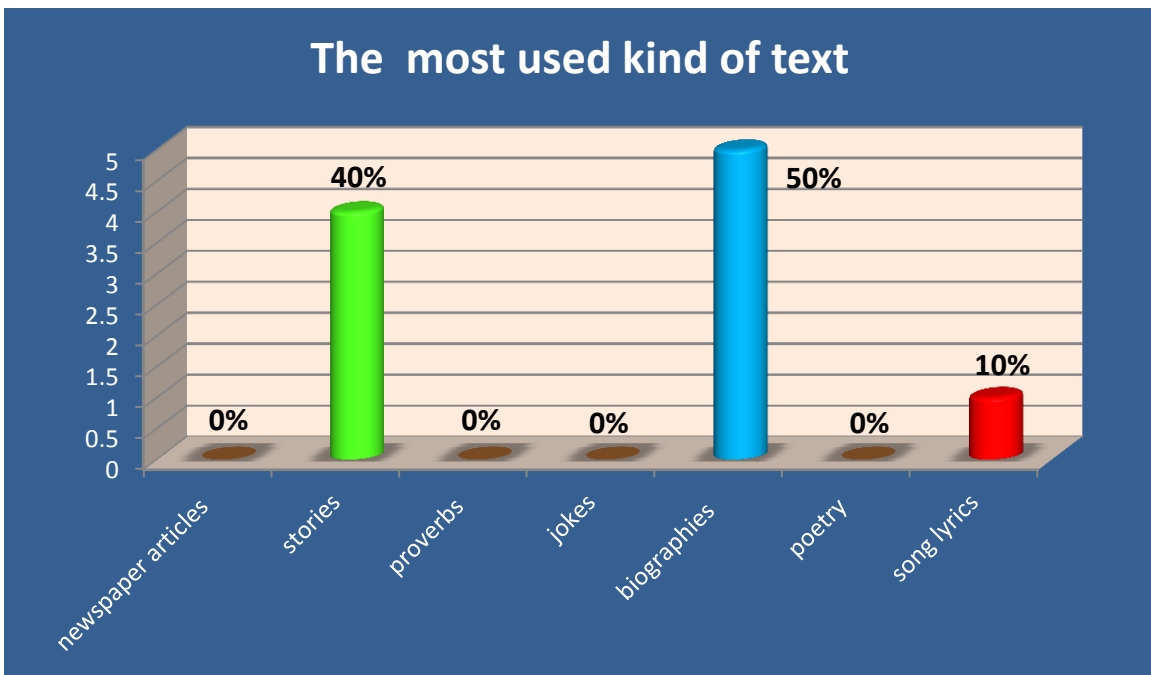
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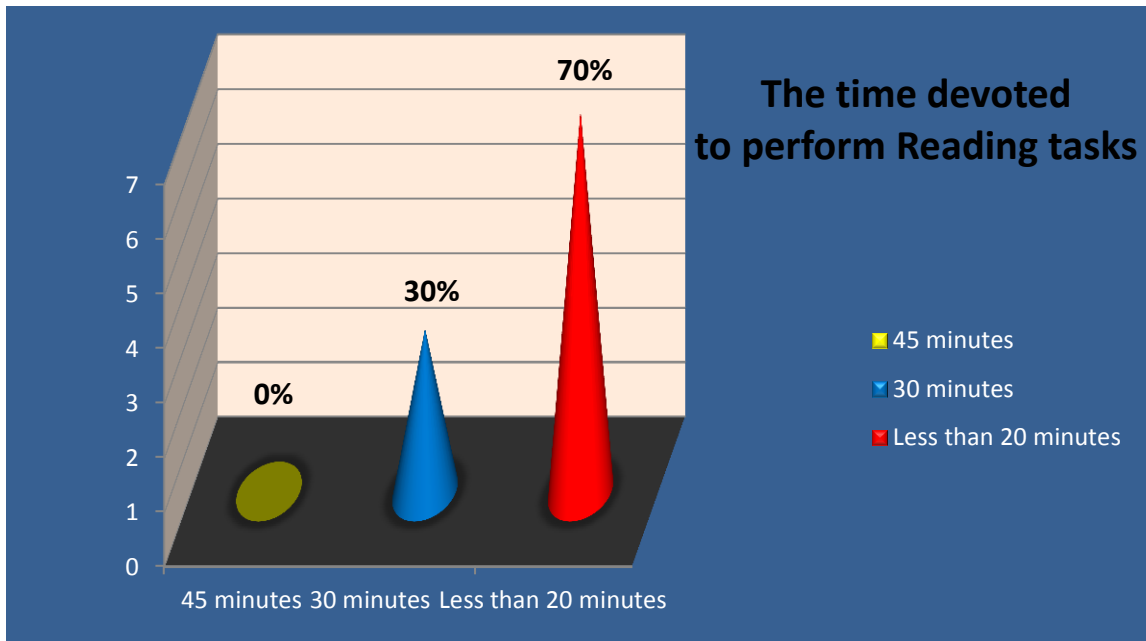
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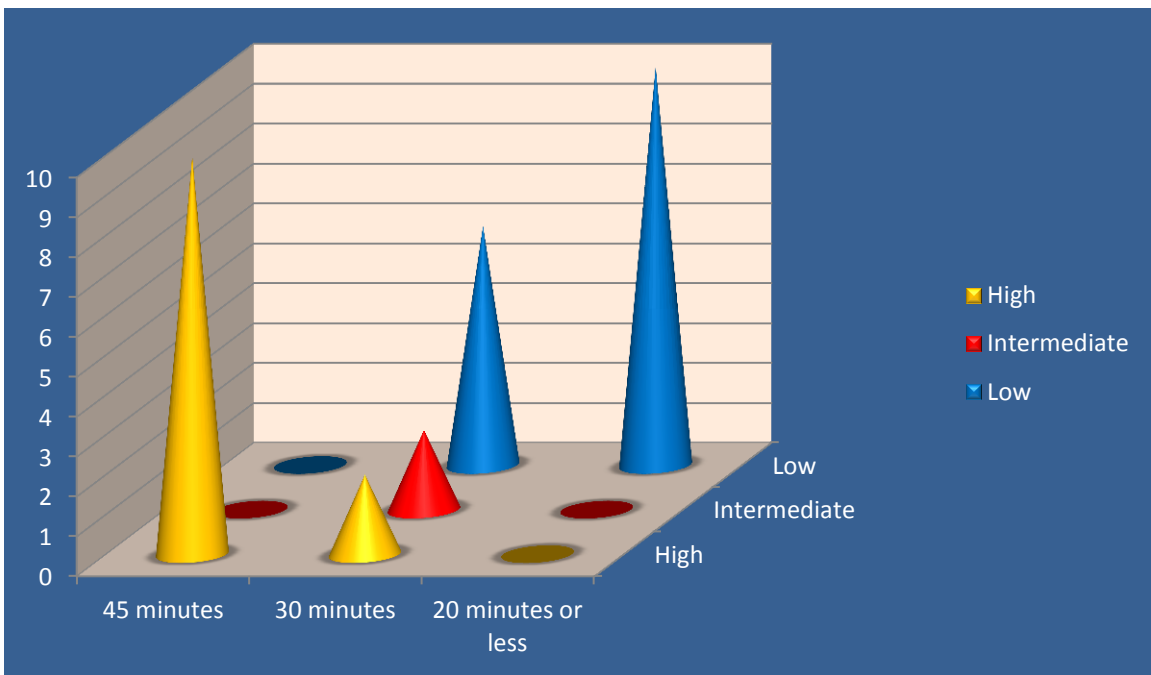
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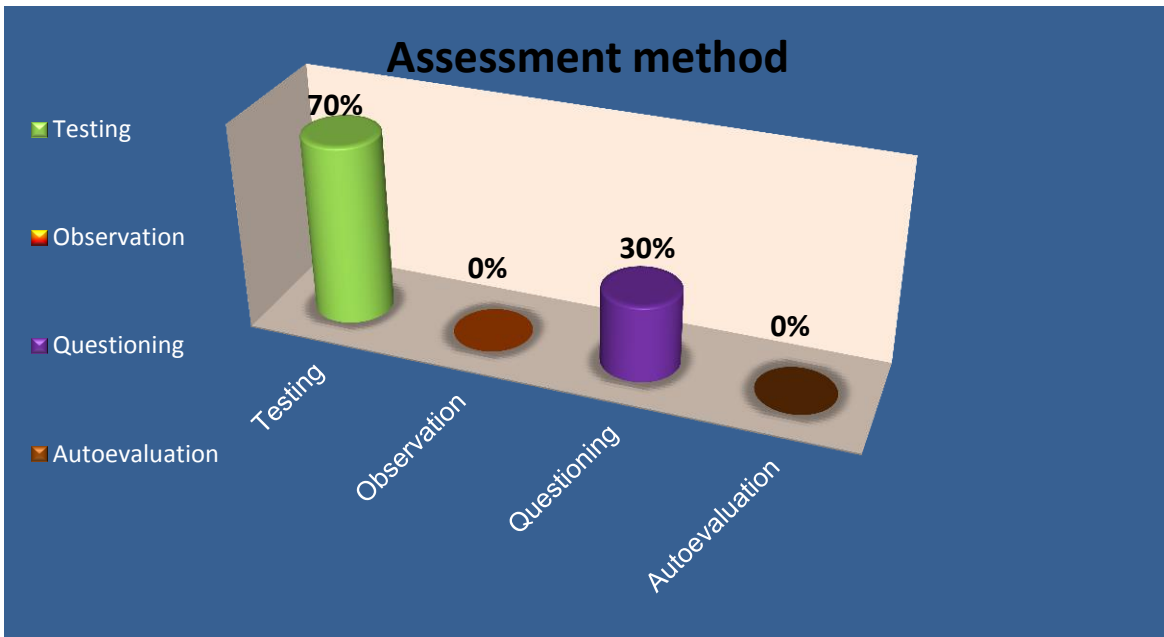
Graphic 5



Graphic 6



Graphic 7



Graphic 8

