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**MONOGRAPH
SEMINAR OF GRADUATION**

TOPIC: why students of fourth year high school have problems in English reading skill at Liceo San José from Rivas in the II semester of the year 2007

Research submitted in partial fulfillment of the requirements for a B. A degree in teaching English as a foreign language

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Dedicatory

The authors offer this work in special to my Lord Jesus Christ and my family who supported me to different manners during the research.

This research was a pleasant experience; I have been the opportunity to talk with some students that have problems in English reading.

I hope that our research will be on benefit to them in the future.

Acknowledgement

The author of this research, first I thank to god for illuminated my mind in the development of my monograph and allowing me this great opportunity of working together, with my classmates all the semester.

Also all those teachers and students who gladly answer my survey to make possible my research.

To professor: Hans Miranda for his help and advices throughout the seminar of graduation.

A special debt of gratitude to all.

Abstract

The present work was investigated in adolescent between 15 and 20 years old at Liceo San Jose from Rivas of fourth year high school in the II semester in the year 2007.

This research might be the possibility to find four factors that are influency negatively on students in English reading.

- A) Educational
- B) Economical
- C) Time
- D) Environment

fifteen of thirty students were surveyed with questionaryes also we observed the classes with the objective to determine the problems that students had in English reading ability in addition to our survey we made a teachers questionary in order to know what methodology they use in the class we visited them in different occasions to ask them some questions about the students problems.

The data recollected for interview guide of teachers was unified according to the answer given by them.

About the methodology they actually use pre-reading, skimming, group work, etc.

They have good relationship between students and teachers.

Introduction

My research is based on the difficulties that fourth year English students at Liceo San Jose high school from Rivas have in reading English.

Some of the factors that are interfering in the development of these techniques are the lack of practice to read and write economical problems and lack of internal motivation in the classroom.

Also I have been analyzed each one of the techniques that teachers use to develop the teaching – learning process of reading as a second language, in order to focus the main difficulties that students have.

The lack of material is one of the factors that affect the develop reading skill during academic process and lack of a bibliography into the school.

Another important aspect that affects the learning process of reading skill is the environment around the classroom and in their home when the students are practicing reading.

Time is an important factor that affect to the students. They don't have time to practice English because most of them are working at present for solve economical problems in their homes.

In other words, you may be able to observe some questionnaires that I made in order to know what teachers and students opinions are in this matter.

Finally you will find some conclusions and recommendations to overcome all these difficulties that interfere in the teaching-learning process.

Justification

The motive of this research is to find out the main problems why fourth year students have difficulties of English reading.

I am also interested in given some recommendations in order to avoid the difficulties that students have in this skill.

GENERAL OBJETIVE

To find out the causes why fourth year students have problems in English reading at Liceo San Jose high school from Rivas in the II semester of the year 2007.

SPECIFIC OBJETIVES

- ❖ To identify some techniques that teachers use to motivate in English reading
- ❖ To determine the economical problems that affect to the students in English reading.
- ❖ To analyze the environment that interfere in the students at the time they read English at school or home
- ❖ To determine the time that they spend in English reading
- ❖ To know how much time teachers spend to developed the ability of reading
- ❖ To identify what kind of materials that teachers use in class
- ❖ To know what means teachers use to develop the class in English reading.

Problem:

What are the difficulties that students of fourth year from high school at Liceo San Jose from Rivas have in English reading skill in the year 2007?

Sub problems

- Most of the teachers don't develop reading skill during academic process.
- Lack of motivation of the students.
- Lack of didactical materials.
- Most of the students have economical problems.
- Teacher's techniques into the classroom.
- Students don't have a good social environment.
- Time teachers use to teach reading.
- Time students use to practice reading.
- Lack of bibliography in the school.

Topic:

Why students of fourth year high school have problems in English reading skill at Liceo San José from Rivas in the II semester of the year 2007

Historical background

The present research work was made in the school Liceo San Jose from Rivas.

It was found in 1994 by father Raul Hernandez Perez. This is a catholic school ubicated behind the Catholic Church Belen.

Belen is a community to 12 Kms to Rivas.

This school has fifteen classrooms but there isn't a library.

At the beginning there were about fifty students in the school.

Year to year the population increased.

Nowadays there are four hundred – fifty students. Studying there.

The school Liceo San Jose has three modalities kindergarten- primary school and secondary school.

Sixteen teachers are working in this school. The salary is very low because it is a private school.

Most of the students travel to different places near to school.

Parents like the education of this school because it is teaching about christianism.

In spite of the lack of different means and materials, teachers develop the teaching learning process with enthusiasm and love to the students.

The Liceo San Jose School is a small school the place where it is ubicated is beautiful; there are many trees and gardens in the yard and a big camp to play different sports.

The students enjoy to playing and studying in this school.

THEORICAL FRAMEWORK

The teaching of reading in a foreign language has been discussed for a long time it is impossible to present here anything like a compressive view of the problems involved in many methods which have been developed for dealing with them. I myself have already research about this topic, because I have been interested in knowing what are the difficulties that students have in reading English.

- “Learning to read foreign language is not however identical with learning to one’s native language read. The students approach the second language with certain reading and learning habits that are already well established”. (Theodoro Huebener)
- During my years as a teacher in this school Liceo San Jose from Belen-Rivas. I have been noticed some difficulties that students have in reading so I have decided to know what are these difficulties, why the students don’t read fluently at the moment when they era development this habit?

In the school Liceo San Jose from Belen, Rivas at the student of fourth year secondary school are taught in two semesters the class of English. First and second semester-----120 hours class. In each of the semester the time denoted to reading is 36 %.

As I have been studied the difficulties of them in the two semesters. I am interested more in reading, as they never had the the habit to read in English at home even in our own language. On the other hand, one of the most important aspects that affect our reading is pronunciation.

I must know the pronunciation rules to read in a good way. When the teacher assigned to the student to read a topic, they always made mistakes in pronunciation and punctuation.

Some of them at the moment of reading omit some punctuation marks such as commas, full stop, dashes etc. And as a consequence of this there is a bad reading.

- Another important aspect to taking into account in the process of teaching learning is the motivation in the classroom.
- Motivation derives its significance from the concept of needs and related concepts.
- Some psychologist like George J. Mouly said that “the problem of motivation in the classroom is one of the most trouble aspects of teaching”.

Part of the difficulty apparently stem from a lack of understanding on the part of the Ss of the “why” of human behaviour.

- According to moon and Raban (1992) identifying the differences¹²

among students on a development continuum and providing appropriate reading materials for them in busy classroom is a challenge that teachers can meet with enthusiasm and skill. In reading pupils determine their general attitudes and to gather information on the amount and variety of reading materials to which learners have to ready to use access to these.

As we can see, motivation can be the difference between a successful class and failure class. It could be positive or negative, it depends on the level of motivation that teacher give to the Ss or how much motivated they are when are performing in the class.

Most of the time, teacher finds in to the classroom students don't feel confident in developed their skills, they felt unsecured, so silly, because they read a text in their mind or their manner they stutter, they always are afraid of the failure as a readers, they omit punctuation, many errors in pronunciations as if they didn't know that there is a simple way of overcoming this problem which is the phrase: "I can do it but at the end they "do it".

Learning a second language differs qualitatively from learning a first language. To see why various factors interfere in the process as (psychological, physical and sociological) must be considered in addition to the linguistic structure of second language.

- We have to take into account that we are Nicaraguan, so our mother tongue is Spanish, all the time wherever we go, we speak Spanish so we need to be conscious that our culture, customs, language and our style of life are different than the customs or cultures to another countries for this reason we have to point out that students don't practice English at home neither inside of the classroom they always are interested in take the class for get a grade but I could see there are many students that have been interested in learning the English as a second language. So teacher should encourage Ss to practice and read English outside.

- During my research I have found a lot of difficulties in the development of reading to learn English as a foreign language.
- First of all, I will start by mentioning (Theodore Huebener) who expressed that listening and speaking are the primary activities in learning a foreign language since, however the major part of communication is still carrier on by means of the printed page, reading remains a basic linguistic skill.
- Reading should begin as soon as pupils have had sufficient practice in hearing and speaking. It may constitute the basis of the lesson or can be added as supplementary work, it should be a satisfying activity and not a disagreeable chose. To assure facility in comprehension according to the material should be guided.

Principal problems in reading are sentences structure and vocabulary.

Here are tree suggestions that can help to solve this problem:

1. Read the text rapidly to obtain the general meaning. To know the principal ideas helps to understand difficult details.
2. Read again the difficulties parts. To obtain the meaning, observe the use of the new words and the relationship between these.
3. read the text again, with normal speed

Learning read a foreign language fluently is a long process, constant practice is necessary.

Jolly (1978) claims that success in reading a foreign language depend crucially upon one's first language reading ability rather than upon the students level of English if this is identifiable.

Coady (1979) who asserts that foreign language reading is a reading problem not a language problem.

Hypotheses that suggested are:

1. Poor reading in a foreign language is due to poor reading ability in the first language; poor first language readers will read poorly in the foreign language and good first language readers will read well in English.
2. Poor reading in English is due to inadequate knowledge of the target language.

If however, the cause of poor reading in the first language, the teaching of foreign language reading should include instruction in appropriate reading strategies. Especially if reading strategies are the same in all language, then one could apply first (language reading teaching methods or improve first language strategies by teaching efficient skills in English language).

In summary, when dealing with foreign language reading problem:

- If is poor first- language reading is the cause we must improve first language reading.
- If first language reading ability is short circuited by low first language competence we need to improve first language competence first, then improve the reading strategies of poor first language reader.
- If processing is different for different languages, then we need to teach reading of the foreign language, language ability.
- If transfer of reading ability takes place across the native / non native language to those readers who are poor in their first language reading.
- Some research evidence is available from studies of bilingualism which suggest the transferability of reading ability across language. Such transferability would, as we have suggested lend support to a

hypothesis that poor foreign language reading is essentially a reading problem.

Who first learned to read in their second language would imply that there is indeed a transfer effect of reading ability from first to second language.

Modiano (1966) not only as we expected were their reading and spoken communicative abilities in the second language.

Bill Cosby suggests three important techniques to improve faster reading.

- a) PREVIEWING is specially useful for getting a general idea of heavy reading as newspaper article, business report and nonfictions books. Previewing doesn't give you all details but it does keep you from spending time on things.
- b) SKIMMING is a good way to get a general idea of light reading, like popular magazine or the sports and entertainment section of the paper. Skimming is also a great way to review material you've read before.
- c) CLUSTER to increase speed and comprehension learning to read, Cluster is not something your eyes do naturally it take constant practice.

PREVIEW- to cut down on unnecessary heavy reading

SKIM- to get a quick, general idea of light reading.

CLUSTER- to increase your speed and comprehension.

These techniques may be develop into the classroom using an interesting topic and motivation for the part of the teacher.

Brenda Wegmann and Knezevic is Scanning. Scanning is reading quickly for specific information.

To scan follow these three steps

1. thing of what you are looking for
2. move your eyes quickly until you find it
3. stop and record the information

Reading involves a variety of skills. The main ones are listed below. (This list is from John Munby's communicative syllabus design)

a) Reading without understanding the meaning of every word:

The purpose is to learn more vocabulary and more importantly skill for guessing the meaning of new words for context.

1. Look over the entire article quickly paying attention to the headings of the different of the contents of each one.
2. Read the articles for the main idea skip over words and phrases you do not understand. Do not slow yourself down by looking words up in a dictionary, keep going.
3. Do the post reading exercise called recalling information. If you have trouble with it, read the articles again. You will probably understand it's better this time. Two or three quick reading are much better to understanding than one slow one.

b) Analyzing THE TOPIC SENTENCES:

An important skill for reading is finding the main idea often the main idea of a paragraph is stated directly. The sentences that state the main idea is called the topic sentences which are often and not always the first sentences of the paragraph.

The other sentences can develop the paragraph in different ways by giving examples and details to illustrate the main idea, by expanding upon it with related ideas or by expressing our emotional reaction to the main idea.

- c) Guessing the meaning of words from context: it is possible to guess the meaning of new words by reading past the words and finding clues in the context. Read to end of the sentences and maybe even to the end of the paragraph. Then go back and read the word again.
- d) Using a monolingual dictionary:

In general, you should not look up words in the dictionary as you read. You should guess their meaning from the context. But sometimes there will be one or two words that will seem especially important will be occurring several times or simply will bother you.

Then you will want to use the dictionary. The trouble is that one word often has several meanings and you must choose the correct one to fit the context. The following three points will help you find the correct definition.

1. A lot of information is given in a dictionary. Pay attention to only what you need.
2. The definitions are numbered. The most common meaning usually appears first, but that is not necessarily the one you want.

If a word can function as more than one part of speech (as a noun and verb) you must decide how it is functioning in the sentence.

Then look at the definitions listen after the abbreviations for the part of speech.

- e) Reading for specific purpose:

Do not be distracted by words or sentences you do not understand. Remember that many times an important idea will be repeated in different words.

f) Using heading as guides in an extended reading:

Picking at the heading in a long article helps you see the organization and major idea. Headings are usually of two kinds: they tell the main topic of a section, or they simply give a small detail to catch the readers interest the one that tells the main topic are the most helpful for comprehension.

Reading Between lines:

In many readings- comprehension test, you are asked to read a passage and choose the best answer to one or more questions ask you to make an inference about the reading passage.

Remember that an inference is a true idea that is not stated directly but can be inferred (concluded or deduced) from what is stated.

In English this is often called “reading between lines”.

In order to develop these skills, several types of exercises can be used. These questions types can have two different functions.

1. to clarify the organization of the passage the questions can be about:

- the function of the passage
- the general organization (e.g. argumentative)
- the metorical organization (e.g.contrast, comparison)
- the cohesive devices (e.g.link-words)

2. to clarify the contents of the passage the questions can be about:

- plain fact (direct reference)

- implied fact (inference)
- deduced meaning (supposition)
- evaluation

Two staged of learning to read the ultimate objective of reading is to obtain information from what is being read. When talking about reading, however.

People should always keep in mind that one must have a fairly good command of the language itself before she/he can read anything at all in that language.

At the first stage of the process the aim of the reading activities to learn the messages conveyed in a sentence.

Students need a course that will provide them with good and solid training on the basics of the language- its pronunciation, vocabulary, grammar, sentences structure idiomatic usage etc.

As students progress with the basic elements of English language, they enter elements the second stage of the learning process, reading for the acquisition of information.

While reading students should learn to identify the main idea of each paragraph and to make a logical and reasonable judgment as to the writer's intended message.

Reading is central to the learning process and as Ghosn (1997) points out, "...carefully chosen children's to developed their receptive language in entertaining, meaningful contexts and naturally invites them to repeat many of the predictable words and phrases, which children gradually take ownership of and add to their receptive e and productive language" .

One of the most difficult tasks of a language teacher is to foster a positive

attitude toward reading. Unfortunately, due to time limits and other constraints, teachers are often unable to actively encourage children to seek entertainment and information in reading materials. Many language teachers in high school must rely totally on the basal class readers. This often creates a negative mind- set in children who consider the effort required to interact with texts an unattractive alternative to the instant gratification offered by the electronic media.

Once students become motivated to read, a number of learning activities may be incorporated to promote reading activities thus become more focused and enable children to become more coherent and concise in their responses, according to varaprasad (1997), reading...should be treated as a creative and challenging activity where atudents questioning and interpretative abilities are triggered.

Reading is a constant process of guessing, and what one brings to the text is often more important that what one finds in it. This is why, from the very beginning, the students should be taught to use what they know to understand unknown elements; whether these are ideas or simple words this is best achieved through a global approach to the text.

One could sum up this kind of approach in the following way:

How do we read?

The main ways of reading are as follows.

- ◆ Skimming: quickly running one's eyes over a text to get the gist of it.
- ◆ Scanning: quickly going through a text to find a particular piece of information.
- ◆ Extensive reading: reading longer texts, usually for one's own pleasure. This is a fluency activity, mainly involving reading global understanding.
- ◆ Intensive reading: reading shorted texts, to extract specific information. This more an accuracy activity involving reading for detail.

Reading comprehension should not be separated from the other skills. It is important to link the different skills through the reading activities chosen:

- ◆ Reading and writing, e.g. summarizing, mentioning what you have read in a letter note-making, etc.
- ◆ Reading and listening, e.g. comparing an article and newsbulletin, using recorder information to solve a written problem, matching opinions and text, etc.
- ◆ Reading and speaking, e.g. discussions, debates, appreciation, etc.

Reading is an active skill. As mentioned earlier, it constantly involves guessing, predicting, checking and asking one self questions. This should therefore be taken into consideration when devising reading comprehension exercises.

What do we read?

Here are the main text- types one usually come across:

- Novels, short stories, tales; other literary texts and passages (e.g. essays, diaries, anecdotes, biographies)
- Plays
- Poems
- Letters, postcards, telegrams, notes.
- Newspaper and magazines
- Handbooks, textbooks, guidebooks
- Recipes
- Advertisements, catalogues, travel brochures
- Puzzles, problems
- Instructions, directions
- Comics, cartoons and caricatures
- Statistics, diagrams
- Dictionaries, telephone, directories

Why do we read?

There are two main reasons for reading:

- Reading for pleasure
- Reading for information (in order to find out something or in order to do something with the information you get)

Extensive reading: Wilga M. Rivers

Mary. Temperley

This gives students the opportunity to use their knowledge of the language for their own purpose. It is an individualized or shared activity as each student prefers with some help of the teachers in selection as they need it the students read for their own pleasure short stories, plays short novels newspaper or magazines specially written for schools, or selected articles and advertisements. They may read for information about a topic which interests them or prepare a project, a report, or a debate with a friend or a group of friends. They attempt to increase their reading speed reading whole sections at a time in order to establish the general meaning so that they can develop their ability to deduce from semantic and syntactic clues in the context the meaning of unfamiliar words or phrases.

Reading aloud by students

1. attention on pronunciation not on meaning
2. interrupted for correction of pronunciation mistakes

Reading aloud by the teacher: How?

Make speech sound authentic (stress, intonation, facial expression, body language etc).

Tell rather than read: add/explain/paraphrase

Activities for exploiting the text.

Reading (silently)

1. Guide questions (pre. questions)
2. Choice questions (t. f. yes-no, or)

3. Content questions (wh-questions)
4. Describe, tell me about...
5. Dictation
6. Spoot mistake (books closed)
7. Extension/discussion

David cross, a practical handbook of language teaching, prentice hall, 1992.

Techniques and procedures

Based on our research theme we made our survey according to the system of variables.

We collected the data information from teachers and students from fourth year at Liceo San Jose.

First, to collect the information's teachers give us permission to do it during their classes a survey with the students. After that we visited the teachers in different occasions to ask them some questions about the students problems.

When, we finished collecting the information we reviewed the answer obtained and codified them according to be assigned in a manual.

Then we proceed to transfer the information to "Microsoft word" program and make graphics to display more clearly the results it's given by tables.

- The data recollected from interview guide of teachers was unified according to the answers given by teachers.

Techniques teachers use in reading:

When we asked the teachers what kind of techniques do you use to develop in reading, they said that reading develop in practical activities.

They use different strategies such as pre-reading- skimming, group work, singing soon. They established good relation ship between them and the students they think that the most important tool in the teaching-learning process is motivation.

About the methodology they actually use for developing reading about real life because the students develop this ability knowing the different situations that occur in our environment and society.

Teachers give them interesting topics about real life to increase the habits of reading and there fore stimulate the interest in understanding more and more what they are reading.

WAYS TO INCREASING READING MATERIALS

I have found the following measures helped provide students with increased access to appropriate reading materials in an under resourced school.

Reading box

One idea is to begin a simple “reading box” where the teacher and students collect basic reading materials. These may include teachers and students own writings, newspaper articles, cartoons, comics, magazines, poetry, picture story, books, postcards, and letters.

Kress (1995) points out that in a multicultural context, a seemingly mundane text can reveal as much about culture, society, power and identity as a more complex text.

Reading out of the classroom

If there a public library nearby the teacher may visit this facility and with the consent of the librarian reserve a selection of materials for students, taking care to have balance between fiction and nonfiction.

A class visit to the library helps to the students learns about the procedure of borrowing the materials.

MOTIVATION ACTIVITIES

In my present work I have found the major problem for the student is to read for this reason teachers need to use every available resource at their disposal to motivate young readers.

Once students become motivated to read a number of learning activities may be incorporated to promote reading.

These may include a listing of main ideas and supporting details, the discussion of favorite characters, the readers personal opinions and a short section on vocabulary extension reading activities thus become more focused and enable young learners to become more coherent and concise in their responses.

In my experience as the teacher reciprocal reading based on structured book report encourages interactions and debates, it providing a useful starting point for critically examining texts.

Students that are involved in a series of activities. Which begin with the reading of a Narrative, story grammar, retelling of the Story and feedback. These activities are followed by individuals writing summaries and by pairs producing books are presented to the whole class and self_ evaluations and reflections reports are completed the value of this approach is that students go beyond interpreting and summarizing and being producing their own reading materials.

As Laar and Holderness (1994) English teaching Forum indicate reading and writing are linked activities and students own experiencies will help them to become more reflective, analytical, and self critical readers.

Interactions between Students – teacher

I observed that the students don't have a good interaction with the teacher so I found both of them. -student- teacher conference this activity include structured interview Can be an affective informal way in assessing a student's progress in language learning. Conferences and Interviews provides opportunities for One to one interactions where the teacher can learn about a students Communicative abilities, emotional And social well –being, attention Attitudes, pace of learning and Strengths and weaknesses (smith 1996 allerson and grave 1986) in my opinion conferences can be most effective when they follow focused observation Class. For example: in cooperative Learning groups or out of class.

Ex:

- On the play ground
- In the library
- At home

Methodology design

I made use of statistical methodology taking into account in surveys made for the students and some teachers questionnaires.

Them I use tables and graphics to represent the quantity and percents of results.

I apply system of variables in my research work.

HYPOTHESIS

“The majority of students of English of fourth year cannot read fluently because there are some problems that affect the abilities of reading”.

POPULATION AND SAMPLE

A. Population

Population is all the students and teachers, environment of the fourth year high school at Liceo San Jose from Rivas.

B. Sample

My sample was two teachers and fifteen students from four years high school at Liceo San Jose Rivas.

SYSTEM OF VARIABLES

| VARIABLES | SUBVARIABLES | INDICATORS |
|------------------------------------|---|---|
| General information | Age Sex | 15 to 20 Masc. _____ Fem _____ |
| Psychological factors | <ul style="list-style-type: none"> - Preferences of English - Motivation | I like _____ I dislike _____ Yes _____ No _____ |
| Social – economical Factors | <ul style="list-style-type: none"> - Work at present - Family environment | Most of them work for economical problems They live only with mother |
| Educational factors | Teaching reading time | 45 minutes English class 15 minutes reading skill (three times a week) |
| | Classroom condition | <ul style="list-style-type: none"> - Dirty environment - Noise around the classroom |
| | Material | <ul style="list-style-type: none"> - Lack of didactical material - Lack of bibliography |

CHRONOGRAM OF ACTIVITIES

| Stages of the project | Activities | Date |
|-----------------------------|---|---|
| First 1 ^o stage | We identified the problem, sub problem and topic | July 21 st -29-2007 |
| Second 2 ^o stage | We defined general objective specific objectives and hypothesis | July 30 th august 6 th |
| Third 4 ^o stage | We made a <ul style="list-style-type: none"> - Historical background - Theorical framework - Dedicatory - Acknowledgement - Abstract - Introduction | August 11 th October 13 th 2007 |
| 5 ^o stage | We applied instrument | Oct. 1 st _12 th |
| 6 ^o stage | We wrote conclusion-recommendation | Oct. 22 nd 26 th |
| 7 ^o stage | Pre-defence of the work | November 10 th -2007 |

Instruments

I used some instruments such as: a survey, questionnaires table, graphics and others.

The questionnaires were made according to the level of know ledgement of the students.

Some interviews were made in Spanish because the students didn't understand when we spoke in English to them.

Tables and graphics were made in a computer program of Microsoft Word.

Teachers questionnaire

1. What methodology are you using in English class?
2. What strategies do you use into the classroom?
3. How much time do you spend in English reading skill?
4. What kind of materials do you use in class?
5. What kind of means do you use in class?
6. In the process teaching / learning do you make motivation into the classroom?
7. Do you have interaction with the students at the time of the English reading class?
8. Do you help to the students in your feature time?

Student's questionnaire

Age 15 to 20

Sex: Masc. 7 Fem. 8

1- Do you like English class?

Like _____ dislike _____

2- Is reading the most difficult skill for you?

Yes _____

No _____

3- Does the teacher use motivation in class?

Yes, he / she do _____

No, he / she doesn't _____

4- Do you have good relationships with your English teacher?

Yes I have _____

No, I haven't _____

5- Do you practice English reading out of the classroom (at home)?

Sometimes _____

Never _____

6- Do you practice English reading at school?

Always _____

Sometimes _____

7- Do you live with your parents (or) mother/ father?

Parents _____

Mother _____

Father _____

8- Do you work at present (or) only study?

Yes _____

No _____

Analysis and interpretation of results

At school Liceo San José from Rivas of fourth year students (high school). I interview fifteen to thirty students between 15 to 20 years old. I obtained the following results.

Seven to Fifteen students answered that they didn't like English class because the subject is bored and the teacher don't realize a dynamic class.

Nine to fifteen students argued that reading was the most difficult skill for them, and the teachers don't explain were the English class.

I answered some of them if they have good relation ship with the teacher, they answered me that they don't have good relation ship with the teachers because they don't attend to them when they have problems or they don't understand the class sometimes there is shinness for communicate with the teachers.

Into the classroom I observed that the teacher don't use motivation and the students don't pay attention at the time the teacher is explaining the class.

Most of the students don't like to read English, they don't pronounce words well, and they don't stop is dashes or punctuation.

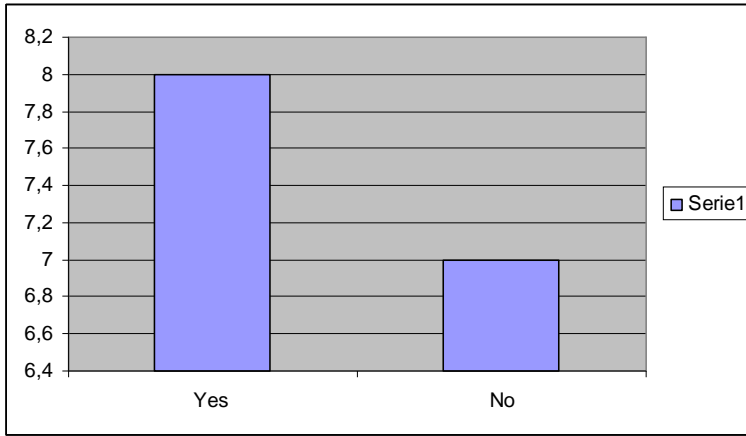
Also they don't practice reading in class, some of them practice only at the moment of the class.

Ten of them live with their parents and five live with only the mother. Some of them have the work to support their families so they don't have time to study.

I have been analyzed that the students don't have interest to study one of the cause is the lack of motivation for the part of the teachers and psychological and economical problem that affect the study of English language.

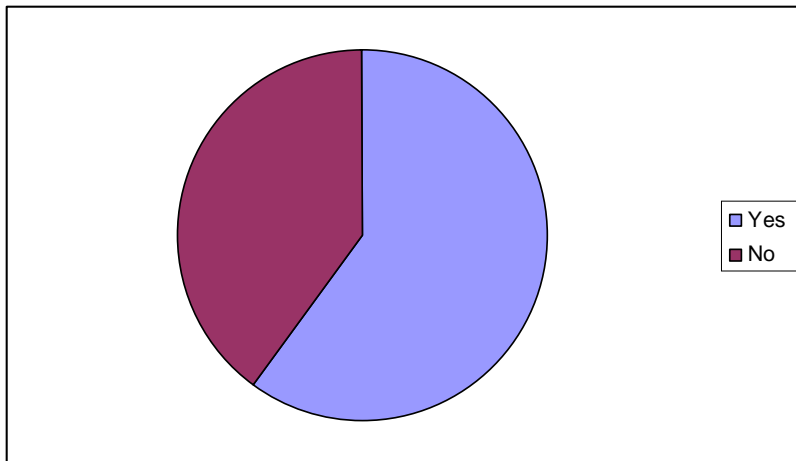
1- Do you like English class?

Seven / fifteen students answered that they didn't like English class.
Eight of them like the subject.



2- Is reading the most difficult skill for you?

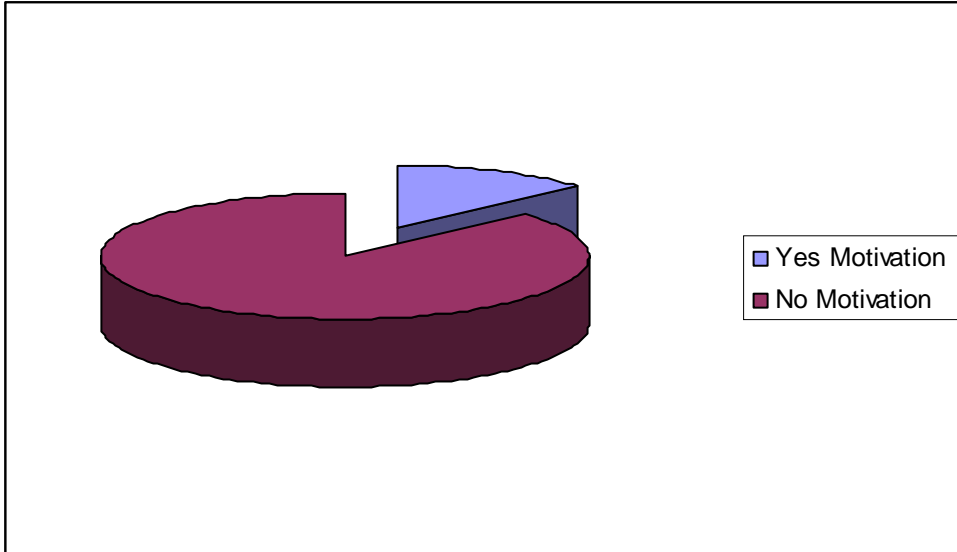
Nine / fifteen students argued that reading was the most difficult skill in English six of them answered-no.



3- Does the teacher use motivation in class?

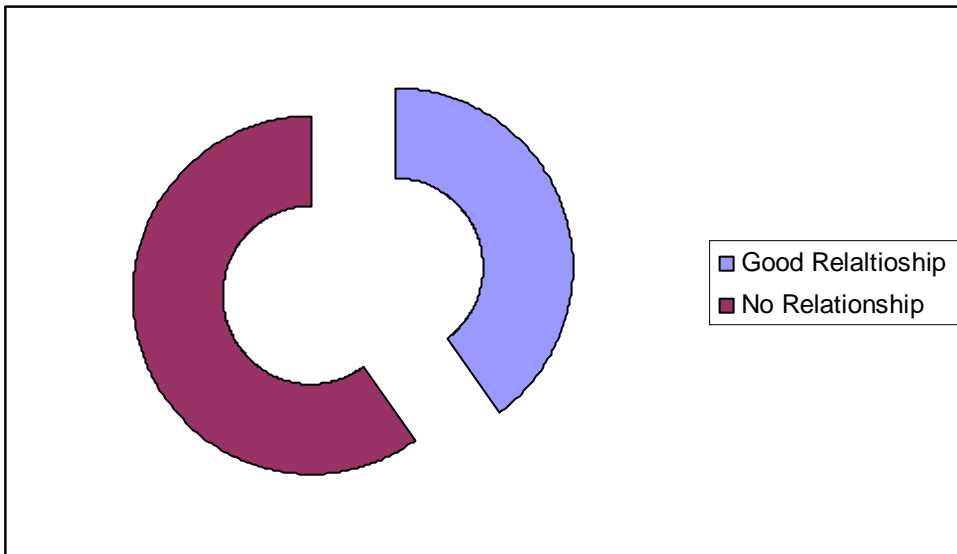
Thirteen/ fifteen answered that the teacher didn't use motivation in class.

Two answer yes.



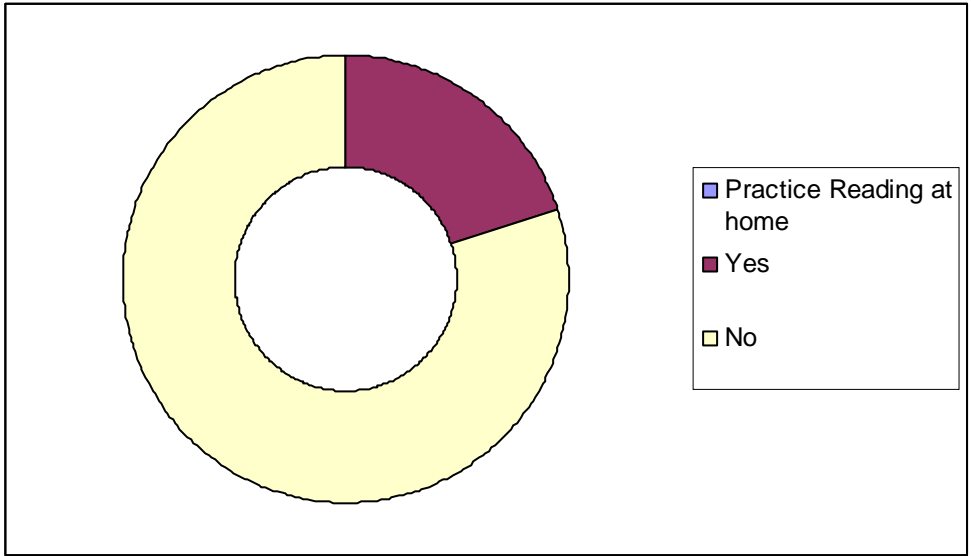
4- Do you have good relationships with your English teacher?

Six / fifteen argued that they had good relationship with the teachers.



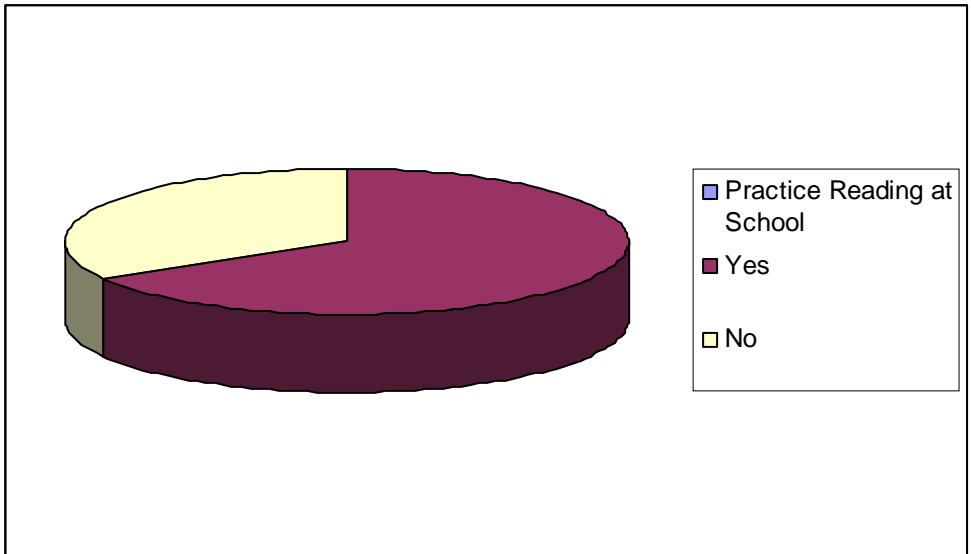
5- Do you practice English reading out of the classroom (at home)?

Three / fifteen answered that they practice English reading at home.
Twelve answered no.



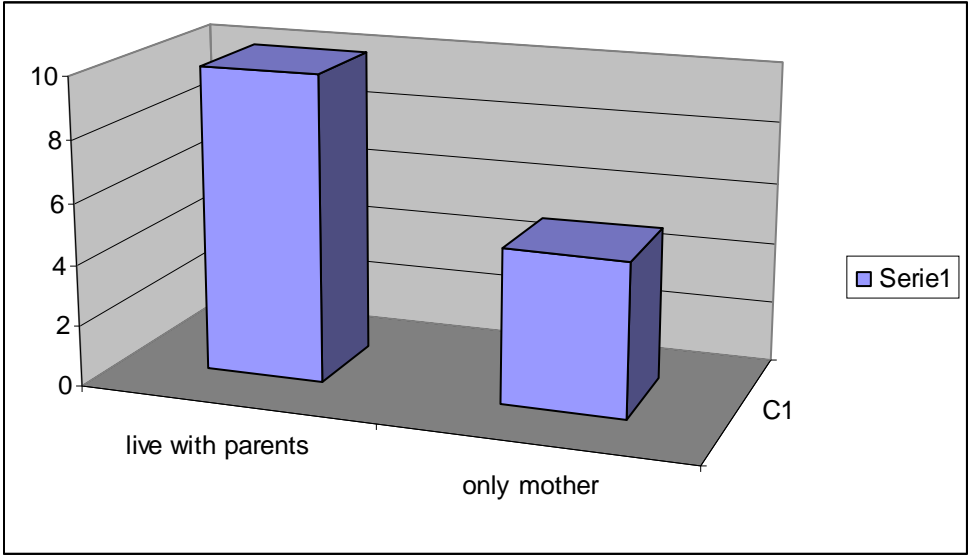
6- Do you practice English reading at school?

Fifteen / fifteen answered that they practice only at the moment of the class.



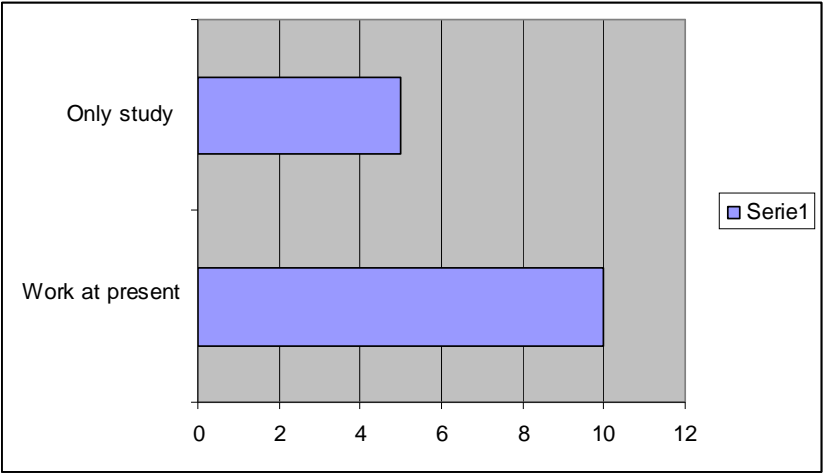
7- Do you live with your parents (or) mother/ father?

Ten / fifteen live with their parents five of them live with only mother.



8- Do you work at present (or) only study?

Ten / fifteen work at present five of them only study.



Conclusion

As conclusion I can say that the fourth year English students at Liceo San Jose from Rivas have a lot of difficulties in reading.

The main problem in reading is to find out the main idea in a paragraph, to give the meaning of the words through context, finding synonymous vocabulary and scanning. Most of the student have economical problem; they have to work at present to solve their necessities in their families.

So they can't practice this ability in their homes, this affect the acquisition of didactic materials suggested by the teachers.

Also I can say according to methodological system, teachers don't use strategies that motivate to the students and the lack of material and means in the school (computers program).

In addition they also reported that the Classrooms are very poor and environment is unpropriated when they read in English. The problem is a highway near of this school.

We observed that time spent by teacher in reading is very short. They only teach to read to them three hours a week and the teachers don't like that the students make questions in their free time. When the student consults with the teacher, they have to pay.

Also in this school there isn't a computer program where the students could have access to internet for find solutions to their questions about reading.

Some of them argued that they don't have interest to learn to speak in English, because in the future they won't study a career in English.

In other hand we can say that most of the students are unmotivated in this class, there are many causes that affect to them.

In to the classroom, I observed that the students in the class of reading, they omitted dashes and punctuations and the teacher didn't a correction to them. The teacher has to read a topic two or tree quick reading, are much better to understanding that one slow one.

Also the students have to learn more vocabulary and more importantly skills for guessing the meaning of new words for context.

Another important aspect is that they have difficult when they read an article they don't pay attention to the headings the to get a general idea of the contents each one.

Idea of the contents each one.

This work for us has been an interesting experience because we found many opinions about English class we surveyed teachers and students and we knew the different problems that affects to them into the classroom and out of the classrooms.

We are gratefully with the persons that help us to answer our survey for get this work finished.

Recommendations

1. to improve habits to the students in reading they need:
 - Read books, magazines, newspaper, etc.
 - Read short stories
 - Read advertisements
 - Read everything that is in English around them
2. students need to learn to read first in their first language or native language and then in a second language
3. teachers should improve dynamics techniques IN ORDER TO DEVELOP the class of reading
4. the motivation is another important aspect that teachers need to improve for get the teaching learning process successfully.
5. Students should practice English reading out of the classroom (at home).
6. Another important thing that help to development of reading is watching films in English (TV-DVD-movies).
7. Teachers should visit a library with the students in order to choose and read interesting topics and stories to help them in reading skill.
8. Also teachers must be most communicative with the students bringing time to answer doubts or questions out of the classroom.
9. To create a good environment at the time that they practice English reading (into the classroom and out of the classroom)
10. to create a simple “reading box” into the classroom where the teachers and students collect basic reading materials. This include newspaper, articles, cartoons, comics, magazines, postcard, letters, topics, etc.

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Annexes

Interview guide for teachers

Reading is the most difficult skill:

The two teachers interviewed said that reading is difficult and these skill students are requiring having and intermediating. Reading strategies develop capacity for critical thinking, evaluate argument distinguish between fact and opinion and soon.

- ◆ Teaching material use: pathways to English, magazines. Topics to different books, stories.
- ◆ Students attitudes to materials:

About reading material students react in negative way sometimes because this material have heavy vocabulary sometimes and getting meaning by context is difficult for them.

However teachers have to motivate them all the time so finally, they are looking the meaning.