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Strategies for improving the English reading skill in the students of 7th grade
“A”, at Pablo Antonio Cuadra School, second semester 2019.

Submitted to

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¡A la libertad por la Universidad!

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Abstract

The ability to understand written texts in a foreign language is often considered one of the most basic skills of language learning. In fact, many English language learners find some difficulties to understand what they read in the target language. The purpose of this study was to investigate the strategies used by the teacher at Pablo Antonio Cuadra School in the second semester 2019 for improving the English reading skill in the students of 7th grade “A”. The population of the study was thirty-nine students, and an English teacher. Class observation guides, student questionnaires, and a teacher survey were used as data collection techniques. The results also suggest that students’ need specific strategies to improving their reading skills which help them to comprehend simple text in order to get better understanding. English Language. EFL (English as a Foreign Language) is a challenge for Pablo Antonio Cuadra 7th grade students, where the teacher needs to spend more time in teaching reading comprehension using the most effective strategies according to the student’s level, also she should provide a vocabulary list so that students are increasingly familiar with new vocabulary. The Practice of reading in and out the classroom will provide an ideal environment for learning English- especially the development of reading skills.

I. INTRODUCTION

This research is going to be focused on the reading skill. Because reading is one of the main components in learning process and social interaction in the society. The main goal of English language teaching should be to give learners the ability to use English effectively and accurately in communication. (Pearse, 2000), this is also part of reading as learning communication. However, not all language learners after many years studying English can perform the reading ability fluently and accurately because of the lack of the use of the basic reading skill.

Over the last decade, there has been growing interests in incorporating a significant focus on the reading skill into the language curricula. There is a general belief that such focus will help students to developed skills in reading that will be able to exploit classroom-learning opportunities and students will be more adequately equipped to continue with language learning outside the classroom. According to Patel and Jain (2008) states: “Reading is an important activity in life with which one can update his/her knowledge. Reading skill is an important tool for academic success. Reading is the most important activity in any language class.”

This research is about strategies for improving the English reading skill in the students of 7th grade “A” at Pablo Antonio Cuadra School Las Jagüitas, second semester 2019, which intends to report the finding of a study related to student’s needs to improve their reading skill, but this depends greatly on the strategies used by the teachers to improve this important skill in seventh grade students.

The development of this research allows applying the knowledge obtained during the course of Graduation Seminar and investigate the strategies with seventh grade students to improve the reading skill and provide students and teachers some suggestions in order to use learning and teaching strategies of reading comprehension.

II. BACKGROUND

The foundation of this school was in charge of different people in the community Las Jaguitas Managua. Who saw the need to build in the location a school for the community's children in 1960 teachers, religious people and different members of this place were the instrument used in order to give birth to this school. Later during the same year (August 14) teacher Gerardo Rosales (first school principal) and Mr. Luis Correa (Pastor of the community) had a conversation about the foundation of a public school which could provide education based on moral values.

The name of this school is “ Pablo Antonio Cuadra” in honor to Pablo Antonio Cuadra Cardenal better known as (PAC) a Nicaraguan's poet, essayist, literature and art critic, playwright and graphic and ideological artist. This school started attending elementary school in morning and afternoon shift, two years later they offered attention to pre-school, elementary school in morning shift and high school in afternoon shift. Nowadays there are 39 students in 7th grade A between ages from 12 to 15 years where 21 are men and 18 women. The English class is divided into three periods one of 45 minutes and the other of 90 minutes. The proficient level of these students is beginner level.

III. JUSTIFICATION

This research project is an endeavor to carry out a descriptive study. According to (McCombes, 2019) a descriptive study is an appropriate choice when the research aim is to identify characteristic, frequencies, trends, correlations and categories also it is useful when not much is known yet about the topic or problem. However is endeavor to Identifying the use of learning strategies involved in the learning process of the reading comprehension skill presented by the students of the 7th grade “A”, at Pablo Antonio Cuadra Public School, in the city of Managua during the second semester 2019.

The proficient level of these students is beginner level. When students move into middle school , they will be ask to achieve greater feats of comprehension , which include understanding complex texts and processing more information in shorter amount of time. (Read And Spell Blog). Also some common factor such as: complexity of the reading text, lack of vocabulary bank, difficulties in in reading printed material, the environmental conditions (Overcrowded classroom, few textbook and lack of didactic materials). These factors specially have an important impact in those learners who try to read a text passage. Readers may have many problems to understand a text in a disorganized environment than those who read in a calm and controlled place (Dennis, 2008), and more specifically the lack of reading comprehension skills are affecting the second language acquisition.

This present research work will also offer an important information that could be used by principals and teachers interested in improving reading comprehension skills in their students by using strategies to simplify the usual problems presented in reading comprehension.

IV. PROBLEM STATEMENT

Nowadays, teaching English as a foreign language in public high schools all over Nicaragua faces more challenges than ever, however the teaching of the language has been improving in the last four years since MINED (Ministry of Education) designed English textbooks as a second foreign language, which have been a very important tools for public high schools. However, not every skill of this language has been developed in a versatile way and mainly the reading skill; due to students of 7th grade at Pablo Antonio Cuadra have difficulties in the reading process since they show weaknesses in the strategies of reading and in the English language. This study aims to analyze the strategies used for improving reading comprehension as a foreign language in the students of 7th grade “A”, at Pablo Antonio Cuadra School, las Jagüitas, second semester 2019.

RESEARCH QUESTIONS

- 1) What strategies did the teacher use in the classroom to develop reading comprehension?
- 2) What are the causes that influence students´ lack of reading comprehension?
- 3) What kind of strategies would be more efficient to enhance the level of development the reading comprehension for 7th grade students?

V. OBJECTIVES

General Objective

To suggest strategies for improving the English reading skill in the students of 7th grade “A”, at Pablo Antonio Cuadra School, second semester 2019.

A. Specific Objectives

1. To identify the reading strategies used by the teacher in the classroom to develop reading comprehension in 7th grade students at Pablo Antonio Cuadra School.
2. To analyze strategies that would be efficient to enhance the level of development of reading comprehension for 7th grade students, at Pablo Antonio Cuadra.
3. To describe the causes that influence lack of the reading comprehension in the students of 7th grade “A”, at Pablo Antonio Cuadra School, second semester 2019.

VI. THEORETICAL FRAMEWORK

A. Reading

1. The Concept of Reading

Reading is one of the most effective ways of foreign language learning. As Christine Nuttall (1996) mentions that reading is the process of identifying written words by decode, understand and interpret meaning sense since the idea is to get the message that the writer had expressed. Reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning and the goal of reading is comprehension (Nunan, 2003, pág. 68). The ability to read requires that the reader draw information from a text and combine it with information and expectations that the reader already has (Grabe W., 2001).

Reading Comprehension

This category of reading comprehension involves grasping the text's main idea and the author's purpose, creating an interactive context by which an authentic dialogue can be achieved with the author, and enabling the reader to judge what has been read. The reader can conclude for himself/herself whether the writing meets standards of objectivity or subjectivity, is seemingly sentimental, is a narrative of events, presents simply information, or is investigative in nature. (García, 1975) Indicates that comprehension is "the process by which the reader interacts with the text, without regard to the length or brevity of the paragraph (p. 32), a process, in other words, of interaction that generates dialogue and coherent explanations regarding the reading."

Within the cognitivist and constructivist view of reading it is understood that reading comprehension is the result of three conditions according to H. Douglas Brown (2001)

- 1) Of the clarity and coherence of what is expressed in the text, that its content is known to you and that its expression has an acceptable level.

2) Of the previous knowledge that the reader possesses for the comprehension of the meaning of the text.

3) The strategies that the reader uses to ensure that he or she understands and learns what he or she reads, as well as the mistakes that are commonly made in understanding.

Comprehension involves extracting meaning via the learning of the relevant textual ideas: it's the process by which the readers interact with the text. Without considering the paragraph's length or brevity, the process is always the same.

A frequency distinction is made especially in the analysis of reading between top down and bottom up processing.

Top down processing: The reader gets a general view of the reading passage by, in some way, absorbing the overall pictures. It is greatly helped if the reader draw on his/her own intelligence and experience to understand a text.

In bottom up processing the reader focuses on individual words and phrases, and achieves understanding by stringing these detailed elements together to build up a whole. Both processes are important, a combination of top-down: predict probable meaning and bottom-up: check really what the writer says processing is a primary ingredient in successful teaching reading strategies.

According to Anderson (1984) the process includes:

2.1 Literal Comprehension

The literal level focuses on reading the passages, hearing the words or viewing the images. It involves identifying the important and essential information. With guidance, students can distinguish between main ideas and secondary ideas. Possible strategies include: determining the main idea(s), secondary ideas(s), contemplating the contents (illustrations, title, theme, context), activating one's experiences and making predictions.

2.2 Interpretation Level

At interpretive level, the focus shifts to reading between the lines, looking at what is implied by the material under study. It requires students to combine pieces of information

In order to make inferences about the author's intent and message. This type of reading is very appropriate for pursuing a deeper understanding, the goal being determining the authors message via techniques: comparing and contrasting, identifying key phrases, determining the worth of the author's opinions, analyzing a series of events in succession to find relations of cause and effect, to make generalizations, to establish a line of reasoning that leads to a conclusion, and to describe the relationships among the characters.

2.3 Applied Level

Understandings at the literal and interpretive levels are combined, reorganized and restructured at the applied level to express opinions, draw new insights and develop fresh ideas. Guiding students through the applied level shows them how to synthesize information, to read between the lines and to develop a deeper understanding of the concepts, principles and implications presented in the text.

Reading comprehension is one facet of the communicative preparedness that the students should develop by way of the proposed classroom activities. Solè (1992) has suggested the following:

When one speaks of reading it has two purposes: reading in order to learn, reading for pleasure; however, though there exists this differentiation, it is considered essential that both purposes unite, and that the student enjoy learning from interesting texts in order to improve his comprehension. The most advantageous for the teacher is to dedicate more time to the instruction of reading, but not only should the books be made appropriate for the age group, the students should be helped to reflect upon what they read, its contents, the way it is presented, the type of writing, the language employed, the linguistic elements, etc. (p. 68).

B. Some Strategies for Reading Comprehension

According to Brown (2001): there are 8 main strategies.

1. Identify the purpose of reading (clearly identify the purpose in reading something so you will know what you are looking for).
2. Use graphemic rules and patterns to aid bottom-up decoding, especially for beginning level learners.
3. Skim the text for main ideas (quickly running one's eyes across whole text for its gist) for prediction.
4. Scan the text for specific information (quickly searching for some particular piece or pieces of information in a text).
5. Use semantic mapping or clustering (grouping ideas into meaningful clusters, helps readers to provide some order and have specific information.).
6. Guess when you aren't certain (guess a meaning of a word, guess a grammatical relationship).
7. Analyze vocabulary (look for prefixes, look for suffixes, look for roots that are familiar, look for grammatical contexts that may signal information, look at semantic context for clues).
8. Distinguish between literal and implied meanings.

Strategies for reading according to Jeremy Harmer (2001)

1. Cognitive Strategies

This refers to those actions of internal organization, organized by the individual to regulate his attention span, thinking and resolution of problems (the processing and regulation of information). For example: You try to understand what you read without translating it words by words into your own language, or first you do a quick reading of the text, to identify the main idea. Then, you go back and read more carefully.

2. Compensatory Strategies

They enable students to make appropriate use of what they have learned, despite the limitations they may have in their knowledge of the foreign language and the gaps in their learning. The strategies of compensation include making use of actions such as the guessing of meaning of what is communicated in the foreign language through the use of clues or clues, anticipation of contents and meanings from the context of the treaty, the search for help, the use of mime and gestures, seeking alternative ways to express ideas and make use of synonyms. For example: When you understand all the words you read or hear, you guess the general meaning using any clues you can find, for example, clues within the context or situation.

3. Metacognitive Strategies

These strategies represent a self-awareness of the comprehension process, allowing the monitoring of reading comprehension by way of reflection throughout the narrative. They are most likely to be activated during the planning, supervision, and evaluation of the reading. For example: Take a preview of the lesson to get a general idea of what it is about, how it is organized, and how it relates to what you already know.

4. Vocabulary in Context

One clue to understanding what is read is the lexicon employed for rendering the context, and one's vocabulary can be augmented by understanding the setting which is being described. The text therefore serves as a canvass on which an author paints with words and the denotation of those words is comprehensible only within its context, not by the student habitually asking for the definitions.

The English vocabulary is fundamental for understanding the language and teaching it, because without it a student will not comprehend not express his/her own ideas. Bestard (1995) wrote that "Without grammar little can be expressed, without vocabulary nothing can be transmitted". It is therefore argued that when students increase their understanding of the lexicon within context they likewise develop their communicative skills.

5. Reading between the Lines

Reading between the lines is an approach that is required of certain texts, especially those that have hidden messages or are deliberately deceptive. In other words, the intended message is not expressed explicitly, requiring that one consciously search for the author's intent.

6. Synonyms and Antonyms

As a fundamental reading strategy knowing a word's synonyms and antonyms expands the vocabulary benefiting also one's verbal skills. The written or spoken word can consequently be exchanged for others of similar meaning as defined by the Real Academia

7. Identification of the Principle and Secondary Ideas

The main ideas are those which convey basic information for the development of some theme. They introduce the paragraph and announce the line of thought to be further elaborated.

The secondary ideas are derived from the primary ideas. They, frequently, serve to expand upon, illustrate, or highlight a principle idea.

C. Micro and Macro Skills for Reading Comprehension

The use of micro skills allows students of English as a foreign language to become efficient readers. H. Douglas Brown (2001) lists some important micro-skills and macro skill for reading comprehension that learners should use in reading tasks:

Micro-skill for Reading Comprehension

1. Discriminate among the distinctive graphemes and orthographic patterns of English.
2. Retain chunks of language of different lengths in short-term memory.
3. Process writing at an efficient rate of speed to suit the purpose.
4. Recognize a core of words, and interpret word order patterns and their significance.
5. Recognize grammatical word classes (nouns, verbs, etc.), systems (e.g., tense, agreement, and pluralization) patterns, rules, and elliptical forms.
6. Recognize that a particular meaning may be expressed in different grammatical forms.
7. Recognize cohesive devices in written discourse and their role in signaling the relationship between and among clauses.

Macro-Skills for Reading Comprehension

1. Recognize the rhetorical forms of written discourse and their significance for interpretation.
2. Recognize the communicative functions of written texts, according to form and purpose.
3. Infer context that is not explicit by using background knowledge.
4. From described events, ideas, etc., infer links and connections between events, deduce causes and effects, and detect such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
5. Distinguish between literal and implied meanings.

6. Detect culturally specific references and interpret them in a context of the appropriate cultural schemata.

7. Develop and use a battery of reading strategies, such as scanning and skimming, detecting discourse markers, guessing the meaning of words from context, and activating schemata for the interpretation of texts.

D. Types of Second Language Reading

According to Jeremy Harmer (2001, pág. 210) there are 5 basic types of reading.

1. Perceptive Reading

It is focused primarily on bottom-processing. In other words, if a teacher is trying to assess this type of reading they simply want to know if the student can read or not. The ability to understand or comprehend the text is not the primary goal at this. For example: Minimal pair distinction (Same/ different), picture cued word identification, and circle the answer, true or false sentence, choose the letter and matching.

2. Selective Reading

It involves looking a reader's ability to recognize grammar, discourse features, etc. This is done with brief paragraphs and short reading passages. Assessment involves standard assessment items such as multiple-choice, short answer, true/false, etc. For example: Multiple choice vocabulary/grammar tasks, vocabulary matching task, selected response fill in vocabulary task, multiple choice grammar editing task, and gap filling tasks(sentence completion tasks).

In order to be successful at this level, the student needs to use both bottom-up and top-down processing.

3. Intensive Reading

It is a type of reading where students read a relatively short text for a thorough understanding of the content, grammar, and vocabulary. Beside, understanding the literal meaning of what's being read is vital. Reading intensively often includes note-taking and attention to details.

4. Interactive Reading

It involves deriving meaning from the text. This places even more emphasis on top-down processing. Readings are often chosen from genres that employ implied main ideas rather than stated. The readings are also more authentic in nature and can include announcements, directions, recipes, etc.

Students who lack background knowledge will struggle with this type of reading regardless of their language ability. In addition, inability to think critically will impair performance even if the student can read the text. For example: Open-ended reading comprehension questions, editing longer texts, scanning (Find specific piece of information).

5. Extensive Reading

It is reading large amounts of information and being able to understand the “big picture”. The student needs to be able to separate the details from the main ideas. Many students struggle with this in their native language. As such, this is even more difficult when students are trying to digest large amounts of information in a second language. For example: Skimming tasks (gist or main ideas), direction for summarizing.

E. Stages of Reading

The teaching of reading in ESL is similarly often divided into three stages. For example, according to Christine Nuttall (1996, pág. 152) lists the following activities within a reading lesson:

1. Pre-Reading

Activities are activities that help students think about what they know about a topic and predict what they will read. The purpose of pre-reading activities is to establish a purpose for reading, predict what they are going and establish what they know about a topic. For example:

1.1 Brainstorming

The teacher gives the title of the reading to the learners and students have to share their all their knowledge about the topic. The goal of this activity is help learners create expectations about what they are about to read and then see if their expectation were met.

1.2 Guessing from Pictures:

The teacher finds 3 pictures or objects which are connected to the story and ask the students to guess how they are connected.

2. While-Reading

Activities are defined as activities that help students to focus on aspects of the text and to understand it better. The goal of these activities is to help learners to deal as they would deal with it as if the text was written in their first language. For example:

Identify topic sentences and the main idea of paragraphs. Remember that every paragraph usually includes a topic sentence that identifies the main idea of the paragraph.

Distinguish between general and specific ideas.

During this stage, students will be able to confirm predictions, gather information and organize information.

Skim a text for specific information. Skimming is the ability to locate the main idea within a text, using this reading strategy will help students to become proficient readers.

Answer literal and inferential questions: Literal simply refers to what the text says and inferential is using the text as a starting point to get a deeper meaning.

3. Post-Reading

Activities help students understand texts further, through critically analyzing what they have read. Beside they are activities which are designed to provide a global understanding of the text in terms of evaluation and personal response. Such activities could include eliciting a personal response from the students, linking the content with the student's own experience, establishing relationships between this text and others, and evaluating characters, incidents, ideas and arguments. For example:

3.1 Creative Discussions

Prepare four or five simple questions and ask students to talk about those question for 3 minutes and after that ask one member of each pair to go and talk to another person of the group.

F. Weaknesses in the Development of Reading Comprehension

Students use previous knowledge in order to infuse meaning into their reading, monitoring one's comprehension during the entire process, "it is a mechanism that the student utilizes to gain a sense of what is read" (Ruffinelli, 1998). They take the necessary steps to correct errors in comprehension once they realize that they have misinterpreted the reading. They highlight the important elements of the text, summarize information, constantly make inferences before, during, and after finishing the reading, and make inquiries. And when the reading is difficult to understand, they devote more time applying the comprehension strategies.

There exists a range of problems causing difficulties in reading comprehension: inability to decode, a lack of previous knowledge before reading, scant motivation due to low interest, issues involving low socioeconomic status, little command of the language and use of jargon inappropriate for the text, and scarcity of reading strategies. The educator, in his zeal to comply with the syllabus, overloads the students with information while losing focus of the goal of having the students understand and assimilate the reading material, and at other times converts teaching into a monotonous and boring activity, relying on the default plan of dictation while failing to explain the text.

VII. METHODOLOGICAL DESIGN

A. Research Approach

According to the objectives, the research is a mixed approach: quantitative and qualitative in nature, since the instruments such as questionnaire, observation guide and interview were applied and analyzed. They determined the identification of the strategies applied by the teacher to develop reading comprehension, at the same time these resources helps to identify some elements such as student's motivation, education environment and lack of reading culture in students of 7th grade.

Ricci (2017) says that "Qualitative researchers study reality in its natural context, as it happens, tries to make sense of, or interpret phenomena according to the meaning they have for the people involved".

1. Type of Study

The nature of this study is descriptive because of the detailed analysis to be performed regarding the dependent variable the strategies applied for teaching the reading skill in students in seventh grade. Besides, it is a transversal research because it was carried out in a specific period of time and data collect were in a direct way through a personal interview, questionnaire and an observation guide.

2. Area

This research will be conducted in the field, under natural conditions in the classrooms, with the students of 7th grade "A" participating in their regular classroom routines at Pablo Antonio Cuadra School, second semester 2019.

3. Sampling

The sampling of this research was decided by convenience, including 39 7th grade students from Pablo Antonio Cuadra School in Managua, in order to get reliable information.

4. Data Collection Techniques

The techniques for collecting data and information were class observation guides, an interview to the teacher, and student questionnaires for the 7th grade students. All this was applied at Pablo Antonio Cuadra school in Managua, during the second semester 2019 in order to collect truthful information from the students and teacher.

4.1 Validation of the instruments

The jury expert for this validation was M.A Sandra Rios from the English Department of UNAN Managua. The rating given by the jury per item was calculated as an average to make the interpretation of the validation easier.

VIII.DISCUSSION AND ANALYSIS OF RESULTS

Statistical Analysis of Data

As soon as the data were collected (from the universe of 39 students), the corresponding database was designed, using the statistical software SPSS, v. 20 for Windows. Once the quality control of the recorded data was carried out, the relevant statistical analyses were performed.

According to the nature of each of the variables (quantitative or qualitative) and guided by the commitment defined in each of the specific objectives, descriptive analyses were done corresponding to the nominal and numerical variables, among them: (a) the frequency analysis, (b) the descriptive statistics according to each case. In addition, graphs of the following type were made: (a) univariate bars for category variables in the same Cartesian plane, (b) univariate bars for dichotomous variables that allow describing the response of multiple factors in the same Cartesian plane.

The present study aims is to analyze strategies for improving the English reading skill in the students of 7th grade “A”, at Pablo Antonio Cuadra School, second semester 2019.

The analysis was made in the following way: According to the information that has been collected through the use of the research instruments such as class observation, interview to the teacher and questionnaire to the students of 7th grade “A”.

4.2 Class Observation Guides Analysis

Based on the teaching-learning process environment when applying the class observation guides during the three English classes, the following information was obtained by inference and observation:

1. The teacher did not provide an achievement indicator for the class.
2. English was not really the predominant language in the class the teacher took the talking time mostly in Spanish, this affect student because the understood the commands of the teacher in Spanish but when writing their reading activities they could not write it in the second language.
3. Students´ attitude towards English was low, they showed a poor interest in the class and according to students questionnaire around 74% (29 students) of them mentioned they are quite motivated when learning English.
4. According to the students questionnaire the strategy more used by the teacher was answering literal questions based on texts and make predictions, however the teacher did not explain in a correct way how to develop those strategies to identify main ideas in the texts, she give the student´s answers for those activities so in this case the students are not the center in the learning process which is a traditional process used by the teacher.
5. Regarding the interaction among students to improve the reading comprehension skill in the class was very minimum. The school resources were so limited and did not provide students or teacher to access to tools to facilitate a better learning.

To sum up, the strategies used by the teacher in 7th grade students did not have impact on the reading comprehension skill to develop and improve reading effectiveness on students because based on the results of this observation was notorious that the strategies used by the teacher were not according to the students level.

4.3. Teacher Interview Analysis

Based on the interview with English teacher, the following information was obtained and the result were:

1. Students show motivation when they read short texts with pictures and participate in the class. However, compared with the class observation guides, students did not show much motivation because the teacher read with them the text and explain an 80% in Spanish during the whole class of 45 minutes each.
2. The teacher said the factors affect her students comprehension are: lack of vocabulary and poor reading habit.
3. The teacher said she combines listening and reading activities that help students to understand the meaning, but compared with the class observation guide, she did not apply any listening activity only reading aloud with her students.

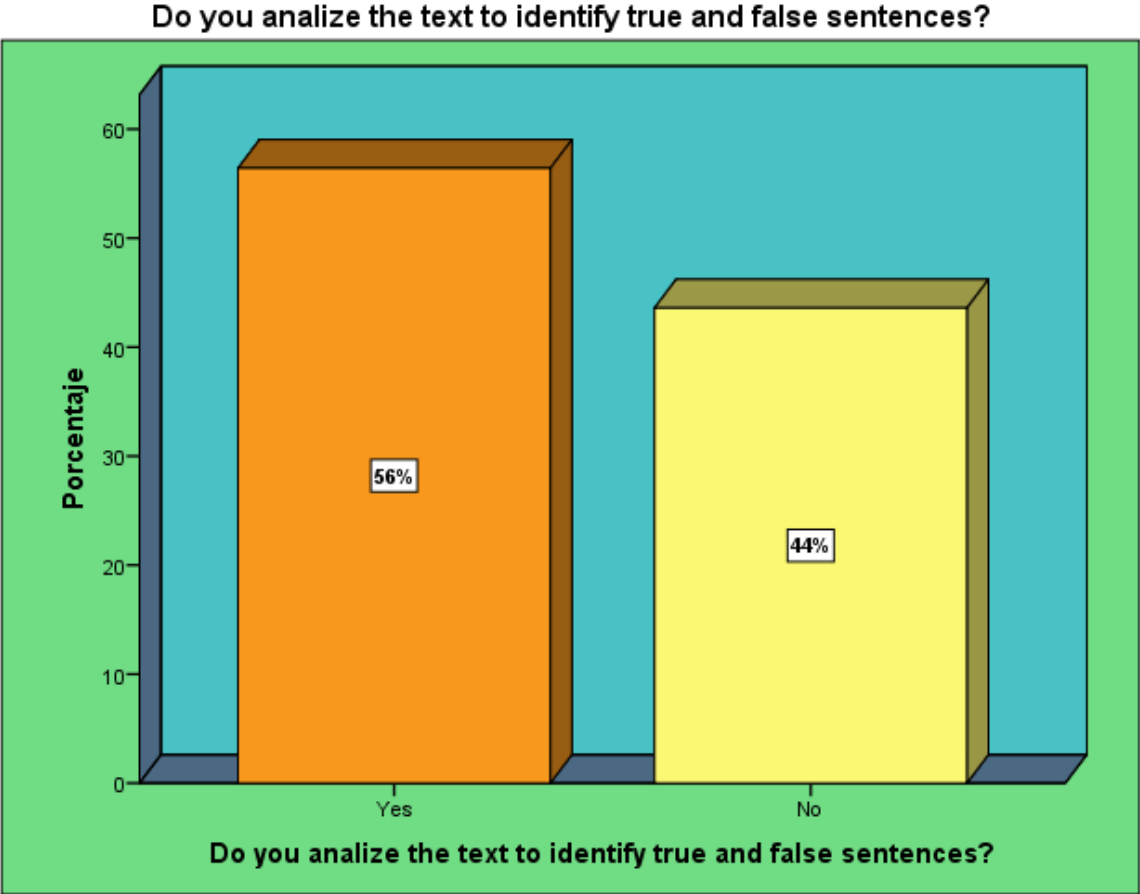
To sum up, the strategies used by the teacher in the classroom to develop the reading comprehension are not effective for students of 7th grade because the teacher does not explain them how to apply the correct strategies to get more vocabulary according to the text.

5.3 Research Matrix

Specific Objectives	Variables	Sub-variable	Indicators	Instru-ments
1 To identify the reading strategies used by the teacher in the classroom to develop reading comprehension in 7 th grade students at Pablo Antonio Cuadra School.	Reading Strategies	<ol style="list-style-type: none"> 1. Read a text. 2. Underline the text. 3. Identify the main ideas. 4. Answer literal questions. 	Description of strategies and analysis.	Class Observation Guides
2. To describe the causes that influence lack of the reading comprehension in the students of 7th grade “A”, at Pablo Antonio Cuadra School, second semester 2019.	Causes of lack of reading comprehension	<ol style="list-style-type: none"> 1. Lack of vocabulary. 2. Lack of motivation. 3. Lack of habit of reading. 	Description of the causes of lack of reading comprehension and analysis.	
3. To suggest strategies that would be efficient to enhance the level of development of reading comprehension for 7th grade students, at Pablo Antonio Cuadra.	Development of reading comprehension	<ol style="list-style-type: none"> 1. Training courses for teachers in reading comprehension strategy. 2. It is recommended that the Pablo Antonio Cuadra School encourage reading among secondary school students. 3. To teach innovative strategies to develop reading comprehension. 	Description and analysis.	Teacher Interview

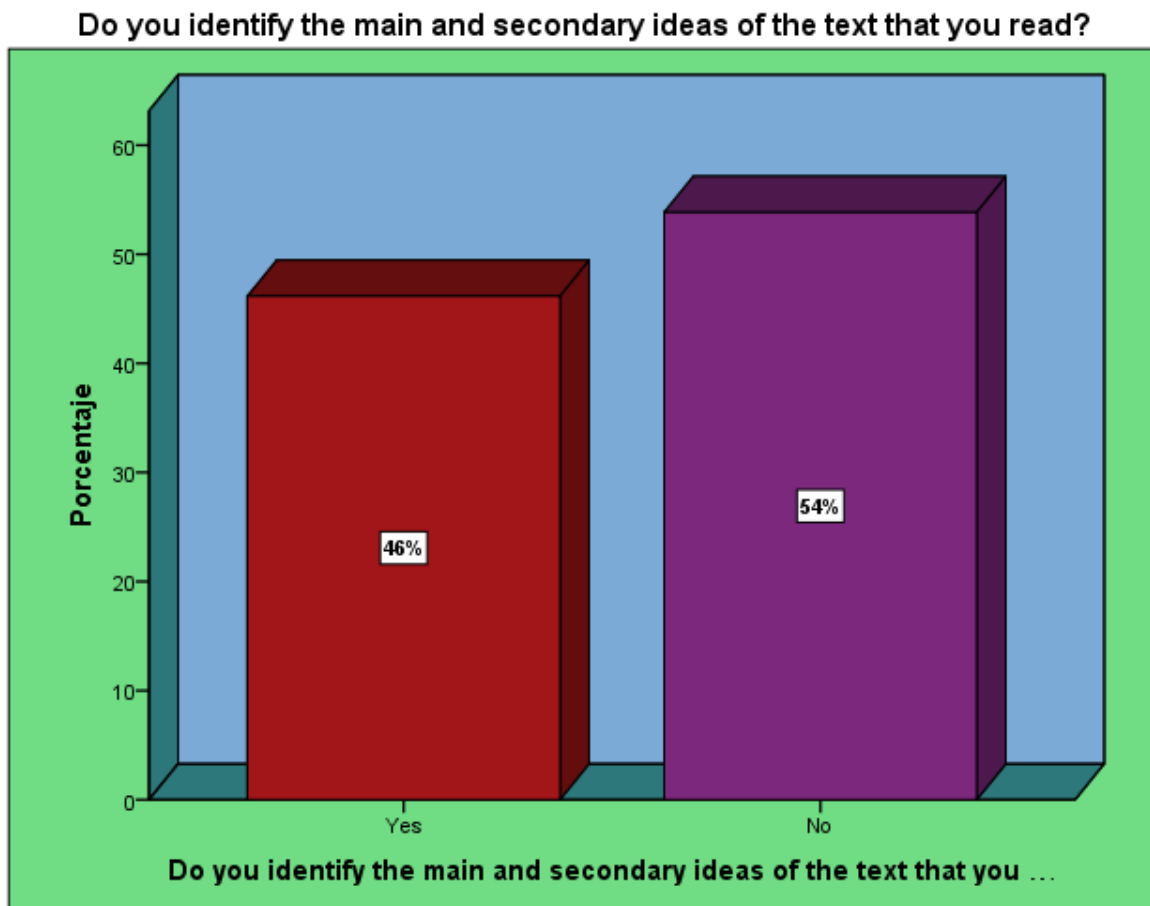
Graphic N° 1

This graph shows whether students perform text analysis to identify true and false sentences, The 56% of the students perform text analysis to identify true and false sentences, and 44% of them do not perform analysis to identify true and false sentences. It can be noted that most students perform a reading analysis through scanning technique.



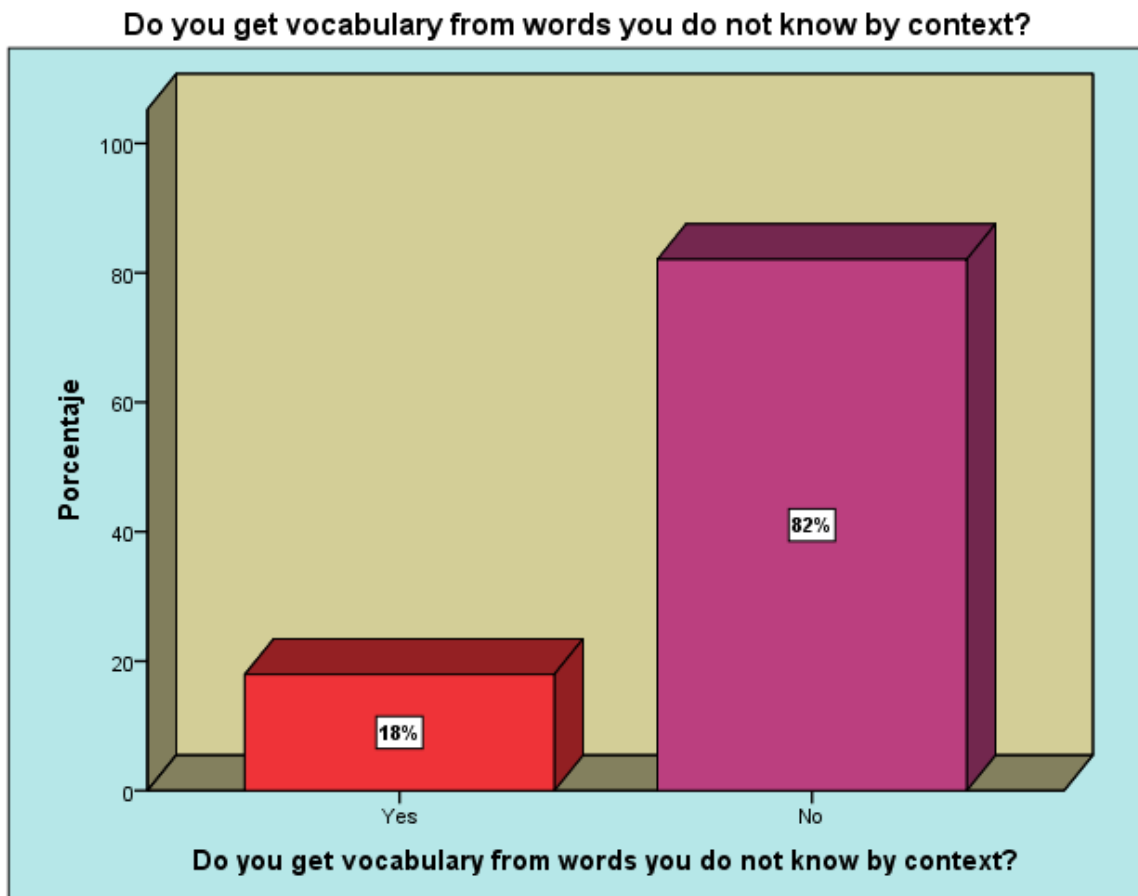
Graphic N° 2

The following graph is related to the type of reading comprehension strategies that the teacher uses when analyzing a text. This graph shows the strategy of identifying the main and secondary ideas of the text read. 46% of students are able to identify the ideas in the text, but this is not the case of the 54% of students who are not able to identify ideas in the text. It is notable that an amount of students have some problems identifying main and secondary ideas in a text.



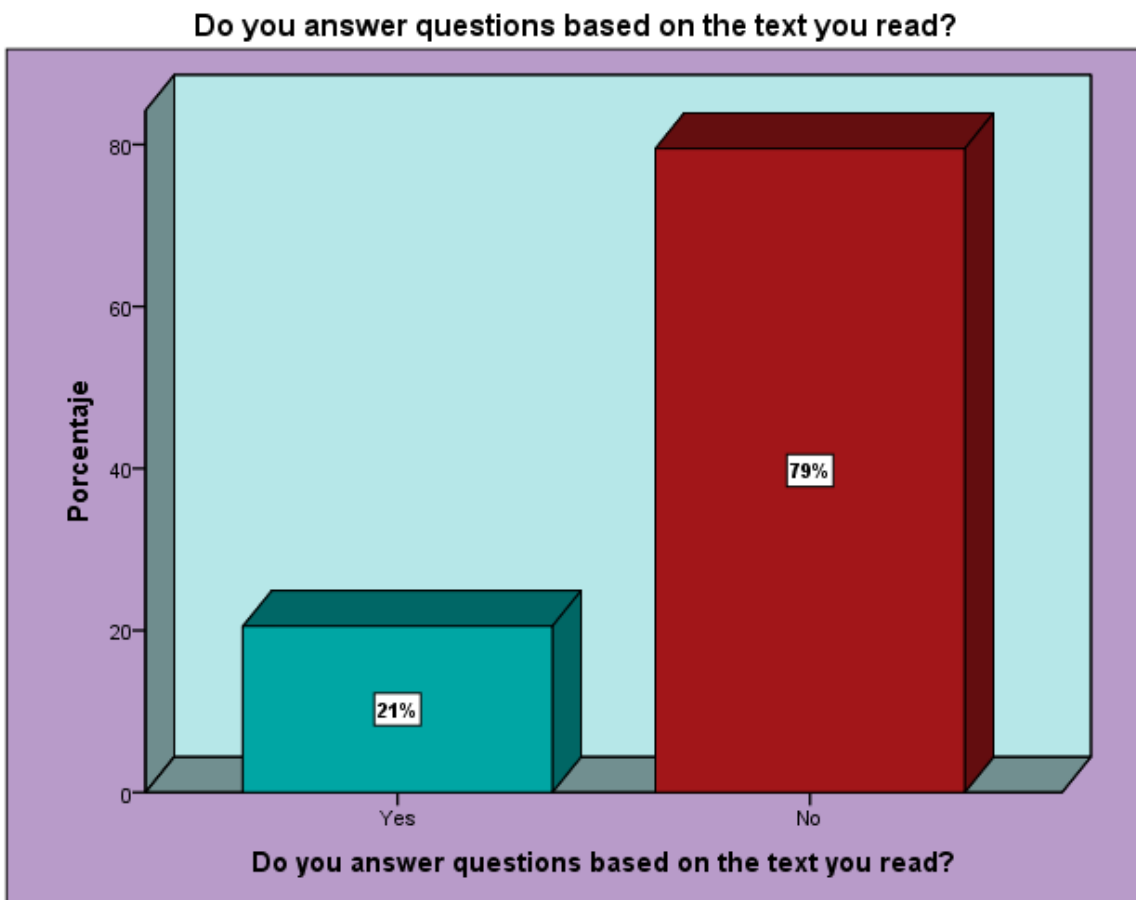
Graphic N° 3

This graph shows the strategy of getting vocabulary by context from words that students do not know. In this case, 18% of the students are able to find unknown words by context and 82% of them does not achieve this strategy. Therefore, it is very evident that the majority of them are not able to achieve with this strategy.



Graphic N° 4

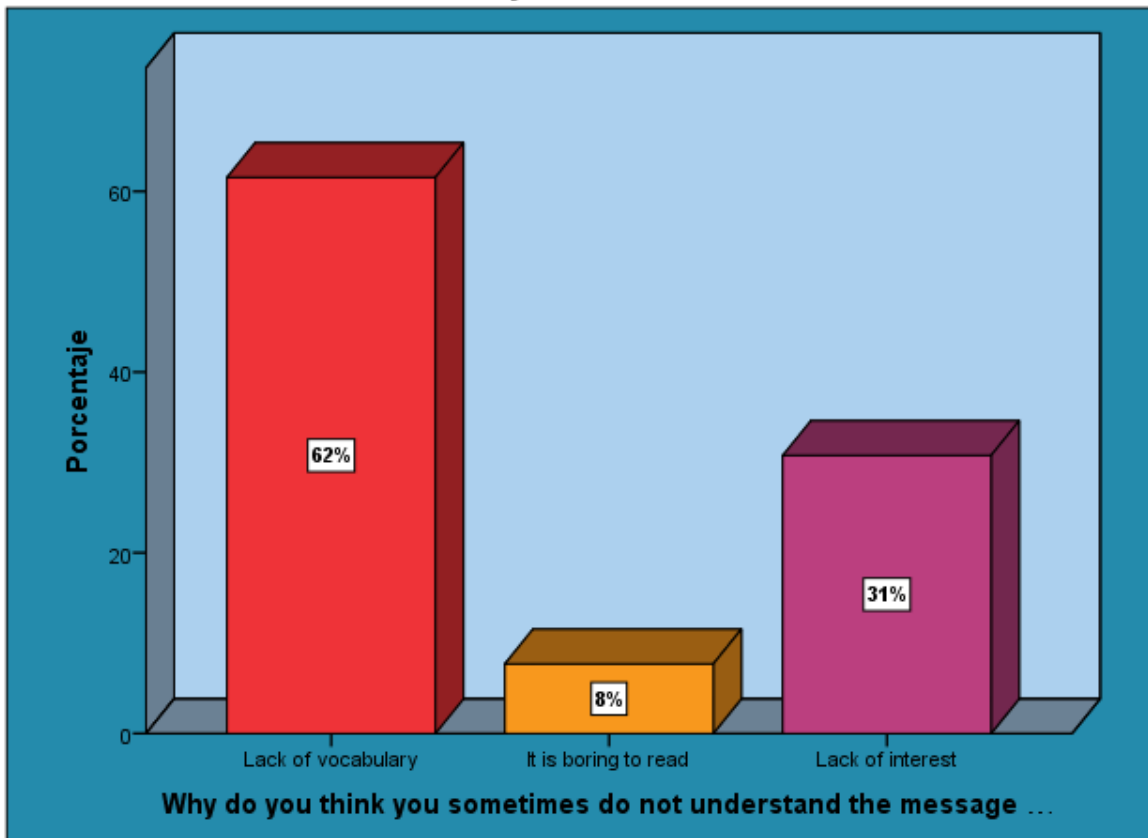
This graph shows the percentage of students who apply the strategy of answering questions based on the text they read. The data show that only 21% of the students answered questions based on the text and 79% of them do not answer questions based on the text. The majority of them do not apply this strategy.



Graphic N° 5

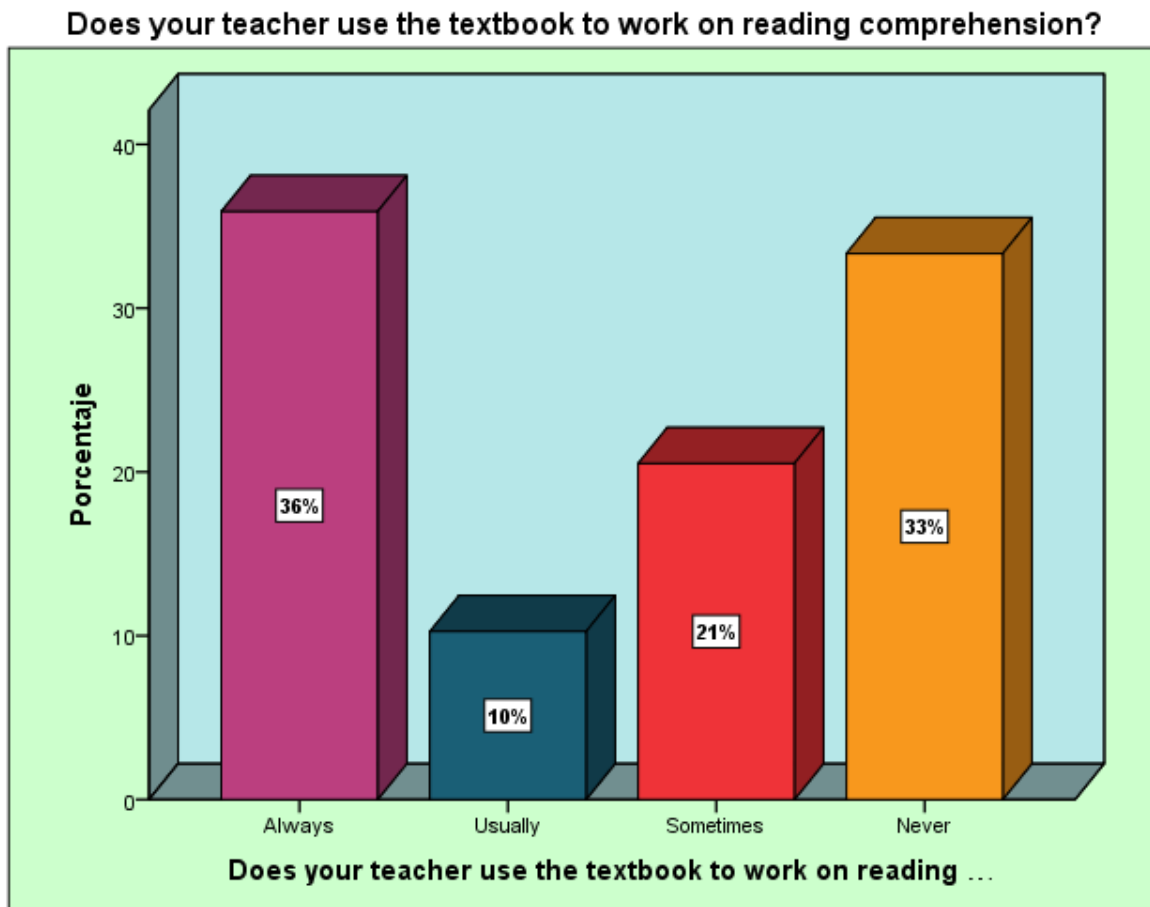
It represents the main cause of the lack of understanding of the message of texts they read, where 62% of the students said that the lack of vocabulary is the main reason they do not understand, 8% answered that it is boring to read, and 31% of the students said the main reason is the lack of interest. This data shows that the main cause is the lack of vocabulary and the cause with the lowest percentage is “is boring to read”.

Why do you think you sometimes do not understand the message of the texts you read?



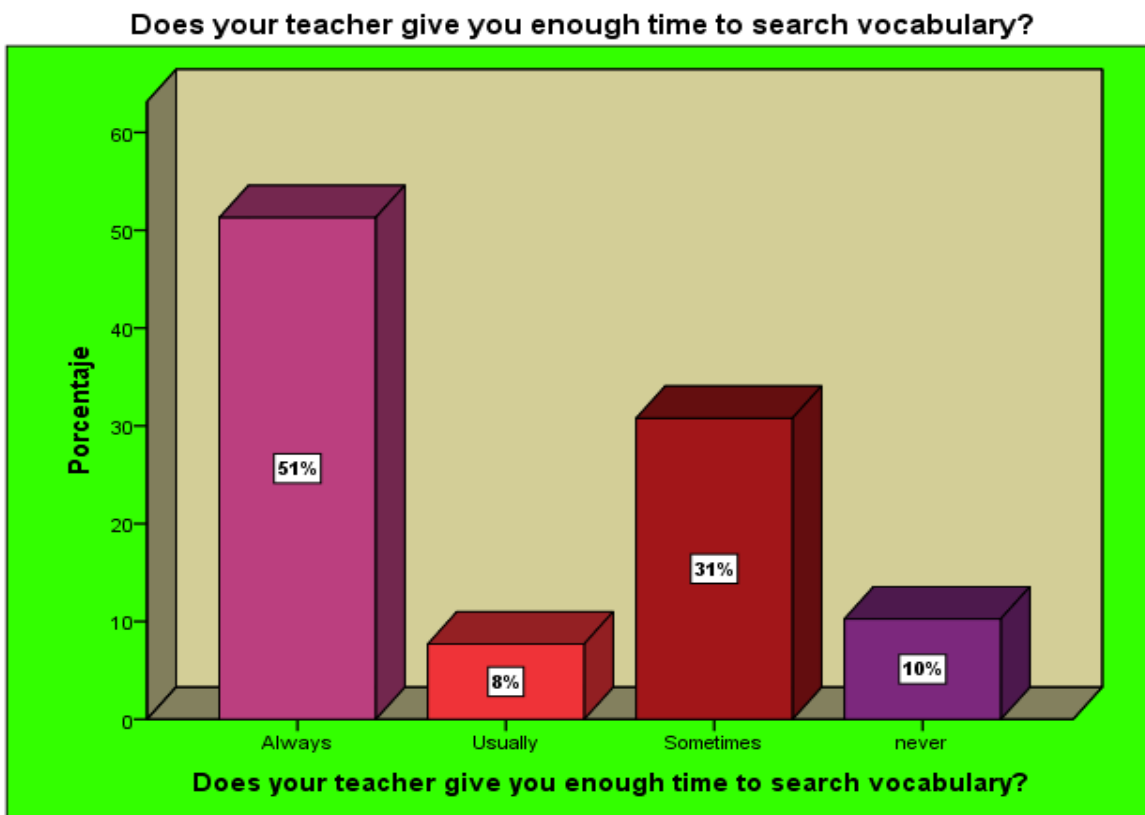
Graphic N° 6

This graph represents the use of textbooks to work on reading comprehension. The 36% of the students answered that the teacher always uses the textbook to work on reading comprehension, 10% of them expressed that the teacher usually uses the textbook, 21% said that she sometimes uses the textbook and 33% answered that the teacher never uses the textbook to work on reading comprehension. It shows that probably the textbook is used, but not to work on reading comprehension frequently.



Graphic N° 7

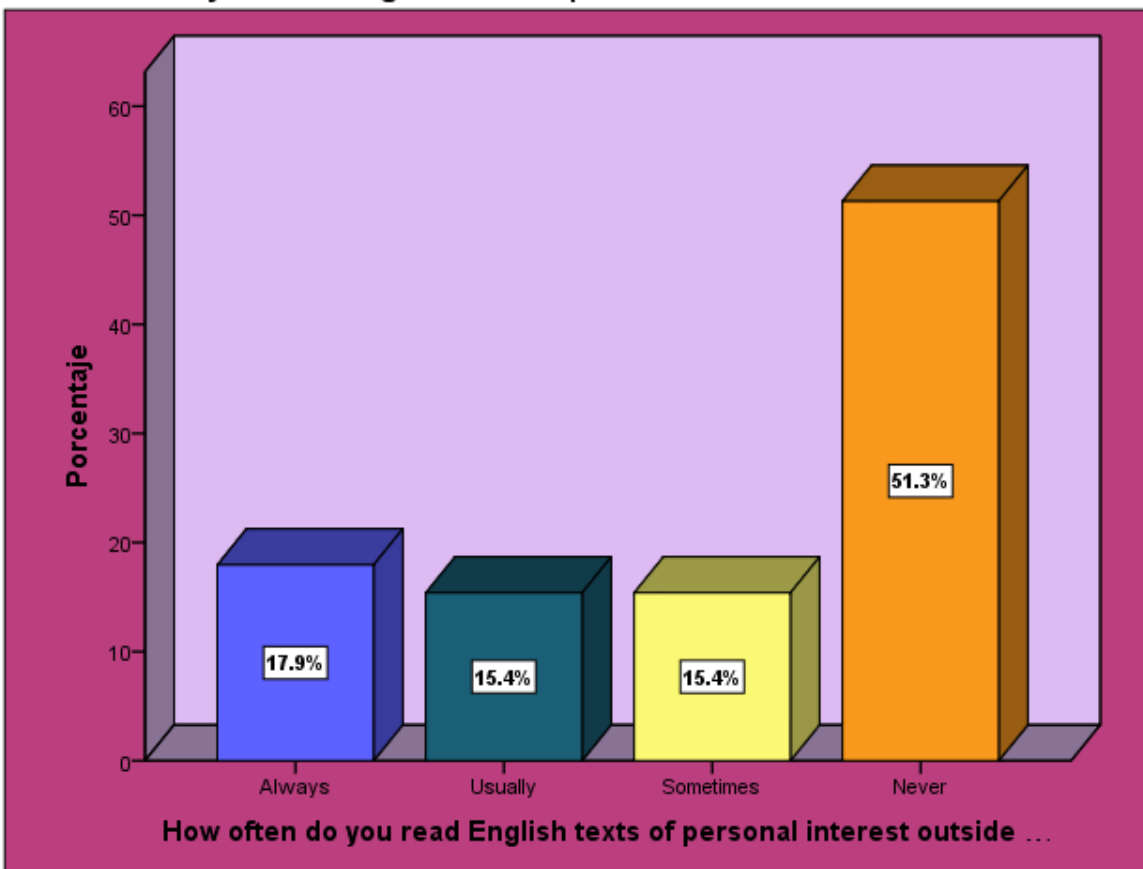
This graph represents the time the teacher provides to look for vocabulary while working with reading comprehension, the data shows that 51% of the students stated that the teacher always provide enough time, 8% usually, 31% of the students sometimes she provides enough time and 10% answered that she never provide time. The majority of the students consider the teacher always provides enough time to look for vocabulary while they work in reading comprehension.



Graphic N° 8

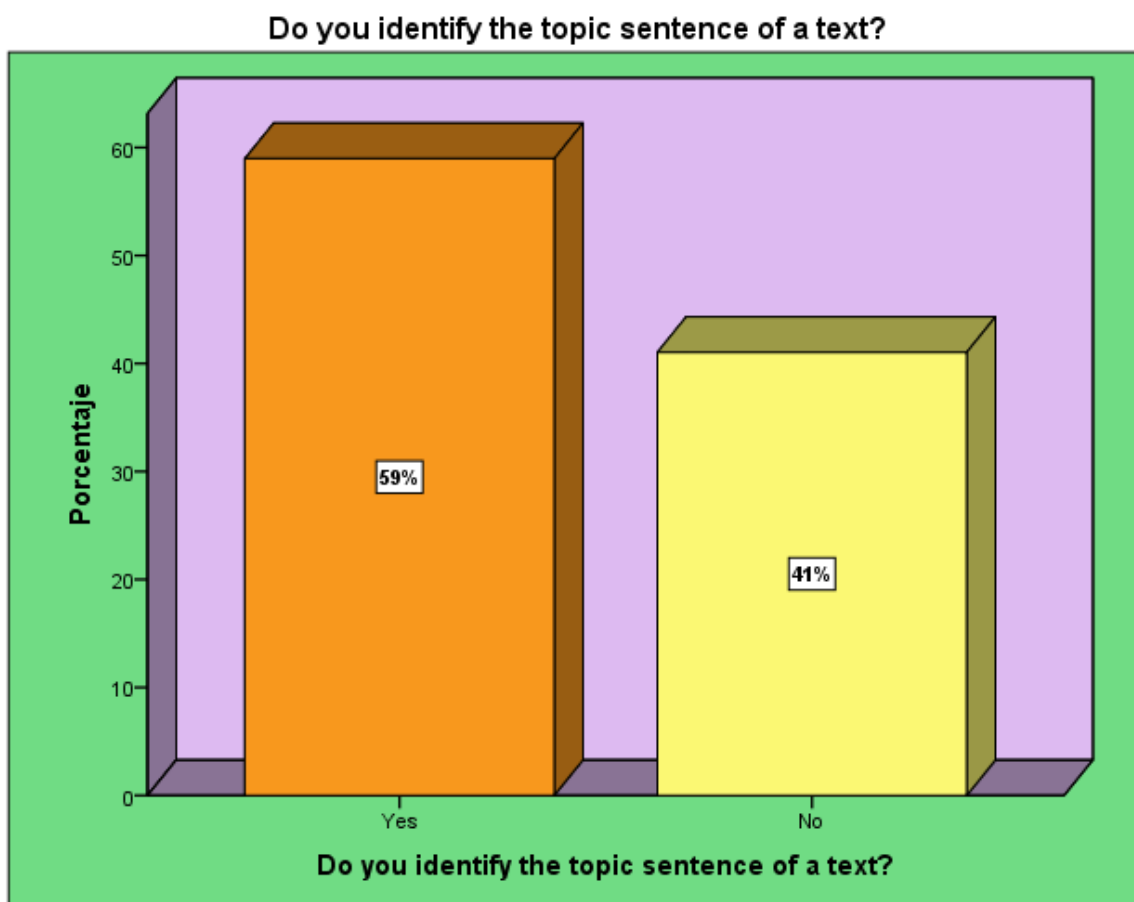
It represents the frequency in which the seventh grade students at Pablo Antonio Cuadra School read English texts of personal interest outside the classroom. The 17.7% of the students always read outside the classroom, 15.4% of them usually, 15.4% sometimes read outside the classroom and 51.3% never read English texts outside the classroom. This data shows that the majority of the students never read any type of English texts.

How often do you read English texts of personal interest outside the classroom?



Graphic N°9

This graph represents the strategy of identifying the topic sentence of a text. This graph shows that 59% of the students are able to identify the topic sentence of a text, but 41% of them are not. Most of them achieve this strategy of identifying the topic sentence of a text.



IX. CONCLUSIONS

The following conclusions have been derived from the data analysis and results of this research. This study has had positives results, because the students say that they like the English class and they want to improve the reading skill to analyze English texts. So that, information is very important to get the students' motivation towards the reading skill, but at the same time during this process there were some factors that influence in the lack of strategies used by the teacher to develop reading comprehension.

Through the development of this investigative process and different reading strategies applied on the students and teacher, it was found that the teacher did not apply the required reading strategies to implement reading comprehension strategies which help students to comprehend simple texts such as meaning from contexts, get the main idea of a text and understand a passage as a whole in order to get better understanding of the English Language mainly in the reading skill.

During the observation it was noticed the teacher did not implement any strategy in order to develop reading comprehension, although in the interview which was applied to her, she expressed some ideas about how she teaches the reading skill in class and her example was just reading text in groups and she also mentioned that she does not work when students read alone. This information confirms that the teacher did not apply reading strategies according to the students' level such as giving a purpose for reading. Furthermore, this study carries out some negative effects in the process of the use of reading comprehension such as:

- Most of the activities in classes were concentrated on grammar structures instead of vocabulary or reading comprehension activities.
- Lack of vocabulary, the students are not able to analyze vocabulary in a whole text passage that involved looking for prefixes, look for roots that are familiar and look at semantic context clues.

- Lack of motivation of both, teacher and students, it is necessary that the teacher influences in her students to make them read some English texts of the students' interest outside the classroom.
- Lack of organization in the teacher's lesson plan to practice reading frequently in the classroom, in the questionnaire students expressed the teacher usually uses readings in class so that means it is not used in all periods of class.

X. RECOMMENDATIONS

It is suggested to promote the use of reading texts as a natural activity involved in the lesson plan. This carries out the use of reading skills and strategies to use in the English class and in this way encourage the students to participate with enthusiasm and be able to read and at the same time they enjoy the readings. This will discharge the idea that reading is boring. Consequently, they will feel more self-confident which will help them to solve the reading activities faster.

The following recommendations are based on the results and the interview made previously:

- It is suggested to the principal to promote training courses for teachers about how to apply reading strategies and the use of technology resources to strength the teaching learning process.
- The school should provide a good environment that permits to teach and learn the language in a comfortable way. It includes the didactic materials to work the English class. Materials such as video projectors in at least three classrooms, a recorder, CD players with readings.
- The teacher should practice the vocabulary related to the topic they are studying according to the school curriculum using a variety of activities which allow students to recycle the same vocabulary and allow them to use it in the reading comprehension contexts and exercises it in order to get an effective learning.
- The teacher must combine English abilities to work in an integrated way; for example, she can choose a reading according to the students' level and work based on that: Reading comprehension, grammar, vocabulary and speaking.
- The teacher should integrate in her daily lesson plan reading comprehension activities.
- The teacher needs to take into account the level of comprehension of the students, and enrich students' vocabulary to develop the reading skills.

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XII. APPENDICES



Emblem of Público Pablo Antonio Cuadra School.

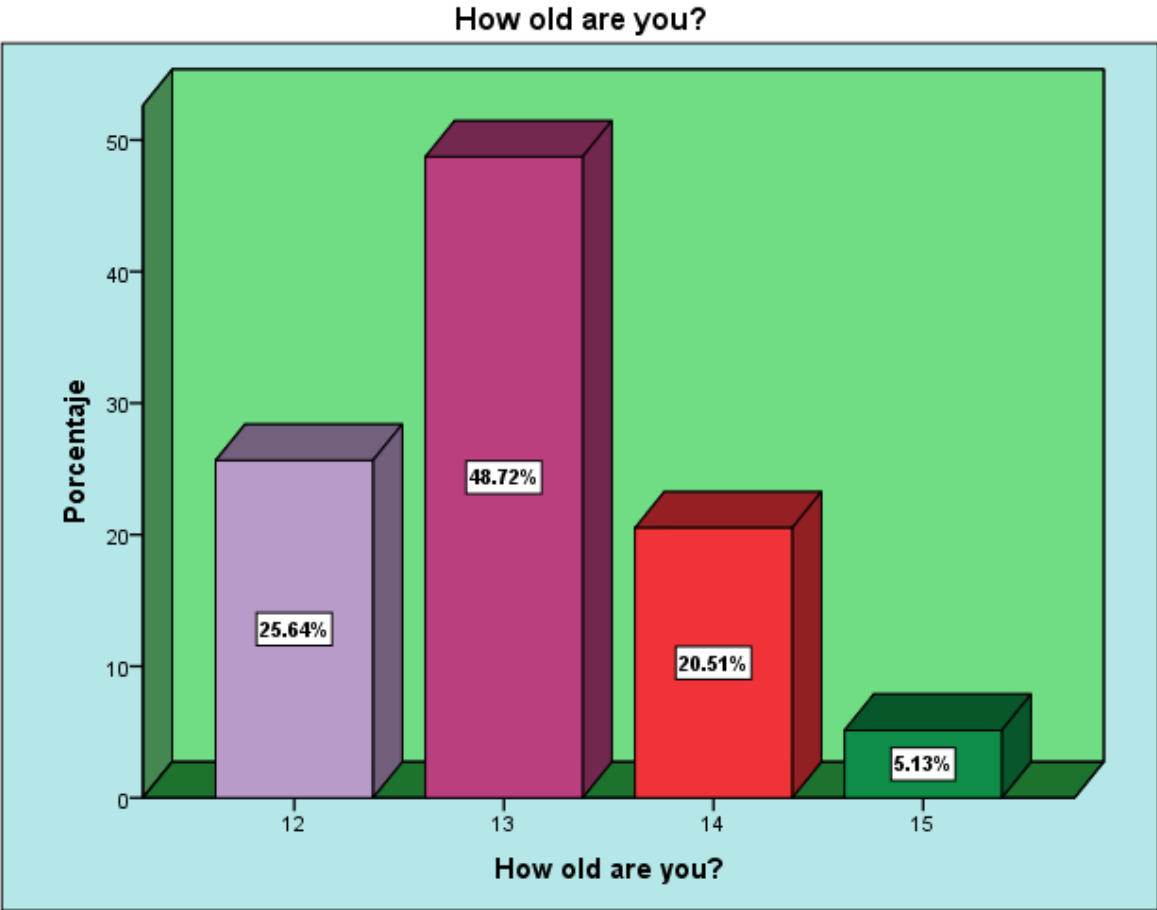
Picture of the students 7th grade “A” at Pablo Antonio Cuadro School, Managua.



Picture of the questionnaire to 7th grade students at Pablo Antonio Cuadra School, Managua.

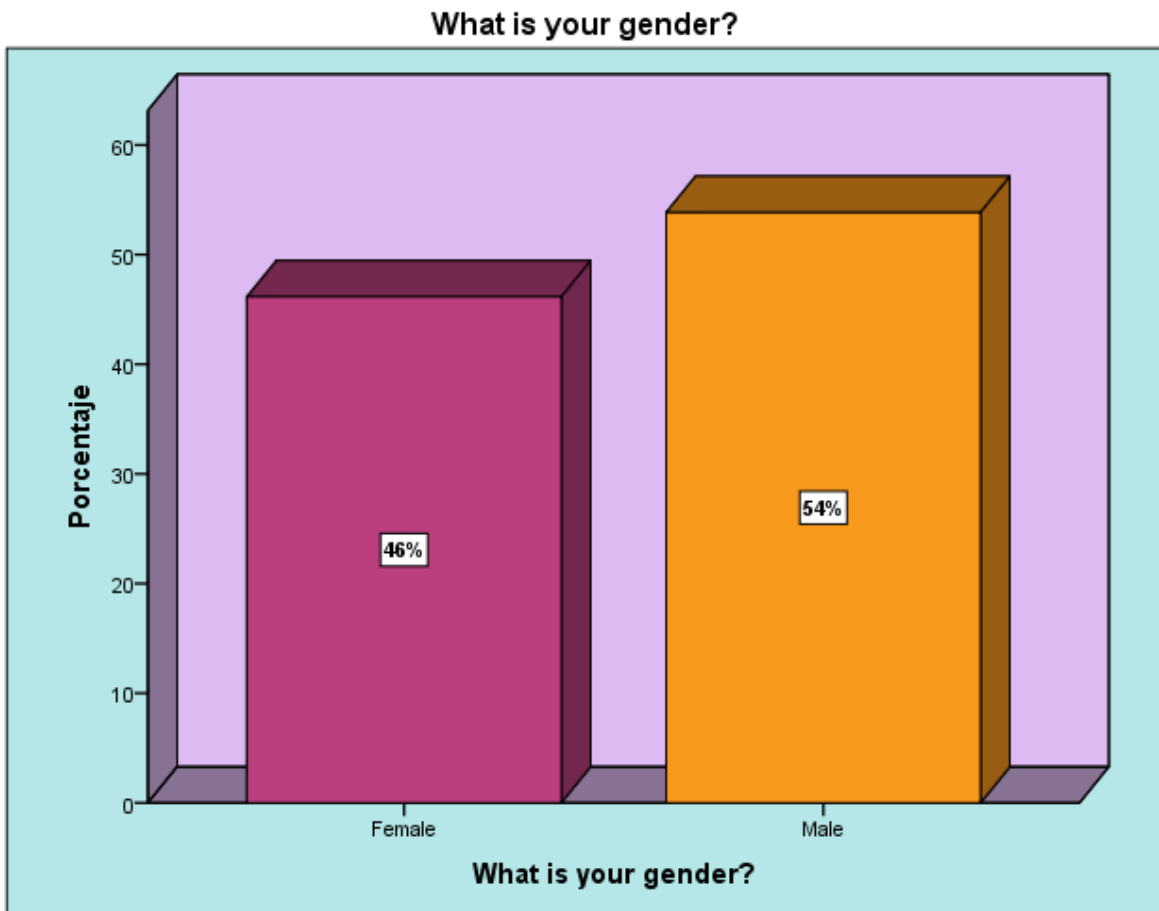
Graphic N° 9

The following graph represents the amount of 7th grade students surveyed at Pablo Antonio Cuadra School, in which the 48.72% of them are 13 years old, the 25.64% of them are 12 years old, 20.51% of them are 14 years old and 5.13% of them are 15 years old. It is observed that the majority of the students are 13 years old.



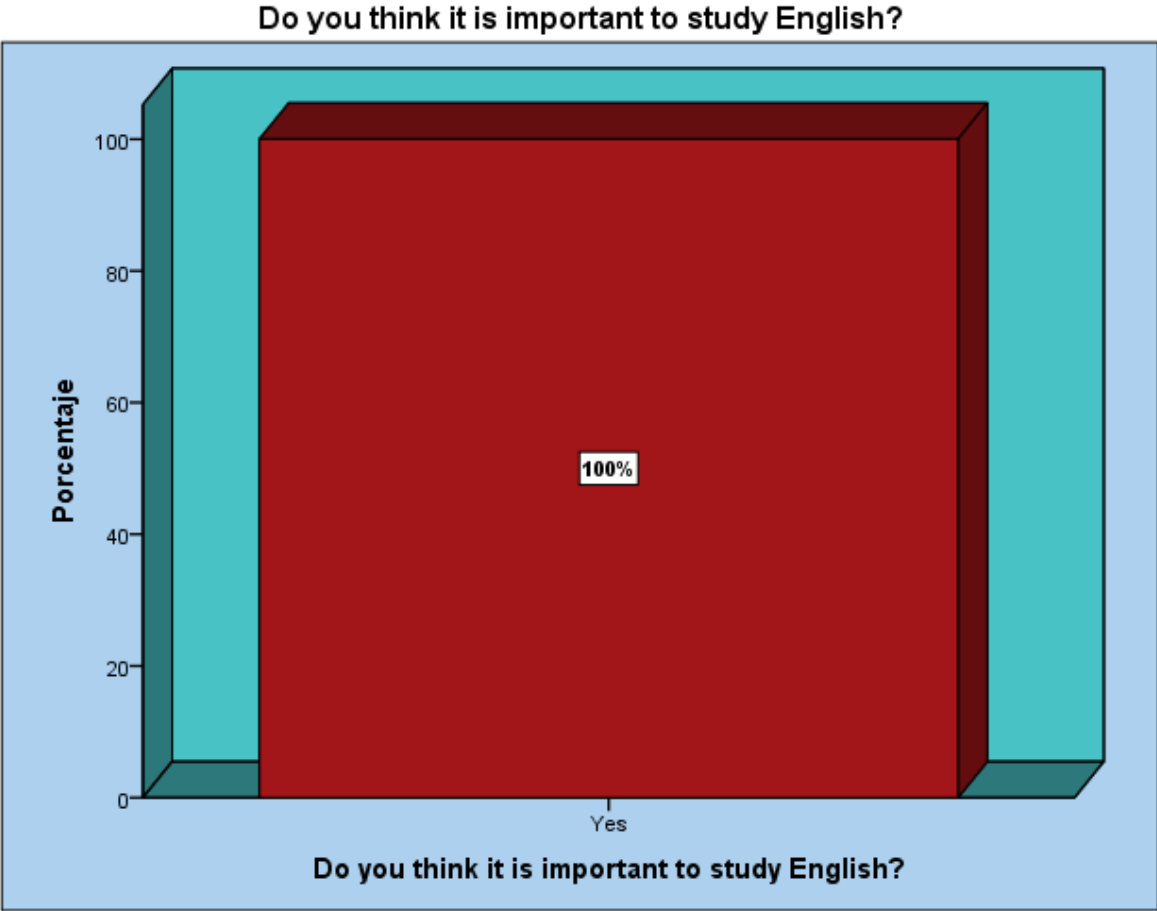
Graphic N° 10

This graph represents the sex of the students that were surveyed. Here, it is observed that a 54% of them are men and 46% of the students are women. The majority of the students in this classroom are men.



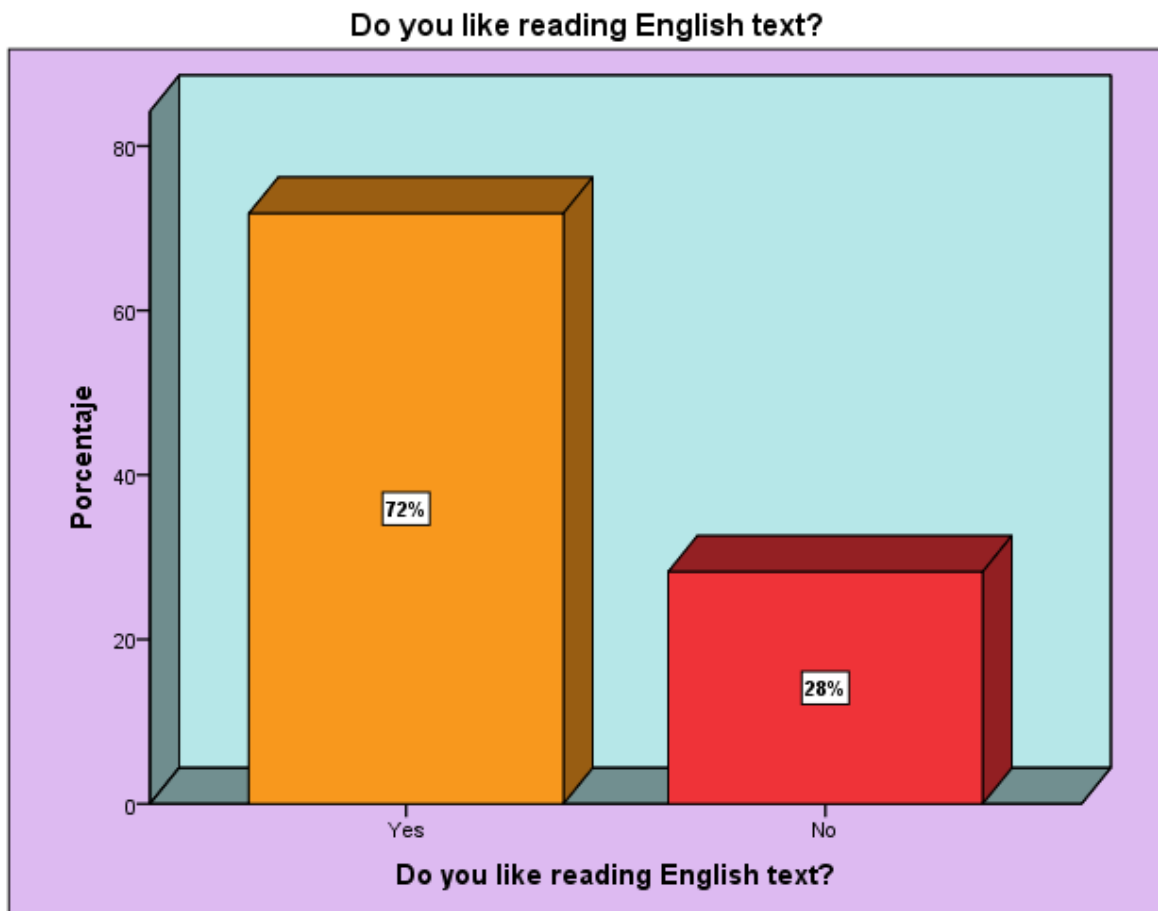
Graphic N° 11

This graph shows that students at Pablo Antonio think about the importance to study English as a second language, in this case 100% of them agreed that it is important.



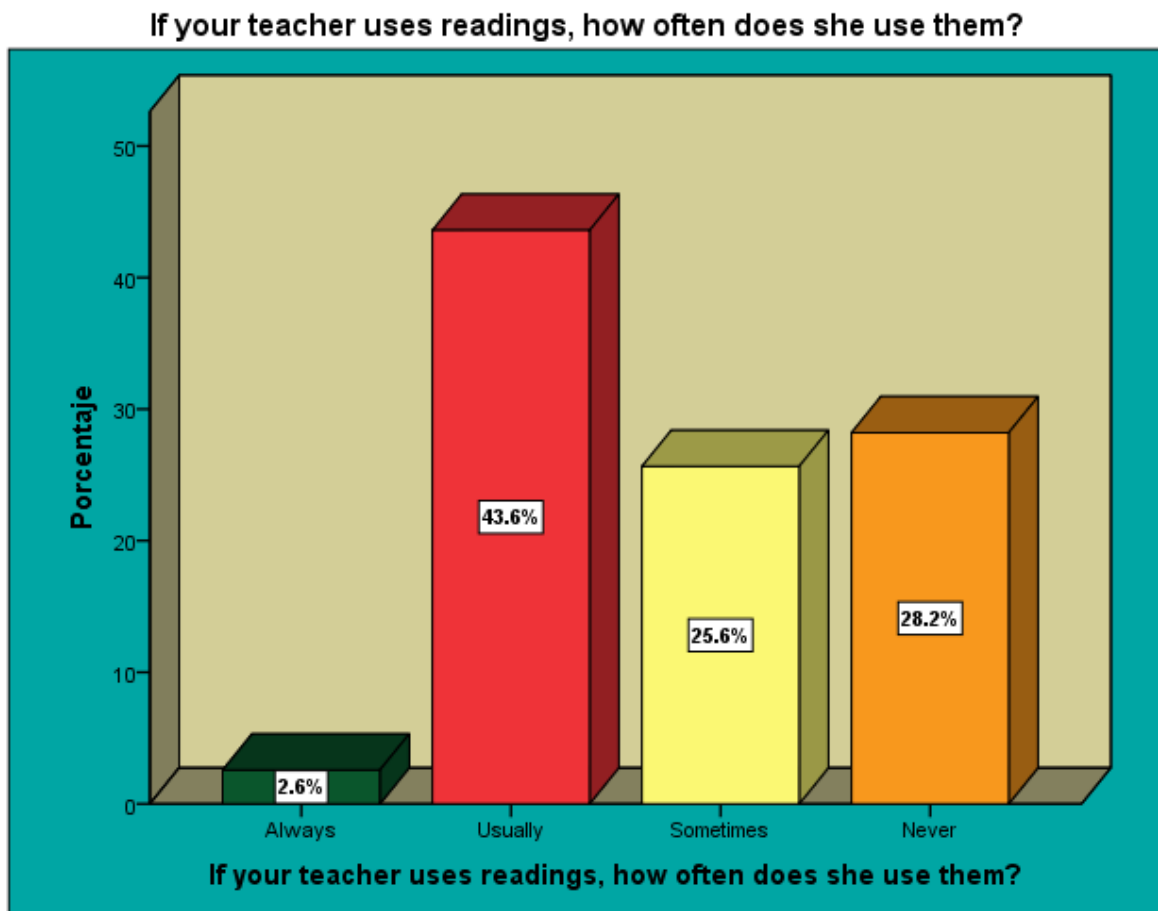
Graphic N° 12

This graph shows if the students at Pablo Antonio Cuadra School like to read English texts, in which 72% of the students answered they really like to read English texts and 28% of the students gave a negative answer so they do not like to read English texts.



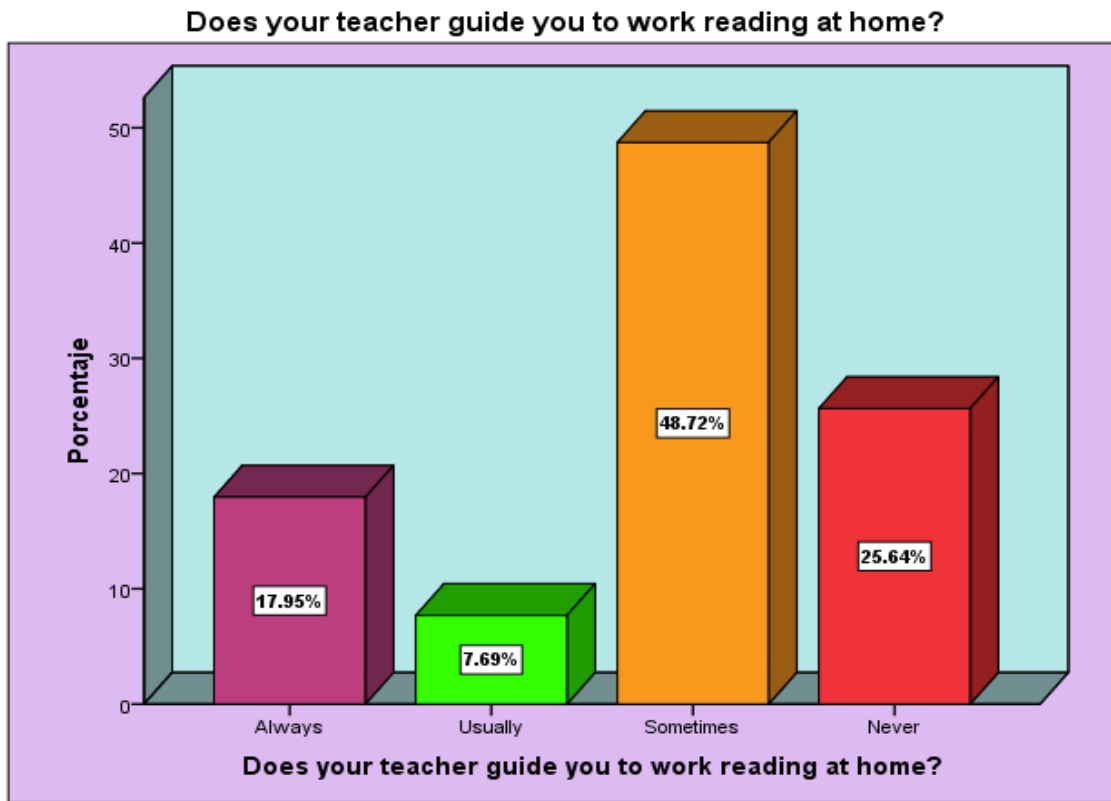
Graphic N° 13

This graph represents the frequency in which the 7th grade teacher at Pablo Antonio Cuadra School uses readings to work with their students. It shows that a 2.6% of the students said the teacher always uses readings, 43.6% of them stated the teacher usually uses readings, 25.6% said teacher sometimes uses it and 28.2% answered the teacher never uses readings. These data show that the use of readings is very frequent.



Graphic N° 14

This graph shows how often the teacher directs reading assignments at home. In which 17.9% of the students surveyed said that the teacher always guides them to work reading at home, 7.6% expressed that the teacher usually guides them to work reading at home, 48.7% of them stated that the teacher sometimes guides them to work on reading at home and 25.6% said that teacher never guides them to work on reading at home. This data show that teacher does not guide frequently to work reading at home.





Estrategias para mejorar la habilidad de lectura en inglés en los estudiantes de 7^{mo} grado “A”, en el Colegio Pablo Antonio Cuadra.

El siguiente cuestionario está diseñado con el objetivo de “analizar las estrategias orientadas para mejorar las habilidades de lectura en Inglés en estudiantes de 7^{mo} grado “A”, del Colegio Público Pablo Antonio Cuadra. en el segundo semestre del 2019”.

La información que provea es estrictamente confidencial y solo se utilizará para los propósitos antes descritos.

Parte I: Datos Generales

Edad: _____

Género: Mujer Hombre

Parte II: Describir las causas que influyen en el bajo nivel de comprensión lectora en los estudiantes de 7^{mo} grado “A” del Colegio Pablo Antonio Cuadra.”

I-. Lea las siguientes preguntas. Luego marque con una “X”, la respuesta que usted considere conveniente.

1- ¿Qué tan motivado está para aprender inglés?

Muy motivado ____ Un poco motivado ____ Nada motivado ____

2- ¿Cree que es importante estudiar inglés?

Sí ____ No _

3- ¿Le gusta leer textos en inglés?

Sí ____ No ____

Parte III: Aspectos de aprendizaje del idioma inglés.

Lea las siguientes preguntas. Luego marque con una “X”, la respuesta que usted considere conveniente.

Preguntas	Nunca	Casi nunca	Algunas veces	siempre
¿Utiliza su profesora lectura en clase de inglés?				
¿Orienta tu profesora el uso de libros en el aula para trabajar lecturas?				
¿Te orienta tu maestra lecturas para trabajar en casa?				
¿Da un tiempo prudente la profesora para buscar vocabulario desconocido de lecturas?				
¿Utiliza tu profesor la técnica del conversatorio para discutir lecturas en el salón de clases?				
¿Con que frecuencias lees lecturas en inglés de interés personal fuera de clase?				
¿Te gusta leer mucho?				

¿Por qué cree usted que a veces no comprende el mensaje de los textos que lee?

- a) Falta de vocabulario _____
- b) Le aburre leer _____
- c) Falta de interés _____

¿Qué tipo de estrategias de comprensión lectora emplea su profesora al momento de analizar un texto? Marque con una “X”, sea SI o sea NO.

Estrategias	Sí	No
Identifica ideas principales y secundarias del texto leído.		
Identifica el tema general.		
Obtiene vocabulario de las palabras que no conoce por contexto.		
Hace predicciones.		
Analiza el texto para identificar oraciones de verdadero y falso.		
Contesta preguntas basadas en el texto leído.		

¡Muchas gracias!



TEACHER'S INTERVIEW

Strategies for improving the English reading skill in the students of 7th Grade “A”, at Pablo Antonio Cuadra School, second semester 2019.

The following interview is designed to analyze the strategies oriented to improve the English reading skill in the students of 7th Grade “A”, at Pablo Antonio Cuadra School, second semester 2019”.

The information you provide is strictly confidential and will only be used for the purposes described above.

Part I: General Dates

1. Gender Male___ Female ___

2. Age _____

3. Educational level

Bachelor's degree ___

PEM _____

Master's degree ___

Other (please specify) _____

Answer the questions below.

1. What kind of techniques do you use when teaching reading?

2. Which is the strategy that has given you the best results with your students to develop the reading skill? Explain.

3. Which of the strategies used you think do not give you good results with your students in reading? Explain.

4. What is the best way to motivate your students to improve the reading skill?

5. Do you use textbooks to teach reading comprehension?

Thank you for very much!

CLASS OBSERVATION GUIDE

Strategies for improving the English reading skill in the students of 7th grade “A”, at Pablo Antonio Cuadra School, second semester 2019.

The following observation guide is designed:

1. To identify the reading strategies used by the teacher in the classroom to develop reading comprehension in 7th grade students at Pablo Antonio Cuadra School.
2. To describe the causes that influence students’ lack of the reading comprehension in the students of 7th grade “A”, at Pablo Antonio Cuadra School, second semester 2019.
3. To suggest strategies that would be efficient to enhance the level of development of reading comprehension for 7th grade students, at Pablo Antonio Cuadra.

I. Datos Generales

Nombre del colegio: **Pablo Antonio Cuadra**

Disciplina: Foreign Language. Grado: 7 Sección: A

Nombre de la docente:

Asistencia: AS _____ M _____ F _____ Fecha: _____

Periodo observado: _____

Contenido: _____

Indicador de logro:

II Aspectos a Evaluar

Nº	Aspecto	Observaciones
1	Orienta el contenido y los indicadores de logros.	
2	Recapitula el contenido anterior con respecto a las lecturas dadas.	
3	¿Cuáles recursos utiliza la profesora para la comprensión lectora?	
4	¿Explora la profesora los conocimientos previos de los estudiantes antes de impartir lecturas?	
5	Hace uso de la pizarra para sintetizar la información de lectura.	
6	¿Explica la profesora con claridad las técnicas para identificar las ideas principales con respecto a la lectura?	
7	¿La profesora selecciona textos adecuados al nivel del estudiante para trabajar en el aula? si, es sí ¿Qué tipo de textos?	

8	Utiliza estrategias motivadoras y de interés para los estudiantes.	
9	Promueve la participación docente-estudiante durante la lectura.	
10	Aprovecha las ideas de los estudiantes para enriquecer el aprendizaje con respecto a la lectura.	
11	Las estrategias son pertinentes para el aprendizaje significativo del estudiante.	
12	Brinda atención individualizada a los estudiantes con respecto a la lectura	
13	¿La profesora se rige con el programa del MINED?	
14	La profesora explica como extraer las ideas secundarias de un texto.	
15	La profesora explica como extraer vocabulario por contexto.	