

UNIVERSIDAD NACIONAL AUTONOMA DE NICARAGUA

FAREM- MATAGALPA.



MONOGRAFIA

Trabajo Monográfico para optar al título de Licenciado en Ciencias de la Educación con mención en inglés.

Theme:

Factors that affect the development of the reading skills of English in the students of 9th grade of the National Institute Eliseo Picado in the afternoon shift during the second semester of 2014

Author:

Pedro José Pérez Flores

Tutor:

Professor Juan Alberto García.

Matagalpa Febrero, 2015

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DEDICATION

This monograph is dedicated with much love to everyone that helped me in my career, and also for future generations of teachers who would like to know about this research and would like to continue researching on this field, adapting it to their studies, and by doing this I will be happy with my work, and therefore I wish that my research can help many other educators along the time to continue improving and implementing new strategies, like I did.

This monograph is especially dedicated to the almighty God who enables me to overcome adversity day by day, and for being an inexhaustible source of my inspiration.

My family because they drive me to seek success constantly, giving me their unconditional support.

My tutor, Professor Juan Alberto Garcia for giving his time, willingness, patience, knowledge and experiences in the course of the investigation.

The author.

ACKNOWLEDGEMENTS

To God for giving me modesty, knowledge and perseverance necessary for the completion of this work.

To UNAN FAREM Matagalpa.

To the people who supported me and encouraged me to continue with this work.

To the school principal, teachers and students of the 9th grade in the afternoon shift of the National Institute Eliseo Picado because they allowed me to apply this research.

To my tutor Juan Alberto Garcia for guiding me to develop this research.

To my family and friends who in one way or another joined me along this arduous task.

The Author

UNIVERSIDAD NACIONAL AUTÓNOMA DE NICARAGUA
UNAN - FAREM MATAGALPA



PROFESSOR'S EVALUATION

With the monograph Factors that Affect the Development of the Reading Skills of English in the students of 9th grade of the National Institute Eliseo Picado in the afternoon shift during the second semester of 2014, Pedro José Pérez Flores has finished his degree in Science of Education with special on the teaching in English as a Foreign Language.

The author presents a final report that meets the requirements established according to the regulation of the National Autonomous University of Nicaragua, UNAN Managua, and has completed the requirements proposed in the methodology to develop the monograph. The structure of itself obeys to what it is contemplated in the regulations for this mode of graduation.

The author of this research has demonstrated the consistency, discipline and dedication to the subject investigated, he presents a topic of current interest in teaching that will help teachers of English Education at the National Institute Eliseo Picado and other high schools in the department of Matagalpa, and all teachers who teach this subject in the basic or diversified cycle.

Lic. Juan Alberto Garcia
Tutor

SUMMARY

This monograph describes the principal factors that affect the learning process of Reading to develop English skills in the students of 9th grade of the National Institute Eliseo Picado in the afternoon shift, BY identifying the main techniques and strategies used by the teachers and students in the teaching and learning process.

The purpose of this monograph is to determine the principal factors that affect the learning process of Reading skills in the students of 9th grade of the National Institute Eliseo Picado in the afternoon shift and share with the teachers some activities which can be apply in the classroom and students can enjoy. These activities make students practice their oral skills with more interesting topics that allow them to read and talk about themselves and others and to express their points of view.

In this research relevant elements and actions to improve the learning level in the students are defined. Also there are didactic strategies that support the educational process where the quality will be the most important.

In addition in this monograph, there are several strategies and actions to be developed in the educational environment with social and cultural behavior pattern based on the person as a center of the formative and educational process.

To get the goal of this research and answer the questions to this monograph the instruments applied were class observation of two English teachers, interview for teachers and students to determine the factors that affect the acquisition of English reading skills.

The results demonstrate that the teacher's motivation along with the best strategies improve all formative and Educational process; teacher and students considered and they agreed that motivation is the main element in the teaching and learning process.

The principal recommendation is referred to provide valuable information to determine possible gaps in the reading skills. Also, if the students face problems in reading the teacher will need to intervene with an effective lesson plan according to the student's necessities.

This monograph will help us as a reference point for the educational community and it will consider the best elements that can help in the teaching and learning process of the English Language in secondary school.

Another purpose of this research is to increase the students' independence by having them take greater responsibility for their learning also to encourage them to cooperate and respect each other.

The use of reading activities has a definite place in the classroom. Such activities provide meaningful and enjoyable language practice, and the students encourage learners to explore the wonderful world of the English language through the reading process.

Reading is a vital skill required to develop students' understanding of the English language, it is very important to develop in our students reading ability as soon as possible, when we live in an environment where they practiced daily the English language, this process takes place easily.

INTRODUCTION.

The main goal of the present research is to identify the most common factors that affect the learning process of the Reading to develop the skills of English in the students of 9th grade of the National Institute Eliseo Picado in the afternoon shift during the second semester of 2014.

The teaching-learning process is undergoing changes every day; there are internal and external factors affecting and so we need to seek joint actions to ensure that the English language can be an indispensable part of the cognitive development of students.

I am interested in determining the causes that affect the development of Reading skills of English as a foreign language and propose actions and strategies that can improve the reading skills in the teaching-learning process.

In this research it is shown the different actions that happen in the classroom when the teachers are applying techniques and methods with reading skills.

Reading skills are the most important tool in both learning and teaching processes. Its transversal character carries positive or negative collateral effects on other academic areas.

The role of the learning strategies of English as a foreign language has been emphasized as AN important tool that facilitate student's achievement of reading skills.

In this research the strategies that facilitate the reading process and comprehension in a high school are defined.

Additionally, the discussion about the techniques and assessment tools that might be useful in our educational system of this country through different actions is analyzed in this research.

BACKGROUNDS

In the website www.thehistoryofenglish.com, English as First Language is one of the defining features of teaching English as Foreign Language that it recognizes the role of English in the society in which it is taught. Historically, there have been main aspects of development in English as a second Language dating from the 19th century.

English as a Foreign Language arose the interest and needs of the people and teach sufficient English to allow them work according to the relatively small numbers of People around.

There has been research in developing reading comprehension in the field of foreign language teaching for many years. Although the studies on developing reading strategies are many in number in the Foreign Language context with training strategies to get the importance in developing reading skills, one of them is about Strategies applied in the teaching of reading skills of the English language in the 8th grade at night shift at the National Institute "Eliseo Picado", during the first semester of 2013.

An important characteristic of English as a Foreign Language are in the people that live in the society and they have aspects that move them: speakers will often have control between English and other subjects. Knowledge of affecting norms is an essential part of communicative competence in such societies.

There is another research about the main causes that affect the reading skills in the English class in high school but the results in this monograph have necessary elements to develop this important skill of English as a Foreign Language.

In the learning process of English as a foreign language, there are serious difficulties to develop the reading skills and it is very important to take the challenge to improve it.

Students have problems reading because they lack specific skills necessary for having proficient reading.

When the student has reading problems, it is important to identify where specific deficiencies in learning and teaching process exist.

In this case, the role of the teacher is very important because through the English Subject, he or she applies techniques and methodologies according to the students' needs.

JUSTIFICATION.

The information in this monograph is about the most common factors that affect the learning process in the students of 9th grade when they read in the afternoon shift during the second semester at the National Institute Eliseo Picado of Matagalpa city.

The growth of people mastering English as a foreign language and the World's primary language for International communication has obviously been continuing for several decades, our Country has the challenge to help students develop this skill.

It is really interesting to know how the teachers are applying strategies to improve the reading skills in the students of 9th grade. Today Nicaragua needs to be ready to face this new global context and its daily changes.

It's very important to analyze the factors that the teaching and learning process needs to develop the reading skill, because the National and International system and the economical technological and cultural challenges are very high and our country needs competent people.

In our society there are many different necessities in our daily life that can be conducted about cultural problems thus developing a foreign language is very important to change some patterns ahead the learner needs in the Nicaraguan Educational System. Therefore English language has the chance to be taught, not just as a subject but in a more communicative way.

The First thing to do is to propose elements about real statement of the people and recognize the cultural life style and apply new strategies and methodologies according to the situation. Through reading skills in English Language the students will have the chance of learning English as a Foreign Language. Students will be able to interpret important information within the reading.

GENERAL OBJECTIVE

To determine the principal factors that are affecting the development of the reading skills of English in the students of 9th grade of the National Institute Eliseo Picado in the afternoon shift during the second semester of 2014.

SPECIFIC OBJETIVES

- To identify the most common factors which are affecting the learning process in the reading skills in students of 9th grade.
- To verify the methodology used in the teaching reading skill in the students of 9th grade.
- To identify the techniques and strategies used to develop the reading skill in the students of 9th grade.
- To select the best strategies to improve the learning process in reading skill in the students of 9th grade.

STATEMENT OF THE PROBLEM

Many students are having serious difficulties in understanding the texts that they read. Reading comprehension requires some skills and competences that educators teach.

Which are the principal factors that affect the development of the reading skills of English in the students of 9th grade of the National Institute Eliseo Picado in the afternoon shift during the second semester of 2014?

THEORETICAL FRAMEWORK

The four skills of English Language are Speaking, Writing, Listening and reading, all of them are very important to develop the teaching and learning process, however the study of this research is about reading, because the process has challenges to do and requires some strategies to develop this ability.

Every skill has methods, resources, and ways for the people to understand, but to develop the reading skills, it is necessary to apply strategies to improve the teaching and learning process.

The teaching-learning process has elements that are key to the development of reading skills, which are the strategies used to achieve the objectives of this process. Some basic tools for teachers to strengthen reading skills in students and learning meaningful detailing.

Through visits to the classroom, we verified the effectiveness of the curriculum for developing reading skills in the teaching-learning process.

The methodology used in this research is through observation class, interview with teachers and students because the results would be the most important in both processes in the Educational system.

The purpose of this work is to find the most common factors that affect the reading skills in students, also it is very important to know every kind of strategies that the teachers apply to develop this important skill.

It's necessary to know the interest of students in the learning process of English as a foreign language and so strengthen the work of the teacher who is the main influence in the classroom to make reading more and more necessary and important in the teaching process -learning.

Reading, although often regarded, as a passive receptive skill is, in fact an active skill, which involves guessing, predicting and asking questions, those should therefore be considered when planning reading comprehension exercises.

Why is it necessary to read?

“Reading skill is a necessary process for the daily life”. (Agulló, Luque Gloria, 2011 pp. 233) to read an important document to get information about the things happening around us or around the world, and know the reality of our situations near and far, it is necessary obtain methods to read consciously and comprehend better the text , also using the correct reading process, this will be funny and interesting. In English as a Foreign Language people read by similar reasons and for pleasure, too. The reading ability is complex, because the reader needs to have many personal techniques to do that, according to the need or pleasure, people read to look information, a job, directions also they read stories and read magazines for pleasure.

“Reading is considered a lineal process from the recognizing the little units- letters and sound and incoming to the meaning of the words and final term at the global meaning” (Kong, 2006; Wolf, Vellutino y Berko-Gleason, 1999), every person as a good reader has the chance to discover messages into the reading, there is a fascinating world in reading, for each letter face feelings and emotions of the writers hide, and attract the attention of a stakeholder reader.

Reading and Writing Process.

Arroyo, (1998) in page 267 says that “Reading is also considered as an interactive process because several cognitive and psychological functions interact in flexible at the same time, from this focus, the reader starts to use three specific processes: Deciphering, Comprehension of the text and the reading Meta comprehension” This communicating process will help students determine their reading process applying appropriate steps of the reading skill.

Every factor of this skill determines, develops and arouses the interest in exploring the reading process in students. While teachers applied more and better learning strategies to take advantage and make learning meaningful.

Deciphering involves translating symbols printed in meanings via visual, phonological, or both, having a mark of fluidity, facilitating the understanding and reducing the capacity on working memory. In the educational system for learning a language

It is necessary to know the initial and appropriate important elements that make a learning process fruitful.

(Arroyo, 1998 p. 266) continues to explain us about the reading process, and she say that there are three common levels that we can use to improve the teaching and learning process:

- **Literal**

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 the important and less important ideas.

- **Interpretive understanding**

At the 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. Guiding students to recognize these perceived relationships promotes understanding and decreases the risk of being overwhelmed by the complexities of the text being viewed, heard or read

- **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.

Wallace, C. (2001) states that “reading comprehension involves actions in general and specific way with strategies that make possible that the reading process can be the easiest and interesting skill of the Foreign Language” because when the reader has different techniques the reading process will be most interesting and important. The comprehension has an important level, in this case the reader need to find tools to the reading process and get significant learning in the life of people.

Anderson and Pearson (1984) Shows the following steps make the reading process very interesting and a good resource to the learning process:

The prediction

Strategy in which readers think about what they are going to read based on clues from the reading. It is an ongoing process that actively engages the reader in two ways: The reader’s mind is a jump ahead, trying to figure out what is coming next (making new predictions), while at the same time the reader is revising and refining the old predictions.

Inference.

Inference is a complex skill that can be taught through explicit instruction in inferential strategies.

Inferring requires higher order thinking skills, which makes it a difficult skill for many students.

Readers who make inferences use the clues in the text along with their own experiences to help them figure out what is not directly said, making the text personal and memorable. Helping students make texts memorable will help them gain more personal pleasure from reading, read the text more critically, and remember and apply what they have read.

Reading Process in the Foreign Language.

Kong, (2006) briefly described “the process of reading in the mother tongue in that it has certain features in common with the foreign Language, however, the process of reading in the foreign language cannot be associated exactly with that of the first language” while there are many applications and conclusions are drawn from studies of reading in first language which tell us the relationship between the mother tongue and the foreign Language.

“So what extent knowledge is transferred from the first to the foreign language? Is reading in the foreign language a linguistic problem or a reading problem itself? About the first question, there are several potential scenarios in the literature” Kong, 2006; Wolf, Vellutino y Berko-Gleason, (1999)) It is necessary to develop actions and strategies to improve the reading skills that the teachers and students need in the process. Actions and strategies observed in classrooms are not enough for the interest and needs of students which are different and the teacher needs help to everyone

In our classrooms, there are several situations that can affect the reading learning process; however there are cultural obstacles, problems with diction of words, bad spelling, and bad habits from other cases.

“The Interdependence Language indicates that reading strategies are directly transferred” Goodman y Flores Goodman, (1979) there are recognized strategies can be used for both, the first and for the foreign language to improve the teaching and learning process.

The idea of the interdependence language suggests recompensing the principal problems of understanding; these are compensated by giving more attention to global easy theoretical processes.

According to this idea, the answer for this statement above point to the consideration that the foreign language reading is a conceptual process, not linguistic.

First, it is necessary to know about the process of the reading skills because it's looking good results, knowing the real statement of the linguistic can help the different situations through the methods and strategies.

Role of the Teacher.

The teacher is considered as the most important element that has the role in the teaching and learning process, because he or she builds cultures and habits, makes possible expectations of the students, motivates and involves each student in the class, provides the communication between the students and takes the control in this process.

The teacher makes sure the environment is the most comfortable, attractive according to the needs, tastes and interests of students.

Teachers have the difficult task of using all their efforts and dedication in the teaching process. Apply the best tools, techniques and appropriate strategies in order to make the learning process significantly.

Students' role

The student is someone who is prepared to acquire the learning consciously that even with problems and needs can overcome obstacles.

The student allows the teacher to lead him or her to have a significant learning based on previous and empirical knowledge.

Students are also someone who is actively involved, who builds his/her knowledge under the tuition of his teacher, cooperating in the process, suggests elements that strengthen the teaching-learning process.

In the curriculum the students are considered as the principal element, they are the main reason of the process, all the instructional elements are involved in the teaching and learning process and the evaluation system and the student may achieve the objectives of the subject with the support of the teacher.

The importance of the Positive Environment in the classroom

The school environments are social environments and the standard model of teaching and learning is an interactive model, so social skills are vital for students to successfully integrate into the setting.

The behavior is systemic and many of the specific conduct opportunities that schools and teachers have are unique to their system. Students do not have these expectations imposed upon them in other settings.

Schools and teachers need to teach students the necessary skills and then revisit and reteach the skills, especially after periods when the student has been away from the school.

Establishing a positive classroom environment where students are respectful of themselves and others will help to reduce the risk of a conflict between them. There are resources to positively develop the teaching-learning available.

Educational Strategy

According to the website www.businessdictionary.com say about “ a method or plan chosen to bring about a desired future, such as achievement of a goal or solution to an educational problem, also it is the art and science of planning and organizing resources for their most efficient and effective use”.

The Department of Education of our country needs to apply a solid Educational strategy for the foreign language subject in the high schools because the teaching of reading skills will improve the teaching and learning process using resources, methods, techniques.

Effectiveness of the curriculum

The curriculum is based on the needs and realities of the country, to boost the quality of education itself, which includes more diversified way gender education and comprehensively educating for life. In their plans incorporating the active and conscious participation of the whole community. The curriculum of the course of English as a foreign language has clearly established goals, which in turn teachers play a belligerent and meaningful in student learning role. Although there are differences in the process because some students have more or less reading skills than others, it is expressed at a time that most students are feelings of optimism to strengthen reading skills in their training in Education secondary.

USING READING STRATEGIES

In the teaching process of the reading skills of the foreign language, the teachers feel irritated because the students don't transfer the knowledge from mother tongue to the Foreign Language, they have problems like they seem to think reading means starting at the beginning and going word by word, stopping to look up every unknown vocabulary item, until they reach the end.

It is very important to have an effective teacher that face and work with the necessary elements and steps of reading skills and help the students face with different situations from the native with the foreign language and apply linguistic strategies.

Nuttall, C. (1996) explains that "there are strategies to be a reader with a specific purpose and that can improve the reading skill in the students of the English as a Foreign Language through different strategies". All of them help us understand better the reading process, the reader have to apply the process will be made more and more interesting and achieve substantial changes in the life of the reader.

The website www.nclrc.org/essentials/reading tell us about the Kinds of Strategies that will help us to develop the Reading process.

- **Previewing:** reviewing titles, section of directions, and photo captions to get a sense of the structure and content of a reading selection.
- **Predicting:** using knowledge of the subject matter to make predictions about content and vocabulary and check comprehension; using knowledge of the text type and purpose to make predictions about discourse structure; using knowledge about the author to make predictions about writing style, vocabulary, and content
- **Skimming and scanning:** using a quick survey of the text to get the main idea, identify text structure, confirm or question predictions
- **Guessing from context:** using prior knowledge of the subject and the ideas in the text as clues to the meanings of unknown words, instead of stopping to look them up

- **Paraphrasing:** stopping at the end of a section to check comprehension by restating the information and ideas in the text

All of them can make the students face with the reality in a reading process and develop the skill in the students of a Foreign Language.

Reading as a Process.

The web site www.nclrc.org by Heidi Byrnes in 1998, articulates that “reading is an interactive process that goes on between the reader and the text, resulting in comprehension” in this case there are different resources such as letters, words, sentences, and paragraphs to help the reader find the comprehension. Therefore the reading process helps students improve these skills and be better every day.

Learning to read a new language is very difficult but not impossible, like every process it takes time and a lot of effort. Students can improve reading comprehension by utilizing these important resources:

Dictionary use to find an unfamiliar words, because I one of the easiest ways to learn new vocabulary words is to use a dictionary. However, new words are best understood within the context of sentences, and it takes a lot of time to look up new words.

The paired storytelling strategy is very important because through this strategy the students make possible a significant learning.

Word by word translation is an ineffective way to learn foreign languages. Students have benefitted greatly by using the paired storytelling strategy, a method where reading skill is developed by working in groups.

To improve students’ reading comprehension say that “teachers use the paired Storytelling Strategy they have to follow: organize groups, introduce concepts, brainstorming ideas, pass out the assignment, read and summarize main points,

switch lists, write short stories, compare each students` story, discussion and assessment”

All of these techniques help the teachers and students find the correct way to read fluency and the correct form, also get the goal of the reading process.

GUIDING QUESTIONS

- What are the most relevant factors that affect the teaching process of the reading skills?
- What methodological strategies use the teachers to impart the reading skills?
- Do students need individual and collective attention?
- Are there problems of understanding in the reading class?
- Are teachers applying an effective lesson plan to develop the reading skills?

METHODOLOGICAL DESIGN.

The goal in this final undergraduate thesis is to determine the most common factors that affect the reading skills in English Language in the students of 9th grade of National Institute Eliseo Picado in the afternoon shift.

It is necessary to identify the factors that affect the reading skills, type of program and syllabus, number of class hour spent in English class, the methods, techniques and activities used to improve the reading in the learning process.

Thus the results will be used to propose some strategies to improve the reading skills in the students of the National Institute Eliseo Picado.

To get specific information I used an observation class three times, and interview with students and teachers.

Universe

The universe is composed of 4 sections of ninth grade in the evening shift, which is divided as follows.

Grade	Group	Students
9th	A	42
9th	B	49
9th	C	40
9th	D	37
TOTAL		168

The principal of the National Institute Eliseo Picado who provided the official list supplied the data.

This research involves two English teachers, in addition the students in the 4 sections of the evening shift, a calculation is performed by sampling fee for each of the sections involved.

The formula used to calculate the portion of the sample population was taken to investigate from Carrasco, (2006) who with the statistic model help to find a measure in the research.

$$n = \frac{z^2 p (1-p)}{e^2} \quad n = \frac{N Z^2 p (1-p)}{(N-1) e^2 + Z^2 p (p-1)}$$

Where

n = Sample

Z = Percent Reliability

p = Percent of the Positive variability

e= margin of error.

Steps to select the sample of the Students

The procedure used is shown the sample of the number of the students.

Substituting values in the formula.

$$n = ?$$

$$Z = 1.96$$

$$e = 0.1$$

$$p = 0.2$$

$$N = 168$$

$$n = \frac{168 (1.96)^2 (0.2)(1 - 0.2)}{(168 - 1)(0.1)^2 + (1.96)^2 (0.2)(0.2 - 1)}$$

$$n = \frac{168 (3.8416)(0.2)(0.8)}{(167)(0.01) + (3.8416)(0.2)(0.84)}$$

$$n = \frac{103.262}{0.881}$$

$$n = \frac{103.262}{0.881}$$

$$n = 117.$$

The sample are 117 students.

Calculation of a coefficient the sample by quota of students

$$\text{Coefficient} = n/N$$

Where:

$$n = 117$$

$$N = 168$$

Substituting values.

$$\text{Coefficient} = 117/168 = 0.6964$$

The following table shows us the sample by quota or section of students of 9th grade.

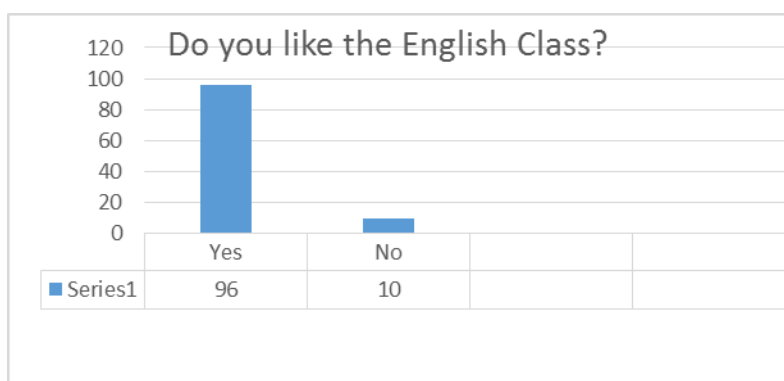
Section	Students	Calculation	Measure	%
A	42	0.6964×42	29	43 %
B	49	0.6964×49	34	45 %
C	40	0.6964×40	27	45 %
D	37	0.6964×37	25	43 %
	168		115	44 %

The variables measured were: Strategies used in the teaching and learning process about reading skill, Curriculum effectiveness in the teaching of the reading skills.

ANALYSIS AND DISCUSSION.

According to the information that has been compiled through the use of the research instruments such as class observation and interviews for the teachers and students of the 9th grade in the afternoon shift. The data collected was discussed and analyzed based on the qualitative form.

From the measure of 115 students of the ninth grade in the afternoon shift at the National Institute Eliseo Picado 96 students, which represent 83 % said that they like English, because they have an internal factor that help them such as teacher`s motivation, methods and techniques that both teachers use in the process.



The main factor that has been found is that students had been motivated by the current social and cultural context and the constant support of teachers.

This monograph work is focused on specific difficulties students have in particular to develop the reading skill in the foreign language as a fundamental tool of a significant learning to do the theoretical entailment and practice of the four skills needed in the English Language. The most important thing in this special job is that the educative community develop actions, strategies to improve the learning process of the students.

During the observation in the classroom, the class teachers motivated students in general and specific ways, during the activities of reading and understanding, both teachers use the different steps of the reading: Pre-reading, While-Reading and post-Reading using strategies to make students feel self-confident and their knowledge was meaningfully.

In the four groups of the 9th grade one group C was selected to observe a class.

During the class, session one of the teachers used a flashcard to practice the steps of a plane to introduce the reading and ask questions about the picture and request vocabulary about the reading: first airplane trip.

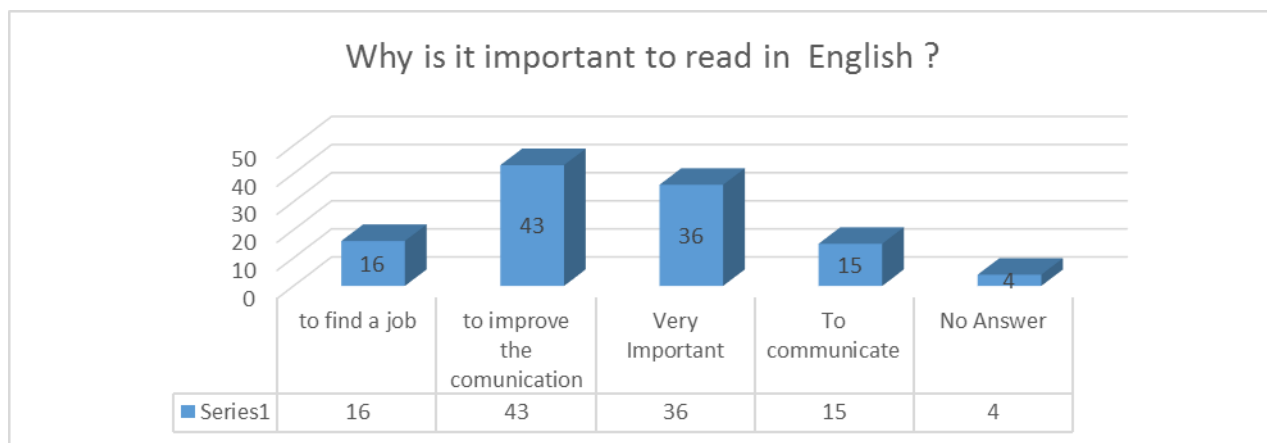
In the second step, the teacher presented the reading, read the text aloud, and writes on the board the new vocabulary.

After that, he made groups of students to read and ask them about the experience simulating a trip abroad and answered the questions using a multiple choice exercise to check students` knowledge.

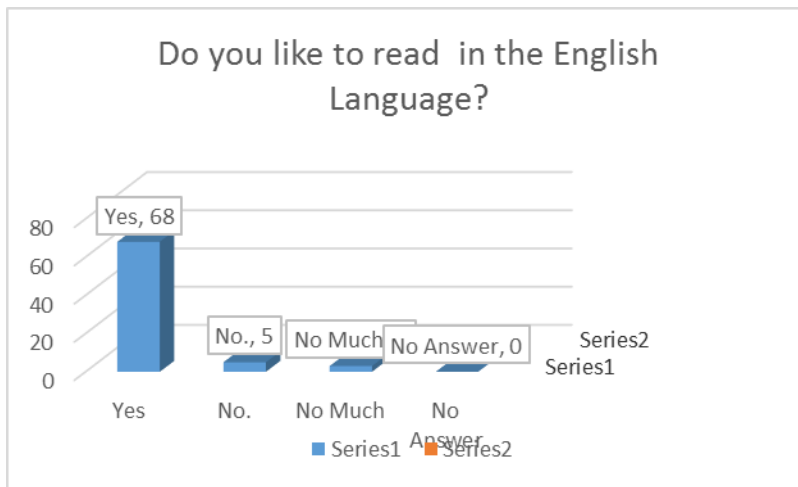
The growing demand and opportunities to learn a language that achieve change patterns of behavior are elements that contribute to students to be interested in developing the skills.

Forty three students who represents a 37 % said about the importance of reading in English because developing this important skills help the communication and 36 of them said that reading in English is very important in the teaching and learning process.

“Reading is a fundamental function in today`s society” [www. Learn-to-read-prince-george.com](http://www.Learn-to-read-prince-george.com) states that reading has different purpose such as: is vital skill to find a good job, develops the mind, discover new things, develops the imagination, improve the spelling.

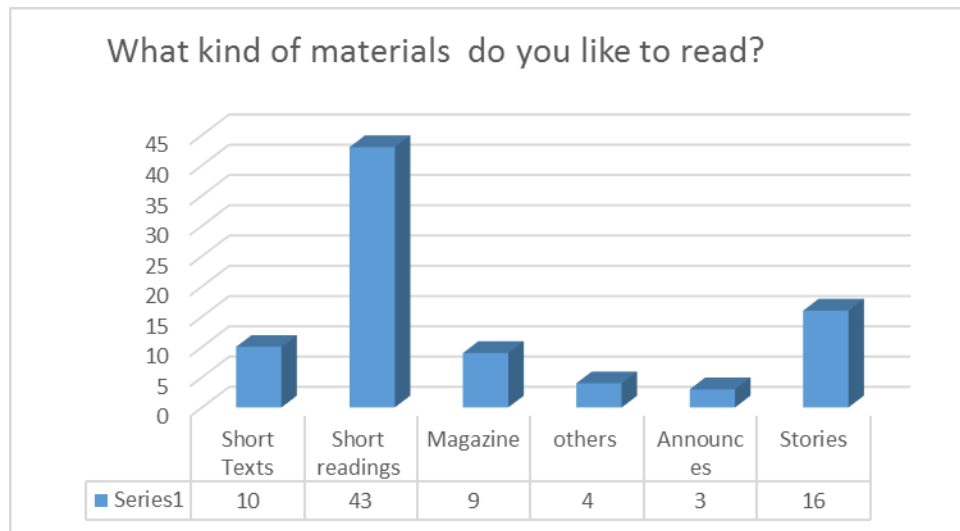


In this research it is important to emphasize that the students must become effective readers to improve and develop the readings skills.



In this case 68 students who represent 59% of the population said that they like to read in English language because they have their own materials to do.

Both teachers provide them a variety of opportunities in order to bring about the necessary models or language input.



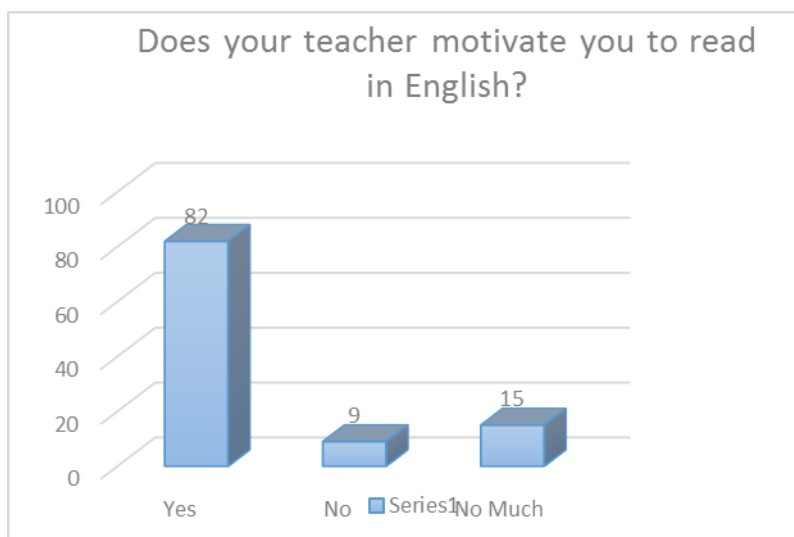
Forty three students of 9th grade answered that they read short readings frequently because they are appropriate for them and 16 of them read short stories that are supported by the teachers.

Both teachers feel satisfied with the elemental learning achieved by students since most of them participate and interact with each other.

According to Arroyo (1998) the facilitators apply real strategies to achieve and help students construct their information based on their knowledge and their social and cultural environment and these elements are important to develop the reading skills in the students of English as a Foreign Language.

Eighty-two students who contributed to this study are motivated by their teachers for English as a foreign language as a valuable element for life.

Nine of those students represent about 8 % of students even though they feel no motivation, they care so much for the subject as his desire for reading in the English language.



During the observation of classes teachers managed to capture the attention of students through group dynamics and techniques also using different resources to improve the reading in English Language as well as the planning of actions with a view to strengthening the process of reading through the application of the step by step to achieve a reading quality.

During the interview both teachers provide valuable information for this research and contribute with the teaching and learning process.

To develop the reading skill in their students they work with different techniques to improve the process such as:

Teacher introduced the topic of finding the main idea in a story by showing Reading Strategies. After he was watching, discuss what students learned about main ideas and supporting details. Next, he asked them: What was the main idea? What are supporting details? How are they used in a story? Talk about books the students have read or movies they have seen in the classroom. What were the main ideas of these stories? What information did supporting details provide?

After he read a news story to the class, but first, he asked his students to listen for the main idea and supporting details. Then he conversed about the story with the students. What was the main idea? What were some supporting details?

Finally, he divided students in small groups and provided for each one several newspapers with short news, next he told the students that they would choose at least four stories that everyone in the group would read.

During the observation class, the teacher showed that the students have the opportunity to develop the reading skill through different exercises and they know other abilities because the lesson plan has to be developed in the month.

Student motivation is an important part of any teacher's function. Effective teachers will make sure that students know why they need to learn the language that is the goal of the day's lesson.

CONCLUSIONS.

After having completed the research on the analysis about the factors that affect the learning process of the reading to develop the skill of English in the students of ninth grade of the National Institute Eliseo Picado in the Afternoon Shift during the second semester of 2014 some important conclusions have been considered:

- The reading skill does not have the necessary time during the program in the month to improve it in the students.
- The ability of reading is taught superficially and a different method needs to be applied in addition some interesting techniques should be applied.
- Lack of interaction between teachers and students in the reading process.
- The teachers need to apply more strategies when they are facilitating the reading process.
- Both teachers provide resources and materials in English to the Students to improve the reading in English Language.
- According to the attendance and the social information of the principal's office the 20 % of Students are young workers, they do not do the homework's, they have problems in the teaching and learning process, and the attendance is irregular.
- The structure of the lessons plans for the daily activities have elements to develop the reading skills in teaching and learning process.

RECOMMENDATIONS.

1. An informal reading as an initial evaluation can provide valuable information to help us determine possible gaps in necessary reading skill.
2. Reading is not only a receptive skill but also an active one in that the cognitive skills so motivate at your students to read more.
3. If the students face problems in the reading skill the teacher will need to intervene with an effective lesson plan that include dynamics, games, and other actions to improve this important skill.
4. Foreign Language teachers should design and prepare meaningful exercises which will lead to assist communication between the writer and the reader.
5. To establish times periods during the class to teach some specific reading strategies for about 3 an 5 weeks and the teachers will be doing a major educational service for the students.

The web site [www. K6educators.about.com](http://www.K6educators.about.com) shows a schedule model for a session for reading in English Language:

- **10-12 minutes:** Present a mini-lesson models how to use the given strategy for a certain book. Teachers have to think aloud and demonstrate them how good readers think as they (students) read.
 - **10 minutes:** Meet with the small needs-based groups to meet the needs of students who need extra guidance and practice in this comprehension area. The teacher can also build in time to meet with 1-2 small guided reading group.
 - **15 minutes:** Use this time for one by one conferring with the students. Try to get to 4-5 students per day.
 - **10 Minutes:** Meet again as a whole group to review what everyone accomplished and learned for the day in relation to the strategy.
6. Remember that students learning English expect to be able to read the language sooner or later. Their personal expectations may vary from

wanting to read the lyrics of popular songs to newspaper ads to magazines or even classical literature.

7. Teachers should, therefore offer a variety of texts and also remember that the students in the same class may read at very different levels of difficulty in English, just as they do in their native language.
8. Get students the opportunity to read and instruct them that they have to read following the purpose:
 - Reading to learn the language
 - Reading to get information
 - Reading for cultural knowledge.
 - Reading for pleasure.
9. Assess you students' understanding before and after you present a lesson. Provide a formative assessment before you teach a unit to measure what students know about the topic.
10. Capture student interest by activating prior knowledge. If students aren't interested in a lesson, keeping their attention will be a challenge. Increase their attention span by piquing their interest and activating their prior knowledge before you begin teaching.

Every day we need to read with clearly defined purposes that lead us to make substantial changes in our lives. Each reading process discovers important things within us and that we must strengthen.

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APPENDICES

VARIABLES OPERATIONALIZATION

Variable	Sub Variable	Indicator	Questions	Who	Instruments
Strategies used in the teaching and learning process of the reading skills	Reading Skills	Kinds of Strategies	<ul style="list-style-type: none"> • What kind of strategies do you apply to develop the reading skills in your students? • What are the most common reading techniques that you use? • How often do you develop the reading skills with your students? • How do you measure the students level in reading? • Do you consider 	Teacher	Interview.

			<p>it the important to develop the habit of reading in the students? YES/NO Why?</p> <ul style="list-style-type: none"> Your students read with fluency? Explain 		
			<ul style="list-style-type: none"> Do you like the English class? (¿Le gusta la clase de Ingles?) Why is it important to read in English ? Do you like to read in English Language? What kind of material do you like to read? Does your teacher motivate you to read in English ? 	Students	Interview

<p>Curriculum effectiveness in the teaching of the reading paragraphs</p>	<p>Teaching paragraphs</p>	<p>Kinds of Paragraphs</p>	<p>The teacher makes lesson plans with four skills. Yes: ____ No: ____</p> <p>The teacher gives students the opportunity to develop the four skills in the class. Yes: ____ No: ____</p> <p>The teacher applies strategies and methods of teaching according to the level of the students. Yes: ____ No: ____</p> <p>The teacher develops actions related to the reading skill Yes: ____ No: ____</p> <p>The teacher gives students the opportunity to join the class Yes: ____ No: ____</p> <p>The teacher explains the steps of a reading in a</p>	<p>Teacher</p>	<p>Observation Guide.</p>
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			<p>paragraph</p> <p>Yes: ____ No: ____</p> <p>The students feel self-confident with the teacher's help.</p> <p>Yes: ____ No: ____</p> <p>The students have problems with the pronunciation.</p> <p>Yes: ____ No: ____</p> <p>The students understand the main idea in a reading.</p> <p>Yes: ____ No: ____</p> <p>The students are motivated to read</p> <p>Yes: ____ No: ____</p>	Students	Observation Guide.
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INTERVIEW.

Dear teachers, the goal of this short interview is to collect valuable and very important related into the different methodological strategies that you used to enhance the teaching-learning process in the 9th grade students in the evening shift that you teach.

- What kind of strategies do you apply to develop the reading skills in your students?
- What are the most common reading techniques that you use?
- How often do you develop the reading skills with your students?
- How do you measure the students` level in reading?
- Do you consider is the important to develop the habit of reading in the students?
YES/NO Why?
- Your students read with fluency? Explain

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ENTREVISTA

Estimado estudiante, el objetivo de esta corta entrevista es para recabar información valiosa y de mucha importancia relacionada al interés que usted muestra a la asignatura del idioma Ingles en su grado que cursa.

- Do you like the English class? (¿Le gusta la clase de Ingles?)
- Why is it important to read in English? (¿Por qué es importante leer en Ingles?)
- Do you like to read in English Language? (¿Le gusta leer en el idioma Ingles?)
- What kind of material do you like to read? (¿Qué tipo de materiales te gusta leer?)
- Does your teacher motivate you to read in English?(Le motiva a leer su docente.

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CLASSROOM OBSERVATION GUIDE.

Teacher: _____ Date: _____

Grade: _____ Section _____ Observer: _____

The teacher makes lesson plans with four skills.

Yes: ____ No: ____

The teacher gives students the opportunity to develop the four skills in the class.

Yes: ____ No: ____

The teacher applies strategies and methods of teaching according to the level of the students.

Yes: ____ No: ____

The teacher develops actions related to the reading skill

Yes: ____ No: ____

The teacher gives students the opportunity to join the class

Yes: ____ No: ____

The teacher explains the steps of a reading in a reading.

Yes: ____ No: ____

The students feel self-confident with the teacher's help.

Yes: ____ No: ____

The students have problems with the pronunciation.

Yes: ____ No: ____

The students understand the main idea in a reading.

Yes: ____ No: ____

The students are motivated to read

Yes: ____ No: ____

A BEAUTIFUL VIEW OF INEP FROM “CERRO EL CALVARIO”



MAIN ENTRANCE OF THE NATIONAL INSTITUTE ELISEO PICADO



GROUP OF STUDENTS IN ENGLISH CLASS.



CHRONOGRAM OF ACTIVITIES

Activities that have been carried out to support this Monograph about factors that affect the development of the Reading skills of English in the students of 9th grade of the National Institute Eliseo Picado in the afternoon shift during the second semester of 2014.

Activities by day	Year 2014																								
	Months																								
	August				September				October				November				December								
Days	11	13	20	22	1	4	15	17	6	14	21	23	27	3	11	20	24	25	28	1	4	6	13	16	19
<i>Selection of the General Topic</i>		■	■	■																					
<i>Selection of the Specific Topic</i>			■	■																					
<i>General Objective</i>					■																				
<i>Specific objectives</i>						■																			
<i>Guide Questions</i>						■	■																		
<i>Statement of the problem</i>						■	■	■																	
<i>Introduction</i>							■	■	■																
<i>The background</i>								■	■	■															
<i>Justification of the problem</i>									■	■	■														
<i>Out line</i>											■	■													
<i>Theoretical Framework</i>											■	■	■												
<i>Bibliography</i>														■	■										
<i>The instruments</i>															■	■									
<i>Methodological design</i>																■	■	■	■	■					
<i>Chronogram</i>																			■	■					
<i>Annexes</i>																				■	■	■		■	

