

Universidad Nacional Autónoma de Nicaragua

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Topic:

Motivational techniques to reading in 11th grade class at Rey Salomon School at Santo Domingo neighborhood during the second semester of 2016.

Sub-topic:

The support of the teacher techniques to increase motivation for extensive short reading in English in students of 11th grade at Rey Salomon School in Managua during the 2nd semester of 2016.

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Dedictory

We thank this research paper first of all to God that gave us wisdom to carry out this project, second to our tutor who guided us through the procedure of this research and provided us significant feedback to improve it. Then to our parents who supported us emotionally and economically to reach our goal, and finally to the institution which allowed us to work there and apply the instruments to the students in order to collect the necessary data to develop this research.

Abstract

The current research is intended to analyze the techniques the teacher uses during reading process in students of 11th grade of Rey Salomon School during the second semester of 2016. Reading is a very essential skill that students should be able to handle at any time, since it helps them not only for understanding the material itself or the content of the reading, if not it would also help them develop critical thinking skills, increase their vocabulary, make inferences, and so on; likewise it is necessary for them to be prepared for any challenge since reading is only one of the greatest skills in English.

This is a mixed research both qualitative and quantitative, a transversal cut, the sample are 13 students which were applied a survey, and the teacher was interview for the collection of relevant information. Finally, there are some recommendations attached in which we consider as useful for the teacher to overcome difficulties presented in the process of teaching reading to his students.

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I. Introduction

Reading is essential for the students of English of high school to learn how to read in English in order to develop activities that are more related to the language, also for them to be able to have an appropriate level of comprehension about how language works through a foreign language as it is in English. Students who are able to read in English they are also open to knowledge, a student who is able to read means they have the capability to reach better understanding part of any subject in the class and as well to help others.

On the other hand, developing reading skills depends a lot on the interest that the student would show for this subject and on the teachers' techniques implemented in the classroom for the students to learn that skill, the more knowledgeable, skillful and preparedness the teacher has for developing the class, the more smoothly the process will turn for the students to acquire those abilities.

There are many techniques for increasing students' motivation for reading, and the teacher must take advantage of them to have a better and entertaining class; for example, choose one pupil to read a paragraph and then other randomly to get each student's attention in what the other read before and this activity makes students to be aware of what is happening in the classroom, so in this way the teacher is improving the student's participation in the classroom. Likewise students focus at the same time in the reading.

The reason why the topic "motivational techniques to reading" was chosen it is because currently there is not a good habit for reading in the mother tongue and less in English which affects the students' cognitive knowledge and the ability to decode written language taking into account that there are many teachers of high school that do not implement reading skills in English. On the other hand, with the use of motivational techniques students would feel engaged to read because of their teacher's activities. Nowadays the use of motivational techniques has become one of the principal keys to encourage students reading in other language according to their level.

II. Historical background

This research has been developed at Rey Salomon School located in Managua, in 19 de Julio neighborhood. The school was founded in 1998. The school is sponsored by the RNR, which stands for Nicaragua Source Network, an institution located in Indiana, U.S.A, whose function is to provide support to the headquarters of the school and gives away scholarship to students who need special education.

Rey Salomon School has a current roll of 680 students including Special Education, with a total of 21 teachers in the regular shift. Rey Salomon School implements English as a foreign language from early stages of elementary school, so once they hit secondary school, they already have previous knowledge. The research in this scenario was developed with students of fifth year. The purpose with this research was to analyze the techniques that the teacher uses to motivate students for them to reach a better level of reading skills.

III. Topic:

- ✚ Motivational techniques to reading in 11th grade class at Rey Salomon School at Santo Domingo neighborhood during the second semester of 2016.

Problem:

- ✚ The weak of support of the teacher techniques to increase motivation for extensive short reading in English in students of 11th grade at Rey Salomon School in Managua during the 2nd semester of 2016.

Sub-Problems:

- ✚ What are the techniques applied by the teacher for exercising students' reading skills?
- ✚ What are the students' attitudes towards the teaching techniques implemented by the teacher to develop reading skills?
- ✚ Which teaching techniques promote the motivation of students' skills for reading in English?
- ✚ What teaching factors demotivate students to read in English?

IV. Hypothesis

Implementing different motivational techniques such as keeping students engaged by providing feedback, incentives to read and starting the class with fun, promoting an active participation would make students confident for exercising reading skills.

V. Literature review

1. Reading

Reading has become one of the most useful abilities for students to power up their knowledge in different subject areas; even though it is not the most of frequent use among students. Reading has a positive impact on those students who do practice this habit, so it is important to go through some definitions that would help to comprehend in a better way what reading is about.

(Blyth, 2010) emphasizes that among decades there are many definitions of reading that have arisen about what reading is, the first one highlights that reading is a process undertaken that reduces uncertainty about meaning a text conveys, the second defines reading as the process results from a negotiation of meaning between the text and its reader, and finally reading is understood as the tool that the reader uses to uncover knowledge and meaning through the text.

“Reading is a receptive process. It is a psycholinguistic process in that it starts with a linguistic surface presentation encoded by a writer and ends with meaning which the reader constructs. There is thus an essential interaction between language and thought in reading. The writer encodes thought as language and the reader decodes language to thought” (Carrel, 1988)

Reading is defined as “a complex information processing skill in the reader interacts with text in order to (re)create meaningful discourse, (Rutherford, 1994).

1.1. Extensive reading

Extensive reading is a particular type of reading designed specifically to create in students the ability to enhance their reading skills throughout a reading that usually is attractive. “Extensive reading is carried out to achieve the understanding of general understanding usually somewhat longer texts (book, long article, essays, etc.)” (Brown, *Teaching by Principles*, 2000). The key on maintaining the students in touch with this particular type of reading is let the student be able to do assignments at home, so that the practice can be performed as continually as possible.

Once students have created already the habit of reading for pleasure, it starts to be easier to get the student more interested into reading for the understanding of the material, whenever they may encounter with unknown words, phrases or either general and specific ideas.

1.2. Stages of reading

Instructions in reading are an integral part of the use of reading activities in the language classroom. Instructors can help their students become effective readers by teaching them how to use strategies before, during and after reading.

In the stage of before reading it is important to set a purpose for reading, the teacher at this stage should be able to determine the level of proficiency to complete the task, also at the moment the reading is been presented to the students it is important to set up expectations by previewing the text.

During or while the reading it is important to verify predictions, check for accurate guesses, decide what is important for the purpose of the task. During the reading, since students may require a lot of guidance the students should pay special attention, so that it can be properly given. The teacher should be able to use a series of statements, instructions and or questions that would lead students through the assigned reading.

After or post the reading, reading becomes a task of comprehension, it involves that the activities developed appropriate for post-reading, the teacher must consider the vocabulary studied, ask students for author's purpose, and evaluate overall progress in reading on particular types of reading; at this moment is important to determine if the strategies were appropriate. (Deyuan & Yufen, 2006).

1.3.Types of reading

1.3.1. Reading for pleasure

When we read for pleasure we should read rapidly and should not need to concentrate consciously. This will only be possible with ungraded texts when a high level of skill in understanding the written word has been achieved. The beginner may find enjoyment by reading books specially written for this level.

1.3.2. Reading for close understanding

When a pupil reads a textbook he will need to read for close understanding. He should begin by a survey of the general content. He should then read fairly slowly, ask himself questions to check his understanding and reread significant a sections. He will need to extract as much information as possible. Frequently reading for close understanding will be accompanied by taking notes.

1.3.3. Reading for required information

When a student wishes to locate specific information within a text he will need to employ the techniques of skimming. This involves reading some sections of the text very quickly and slowly down to read relevant sections for close understanding (Ellis, 1980).

2. Motivation

Motivation is the strength that moves behavior, that derives and that focuses to all activities by the survivor. This definition of motivation recognizes that to reach a goal people must have enough activation and energy, clear objectives and the capability of employing its energy during certain period, long enough as to reach that goal. (Papalia & Sally Wendkos Old, 2012).

Motivation is the desire to do things that may emerge at any moment in our lives whenever something seems to be hard to beat, if there is enough concentration and self determination to do that thing desired, it is motivation. Motivation is the crucial element in setting and attaining goals and research ways for solution facing different types of scenarios.

“Motivation is the extent to which you make choices about to pursue and the effort you will devote to that pursuit” (Brown, Teaching by Principles , 2000). The object of motivation is what first moves motivation, if a person has already taken a decision whether to start a new hobby or get a job or even start any kind of career, motivation turns plays a very central function in order to achieve the goal.

Motivation is the need or desire that active and drives our behavior in all tendency to survive. Motivation is constituted for many factors that evokes, keeps and drives the behavior to specific objective (Cascales, 2009). Motivation may come first from a need that then becomes a goal to be reached, so when motivation exists those barriers created by people itself they may disappear due to the high level of consistency the person reaches.

Motivation is considered as the strength that drives a person to choose and do an action among those alternatives that present a particular situation, having enough motivations towards certain action makes human beings stronger fighters towards any hard situation even when they seem to be the hardest thing in the world to be accomplished.

2.1 Types of motivation

2.1.1. Intrinsic motivation

Intrinsic motivation is considered the motivation given by the activity itself. An example of that kind of motivation are the games. Kids regularly get into trees, paint with their fingers and play games just for fun they have during the activity itself (Morris & Maisto, 2009)

This is when motivation comes from "internal" factors to meet personal needs. We do things we do because we enjoy them, not because we have to. Intrinsic means internal or inside of yourself; when you are intrinsically motivated, you enjoy an interest, a course of study or skill development solely for the fulfillment of education and having fun. EMS is a career field that really touches our intrinsic motivation. We're not going to retire with mansions or private jets; instead we get our satisfaction from helping others and being the best part of their worst day.

Examples include exploring opportunities for personal development for the satisfaction of being competent in a task, or setting the standards to become a role model or mentor. Whatever you take on, you do it for personal accomplishment and gratification.

Intrinsic motivation is a powerful tool that overpasses some barriers which may hamper the transmission of knowledge among individuals. In other words, intrinsic motivation contributes to the development of quick solutions of problems, the transfer of the best practices, and the accomplishment of professional abilities in the sharing of experiences and tacit knowledge (Martin Cruz, Martin Perez, & Trevilla Cantero, 2009).

In the same way, intrinsic motivation helps to achieve the required balance between competition and cooperation among individuals, which allows an adequate educational environment that makes easier communication, acquisition and transmission of significant knowledge, and a behavioral component making learning process more meaningful.

2.1.2. Extrinsic motivation:

Extrinsic motivation makes reference to what is derived of the consequences of the activity. For instance: A kid who does the house chores because he wants to receive pocket money, and an adult that hates golf may practice it because he has a client that he is about to complete a purchase with (Morris & Maisto, 2009)

This is when motivation comes from "external" factors that are given or controlled by others. Salary or praise are good examples. This type of motivation is everywhere and frequently used within society. When you are motivated to perform, achieve, learn or do something based on a highly considered outcome, rather than for the fun, development or personal fulfillment, you are being extrinsically motivated. Extrinsic motivation is considered as the set of monetary rewards in a direct way for example if the teacher says to student with their participation they would get some extra points they probably will get enthusiasm to do so.

Extrinsic motivation depends a lot on external factors not on the individual itself, it relies either on the reward given or the punishment that may be applied at the moment that the situation occurs, as a result there is no warrantee that the behavior desired to be reached would be successfully acquired.

3. Motivational techniques for Reading

Developing motivational techniques in a reading class is important in order to make students have a good level of interest towards the class/subject under study. Giving recognition to students at all-time reduces students' possibility of dropping the class, having students mentally awake of their importance in the reading process is as essential as their principal role in the teaching- learning process in order to succeed. Understanding how important motivational teaching techniques are, now we will cite some motivational techniques as follow:

3.1.Keeping students active and engaged:

Making students be awake at any time of the reading process, eliciting students' participation at all times reduces the likelihood of students getting bored. Selecting randomly students to answer questions or give their opinions about certain topic and giving reciprocal recognition of their input and ideas. Through students' interactions and sharing makes the reading process more effective and gives their participation greater empowerment which the teacher should always be conscious to celebrate students' intelligence. (Fredericks, 2005)

3.1.2. Creativity and variety

Giving students the chance to select topic they may be interested in, makes them as well contribute to their personal growing as individuals. On the other hand, students with the ability of conducting their own selection of topics enables them to be intrinsically motivated, moving aside from students' minds that the teacher's role is as a dictator creates a good image about the teacher's uses of methodological instruction.

3.1.3. Create competition

Promoting competition among students is a good strategy for keeping students' attention in the class because the student is required to pay attention for a moment in which the teacher starts asking questions and also the remuneration of scores assessed by the teacher. As long as there exists appreciation for everyone's best performance with any task assigned by the teacher and the attention is not solely placed on the winner, a competition can be a great way to create excitement.

3.1.4. Provide feedback promptly, effectively and efficiently

Whenever any type of task or homework is assigned to students, there should always be an assessing process to be able to identify weaknesses. At this particular moment the teacher needs to give an appropriate support or feedback for the student to overcome those weaknesses and point them out at the right time and in the proper way. Providing feedback to students maybe as crucial as to let the student know his/her progress highlighting how he/she has advanced from certain time before, and resting assure of not to compare the student's work with anybody else in the class since it may result into a detrimental consequence, lowering the self-esteem of the student. (Fredericks, 2005)

3.1.5. Provide students the opportunity to set goals

Setting own academic goals for students in some cases may not seem to be a big deal. Instead, inviting them to establish obtainable goals for a lesson, a unit, or even for a year is a lot important since having a determined expectation maintain students' intrinsic motivation because it will let them view how much they have progressed through time. Asking them what they would like to learn about a topic and the objectives they have would let them go one step ahead to reach the level of proficiency on the lesson they want.

3.1.6. Start the class with fun

Starting the class with a positive attitude towards what is going to happen for the rest of the class can result into a good perception from the students' side, a good example of it maybe a funny video, a tempting question, or fun fact will help students see the entertaining side of learning.

3.1.7. Share accomplishment

Providing students the opportunities to share their accomplishments and achievements with the rest of the students in the classroom or either the entire school may also increase students' interest in the class. Use skits, plays, roleplaying, library displays, a class newspaper or newsletter, or other media to promote the efforts of the whole classroom. (Fredericks, 2005)

3.1.8. Incentives to read

The teacher plays an important role to incentive students, for example when the teacher say to his/her pupils "the person who participate answering the question will gain five points" students will do so because he or she feels motivated for the points and it is a extrinsic factor that moves the student to say something. (Wallace, 1992)

3.2. Techniques for working with extensive reading.

Firstly before talking about the list of techniques it is important to know what a technique is, and techniques are a personal art and style of the teacher in carrying out the procedure of teaching, it is an implementation which actually takes place in a classroom. According to Anthony's model (2009), technique is the level at which how tasks and activities are integrated into lessons.

3.2.1. Eliciting

Eliciting (elicitation) is term which describes a range of techniques which enable the teacher to get learners to provide information rather than giving it to them. Commonly, eliciting is used to ask learners to come up with vocabulary and language forms and rules, and to brainstorm a topic at the start of a skills lesson. The definition of the term in the Dictionary of Language Teaching and Applied Linguistics, 'Techniques or procedures which a teacher uses to get learners to actively produce speech or writing', suggests that there may be wider applications.

Eliciting is based on several premises:

- Collectively, students have a great deal of knowledge, both of the language and of the real world. This knowledge needs to be activated and used constructively
- The teaching of new knowledge is often based on what the learners already know

- Questioning assists in self-discovery, which makes information more memorable.

Eliciting helps to develop a learner-centered classroom and a stimulating environment, while making learning memorable by linking new and old information. Eliciting is not limited to language and global knowledge. The teacher can elicit ideas, feelings, meaning, situations, associations and memories. For the teacher, eliciting is a powerful diagnostic tool, providing key information about what the learners know or don't know, and therefore a starting point for lesson planning. Eliciting also encourages teachers to be flexible and to move on rather than dwell on information which is already known. For example: When working on the simple present for daily routines, showing students a picture or drawing of a house and a clock combined with mime can be used to elicit both the names of household items and common verbs. (admin, 2009)

3.2.2. Context clues

When attempting to decipher the meaning of a new word, it is often useful to look at what comes before and after that word. The surrounding words can give readers helpful context clues about the meaning and structure of the new word, as well as how it is used. (Judy Zorfass, 2014).The context clue technique is an important tool for students in order to get the reading message without pausing the reading process. The technique of Context clue is used in all the levels of English as a strategy for those who manage this for the personal use.

Common Types of Context Clues are:

- Root word and affix: People who study birds are experts in ornithology.
- Contrast: Unlike mammals, birds incubate their eggs outside their bodies.
- Logic: Birds are always on the lookout for predators that might harm their young.
- Definition: Frugivorous birds prefer eating fruit to any other kind of food.
- Example or illustration: Some birds like to build their nests in inconspicuous spots — high up in the tops of trees, well hidden by leaves.
- Grammar: Many birds migrate twice each year (Judy Zorfass, 2014)

These types of context clue have an example each one with the same topic and it just make the differences among them to be understood.

3.2.3. Skimming

Skimming is a form of reading for finding the general idea- or gist- of a passage or a book. In your daily and academic life, you probably skim many things: movie reviews, newspaper articles, and passages and websites that might be useful for research paper. When you skim you have a general question in mind, something you need or want to know about the text, such as: (Jeffries, 2007)

Skimming questions

What is the general meaning?

Does this agree with that I already know about the subject?

What is the writer opinion?

Will this information be useful to me?

Skimming is a high-speed way of reading that helps students to save time and go through the text quickly. Skimming is for the general idea of a text and not for the details, it is not required to read the text as a whole. The eyes of the reader should go faster over the lines to find exactly the answers to the questions.

3.2.4. Scanning

Scanning is the process of looking for specific words or phrases that students have previously recognized that would help them support their ideas whenever they are asked questions. (Rutherford, 1994). When we are scanning in a reading we do not read everything, we look for key

words that would help us to answer the main question, keeping a good practice for scanning helps avoiding unimportant words that might be inside of the text and in the end we would read faster.

3.2.5. Locating main ideas

Locating main ideas is a useful way to understand the main idea of a paragraph. A paragraph's topic is the subject under discussion. Once the main topic of the paragraph is been already identified, it is essential to cover the material in the paragraph although not too general so that it may be confused with another topic sentence of another paragraph. Regularly the main topic sentence may be either be identified in the first line of the sentence in the paragraph, in the last sentence or in the middle of it.

3.2.6. Making inferences

Making inferences is a process of imagining at the same time of reading and the knowledge they have about the world to fill in facts and ideas that are not widely stated in the text. This is sometimes called "reading between the lines". It is often necessary to read between the lines because a writer cannot include all the possible information about a topic or situation. Writers leave out information that they think readers will know already or will be able to guess (Jeffries, 2007). This process may be in cases very tenuous because in the same way the reader should be able to put pieces of information together which is often called making an inference, in the end the reader is drawing a conclusion of the information that has been already collected.

3.2.7. Summarizing

Summarizing is a key strategy for learning and remembering the ideas in a text is to summarize what you have read. This means rewriting the important parts in a much shorter form, using some of your own words. Summarizing is especially useful for reviewing and memorizing

information in textbooks for exams, and as well preparing information or ideas from a different sources so you can include them in a report or paper (Jeffries, 2007).

For summarizing, the first step is to write a one sentence summary of each paragraph. Then you can combine the sentence to write a summary of the whole passage. Some outstanding steps for summarizing correctly is to write single shorter sentences than the paragraphs, include main ideas and supporting events, continue with the same pattern of organization the passage follows, and no to add any facts, ideas or opinions that are not contained in the passage.

3.2.8. The SQ3R technique:

It is a technique that most times is applied in private study which consists of five stages: Survey (S), Question (Q), Read (R), Recite (R), and Review (R). Survey: It refers to going through the text rapidly to get an overview of its main points. Question: Pause in case that certain questions may arise in mind and you want the text to answer it. Read: Read carefully, looking for the answer to the questions and check if there is not any relevant information missed.

Recite: These represents the answer to the questions, reading the questions aloud makes more effective the understanding of the salient points gained from the text, so that it will make easier the process of keeping the information in mind. Review: Remind what has been learned, this time organizing the information that is in mind though, considering the possible implications for things that are already known, assess its importance and so on.

4. Role of the teacher

Teachers constitute an outstanding factor during the learning process of the students, teachers who are very well prepared for taking the responsibility of appropriately lead students towards a proper learning that would explode their knowledge, so it is also indispensable to determine which aspects of the teacher may also contribute to the students' interest and evolvment in their learning.

There are some attributes that teacher should be able to demonstrate for their students' interest in the class such as:

Didactic materials: Design and prepare didactic material to facilitate activities for teaching-learning process.

Motivation: The teacher should be able to wake students' interest towards the objectives of the class and encourage their participation. The teacher should also establish a good environment of relationship, confidence and safety (Graells, 2000).

Keep order and discipline: The teacher should be also able to keep all of the environment of the learning process under a good control, so that students by themselves would not disturb others and themselves at the same time.

Respect: To contribute to the process of learning, it is important that teachers and students and student to student respect each other's way of thinking, appearance and all types of aspects.

Clear way of talking: Teacher should provide students with bright guidance to any activity oriented, so it will not create ambiguity in the results of a task.

Good presentation: To avoid a negative impact on the students' perception of the teacher, it is always recommended for teachers to have a good presentation starting from the way the teacher dresses, stands and even how body language is manipulated.

Facilitator: In a less directive roll, the teacher should be seen as a facilitator making learning process much easier, finding shortcuts and negotiating rough terrain. "A facilitator capitalizes on the principle of intrinsic motivation by allowing students to discover language through using it pragmatically, rather than by telling them about language" (Brown, Teaching by Principles, 2000).

4.1. Students' attitudes

Attitude is determined by the individual's beliefs about outcomes or attributes of performing the behavior (behavioral beliefs), weighted by evaluations of those outcomes or attributes. Thus, a person who holds strong beliefs that positively valued outcomes will result from performing the behavior will have a positive attitude toward the behavior. Conversely, a person who holds strong beliefs that negatively valued outcomes will result from the behavior will have a negative attitude." Attitude concept can be viewed from these three dimensions. Each one of these

dimensions has different features to bring out language attitude results. Accordingly, the attitude concept has three components i.e., behavioral, cognitive and affective. These three attitudinal aspects are based on the three theoretical approaches of behaviorism, cognitivist and humanism respectively.

4.1.2. Behavioral aspects of attitude

The behavioral aspect of attitude deals with the way one behaves and reacts in particular situations. In fact, the successful language learning enhances the learners to identify themselves with the native speakers of that language and acquire or adopt various aspects of behaviors which characterize the members of the target language community.

4.1.3. Cognitive aspects of attitude

This aspect of attitude involves the beliefs of the language learners about the knowledge that they receive and their understanding in the process of language learning. The cognitive attitude can be classified into four steps of connecting the previous knowledge and the new one, creating new knowledge, checking new knowledge, and applying the new knowledge in many situations.

4.1.4. Emotional aspects of attitude

“Learning process is an emotional process. It is affected by different emotional factors. The teacher and his students engage in various emotional activities in it and varied fruits of emotions are yield.” Attitude can help the learners to express whether they like or dislike the objects or surrounding situations. It is agreed that the inner feelings and emotions of learners influence their perspectives and their attitudes towards the target language, (gajalaskshmi, 2013) .

Justification

The students of the school Rey Salomon of the 11th grade present weaknesses in Reading. Since reading is a very essential skill in English and there is weak support of the teacher's techniques; this research is to find out techniques in which a teacher handles and follows procedures in order to achieve students' abilities for Reading in English, and encourage students into the habit of reading in a way that they can also learn it and be a more knowledgeable about any type of topic under discussion either inside the classroom or out of it, likewise it is also important to take into account the teacher's qualities of reading skill because nowadays students have lack of reading habits and this affect them a lot in their learning. In fact there are many factors like: cultural factor, student's likes, personality, background knowledge and these interfere in student's reading abilities.

Throughout this research the techniques which are implemented by the teacher in the class are going to be reviewed and the those factors that infer in the motivation of the students are going to be identified, and finally the techniques which are useful are going to be suggested for the teacher to drive students' motivation to the habit of reading in English; So that, this research will help to improve the teacher's techniques for teaching reading.

VI. Topic:

- ✚ Motivational techniques to reading in 11th grade class at Rey Salomon School at Santo Domingo neighborhood during the second semester of 2016.

General Objective:

- ✚ Analyze the techniques the teacher uses to increase students' motivation for extensive short reading in students of 11th grade at Rey Salomon School in Managua during the 2nd semester 2016.

Specific objectives:

- ✚ Determine the techniques applied by the teacher for exercising students' reading skills.
- ✚ Describe the students' attitudes towards the teaching techniques implemented to develop reading skills.
- ✚ Identify the techniques that promote the motivation of the students' reading skills in English.
- ✚ Enumerate the factors that demotivate students to read in English.

VII. System of Variables

Variable	Definition	Sub-variables	Indicators	Instruments
Reading skills	Reading is the process of decoding a specific kind of information in a proficient way from a formal written paper	Bottom up Top down	-Identification of main ideas and details. -Selecting proper length and level of reading for s's confidence and motivation - Suggest activities that engage students to read in English.	Interview Survey
Teaching techniques for reading	Teaching techniques are ways of carrying out reading activities through specific techniques (including motivational ones) for obtaining different types of information.	Teaching techniques for reading Motivational techniques for reading	- Identification of the techniques applied for reading classes through observation. -Appreciation of the usage of motivational techniques in the reading classes such as incentives, feedback, creativity, etc.	Interview Survey Checklist

Motivational Techniques for Reading

			- Classification of the teaching techniques that motivate most students through a survey.	
Students' Motivation	Motivation is the internal drive/enthusiasm that moves a person towards achieving a setup goal	Intrinsic motivation Extrinsic motivation	-Identification of students' interest in reading such as short readings, illustrated readings and so on. - Recognition of the teaching techniques that demotivates students like long readings, reading aloud, location of main ideas, etc.	Survey Observation
Students' Attitudes	Feeling or way of thinking that affects a person behavior	Students' attitudes Behavioral Cognitive Emotional	-Comprehension of students' negative and positive perception towards reading in English through observation. - Influence of the teacher techniques	Survey Observation

Motivational Techniques for Reading

			towards students' attitude by surveying.	
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VIII. Methodological design

This study aimed to answer the following questions: (1) what are the techniques applied by the teacher for exercising students' reading skills? (2) What are the students' attitudes respect to the teaching techniques implemented to develop reading skills? (3) Which teaching techniques promote the motivation of students' skills for reading in English? (4) What teaching aspects demotivate students to read in English?

Population and sample

The research population was in total 26 students, the sample of this study were 13 students of eleventh grade at Rey Salomon School in 19 de Julio neighborhood located in Managua. The sample was selected through non-probabilistic/ convenience method since proximity, availability at a given time were met, besides the results to find would not differ. They are false beginners, so it means that their English level is low. The teacher of the English class is the only one in the school, whose teaching experience is ranging from one to four years.

Method and procedure

Both qualitative and quantitative methods were used, including classroom observations, interview and a survey. The qualitative method was included the classroom observation in brief descriptions of the aspects to be taken in consideration; moreover in the survey students filled out they were asked to select descriptions about the class and the teacher as well. On the other hand, it is quantitative because in the processing of the data, the results were represented by numbers and graphics that helped to obtain conclusions about the research.

Classroom observations

Classroom observations were qualified with a rubric which contain important points that were; environment, students 'role, learners' attitudes and teacher's techniques. To obtain more authentic classroom data, the teacher and students were not informed of the observation purpose beforehand. This specific tool helped us to collect information that was visually captured, so it could be appreciated, and handled in a qualitative way.

Interview

The teacher, whose class was observed, was interviewed and he was asked the following questions: 1. What is extensive reading? Besides that, do you use it? 2. What are teaching techniques? 3. What techniques do you consider are the most appropriate for teaching reading skills? Which one of those work better for you? 4. How do you motivate students for extensive reading skills? 5. What activities do you implement at the beginning, while and after the reading? Which procedures do you follow? The interview was recorded. The reason why interview was chosen as a tool is because it provides a face to face interaction with a knowledgeable person that represents potential information about the topic of study.

Survey

A survey was applied to students of fifth grade which was handed out to 13 students out of 26, to subsequently discover the students 'attitude toward the activities that the teacher implemented in the reading classes including the three stages pre, while and after reading in order to confirm the techniques that the teacher said in the interview. The purpose of survey was to obtain essential data form students and quantifiable information.

Results

Classroom observations

An observation checklist was designed to observe the teacher's techniques and attitudes from the students towards reading skills. The observation checklist was applied in three different times to be able to look for consistency if the practices of the techniques the teacher used were frequent and the attitude of the students at the same time. The outcome of the observation came up with the environment being proper for students to stay in the class and help them to participate collaborating with the learning process, besides there was no hindrance for students to be able to convey their ideas aloud.

The checklist included four different areas to be observed including environment, student's role, learner's attitude and teacher's techniques each area containing some aspects that reinforce the objectives of the research. In the second area which is student's role, pupils participated in the class working in pairs and groups having the chance to develop their reading skills and in the same way asking the teacher to assess their knowledge through their participation and making questions. On the other hand, students talking time was less than teacher's talking time.

The third area of the checklist was learner's attitude, which represented that the students demonstrated interest towards the topic, although at the moment in which the tasks students did not show a positive attitude (not interested) and just the minority of the students asked questions about the class. What means that students did not like to participate, but when the teacher mentioned about extra points, students immediately participated not because they were motivated it was because of the technique that the teacher used.

In the last area which is teaching techniques, the teacher asked questions in order to be able to check for any prior knowledge, encouraged production activities, providing as well additional material, asked students to read aloud to be able to identify mistakes related to pronunciation. Moreover, the language used by the teacher was easy and clear to be understood, the teacher gained students participation by giving out extra scoring, the purpose of the reading at the beginning of the class was not stated though.

Interview

An interview was designed to obtain specific information from the teacher about the techniques he uses in the three stages pre, while and after reading and it was applied in the last observation day. The teacher was not aware of it and he was asked if he knew what extensive reading was, what techniques were, what techniques he considered the most appropriate for teaching reading skills, which techniques the teacher applied the most to his students, which of the techniques worked better for him and also the activities and procedures he implemented during the whole class of teaching reading skills.

The teacher answered the questions based on his experience in teaching reading skills and he defined extensive reading as the one which is not long either the shortest, but the one which contains a very good content for student's interest, although it is not a clear concept about extensive reading he has at least the idea of what an extensive reading is, a part of this the teacher explained that a technique is an action that occur when something unexpected happen in the classroom, this action or activity is not in the lesson plan,

He mentioned some activities that he does at the beginning of the class (pre-reading stage) for instance; elicitation of the reading's topic, talk about something related to the topic like feedback of it, students' guesses of the reading by looking at the tittle, pair work and so on, but the teacher did not set the purpose of the reading and he does not provide the unknown words to students before reading in order to have a better understanding of the reading and this can affect students' performance when they are participating.

In the while reading stage the teacher asks students what was the reading about, pair work, read aloud, make inferences, he asks students if they understood a paragraph or the whole reading and he gives them extra points when students are not willing to participate to motive them.

Likewise the teacher does almost the same activities in the after reading stage as while reading with the difference that the teacher at the end explains the unknown words to students using some sentences in English as example for them or if students did not understand in English he just say the meaning of the word in Spanish, which would be better to do it in the beginning of the class as it is explained before.

The teacher said that he uses the techniques and more those which encourage students to participate as well as those which keep students awake during the learning process; although, the teacher uses motivational techniques to have an active and interactive class students are strongly conditioned to the techniques that he overuses.

Survey

A survey was applied to students to obtain relevant information about what are the techniques that motivate and which activities demotivate them the most, what are their attitudes towards reading skills also to corroborate if the teacher does so.

Students in general like the class, the activities that the teacher implemented and they felt the class interactive, dynamic and the majority said that the readings brought by the teacher were not difficult, but for the minority they were. Pupils said that long readings, participation and locating main ideas were the activities that they did not like although they were interested in the topic given by the teacher they did not like to participate and they did it because the teacher gave them extra points.

IX. Discussion of Results

The results of this research are organized accordingly to the objectives that were set up since the beginning, after applying the instruments of this research to the students and teacher in Rey Salomon School during the first semester of the year 2016.

From the objective 1: Determine the techniques applied by the teacher for exercising students' Reading skills.

To determine if the activities that the teacher applied to his students for the abilities for Reading skills in English were appropriate, students were applied a survey in which (13 students) represents the 100% of the sample taken for this research. In the first part of the survey as a general perspective of this research, the students were first asked for what they considered about the reading material that the teacher frequently asked the students to perform to measure length, determine level of difficulty and so on. On the other hand, to be able to determine what are those techniques the teacher uses for exercising students' reading skills, the second section of the survey was developed in order for students to recognize what techniques the teacher used during the reading by asking students what the teacher used to do prior the reading got started, then what activities used to be performed while the reading was being developed and finally what the teacher asked for by the end of the class.

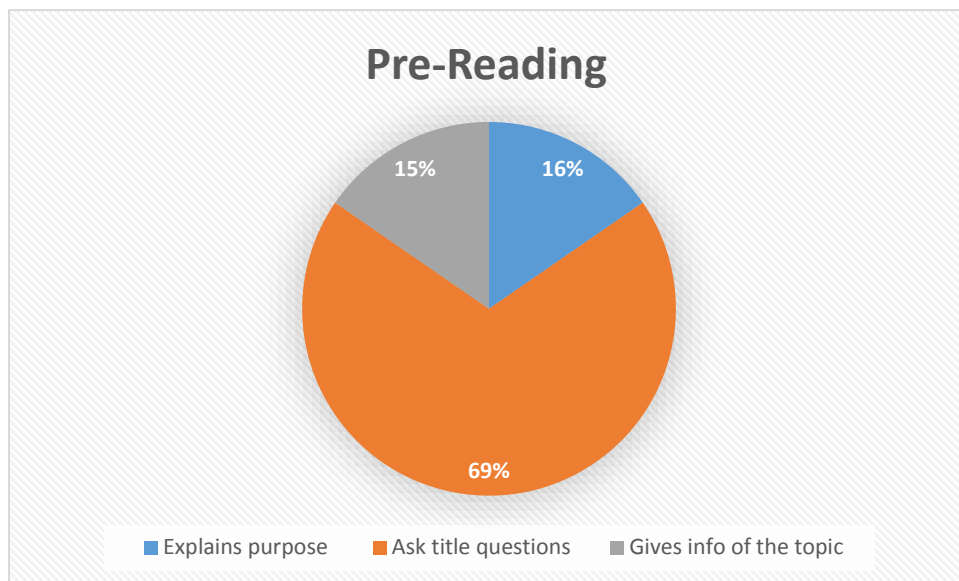
Firstly students were asked what activities the teacher used to do when the reading was about to start, the choices were given in the following order: Explains the purpose of the reading, asks questions related to the title, provides relevant information about the topic, the teacher asks to make predictions based on a fragment of the reading. Students' responses were: 16% of the students said that the teacher explains the purpose of the reading, 69% asks questions related to the title, 15% said that the teacher provides relevant information about the topic and finally 0% said the teacher asks to make predictions based on a fragment of the reading.

According to (Deyuan & Yufen 2006) In the stage of before reading it is important to set a purpose for reading, the teacher at this stage should be able to determine the level of

proficiency to complete the task, also at the moment the reading is just been presented to the students it is important to set up expectations by previewing the text.

In graph 1 is noticeable that 16% of the students consider that the teacher explains the purpose of the reading which is one of the lowest percentage. The teacher at this stage, providing the purpose of the reading should be one of the greatest strengths to be practiced for reading, it is one of the lowest ones though. In the second choice which was to ask questions about title questions of the reading, 69% of the students' responded that the teacher used to ask title questions which was a practice that matches in accordance to Deyuan & Yufen which is a positive process followed by the teacher.

Then, students' responses to the teacher provides relevant information about the reading 15% agreed that the teacher provided information to develop the reading which results as well in a good outcome. Finally, 0% said the teacher asks to make predictions based on a fragment of the reading, in this case the students answers' reflected that this activity is not carried out in process of the reading, in other words, this activity should be more relevant since it is important to create in students the sense of setting up expectations within the ideas or the message conveyed by the text.

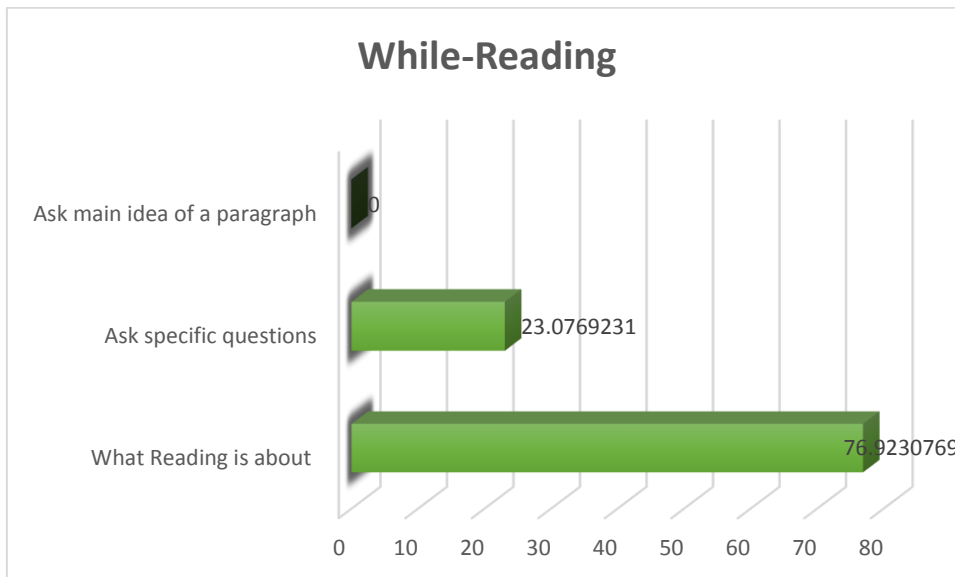


Graph 1. Pre-reading activities

Subsequently, in the following question in the survey, students were asked what were the activities the teacher employed during the reading process, the choices were given in the following order: Asks what the reading was about, Asks specific questions, asks for main idea of a paragraph, ask for the main idea of the whole text. The responses that the students provided were that teacher never asks for the main idea of the paragraph, 23.07% said that the teacher asks for specific questions, then the teacher asks what the reading is about 76.92% and finally 0% that the teacher asks for the main idea of the whole text.

(Deyuan & Yufen 2006) states that during or while the reading it is important to verify predictions, check for accurate guesses, decide what is important for the purpose of the task. During the reading, since students may require a lot of guidance the students should pay special attention, so that it can be properly given. The teacher should be able to use a series of statements, instructions and or questions that would lead students through the assigned reading.

Student' responses towards if the teacher asks for the main idea of a paragraph as reflected in graph 2, was 0% which in relation to verify prediction in the reading should be one of the most important aspects to be taken into consideration, even though this element is not present in the activities the teacher takes in the process of reading, in the next answer which 23.07% of the students said that the teacher asks for specific questions that turns into accurate guesses the teacher did take into consideration this aspect for exercising in students the practice to look for specific information in the reading process, then the teacher asks what the reading is about 76.92% makes a relation to what was the purpose of the reading what represented the strongest teaching area within this stage of the reading. Finally 0% that the teacher asks for the main idea of the whole text that ended up to be as well not reflected within the activities the teacher should as well include for teaching reading skills.



Graph 2. While-reading activities

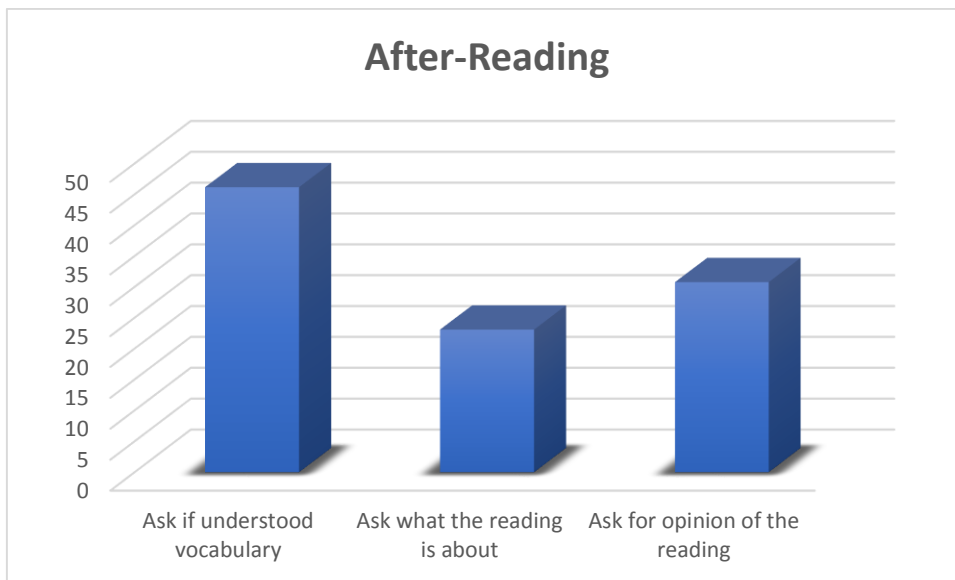
Finally, when it comes about the activities the teacher implement after the reading process in the survey applied to the students the options the students were given are: ask if vocabulary was understood, asks what was the reading about, asks to give their opinion about the reading, ask the relation between the reading and real life.

As illustrated in graph 3 for after-reading activities, 46.15% of the students said that the teacher asks them if they understood vocabulary of the reading, 23.07% said that the teacher asks what the reading was about, in the third response 30.76% said that the teacher asks to give their opinion about the reading, and in the last response 0% of students said that the teacher asks the relation between the reading and real life.

After or post the reading, reading becomes a task of comprehension, it involves that the activities developed appropriate for post-reading, the teacher must consider the vocabulary studied, ask students for author's purpose, and evaluate overall progress in reading on particular types of reading; at this moment is important to determine if the techniques were appropriate. (Deyuan & Yufen, 2006).

According to the students' responses 46.15% said that the teacher ask if they understood the vocabulary of the reading which is important in order to have a better idea of the reading overall which according to Deyuan and Yufen the teacher must consider the vocabulary studied. The 23.07% said that the teacher asks what the reading was about, taking

into account the students' comprehension of the reading content. The third response 30.76% said that the teacher asks to give their opinion about the reading which also contain students' comprehension, although in the last response 0% of students said that the teacher asks the relation between the reading and real life, so the activities for post reading were achieved because many of the techniques were appropriate for this stage even though the teacher did not make a relation between the readings and real life.



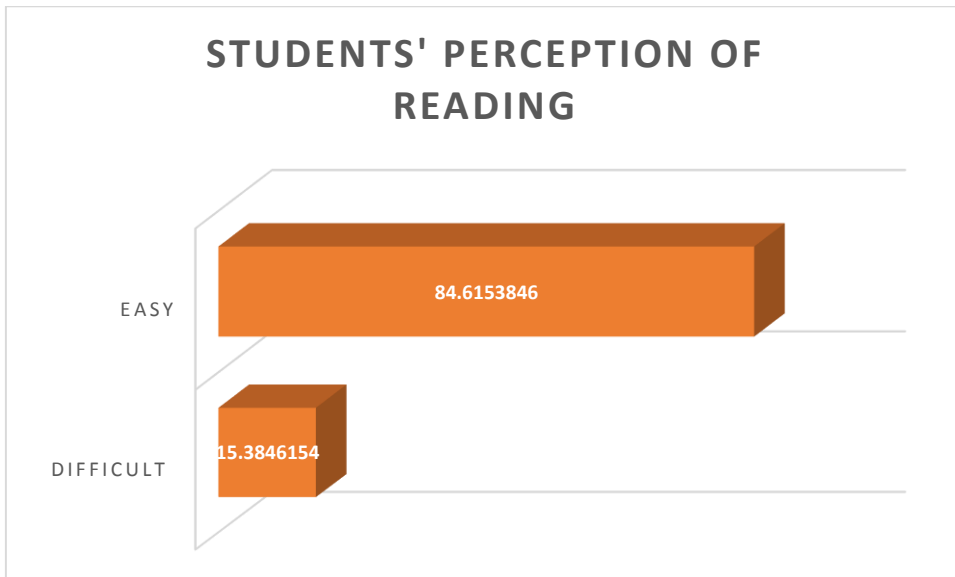
Graph 3. After-reading activities

From the objective 2: Describe the students' attitudes respect to the teaching techniques implemented to develop reading skills.

Identifying the students' point of view about the techniques the teacher uses to develop their reading skills is very important since students may feel they are not being approached in a proper way since there are elements involved in this process like the way the teacher introduces/develops the whole process of the class.

To determine how students feel about the techniques that the teacher uses, within the survey the students responded according to what they consider if reading to their perception was easy or difficult to understand, their responses were addressed in the following way: 84.61% of the students considered that the readings were easy to understand, on the other hand 15.38% of the students agreed that readings for them were hard to be understood.

In brief words, it is noticeable that the great difference in the way the majority of the students perceive the reading class as something that they can actually handle, instead the minority of the students felt readings are not something achievable for them as reflected in graph 4.

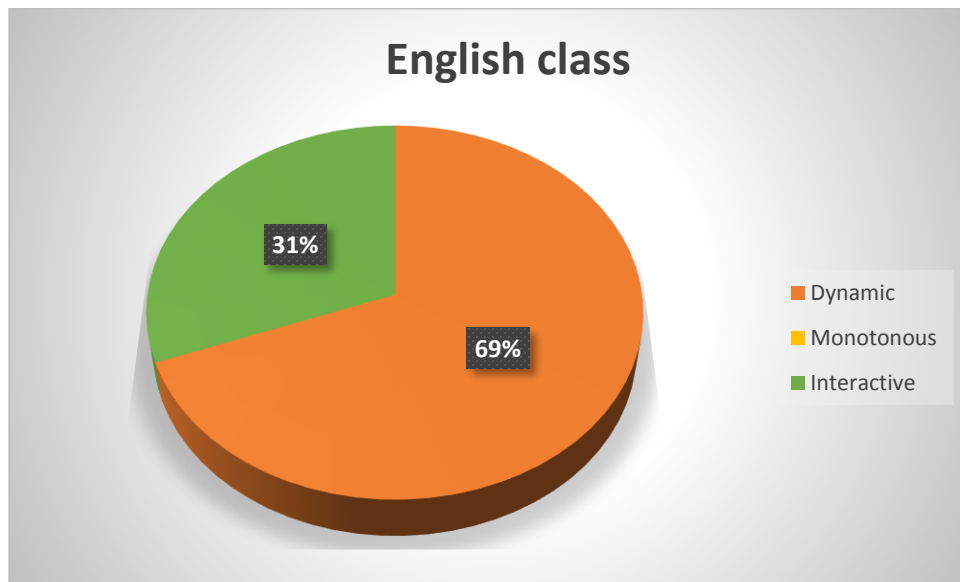


Graph 4. Students' perception about reading

In order to be able to determine what the students' sense or the perception they have about how the teacher presents the class, students were asked to qualify how the reading class was within the survey they were applied. The choices were given in the following order: dynamic (makes use of games), monotonous (not interactive) and interactive (group/pair work).

Students' responses towards qualifying the reading class was that the class was dynamic with 69% of the full percentage which is a very good characteristic of the class and

the majority agreed, then for the second choice about if the class was monotonous there were no response in qualifying the class as monotonous with a 0%, which as well represents that the teacher creates in the class a good interaction between the way the information is presented and the teacher's personality. Finally, students in accordance to how they perceive the class 31% qualified the class as interactive that in the end turns into a good point of view from the students' side and makes the full class more productive. See results in graph 5 presented below.



Graph 5. Class description

From the objective 3: Identify the techniques that promote the motivation of the students' reading skills in English.

There are many techniques to extrinsically motivate students for example: Keeping students active and engaged, creativity and variety, create competition, provide feedback promptly, effectively and efficiently, provide students the opportunity to set goals, start the class with fun and share accomplishment. Among all this techniques, what the teacher applied in the classroom to keep students awake was giving them extra points to promote

students' participation. Although there are other techniques that are not motivational, they worked to make a variety of activities while the reading class was taking place.

The teacher plays an important role to incentive students, for example when the teacher says to his/her pupils "the person who participate answering the question will gain five points" students will do so because he or she feels motivated for the points and it is a extrinsic factor that moves the student to say something. (Wallace, 1992). In other words, the more the teacher makes students participate, the more students will rehearse and learn in the class. So it is necessary for the teacher to involve students in active participation doing pair work or group work

In the interview that was applied to the teacher, he was asked what techniques he considered the most appropriate for teaching reading skills, which his response was that one of those effectives ones was reading aloud to be able to make correction to students' pronunciation, making the rest of the students listen to the student who is reading. Although, to draw students' attention to participate, giving out extra points and organize the class into pairs or groups worked as well, the one that moved students to participate the most was to giving out extra points though.

Another point to consider in this area is that for students it is a lot essential for the teacher to develop the class in an interactive process, so that the students may appreciate that they are being involved in the whole learning process. In order to be able to identify if the class contained this special element students were as well asked to evaluate if they considered the class as dynamic, monotonous or interactive.

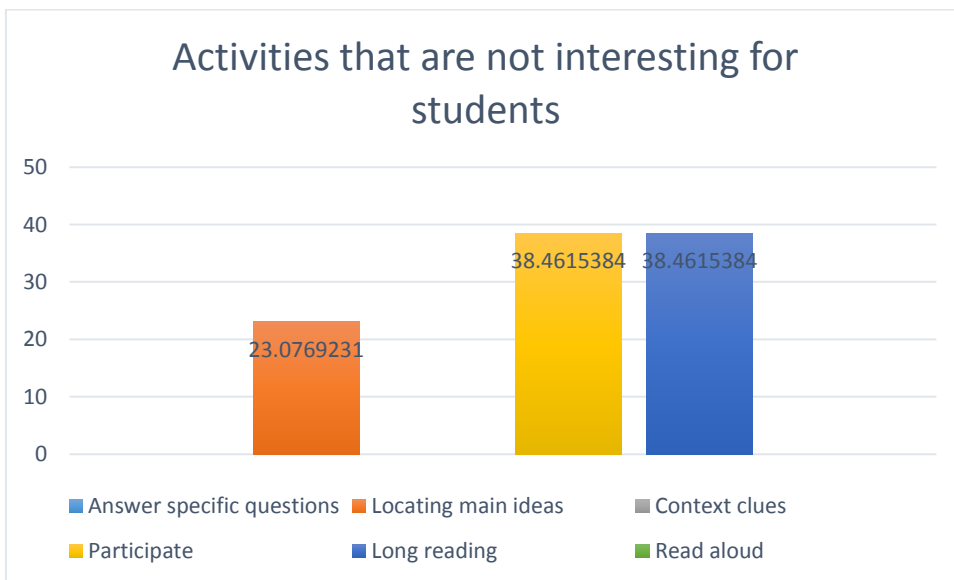
From students' view they qualified the class as being dynamic with 69%, and interactive with 31%, which represents that the teacher is performing a class in which he creates a welcoming environment for students to convey and say aloud their ideas. See graph 5.

From the objective 4: Enumerate the aspects that demotivate students to read in English.

There are series of aspects that may affect students' motivation towards reading skills, some of this factors are intrinsically related to how the class is being develop or even the person that teaches the subject, although when it is referred to the techniques involved in the teaching process, there are certain techniques that students may seem to be not attracted to or may feel boring because they require a lot of concentration and effort.

Students were given a list of options in the survey they filled out in which they would check the ones they were not interested in, the choices were distributed as follows: Answer specific questions, locate main ideas, context clues, participation, long readings, read aloud and read in silence.

In the outcome of this source, students expressed that they that locating main ideas is one of the activities they did not like with 23.07% as one of those techniques they didn't like to exercise since it requires concentration, then one of the techniques they didn't like the most is participation with a 38.46% which might be an issue related to student's lack of interest or knowledge. Finally, the third aspect students didn't like most was to read long readings which is as well related to the likelihood that students may experience boredom.



Graph 6. Non-interesting activities for students

Motivational Techniques for Reading

To determine more aspects students do not like, in the interview that the teacher was applied, when he was asked for the techniques that worked best for him, he proactively mentioned that there certain topics that students did not like, so he needed to find topics they liked if not they would be bored during the whole class. Which that is another contribution from the students to show the teacher that there are certain topics they may not be attracted to, so he may elicit students within random conversations what their likes are.

Another remarkable point that demotivate students that the teacher was eager to mention during the interview was that students sometimes could not finish a given task because they did not have enough vocabulary to deal with in the reading, which in the end represents an obstacle for them.

X. Conclusions

About the techniques applied by the teacher for reading skills, we discussed pre, while and after reading activities, in which for the stage of pre-reading the teacher should be able to practice more to give out what is the purpose he has for that specific reading, including the procedures that it requires to be followed, in order to create a satisfactory beginning for the students to be clear what is exactly what they need to do, providing proper instructions.

In while reading students' most prominent answer was that the teacher asked what the reading is about confirms that the teacher intends to verify the predictions about the reading, this response from the students match the information found about this reading stage. Consecutively, in the third stage of the reading which is after reading reflected that the greatest strength of the teacher relied on making sure if the vocabulary was understood and the second strongest, the teacher asking for students' opinions, that in relation to the way this stage should be performed, the main task of the teacher is to make sure about students' comprehension.

In relation to students' attitudes respect to the teaching techniques, the majority consider that the level of difficulty of the reading is at their level of understanding, 85% of students replied positively stating that the readings are easy to solve. Referring to the way the teacher presents the class and the students' point of view of the reading class they could perceive the class as dynamic (makes use of games), and interactive (group/pair work) which is a good characteristic of the class.

In regards of the techniques that promote the motivation of the students' reading skills, the teacher highlighted that the techniques that students like for reading skills are: having pair and group work, asking students to read aloud in a random manner so they could be awake and make the rest listen to what that student is reading and compensatory techniques such as giving out extra points for participation. On the other hand giving extra points demonstrated as well that students felt moved to participate mainly once the teacher has stated he would give those points, (or partial qualification of the English class) this was reflected through the observation list which was applied in the class three times.

Motivational Techniques for Reading

Finally, for the objective related to the factors that demotivate students to read in English helped to identify that students do not like to locate main ideas, besides that they did not like to participate proactively in the class unless a remuneration exists and as well as to read long readings since they might fall into boredom.

Besides the teacher let us know that students lacked of interest in topic that may not be led directly to satisfy their needs or likes, so he needed to find topics that students may feel attracted to. Moreover, another aspect was that whenever a task was given, some students did not feel able to accomplish certain exercises because they did not have vocabulary which represented an obstacle for them.

XI. Recommendations

Continue to encourage students to read aloud to keep on practice, promote students' contribution with each other to build their own knowledge. Keep into confirming in the middle of the reading any prediction students may have about the reading. At the beginning of the class, give students the chance to know the purpose of the reading, providing clear instructions, verifying if the language that is used in the reading is easily handled by students.

Maintain elicitation of students' knowledge to check what they already know about the topic. Exercise more location of main ideas so that as students keep on doing this type of exercises their understanding about this process may result easier for them in the future, making sure that students fully understood the message of the reading, exercising main ideas exercises.

Promote more varied types of motivational activities such as roleplaying, having a funny activity at the beginning of the class as often as possible, recognizing students' improvement from a specific time earlier and so on. Try not to rely into compensatory techniques to make students participate in the class because it will create a dependence on their extrinsic motivation. Provide students tips on how they can easily learn more vocabulary to be prepared for certain task they may encounter in the future.

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XIII. Annexes



Universidad Nacional Autónoma de Nicaragua

UNAN-Managua

Encuesta a los alumnos de 11vo grado del colegio Rey Salomón.

Objetivo: Identificar las técnicas que el maestro implementa en las clases de lectura en inglés.

Estimados estudiantes de 11vo grado le hacemos un saludo cordial y también le damos muchas gracias por su participación.

De acuerdo a su criterio marque con un check “✓” la opción que usted considere apropiada según la pregunta.

1. ¿Le gustan las lecturas en la clase de inglés? ¿por qué?

- a) Todas
- b) Algunos
- c) Ninguna

Especifique: _____

2. ¿Cómo son las lecturas que el profesor aplica en la clase? (Puede marcar más de una opción)

- a. Ilustradas
- b. Sin ilustraciones
- c. Largas

d. Cortas

e. Otras: _____

3. ¿Cómo han sido las lecturas de inglés para usted?

a. Muy difícil

b. Difícil

c. Fáciles

d. Muy fácil

4. Marque las actividades que el maestro ha implementado antes de empezar una lectura en inglés.

a. Explica cuál es el propósito de la lectura

b. Hace preguntas relacionadas al título

c. Provee de información relevante al tema

d. Presenta parte del texto y luego pide que predigas que sigue.

e. Otro: _____

5. Marque las actividades que el maestro implementa durante la lectura.

a. Pregunta de qué se trata la lectura

b. Hace preguntas específicas

c. Pide la idea principal de un párrafo

d. Pide la idea principal de todo el texto

e. Otro: _____

6. Marque las actividades que el maestro implementa al terminar la lectura.

- a. Pregunta si entendieron el vocabulario de la lectura
- b. Pregunta de qué trata la lectura
- c. Pide que opinen sobre la lectura
- d. Pregunta sobre relación entre la lectura y tu realidad

7. ¿Qué tanto te motivan las actividades que el maestro implementa en la clase de inglés al analizar una lectura?

- a. Mucho
- b. No mucho
- c. Algo
- d. Muy poco
- e. Nada

Por qué? _____

8. ¿Qué actividades de lectura no son interesantes para ti?

- a. Responder a preguntas específicas
- b. Encontrar ideas principales
- c. Interpretar el significado de las
Palabras de acuerdo al contexto
- d. Participar en público
- e. Uso Lecturas largas
- f. Leer en voz alta
- g. Leer en silencio
- h. Otra: _____

9. ¿Cómo es la clase de inglés?

- a. Dinámica (usa juegos)

- b. Monótona (no es interactiva)
- c. Interactiva (conversación en parejas, grupos)

10. ¿Cómo es el maestro con ustedes a nivel personal?

- a. Accesible
- b. Comprensivo
- c. Orgullosa
- d. Autoritario
- e. Risueño

Otras: _____

11. ¿Te sientes motivado con las clases de inglés? ¿Por qué?

12. ¿Qué habilidad del inglés te gusta más; hablar, escuchar, escribir, leer?

Justifique su respuesta.



National autonomous university UNAN Managua
applied research

Interview for the teacher of Rey Salomon School

Objective: Identify the techniques that the teacher uses to motivate students in the practice of extensive reading.

Dear teacher, here you have some questions that can help us to do our research work, beforehand thanks a lot for your contribution.

Read each question and answer them according to your professional experience

1. What is extensive reading? Besides that, do you use it?
2. What are teaching techniques?
3. What techniques do you consider are the most appropriate for teaching reading skills? Which one of those work better for you?
4. How do you motivate students for extensive reading skills?
5. What activities do you implement at the beginning, while and after the reading? Which procedures do you follow?

Classroom observation check list

School: _____

Observation number: _____ date: _____ skill: _____

Topic: _____

Objectives:

- This instrument is intended to observe the teacher’s techniques to develop students’ interest in reading skills.
- Determine the students’ attitudes toward the reading classes and the environment in which it is developed.

CRITERIA	ACHIEVEMENT		
	YES	NO	PARTLY
A. Environment			
1. Does the class have a friendly atmosphere?			
2. Do students seem be comfortable?			
3. Does the sitting alignment of the class helps the appropriate oral communication skills?			
B. Students’ role			
1. Do the majority of the students participate in the class?			
2. Is the student- talking time sufficient enough as to allow interactive communication?			
3. Are the students given the opportunity to assess their own progress?			
4. Do the activities promote students’ cooperation?			
C. Learners’ attitudes			
1. Do students show positive attitude while carrying out the task?			
2. Do students appear to be interested in the topic under discussion?			
3. Do students show commitment asking questions for the discussion to continue?			

Motivational Techniques for Reading

D. Teacher's techniques			
1. Does the teacher elicit students' participation during the class?			
2. Does the teacher state the reason for the reading?			
3. Does the teacher ask students to read aloud?			
4. Does the teacher encourage students in the production of illustrations, roleplaying and so on?			
5. Does the teacher provides extra scoring for participation in the class?			
6. Is the teacher's language the most clear and easy for the level of the students?			

Comments: _____

Script for the interview applied to the teacher about extensive reading

Letter “**T**” stands for teacher, and letter **R** stands for researcher.

R: Would you mind read the objective?

T: What I have on here? Ok... Identify the techniques that the teacher uses to motivate students in the practice of extensive reading. Dear teacher.... Thank you!, here you have some questions that can help us to do our research work, beforehand thanks a lot for your contribution. Read each question and answer them according to your professional experience... ok

R: So, what is extensive reading?

T: OK, in my personal opinion extensive reading is a reading that is not too long like it is extensive and either the shortest but the one the students can understand in the.. according to the level...

R: Do you apply them to your classes?

T: Yes, of course!

R: How do you apply them?

T: Ok, how..?

R: What is your procedure?

T: Ok, the procedure I have used with my students is to before present the reading I ask them if they already know something about the topic that we are going to talk about or read about, then when they see the title of the reading, they say what.. or I ask them to state what is the reading about and they can say what they think... and after that... I ask students to read in pairs just in case some of them do not know the vocabulary in the reading they can help each other and sometimes they do it alone.

R: What are teaching techniques for you?

T: Ok, teaching techniques are the ones that I didn't think about it when I'm planning my lesson plan and for example something happen in the time that I'm teaching the reading.. I can do something, but is unexpected for me and I do it because I see the situation that is required I apply it.

R: mmmm.. what techniques do you consider are the most appropriate for teaching reading?

T: Eemm.. reading aloud is a good one because I can notice there and I can correct my students their pronunciation, if they understand and make others listen to the one who is reading and they perhaps in that way they cannot get bored.

R: Do you have another one?

T: No, there are others for example, I don't know if it is a technique but I use it.... And and I ask them if they knew the vocabulary in the reading and sometimes I ask them to tell me what the reading is about or just to give me their opinions about the reading..

R: mmm.. of all techniques which is the one you use the most, or the one that works better for you?

T: When I tell them, ok if you answer the questions I can give you extra points and I see all of them want to participate because they wanna get the points.. there is another one too..

R: Yes the ones that I would like you to talk about now is the ones.. let's say reading aloud, pair work, vocabulary, so which is the best one?.. the best one you said giving out points...

T: Yeah..

R: And which is the other one?

T: the other one is work in pair because they can help each other for asking something and they can assess their knowledge.

R: How do you motivate your students for reading?

T: Ok, sometimes I tell my students that reading is important and to read aloud develops reading skills, comprehension skills, and they can like cover a new word by doing, by reading sorry.... And I motivate my students for example reading some reading about their interest.. that's a good point because if I ask them to read something boring for them, they can get bored, and won't want to read.

R: Ok, what are the activities that you do at the beginning, while and after the reading process?

T: I already told you.. what I do at the beginning..

R: Tell me what you do at the beginning...

T: I ask them what they think about the title, if they know about the topic they are gonna read... mmm.. what else... they can give me their opinion.. we talk about something related about the reading..

R: What you do while?

T: While, I ask them to read aloud, if they understood the paragraph or if they understood the vocabulary maybe, maybe the vocabulary because sometimes they stop reading because they don't know a word and is an obstacle for them.

R: What do you do then at the end?

T: Then if they don't know a word I explain them I give them examples but in English, sometimes when they don't catch the idea I tell them in Spanish... you know the exact meaning and I tell them that the meaning may vary depending to the context... and sometimes I ask them what they think about the paragraph they read and the author sometimes a little bit of inferences, but according to their level, not a deeper way.

R: Which are the procedures you take? What you do first, what you do then?... You know what I'm talking about right? Like for example, ok this is the way I'm going to have this, have here the papers...

T: mmm.. . ok the way I arrange the classroom?

R: The instructions you give...

T: Ok, I ask them to seat down in a semi-circle because I want each one to see their faces of the others..

R: ok?

T: Students... and it allow the way they are sitting allows the participation, they can look at their classmates' faces, but sometimes I don't do it in semi-circle they are in different lines, is like 50 and 50%.

R: ok, What do you do after you decide the seating alignment?

T: Ok...

R: How do you give out the instructions?

T: I ask them to seat and I do like a... I prepare them to read, we talk about the topic, the reading for example if the reading is about non-governmental organization, I ask them then what is, what is a non-governmental organization is, what was the last reading we had, then they can tell me: ok teacher, this is a non-governmental, right?.. like I prepare them to read.

Environment	Student's role	Learner's attitude	Teacher's technique
<ul style="list-style-type: none"> ❖ Some of the students felt welcome to be in the class, some others felt uneasy. ❖ Most of the students seem to be comfortable. ❖ The environment of the class provided the required conditions for oral communication. 	<ul style="list-style-type: none"> ❖ The majority of the students participated during the class. ❖ The students talking time was less than students talking time. ❖ Students had the chance to assess their own progress. ❖ Students were able to work in pairs and groups. 	<ul style="list-style-type: none"> ❖ Not all students demonstrated a positive attitude while carrying out the tasks. ❖ The majority of the students showed interest in the topic under discussion. ❖ The minority of the students asked questions about the class. 	<ul style="list-style-type: none"> ❖ The teacher elicits students' participation in the class. ❖ The reason for reading was not stated. ❖ The teacher promoted the habit of reading aloud. ❖ The teacher encouraged production activities and provided additional material. ❖ The teacher increased students' participation by giving extra scores. ❖ The teacher used clear and easy language.

Chronogram

Items	Weeks	August					September					October					November				
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Setting up topic, problems and sub-problems																					
Creating general objective and specific objectives																					
Developing justification, introduction, start with theoretical frame																					
Continuing with theoretical frame and, creation of instruments																					
Applying instruments																					
Interpretation of data																					
Analysis projection, conclusions																					
Suggestions, recommendation																					
Final Check																					
Hand in final work																					