

**UNIVERSIDAD NACIONAL AUTÒNOMA DE NICARAGUA
FAREM-MATAGALPA**



GRADUATION SEMINAR

Theme:

“Difficulties in the teaching and learning process of English as a foreign language in high schools of Matagalpa and Jinotega, during the second semester 2011”.

Sub-theme:

Difficulties faced by the English teacher for developing the reading skill in the seventh grade students at Miguel Larreynaga school of Matagalpa city during the second semester 2011.

Authors:

Daysi Linerth Martinez Zelaya
Marlon Javier Valdivia lopez

Tutor: Professor: Marisela Coronado.

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Theme

Difficulties in the teaching and learning process of English as a foreign language in high school of Matagalpa and Jinotega during the second semester 2011.

Sub-theme

Difficulties faced by the English teacher for developing the reading skill in the seventh grade students at Miguel Larreynaga school of Matagalpa city during the second semester 2011.

Dedication

This seminar is dedicated firstly to God, because He guides our steps everyday and gave us the wisdom to finish the seminar.

Particularly to our parents, who gave us the satisfaction of life and led us through the right way, and helped us in these five years and to our daughters who motivated us to reach our goal.

To our teacher Marisela who was our tutor during the graduation seminar.

Acknowledgment

In a special way we would like to thank to people into and outside of the National Autonomous University of Nicaragua in Matagalpa (FAREM –Matagalpa), for allowing us to develop our abilities in this research.

We give our thank, especially to professor Marisela Coronado who always understood us to do this research. She was our best resource to develop and carry our seminar.

We also give thanks to, the English teachers, sub-directors, directors and students at Miguel Larreynaga school of Matagalpa who contributed with us to do our research about the difficulties faced by the English teacher for developing reading skill.

UNIVERSIDAD NACIONAL AUTÓNOMA DE NICARAGUA

UNAN FAREM- Matagalpa



“2012, Hacia la Acreditación Universitaria”

PROFESSOR'S VALUATION

With the Graduation Seminar "**Difficulties in the Teaching and Learning Process of English as a foreign language in high schools of Matagalpa and Jinotega, during the second semester, 2011**" The authors Daysi Linerth Martinez Zelaya and Marlon Javier Valdivia Lopez complete their Bachelor's degree in English at the UNAN-Managua. The authors present a final report that meets the requirements of the Regulations of the National Autonomous University of Nicaragua- UNAN Managua and they have applied the proposed methodology for developing the Graduation Seminar. Its structure is according to what is required in the regulations for this type of graduation.

The authors of this research have shown consistency, discipline and dedication to the subject investigated, present a topic of current teaching interest and it will serve greatly to English teachers at Miguel Larreynaga school of Matagalpa City and all teachers who teach this subject in High School.

As tutor of the seminar “Difficulties faced by the English teacher for developing the reading skill in the seventh grade students at Miguel Larreynaga school of Matagalpa city during the second semester, 2011.” I consider that it fulfills with the objectives and the requirements of a Graduation Seminar, therefore it is ready to be defended.

Lic. Marisela Coronado

Summary

The difficulties faced by the English teacher for developing the Reading skill in the seventh Grade students at Miguel Larreynaga school of Matagalpa is our sub-theme, which pretend to get information about some problems faced by the English teacher and to suggest some strategies.

English teachers must be careful when planning a daily plan and thinking about techniques and strategies to use in each content.

The English teacher uses traditional techniques and strategies. For example, most of the activities used in the classroom are writing on the board, listening to the teacher and repeating the words.

It is considered that the English teacher does not use teaching materials such as: textbooks, magazines and also does not use textbooks such as: tales, poems, histories, novels because the students have little knowledge of English, this is why she does not practice the reading skill with students.

For this reason, the purpose of this research is to help the English teacher with some appropriate techniques and strategies to teach the reading skill that will reach in students an intellectual development in the comprehension and fluency of English texts.

It is important to mention that some techniques and strategies require teaching material such as: audio visual aids, worksheets, workcards, all this resources facilitate the application of strategies and activities for developing reading skills in students; making the English classes more interesting and funny for students.

The main conclusion is that the English teacher uses traditional methods when she teaches reading skill in seventh grade.

I. Introduction

The theme of this research is about difficulties in the teaching and learning process of English as a foreign language of Matagalpa and Jinotega during the second semester and the sub-theme is about difficulties faced by the English teacher for developing the reading skill in seventh grade students at Miguel Larreynaga school of Matagalpa city during the second semester 2011.

This research was fulfilled at Miguel Larreynaga School, with a sample of thirty-eight students of seventh grade, section "F" and an English teacher.

It is considered that many teachers face great difficulties for developing reading skills especially in seventh grade students because of different problems such as: lack of strategies, lack of teaching material, lack of student's interest and some students have little knowledge of English.

A person who does not have the ability of reading is not able to communicate his or her ideas with correct words, as well as he or she cannot understand what has been written.

It is important to mention that the techniques and strategies help to facilitate the teaching and learning process because they provide different ways of planning the class. These strategies are to help increase students' knowledge.

The purpose of this research is to identify the difficulties faced by the English teachers for developing reading the skill and to suggest some strategies that can be used to face these difficulties.

The methods used in this research were: scientific method analyzis, and synthesis with an universe of fifty students and one English teacher and taking a sample of thirty-eight Students of seventh grade, section "F".

For the analysis of this information: graphics of pies in the excel program were used.

This research has the following variables:

- English teaching process /Reading skill

The sub-variables are:

- Teaching Methodology for developing reading skill
 - Lesson plan
 - Reading techniques and strategies
 - Classroom activities
 - Teaching material
 - Didactic communication
- Teachers training for developing reading skill
 - professional training
 - No professional training

For to measure these variables instruments such as: interview, survey, and observation guide were applied.

II. Justification

This research is about the difficulties faced by the English teacher for developing the reading skill in the seventh grade students.

The purpose of this work is to give more information about new teaching techniques and strategies that can be used by English teachers for developing the reading skills in the seventh grade students and overcome some difficulties faced by the English teachers and students in the reading skill development.

It is necessary to practice better techniques and strategies in order to teach reading. This will contribute to get better reading comprehension in students during their English language learning.

It is important to mention that without the reading skill a person who is learning another language cannot communicate effectively or express his or her ideas. For that reason, this research will be of great help for improving the English teaching process of the reading skill; and for getting a successful and meaningful reading skill development not only in the seventh grade students at Miguel Larreynaga School but this work is going to be an important teaching tool for other English teachers and students.

This research is going to impact people who are involved in education, because it will offer new and great ideas for teaching and learning reading skill.

III. General Objective:

To assess the difficulties faced by the English teachers for developing the reading skill in the seventh grade students at Miguel Larreynaga school of Matagalpa city during the second semester 2011.

Specific Objectives:

- To identify the difficulties faced by the English teacher for developing the reading skill in the seventh grade students at Miguel Larreynaga school of Matagalpa during the second semester 2011.
- To explain the difficulties faced by the English teacher for developing the reading skill in the seventh grade students at Miguel Larreynaga school of Matagalpa city during the second semester 2011.
- To suggest some suitable teaching strategies and techniques to English teachers for improving the development of the reading skill in the seventh grade students

IV. Development

Characterization of the school

Miguel Larreynaga School was founded in 1970 and began as elementary school in 1969.

The first teachers were: Hilda Martinez and Doris Zeledón.

This school began with 70 students and two teachers of elementary school.

In 1990 this institution opens a regular secondary school, nowadays it has 1800 students and 25 teachers.

Infrastructure of the school:

- 14 classrooms
- 1 library

Reading skill definition.

“Reading is a process whereby one looks at and understands what it has been written” (Silberstein; 1994: 12). Reading is considered as the decodification of words, sentences, and complete texts.

Nowadays, it is for students to get the meaning of different texts in a second language, students show difficulties in the comprehension of what has been written when they read, for example: unknown words, miss pronunciation, lack of interest or lack of fluency.

“Reading is a complex information processing skill in which the reader to (re) create meaningful discourse” (Doff; 1988:12)

Readers interact with texts in order to interpret them, analyze them and to give an opinion about them.

Importance of the reading

It is to develop fluent independent, readers who set their own goals and strategies for reading student learn aspects of the reading process through reading (Doff; 1988:12).

Reading is very important because it allows us to create, goals and strategies to develop skills in students such as: comprehension and fluency in reading.

It also, helps to decodificate words sentences and complete texts; it allows students to understand what is written, it gives students the knowledge of the content on texts.

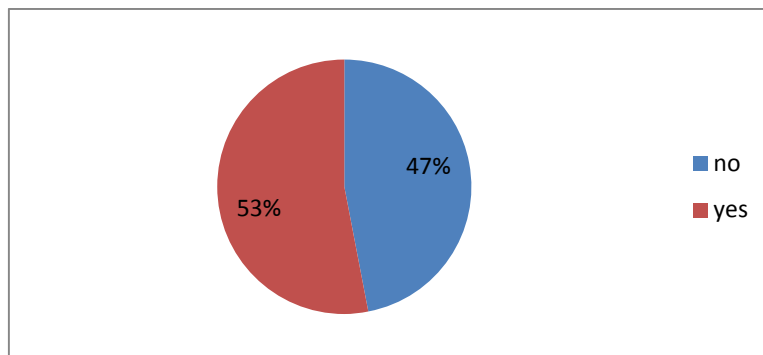
It permits to engage into communicating with the greatest thinkers of all times. Prior to anything reading is to establish a dialogue with the author, understanding his or her thoughts, to ask question and try to find answer within the text.

Reading also creates a relationship to criticize and go beyond context; it does not imply accepting ideas literally, but it demands understanding.

The following graphic shows the student's opinion about if they like to read. Twenty students equivalent to 53 percent expressed that they like to read and eighteen students equivalent to 47 percent expressed that they do not like to read.

It is considered that the English teacher needs to apply reading activities in her plan because the students are interested in reading.

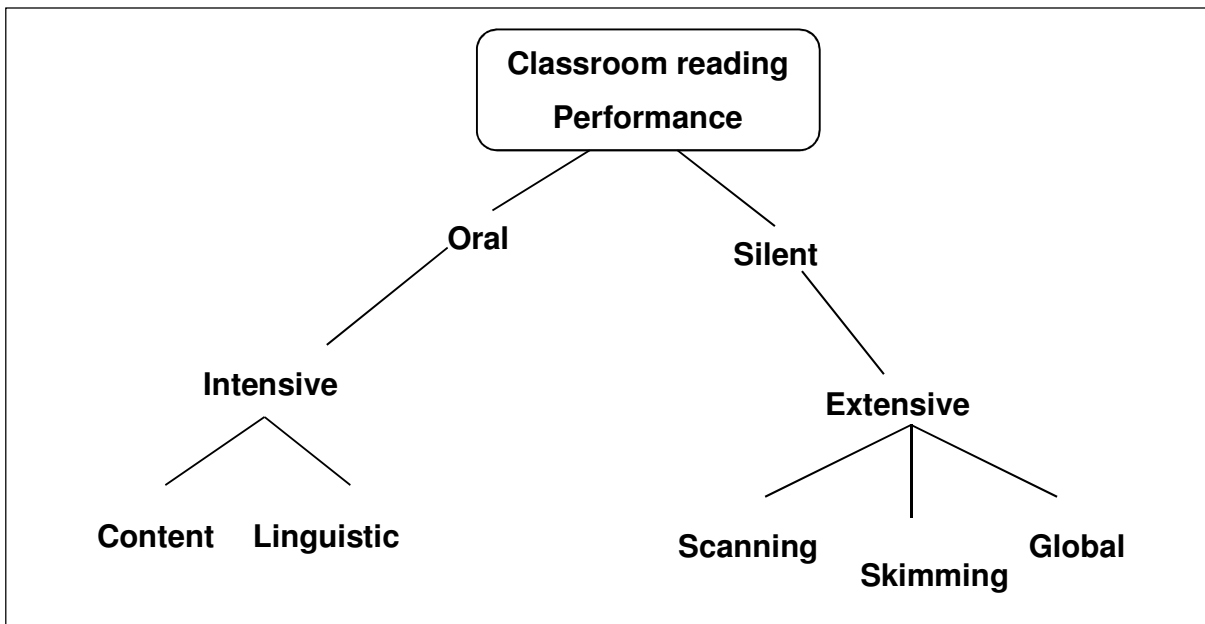
Do you like to read in English class?



Types of reading

Variety of reading performance in the language classroom is derived more from the variety of texts to which you can expose students from the variety of overt types of performance.

See the following figure for better comprehension.



Oral and silent Reading

Oral and Silent Reading are really two separate skills. Oral Reading may be useful for reporting information, for improving pronunciation, but a reading lesson should focus on silent reading. When students read silently, they can vary their pace and concentrate on understanding more difficult portions of the text.

In silent reading, students can all read at their own speed, and if they do not understand a sentence they can go back and read it again. Teachers may intend to

help students by reading the text aloud for them, in fact reading the text aloud is impossible, because students can not follow teacher rhythm of reading.

Occasionally, you must ask students to read in oral way. At the beginning and intermediate levels of the reading. It can be useful like:

- a. Serve as an evaluative check on bottom – up processing skills,
- b. double as a pronunciation check, and
- c. Serve to add some extra student participation if you want to highlight a certain short segment of a reading passage.

The disadvantages of too much oral reading can easily come into play:

- A. Oral reading is not a very authentic language activity.
- B. While one student is reading others can easily lose attention (or be silently rehearsing the next paragraph).
- C. “It may have the out word appearance of student participation when in reality it is mere recitation”. (Brown; 302: 2000)

Oral and silent readings are two types very important to analyze different texts. Oral reading presents some advantages: it motivates the participation of the students in the activities of reading and the students can practice pronunciation but it also has disadvantages such as: lack of concentration, the students only recites texts.

In the classroom, it was observed that oral and silent reading present these advantages and disadvantages when English teacher makes these activities for developing reading skill, actually when a student reads a paragraph others are distracted or talking. Only one student is active at a time; the others are either listening, or playing.

➤ **Intensive and Extensive Reading**

“Silent reading may be subcategorized into intensive and extensive reading. Intensive reading, analogous to intensive listening, is usually a classroom oriented activity in which students focus on the linguistic or semantic details of a passage, intensive reading calls students attention to grammatical forms, discourse markers and others surface structure details for the purpose of understanding literal meaning, implications, rethorical relationships, and the like”.(Brown; 2000:312)

As a “zoom lens” strategy for taking a closer look at a text intensive reading also may be a totally content – related reading initiated because of subject matter difficulty.

“Extensive reading is carried out to achieve a general understanding of a usually some longer texts (book, long article. or essays, etc) most extensive reading is performed outside of class time. Pleasure reading is often extensive technical, scientific, and professional reading can, under certain special circumstances, be extensive when one is simply striving for global or general meaning from longer passages”.(Brown; 2000: 313)

The advantages of extensive reading are:

- Extensive reading can sometimes help learners get away from their tendency to overanalyze or look up words they do not know, and read for understanding.
- Students gain appreciation for the affective and cognitive Window of reading: an entree into new worlds.

According to Brown intensive reading is when a reader analyzes details of the text such as: vocabulary, grammar, pronunciation, comprehension that permit to establish the relationship between the reader and the text.

Extensive reading, it is a reading which shows a general idea about the text and they are very long reading where the reader do not look for details about the reading.

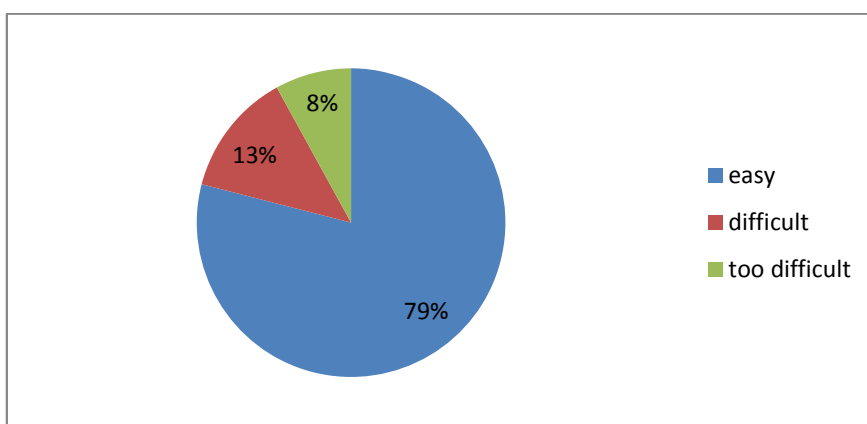
According to the interview applied to English teacher who said that: she does not always use reading in seventh grade because students have little knowledge in English and have not developed the reading skill.

The types of reading the most applicable into the classroom is the “intensive reading “, because there are factors that interfere in the development of the extensive reading such as:

- The time (it is a short time)
- They are not according to student’s levels.
- This is a large class and it becomes bored.

It is important to take into account the student’s level of comprehension when the teacher asks them to read an English text. The following graphic shows us the student’s opinion about the grade of difficulties when they read an English text provided by the teacher. Thirty students equivalent to 79 percent expressed that English texts are easy to read for them. Five students equivalent to 13 percent said that English texts are difficult.

The English texts that the teacher uses are.



Planning for developing reading skill

What is a lesson plan? “It is a teacher’s detailed description of the course of instruction for one class. A daily lesson plan is developed by a teacher to guide class instruction. Details will vary depending on the preference of the teacher, subject being covered, and the need and/or curiosity of children. There may be requirements mandated by the school system regarding the plan”. ([Http://www.longman.com/world](http://www.longman.com/world) view)

It is considered that a lesson plan is a didactic guide developed by a teacher which is detailed with adequate strategies and activities for each content.

The English teacher must take into account the purpose of the content, and the need or curiosity of students.

In the classroom it was observed that the lesson plan was according to the level of students but it was very traditional because students only were listening and repeating phrases.

Why is it important the planning for developing reading skills?

It is important to mention that a lesson plan helps teachers to prepare the lesson; it helps them decide exactly what they will do. Teacher also can look at the lesson plan again after the lesson, and use it to evaluate what happened. (Did they do what they planned to do? Was each stage successful?)

“The lack use of reading stages is often neglected in the classroom.”(Koller; 2008:24)

It is believed that reading stages are the main parts in the reading process, using these stages students will have a successful reading.

According to the observation guide the seventh grade students are not motivated to participate in the activities due to the lack of dynamic strategies.

Stages of the lesson

According to Brown (2000) a lesson plan must contain several elements such as:

- Title of the lesson
- Time required to complete the lesson
- List of required materials
- List of objectives, which may be behavioral objectives (what the students can do at lesson completion) or knowledge objectives.
- The set that focuses students on the lesson's skills or concepts, these include showing picture or models asking leading questions, or reviewing previous.
- An instructional component that describes the sequence of events that makes up the lesson.
- Independent practice that allows student to extend skills or knowledge on their own.
- A summary, where the teacher wraps up the discussion and answers questions.
- Analysis component the teacher uses to reflect on the lesson itself such as what worked, what needs improving.(Brown;2000:313)

It is believed that these stages are very important in the teaching and learning process because they permit to the teacher to get an idea about the strategies and techniques that can be applied to reach the objective propose in a lesson plan.

In the classroom, it was observed that the English teacher did not use these stages at all because in her plan of class she did not use teaching material.

Techniques for developing reading skills

“Technique :(also commonly referred to by other term): Any of a wide variety of exercises, activities, or tasks used in the language classroom for realizing lesson objectives.”(Brown; 2000:315)

According to Brown the technique include behavior, task, exercise, activity, procedure, practice, and even strategy that permit to the teacher to reach the objectives propose in the classroom.

In the classroom, it was observed that the English teacher applied activities and exercises however they did not help to develop reading skills.

“Motivating techniques: one popular and intrinsically motivating approach to reading instruction is the Language Experience Approach, where students create their own material for reading. Other approaches in which learners are given choices in selecting reading material offer a degree of intrinsic motivation.”(Brown; 2000:313)

It is considered that the students feel motivated when they elaborate their own material for reading because they not only read; but they also practice other abilities, for example writing.

In Seventh grade students, it was observed that they do not elaborate their own material in reading. Therefore they are not intrinsically motivated to read texts.

English teachers can help students to read by instructing them in using the stages of reading: Pre-reading, While–reading and After- reading.

“Pre-reading stage is a technique for arousing interest in the text, to encourage students to think about the topic of the text before reading , to relate the text to student’s experiences and interest, to train students to make predictions and guessing before reading, to provide students with a reason to read, etc”.(Mark; 1994: 137)

It is considered that pre-reading is a stage that permits to the English teacher to introduce the reading topic and to encourage to the students through of dynamic strategies such as:

- ✓ Conversation, discussion (topic, title, picture, leading.)
- ✓ Questions about topic, title, picture, heading.)
- ✓ Prediction about the text.
- ✓ To guess vocabulary.

According to the observation guide, the teacher did not do this stage therefore the students did not do these activities before reading. The students did not have the opportunity to bring the best of their knowledge about the text.

“While-reading stage is a technique for training students to read in different ways to guess the gist or find specific information; to train students to attract more detailed information; to train students to detect implied attitude; to train students to deduce meaning and ignore words that are not essential for comprehension; to make students aware of the reference system; to train students to recognize text structures”. (Mark; 1994: 138)

It is considered that the while-reading stage is a technique where the English teacher put the students to do different activities such as:

- ✓ Selection or matching exercises.
- ✓ Give a text a title
- ✓ Filling in blanks/cloze.
- ✓ Following instructions (route a map, dictation.)
- ✓ Descriptions
- ✓ Reports

- ✓ Answering questions
- ✓ Interviews
- ✓ Summarizing texts.
- ✓ Information gap (student A reads a short text and then passes information orally on to student B. Student B can take notes and compare them to original text.)

In spite of the application of this stage by the English teacher it was observed that she did not use it in its totality because the students in this stage only were reading aloud.

“After-reading stage; this technique is for training students to respond to what she or he has been reading; to help students to active what she or he has been learned through reading; to integrate the reading skill with other skills; to extend the while reading work”.(Mark; 1994: 138)

In theory this stage permits to the English teacher to develop in the students the comprehension of what she or he has been reading. This stage also, helps to the students to be better readers.

Some activities that English teachers can use after reading stage are:

- ✓ Role-play (simulation, dramatization, etc.)
- ✓ Discussion. Debates.
- ✓ Writing (letters, postcards, messages, ads, etc.)
- ✓ Problem solving activities.
- ✓ Listening to related text.

In seventh grade the English teacher only use some activities such as:

- ✓ Questions and answers
- ✓ Writing of texts
- ✓ Comprehension of texts

In the teaching and learning process of the English language exists different methodological strategies and a lot of interesting activities for developing the four skills of the language. Unfortunately, these strategies and activities are not used in the classroom.

Seventh grade students at Miguel Larreynaga School are asked to read a text and answer questions, but they were not instructed with activities like before reading and while reading. They worked in groups when answering questions. It is difficult to finish this activity successfully because they do not practice reading in class.

Strategies for developing reading skill

“Methodological strategies are the different ways of planning a teaching. Teachers use them to close the knowledge to the students. It must be a support, advising or to shed light a bibliographical content”. (Stanovich; 1986:301)

According to Stanovich the methodological strategies guide to the teacher when he or she is planning. The English teacher class must research adequate strategies to get a better development in the classroom and to close the knowledge to the students.

Nowadays English teachers do not use adequate methodological strategies when they plan a class.

The English teacher must take into her students' level before planning a class

According to the observation guide, the English teacher does not apply adequate strategies for developing the reading skill in seventh grade. The teaching strategies mostly used by the English teacher are: write on the board, repeat words and answer the questions.

“Efficient readings consist of clearly identifying the purpose in reading something”. (Brown; 2000:306)

Many readers read without knowing the purpose in the reading. When an English teacher is teaching reading he/she must take into account the purpose to teach this to the students.

According to the interview made to the English teacher, she said that she does not always use reading with the students of seventh grade which is a great problem for the students, because they do not practice the reading skill. In the observation guide the teacher presented a text about traditional costumes in Matagalpa where students did not know the purpose of the reading.

“Bottom-up is a process, readers must first recognize a multiplicity of linguistic signals (letters, morphemes, syllables, words phrases, grammatical cues, discourse markers, etc.). Top –down is the process in which we draw on our own intelligence and experience to understand a text”. (Brown; 2000: 299)

These strategies are part of the reading process which permit to analyze texts detailly for example: words phrases, letters, and grammatical cues.

According to the observation guide, the English teacher does not apply these strategies; therefore the students do not make effort for demonstrating what they know. The English teacher is not taking into account the previous knowledge of the students in the learning and teaching process.

“Skimming consist of quickly running one’s eyes across a whole text (such as an essay, article, or chapter) for its gist.”(Brown; 2000:308)

It is a strategy that permits to the reader to get an idea in a quickly way about different texts. Skimming give readers the advantage of being able to predict the purpose of the passage.

According to the observation guide, the English teacher does not apply skimming in its totality, for this reason students do not reach a good comprehension in reading, students take the reading as homework and they always look for help in the Internet translation; therefore they are not acquiring any knowledge about reading.

“The purpose of scanning is to extract specific information without reading through the whole text”. (Brown; 2000:308)

It is considered that scanning is a strategy that can be used to find a definition or specific details of texts. Scanning exercises may ask students to look for names or dates.

According to the interview made to the English teacher, she said that the students do not read constantly in class Therefore the students do not have the ability to scan texts.

“Comprehension is an understanding of what is being read and it is the ultimate goal of reading; fluency is the ability to read a text accurately, smoothly and rapidly with proper expression. Pronunciation is the way in which a word or letter is said correctly. Reader students use both top- down and bottom-up strategies to comprehend a text, and the mixing of those types of strategies constitutes the interactive process”.(Koller;2008:24)

It is believed that the comprehension, fluency and pronunciation are very important to understand and to pronounce correctly texts and words. They are abilities that must be gotten for the students. The English teacher must teach these abilities across different activities.

The seventh grade students have not developed these abilities because the teacher does not use adequate strategies when she is planning her class according to the observation guide.

Teaching material for developing reading skill

The main purpose of teaching material is to engage the student by addressing different learning styles especially visual.” (<http://www.encuentrojournal.org/texts/16.4pdf>)

It is considered that to engage the students is the most important for the teacher if they are using teaching material the learning will be easier, therefore the teacher’s job more effective.

According to the interview made to the English teacher she said that she does not use teaching material because she does not always use reading therefore, she only ask them to create sentences in the notebook and it was observed in the classroom where the English teacher did not use teaching material that can be used for developing reading skills such as:

Textbooks, the most obvious and most common form of material support for language instruction comes through textbooks. The challenge is to make very best used of the text that the teacher has.

Texts are usually used in English classes for two main purposes:

- As a way of developing reading comprehension-looking at the text and trying to understand its message.
- As a way of learning new language-looking at the text and focusing on particular words and expressions.

It is important to reflect that to read texts are ideal in order to teach /practice mini-skills such as scanning, e.g. students are given a new article and asked to look for specific information.

According to the observation in the Seventh grades students do not read texts, therefore the teacher needs to secure the knowledge in the students through reading texts such as: literature (Tales, comics, poems and songs)

The following teaching materials also, can be used for developing reading skill in seventh grade students

- ❖ **Flashcards**(where students can use them before pre-reading to describe pictures about the reading)
- ❖ **Worksheets**(this can be used to solve exercises and in order to read different texts)
- ❖ **Maps** (from public transportation streets that can be used to practice receiving and giving directions.)
- ❖ **Comics strips**(can be used to practice recognized relationships among ideas in texts)
- ❖ **Diagrams**(students can be provided with practice in developing, completing and comprehending diagrams)

Classroom activities for developing reading skill

“An activity may refer to virtually anything that learners do in the classroom. More specifically, When we refer to a classroom activity, we usually refer to a reasonably teacher, with a particular objective. Activities include, role plays, drills, games, peer editing, small group, information-gap and more.”(Brown; 2000:315)

In addition an activity is anything that the students do in the classroom; in which the teacher elaborates a plan of class with a specific objective. The teacher can include different activities in her or his plan.

According to the survey made to the students 19 of them equivalent to 50% expressed that the activities of class are suitable, 17 students equivalent to 45% expressed that they are funny and 2 students equivalent to 5% said that these are boring, but in the observation guide it was observed that the activities were not very funny.

“Reading activities are suggested by the goals of the readers and by specific characteristics of the reading passage. Reading tasks must be realistic in terms of both language use and students’ abilities”. (Silberstein; 1994:77)

It is considered that the reading activities must be realistic, according with the students' level and depending of the goals that they have of the reading.

In the classroom, it was observed that the reading activities were according with the students' level, but these were very traditional.

Didactic communication for developing reading skill

“Didactic communication is a special type of professional communication between the teacher and the students, as the classroom as out of it, that place in the education process and it has determined pedagogical functions.”(Kalix kam, 1998:34)

It is considered that the communication is a very important element in the teaching reading process because the interaction between teacher and students is necessary. The teacher cannot be only a transmissor of knowledge.

According to the observation guide, the teacher was interacting through different activities where the students were answering the questions of the reading.

Someday the English teacher needs to be able to manage their interaction with the class in a way that allows all students equal opportunities to participate; learners also need to learn how they are expected to interact in the classroom. This has been described as a learner's interaction.

Students in seventh grade also need to know when they should work individually on a task and when it is appropriate to seek other students' assistance or cooperation.

“Interaction is the collaborative exchange of thoughts, feelings, or ideas between two or more people, resulting in a reciprocal effect on each other”. (Brown; 2000:165)

It is considered that interaction is, in fact, the heart of communication in which people collaborate to accomplish certain purposes. Through interaction,

students can use all those possess of language all they learned or casually absorbed in real life exchanges.

In seventh grade students, it was observed that the English teacher did not motivate the students to interact with her because students did not answer the questions asked. As a result, they cannot comprehend texts.

It is important to mention that interaction is a fundamental element in the classroom. Unfortunately, seventh grade students are not motivated to participate in the activities of the class because the English teacher does not take into account the interaction like something very important for developing reading skills.

“The most important key to create an interactive language classroom is the initiation of interaction by the teacher.”(Brown; 2000:169)

On the other hand, the teacher must initiate the interaction with the students to create a nice environment where the students feel motivated to participate in the activities.

According to the observation guide, the teacher initiated to make questions of the reading and the students were answering.

Teacher’s training

“An EFL teacher will potentially teach to the students with a high level of diversity. A teacher may work with students who come from different first languages possibly in a single class. As a result, an EFL teacher knows how to reach out to student of different socioeconomic statuses, lifestyles, culture and speaking barriers.

EFL teacher prepares for the diversity they will be encountering their profession by taking languages classes, anthropology or sociology classes, a specialized teacher training.”(www.ehow.com/info8785288-importance-professional-development-esl-teachers.html)

It is considered that the teacher’s training may help to improve the student’s level of learning using the different methodologies techniques and strategies to

develop the reading skill. According to the interview applied to the English teacher, she said that she has a bachelor degree in English.

V.CONCLUSIONS

With the information obtained, it was found that:

1. The syllabus is not focused on teaching reading specifically.
 2. The English teacher uses traditional strategies and repeats the same activities all the time such as:
 - 2.1 Too much Spanish translation
 - 2.2-Too much listen and repeat
 - 2.3 –too much write in the notebook
 - 2.4-Too much write on the board
 - 2.5-Too much answer the questions
 3. The quantity of students in each grade, and the English class time does not permit the development of appropriated Methodological Strategies for teaching the foreign language.
 4. The English teacher does not use teaching material for developing reading skills.
 5. Students are not given opportunities to practice their reading skill.
- ❖ The present research suggests different activities, which can be used with the different Methodological Strategies that will help to the English Teaching/ Learning process; for developing Reading Skill; such as:
- 1-Identify the purpose in Reading
 - 2-Reading stages

3-Previewing titles, section headings, and photo captions to get a sense of structure and context of reading selection

4-Predicting: using knowledge of the subject matter to make predictions about content and vocabulary and check the comprehension; the type and purpose to make predictions about discourse structure; using knowledge about the author to make predictions about writing style,vocabulary,and context

5-Skimming and scanning: using a quick survey of the text to get the main idea, identify text structure, confirm or question predictions

6-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

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

8-Use of textbooks

9-Use of Flash cards

10-Charts

VI. BIBLIOGRAPHY

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- <http://www.encuentrojournal.org/texts/16.4pdf>
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- <http://www.longman.com/world> view

VII. APPENDICES

Survey data processing

N°	Question	Answer	Options	% total
1	Do you like to read?	A)yes B)no	20 18	53 47
2	Does the teacher use text for teaching reading?	A)yes B)no	23 15	60 40
3	What kind of texts does the teacher use in class?	A)comics B)magazine C)poem D)novel E)biography F)tales G)story	18 6 1 5 5 8	47 16 3 13 13 21
4	The English texts that the teacher uses are:	A)easy B)difficult C)too difficult	30 5 3	79 13 8
5	Does the teacher use interesting Activities for teaching reading skill?	A)yes B)no	35 3	92 8
6	How are the activities in English class?	A)boring B)funny C)too long D)suitable	2 17 19	5 45 50
7	What kinds of texts would you like to read in English class?	A)poems B)comics C)magazine D)novels E)biography F)tales G)songs	5 12 4 1 4 6 6	13 32 10 3 10 16 16
8	What kinds of texts does your English Teachers use in the class?	A)science B)literature C)cultural D)various	1 3 2 32	3 8 5 84
9	Would you like your teacher developed the reading skill in the class?	A)by using a book B)short texts C)summary about texts D)not only reading E)others	17 5 5 2 9	45 13 13 5 24

National Autonomous University of Nicaragua.

FAREM- MATAGALPA

Observation-guide

General Date: _____

Date: _____

Observer's name: _____

School: _____

Level: _____

Section: _____

Years: _____

Academy level of the teacher: _____

Dear English teacher: _____

We are students of English career, making a research about the difficulties faced by the English teachers for developing the reading skill.

The information that you give as, will be useful. Thank you.

I: English teaching process:

1.1. During the teaching process the teacher use the stages of reading (pre-reading, during reading and post-reading)

A) Yes _____ B) no _____

1.2. Is the class according to syllabus?

A) YES _____ B) no _____

1.3. Is the teaching methodology according to the level of the student?

A) Yes _____ B) no _____

1.4 Does the teacher use teaching material for developing reading skill?

A) Yes _____ B) no _____. If so, what kinds of teaching material does the teacher use?

1.5: Does the teacher use teaching strategies for developing the reading skill?

A) Yes_____ B) no_____. If so, what kind of teaching strategies does the teacher uses for developing reading skill?

1.6: Does the teacher use different activities for developing the reading skill?

A) Yes_____ B) no_____. If so, what kinds of activities does the teacher use?

1.7: Does the teacher motivate the students to participate in the activities of reading?

A) Yes_____ B) _____. If so, how does the teacher motivate the students to participate in reading? _____

II. About the student's attitude in the classroom.

2.1 Do student participate in the activities of reading?

A) Yes_____ B) no _____ C) sometimes_____

2.2 Do students answer the question of the teacher?

A) Yes_____ B) no_____ C) sometimes_____

2.3 Do students understand the activities and orientations by the teacher?

A) Yes_____ B) no_____

2.4 Do students have materials to work in reading?

A) Yes_____ B) no_____. If so, what kinds of material the students have?

National Autonomous University of Nicaragua

Survey for students

General data: _____

Date: _____

School: _____

Level: _____

Dear student:

With the survey, we want to get information about the kind of activities the teacher use for teaching reading.

❖ Put a circle around of the letter of your own answer

1. Do you like to read in English class?

A) Yes B) no

2. Does the teacher use text for teaching reading?

A) Yes B) no

3. What kind of texts does the teacher use in English class?

A) Comics B) magazine C) poem D) novel

E) Bibliography F) tales G) stories

4. The English texts that the teacher uses are:

A) Easy B) difficult C) too difficult

5. Does the teacher use interesting activities for teaching reading skill?

A) Yes B) no

6. How are the activities in English class?

A) Boring B) Funny C) Too long D) suitable

7. What kind of texts would you like to read in English class?

A) Poems B) comics C) magazine D) novels

E) Bibliography F) tales G) songs

8. What kind of text does your English teacher use in the class?

A) Science B) Literature C) Cultural D) Various

9. How would you like your teacher developed the reading skill in the class?

A) By using a book B) short texts C) summary about texts D) not only readings E)others

National Autonomous University of Nicaragua

FAREM- MATAGALPA

Interview to teachers

General data: _____

Teacher's name: _____

School: _____

Level: _____

Date: _____

Dear English teacher:

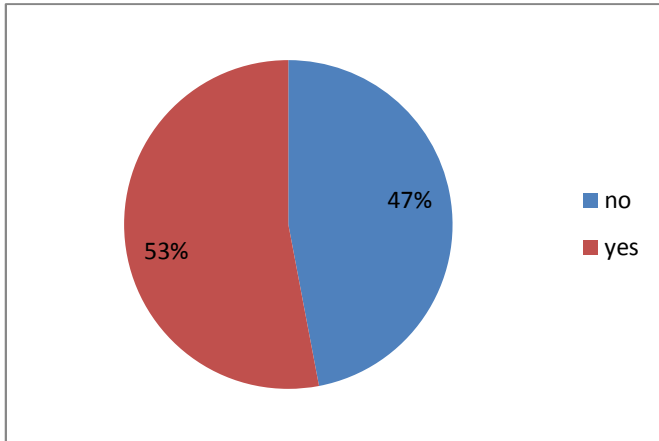
With the following interview we want to get information about the different techniques and strategies you as an English teacher apply in the classroom in order to teach reading skills. .

❖ Answer the following question.

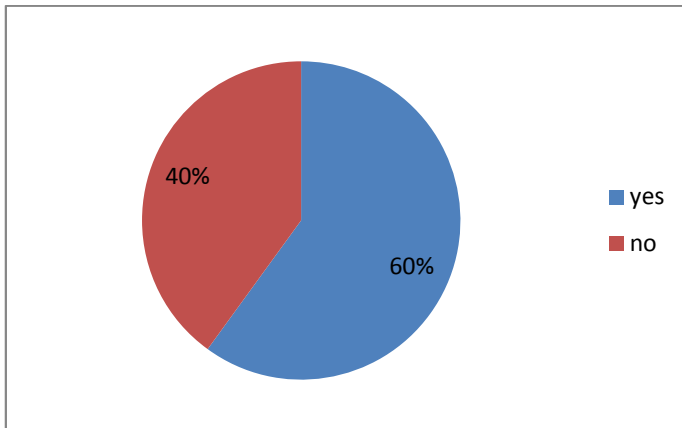
1. How long have you been teaching English?
2. Do you have a degree English?
3. How long have you been teaching English at this school?
4. What are the advantages to get a degree English?
5. What are the disadvantages not to get a degree English?
6. How did you learn English?
7. What is importance to be graduated in English?
8. What kind textbook do you use for teaching reading skills?
9. What kind of teaching material do you use for teaching reading skill?
10. What techniques do you use for developing reading skills?
11. What strategies do you use for developing reading skills?
12. What strategies have been more effective for developing reading skills?
13. What kind of activities do you use with your students for developing reading skill?
14. How often ask your students to read in class?

Graphic

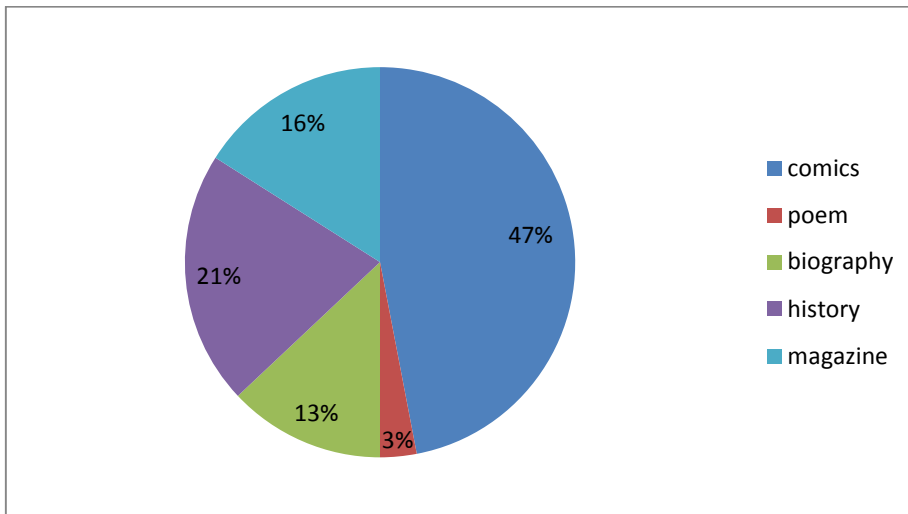
1. Do you like to read in English class?



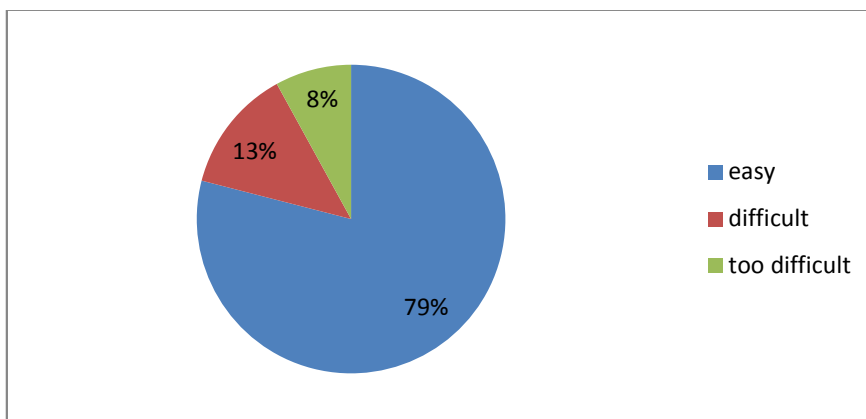
2. Does the teacher use text for teaching reading?



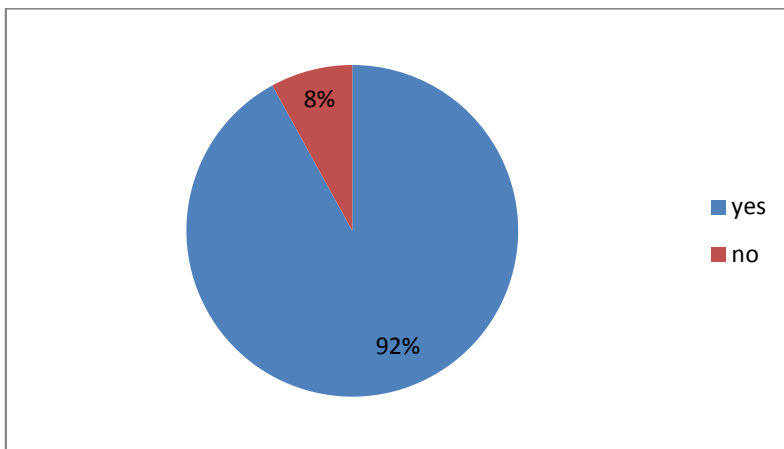
3. What kinds of texts does the teacher use in English class?



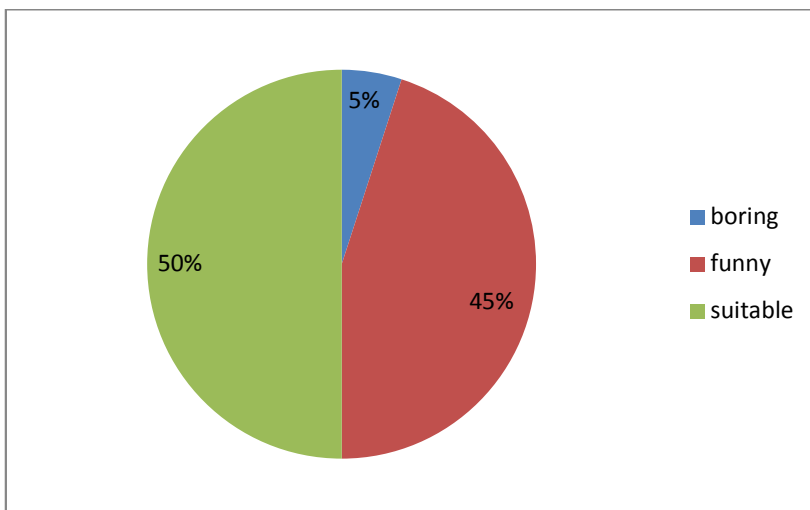
4. The English texts that the teacher uses are:



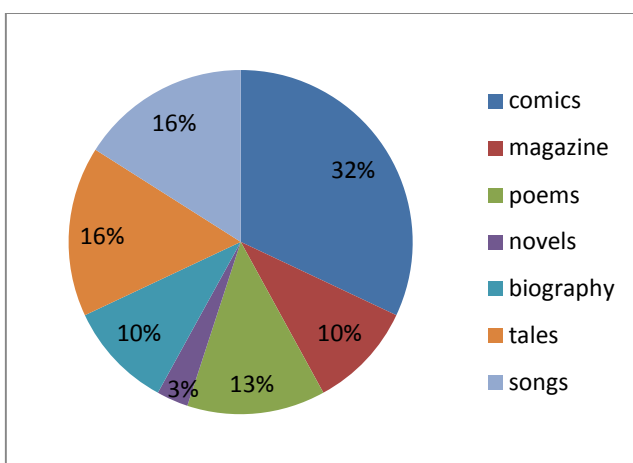
5. Does the teacher use interesting activities for teaching reading skill?



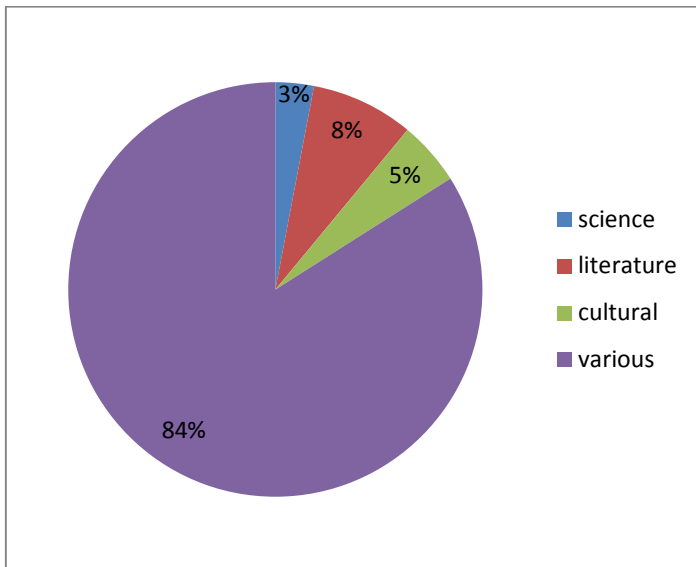
6. How are the activities in English class?



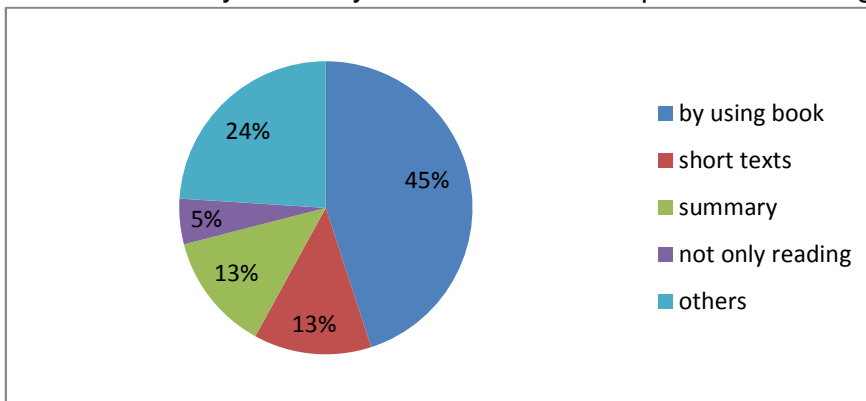
7. What kind of texts would you like to read in English class?



8. What kind of texts does your English teacher use in the class?



9. How would you like your teacher developed the reading skill in the class?



Variables operationalization.

General variable	Definition	Sub-variable	indication	question	scale	To who	Instrument
English teaching process for developing Reading skill.	Teaching is the process of providing opportunities for students to produce relatively permanent change through the engagement in experiences provided by the teacher.	Teaching methodology for developing reading skill	Planning for developing reading skill.	Is the class according with the plan?	Yes, no	Teacher	Observation guide
				Is the teaching methodology according to the level of students?	Yes, no	Teacher	Observation guide
			Teaching material for developing reading skill	What kind of textbook do you use for teaching reading Skills?	B, always C, sometimes	Teacher	Interview

				Does the teacher use teaching material for developing reading skill?	Yes, no	Teacher	Observation guide
				What kind of text would you like to read in English class?	a)poems b)comics c)magazine d)novels e)biography f)tales g)songs	Students	Survey
			Reading techniques and strategies	What techniques do you use for developing reading skills?	Optional	Teacher	interview
				Does the teacher use teaching strategies for developing reading skill?	Yes, no	Teacher	Observation guide

			Classroom activities for developing reading skill	How often ask your students to read in class?	Optional	Teacher	Interview
				Do you like to read in English class?	Yes no,	Students	Survey
				Does the teacher use different activities for developing reading?	Yes no,	Teacher	Observation guide
				What kind of activities do you use with your students for developing reading skill?	Optional	Teacher	Interview
			Didactic Communication for developing reading	Does the teacher motivate the students to participate in the activities of reading?	Yes, no	Teacher	Observation guide

				Do the students participate in the activities of reading?	Yes No, Sometim es	students	Observatio n guide
				Do students answer the questions of the teacher?	Yes, no Sometim es	students	Observatio n guide
		Teacher's training	Professional training Not professional training.	Do you have a degree English?	Optional	Teacher	Interview
				How long have you been teaching English at this school?	Optional	Teacher	Interview
				How long have you been teaching English at this school?	Optional	Teacher	Interview

Chronogram.

week	Content	Date	Responsible	Observation
1 st	-Definition of the subject -Formulation and review of objectives specific and generals	July31 st	-Daysi Martínez Zelaya. -Marlon Valdivia.	
2 nd	-Selected Bibliography -Bibliographic review -Elaboration of cards - Organization and review of File Content Cards.	August 6 th	-Daysi Martínez Zelaya. -Marlon Valdivia.	
3 rd	-Writing justification revision general and specific objective.	August 13 th	--Daysi Martínez Zelaya. -Marlon Valdivia.	
4 th	-Variable definition and operationalization. -research justification -bibliography revision -writing bibliography -Content cards	August 20 th	-Daysi Martínez Zelaya. -Marlon Valdivia..	
5 th	-Justification final draft	August 27 th	-Daysi Martínez Zelaya. -Marlon Valdivia.	
6 th	-Writing instruments -Data collection.	September 3 rd	-Daysi Martínez Zelaya. -Marlon Valdivia.	
7 th	-Research development -Writing and revision.	September 10 th	-Daysi Martínez Zelaya. -Marlon Valdivia.	
8 th	-Research development Writing and revision.	October 1 st	-Daysi Martínez Zelaya. -Marlon Valdivia.	

9 th	-Writing the research development. -Revision.	October 8 th	-Daysi Martínez Zelaya. -Marlon Valdivia.	
10 th	-Writing the conclusion.	October 15 th	-Daysi Martínez Zelaya. -Marlon Valdivia.	
11 th	-Bibliography (reference) and annexes organization revision. -introduction and summary (abstract) report.	October 22 nd	-Daysi Martínez Zelaya. -Marlon Valdivia.	
12 th	-Revision of the introduction. -Summary and acknowledgements. -Research report draft revision.	October 29 th	-Daysi Martínez Zelaya. -Marlon Valdivia.	
13 th	-Pre- defense of the first draft.	November 12 nd	-Daysi Martínez Zelaya. -Marlon Valdivia.	
14 th	-Pre- defends of the first draft.	November 19 th	-Daysi Martínez Zelaya. -Marlon Valdivia.	

