

UNIVERSIDAD NACIONAL AUTONOMA DE NICARAGUA, MANAGUA

(UNAN-Managua)

School of Education and Languages

English Language Department



Theme: Influence of the vocabulary in the process of English reading comprehension of the students 11th grade “A” at Luis Alfonso Velasquez Flores public High school in Managua, during the 2nd semester 2017.

Final Report of Graduation Seminar Research

Submitted by:

Marlon Antonio López Chávez

Cristhell Junieth Hurtado Oporta

Dora Del Socorro Arias

Tutor: Dr. Raúl Ruiz Carrión

Managua, December 9th, 2017

Dedicatory

This research is dedicated to our God that keeps us alive, and the one that provides us intelligence and makes us able to reach our goals.

To our families and teachers who have offered us their support and Comprehension in the achievement of our work.

To all our classmates who shared their difficulties strengthen, good and bad times, but at the end, they gave us a perseverance spirit in this major. We keep good memories from them.

Abstract

This research describes how the lack of training that teacher has, hamper student's vocabulary in the classroom and how teacher should be conscious of the issue and to develop teaching strategies and resources to help students in their reading comprehension process, during the course of eleventh grade "A", at Luis Alfonso Velasquez Flores Public High school in Managua.

This research tried to identify causes of why students cannot develop the reading comprehension and how the influence of the vocabulary provokes difficulties in this sub-skill in the English learning process of the students. The participants were 20 students in age from 14 to 20 years and a teacher, to whom were applied different instruments such as observation guide, survey and an interview, in order to collect real information and triangular data that help to provide suggestion to improve this situation.

This analysis contains the thoughts and words of some authors such as Bercie, the researchers Kamil, Meltzer and Burton. These people contributed in this study with the knowledge they had about this topic and some elements related to the problem covered in this research. According to this analysis, the influence of vocabulary, concrete learning materials, strategies and teacher lack of training to improve the reading comprehension process are the biggest problems in the classroom.

Acknowledgement

We wish to express our sincere gratitude to Dr. Raúl Ruiz Carrión, for providing us his knowledge and support in completing this study during this important moment of our lives.

We would like to acknowledge to all the teachers who have contributed in our learning process during all this time. Thanks to everyone for their support while they taught us.

INDEX

I. Introduction.....	1
Previous Knowledge	3
II. Problem Background.....	5
III. Problems of reading comprehension in the high school students.....	7
IV. Justification	8
V. Research Questions	9
VI. Objectives	10
VII. Theoretical Framework.....	11
VII.1. Introduction	11
VII.2. About reading comprehension.....	11
VII.3. Reading Comprehension Elements.....	13
VII.4. Literature	15
VII. 5. Reading stages	17
VII.5.1. Before Reading	17
VII.5.2. During Reading.....	18
VII. 5.3 After Reading.....	18
VII. 6. About vocabulary.....	19
VII.6.1. Vocabulary Strategies.....	21
VII.7 Didactic Resources for teaching English.....	22
VII.8. Teaching Training.....	26
VII. 9. About Motivation.....	28
VII.10. Elements that help teachers to develop a better Teaching-Learning process.	30
VIII. System of variables	32
IX. Methodological Design	33
IX. 1. Population and Sample.....	33
IX. 2. Data Collection	34
IX. 3. Data Processing.....	35
X. Data Analysis	36
XI. Conclusions.....	46
XII. Recommendations.....	47
XIII. References	48
XIV. ANNEXS	49

I. Introduction

Currently, the importance of the vocabulary to understand and improve abilities in reading is essential to facilitate knowledge in a successful way. In addition, didactic materials, resources used by the teacher in the classroom and the strategies applied to the reading, facilitate the activation of the comprehension. Furthermore, reading comprehension is in all areas of education and it is necessary to develop and strengthen it especially, the English language. In the same way, the vocabulary is determinant to achieve the reading comprehension. Also, the strategies, resources dedicated to the reading are fundamental to reach a level of deeper understanding.

This research was interested in provide motivation, enthusiasm and vocation in the understanding reading throughout the attentive reading. It involves the mental process of the students in order to emphasize the most important elements of a text, and starting from that they can perform valuable interpretations about facts, concepts, situations in different levels of reading comprehension since it has to be included for the purpose of achieving an understanding and critical interpretation of the content. Reading is the most basic skill, it provides access to other skills facilitates life-long learnings and its open doors to opportunities in several aspects such as social, economic and cultural contexts.

On the other hand, this study was applied on 20 students between the age from 14 to 20, and a teacher that provided information throughout the different instruments like observation guide, survey and interview, to do an analysis about the influence of vocabulary in the reading comprehension that students have in the English learning.

However, it is very important the teacher's level training to achieve the mental process acquisition, the methods and activities in which teacher can develop vocabulary to facilitate the reading comprehension. Also, how didactic materials, strategies and activities will be used by teacher adequately.

The development of this research allows applying the knowledge gained during the course of Applied Research, experiencing each of the processes in which the methodology has been divided and thus it provides students and teachers with suggestions to implement properly learning and teaching strategies of Reading respectively.

Previous Knowledge

The meaning of words is very important when we are talking about reading comprehension. If a student has a wide vocabulary, it is going to be very easy for him or her to understand what the meaning of a passage is but, if the words in the passage are unknown, it is going to be harder for the reader to understand it. It is usual to see that the majority of students get struggle while reading due to different factors which influence their comprehension. For instance, the type of reading, the vocabulary background that the students have, the way how the teachers conduct the reading process, the strategies used by the teacher and the students for getting the core of a lecture. Lack of comprehension related to the influence of the vocabulary is not something new, this phenomenon has been studied and research before for many researchers. In this case the thoughts and words of some authors such as William E. Nagy a senior scientist at the center for the study of reading, university of Illinois, also the writers Michael J. Kieffer and Nonie K. Lesaux are used to show a previous knowledge and background of this topic, the influence of vocabulary in the reading comprehension process. In his publication teaching vocabulary to improve reading comprehension, (Nagy, 1988) states that “based on the best available research, this publication describes the most effective methods of vocabulary instructions for the improvement of reading comprehension”. According to (Nagy, 1988) the methods used by the teacher, the reasons for failure of vocabulary instruction, and the partial word knowledge impede the clear understanding while reading. On the other hand, recent research supports what many teachers already know that students with a developed understanding that words are combination of meaningful parts tend to have better vocabularies and stronger reading comprehension performance (Kieffer & Lesaux, 2007,

pp.134-144). As we can see the study of how the vocabulary influence the comprehension of students in a reading activity is a phenomenon already studied for researchers, a topic with a wide background, all the previous information presented here contribute to set up a base for this research about the influence of the vocabulary in the reading comprehension process of students.

II. Problem Background

The purpose of this project is to analyze the importance of vocabulary to acquire skills in the development of reading comprehension. Reading comprehension is a major obstacle for readers, in their mother tongue and even more so as a second language. This sub skill requires the broad knowledge of the necessary vocabulary, to understand the information that is read. For these reasons, and due to the profile of or studies, this project will analyze from the educational point of view , a public high school Luis Alfonso Velasquez Flores and a specific group, eleventh grade “A” during the second semester 2017.

According to the researchers staff experience who are teachers, reading comprehension is one of the greatest problems that students and teachers face in the different subjects of study. In our major, English Language, focus on the teaching setting process. It is very important to develop teaching and learning strategies in order to improve the student’s vocabulary, Vocabulary knowledge is the single most important factor contributing to reading comprehension. In addition, it is of great importance to train teachers to surpass these difficulties. In regard to this, not only is the teacher training important but also, the time that teacher devote to the reading skill, to expand vocabulary and therefore better reading comprehension.

The development of this project is very important for the Students Community and teachers because it is based on the impact of vocabulary to develop reading comprehension .Perhaps, the most well-known effect of vocabulary and background knowledge is their ability to directly influence reading comprehension. As it is known, if students read more students they will build their vocabulary more and they will understand what they read. Therefore, this information will be valuable in their future in order to establish criteria at the time to developing reading comprehension.

This study is also important due to the need of training teachers in this area to promote a quality education for the citizens of the future of Nicaragua. In our case, the population is the students of the high school Luis Alfonso Velasquez Flores of eleventh grade. The previous observation led to the finding that the students had difficulty understanding when they read texts.

Another important factor is the use of strategies that the teacher can use to achieve the acquisition of vocabulary in the given time. Another way, teachers help students to build background knowledge, is the variety of activities that help students to see not only new concepts, but also how previously known concepts are related and connected to the new ones.

At last but not least, it is the training that the teacher needs to develop skills in students, not only in reading comprehension but in an integral way. It means, those kind of strategies teachers use to develop reading comprehension. For example, monitoring, meaning by context, word maps and kind of resources and how to use it adequately. If the teacher has not the knowledge, this situation might be a completely disaster in terms of teaching and learning process. Another important aspect, it is the time spent by teachers in their classes to practice reading skill, which is of significant importance to consolidate students' knowledge and they can learn a new vocabulary, and how it is connected to improve their reading comprehension.

III. Problems of reading comprehension in the high school students

III.1. Topic: Influence of the vocabulary in the process of English reading comprehension of the students 11th grade “A” at Luis Alfonso Velasquez Flores public High school in Managua, during the 2nd semester 2017.

III. 2. Problem: English Reading Comprehension

III. 3. Sub problems

- 1) Vocabulary teaching strategies to improve the reading comprehension of the students.
- 2) Teaching Resources in the development of vocabulary in order to improve the reading comprehension.
- 3) Importance of teaching training to develop the reading comprehension.

IV. Justification

This research was carried out to analyze the problems of reading comprehension in the students of the 11th grade “A” of the afternoon shift in public high school Luis Alfonso Velasquez Flores in Managua, during second semester 2017. To know the influence of the vocabulary in the reading comprehension and the resources used by the teacher within the classroom. This research will be of a great benefit for the teacher, the students and the high school itself because this will provide an analysis of the problems that the students have in the reading comprehension skill and how those are related to the vocabulary acquisition.

The decision of conducting this research is to analyze the importance of the influence of the vocabulary in the process of reading comprehension. Moreover, the appropriate strategies, resources and how the teacher preparation promotes reading comprehension in the classroom. Different information and opinions will be collected by observing the English class gathering information about the reading comprehension process through an observation guide, conducting a survey with the students and an interview to the teacher. The benefits of this project will be to improve skills and weaknesses related to the reading comprehension process.

Regarding to the students and teachers will have benefits by getting a better proficiency about reading skills in the English learning and teaching process. This analysis will give a clear and real situation about how the reading comprehension is developed, what resources and strategies we have to take into account at the time of reading and the great importance of vocabulary to achieve students’ reading comprehension. In addition, this research can be used for teachers and students specially, in order to consolidate their own knowledge about strategies to solve problems in the reading comprehension that most of the students and teachers have to face. Besides, it will be of great social impact, helping to different institutions and universities such as UNAN English department to facilitate useful information to new generations.

V. Research Questions

- 1) How does the vocabulary influence the development of reading comprehension?

- 2) How do the strategies used by the teacher help the students to acquire new vocabulary to develop reading comprehension?

- 3) How do the teaching resources help students to develop the reading comprehension?

- 4) How effective is the teaching level training to develop the process of reading comprehension?

VI. Objectives

VI.1. General Objective

To analyze the influence of the vocabulary in the process of English reading comprehension in the public High school Luis Alfonso Velasquez Flores of the students 11th “A” grade in Managua, during the 2nd semester 2017.

VI.2. Specific Objectives

- 1) To analyze the vocabulary teaching strategies to improve the process of reading comprehension.
- 2) To describe the influence of the resources in acquiring vocabulary in the process of reading comprehension.
- 3) To value the teacher level training to develop the reading comprehension process.
- 4) To provide suggestions to the teacher about vocabulary strategies to improve the reading comprehension skill.

VII. Theoretical Framework

VII.1. Introduction

The present theoretical framework contains information and definitions of some terms such as vocabulary, reading comprehension, the most significant element involved in the performance of this sub-skill Reading comprehension, here we mention some of them, Element of a reading, the structure of a reading, different kind of readings, the role of the teacher and the readers, in this case, the students, in a reading process, the knowledge of the reader, the attitude, the purpose of the reading and different stages .Also , strategies and didactic materials to be used in the process of the reading comprehension. On the other hand, the thoughts and words of some authors were used in this work. Authors and the researchers such as Mertzal, Kamil, Burton, Bercie and others that contributed in this work with the knowledge they had about this topic and some elements related to the problem covered in this research.

VII.2. About reading comprehension

Merriam-webster, (n.d.) Offers this definition: "capacity of the mind to perceive and understand." Reading comprehension, then, would be the capacity to perceive and understand the meanings communicated by texts.

Wargner, Schatschneider, & Phythian-Sence, (2009) affirm that "It is clear that vocabulary is needed for comprehension. Without doubt our lack of knowledge concerning the meaning of individual words impedes our understanding" If you do not have the capacity of understanding the meaning of a single word it will be more complicated to understand the meaning or message as a complete text. With this though, it is clear that learning a new word involves more than just learning the spelling of the word, words have different functions and they can be understood in a different way for each person. If readers have the understanding about the meaning of the words, they can be able to understand a reading.

Students often struggle with any or all four of these comprehension problems: difficulty monitoring their own understanding while reading, difficulty making sense of unfamiliar content, difficulty making sense of specialized terms and concepts, and difficulty making sense of familiar words used in specialized or unusual ways. Therefore, these challenges have nothing to do with decoding or fluency. Students might have mastered the written code in elementary school yet be unable to make heads or tails of the materials they are asked to read in the middle or high school grades. The students develop writing skill in lower levels, but they have many difficulties developing their reading skill especially, when they get higher grades, where the reading activity is more complex.

Over the years, educators have created many comprehension strategies, or techniques that students can use before, during, and after reading to help them understand the text. Further, numerous research studies have found such activities to be effective, helping teachers and students to make significant and lasting gains in their ability to make sense of texts they read in and out of school. During the years a wide range of strategies and techniques have been developed to help students to have a better understanding about what they read.

On the other hand, comprehension strategies are conscious plans, sets of steps that good readers use to make sense of text. Comprehension strategy instruction helps students become purposeful, active readers who are in control of their own reading comprehension. Reading is one of the most important skills for success in school and in life. Unfortunately, reading is one of the most common problems for elementary school children. Whatever you read, whether it is a novel or a series of scientific articles, the readers always obtain new information.

Besides, working on their knowledge and intellectual capacities also make them more self-confident. Students with learning disabilities often struggle with reading comprehension because they do not possess the oral vocabulary that is a prerequisite to their understanding and retention of content-area texts. Limited vocabulary knowledge can negatively impact the development of a student's reading comprehension skills. There is a strong relationship between vocabulary knowledge and reading comprehension; students

need to understand the meaning of critical words they will be reading to promote comprehension.

Vocabulary knowledge, along with background knowledge, provides students a better chance of understanding the text they read. If the student does not gain enough vocabulary, he or she will have difficulties to understand new literature where the use of new and more complex words is something common. For this reason, the previous vocabulary background of a reader is very important to be able to have a better understanding.

VII.3. Reading Comprehension Elements

In order to develop the reading comprehension it is necessary to take into account the following elements:

- Text. The intention of the author, structure of the text, content, vocabulary, message.
- Reader. Structures, knowledge, attitudes, purposes, skills.
- Context. Intention of reading, interest in the text, intervention of Professor, available time, environment and place.

As you can see, a simple text involves more than just a message. Many elements are present in a reading, such as elements are necessary before, during and after a reading activity. Teachers need to be conscious about all of these elements, the intention of the author, what is the aim of the reading, what is the structure of the text, what kind of text is read. Also, the reader, the previous knowledge, the attitude, the skills that the reader has. Finally, it is very important to take into account the interest in the text, the moment when readers read, what kind of resources should be used and most important how they feel while reading because these elements can affect their reading comprehension:

The Text - understood as a communicative unit, which occurs with an intention, coherent and relating to the context or situation in which it occurs.

Structure of the text. The text is a coherent unit and a cohesive of any extension, which transmits a complete message. E.g. A poem, a recipe, a news, a poster. From this perspective, there are readings of various natures and purposes, the poems, the news, a report, etc. The meaning is not in the text but in the mind of the author and of the reader. All text is formed by paragraphs, paragraphs in turn are formed by sentences and they contain ideas with sense. What we need is to differentiate classes of ideas, such as the main ideas and secondary ideas. **Main Idea.** Is one that refers in a general way to a theme from this are discussed in other sentences; this can be found in any part of the text, not only in the middle, also in figurative language where the reader has to make inferences or an analysis to find it.

Supporting ideas. After thought are those that analyze, explain and give support to the main idea .They can be through examples, comparisons. According to the location of the main idea and secondary will depend on the structure of the text.

The type of text. Each type of text has its own particularities, lexicon and useful concepts, and the reader should understand how it is organized the text, what is the purpose of the author. The texts are organized in two major groups: literary texts and functional texts.

In order to have a better understanding, each reader needs to know the structure of a sentence, how the author organized and developed the ideas in a paragraph. A text has a topic, a hook, something designed to catch the attention of the reader, then, the author develops main ideas that have to be supported by second ideas and at the end each paragraph need a concluding sentence to summary the ideas of the author, if readers know those elements in a reading, they can have a better reading comprehension.

Reader

Structures. Refer to the knowledge, attitudes and purposes of the reader, introduced. The oral skills of each reader is intimately related to the development of their schemes and previous experiences. The oral language and vocabulary is a relevant factor for the understanding. This means that the previous knowledge that the reader has help to get a better comprehension about what he or she is reading.

Knowledge of the reader. Refers to previous knowledge that owns the reader to near the text, as well as of the communicative situation, knowledge morphological, syntactic, and semantic and knowledge about the world. The more vocabulary the reader has, the better understanding will be got.

Attitudes. Within the attitudes that influence the reading, the most important is motivation. The motivation is closely related to the affective relationships, and the teacher should do with enough care and above all, planned all the tasks, activities and strategies of reading, selecting with criterion the materials that it is going to work. Any task of reading should be initiated without that students are motivated. For this reason, it is necessary to use texts not as well known, funny texts, attractive, real, but no complicated nor fragmentary readings. The type of material used to teach children or teenagers, it is related to the motivation that they will have. If they believe the material that they are reading not is important, funny or irrelevant for them, they will not feel interested and they will see the reading activity like a boring activity.

The purpose for reading. The problem that has existed in the traditional school, is that there has been prepared the pupil by limited and alone intentions in literary and informative texts, the student reads only to produce examinations, to answer the questions of the teacher, and to be promoted more not for learn or develop their future social life. Therefore, it is necessary that the teacher prepares the students to read and write with purposes more open, with the need to force children and young people to read different types of readings.

VII.4. Literature

“People still read Shakespeare’s plays because they realize that the plays are still meaningful. Good literatures live also because it gives pleasure.” (Faizal Risdianto, pág. 6)

A good reading has to catch the reader’s attention and is the teacher who has to be in charge of this challenge in the classroom. There are different types of literature and all of them need adequately strategies and resources to teach the vocabulary to facilitate their reading comprehension. These are different types of literature:

A) Poetical. Poems, acronyms, songs, rhymes. It includes figurative language. It provokes difficulties in the reading comprehension process. It is necessary to give the student previous knowledge of the vocabulary to understand it

B) Narrative. Texts that facts that happen to some characters. Respond to the questions what happened? Language to be used, action-oriented verbs. It can be stories, novels, legends, comic books, fables, myths, parables, autobiographies and biographies, chronicles, memoirs.

C) Scientific Research: These are complex texts with specialized terms It is necessary a deeper understanding of complex vocabulary and terms. In this regard, the teacher needs to be careful about the ages and level of the students

D) Information. Recounts actions that occur in each time and space. Language to be used simple. Can be as: News, reports, maps semantic, diagrams, tables, summaries, conclusions, descriptions, reports, interviews, articles, journalism.

E) Instruction. Steps to perform an action. Responds to how do it work? Type of language; abundance of nouns and verbs. It can be: Recipes, manuals, catalogs, rules, regulations, technical sheets. Instruction has to be clear and specific.

F) Question and Answer. Texts that defend the ideas and express opinions, responds to the questions what do I think? What do you think? Type of language that is used, verbs that express opinion; are: Request, memorial, letters of request, ordinances, texts of opinion, tests.

Talking about the different literature, it is clear that not only poetry, narrative and scientific literature exist in the world, also there are newspaper, magazines, each type of literature has an specific purpose and they have been made in order to ask question like when, how, who or where, the literature world is very big.

VII. 5. Reading stages

“Reading proficiency is achieved not as a series of defined levels, but more as a continuum of learning.” (USAID From the American People, 2014). It is necessary to take into account the vocabulary, syntax also, semantic knowledge to facilitate the reading comprehension and the most important, the goals of the students and the teacher at the time of reading because reading comprehension is a mental process where readers is acquiring knowledge about different situation, in different context of their lives constantly.

VII.5.1. Before Reading

Help students tap into what they already know about the material.

It does not necessarily occur to students that their existing knowledge, experience, and preconceptions will have an impact on their reading. Before assigning them to begin a new book, chapter, or other text, give them a chance to review what they learned from previous assignments, write down any important questions or points of confusion related to the topic, and/or discuss any assumptions or opinions likely to influence their understanding of the material.

Provide important background information.

For example, use vocabulary, specialized terminology, context, and content that students might not know, but which they will need to make sense of the text. It is good idea teach them topics related to their social and cultural context in order to engage them to read.

Preview the text.

Encourage students to glance through the material before they read it. Texts that facts happen to some characters. Respond to the questions what happened? Language to be used, action-oriented verbs. These can be: stories, novels, legends, stories, comic books, fables, myths, parables, autobiographies and biographies, chronicles, memoirs to get a sense of the overall length, tone, and direction of the piece. Point out any headings, subheadings, and other information that might be useful, or have them discuss or write down predictions as to what the text is likely to say.

VII.5.2. During Reading

Help students monitor their own comprehension.

Struggling readers often focus so intently on the mechanics of reading that they neglect to attend fully to the meaning of what they read. Some may even assume that it is more important to "get through" the text, to "complete" the assignment, than to understand it. And others may be unsure what to do when text becomes hard to follow. It might be obvious to skilled readers that they can stop and review paragraphs to make sure they understood them correctly, or re-read confusing passages, or look up an item in a dictionary or encyclopedia, or jot down questions as they go, but some students need to be taught such "fix-up" strategies which are comprehension strategies such as re-read, context clues ask questions.

Teach students to take notes and draw visual representations of what they read.

It may not occur to students that they can read with a pen in their hand, making notes on paper or, when appropriate, on the text itself. A great deal of research has shown that the use of "graphic organizers" — any kind of outline, annotation, mapping out of the text, or other visual representation of what the text means, how it connects to other material, what questions it raises, and how these materials are related to the reading and specially to the vocabulary. It tends to be particularly helpful in boosting comprehension.

VII. 5.3 After Reading

Teach students to summarize accurately.

Summarizing texts can help both to clear up any confusion about the meaning of a text and to secure it more firmly in students' memories. However, it can take a lot of practice to become adept at writing concise, accurate summaries that focus on main points. Teachers may want to provide samples for their students and model their own work, showing how they would identify key points, paraphrase them, and condense them. Further, they may want to assign students to start with relatively short, simple passages before going on to summarize longer and more complicated texts.

Based on the previous information, a reading activity is more than just provide a lecture to the students and answer questions about that, a reading activity is divided in three essential parts. They are a pre-reading stage, during reading stage and finally after reading. In the first stage, the students need to activate the previous knowledge that they have about the topic or another topic related to the new information. This is called “Schemata activation” the activation of the background knowledge that the reader has.

After that, during the reading activity, the reader has to organize the information read, using organizers, charts or diagrams in order to have a better understanding of the lecture. In addition, in this stage the reader needs to understand the vocabulary used .Finally, the reader uses summary strategies to synthesize the new information and also make a conclusion about the material read. As it was mentioned before, reading comprehension purpose is an organized process that the readers need to follow in order to have a wide comprehension.

VII. 6. About vocabulary

According to Merriam-webster, (n.d) “vocabulary is a sum or stock of words employed by a language, group, individually or in work, in relation to a subject”. Vocabulary, as a communicative element, is the basic instrument on which the tongue is made. Therefore, teaching should be established as an essential tool for the progress of the different language skills, both oral and written way. Recognizing letters and words is an important first step in learning to read. However, it is only a first step; it is vital that students comprehend, or understand, what they are reading. They must be able to get the meaning of the text: What is the author telling the reader? This is reading comprehension, and it is an essential skill for success in the school and in the real world. As it was mentioned before, the development of a wide vocabulary is essential if a reader wants to get a better understanding, the more vocabulary a reader has, the more he or she will be able to understand.

Traditionally, the vocabulary has been set as one of the most accurate and representative indicators of individual differences found among students, which refers to

their language development. It has been confirmed, for example, that the acceptable domain of this element, is strongly determined by variables of various kinds such as age, level of experience to which the subject faces, the social class of origin, cultural level or intellectual development. If the reader has a good memory to storage a wide range of words (Vocabulary store) this person will be able to solve problems faster, this is a result of the comprehension of the words and how the words can be used to provide a solution.

Vocabulary development is a process of acquiring new words to use in daily life, and more specifically, the basis for learning any language. Vocabulary development focuses on helping students learn the meaning of new words and concepts in various contexts and across all academic content areas. Teaching students to develop vocabulary means providing explicit instruction on important words from text and teaching students strategies to help them learn word meanings independently. “It is critical for both oral and written vocabulary development to increase as students get older to enable them to comprehend increasingly more complex grade level text.” (Kamil, Loftus, & Coyne, 2008, p. 196).

Students who get struggle with reading disabilities most often read less per day than their typically achieving peers, making it more difficult for them to acquire new vocabulary and comprehend academic text. Students with learning disabilities may have weak oral language skills which directly impact their vocabulary development. A limited vocabulary hinders a student’s ability to be successful in comprehending grade level text, participating in classroom discussions, and doing well on assignments, quizzes and tests.

These deficiencies often increase over time, making the need for explicit vocabulary instruction even more pressing for students with language deficiencies due to learning disabilities or problems with language acquisition. When the students do not develop a good vocabulary, this will affect the comprehension skill in higher levels where the reading activity becomes more complex.

VII.6.1. Vocabulary Strategies.

According to Press,(2017), “a vocabulary strategy can be defined like a plan of actions designed to achieve a long-term or overall aim where a person can learn the meanings of the words.” .Vocabulary strategies are useful to facilitates knowledge to the students and they will be able to understand a main point of the reading. Some important strategies are:

Adequate the Reading-Vocabulary resources.

This strategy is particularly effective for helping struggling readers improve their vocabulary. Sometimes, grade level materials are inaccessible to readers because there are too many unfamiliar words in them. Adults can restructure the materials in several different ways to help readers comprehend them more easily. A portion of the difficult words can be replaced with “easier” synonyms to help the reader understand the overall text. An accompanying vocabulary guide can be provided for the text. Words that are included in the guide should be highlighted or printed in bold text to direct the reader to check the vocabulary guide if the word or its meaning is unfamiliar.

Meaning by Context

Context skills are the strategies that a reader uses for incidental vocabulary learning. Texts are full of “clues” about the meanings of words. Other words in a sentence or paragraph, captions, illustrations and titles provide readers with information about the text that they can use to determine the meanings of unfamiliar words. These features are often referred to as “context clues” because they are contained within the context of the piece of writing rather than outside it. Young readers should be taught to find and use context clues for learning new vocabulary words and the teacher has to practice this strategy for helping children to develop this important reading skill.

Word Maps

The word map is an excellent strategy for scaffolding a student’s vocabulary learning. For each of these new vocabulary words the students (with the support of the teacher) create a

graphic organizer for the word. At the top or center of the organizer is the vocabulary word. Branching off of the word are three categories: classification (what class or group does the word belong to), qualities (what is the word like) and examples. Using prior knowledge the student fills in each of these three categories. Word maps help readers develop complete understandings of words.

Vocabulary Cartoons

This strategy, taken from an SAT Prep resource, a website page, is an excellent and funny way to help students to visualize new words also, gives good strategies and task to improve the knowledge of the teacher at the time to develop skills. It includes the following elements:

- vocabulary term
- phonetic spelling
- brief description
- linking word
- cartoon
- sentence that uses the vocabulary term

VII.7 Didactic Resources for teaching English

In dealing with this topic, resources have a role in the process of Teaching-Learning, as well as its specific functions in learning a L2 like English. Resources are any instruments that help us to achieve any goal; that is, auxiliary material with which the pupils develop the learning process. According to Vlach&Burcie, (2010) “Teachers and researchers have known for many years that reading comprehension is positively affected when students are interested in the reading materials.” (p.266).Therefore, the blackboard, computer and video are resources, but the crucial element is the word, which is a limited

resource, because it is an intermediary between the reality and us. It provides a mental representation of the actual element of reality, but it is from senses that we first approach reality. In this way, the most complete learning derives from the contact with reality, but the most important is the word, because this element helps teachers and students to communicate their ideas and thoughts.

The simplest didactic resources for TEFL (Teaching English as a foreign Language) are real objects, which can be used in several ways; we can write their names on them, use them as a source for vocabulary – improving pronunciation and spelling-, integrate them in certain structures, as locative prepositions, comparatives, etc. students can also practice the definitions through them and operate with them: the “total physical response”, which is a fundamental aid for the effortless internalization of vocabulary.

Any auxiliary material may also be used such as: Recorder, pictures, flash cards, images different readings, newspaper, bookmarks, music, magazines, games (cards, role plays, etc.) papers of colors, sheets to complete etc. Like fancy-dresses, in order to provide realism and fun. People are also a basic resource; physical descriptions can be practiced and bringing new people to the class, like native speakers can increase the interest of the pupils. Telling own experiences are also a source of approaching to the other culture.

Other common resource is, of course, the blackboard, which can be used as a TV program, writing down on it the date and current subject. It is important to plainly what we are going to write before doing it, and to erase the remaining notes of the former class. Any drawing or writing must be done big and clear enough for everyone to see it, and ordered in a logical way. Teaching reading comprehension there are many sources that a teacher can use but the most important it is not only the material if no the use of this with the students in order to boost on the students the interest of reading.

Attracting the attention of the students is one of the most important tasks, and learning how to do easy drawings, can help us. For this reason, teachers should avoid writing on it for a long time; teachers can ask the pupils to participate by repeating what is being written, and it is very important not to talk “to the board”, but turn to the pupils to do so. Another hint is to use color chalk to stress any element we want to focus on, like prepositions within a sentence, for instance. Writing the answers of the activities is helpful,

since encourages the use of our visual memory and then it can also be read more times, and finally the pupils can be asked to use it, introducing some differences.

The overhead projector has the same advantages of the blackboard, and some more, like the presentation of drawings or charts already prepared without losing time to do it in class. It is also useful that parts of books or notes can be reproduced, and a paper used to keep the focus or hide answers. Flash cards can be extremely helpful if they are correctly used; word cards containing one single word. It can be ordered to build sentences and make transformations from affirmative to negative and interrogative.

Group work can also be promoted with activities like a contest to write the longest sentence. In the other hand, with picture cards we can practice drills, by showing them in structures of the kind “he’s got a...” If the cards represent famous characters, we can practice the physical descriptions, or play to guess whom the card represents. They can also be used to form a story, or to order them according to it. In the same way, wall charts are a useful visual input. Slides, though not so popular are also good devices for their easy change and store.

They are especially useful to show images of the other culture, the cities, typical features of Great Britain or USA or any other English speaking country, or even to show drawings to write about. One of the most popular resources is the video, since it is a good motivating force, because it provides a closer approach to reality through the ear and eye and keep the students active. A presentation of the projection through a previous activity will connect the visualization with a previous experience, and some exercises can be proposed to keep an active and comprehensive observation, like multiple choice question. The tape can represent communicative situations, like asking for addresses, where some cultural differences can also be perceived and explained.

Other controlled linguistic practices can be the repetition of drills, trying to predict what it is going to happen in the projection, dramatizing or dubbing the dialogues, or ways of using the indirect speech, making a summary of the plot or practicing vocabulary or certain linguistic elements. These practices can also be applied when watching a theatre play in the L2, although it is usually quite difficult to find. Dramatizations involve the

pupils directly, raise their self-esteem and make them have a positive attitude to learning the L2.

They are especially useful for developing oral communication and practicing the four skills. If the teacher use any audio visual or visual resource it would be better to do an oral or written summary to see if the students have comprehended or not, this is a good activity to develop reading comprehension skill using a different resource.

Games are also important context to practice the L2, since it presents real communicative situations, not mere simulations, and have certain advantages: they encourage team work and the practice of all skills, the use of language in a creative way, they develop the communicative competence and stimulate the learning of a L2. Nevertheless, the game must be integrated in the didactic unit, and the goals intended subjected to: the class room and the number of pupils, their previous knowledge and interest and the time and material available. Some interesting games are plays on words, action games, table games and logical problems.

Music are one of the most successful resources, but must be selected carefully, according to the pupil's interest, needing, level of difficulty and motivation. A presentation must be done before, dealing with the theme of the song, the group, etc. And, after it, some extension activities can be done, asking for relations between the students and the content, their opinion, and their account of similar situations. Discussing the theme can be motivating, and some exercises about pronunciation and vocabulary can be done. Important Strategies to develop reading comprehension are (Asking, Determining, Inferring, Summarizing, and Synthetizing).

The previous information will be helpful for this research because this information will provide a theoretical data about the problem the research is conducting moreover some terms involved in the process will be explain in order to do this research understandable. The contribution of other authors and researchers will made this work more reliable and valid through their contribution, there previous studies in this field also their experience in this kind of problem.

VII.8. Teaching Training

“Teachers must be seen as educators; therefore not only general knowledge, but also attitudes and skills should be required in order to incorporate any new content.” (UNESCO, 1991, pág. 9). It is of vital importance for society, education, centered on the principles, values, duties and rights of citizens, to create a prosperous, fair and responsible society in all social aspects. In this sense, teaching is being prioritized as the basis of this vision. Part of this difficult challenge is to train the teacher with strategies, knowledge, where quality is the focus of knowledge itself. Important factors will enrich the profile of the teacher as titles obtained or years of experience. However, it cannot omitted, the attitude, motivation and vocation to perform this praiseworthy labour of teaching.

Besides, the teacher does not elaborate a product or common material, but that is the trainer, the shaper of knowledge and behavior of human beings. The teacher is a guide in the classroom. He must represent in an integral way the model to follow of his or her students. Likewise, teacher has to know how to apply and develop these strategies and activities to improve the teaching and learning process. In this regard, how to improve the vocabulary in the process in reading comprehension, identifying right purposes, effective materials and resources to get successful results in student´s skills and sub skills.

Make it a regular activity.

While vocabulary instruction is a regular part of the curriculum in most elementary schools, it tends to tail off in the upper grades. However, students continue to need help throughout grades 7th-11th, especially if they're trying to make up for limited vocabulary learning in the pre-school years. That is not to say that vocabulary lessons should take up entire class periods, though — regular, 10-15 minute activities will be far more effective than a handful of hour-long sessions. We can learn to read just in want way “Reading” for this reason teacher has the work of including the reading activity in their classes, this means to become the reading activity something regular for the students, enriching the vocabulary of the students.

Teach more by teaching less.

Not only is it ineffective to make students memorize random words, but it is counter-productive to give them too many words at one time. Given that some students are many thousands of words short of a decent vocabulary, teachers may be tempted to assign them long word lists to study. In addition, teachers can have a greater impact on vocabulary by giving students repeated exposures to 5-10 useful new words every week, rather than by drilling them on 20 or more words at a time (most of which will be forgotten within a couple of months).

If we want to encourage students to read, before that we need, is to encourage them to develop their vocabulary but we cannot start giving them a big list of words because in that way, students will feel overload and they will not learn the new words, the teacher needs to go from the easiest to the hardest part of the teaching process, teaching words one at the time, step by step, teaching more that the meaning of a word, teaching the use of the word in more than on context.

Use new vocabulary in the classroom.

Furthermore, when teachers choose new terms for study, teachers should look ahead to see what students will be reading about and discussing in the coming weeks, and after teaching the words' meanings, they should reinforce the new vocabulary by using it often and encouraging students to use it themselves. When a new word is learnt that it is not enough to keep that word in our mind. It is necessary to use the word every day at every moment in order to become that word part of their common vocabulary and they will keep the word in their minds.

Teach synonyms, antonyms, and alternate meanings of words.

Students will have more success learning and remembering words if they study them along with clusters of related terms. Further, teachers should point out those words that mean different things in different contexts (e.g. the use of the term *reaction* in chemistry and its use in everyday conversation), helping students to appreciate the nuances of the language. Sometimes students are reading a sentence but they do not the meaning of a word in this

case using strategies such as the use of synonyms, antonyms will help to understand the meaning of unknown vocabulary.

Show students what to do when they come across new words.

Reading teachers often advise students to look for "context cues" to help them make sense of new words. In other words, students are supposed to figure out what the rest of the sentence or paragraph means and then make an educated guess as to the term in question. But students may need more specific guidance than that — teachers may want to show them exactly how to look up the word in a dictionary, for example, or to search for the term on the Web, in order to find a few more examples in which the word is used in a sentence. Some students can develop the skill of finding the meaning of new words by their own but others need more help in order to develop that skill, teachers need to provide more examples or teach different ways to figure out the meaning of a new word.

Teach specialized vocabulary in the content areas.

Teachers in the content areas have a responsibility to teach the specialized terms or specialized meanings of common words that students are about to encounter in class. Periodically, they ought to look ahead in the textbook or syllabus to see what terms will be used, check to see whether students know those terms already, and explain those as needed. A new vocabulary need to be used in the context where this word was learnt in order to understand the function of this word in that area

VII. 9. About Motivation

In this regard, Ryan & Edward (n, d) mention, “orientation of motivation concerns the underlying attitudes and goals that give rise to action”. Cited in (Burton, 2012)If adolescents are two, three, or more years behind grade level in reading, they've probably already experienced years of frustration and failure, and they may come across as unmotivated, unengaged, and skeptical of any new literacy class or program. When teaching older students, then, the challenge is not just to provide systematic instruction but also to help them build trust in their teachers, confidence in their own abilities, and

enthusiasm for the work they do in school. However, teachers should not assume that every unmotivated student has trouble reading and writing. This means that every single person have a different interest, when reading, it is necessary that the teacher engage the student in the reading activity and this activity need to fit with the type of student. Some students have failed before while reading, then it is necessary to reengage them in the reading process.

Over time, students who struggle with decoding, fluency, vocabulary, and comprehension do tend to become disengaged. But there are also, many students who tune out in the classroom, and who earn failing grades. In other words, in a classroom, a teacher can have good and bad readers, but the teacher needs to help students to improve their reading skills, through the practice also motivate them to use the new vocabulary. In conclusion, sometimes teachers provide reading materials to the students but this material is not attracted for the students also, the way that teacher introduce activities to engaged the students. In addition, the material is useless for them. For those reasons, it would be better for teachers giving students the freedom to write or read the literature that they prefer and develop interesting strategies and activities to motivate them.

Make sure that students have sufficient background knowledge

If students already know something about a given topic, they tend to feel more confident and motivated to read about it, and they tend to comprehend more of what they read. If the topic is a new one for them, then, give them enough background information and vocabulary to get them started successfully. It is difficult to give a reading with new and unknown vocabulary to the students who will not be able to understand the reading especially, if the students do not have enough background information about the topic, the understanding of the meaning of the new words.

Encourage discussion and other opportunities to work in groups.

When assigning or encouraging students to work in groups, teachers should not assume they can leave those students alone. To be productive, discussions and group work have to be planned carefully and supervised over time. But, when such interactions go well, they tend to pay off greatly not just in terms of increased comprehension but also, in terms of

student engagement, confidence, and interest in school work. Students group work is a good activity after a reading activity to develop not only reading comprehension skills but also, to engage students to share what they learnt from the reading, this kind of work helps students to be more confidence and as a result, students become more productive in their school work.

VII.10. Elements that help teachers to develop a better Teaching-Learning process.

An Engaging Personality and Teaching Style

A great teacher is very engaging and holds the attention of students in all discussion. Also, teacher has an excellent communication skill, let them to participate and give their point of view.

1. Clear Objectives for lessons

A teacher establishes clear objectives according to the level, and age of the students for each lesson and words to meet those specific objectives in each class.

2. Effective Discipline Skills and Classroom Management

A great teacher has effective discipline skills and can promotes positive behaviors and change in the classroom without mistreating his or her students. Also, teacher can ensure good students behavior, effective study and work habits and an overall sense of respect in the classroom.

3. Good communication with parents

A teacher maintains open communication with parents and keeps them informed of what is going on in the classroom as Fas curriculum, discipline, and other issues. They made themselves available for phone calls, meetings and email. It is important because parents and tutors help the students to reinforce their knowledge at home.

- 4. High Expectation** A great teacher has high expectations of their students and encourages everyone to always work at their best level.
- 5. Knowledge of curriculum and Standards** A great teacher has thorough knowledge of the school's curriculum and other standards they must uphold in the classroom. They ensure their teaching meets those standards.
- 6. Knowledge of Subject Matter** A great teacher has incredible knowledge of the subject matter they are teaching. They are prepared to answer questions and keep the material interesting for the students.
- 7. Passion for Children and Teaching** A great teacher is passionate about teaching and working with children. They are excited about influencing students' lives and understand the impact they have.
- 8. Strong Rapport with Students** A great teacher develops a strong rapport with students and establishes trusting relationships, taking into account the rules of respect.

After reading all these characteristics and elements of a teacher, it is important to know why we are mentioning these elements. This is because in a teaching learning process, the teacher plays a very important role conducting this process; a good teacher will help students to develop good reading skills or other skills. In addition, this person will create connections with students, parents and coworkers to get a greater impact in the society, the students, their parents and families. Characteristics such as good communicator, passion for the job, good rapport with students allow teacher to teach students better because as communicator teachers give a clear understanding about what they said. In addition, if they feel passion for the labor that they do, they will provide good classes, and at the end, it is very important as teachers to have a good rapport with students, to have more interaction with them and help them when they are struggled in any activity.

VIII. System of variables

Specific objectives	Variables	Definition	Indicators	Sources	Instruments
To analyze the vocabulary teaching strategies used in the process of reading comprehension	Teaching strategies used in the process of reading comprehension .	A method or plan chosen to bring about a desired future, such as achievement of a goal or solution to a problem.	1) Adequate the reading vocabulary resources. 2) Meaning by Context. 3) Words maps. 4) Vocabulary Cartoons.	Teacher Class	Open Interview Observation guide
To describe the influence of the resources in acquiring vocabulary in the process of reading comprehension .	Influence of teaching resources in student's vocabulary.	Materials that the classroom teacher uses to help students understand the concepts she introduces during her lesson	1) Resources to teach and to learn vocabulary. 2) Learning strategies. 3) Textbooks 4) Programs 5) Audio-lingual system 6) Dictionary	Class Teacher Class	Observation Guide Open Interview Questionnaire
To value the teaching level training to develop the reading comprehension process.	Teaching level training the teacher has in order to develop the reading comprehension	The skill, knowledge, or experience acquired by one that trains	1) Teacher competence on student achievement . 2) Teaching experience.	Teacher	Open Interview

IX. Methodological Design

“This dimension is simple, because it refers to being quantitative or qualitative, or both of them” (Bastar, 2012, p. 13) It involves collecting, analyzing and integrating quantitative data by the use of the following instruments questionnaire applied to the students; interview applied to the teacher and the observation guide, the information collected with this instrument can be considered a mix data owing to the information gathered was qualitative and quantitative from the whole class. On the other hand, this research is descriptive because it performs a description of the problem of the high school students focused on the development of vocabulary and its impact on the reading comprehension skill. Based on the time, this research is transversal due to this was conducted in a specific period in this case, during the second semester of 2017.

IX. 1. Population and Sample

The simple randomly sampling method was used to get the sample of this research, when the formula proposed by Mounch Galindo was used to get the sample of this research, the research team found that the sample was 19 students almost the same as the whole population, in this case, the research team took the decision of working with a 100% of the population, this means that the whole population was taken into account for the research process.

The population for this research was 20 students between fourteen and twenty years old, they were students of the 11th grade A at Luis Alfonso Velasquez Flores, whom presented the whole class. The amount of people for this research was 20 students. The sample was obtained using the simple randomly sampling Method, in this method all of the members in a population has the same opportunity to be chosen. Furthermore, due to the population into consideration was finite; the probabilistic formula to find the sample of a finite population proposed by Mounch Galindo in 1996 was used to establish the measurement of the sample.

The survey as an instrument to collect data was applied with the 19 students of eleventh grade, this happened because the day when the survey for students was applied one student did not go to the school, that survey was tried to be applied in another time for the student but according to the English teacher and the principal of the school the student had to move to Costa Rica with their parents due to economic problems. Owing to this event, the only group of students surveyed was 19 students that provoked a change for the research. The population and sample became 19 students, this decision was taken because the group was a small one and it was easy to work with 100% students for small groups. The observation guide was applied with the whole class and the open interview was conducted with the English teacher.

IX. 2. Data Collection

For the purpose of this research, three data collection methods were chosen: survey, interview and observation, before applying the instruments of each method the questionnaire, open interview and observation guide; these instruments were validated for three experts specialized in grammar, in teaching English language, in order to improve the structure, methodology and grammatical design of each one, this process consisted of giving a draft of each instrument to each experts, they wrote some comments on the paper according to each aspect to be fixed, after that the instruments were written again taking into account the comments and considerations of each expert in order to design a better instrument to be applied. The main reason to design these three instruments was to get information from the teacher, students involve in the learning teaching process and make a triangulation of the information gathered during the observation into the classroom in order to verify if the answers of the teacher, the students and the data collected during the observation had a matching.

The observation, The Observation guide was conducted six times into the English classroom, with the proposal of gathering more relevant and significant data. These observations were made to see what kind of resources were used by the teacher into the classroom and how the teacher developed a class for reading comprehension using different strategies to increase the students' reading comprehension and development of vocabulary.

According to (Creswell, 2008) “This method is useful for exploring topics that may be difficult for participants to discuss using interviews face to face”.

Interview: this is a conversation where questions are asked and answers are given. In common parlance, the word "interview" refers to a one-on-one conversation with one person acting in the role of the interviewer and the other in the role of the interviewee. The interviewer asks questions, the interviewee responds, with participants taking turns talking. This interview was designed to the teacher to know what strategies she used to fulfill this aim, increasing the vocabulary to improve the reading comprehension. Also, how the resources help her to improve the vocabulary learning process in the reading comprehension skill.

Survey: this is a method of gathering information from individuals. A survey have a variety of purposes, and can be conducted in many ways. Survey may be conducted to gather information through a printed questionnaire, over the telephone, by mail, in person or on the web. The survey was conducted with the nineteen students to gather information about different strategies and resources used by the teacher and how those elements helped her to teach vocabulary that facilitates the process of reading comprehension for students. This information is collected through use of standardized procedures so that every participant is asked in a written way the same questions in the same way. It involves asking people for information in some structured format.

IX. 3. Data Processing

All the data collected during the research were processed using the program of Excel, database created by Microsoft office. The information was organized in tables, then all the information was translated into graphs. Moreover, the numeric values for both graphs and tables were expressed as single number and percentages.

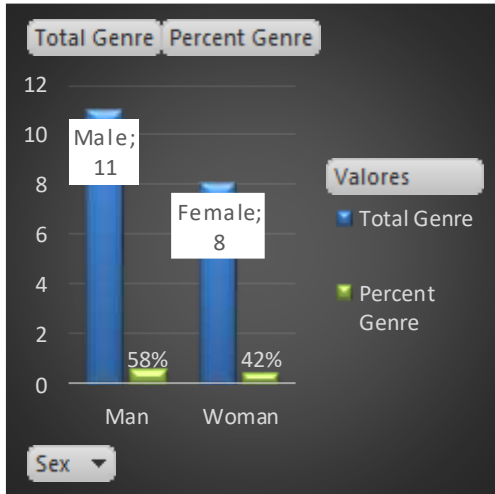
X. Data Analysis

In this chapter, the data were gathered by the use of the next instruments: questioner, open interview and observation guide, these data were collected, processed and analyzed. All the information provides very important numeric values of different aspects related to the research, linked to the specific objectives. The information is presented in graphs; also, the data in the graph are presented in percentages and their equivalents in numbers, which represent a person of the population. All the information presented was processed using the data base program Excel. By the use of this program all the graphs, tables were designed.

The data analysis is presented in the next way, first, there is a short introduction to the aspect analyzed regarding to the specific objectives, in the same order as they were presented before. Second, there is a lecture of the graphs, then the proper interpretation and analysis of the graph developing the analysis, according to the information gathered with the three instruments questionnaires, observation guides and interviews, the analysis is developed following the same order, first, the analysis of the research's aspect according to the findings in the survey, then the analysis of the same aspect found in the observation guide and finally the analysis of the aspect according to the teacher's point of view. After the analysis of each objective, a final paragraph was written in order to summarize all the information obtained with the three instruments, analyzing the same aspects to provide an answer for the specific objectives that the research followed.

All the graphs used in this research are presented in the annexes for further information. For each graph, there is a table, but in this case, just the graphs are presented to have a more interactive presentation and interpretation of the data collected, processed and analyzed in this research.

The graph 1 shows information related to the population taken into account for this research. The number of people is shown in the next way; the group was divided in two groups, male and female, and expressed using percentages. This information represents the distribution of the population according to the age and gender.



Graph.1. Gender of the population and its distribution.

The distribution of the people in this research base on the graph 1, the genre is 11 males, which represent a 58% of the population and 8 females, that represent a 42%, the sum of these two groups represent the 19 students, this means the 100% of people surveyed and observed during the research's development.

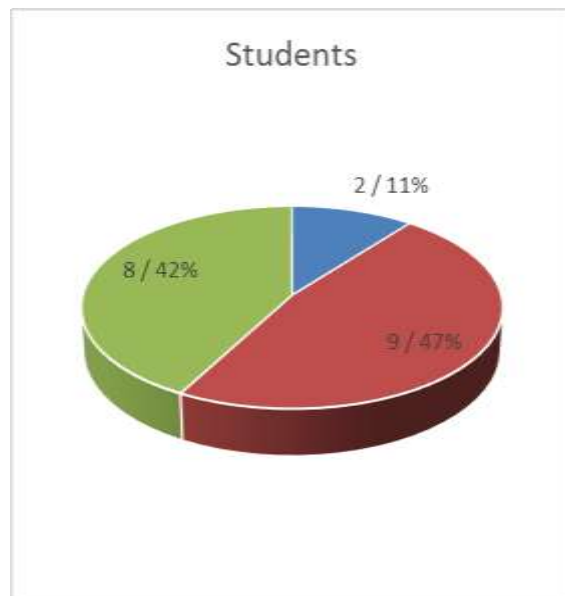
As we can observed, the percentage of males and females, according to the graph 1, it is almost the same, 58% for males and 42% for females, in this case we can see that there are more men than women in the group researched.

The graph 2. Distribution of students in a percentage according to the age.

Graph 2

As we observed in the graph 2, there was an 11% of students between 14 and 15 years old there were 47% students between 16 and 17 students and 42% of students between 18 and 20 years old.

In the information presented in the graph 2, it is found that almost the 50% of students had an greater age the common age that students should have when they graduate from high school, this means when the students are older they lose motivation to study and learn because of the age they have other interests. On the other hand, there is an 11% of students between 14 and 15 years old, in this case, the age is very young to get out from high school, and the students do not have the maturity to be responsible about their own learning. In



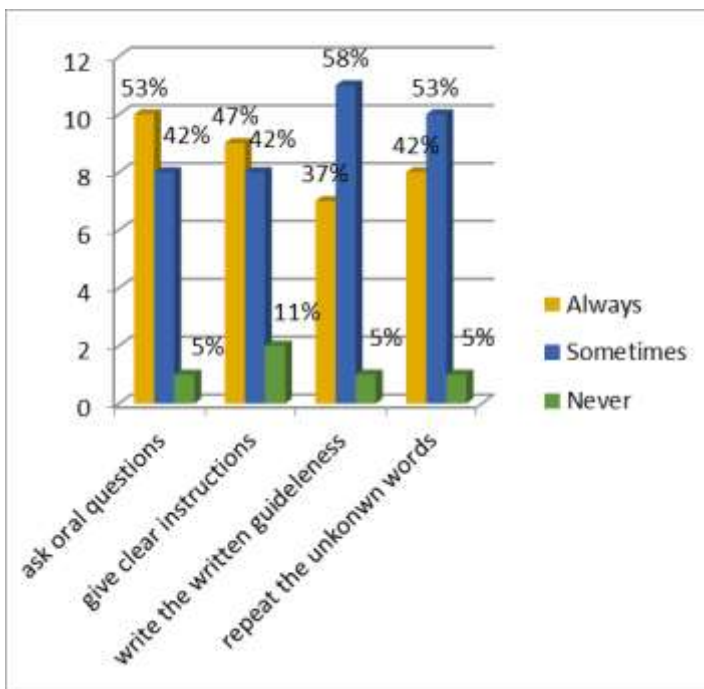
addition, the students in this age also have interest in other stuff that just studying English and developing reading comprehension.

In order to organize the data analysis, the findings in this research were developed according to the specific objectives:

1. Vocabulary teaching strategies used in the process of reading comprehension.

The vocabulary teaching strategies used by the teacher in order to improve the reading comprehension skill can be observed during the class, when the teacher develops her class in the following reading stages before, during and after. The following information helped the research to understand what the strategies used by the teacher were. The data were presented using graphs, analyzing the different strategies that according the teacher, she used for teaching reading comprehension and the strategies that according the students, the teacher puts in practice while teaching reading comprehension and the development of new vocabulary.

Graph 7. Before Reading stage.



Graph 7 shows that in a before reading stage the teacher always use the strategy of asking oral questions, represented by a 53% , follows by second strategy of giving clear instructions with a 47%, also a 58% of the students said that the teacher sometimes writes the guidelines. Furthermore, a 53% claimed that sometimes the teacher repeats the unknown words.

Based on the information gathered in the questionnaire, the students expressed that after starting a reading class, in a

before reading stage the teacher just asks oral questions about the reading , also she gives them clear instructions in order to have a better understanding of the reading or lecture that they will be using for the class. Although, if we sum the people who said that the teacher never does that activity and sometimes gives clear instruction, we got that 53% of the students did not understand the teacher's instructions for the reading class, this also represents that the students have a lack of vocabulary because they do not understand the words used by the teacher. This is reinforce with the information of the column about writing the guidelines where a 63% students said that the teacher never or sometimes writes the guidelines of the class, also a 58% expressed that the teacher was not repeating the unknown words, this impede students to develop new vocabulary, they were not learning or clarifying the meaning of words by the teacher's support.

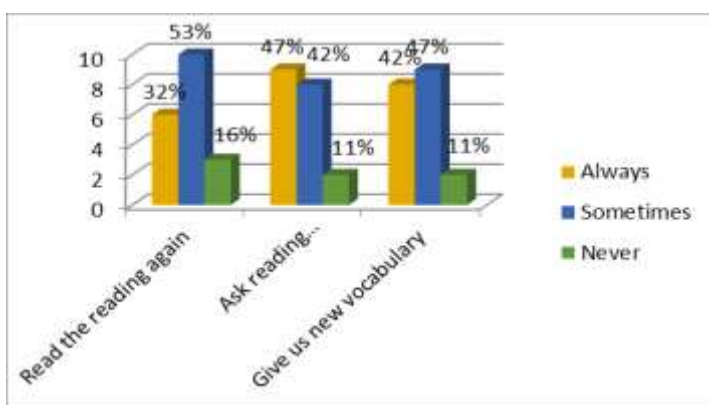
According to the information gathered during the observation process, it was observed that in the few classes when the teacher developed reading activities, she effectively asked the students oral question in order to engage them with the reading and she never wrote the guidelines of the class, in order to guide students during the process. Moreover, when the students got struggle with an unknown word the teacher just explained the meaning of the word for the students one time and then, she continued with the class, but she did not verify if the students had understood the meaning and used of the word.

Analyzing the information gathered during the interview conducted with the teacher, she explained that the strategies used by her are pair work and role-play. She never mentioned strategies used according the different stages of reading activities. Based on this, it was inferred that the teacher did not have knowledge about teaching strategies to teach vocabulary and reading comprehension. She mentioned the use of pair work activities and role-play. This represents that the teacher does not have a wide range of strategies to be applied at this stage. For that reason, the classes are not interesting or dynamic for the students.

Finally, it was found that based on the information gathered through the three instruments. It is clear that in a before reading stage the teacher is not using effective strategies to teach vocabulary and developing the reading comprehension skill of students. The teacher does not have knowledge about the use of strategies to teach vocabulary and she was not making an emphasis on the acquisition of new vocabulary. For that reason, the students have problems understanding the teacher's instructions. Also, they are not having a significant learning regarding to reading comprehension.

According to the information presented in the theoretical framework about the activities that a teacher needs to develop at this stage, before reading. It is necessary to provide important background information to the students about what they will read. For instance, use vocabulary, specialized terminology, context, and content that students might not know, but they will need to make sense of the text. It is a good idea to use topics related to their social and cultural context in order to engage them. The students need to be warmed before starting the reading activity, in that way they will be prepare for having a better understanding or comprehension about what they will read.

Graph 11 during the Reading



Graph 11 shows that during the reading stage the most common strategy used by the teacher is to ask reading comprehension questions, although a 53% of the population said that this activity is done by the teacher just

sometimes and never, then a 47% expressed that the teacher uses the activity during they were reading. Moreover just 32% of the students said that they do a reading again of the lecture, this means, a 68% of the students said that this activity is not done frequently. On the other hand, just the 42% said that the teacher is giving them a new vocabulary but the 58% said that the teacher sometimes or never uses that strategy during the reading classes.

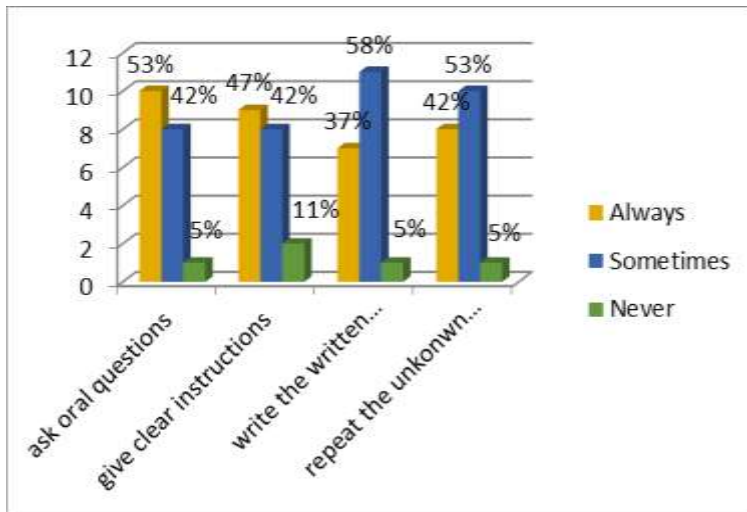
The information gathered with the questionnaire showed that the students are not rereading the text or the information that teacher provides them and this impedes students to get a better understanding about what they read. Also, the teacher sometimes ask them reading comprehension question while reading. That is an element that stops students to have a better understanding of the reading, they do not understand because they do not read again and the teacher is not contributing to increase the student's vocabulary. According to the survey's findings, the teacher was not given new vocabulary to the students, limiting their comprehension. In the second observation, the teacher used a reading from the MINED's book for teaching English. It was observed that the students did not read the reading a second time, even the teacher did not present a key vocabulary or a new vocabulary for the students related to the reading.

As it was mentioned in the before reading stage, the unique strategies mentioned by the teacher were role plays and pair work, and these strategies do not fit for a reading strategy during reading. It is evident that the reading process was not following an organized and systematic procedure.

At this stage based on the theory, the students may use graphics organizer to have an organization about what they read, making a drawing or taking notes of the most relevant point of the reading. This helps students to get better the main or specifics points of any reading. The use of visual representations will contribute students to raise their comprehension of the material.

To sum up, the information presented in the graph 23, the other information gathered in the interview and observation guide, it is clear that there is a lack of knowledge about the use of vocabulary teaching strategies to develop reading comprehension skill by the teacher, she was not reading again the lectures with the students or providing new vocabulary for the them .She did not ask them to verify is the students understood something about what they read.

Graph 16. After the reading



Graph 16 shows the data collected by the application of the survey applied with students. This information is related to the strategies used by the teacher to conclude a reading class. This stage is known like “after reading activity”, this information shows that like in the before

reading activity the teacher ask oral questions to the students in order to see if they understood something about the reading that they already did. A 53% of the students said that, the activity that teacher always uses to finish a reading activity is to ask oral questions such as the title or the main characters of the reading and a 47% said that giving clear instructions about the last activities is other strategy used by the teacher at this stage.

According to the survey’s information in order to finish the reading class, the teacher ask the students about the reading but she did not focus the questions on the meaning of the words these are only questions related to specific information of the reading, information that the students did not had because they get lost while they were reading. This happened because they did not understand the meaning of the words.

The teacher had questions prepared for the reading and she used the questions provided by the English book from MINED, but during the observation she never asked the students about the meaning of some unknown words found in the reading, even though two or three students tried to answer the teacher’s questions the majority of the class was lost, they seemed to have any idea about the reading’s core.

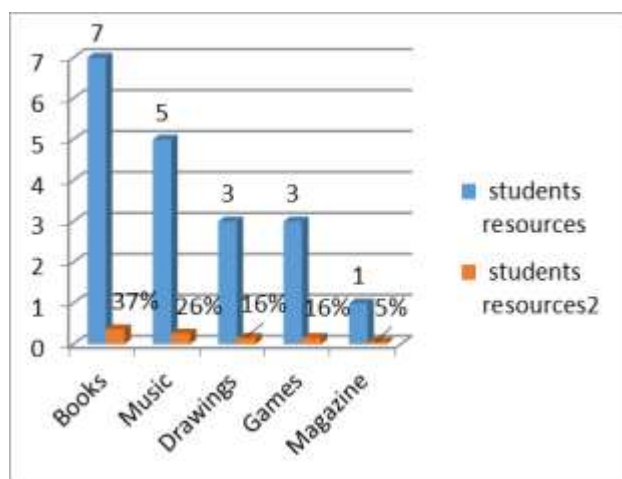
The teacher uses a monotonous strategy, the use of questions to get information from the students; information that the students do not produce using the English language because they are not able to produce the language due to the lack of vocabulary and of course the

few comprehension that they had during the reading activity. During the six observations, the teacher just developed reading activities three times, in those times she did use the same strategies. For that reason, it is determined that the strategies used by the teacher are frequently the same ones.

This is the last stage for concluding a reading activity, for that reason this is the last chance to focus on the comprehension of students, at this time, the teacher can realize if the students had or not a comprehension about what they read, if not, the teacher needs to find the problem of the lack in comprehension and fix it. For example, the teacher can teach students to use strategies such as summarizing texts, in that way they will be able to create a short version of long readings and of course, it will be easier for students to understand about any reading.

It is evident that the teacher did not make use of vocabulary teaching strategies to teach, prepare and help students to develop their reading comprehension. The teacher has a limited knowledge about vocabulary teaching strategies for reading, even the three stages used for developing reading classes seemed to be unfamiliar for her. The teacher is not using strategies for improving the students' vocabulary and teaching reading comprehension properly.

2. Resources used by the teacher for reading activities.



Graph 17. Resources

Graph 17 shows that according to a 37% of students the most common resources used by the teacher are books, especially the book provided by MINED (the ministry of education). Then a 26% said that the teacher used music. On the other hand, just 16% of the students claim that the teacher used drawings.

During the application of the survey most of the students affirmed that the teacher always used the English book to teach reading, and most of the time the lectures and reading activities were taken from that book.

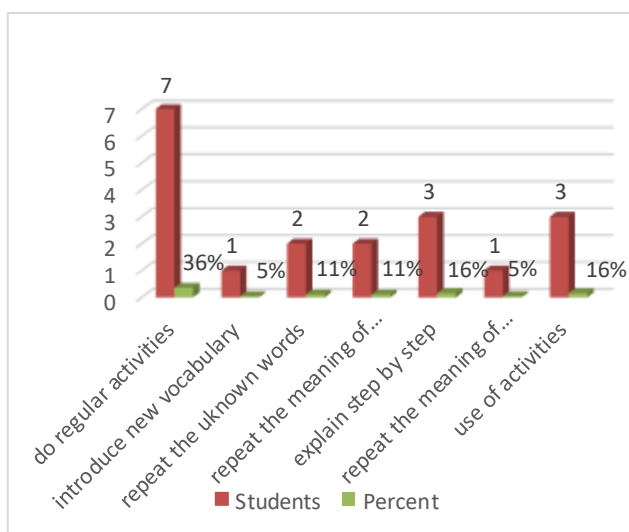
In addition, it was observed during one of the observations that in fact, the teacher took the readings activities from the book, and she never used a different resource such as magazines, newspapers or other type of book. Moreover, most of the time, she focused her class in grammar, she used the reading but instead of emphasizing on the acquisition of new vocabulary she worked on grammar structures using the tenses presented in the lectures. Even, the comprehension was forgotten.

In addition, when the teacher was asked about the kind of material that she often used to develop reading comprehension activities, in order to acquire new vocabulary. She stated that the only resource used by her is the Mined's English book. In addition, she said that something that helps students to understand better the meaning of the words are the pictures in the book, they feel motivated and influenced by the use of images and pictures. It means the book is not the best material to develop vocabulary for students but the use of pictures had a big influence in the learning process of new words. She also explained that, for example, she did not used another resources such as computers, or others technological resources because she does not have knowledge about the use of technology and that has been one of the most difficult part for her as a teacher to increase the students' level in reading comprehension, the use of new and more interesting materials for students.

As it was mention in the theoretical framework, (Vlach&Burcie, pág. 266) (2010) affirm, "Teachers and researchers have known for many years that reading comprehension is positively affected when students are interested in the reading materials." Therefore, the blackboard, computer and video are resources, but the crucial element is the word, which is a limited resource, because it is an intermediary between the reality and us. The use of a wide variety of sources helps students to be engaged in a reading activity, this means that it is necessary to use more resources according to the students' needs and level.

The teacher did not use a variety of resources in order to develop vocabulary reading comprehension skill in the students; she did not use innovation, technological resources, or adapted material for the students. Moreover, the teacher only used the book provided by MINED to develop her classes.

3. Teacher training



Graph 18 the teacher training.

In graph 18, it shows the activities that according to the teachers and researchers are necessary for the learning of new vocabulary based on the teacher training or preparation. The 36% agree that doing regular activities to develop and improve their vocabulary will help them to improve their vocabulary and comprehension. In

addition, the 16% of students said that teacher explains gradually the class and uses activities that help them to learn new words and the meanings of it through new and more interesting strategies. Nevertheless, there are 11% of students that are interested in learn vocabulary repeating the unknown words and the meaning of it. Finally, the 5% of students think that the teacher should be introducing new vocabulary in each class in order to acquire new vocabulary.

According to the graph 31, the teacher in this classroom, should improve in the acquisition of our strategies that help her develop the content in order to meet the proposed objectives to be developed in class programs, it is necessary for this, that the teacher receives training for improving the methodology of English teaching and develop and implement new strategies that help students to acquire new vocabulary. It is important to mention that each student learns in a different way, they have learning needs and not everyone can be personally satisfied, but each content can be adapted according to the group's needs.

XI. Conclusions

After having completed the research on the analysis about the Influence of vocabulary in the process of English reading comprehension of the student's 11th grade at Luis Alfonso Velasquez Flores public high school, this research concluded:

1. The strategies that the teacher used for teaching reading and improved the vocabulary of the students are not enough and those strategies have not been effective.

The teacher only asks for scanning but she is not working on the development of vocabulary. The strategy of asking question is the most common activity used by her, this means that this activity has become monotonous, always the same.

2. The teacher has not been using a wide variety of reading resources and do not know the technological resources.

The material that the teacher usually uses is the textbook, in this case the MINED's textbook. The students do not feel motivated to read this type of material because the readings are not interesting or attractive for them, but the students feel motivated and influence by the use of pictures and images, they get a better understanding of the meaning of the words.

The teacher does not adequately use the technological classroom tool that is in the school and when he takes the students to this classroom, the students say they feel bored and use the technology for other purposes.

3. The teacher does not have certain strategies that allow the students acquire new vocabulary actively and dynamically.

The teacher must be in constant training to acquire and develop new strategies that allow her/him to reach the objectives proposed in the class plan, in a stipulated time. It is said that the teacher must teach dynamically and motivating the student to be interested in the class to learn new vocabulary that will help them to have a better reading comprehension from the analysis of each of the words. Same, for this it is necessary that the teacher teach synonyms, antonyms, to introduce new words based on the knowledge previously acquired by students, uses context cues, uses audiovisual materials, and adequate the resources to the level and grade to the students, so they can make a relationship between the previous knowledge and the new one.

XII. Recommendations

According to the findings in this study and the conclusions, is recommending:

1. It is necessary to develop playful strategies that allow the constant interaction of the teacher and the student in the classroom. This could be through dynamics such as riddles, puzzles, cartoons, role-plays, etc.
2. It is necessary to call the attention of the students through technological didactic resources that help and motivate the student to learn new vocabulary. The teacher should use the technological classroom at least 2 times a week and work with students online activities that get their attention, for example, songs, stories, culture topics, etc. can be used. Where new vocabulary can be introduced with topics that motivate students.
3. It is necessary that the teacher be in constant training to develop new methodological strategies and is inserted into the technological world to motivate students to learn English with current topics and their interest. The teacher must learn to use the technological classroom that has the center to take advantage and that the student feels that the teacher knows the technological tools and those they are necessary in the academic and more when you want to learn a new language.
4. The MINED should guarantee a class program according to the grade and level of the students, so it is necessary that the English teachers is constantly trained in current issues that help them generate new strategies to motivate the student to learn the English language. It is necessary for the teacher to adapt the material according to the grade and level of the student, always looking for ways to motivate them and attract their attention.

XIII. References

- Bastar, S. G. (2012). *Research Metodology*. México: Red Tercer Milenio.
- Burcie, V. (s.f.). *Teaching Reading Comprehension*. IRA Standards for Reading Professionals.
- Burton, K. (2012, May). *INDIANA UNIVERSITY BLOOMINGTON*. Retrieved from https://spea.indiana.edu/doc/undergraduate/ugrd_thesis2012_mgmt_burton.pdf
- businessdictionary. (2017). *businessdicionary*. Retrieved from <http://www.businessdictionary.com/definition/strategy.html>
- Creswell, J. W. (2008). *Qualitative, Quantitative, and Mixed Methods Approaches*. Nebraska-Lincoln: Research Design Third Edition.
- Faizal Risdianto, S. (s.f.). *INTRODUCTION TO LITERATURE.*, (pág. 6).
- Kamil, E., Loftus, & Coyne. (2008). *Doc Player*. Retrieved from http://ies.ed.gov/ncee/wwc/pdf/practice_guides/adlit_pg_082608.pdf
- Meltzer, E. L. (2017). *Critical Reader*. Retrieved from <https://www.discoverbusiness.us/education/online-mba/resources/sat/>
- Merriam-webster. (n.d.). *Merriam-webster*. Retrieved from <https://www.merriam-webster.com/dictionary/training>
- Press, C. U. (2017). *Cambridge Dictionary*. Retrieved from <https://dictionary.cambridge.org/dictionary/english/vocabulary>
- UNESCO. (1991). *EXPERTS' MEETING ON TEACHER TRAINING AND NEW CONTENTS IN TEACHER TRAINING CURRICULA UNESCO*. Division of Higher Education and Research.
- USAID From the American People. (2014). *Seven Steps to Reading - Center for Knowledge Societies*. Obtenido de <http://cks.in/wp-content/uploads/2014/03/Synopsis-Edited-Softcopy.pdf>
- Vlach&Burcie. (s.f.). *Teaching and Reading Comprehension*. IRA Standards for Reading Professionals.
- Wargner, R. K., Schatschneider, C., & Phythian-Sence, C. (2009). *Beyond Decoding*. New York: The guilford press.
- Nagy, W.E. (1988). Teaching vocabulary to improve reading comprehension. National council of teachers of English, 1111 Kenyon Rd., Urban, IL 61801 (Stock No. 52384-015,\$4.95 member, \$7.50 nonmember—ISBN-0-8141-5238-4);International reading association, PO Box 8139,800 Barksdale Rd. Newark, DE 19714-8139 (No. 151, \$4.95 member, \$7.50 nonmember—ISBN-0-87207-151-0)..
- Kieffer, M. J., & Lesaux, N. K. (2007). Breaking down words to build meaning: Morphology, vocabulary, and reading comprehension in urban classroom. *The reading teacher*, 61(2), 134-144.

XIV. ANNEXS

Below are all the graphs and tables obtained in the data analysis that is carried out when the survey was processed directed towards the students, the interview made to the teacher and the observation guide made in the classroom. The sample of our research was 19 students from eleven grades A at Luis Alfonzo Velasquez Flores High School. The total of the sample were students between 14 and 20 years old.

Table 1

Sex	Total Genre	Percent Genre
Male	11	58%
Female	8	42%
Total Sample	19	100%

Table 2

Age	Students	Percent
14-15years	2	11%
16-17 years	9	47%
18-19 years	8	42%
Total of Students	19	100%

Strategies used by the teacher to develop reading comprehension

Before Reading

Table 3

The teacher...

	Before Reading	
Frequency	Asks questions related to the topic	Asks questions related to the topic2
Always	6	31%
Sometimes	10	53%
Never	3	16%
Total	19	100%

Table 4

The teacher...

	Presents resources related to the topic	Presents resources related to the topic2
Frequency		
Always	9	47%
Sometimes	8	42%
Never	2	11%
Total	19	100%

Table 5

The teacher...

	Starts from a previous topic to a new one	Starts from a previous topic to a new one2
Frequency		
Always	8	42%
Sometimes	9	47%
Never	2	11%
Total general	19	100%

Table 6
The teacher...

	Clarifies doubts related to the subject	Clarifies doubts related to the subject2
Frequency		
Always	9	47.37%
Never	1	5.26%
Sometimes	9	47.37%
Total general	19	100%

Table 7
(Summary Data before reading Table 3, 4, 5, 6)
The teacher....

	Always/ Percent	Sometimes/ Percent	Never/ Percent	Total
Asks questions related to the topic	6 – 31%	10 – 53%	3 – 16%	100%
Presents resources related to the topic	9 – 47%	8 – 42%	2 – 11%	100%
Starts from a previous topic to a new one	8 – 42%	9 – 47%	2 – 11%	100%
Clarifies doubts related to the topic	9 – 47.37%	1 – 5.26%	9 – 47.37%	100%

During Reading

Table 8
The teacher...

	During reading	
Frequency	Reads the reading again	Reads the reading again2
Always	10	53%
Never	1	5%
Sometimes	8	42%
Total general	19	100%

Table 9
The teacher...

	During reading	
Frequency	Asks reading comprehension questions	Asks reading comprehension questions2
Always	9	47%
Sometimes	8	42%
Never	2	11%
Total	19	100%

Table 10
The teacher...

	During reading	
Frequency	gives us new vocabulary	gives us new vocabulary2
Always	10	53%
Sometimes	8	42%
Never	1	5%
Total	19	100%

Table 11
(Summary During reading
Table 8, 9, 10)
The teacher...

During reading	Always	Sometimes	Never
Reads the reading again	6	10	3
Asks reading comprehension questions	9	8	2
Gives us new vocabulary	8	9	2

Table 12
The teacher...

	After reading	
Frequency	Asks oral questions	Asks oral questions 2
Always	10	53%
Sometimes	8	42%
Never	1	5%
Total	19	100%

Table 13
The teacher...

	Before reading	
Frequency	gives clear instructions	gives clear instructions2
Always	9	47%
Sometimes	8	42%
Never	2	11%
Total	19	100%

Table 14
The teacher...

	Before reading	
Frequency	writes the written guidelines	writes the written guidelines2
Always	7	37%
Sometimes	11	58%
Never	1	5%
Total	19	100%

Table 15
The teacher...

	Before Reading	
Frequency	repeats the unknown words	repeats the unknown words2
Always	8	42%
Sometimes	10	53%
Never	1	5%
Total	19	100%

Table 16
(Summary after reading Table 12, 13, 14, 15)
The teacher...

After Reading	Always	Sometimes	Never
Asks oral questions	10	8	1
Gives clear instructions	9	8	2
Writes the written guidelines	7	11	1
Repeats the unknown words	8	10	1

Teaching Resources

Table 17

Variable	Teaching Resources	Teaching Resources
Application sheets	2	11%
Books	10	53%
Different Readings	5	26%
Drawings	2	10%
Total	19	100%

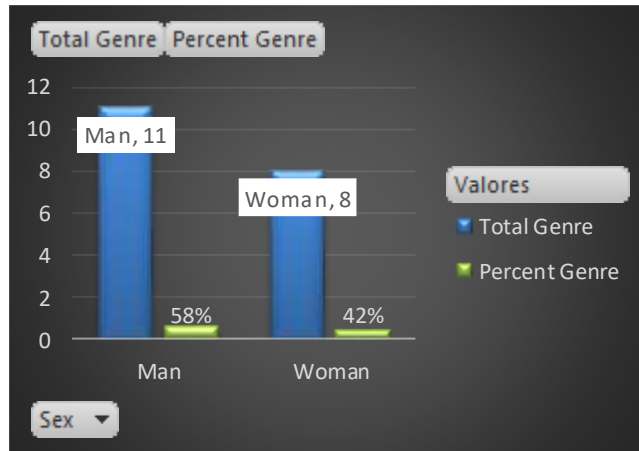
Teaching training
Table 18
The teacher...

Teaching training	Students	Percent
Does regular activities	7	36%
Introduces new Vocabulary	1	5%
Repeats the unknown Word	2	11%
Repeats the meaning of words	2	11%
Explains step by step	3	16%
Repeats the meaning of words	1	5%
Uses activities	3	16%

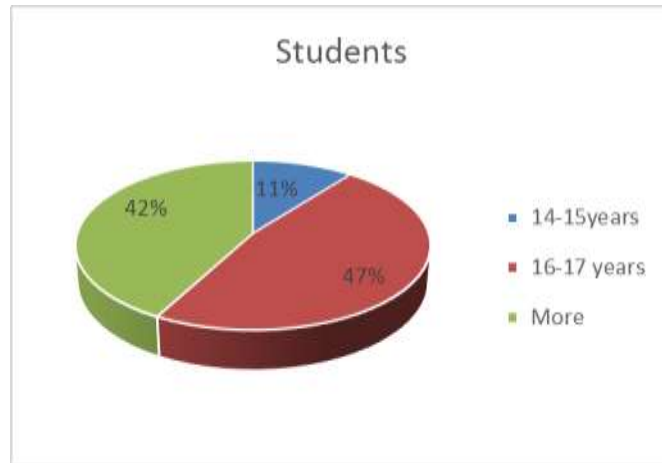
Suggested activities for the teacher
Table 19

Activities	Female	Male	Total
To use synonyms, antonyms	10	9	19
To introduce new Vocabulary	15	4	19
To use context cues	5	14	19
To use audio vidual material	19	0	19
To motivate the students to read	12	7	19
To adequate the Resources	19	0	19

Graph 1

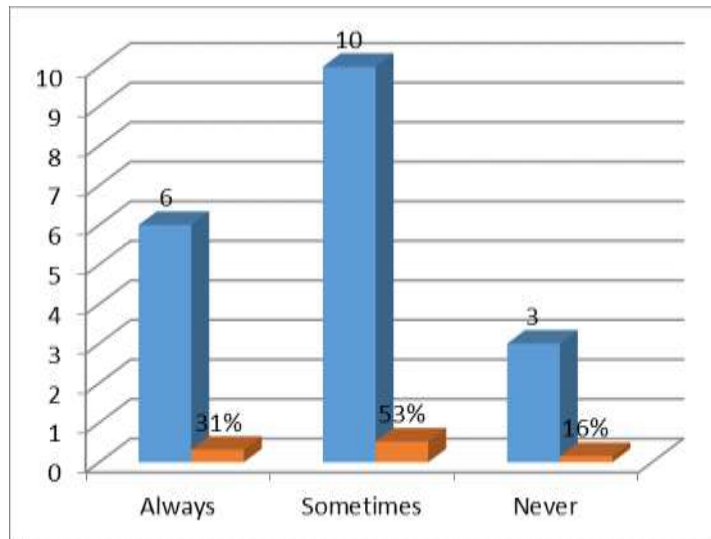


Graph 2



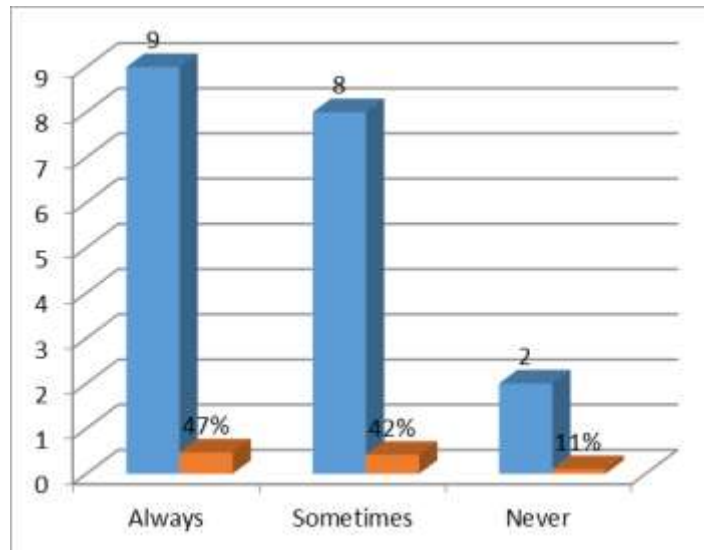
Graph 3

Teacher asks reading comprehension to the students



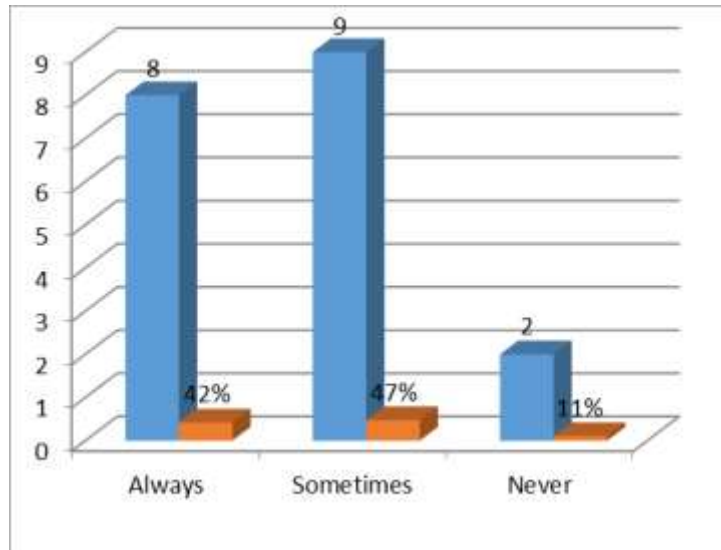
Graph 4

Teacher gives clear instructions to the students



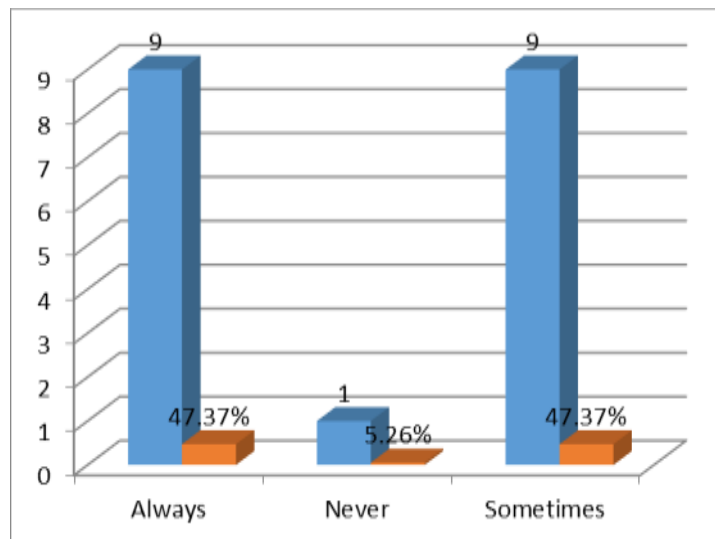
Graph 5

Teacher writes the written guidelines

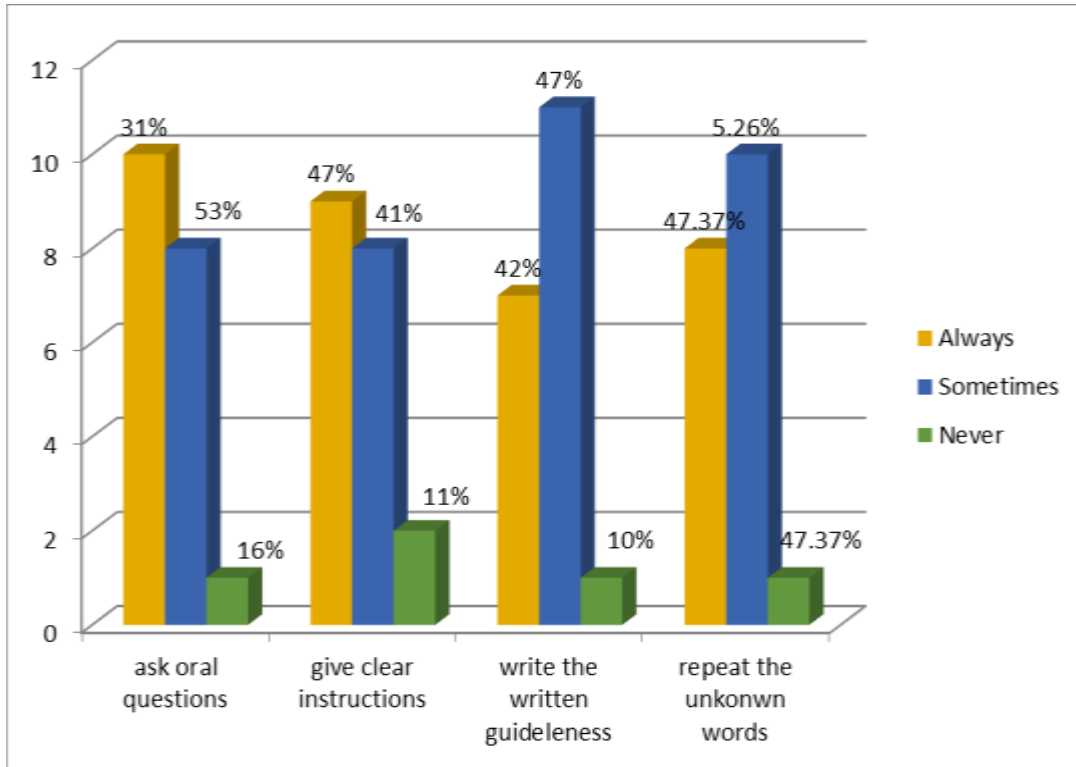


Graph 6

Teacher repeats the unknown words

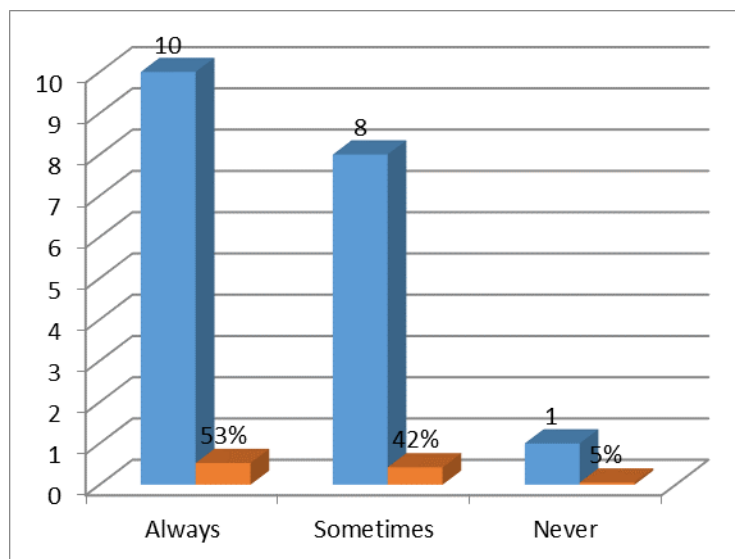


Graph 7
(Summary Graph 3, 4, 5, 6)
The teacher..



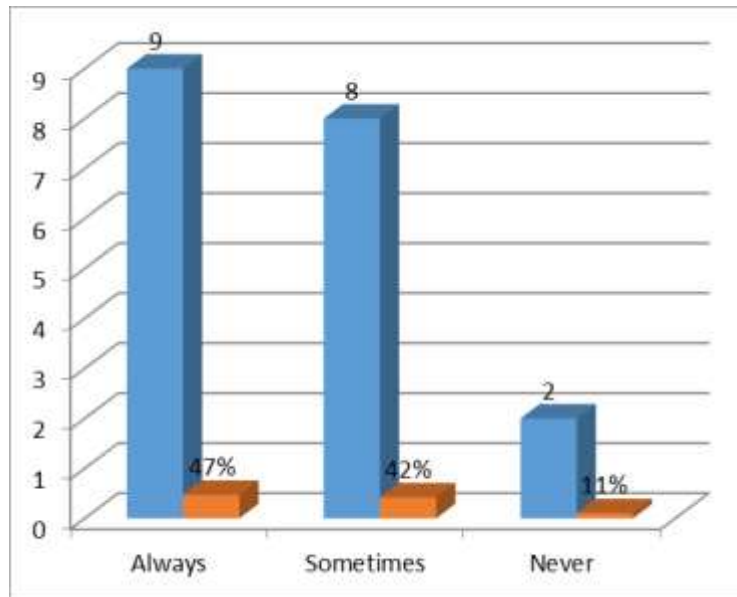
During Reading

Graph 8
Teacher reads the reading again



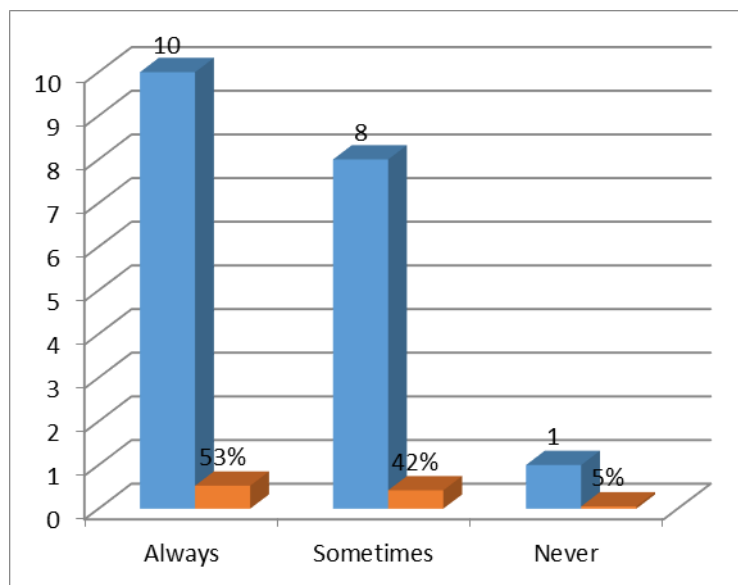
Graph 9

Teacher asks reading comprehension to the students

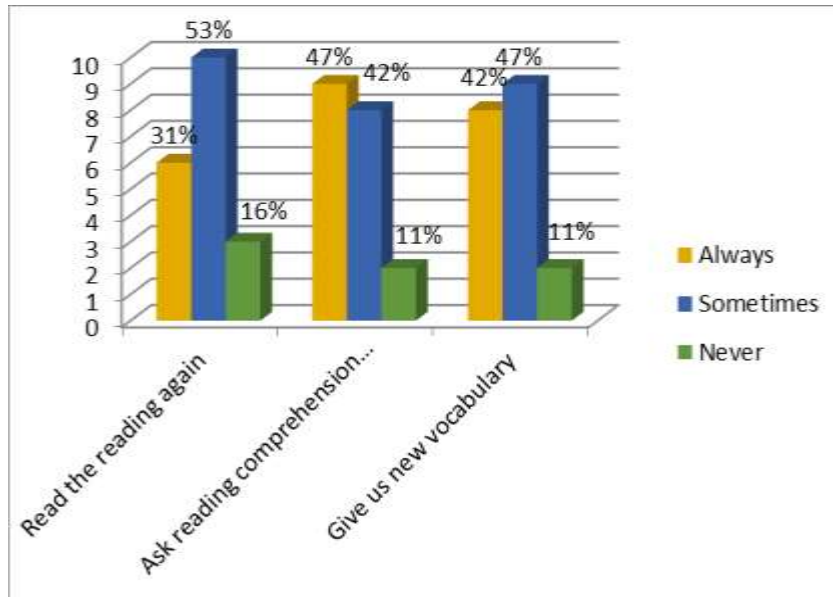


Graph 10

Teacher provides new vocabulary to the students

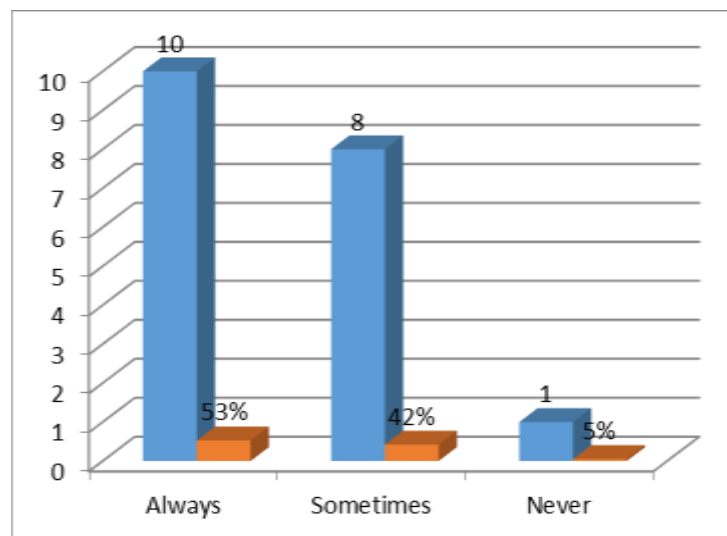


Graph 11
(Summary graph 8, 9, 10)
The teacher...



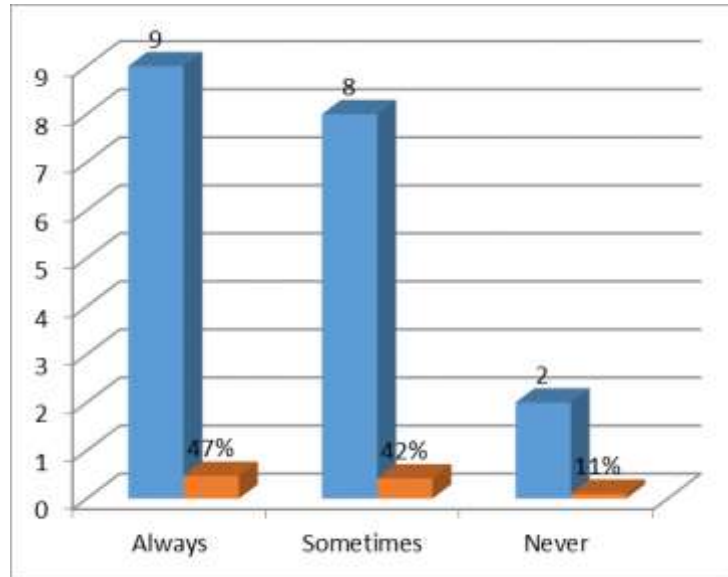
After reading

Graph 12
Teacher asks oral questions



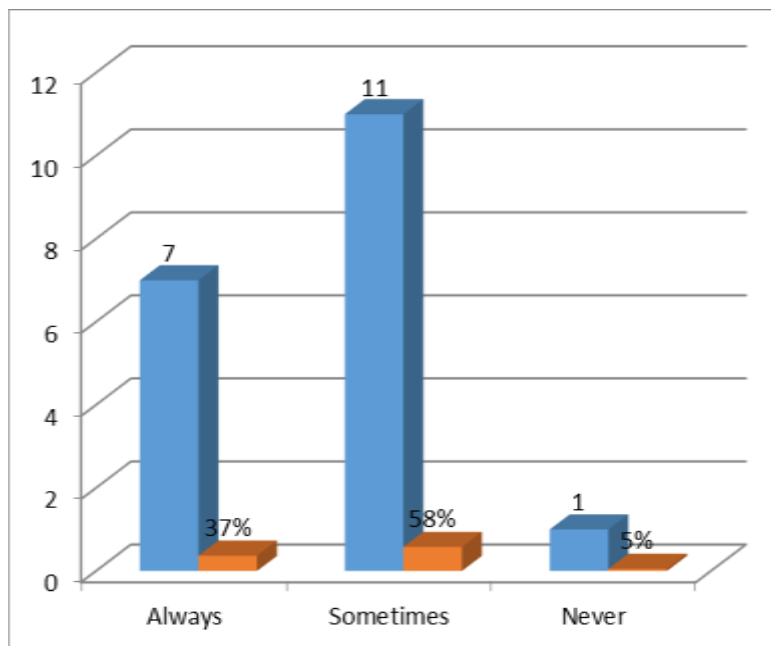
Graph 13

Teacher Gives clear instructions



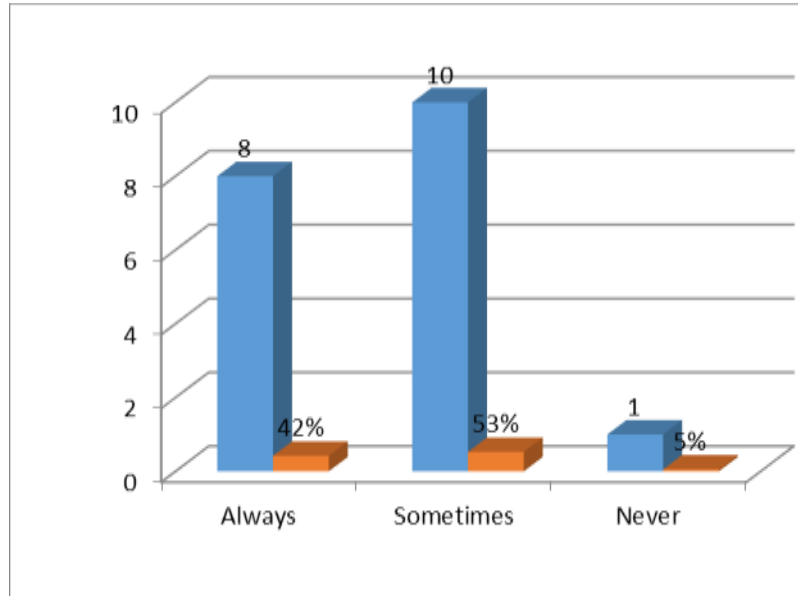
Graph 14

Teacher writes the written guidelines



Graph 15

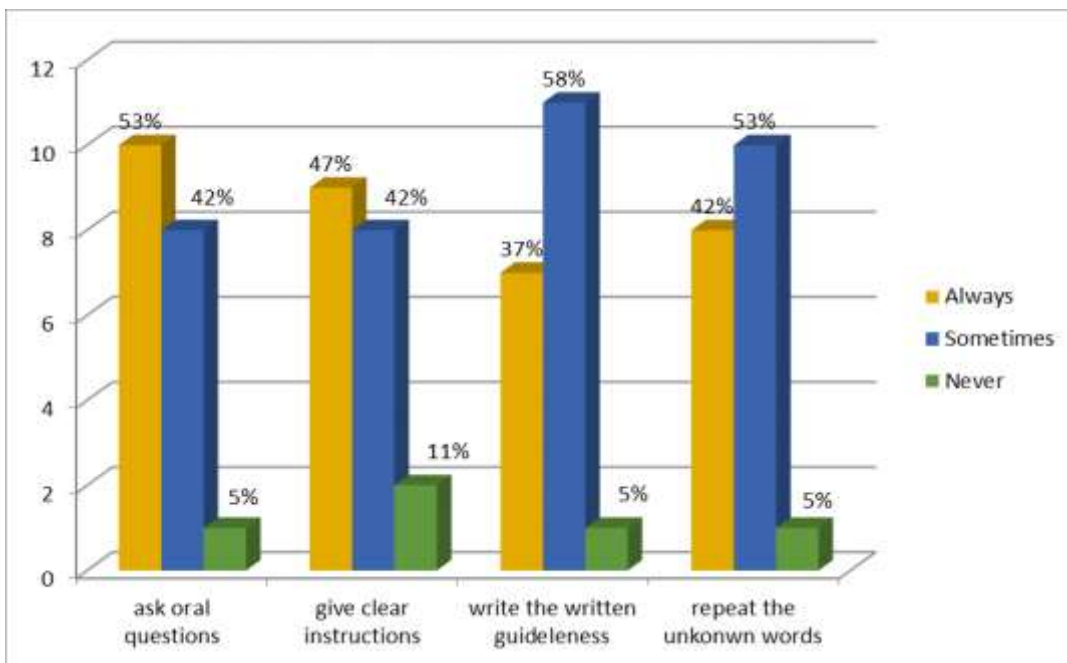
Teacher Repeats the unknown words



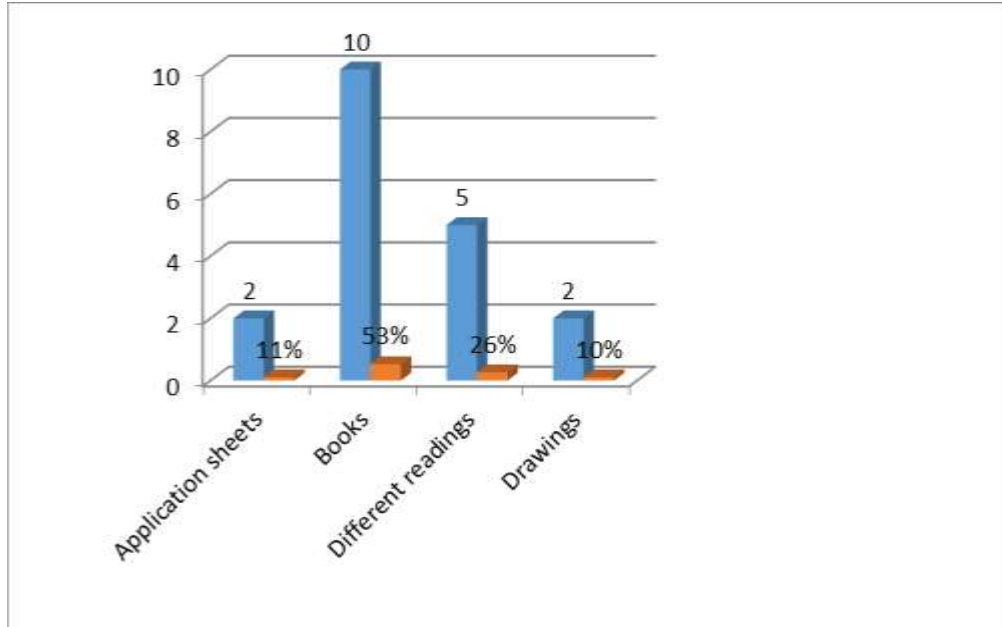
Graph 16

(Summary Graph 12, 13, 14, 15)

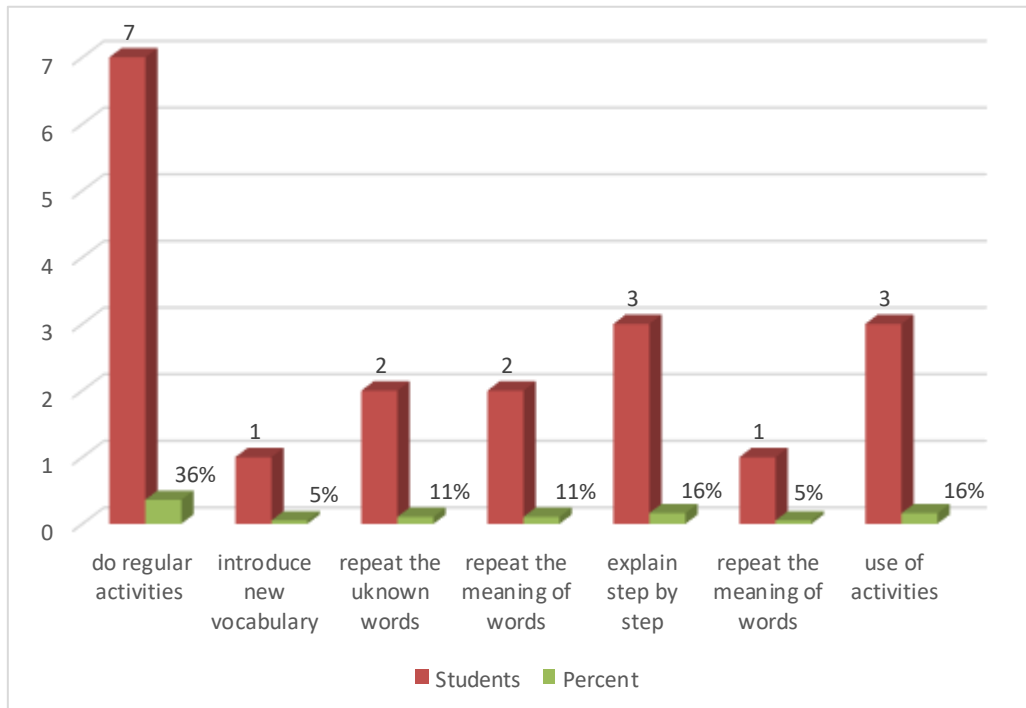
The teacher...



Graph 17
The teacher uses..

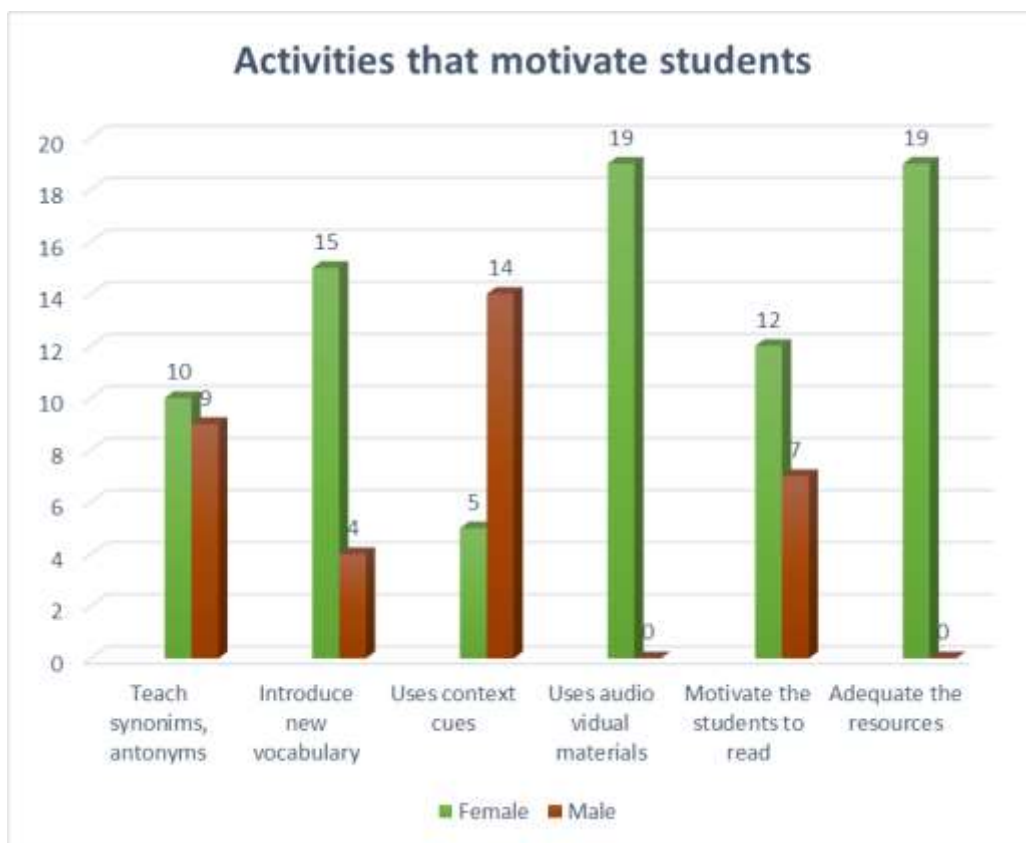


Graph 18



Suggested Activities for the Teacher

Graph 19





**Universidad Nacional Autónoma de Nicaragua, Managua
(UNAN-Managua)
Facultad de Educación e Idiomas
Departamento de Inglés
Observation Guide 1**

Name of the research: Vocabulary in Reading Comprehension

Objective: To analyze the teaching strategies used by the teacher to teach reading comprehension skills.

OBSERVATIONS	YES	NO
The teacher writes on the board the goal of the lesson		
The teacher has control of the group		
The teacher provides clear instructions in English during the class		
The teacher has sufficient teaching materials to develop the class		
The teacher simplifies language for students to understand the instruction gave in the lesson		
The teacher develop activities that allow all students to integrate easily		
Students show interest in the class		

How the teacher applies resources to the students for improving reading comprehension.

OBSERVATION	YES	NO
The teacher uses attractive, interesting and useful reading to promote students' reading comprehension process		
The teacher uses the text according to the topic		
The teacher promote the use of dictionary and materials to expand the vocabulary		
The teacher directs activities before reading		
The teacher directs activities during reading		
The teacher directs activities after reading		
The teacher uses effective strategies to develop the reading comprehension skills (vocabulary)		
The teacher often is interested in developing the main reading skills and sub skills of the students		
The teacher uses material according to the knowledge level of the students		
Teacher applies reading tasks according to the knowledge level of the students		
The teacher gives the instructions clearly before a reading task		



**Universidad Nacional Autónoma de Nicaragua, Managua
(UNAN-Managua)
Facultad de Educación e Idiomas
Departamento de Inglés**

Observation Guide 2

The following observation guide has as the main objective to get information about what the teacher used in pre-reading, during-reading and after-reading in the process of reading comprehension.

I. General Information

Date: _____ Level: _____ Shift: _____

School: _____

Read the following questions then put an “X” in the answer you consider appropriated for each question.

1. Strategies of reading comprehension

	Pre-Reading	YES	NO
1	Show pictures about the new topic or reading		
2	State the reading purposes		
3	Brainstorming		
4	Predictions		
5	Check the previous knowledge of the new Reading		
6	Teacher verify Understanding of the Reading purpose		

1. A. Which of these strategies does the teacher use before reading?

	During Reading	YES	NO
1	Inferring		
2	Ask and answer questions about the reading		
3	Re-read the text		
4	Connect the background information		
5	Skimming		
6	Scanning		

1. B. Which of these strategies does the teacher use during reading?

	After Reading	YES	NO
1	Make an oral or written summary of the text		
2	Paraphrasing		
3	Inferring		
4	Write the main idea of the reading		

2. Time devoted to develop reading comprehension

	Pacing	YES	NO
1	The teacher applies correctly pacing		
2	The teacher divides the different activities in the reading (pre, during and after reading)		
3	The teacher uses time to develop new vocabulary.		
4	Students read different kinds of reading in class.		

3. Resources application

	Resources	YES	NO
1	Student increases vocabulary through pictures, flash cards, magazines.		
2	Student listens to different kinds of music to learn new vocabulary		
3	Student uses different kinds of technology (tablets, cell phone, laptops, etc.) for improving reading comprehension		
4	Student uses resources to make presentations to develop vocabulary		
5	The teacher conducts students to use the technology in the best way for improving Teaching-Learning process		



**Universidad Nacional Autónoma de Nicaragua, Managua
(UNAN-Managua)
Facultad de Educación e Idiomas
Departamento de Inglés
Entrevista**

Caso No. _____

The following interview has as the main objective to get information about vocabulary strategies used by the teacher in order to develop the reading comprehension.

I. General Information

Gender: Male: _____ Female: _____ Age: _____

Academic level: _____

1) How important is to develop vocabulary strategies to improve the student is reading comprehension?

2) What kind of materials do you often use to develop reading comprehension activities in order to acquire new vocabulary?

3) What kind of strategies do you often use to teach vocabulary to improve the students' reading comprehension?

4) How often do you conduct reading activities in a week?

5) How effective have been vocabulary strategies that you use as regard reading comprehension?

8) What vocabulary strategies to develop reading comprehension do you master the most?

9) What is the most difficult part that you have faced, as a teacher to increase student is level reading comprehension?

10) How many years of teaching experience do you have?

11) Do you consider as an English teacher, is it necessary to acquire new knowledge to improve the teaching process?

12) What are your achievements in the process of teaching English in the educational setting?

13) Do you think that constant training is needed to improve strategies and get students to learn and develop their English skills?

14) What do you think would be the right strategies to motivate students to learn English?



Universidad Nacional Autónoma de Nicaragua, Managua

(UNAN-Managua)
Facultad de Educación e Idiomas
Departamento de Inglés

Encuesta al Estudiante

Caso No. _____

Objective: The purpose of this survey is to obtain results about the influence of the use of Strategies and resources used to develop readings comprehension in students.

Sex: Male: _____ Female: _____

Age: 11-13 _____ 14-15 _____ 16-17 _____ 18-19 _____

Read each statement carefully and mark with an x the answers you consider appropriate.

1. When I am developing new vocabulary

	When I am learning a new word	Always	Sometimes	Never
1	I associate the new word with what I already know			
2	I make a sentence with each new word			
3	I associate the sound of a new word with the sound of a word that is familiar to me			
4	I remember the word making a clear picture of it			
5	I visualize the writing of the word in my mind			
6	I am motivated to learn new vocabulary in English			

2. Activities developed to improve reading comprehension

	Reading comprehension questions	Always	Sometimes	Never
1	I ask other classmate to verify if I have understood correctly what I read			
2	If I have not understood what I read, I ask my teacher for help			
3	I try to understand what I read without translating it word for word into my own language.			
4	Evaluated the overall progress I have made in reading comprehension			
5	I understand everything I read in English			

3. The teacher divides reading moments into before reading, during reading and after reading. Indicate with an X what activities are fulfilled.

A

	Before Reading	Always	Sometimes	Never
1	The teacher make brainstorming			
2	Ask questions related to the new topic			
3	Present pictures, figures or photos related to the topic and the new vocabulary			
4	You associate the new theme with what you already know			

4) Strategies before reading prepare the student to think, imagine and create an idea of what the content of the class will be.

B

	During The Reading	Always	Sometimes	Never
1	Clarifies doubts related to the subject			
2	Read the Reading again			
3	Ask questions that help you understand reading			

5) The steps of before, during and after are necessary in the processes of reading comprehension, in the acquisition of new vocabulary.

C

	After Reading	Always	Sometimes	Never
1	Ask oral questions to make sure there are no doubts			
2	Orients clear and direct activities			
3	Write the written guidelines			
4	Repeat the unknown words in the text read			

6) How often does the teacher use the following resources to develop reading comprehension?

	Resources	Always	Sometimes	Never
1	Books			
2	Magazine			
3	Newspapers			
4	Cards			
5	Drawings			
6	Music			
7	Application sheets			
8	Different Readings			

7) What kind of texts does the teacher usually use in the class?

Texts	
a) Newspapers articles	
b) Stories	
c) Games / Sayings or tongue Twisters	
d) Biography	
e) Poetry	
f) Songs	
g) Magazines	
h) Dictionary	

8) Which of the following characteristics does your teacher have that motivates you to develop reading comprehension?

	Characteristics of the good teacher	YES	NO
1	Your personality and teaching style motivates you		
2	Has clear class objectives		
3	Maintains order and discipline in the classroom		
4	You notice that the content is dominates and to be developed		
5	He likes to teach		
6	Interacts positevely with students		
7	Encourages your students to participate in all activities		

9) Which of this activities teacher should use to develop the new vocabulary to enhance the reading comprehension?

Teaches synonyms, antonyms	
Introduces new Vocabulary	
Uses context cues	
Uses audio visual materials	
Motivates the students to read	
Adequate the resources according to the level and age	