



UNIVERSIDAD NACIONAL DE CHIMBORAZO
FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS Y
TECNOLOGÍAS

LANGUAGE CARREER

TITLE OF PROJECT

“METHODOLOGY USED TO TEACH THE READING SKILL IN THE STUDENTS OF 1ST AÑO DE BACHILLERATO GENERAL UNIFICADO, CLASS “A” AT NIDIA JARAMILLO DE MERINO HIGH SCHOOL, IN RIOBAMBA CITY, CHIMBORAZO PROVINCE, DURING THE SCHOOL YEAR 2014 - 2015”.

The present work as a requirement to get the undergraduate degree as English Teacher.

AUTHOR

Rosa Olivia Aguagallo Aguagallo

TUTOR

MsC. Maria Vallejo

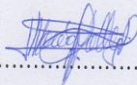
RIOBAMBA – ECUADOR

2015

CERTIFICACIÓN

En mi calidad de tutora de tesis titulada “**METHODOLOGY USED TO TEACH THE READING SKILL IN THE STUDENTS OF 1ST AÑO DE BACHILLERATO GENERAL UNIFICADO, CLASS “A” AT NIDIA JARAMILLO DE MERINO HIGH SCHOOL, IN RIOBAMBA CITY, CHIMBORAZO PROVINCE, DURING THE SCHOOL YEAR 2014 - 2015**”, cuya autora es la señorita **Rosa Olivia Aguagallo Aguagallo**, tengo a bien certificar que la autora en mención ha cumplido a cabalidad con las fases establecidas en el anteproyecto de tesis y ha terminado con la investigación propuesta como trabajo de graduación.

Es todo cuanto puedo certificar en honor a la verdad.




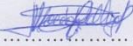
.....
Msc. María Vallejo
TUTORA DE TRABAJO DE GRADUACIÓN

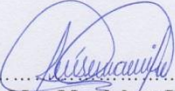
CERTIFICACION

Msc. MÓNICA CADENA, Msc. MARÍA VALLEJO y Msc. MAGDALENA ULLAURI, Miembros del Tribunal de tesis de grado desarrollada por la señorita egresada ROSA OLIVIA AGUAGALLO AGUAGALLO.

Luego de haber revisado y aprobado la tesis de grado en su totalidad, certifican que la autora antes mencionada ha cumplido con todas las exigencias académicas y así ha finalizado la investigación propuesta como trabajo de fin de grado.

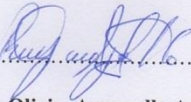

.....
Msc. Mónica Cadena
Presidenta


.....
Msc. María Vallejo
Tutora


.....
Msc. Magdalena Ullauri
Miembro del Tribunal

AUTHORSHIP

Me Rosa Olivia Aguagallo Aguagallo with C.I. 060414648-0; I am responsible for the ideas, doctrines, results and proposals made in this investigation and the intellectual heritage of research work belongs to the Universidad Nacional de Chimborazo.


.....
Rosa Olivia Aguagallo Aguagallo.
C.I. 060414648-0

DEDICATORY

This thesis is dedicated to my family specially my parents who have supported me and encouraged to do not give up me in the course of my studies, thank you to be always with me.

Also, it is dedicated to my friends and daughter who have been a great source of motivation and inspiration.

Rosa Olivia

ACKNOWLEDGEMENTS

During these years are many people and institutions that have contributed to elaboration of this work and who I express my appreciation for the support and confidence they have given me selflessly.

First, I offer my sincere gratitude to my thesis director, MSC: Maria Vallejo who has supported in the development the thesis with her very good advice and knowledges.

To “NIDIA JARAMILLO DE MERINO” high school for the welcome and support received during the period which I developed my research work.

Finally, to all my friends for all the time they have given me, for your suggestions and ideas, for the support and friendship.

Thank you all.

GENERAL INDEX

CERTIFICADO DEL TUTOR.....	II
CERTIFICADO MIEMBROS DEL TRIBUNAL.....	III
AUTHORSHIP	IV
DEDICATORY	V
ACKNOWLEDGEMENTS	VI
GENERAL INDEX.....	VII
TABLES INDEX	X
GRAPHICS INDEX.....	XI
SUMMARY	XII
ATTACHMENT 1	XIII
ATTACHMENT 2	XVI
INTRODUCTION	1
CHAPTER I.....	2
1. REFERENTIAL FRAMEWORK.....	2
1.1. PROBLEM STATEMENT.....	2
1.2. FORMULATION OF THE PROBLEM.....	3
1.3. OBJECTIVES.....	3
1.3.2. SPECIFIC OBJECTIVES.....	3
1.4. JUSTIFICATION AND IMPORTANCE OF THE PROBLEM.....	3
CHAPTER II.....	5
2. THEORETHICAL FRAMEWORK.....	5
2.1. INVESTIGACION ANTECEDENTS.....	5
2.2. THEORETHICAL FOUNDATION.....	5
2.2.1. DIDACTIC	5

2.2.1.1. DIDACTIC PURPOSES.....	7
2.2.2. METHODOLOGY	7
2.2.3. LANGUAGE SKILLS.....	9
2.2.3.1. READING SKILL	10
2.2.4. APPROACHES TO THE TEACHING READING.....	11
2.2.4.1. TOP-DOWN APPROACH.....	11
2.2.4.2. BOTTOM UP APPROACH	15
2.2.4.3. INTERACTIVE READING	18
2.2.5. READING COMPRENHENSION.....	20
2.2.5.1. READING COMPRENHENSION STRATEGIES	21
2.2.6. TEACHING VOCABULARY	22
2.2.6.1. TEACHING VOCABULARY TECHNIQUES	23
2.2.7. INTEGRATING READING STRATEGIES	25
2.2.8. USING AUTHENTIC MATERIALS AND APPROACHES.....	27
2.2.9. SELECT THE TEXT.....	28
2.3. DEFINITIONS OF BASIC TERMS	29
2.4. VARIABLES	30
2.5. OBJECTIVES OPERATIONALIZATION.....	30
CHAPTER III	31
3. METHODOLOGICAL FRAMEWORK.....	31
3.1. DESIGN OF RESEARCH.....	31
3.2. METHODS	31
3.2.1. SCIENTIFIC METHOD.....	31
3.2.2. DEDUCTIVE METHOD	31

3.3. TYPE OF RESEARCH	31
3.3.1. TRANSVERSAL DESCRIPTIVE RESEARCH.	31
3.3.2. FIELD RESEARCH.	32
3.3.3. DOCUMENTAL RESEARCH.....	32
3.4. POPULATION AND SAMPLE	32
3.4.1. POPULATION	32
3.4.2. SAMPLE.....	32
3.5. TECHNIQUES AND COLLECTING INSTRUMENTS OF DATA	32
3.6. PROCESSING TECHNIQUES AND ANALYSIS DATA.	33
CHAPTER IV	34
4. ANALYSIS AND INTERPRETATION OF RESULTS.....	34
4.1. CLASSROOM OBSERVATION.....	34
CHAPTER V	41
5. CONCLUSIONS AND RECOMMENDATION	41
5.1. CONCLUSIONS	41
5.2. RECOMMENDATIONS.....	42
5.3. REFERENCE MATERIALS.....	43
5.3.1. BIBLIOGRAPHY.....	43

TABLE INDEX

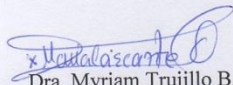
4.1. CLASSROOM OBSERVATION.....	34
Table N° 4.1.1. Motivational Aspects.....	34
Table N° 4.1.2. Teacher`s Activities.....	35
Table N° 4.1.3. Bottom - up Approach.....	36
Table N° 4.2.4. Top - down Approach.....	37
Table N° 4.1.5. Interactive Reading.....	38
Table N° 4.1.6. General Results of the Classroom Observation.....	39

GRAPHICS INDEX

4.1. CLASSROOM OBSERVATION.....	34
GRAPHIC N° 4.1.1. Motivational Aspects	34
GRAPHIC N° 4.1.2. Teacher`s Activities	35
Graphic N° 4.1.3. Bottom – up Approach.....	36
Graphic N° 4.1.4. Top - down Approach.....	37
Graphic N° 4.1.5. Interactive Reading.....	38
Graphic N° 4.2.6. General Results of the Classroom Observation	40

SUMMARY

The teaching of reading skills is useful in this modern society; however it has been noticed the current situation of it, which looks to be a losing habit in many ways, the cause of this could be the use of some methods not designed exclusively for the development of this skill (Top- Down, bottom-up and Interactive Reading) and then meet with the help of this information, the methodology that the schoolteacher "Nidia Jaramillo" used to teach reading skills, research was carried out through observations. The results of this observation were able to identify that the method used by the teacher was the "Bottom-up". Finally, this study concluded that the Interactive Reading is the most appropriate method to teach reading skills, since it contains all the necessary tools for a proper development



Dra. Myriam Trujillo B. Mgs.

COORDINADORA DEL CENTRO DE IDIOMAS



INTRODUCTION

The research has been developed in order to identify the methodology used by the teacher to teach reading skills in the students of the “Nidia Jaramillo de Merino” high school. The data were obtained from:

The English teacher of the 1st Año de Bachillerato General Unificado, class “A”, in this case the teacher was observed during a period, here used observation guides.

For the development of this research started to observe the situation between the methodology of teaching and students` actuate, for then describes the interaction that it showed.

Bibliographic sources were taken of series of documents related to the theme investigated; this information was obviously selected to collect the most important and useful to develop the theory that will help to sustain the research.

It has organized the presentation of this study in five chapters, of which:

Chapter I. - It presents the referential framework, problem statement. Also it contains general and specific objectives and justification and importance of the problem.

Chapter II. – It presents the theoretical aspects of the methodology for teaching reading skills, that is to say the scientific support of research.

Chapter III. – It presents the methodological framework which includes design and type research, the population and sample, techniques and collecting instruments of data and techniques of procedure for the analysis.

Chapter IV, - It presents the analysis and interpretation of results. Here are encoded and tabulated the obtained results, the tabulations are graphically presented making an analysis and interpretation of them and finally.

Chapter V. - It presents conclusions and recommendation of this research.

CHAPTER I

1. REFERENTIAL FRAMEWORK

1.1. PROBLEM STATEMENT

English is the most used language in the world, for this reason it should be learned not as an obligation but as a necessity; successful development of reading skills is of great importance, because this is a supplement for writing, speaking and listening, if students dominate these skills, learning process of English will be total.

The students` difficulty to read in English is a problem that often observes in a class, there nervousness and basic mistakes are evidence.

At “Nidia Jaramillo de Merino” high school, it detected students` ability to read in English is few satisfactory; the principal problem was the lack of vocabulary, at first they are enthused to read but with the time they lose motivation with which they started. This occur due to they find in the text new words, which create an obstruction to understand the meaning of same.

The difficulty to read might start since post grade primary, where academic failure begins to follow them, this cause that students arrive with a poor motivation to develop skills, for this reason a good teaching in the post grade could be the difference for future students have not a progress academic limited.

Insufficient attention given to this problem creates obstacles that prevent have a significant learning of this skill, which results in a low academic average and poor participation in English class secondary problems without relevance when these are compared to the difficulty of entering the labor, technological and even the entertainment world.

1.2. FORMULATION OF THE PROBLEM.

How does the use of the methodology influence in the teaching of reading skill in the students of 1st Año de Bachillerato General Unificado, class “A” at Nidia Jaramillo de Merino high school, in Riobamba city , Chimborazo province, during the school year 2014 - 2015?

1.3. OBJECTIVES

1.3.1. GENERAL OBJECTIVE

To describe the methodology used for the teaching of reading skill in the students of 1st Año de Bachillerato General Unificado, class “A” at Nidia Jaramillo de Merino high school, in Riobamba city, Chimborazo province, during the school year 2014 - 2015.

1.3.2. SPECIFIC OBJECTIVES

- To observe the class to know what kind of methodology is applied by the teacher.
- To identify the strategies used by students to learn vocabulary
- To analyze results to know what is the real situation of the students and so then can develop recommendations and conclusions.

1.4. JUSTIFICATION AND IMPORTANCE OF THE PROBLEM

Currently, it treats to train students who are capable to develop their own ideas in a freeway, so it is necessary to change the way to teach reading, taking it as something different to decipher signs.

Learning to read is an essential skill for every human being, and the lack of practicing of it affects its development in social context and still more in educational. Reading takes time to perfect and master, so during the process of student education, it intends to create a reading culture, which supports on the use of many materials and strategies to encourage the learning.

This research will reveal the reality of the students in the practice of reading English, for then recommend suggestions to improve the situation of the teaching of reading skills which is important for meaningful education, the results will have a great impact within the knowledge on handling techniques and skill of reading in students, so it is important to know in advance the strengths and weaknesses related to this skill. Once complete the research, it will make a short analysis, at the end the main beneficiaries will be students and people with whom they share the language.

English teacher will have the advantage of acceding this research which has complementary and useful information to improve the teaching reading skills and at time to develop interest in the students; further it is intended that this project is a base with real and tabulated data, available for future interested researchers in doing a compiled of the four skills.

The feasibility of this work, it accomplished through the collaboration of the educational institution, which provided all the facilities of space and time and finally it had the availability of financial resources to complete it.

CHAPTER II

2. THEORETHICAL FRAMEWORK

2.1. INVESTIGACION ANTECEDENTS

This research is linked to the teaching of English language, especially the reading skill.

After reviewing research related to the topic, it has selected some of them, which help the development of research, these will be listed below.

According, (Rahman, 2007) Teaching of reading needs special attention from the experts and professionals for a meaningful higher education. A vast majority of world's library resources are in English, and the biggest publishing industries of the world publish books in English which students should know the basic strategies to read some. It study will help to know the situation of teaching reading skill of English, the problems students encounter during reading an English text and the learners` proficiency level of reading skill.

On the other hand (Decker, 2007), comments “the ability to read written language proficiently is an important skill in modern society”. In order to correct this problem, educators must determine the most effective method for teaching reading to students. This resource will serve as a source to investigate methods to help improve reading comprehension among adolescent readers with difficulties

2.2. THEORETHICAL FOUNDATION

2.2.1. DIDACTIC

(Nèrici, 1985). The didactic term comes from didaktikè Greek, meaning the art of teaching. This word was used first in 1629 by Ratke, in his book *Aphorisma Didactici Precipui*, it means *Didactics Aphorisms Principals*, with the goal to teach. However the term was consecrated in 1657 by John Amos Comenius in his work *Didactic Magna*.

The didactic is defined as the art of teaching and as art this depended on the skill that had the teacher to teach. Over time, didactic was considered as the science and art of teaching, reason which this had to be investigated, in this way the instruction is more effective, according to the reality of students and society.

On the other hand this science helps to make more conscious and efficient work of teachers through technical and adaptable procedures to all disciplines, so learning of students is more effective, thus didactic is more concerned how is going to teach, what is going to be taught. It is so (Nèrici, 1985) noted that “Didactic is the study of all the technical resources whose purpose is to guide student learning, with the aim they reach a state of maturity that allow them to face the reality of conscious , efficient and accountable way, to act on it as a participant and responsible citizen”

Obviously, didactic focuses primarily on how is going to teach, but also takes into account other factors the same that are important for teaching or learning develop more efficiently.

On this point is relevant to make a distinction between teaching and learning, two issues are closely related, which go hand in hand with didactic, however are different processes.

a) Teaching relates to instruct or guide others about what they ignore or know bad; in educational sense the teaching can be direct (through lessons) or indirectly (through research tasks). In short, teaching is any kind of guidance either from taking lessons until the execution of tasks from the student.

b) Learning is a process that takes place in the mind of the person about something that is unknown to them. For a student learning is the modification of behavior through proceedings governed by himself/herself (self-teaching) or by a teacher (teaching). It is known that every student learns differently to others, it means that teachers use different strategies or techniques, so there are learning styles for that teaching meets the needs of students.

2.2.1.1. DIDACTIC PURPOSES

Regarding its purpose, the Didactic has two types:

- a) Theoretical Purpose
- b) Practical Purpose

- **Theoretical Purpose**

It treats to acquire and increase knowledge about of the learning-teaching process, which is the object of study; that is to say, the purpose is to describe, explain or interpret this process better.

- **Practical Purpose**

It treats to regulate and guide in practice the teaching-learning process, by the elaboration of proposals for action and intervene to transform reality.

Also it tries to encourage in students their intellectual formation in two aspects:

- a) The integration of the concrete culture.
- b) Individual cognitive development necessary to progress in learning concepts, procedures and attitudes. In short, to develop his/her knowledge, to decide for oneself the behavior patterns.

2.2.2. METHODOLOGY

“Methodology is the study the description, the explanation and the justification of the methods in general” (Kaplan, 1964).

Thus the methodology revolves around learning theories and methods to build pedagogical knowledge and develop them in the classroom; on the other hand this methodology to be effective must be disciplined and systematic, for this reason

"It has come to consider that the methodology is the selection of strategies because this design depend the success and validity of its results” (Quiroz, 2003).

Mastering the language is a very important part because it will intervene in the development of learning and reading. Some elements that may be present when reading include vocabulary, pronunciation, intonation, grammar, helping in different ways when reading. The most relevant factor in this could be the command of grammar, because if this is mastered the student will have a solid foundation for future comprehension.

(Valdivia., 2012), pointed out that there are three pillars that are at the core of contemporary methodology: the formation of a visual vocabulary, the use of decoding procedures and early management strategies for analyzing texts.

- **Recourse the Visual Vocabulary**

The visual vocabulary consists of the words barely recognizes the person seen in written form. This recognition occurs at several levels in a first level surface when you know how to pronounce perceived view, has an idea of its meaning and spelling (Quiroz, 2003), known to the point that if you see them written with some variation this difference may find shocking. In a second, deeper level recognizes its grammatical features (gender, etc.) and their role. This for one, because knowledge can still reach deeper layers: the connotations that accompany the record to which they belong, their close relationships with others, etc.

- **The Decipherment of Words**

Visual vocabulary of children is still small, will find very often words that are new to them in written form (Keep in mind that a familiar word orally is not necessarily known in its written form. A child can used orally, for example, the word 'bag', but when he sees it written for the first time this will be for him a mystery word). When it finds a word in this condition, you have only two choices: to ask someone "what they say" or try to decipher on your own. The first solution is not the most practical because it keeps the child in a situation of dependence; the second is better because it gives autonomy.

- **Early Text Analysis**

Teaching reading is nothing to guide children toward understanding the texts, but not goal of learning but as one of the starting points. "Teaching reading to reading" might be the verbal formula that sums up what we hold. This must be taught explicitly, consciously guiding the first steps. Working first with prayers, then with concatenated series of sentences, paragraphs and then with larger units of text.

Also methodology help to know what is the appropriate method to teach languages skills (listening, speaking, writing and reading) due of the application of these approaches will depends on the success of teaching.

When it treats of skills these should be taught in circle form, according (Torres, 2010) “from the beginning the students receive the input of the language though the skills of listening and reading, they process this information doing different kind of task and finally they are encouraged to produce the language though the skills of speaking and writing ”

2.2.3. LANGUAGE SKILLS

Listening: (Downs, 2008), pointed out that it “is the physiological process of the ear which absorbing sound waves and transferring them along neutral pathways to parts of the brain”. In some cases people can hear very well but they are poor listeners.

It skill has five steps that are: attending, understanding, interpreting, responding and remembering, the correct use of these steps will active to develop of the listening but this process needs the collaboration tools and procedures to that has a better result.

Speaking: It is the productive skill in the oral kind. Speaking skill is to complicate because it implicates more than just pronouncing words, this is responsible to teach the students to develop the language with coherence.

Speaking can be of two kinds:

Informal speaking: It is usually spontaneous activity used with family and friends, or people you know well.

Formal speaking: It happens in business, academic situations, or when meeting people for first time.

Writing: it “is a deliberate, conscious process, which should be planned and organized” (Coe & Ricroft, 2005)

It process must be organize because the message is the most important that a correct presentation so, of this form if the writing is clear the receptor could understand the idea, while what if it is unclear will not be understated and the message will not meet its primary objective that is to communicate.

2.2.3.1. READING SKILL

“Reading is an interactive process that goes on between the reader and the text, resulting in comprehension” (Byrnes, 1998). The text presents letters, words, sentences, and paragraphs that encode meaning. The reader uses knowledge, skills, sub-skills and strategies to determine what that meaning is.

On the one hand, Reading skills include:

- **Linguistic Competence:** the ability to recognize the elements of the writing system; knowledge of vocabulary; knowledge of how words are structured into sentences
- **Discourse Competence:** knowledge of discourse markers and how they connect parts of the text to one another
- **Sociolinguistic Competence:** knowledge about different types of texts and their usual structure and content.
- **Strategic Competence:** the ability to use top-down strategies, as well as knowledge of the language (a bottom-up strategy)

On the other hand (Mishra, 2013), points out that Reading sub-skill are:

- a) Global Comprehension
- b) Understanding the Plan of the Text
- c) Making Predictions and Informed Guesses

- d) Local Comprehension
- e) Guessing the meanings of Unfamiliar Words
- f) Skimming and Scanning
- g) Understanding Discourse Markers
- h) Understanding the Organization of a Text
- i) Note-Making

Effective teacher shows students how they should regulate their reading behavior to deal with a diversity of conditions, kinds of input and reading purpose. For this reason teachers guide students to develop a set of reading strategies and match appropriate strategies to each reading situation.

Actually can find an unlimited number the methods and techniques to dominate and develop the Reading skill, which are an essential help to teach.

2.2.4. APPROACHES TO THE TEACHING READING

Approach should be suitable for a text depends on the size of the text, the purpose of reading, time allotted etc. These could be:

- a) Top-down Approach
- b) Bottom-up Approach
- c) Interactive Reading

Top-down and bottom-up are strategies to process information and order knowledge, used in a variety of fields including, humanistic and scientific theories. In practice, these can be seen as a style of thinking and teaching.

2.2.4.1. TOP-DOWN APPROACH

It was suggested by (Goodman, 1967). The principal feature of this method is that “the reader comes to the text with a previously formed plan, and perhaps, omits chunks of the text which seem to be irrelevant to the reader’s purpose”.

Top-down is one of the most influential approaches to reading, which depends on the activation of schemata and background information to anticipate the meaning of the

reading based on the title, style and format without they look at words that the text can contain. It process was thought to be an effective way of processing language; besides, it is focused on the reader whom receives the idea from the text, for then he/she makes predictions (based on intelligence, conceptual abilities, language-experience and language processing skills), and finally it exams, checks or reviews those predictions.

This approach could begin with a picture of the whole for then deal with the details according to advance the class.

a) Top - Down Techniques

Regarding top-down techniques, the reader's previous knowledge is activated to make possible reading comprehension. In additional Reading is "a psychological guessing game", as said it (Goodman, 1967)

- **Skim Read**

"Skimming refers to looking only for the general or main ideas, and works best with non-fiction (or factual) material. With skimming, your overall understanding is reduced because you don't read everything" (Marks, 2013).

Skimming is a technique of rapid reading here looking to get the general idea text without looking at the details or specific information, so it makes a rapid movement of the eyes to have an overview of the text

"Skimming requires a great degree of reading and recognition skills as it involves a more thorough understanding of the text" (Littlejohn & Hicks, 1998)

- **Scan Read**

"Scanning should be used when you need to find specific pieces of information such as names, dates, and facts" (Kaplan, 1964).

When scanning is done, the reader does so in order to answer a question in mind, for that reason do not read every words, that is to say only concentrate on search

keywords to help you find the answer to that question. This strategy is helpful because with continued practice will help make reading faster. Scanning can be done at 1500 or more words per minute.

- **Predict**

It involves thinking ahead, that is to say looking at the title of a newspaper or text and guess what the article will contain.

Making predictions activities students' prior knowledge about the text and helps them make connections between new information and what they already know. By making predictions about the text before, during, and after reading, students use what they already know as well as what they suppose might happen to make connections to the text. For doing so, researchers have found that teaching reading should include explicit instruction on strategies used to comprehend text. These strategies include summarizing the main idea, predicting events or information to which the text is leading, drawing inferences, and monitoring for misunderstandings. (Bolaños & Israelsky, 2011)

Following some activities that are used to develop Top - down Approach:

- a) Previewing
- b) Anticipating
- c) Using background knowledge and personal experience
- d) Formulating questions
- e) Identifying the main idea
- f) discussion
- g) Making a summary
- h) Evaluating strategy use

Each one of these activities have a purpose for example: a) Previewing is a very specific reading technique which involves using the table of contents, the preface, the chapter and paragraph headings in order to find out where the required information is likely to be. It is particularly useful when works with skimming and scanning

techniques. b) Anticipation is used before reading to activate students' prior knowledge and build curiosity about a new topic. c) It is important because it helps the students to try to make sense out of what they read by seeing how it fits with what they already know. d) This activity is useful to know and expand the comprehension of students. e) It helps the students to develop their knowledge since they have that put in practice the skim technique. f) The discussion can help students organize and reflect on their experiences. g) This is important because the students have to show that they have understood the materials read and that also they can use their ideas to create a summary, finally h) In this point the teacher has to examine the benefits of each technique to know which of them are the most appropriate to be used with the students.

b) Top - Down Approach Advantage

The principal advantage of Top - down Approach is its student-centered ideology.

(Stauffer, 1970), said that “help students to understand at a first stage that reading is no more than talk written down”

This approach is particularly personal and individual, which is important because it can inculcate love to read in student by participation also they can express ideas or giving sense the text using their own words. Another point important is the integration of other language skill (speaking, listening and writing) which are used by reading instructions and finally the brain processes the words faster increasing reading speed.

c) Top - Down Approach Disadvantage

(Lentz, 2013), a disadvantage of this approach to reading is that while students "train" their brain to anticipate words and fill in the gaps, it can result in an incomplete reading of the text, especially if the students skip important words or incorrectly guessed on the completion of thoughts or phrases. It is relevant said this method cannot be used with children who have problems with reading comprehension, the ability to understand language or the ability to decode written words because they will have some difficulties in follow the rhythm of this method.

On the other hand this model is apt for the skillful, fluent reader for whom perception is automatic.

2.2.4.2. BOTTOM UP APPROACH

Bottom-up approach was proposed by Gough 1972. “This approach focuses on how readers extract information from the printed page, claiming that readers deal with letters and words in a relatively complete and systematic way” (Gough, 1972).

Bottom-up occurs when students try to comprehend a text or language through observation of single words (vocabulary), written and grammatical characteristics of the text, for then they try to understand the whole text, in other words it treats the reading with a decoding process (focus on the text). It approach is not very efficient to teach a text initially, and is frequently differentiated of the top-down, which is believed to be more efficient.

(Chen, 2012), shows as work the Bottom – up Approach:

- alphabet letters + sounds g words
- words + grammar rules g sentences
- sentences + discourse rules g paragraphs g longer discourse

(Gough, 1972), “Argues that reading is a “bottom-up” process: graphemes are perceived as forming words, words as forming sentences, and sentences as forming paragraphs and so on”

a) Bottom - Up Approach Techniques

From this approach viewpoint, reading is a process of deciphering written symbols into their auditory equivalents (sounds).

Develop appropriate it; depend of some techniques which will be explained below:

- **Collocations**

It refers to a group of two or more words that commonly go together. Even though it probable to use other word combinations; understanding collocations help English

learners develop their fluency. For example teachers can give students a list of words and ask them to find the collocations, a good way know of collocation is through of, to look at the collocation, meaning together, location, and meaning place.

Here are some examples of common collocations that you should know:

make tea: I made a cup of tea for dinner.

do homework: I do homework at the library every day.

Correct use of collocations demonstrates an excellent domain of the English language, and can certainly help to improve the ability to speak English.

- **Word Meaning**

It defines or clarifies the meaning of unfamiliar and multiple-meaning words by using context clues, which can be used to determine the sense of a word. Students often have problems because they identify the literal but incorrect meaning of a word when they should recognize the way it was used in the text.

To following (Gerace, 2003), explains some exercises on how to help on the meaning of unknown words:

One consideration in using the context is to determine the unknown word's part of speech. The words around the unknown word give you clues. Once you know if the word is a noun or if it is an adjective, it often is enough for you to continue reading intelligently without having to stop to look up the meaning of the word.

Use definition text-based clues to find the meaning of the italicized word. Underline the word (or words) that tell you the meaning of the italicized word.

With contrast clues sometimes it sees a synonym or antonym nearby. A synonym is another word that means the same thing. An antonym is a word that means the opposite.

- **Read Aloud**

It means just that-reading aloud. It engages students in texts that they might not be able to read. In the process, it expands their imaginations, offer new knowledge, help language acquisition, build vocabulary, and stimulate reading as a meaningful, enjoyable activity.

Listening to a fluent, communicative, and active reader can help students make connections between written and spoken language.

(Honig, 2001), suggests the following activities to improve this approach:

- word segmentation
- rhyme recognition and production
- syllable fusion and deletion
- phoneme matching and isolation
- phoneme blending and segmentation
- phoneme deletion and substitution.

b) Bottom - Up Advantage

The primary advantage of this approach is its emphasis on direct skill instruction. Honig pointed out that “only through direct skill instruction can all children learn to automatically recognize a growing number of words and possess the necessary tools to decipher new words they encounter”. These instructions will allow students to spontaneously decode words, even if they don't know its meaning. Students with Bottom up links skills of the following way: reading (decoding) to writing (spelling) and speaking (pronunciation), while that Top Down separates them.

The approach contains basal reading textbooks, read-aloud stories, and teacher-guide discussions and questions so; each one of these tasks will help to improve reading comprehension and the fluency.

c) Bottom - Up Disadvantage

A disadvantage is that if the student has problems (degree of dyslexia) with decoding acquisition, the reading comprehension will be limited, besides this type of reading instructional is extremely mechanistic and places little emphasis on the key to successful reading-comprehension (Heilman, 1998).

Other problem is that students simply recognize the words rapidly and accurately which can become boring due reading is taught outside of the context.

2.2.4.3. INTERACTIVE READING

The interactive reading incorporates ideas from both approaches (top down, bottom up). It include systematic reading instruction and language experience.

Knowledge base + bottom-up approach + top-down approach = comprehension

Thus, top down and bottom up approaches act simultaneously with the objective of reader to comprehend the meaning of the text. This method allows teachers to explicitly educate the students in reading skills such as: alphabet recognition, phonics, decoding, for then it immerses them in language and literature activities; these skills are focused on the interaction also these are taught in active way. For instance teacher should use some activities such as: making up rhymes, singing songs, completing word sorts, and playing games, so it allows students to develop phonemic awareness by playing with the sound of language (Decker, 2007). In short this approach not only teaches reading skills but guide students in how to argument and practicing the use these skills

(Rumelhart, 1977), pointed out two levels of interaction:

- The interaction between the reader and the text.
- The interaction between two kinds of cognitive skills: identification and interpretation.

a) Interactive Reading Techniques

Decker, Interactive reading is generally organized into lessons for this reason it uses five main techniques that are:

- a) Review of sound/symbol relationships and introduction of a new sound,
- b) Phonemic analysis (segmentation, blending, and manipulation),
- c) Automaticity practice,
- d) Story reading, and
- e) Writing practice.

Through using and the combination of activities and techniques, which contain known and unknown words, a clear example are basal textbooks which follow the Interactive Reading are very useful because these teach valuable reading skills and also allow beginning readers extend their practice. Basal textbooks contain three kinds of words: 1) wholly decodable words, 2) sight words, and 3) non decodable words. The first are words that can be known based on phonetic elements. Sight words are frequency used or story words that are explicitly taught and for last non-decodable words are those that are not part of either of the prior groups.

So, he also indicates some activities to follow:

- Making up rhymes
- Singing songs
- Discussions about literature, and
- Reading a large amount of varied text.

b) Reading Interactive Advantages

Interactive reading involves students in their texts and encourages critical thinking as they progress through a story. Often conducted aloud with two or more participants, a student or teacher can lead interactive reading. However, the student always plays an active role. Among its benefits to the student are its consideration of varied learning styles, development of greater literature comprehension, improved

pronunciation and reading skills, better understanding of connective learning, and overall increased self-confidence

c) Reading Interactive Disadvantages

This method teaching reading has no immediately discernible disadvantages because it combines the best aspects of both the top down and bottom up. However, interactive reading does require the teacher to integrate explicit instruction and language experiences. This can require extensive planning which becomes time-consuming, but new basal textbooks that follow interactive reading are making this less of a problem, explained it Decker.

The appropriate use of these approaches will help to improve the development of the reading skill through of the application of its techniques and activities, which has been created to facilitate the performance of same. So that the reading is more than a simple activity, this requires of a systematic process to comply with it objective that is the comprehension. It so like (Grellet, 1981), pointed out that “Understanding a written text means extracting the required information from it as efficiently as possible “

2.2.5. READING COMPREHENSION

It is the fact understands the text being read. On the one hand the concept can be a simple part but on the other hand, the fact itself is difficult for this reason should be developed before, during and after strategies of that person reads a particular text.

It has two elements of this process: the notion of vocabulary and understanding of the text. The reader should be able to know the vocabulary is presented in the text, but can also draw on new words to enrich their vocabulary. The understanding of the text is a bit more complicated than the previous item because at this point you need to use text comprehension strategies to develop it.

2.2.5.1. READING COMPREHENSION STRATEGIES

At this point students should devote more to master this skill for that reason have developed some strategies or steps to enable readers to understand the text. These strategies can improve text comprehension.

(Zimmermann & Hutchins, 2003), point out seven comprehension reading strategies:

- **Create Mental Images**

To create a wide range of visual, auditory, and other sensory images as they read, and they become emotionally involved with what they read.

- **Use Background Knowledge**

Here the students use their relevant prior knowledge before, during, and after reading to enhance their understanding of what they're reading.

- **Ask Questions**

Good readers generate questions before, during, and after reading to clarify meaning, make predictions, and focus their attention on what's important.

- **Make Inferences**

Students use their prior knowledge and information from what they read to make predictions, seek answers to questions, draw conclusions, and create interpretations that deepen their understanding of the text.

- **Determine the Most Important Ideas or Themes**

Readers identify key ideas or themes as they read, and they can distinguish between important and unimportant information.

- **Use Fix - up Strategies**

Students are aware of when they understand and when they do not. If they have trouble understanding specific words, phrases, or longer passages, they use a wide

range of problem-solving strategies including skipping ahead, rereading, asking questions, using a dictionary, and reading the passage aloud.

It is imperative to know how to teach reading the students. Teachers should use the appropriate technique considering the following aspects: previous performance, linguistic level, ability to perceive new items or vocabulary so on.

2.2.6. TEACHING VOCABULARY

Vocabulary is not something that can ever be fully learned; it is something that expands and deepens with the over time. Training in vocabulary implicates far more than looking up words in a dictionary then use it in a sentence. It has been already stated that meaning of a text is not 'inherent'. It is the reader who brings meaning with him/her. For this reason, the same text can be interpreted in different ways through the writer may have only one idea while writing the text. It so, learners should be taught how to reach the proper meaning of the text. (Rahman, 2007).

(Dechant, 1982), has suggested a threefold process for the teaching of meaning for the words:

- Students should be taught the basic or 'literal meaning' of words.
- They should be taught what the other alternatives of a particular word are synonym, for example.
- They should know how a particular word for a particular purpose can be used fitting the context.

The overall meaning of a text can be taught through Directed Reading Activity which was suggested by Dechant. According to him basic activities of the DRA are:

- Building readiness for reading a selection by building concept and vocabulary background, by creating interest and motivation, and by creating a purpose for reading.
- Guided silent reading.
- Checking comprehension.

- Oral reading of the material.
- Extending word-recognition and comprehension skills: learning and practicing new skills.
- Enrichment and follow-up activities: supplementary reading, dramatization, and other creative activities.

Readers need to know a large percentage (approximately 95%) of the words in any given text in order to comprehend the meaning of the reading or to guess the meaning of words unfamiliar to them.

2.2.6.1. TEACHING VOCABULARY TECHNIQUES

The objective of the teaching of meaning is to enable students to develop their reading skill and prepare the students to master the comprehension. (Cross, 1995) & (Embleton, 2003) have prescribed some techniques for this purpose.

- **Realia**

This technique includes objects and real things that are accessible in the school or also object which can be brought into the classroom. For example, small toys of fruits to teach their names.

- **Pictures, flashcards, photos, charts, diagrams**

Here you can gather useful pictures from magazines, newspapers even personal photos, and the students may use the blackboard to create a sketch of simple something. This task can be realized at home or in classroom.

- **Body**

The teacher can use facial expressions (gestures), mimics, using some parts of the body as hands, legs, arms so on to explain the meaning. This activity helps to active the memory due this responds better to visual stimuli than words which create a perfect clime to work in classroom.

- **Words Set**

It refers groups of associated words as: head, legs, shoulders, feet (parts of the body)

Students can use Graphics Maps about of any story to learn easily.

- **Definition**

It is the description of the words through of an explanation or definition in English. This techniques is not apt for beginner`s class because they have not sufficient knowledge to understand the definitions in English, example:

Apron: a garment covering part of the front of the body and tied at the waist, for protecting the wearer's clothing.

- **Synonym or Antonyms**

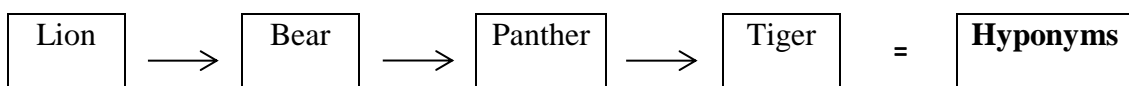
These are word having the same or nearly the same meaning and also words that have an opposite meaning of it; example

Synonym	student = learner
Antonym	dry = wet

- **Hyponyms**

They are words that help as specific examples of a general concept.

Example: wild animals = **general**



- **Translation**

It techniques is not very recommended but it is useful when another options are not possible to use.

- **Labels**

A very useful technique to teach vocabulary; they are slip of paper, cloth, or other material, marked or written with the name of the object which will be named. Here teacher can write in smaller papers the name of any object then stick above it.

Vocabulary is not learned in rapid doses, but rather is a process of incremental learning and continuous reinforcement. Students need to know not just one meaning of a word in a specific context but also its alternative meanings in diverse contexts and other features of the word such as its grammatical properties.

By raising students' awareness of reading as a skill that requires active engagement, and by explicitly teaching reading strategies, teachers support the students develop both the ability and the confidence to handle communication situations they may encounter beyond the classroom. In this way they give the students the base for communicative skill in the new language.

2.2.7. INTEGRATING READING STRATEGIES

Reading strategies are not complement, it is an essential part of the use of reading activities. Teachers can help the students become active readers by teaching and use strategies before, during, and after reading.

(Williams, 1996), has suggested that for effective teaching of reading in the classroom, the lesson should be divided into three consecutive phases. They are pre-reading, while-reading and post-reading phases.

- **Pre-reading** (Plan for the reading task)

Pre-reading stage is significant because it can decline the students' enthusiasms to read.

In this stage, teacher should prudently design the activities that train the students emotionally to accept what he/she is going to teach in the point.

- a) Set a purpose or decide in advance what to read for
- b) Decide if more linguistic or background knowledge is needed

- c) Determine whether to enter the text from the top down (attend to the overall meaning) or from the bottom up (focus on the words and phrases)

Purposes of this level are to familiarize and arouse interest in the topic, to encourage students for reading that is to say preparing them for the text.

- **While-reading** (monitor comprehension)

In the while-reading phase must guide students to a more active approach in where they can respond cognitively, emotionally and imaginatively, at this point it is important to check the comprehension.

The activities in this stage should be planned according to the level of the students.

- a) Verify predictions and check for inaccurate guesses
- b) Decide what is and is not important to understand
- c) Reread to check comprehension
- d) Ask for help

The while-reading phase is more significant because, here students understand the text structure and to clarify text content.

- **Post-reading** (Evaluate comprehension and strategy use)

This stage is important since this help to evaluate and examine the output and feedback from the students.

- a) Evaluate comprehension in a particular task or area
- b) Evaluate overall progress in reading and in particular types of reading tasks
- c) Decide if the strategies used were appropriate for the purpose and for the task
- d) Modify strategies if necessary

This stage is for knowing react of students either in cognitive or emotional sense. In the stage the teacher may ask the students whether they have liked and enjoyed it, or found it useful or not, also to know their experiences or views. In additional, activities at this stage do not refer directly to the text, but develops of it.

2.2.8. USING AUTHENTIC MATERIALS AND APPROACHES

(The National Capital Language Resource Center [NCLRC], 2003-2004), inform us that for students to progress communicative competence in reading, classroom and homework reading activities must resemble (or be) real-life reading tasks that involve meaningful communication. They must therefore be authentic in three ways.

a) The reading material must be authentic: It must be the kind of material that students will need and want to be able to read when traveling, studying abroad, or using the language in other contexts outside the classroom.

When selecting texts for student assignments, remember that the difficulty of a reading text is less a function of the language, and more a function of the conceptual difficulty and the task(s) that students are expected to complete. Simplifying a text by changing the language often removes natural redundancy and makes the organization somewhat difficult for students to predict.

Rather than simplifying a text by changing its language, make it more approachable by eliciting students' existing knowledge in pre-reading discussion, reviewing new vocabulary before reading, and asking students to perform tasks that are within their competence, such as skimming to get the main idea or scanning for specific information, before they begin intensive reading.

b) The reading purpose must be authentic: Students must be reading for reasons that make sense and have relevance to them. "Because the teacher assigned it" is not an authentic reason for reading a text.

To identify relevant reading purposes, ask students how they plan to use the language they are learning and what topics they are interested in reading and learning about. Give them opportunities to choose their reading assignments, and encourage them to use the library, the Internet, and foreign language newsstands and bookstores to find other things they would like to read.

c) The reading approach must be authentic: Students should read the text in a way that matches the reading purpose, the type of text, and the way people normally read.

This means that reading aloud will take place only in situations where it would take place outside the classroom, such as reading for pleasure. The majority of students' reading should be done silently.

2.2.9. SELECT THE TEXT

(Quirke, 2010), we should decide if we are going to use narrow-angle texts or wide-angle texts before we look for a specific passage. Narrow-angle texts are those which are drawn from the student's specialist field. They are prepared, authentic and require intensive reading. They tend to be highly motivating, good for vocabulary and integrate naturally with other class work. Wide-angle texts, on the other hand, offer a greater range of choice and flexibility. They are authentic, often require less preparation and can be used effectively with extensive reading exercises. However, we need to know our students well to choose appropriately. Studies have concluded that the teacher can encourage effective reading through the careful selection of texts and setting of tasks. Panic can be minimized through the use of concrete, realistic tasks and group work.

2.3. DEFINITIONS OF BASIC TERMS

SKILL: A skill is the learned ability to carry out a task with pre-determined results often within a given amount of time, energy, or both. In other words the abilities that one possesses. Skills can often be divided into domain-general and domain-specific skills.

READING: Reading isn't simply about 'sounding out the letters'. Nor can we do it without a certain oral competence in the language we're reading. It is specific to the human species, like speech, but reading doesn't follow, or at least not directly, from innate capabilities which are activated simply by spending time with written material. That reading has to be taught formally has sometimes been denied, at least in fiction. (Jack, 2013)

APPROACH: An approach is a set of correlative assumptions dealing with the nature of language teaching and learning. An approach is axiomatic. It describes the nature of the subject matter to be taught. The organizational key is that techniques carry out a method which is consistent with an approach. (Mckenzie, 2013)

2.4. VARIABLES

There aren't variables because it is a descriptive study

2.5. OBJECTIVES OPERATIONALIZATION

SPECIFIC OBJECTIVES	ACTIVITIES	RESOURCES:TECHNIQUES AND INSTRUMENTS
1.-To observe the class to know what kind of methodology applied by the teacher.	<ul style="list-style-type: none"> • Elaboration observation forms • Observation class teacher • Reviewing the planning done by teacher 	<ul style="list-style-type: none"> • Observation • Observation forms
2. - To identify the strategies used by students to learn vocabulary.	<ul style="list-style-type: none"> • Elaborating a checklist to students • Filing the checklist with the relevant and useful information for the research 	<ul style="list-style-type: none"> • Checklist
3. - To analyze results to know what is the real situation of the students and so then can develop recommendations and conclusions.	<ul style="list-style-type: none"> • Tabulating information obtained in a statistical program (EXCEL) • Realizing the analysis and the interpretation of each graphic. • Elaborating the conclusions and recommendations. 	<ul style="list-style-type: none"> • Statistical tables • Report results

CHAPTER III

3. METHODOLOGICAL FRAMEWORK

3.1. DESIGN OF RESEARCH

The research was descriptive because, it was used to describe characteristics of phenomenon being studied; In this case not worked with variables.

3.2. METHODS

Methods that were involved in the development of this work are:

3.2.1. SCIENTIFIC METHOD

The scientific method helped to collect data from a scientific point of view, that is to say, it took information from some investigators and experts in the theme of the Reading, in other words the research contains real facts to teach the reading skill.

3.2.2. DEDUCTIVE METHOD

This research collected particular information for then proceed to form a general theory which helped with the research. Also it used tools and instruments to comply with objectives or to clarify the situation.

3.3. TYPE OF RESEARCH

3.3.1. TRANSVERSAL DESCRIPTIVE RESEARCH.

This type of research observed and described the most important aspect of the phenomenon of study, for a limited or determined time without influencing in any way in the classes.

3.3.2. FIELD RESEARCH.

The goal was to collect and present of data taken from reality itself where the phenomenon or object of study occurred. This allowed knowing the truthfulness of the information

3.3.3. DOCUMENTAL RESEARCH.

Various sources of information were needed to select, collect, analyze and present results of the object of study.

3.4. POPULATION AND SAMPLE

3.4.1. POPULATION

The teacher and 15 students of 1st Año de Bachillerato General Unificado, class “A” at “Nidia Jaramillo de Merino” high school, for a total of 16 people.

3.4.2. SAMPLE

The population was small so it included working with the all population.

3.5. TECHNIQUES AND COLLECTING INSTRUMENTS OF DATA

Techniques that were used in this research are following:

- **Observation:** It consisted to bring a systematic and reliable record of the behavior of the phenomenon studied, in addition it was a non-participatory observation that is to say, it did not interact with the subject observed, this observation was during a period of 2 months approximately in which used as **instrument** of collect an observations guide.
- **Checklist:** A list of questions was used here, it helped to collect and disclose relevant information about of the strategies to teach vocabulary.

3.6. PROCESSING TECHNIQUES AND ANALYSIS DATA.

In order to obtain relevant information from the observed in the students of 1st Año de Bahillerato General Unificado, class “A”, at Nidia Jaramillo de Merino high school, the following procedure was executed:

- An observation guide was elaborated to know what kind of methodology teacher used to teach the reading skill .It contained various features about the methods more used to teach this skill.
- These guides were filled in each class where it treated of not disturb teacher since the observation was not participative. Each block the questions were designed according the activities, and techniques of each method, so it was easier to know the method used by the teacher.
- Once the guides were completed, it could reveal with clarity the method used in the class, in this case was Bottom – up method.
- The checklist was other instrument used to recollect useful data; it was created to detect the strategies that students practice in the class to learn vocabulary.
- It instrument contained specific questions about of teaching vocabulary strategies. The questions were completed according to what was observed in the classroom.
- It could identify some strategies used by students to learn vocabulary such as: realia, photos so on.
- The results of observation guide were analyzed and tabulate using the Excel Program to graph them, while that the checklist was a referent of information which was not necessary to graph it.
- Finally, all this results helped to develop the recommendations and conclusions of the research theme.

CHAPTER IV

4. ANALYSIS AND INTERPRETATION OF RESULTS

4.1. CLASSROOM OBSERVATION

Classroom observation was applied to the English teacher of 1st Año de Bachillerato General Unificado, class “A” at Nidia Jaramillo de Merino high school.

1. Motivational Aspects: It encourages the learning process. (questions 1-3)

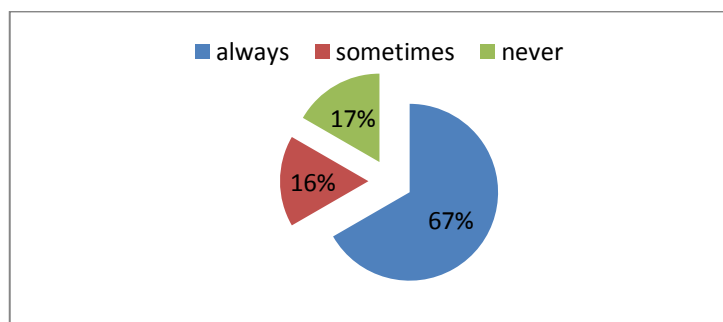
Table N° 4.1.1. Motivational Aspects

Indicators	Frequency	Percentage
Always	8	67%
Sometimes	2	17%
Never	2	17%
Total	12	100%

Source: Classroom Observation Guide

Elaborated by: Rosa Aguagallo

GRAPHIC N° 4.1.1. Motivational Aspects



Source: Table N° 4.1.1.

Elaborated by: Rosa Aguagallo

ANALYSIS:

The 67% the teacher motivates to the students, when she begin the class or any moment of her hour, 16% the teacher sometimes motivate while 17% she does not motivate.

INTERPRETATION:

In conclusion the teacher uses good activities to motivate the students in the English class, this aspects is fundamental in the Teaching – Learning Process since they need a motivation to avoid boredom in the learning of a new language.

2. Teacher`s Activities: students face to solving problems through various tasks to appropriate contents and to reach an achievement.(questions 4-8)

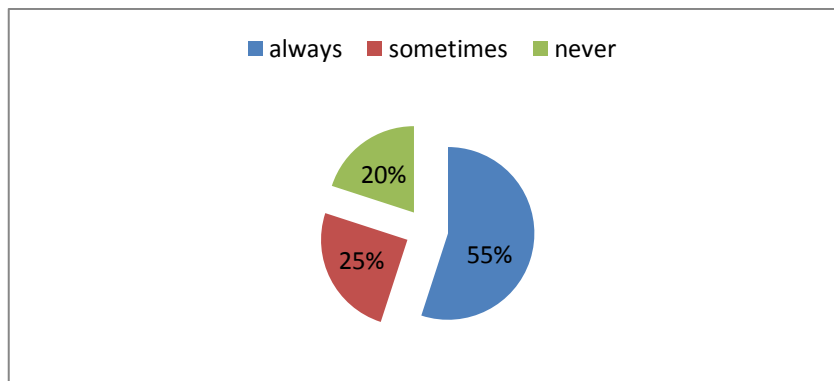
Table N° 4.1.2. Teacher`s Activities

Indicators	Frequency	Percentage
Always	11	55%
Sometimes	5	25%
Never	4	20%
Total	20	100%

Source: Classroom Observation Guide

Elaborated by: Rosa Aguagallo

GRAPHIC N° 4.1.2. Teacher`s Activities



Source: Table N° 4.1.2.

Elaborated by: Rosa Aguagallo

ANALYSIS:

The results of the graphic showed that, 55% the teacher uses pre- reading activities, on the other hand, 20% she sometimes uses this kind of activities with the students, while 20% the teacher does not employ any type pre – reading activity in the class.

INTERPRETATION:

The use the pre – reading activities is a strategy very useful due that these help to prepare the clime to start reading. Here is where the teacher arouses the interest and the curiosity to read.

3. Methodological Aspects:

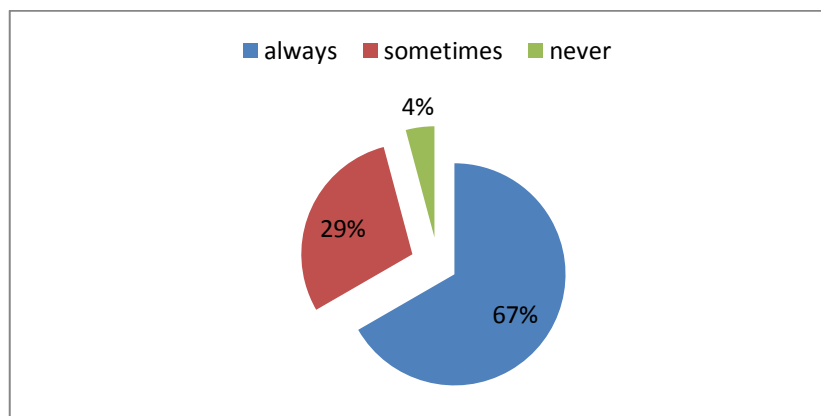
Bottom - up Approach: It tries to comprehend a text through observation of single words.(questions 9-14)

Table N° 4.1.3. Bottom - up Approach

Indicators	Frequency	Percentage
Always	16	67%
Sometimes	7	29%
Never	1	4%
Total	24	100%

Source: Classroom Observation Guide
Elaborated by: Rosa Aguagallo

Graphic N° 4.1.3. Bottom – up Approach



Source: Table N° 4.1.3.
Elaborated by: Rosa Aguagallo

ANALYSIS:

Regarding this graphic observed that, 67% the teacher works with the Bottom. up Approach to teach reading skill, while 29% she sometimes employs this approach in the class and finally, 4% the teacher does not use it.

INTERPRETATION:

In short, Bottom – up Approach is a good option to teach reading skill, the students can acquire a numberless of strategies to develop the skill, also the teacher count with variety activities to work with the students and achieve a good result.

4. Top - down Approach: The main feature is that reader comes to the text with a previously knowledge.(questions 15-20)

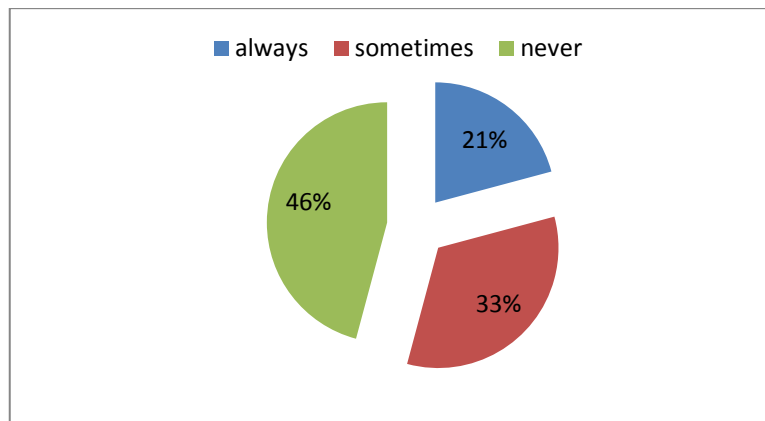
Table N° 4.2.4. Top - down Approach

Indicators	Frequency	Percentage
Always	5	21%
Sometimes	8	33%
Never	11	46%
Total	24	100%

Source: Classroom Observation Guide

Elaborated by: Rosa Aguagallo

Graphic N° 4.1.4. Top - down Approach



Source: Table N° 4.1.4..

Elaborated by: Rosa Aguagallo

ANANYSIS:

As it may in this graphic, the 21% the teacher always utilize the Top – down Approach to teach reading skill, the 33% she sometimes use it, while the 46% the teacher does not use this approach to work reading skill.

INTERPRETATION:

When the teacher develops her English class rarely she works with this approach, which will be very useful at the moment the to teach reading comprehension, since this has as principal objective the comprehension of the text.

5. Interactive Reading: It the combination of prior approaches, Bottom-up and Top- down (questions 21-26)

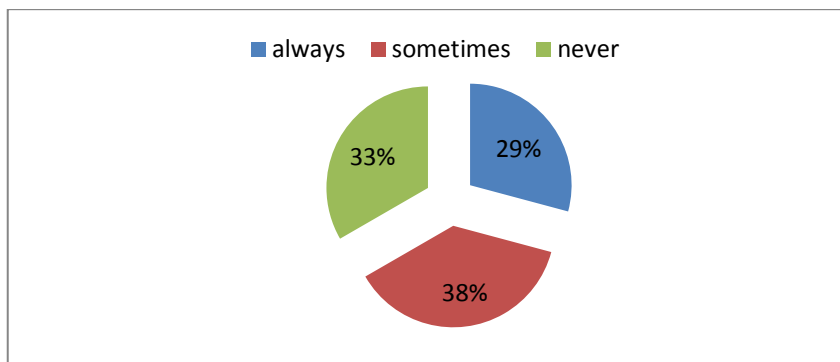
Table N° 4.1.5. Interactive Reading

Indicators	Frequency	Percentage
Always	7	29%
Sometimes	9	38%
Never	8	33%
Total	24	100%

Source: Classroom Observation Guide

Elaborated by: Rosa Aguagallo

Graphic N° 4.1.5. Interactive Reading



Source: Table N° 4.1.5..

Elaborated by: Rosa Aguagallo

ANALYSIS:

According this graphic may see that, the 29% the teacher works using the Interactive Reading to teach reading skill, the 38% she sometimes uses it and finally the 33% the teacher does not employ it in the English class.

INTERPRETATION:

Interactive Reading is rarely used in the English class to teach reading skill, she should works with the help of this Approach since it is the most suitable for this skill due that it is the combination of the prior approaches that is to say, it complete.

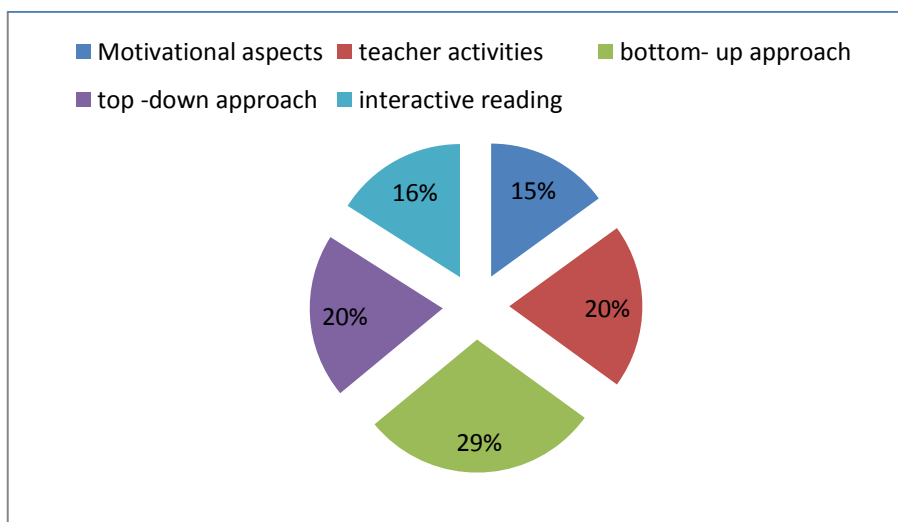
6. Presentation the General Results of the Classroom Observation

Table N° 4.1.6. General Results of the Classroom Observation

Aspects	Always	Sometimes	Never	Porcentaje
Motivational Aspects: It encourage and promote the learning process.(questions 1-3)	8			15%
teacher activities: students face to solving problems through various tasks to appropriate contents and to reach an achievement.(questions 4-8)	11			20%
Methodological Aspects: Bottom - up Approach: It tries to comprehend a text through observation of single words.(questions 9-14)	16			29%
Top - down Approach: The main feature is that reader comes to the text with a previously knowledge.(questions 15-20)			11	20%
Interactive Reading: It the combination of prior approaches, Bottom-up and Top- down (questions 21-26)		9		16%
Total	55			100%

Source: Classroom Observation Guide
Elaborated by: Rosa Aguagallo

Graphic N° 4.2.6. General Results of the Classroom Observation



Source: Table N° 4.1.6.

Elaborated by: Rosa Aguagallo

ANALYSIS:

As it may see in this graphic, the 16% the teacher uses motivational activities before, during and after the class, the 20% the teacher works with pre- reading activities, the 29% she employs Bottom – up Approach to teach reading skill, the 20% she uses Top – down Approach and the 16% the teacher utilizes Interactive Reading to teach this skill,

INTERPRETATION:

In conclusion the teacher has a good strategy to motivate the students to read, the in the same way the activities that she prepares to works with the reading skill are good since they generally is active in the class. Bottom – up Approach is the most used by the teacher to teach reading skill which have made that the students focuses in the vocabulary but here there is a disadvantage they learn an easy vocabulary that is to say, not according to their educational level or a lot of cases out of context. The rest of the Approaches are occasionally used, so these do not excel in teaching reading skill.

CHAPTER V

5. CONCLUSIONS AND RECOMMENDATION

5.1. CONCLUSIONS

This section presents the conclusions of the research:

- The methodology used by the teacher was observed some time in where finds out that, students are fragile in this skill. The teacher used periodical of Bottom – up Approach, this could be demonstrated with the help of observation guides.
- The strategies used by the students to learn vocabulary were: realia, pictures, and charts, these were the results of the checklist.
- Once analyzed and interpreted the results proceeded to redact the conclusion and recommendation with the help of the information obtained.

This study has tried to identify the situation of the reading skill and examine its nature with some detail;

5.2. RECOMMENDATIONS

The following recommendations are presented:

- To mix approaches to improve the teaching reading since to use only a method could limit the teacher and the students, a good idea will be to work with Reading Interactive Approach due to that this is the combination of Bottom – up and Top – down Approaches.
- The use of strategies to learn vocabulary must go hand in hand with the age and needs of the students, it is also recommended to use a variety of techniques which support to teach vocabulary in context, rather than in insolated drills.
- To raise awareness among the students about the importance of researches due this kind the works need of true information to know the reality of facts..

5.3. REFERENCE MATERIALS.

5.3.1. BIBLIOGRAPHY

- Bolaños , V., & Israelsky, M. (2011, June 19). Reading and Predicting. Slideshare. Retrieved March 29, 2015, from <http://es.slideshare.net/tvane2011/reading-predicting>
- Byrnes, H. (1998). Reading in the beginning and intermediate college foreign language class. Modules for the professional preparation of teaching assistants in foreign language. Washington: Center for Applied Linguistic.
- Chen, E. (2012). Using Technology to Teach Reading Skills. Retrieved January 20, 2015, from <http://www2.nkfust.edu.tw/~emchen/CALL/unit7.htm#top>
- Coe, N., & Ricroft, R. (2005). Writing Skills Teacher`s Book: A Problem- Solving Approach . United Kingdom: Cambridge Press.
- Cross, D. (1995). A Practical Handbook of Language Teaching . Great Britain: Phoenix.
- Dechant, E. V. (1982). Improving the Teaching of Reading. New Jersey: Prentice-Hall, INC.
- Decker, M. (2007). To Read or Not to Read: A Comprehensive Study of Effective Reading and Methods of Teaching Reading. Retrieved December 27, 2014, from <http://digitalcommons.liberty.edu/cgi/viewcontent.cgi?article=1018&context=honors>
- Downs, L. (2008). Listening Skills Training. United States of America: ASTD Press .
- Embleton, L. (2003). Seminar for English Teaching, September 16-18, 2005: New Trends in ELT.
- Gerace, F. (2003). TranslationDirectory.Com. How to Find the Meaning of Words as you Read. Retrieved March 26, 2015, from <http://www.translationdirectory.com/article863.htm>
- Goodman, K. S. (1967). Reading: A Psycholinguistics Guessing Game. Journal of the Reading Specialist (Vol. VI).

- Gough, P. (1972). *One Second of Reading*. in J. F. Kavanagh, & I. G. Mattingly (Language by ear and by eye ed.). Cambridge: MA: MIT press.
- Grellet, F. (1981). *Developing Reding Skills: A Practical Guide to Read Comprehension Exercises*. United Kingdom: Cambridge University Press.
- Heilman, A. (1998). *Phonics in Proper Perspective*. Columbus: OH: Merrill.
- Honig, B. (2001). *Teaching our children to read: The Components of an Effective, Comprehensive Reading Program*. Thousand Oaks: CA:Corwin.
- Jack, B. (2013, October 1). *The Mysteries of Redaing*. Retrieved June 24, 2015, from <http://www.gresham.ac.uk/lectures-and-events/what-is-reading>
- Kaplan, A. (1964). *The Conduct of Inquiry* . New Jersey: Chandler Publishing Company.
- Lentz, K. (2013, January 17). *ENotes. Educational Psychology.(blog message)*. Retrieved January 10, 2015, from <http://www.enotes.com/homework-help/reading-theories-408996>.
- Littlejohn, A., & Hicks, D. (1998). *Cambridge English for School 4 Teacher`s Book (Vol. IV)*. EE.UU: Cambridge University Press.
- Marks, A. (2013, February 4). *Skimming and Scanning. Two Important Strategies for Speeding up your Reading*.Howtolearn.com. Retrieved December 29, 2014, from <http://www.howtolearn.com/2013/02/skimming-and-scanning-two-important-strategies-for-speeding-up-your-reading/>
- Mckenzie, P. (2013, November 4). *Language Matters: Language Teaching: Some Notes on Method*. Retrieved June 16, 2015, from <http://languageinstinct.blogspot.com/2006/11/story-of-lesson-planning.html>
- Mishra, I. (2013, June 30). *Literally Communication. (blog message)*. Retrieved May 20, 2015, from <http://literallycommunication.blogspot.com/2013/06/reading-skills-and-its-sub-skills.html>
- Nèrici, I. (1985). *Hacia una Didàctica General Dinàmica*. Buenos Aires: Kapelus Editorial.
- Quirke, P. (2010). *Aston University. Phil`s EFL Support Site*. Retrieved June 15, 2015, from http://www.philseflsupport.com/reading_approaches.htm
- Quiroz, M. E. (2003). *Hacia una Didactica de la Investigacion*. Mexico DF: Castillo Editorial.

- Rahman, H. (2007). An Evaluation of the Teaching of Reading Skill in Bangladesh (master thesis).Rrajshahi University.
- Rumelhart, D. (1977). Toward an Interactive Model of Reading. San Diego-California: Hillsdale, NJ: Lawrence Erlbaum.
- Stauffer, R. (1970). The Language- Experience Approach to the Teaching of Reading. New York: Harper & Row.
- The National Capital Language Resource Center [NCLRC]. (2003-2004). The Essentials of Language Teaching, Washigton, DC. Recuperado el 26 de June de 2015, de <http://www.nclrc.org/essentials/reading/goalsread.htm>
- Torres, M. (2010). Basic Methodology for Teaching English . Riobamba- Ecuador: Rio Impresiones.
- Valdivia., M. (2012, October 15). Gaceta de Educacion y Pedagogia. (blog message). Retrieved January 6, 2015, from <http://gacetadeeducacion.wordpress.com/2012/10/15/tres-pilares-de-la-metodologia-para-la-ensenanza-de-la-lecturamt/>
- Williams, E. (1996). Reading in the Language Classroom. Malasya: Madern English Publications.
- Zimmermann, S., & Hutchins, C. (2003). 7 Keys to Comprehension: How to Help Your Kids Read it and Get. Retrieved december 5, 2015, from <http://www.readinglady.com/mosaic/tools/7%20Keys%20Parent%20Hando> (Mishra, 2013)ut%20from%20Sandi.pdf

6. ATTACHMENT

ATTACHMENT N° 1. CLASSROOM OBSERVATION GUIDE

High school:..... Course:.....

Teacher:.....

Day:..... Hour:.....

1= Always

2= Sometimes

3= Never

#	ASPECTS	1	2	3
	MOTIVATIONAL			
1	When the teacher comes in classroom the students show enthusiasm for beginning class			
2	The teacher comes in the classroom greeting with enthusiasms the students			
3	The teacher begins the class with a motivational activity before to start a new topic			
	TEACHER'S ACTIVITIES			
4	Give students the background necessary for comprehension of the text			
5	Use texts with authentic language or written simple for students understand the reading			
6	Select texts in variety formats such as: letters, articles, cookery books, newspaper, novels, etc.			

7	The students are familiar with the topic, so that cultural differences cannot create comprehension difficulties			
8	Distribute reading strategies into pre-reading, while-reading and post-reading activities			
	METHODOLOGICAL ASPECTS			
	BOTTOM- UP APPROACH			
9	Encourage the students to check dictionary when they find out unknown words during reading			
10	Give students a short text to read aloud.			
11	The teacher uses Realia technique to explain the meaning of a new word			
12	When the student asks the meaning of unknown word, the teacher descriptive it using an explication or definition in English			
13	Give pictures or charts from a storyboard of the text for that then the students have to put them in order.			
14	Use the fill in the gap activities that the students have to fill them in appropriately.			
	TOP – DOWN APPROACH			
15	The teacher asks the students to write or say comprehension questions for other student to answer			
16	Teach the students how to read a text quickly, though not carefully, to find out a piece of information or name of a			

	particular thing etc. (i.e. scan a text)			
17	Teach the students how to read a text in a shortest possible time to get an overall idea about it (i.e. skim through a text)			
18	Use the “read and look up“ technique to encourage students to read , rather than for word recognition			
19	Create Semantic Map (organizers visual) to active students` appropriate background of a specific topic			
20	Help students predict about what is in the text with questions			
	INTERACTIVE READING			
21	Group/pair the students in order to find meaning of texts through of the discussion			
22	When students read the teacher asks after make a summary			
23	Help a student when him/her comes across a new word using synonyms or antonyms, in this way to understand the meaning of the word			
24	Ask the student to bring extra material as: tales, stories, magazines so on , in English			
25	Encourage the students to read at home or class by themselves			
26	Evaluations are carried out naturally, so that students are not afraid			

ATTACHMENT N° 2. CHECKLIST

Name:.....

Date:.....

Learning Unit Theme:.....

N°	INDICATORS	YES	NO
1	Do they like to read English texts?		
2	Does the teacher come in to class showing joy and enthusiasm?		
3	When students find an unfamiliar word in the text, does the teacher encourage them to consult it in the dictionary?		
4	Does the teacher use objects, real things or toys, to teach vocabulary?		
5	Does the teacher use synonyms or antonyms to clarify the meaning of the words?		
6	Does the teacher ask the students to create graphic organizers or collage to expand their vocabulary?		
7	Does teacher use picture from magazines, newspapers, personal photos, for that the students to create a simple sketch?		
8	Does teacher describe the meaning of the words through of an explanation or definition in English?		
9	Does teacher translate unknown word that you do not understand?		

