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**TESIS PREVIA LA OBTENCIÓN DEL GRADO DE:  
MAGISTER EN LINGÜÍSTICA APLICADA A LA ENSEÑANZA DEL IDIOMA  
INGLES**

**TEMA:**

To elaborate and implement a brochure of reading strategies with a focus on andragogy “Reading is learning” in order to enhance Reading skills in ESL students of the B1+ level of the Language Centre at Universidad Técnica de Ambato, academic period 2015

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**2016**

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I hereby certify that this research work, previous to obtaining the degree of Magister, with the topic: To elaborate and implement a brochure of reading strategies with a focus on andragogy “Reading is learning” in order to enhance Reading skills in ESL students of the B1+ level of the Language Centre at Universidad Técnica de Ambato, academic period 2015, has been carried out by Cynthia Soledad Hidalgo Camacho, which has been done with my permanent supervision and guidance as advisor. This is the reason why I certify that it is ready to be presented at the thesis defense.

This is all that I can truthfully certify,

**Riobamba, July 6th 2016**



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Certifico que el presente trabajo de investigación previo a la obtención del Grado de Magister en con el tema: To elaborate and implement a brochure of reading strategies with a focus on andragogy "Reading is learning" in order to enhance Reading skills in ESL students of the B1+ level of the Language Centre at Universidad Técnica de Ambato, academic period 2015, ha sido elaborado por Cynthia Soledad Hidalgo Camacho, el mismo que ha sido elaborado con el asesoramiento permanente de mi persona en calidad de Tutor, por lo que certifico que se encuentra apto para su presentación y defensa respectiva.

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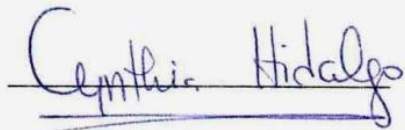


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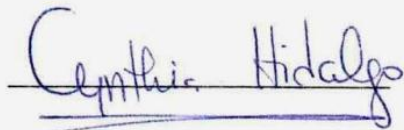
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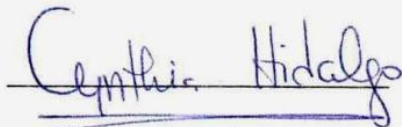
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Thanks to God, for allowing me to be re-born each day to discover what I am able to do, if I have Him.

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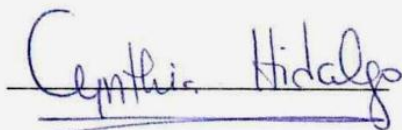
Four people from who I have learned and received a lot: Rocío, for being an example of how to overcome vicissitudes.

Negro, for his unconditional love and for showing me that being an uncle, is also being a father, a brother and a friend.

Nico, for reminding me that what we plan is not always the best for us, but having a warm and pure heart is actually what matters.

Gastón, for all his support and company during the journey of living and loving life, and for having made many of my dreams come true.

To all of them who are an important part of me, Thanks!

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Cynthia Soledad Hidalgo Camacho

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## **RESUMEN**

Éste trabajo investigativo: elaboración y aplicación de un manual de estrategias de lectura “Reading is learning”, tiene como objetivo el mejorar la comprensión lectora en los estudiantes del nivel B1+ del centro de Idiomas de la universidad Técnica de Ambato, donde encontramos estudiantes cuyas edades oscilan entre los 18 y 40 años.

Aunque la comprensión lectora puede estar afectada por factores personales como estudios anteriores, frecuencia de lectura, tipos de textos leídos, actitud frente a dicha actividad, etcétera, debe ser una actividad integrada diariamente en las clases, sobre todo cuando se aprende un lenguaje nuevo. El enseñar estrategias de lectura con un enfoque andragógico a estudiantes universitarios, es algo muy valioso ya que al ser considerados como los adultos que son, podrán participar y co-existir en grupos de trabajo donde evolucione su aprendizaje a través de experiencias compartidas junto a sus compañeros de aula y su profesor. A través de ésta propuesta, se pretende crear el contexto social necesario para que los estudiantes adultos puedan desarrollar estrategias de lectura.

Esta investigación quasi-experimetal fue llevada a cabo con dos variables: la comprensión lectora y el uso de estrategias con un enfoque andragógico. Se observaron un grupo experimental y otro grupo controlado. Los instrumentos usados en este trabajo permitieron medir el efecto e importancia de usar tiempo de la clase para la enseñanza de estrategias de lectura. La verificación y medición de resultados se realizó a través de la distribución “t-student”, debido al tamaño de la muestra y el tipo de distribución y la desviación estándar no normales. Con dicho análisis, podemos concluir en que luego de la intervención, los estudiantes del grupo experimental del nivel B1+ de Inglés del centro de Idiomas de la universidad Técnica de Ambato, obtuvieron mejores resultados en pruebas de comprensión lectora, por lo que se recomienda la utilización del manual propuesto.



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**ABSTRACT**

This research work: to elaborate and to implement a brochure with Reading strategies "Reading is learning", aims to enhance Reading comprehension in students from the B1+ level of English, at the languages center in Universidad Técnica De Ambato. The students' population groups found here are adults from 18 to 40 years of age. Although reading can definitely be affected by some personal factors such as formal educational background, frequency of reading, types of texts used, attitude of the reader, among others, it still has to be integrated to daily classes, especially when teaching a new language. Teaching strategies with a focus on andragogy to university students is valuable because by being appreciated as adults, they can participate and co-exist in work groups where their learning will evolve through sharing experiences with their peers and their teacher. Through this proposal we intend to create the social context that is needed for adults to develop reading strategies. Two groups were observed: one controlled and the other experimental. The instruments used in this research allowed us to measure the importance of adopting class-time for teaching reading skills. The verification and measurements of results was done through the use of the t-student distribution, which is used when the population size or sample are small or when the mean and standard deviation of data are not the normal ones. This type of analysis allowed us to conclude saying that after intervention, the experimental group of B1+ level students at the languages center of Universidad Técnica de Ambato, obtained better results in reading comprehension tests, which is why we strongly recommend the use of the brochure proposed here.

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## **INTRODUCTION**

According to many researches, there is a strong correlation between reading and success in academics, as well in other areas of life. Good readers can go beyond decoding words, to read between the lines and evaluate and connect contents of a reading to their life and experiences. Unfortunately, reading comprehension is poor in the majority of cases. For this reason, this research work aimed to provide English students and teachers with tools to help them to develop better reading skills. It is important to consider how we teach what we want to teach, as well as the type of students we have in the classroom. Adult students have different needs, lifestyles and ways of learning from those of younger students. When adult learners face problems trying to understand texts used in their English classes, reading becomes a source of frustration and demotivation for them. The importance of offering these students strategies with an andragogical focus was based on the analysis of their characteristics. The andragogical approach used when teaching reading strategies to university students was found to be effective, therefore applicable in the future.

This research work was carried out in five chapters: chapter number one deals with the theories of knowledge, important authors on the topics of language learning, andragogy and reading comprehension.

In the second chapter, the methodological process is detailed: types of research, methods and techniques used to measure, analyze and interpret the data found.

The third chapter describes the alternative guidelines, which are found in the brochure “Reading is learning”, with reading strategies that aim to enhance reading skills. The brochure itself is described with its objectives, foundation and also the way in which it could be operated.

The fourth chapter discusses the results found in the research process. The experimental group’s results were analyzed statistically after intervention in order to accept or reject the hypothesis proposed.

Finally, the fifth chapter shows the conclusions and recommendations made after the results were analyzed and measured.



# **1. THEORETICAL FRAMEWORK**

## **1.1 BACKGROUND**

Culturally speaking, Ecuador shows to have a problem concerning Reading. Ecuadorians have deficient reading techniques. According to the INEC (National institute of statistics and census), and its survey on reading habits in Ecuador (2012), 16 years and older Ecuadorians show low poor reading habits, which first cause is their own lack of interests. The most recurring type of reading is books, and their biggest purpose for reading seems to be informed. We can clearly see that generally speaking, people do not read enough.

We also need to keep in mind that there is a transfer from reading in our mother tongue, when reading in a L2. Catherine Walter wrote a study for Oxford University press in 2004, where one of the hypotheses she proposed was supported: there is a transfer of mental structure-building skills which is associated with the level of success in L2 reading comprehension. It was shown that skilled readers in L1 were also good readers in L2. Patterns of correlation supported the hypothesis proposed.

Taking into account these types of studies and proven information, it is possible to say that if there is a transfer of skills between reading in L1 and L2, but we do not read enough in any of those languages, we will not be developing reading and cognitive skills. We can also say that there is a relationship between being good readers and having a better overall performance in a L2 leaning process, because reading has a lot of implications on cognitive processes needed to learn a new language such as mental stimulation, vocabulary expansion, stronger analytical skills, and also better writing skills.

There are deficient reading skills in groups of our university students (whose ages vary from their 20's to their 30's, and even 40's), which is why it is important to take a look at the different needs adult students have and how they learn. Due to the fact that adult students have different needs, lifestyles and ways to learn than younger students, may be suggested that andragogy will help teachers adapt techniques and procedures in class in order to foster better understanding of text, therefore higher overall performance in the English language process. Being aware of the need to offer at least some important

reading strategies to our students also leads us to adopt pedagogical or andragogical principles in our classrooms based on the students' circumstances, so that the techniques and activities used in such action are the proper ones.

In developed countries there are several research works on the topic of teaching English as a second or foreign language and many of them focus on reading skills. However, very few focus on teaching reading skills in ESL classes for adults. One example is the study carried out by Burt, M., Peyton, J. K., & Adams, R. (2003). Reading and Adult English language learners: A review of the research, in CAL (Center for applied Linguistics) in Washington, DC- USA. This study takes a look at the factors that affect the teaching and learning process in adults, the process of reading in a L2, the use of reading as a teaching approach, and the need of this type of instruction in a country that has English as their first language, yet many people who live there do not speak that language, therefore it must be taught as a second language in innumerable cases. This study concludes that reading strategies need to be taught explicitly so that they can be used by adult learners. It also states that a longer time should be dedicated to reading during formal instruction of the observed groups.

Another study also related to the topic of research was carried out in 2004 by Chineme Lilian Emeodi, Understanding learning difficulties in ALE (adult literacy education). From a teacher's perspective, it takes a look at the difficulties, the needs adult students have and the ways they learn in situations where not only a language needs to be learned, but a new culture and new educational contents too. This study was done in Oslo, capital of Norway. The author concludes that a new model of education must be created which should be based on andragogy. The researcher also mentions that there is a lack of information on teaching adults, whereas there is plenty on teaching young learners.

A third study will be mentioned in this research. It was carried out in Venezuela, a country -which has a similar language education system. It was done by Haidé Briceño in 2007 in Los Teques, "Estrategia de enseñanza andragógica del inglés como aporte de aprendizaje de la carrera administración de recursos humanos del colegio universitario de los Teques "Cecilio Acosta". The author concludes that in many cases there is no instruction on strategies, which makes the learning of contents more difficult. She also

learns that there is a need to create a guide of instrumental English based on andragogy and cooperative learning.

Among the linguistic and educational topics studied in Ecuador, one done in Universidad Católica de Quito can be found. It was carried out by Ivonne Bastidas with the topic: “Elaboración de una guía de estrategias, tendiente al aprendizaje autónomo, para la comprensión de lectura de textos auténticos del internet y redacción subsiguiente, dirigida a los estudiantes de los niveles v y vi de inglés de LEAI de la PUCE”. This study detects the urge of using authentic texts in order to engage students in the teaching and learning process as well as the real usage of the English language for which communicative activities should be prioritized in the classroom.

Finally, a fifth and local research done In Guayaquil, 2013, Carmen Baquerizo Matute, did a research related to the topic of this study: “Aplicación de lectura crítica en los procesos de enseñanza - aprendizaje para los estudiantes de segundo año especialización lengua y literatura facultad de filosofía de la universidad de Guayaquil. Propuesta: guía de métodos andragógicos”, emphasizes the difficulties teachers face in the classroom where students have low cultural and general knowledge, which is undoubtedly related to poor Reading habits and comprehension at a critical level. This study concludes that providing teachers with a methodological guide to enhance critical Reading will be a solution to the problem previously mentioned. Teachers need to try to help students to be good and independent readers inside and outside the classroom. It is expected that this type of guide with an andragogical focus can also be found useful in other institutions where professional improvement of teachers is a goal. As well as the author of this research, the aim of the thesis that is being done and presented in this document, seeks to encourage students to become independent readers and learners, for which it is important to provide them with the tools and strategies that will help them to learn and comprehend what they read.

## 1.2 Scientific Fundament

### 1.2.1 Epistemological Fundaments

Epistemology, also known as the theory of knowledge, questions knowledge and how to acquire it. This research has a constructivist focus where knowledge is understood as a

compilation of constructions humans beings make. Vigotsky and other constructivists have made contributions under their point of view about how to construct knowledge, such as the one made by Mitchell & Myles who state: “We learn not as isolated individuals, but as active members of society. What we learn, and how we make sense of knowledge, depends on where and when we are learning”.

This point of view definitely agrees with an andragogical focus where group work and collaborative learning is the base. According to the research paper “la andragogía y el constructivismo en la sociedad del conocimiento”, by Pedro Rodríguez Rojas, every student goes through a learning process even before they start going to school: they learn culture, values, habits, belonging. Nobody starts formal education being an empty being. If we think about that, once the learner is an adult, what he can contribute in the learning process with, is a lot more significant. Andragogy looks at learners as social beings. Learning is a process where socializing is very important, therefore there are many advantages if we try to teach using an andragogical and constructivist focus.

### 1.2.2 Axiological Fundament

Students must achieve knowledge; yet attention must be paid to values which should be taught and observed during the teaching leaning process. Values cannot be only considered a topic of study, but something students must internalized and reflect about. This research has based its axiological foundation in the universal principles of bioethics and human rights (UNESCO; 2010), which allow every single individual to their integration, yet being considered unique and peculiar. These universal principles have the following indicators: respect, collaboration, ethics, generosity, kindness, hygiene, cordiality, and the eradication of revenge, envy and social gregariousness.

Many of the aspects considered in these principals need to be looked at, as part of the life of adults. Having activities and techniques with an andragogical focus will foster student’s integration, collaboration, social gregariousness and many more. The inclusion of these values would be beneficial in the EFL class to generate learning, because adults need to feel respected and appreciated. Learning will be difficult to achieve in an environment where values are not encouraged. We must remember that affective filter is one of the most important interferences or encouragements we might find when teaching.

### 1.2.3 Pedagogical Fundament

Knowles (1970), who is considered the father of andragogy, differentiates characteristics between adult learners and Young learners. He makes us aware of the requirements adults have, being seen from a psychological perspective. Adulthood is a stage of life where there are many important changes in human development. The early years and adolescence used to be considered the stages where formative processes took place. They were also seen as the only stages where meaningful learning was acquired.

In the past, learning was not even considered possible during adulthood; but the andragogical model encourages learning processes because although there is not physical growth, there is mental development during this stage, consequently there is learning. Once we mature, we change and become goal oriented and expect to learn something to fulfill objective. For example when we talk about adults learning a new language, their objectives might be to obtain more job opportunities, exams, and day to day tasks such as filling in document or communicate with others outside their homes. Adults need value and feedback, and also engage more when their needs and opinions are taken into account.

Andragogy appreciates adulthood and the occurrence of possible important social events such as marriage, parenthood, work, house holding, civil and political obligations. Those aspects are to be considered in a classroom where we share with adults that need to be considered differently than students in their early years.

### 1.2.4 Sociological Fundament

As Casarini states (1999), individuals who are learning a new language are closer to the best sources of information which is one of the aims we should have for our students. The social and cultural demands students face in places of formal education make them sociable and part of a society as well. Nowadays we have encountered an era where education is not merely seen as contents given to students who internalize them; over and above, we need to educate students for doing, for being and for living together. This process according to Casarini, starts at home, and formal education only keeps it up. If we learn by socializing with others, our experiences, values, successes and failures in our adulthood will definitely have a greater influence in those around us. Motivation,

self-regulation of strategies and autonomous learning are strongly linked to social factors. The environment the learner has with their friends and their families play an important role in their learning process.

#### 1.2.5 Legal Fundament

This study meets the requirements of LOES, title 144 (Ley orgánica de educación superior), which states that higher education and post graduate studies are aimed to train professionals for scientific specialization and research. In addition to this, the internal regulation of this university has also established norms for postgraduate students. (Instituto de Posgrado de la Universidad Nacional de Chimborazo, artículo 68).

In Title VII “National Plan for good living”, section one “Education”, article 350 establishes that the higher education system shall be focused on providing academic and professional training fostering the innovation and development of scientific and technological research. The universities and polytechnic schools have an autonomous financial and organizational structure, and the State guarantees the funding of public institutions of higher education. This type of study aligns to the articles mentioned above because by carrying them out, professionals are trained in research and also students at master’s programs at UNACH, will be following the internal regulations of the university.

### 1.3 THEORETICAL FUNDAMENTS

#### 1.3.1 Reading comprehension

Isabel Solé, in Reading Strategies explains what Reading comprehension is: a process through which the reader reaches their objectives he or she has to read. It is a construction that implies the text, the reader’s previous knowledge and the objective this person has.

The reader gives a meaning to the Reading grouping and using the information that comes from different sources: the text, the context and the knowledge they have.

In order to reach such a task the reader must have abilities and skills that help him or her to build the knowledge which is also applied to different context and situations.

It is necessary to recognize and categorize ideas, to create summaries, analyze the information already gotten and also it is needed to create a relation between the previous

knowledge, use of hypothesis and text and images. All of those skills are linked to the levels of reading comprehension that a reader has.

According to authors such as Santiago, Castillo and Ruiz (2005), the process of understanding a text is complex and skills are built upon one another. For this reason, there are three levels of understanding in reading comprehension:

Literal meaning; Inferential meaning and Evaluative meaning

When we are talking about the ability to read, we need to understand the process of reading comprehension and the different approaches used. Adam and Starr, 1982, describe reading as the task through which we try to understand what the author wants to express and at the same time we make questions about the text content. Although the concept of reading comprehension is understood, the problem in a classroom is that students are not able to read properly and they have poor reading habits. Intending to help them, many researchers have tried to find new strategies to enhance reading comprehension.

In the 20's, based on the behavioral theory, Reading was understood as the ability to verbalize what it was written. An interaction between the text and the reader was not even considered.

In the 60's and 70's it was thought that reading comprehension was a result of decoding meanings of words; however it was later proven that it was not enough.

The type of questions teachers made in reading comprehension quizzes can also be considered a problem: they only tested comprehension at literal level and the actual content of the reading was not understood. Skills such as inferring and critical thinking are usually ignored.

These traditional theories considered that every reader experienced the same stages of Reading comprehension, for this reason, there was not flexibility for different types of readers or stages of the process.

Teaching reading finally started to adopt a new path, as it was explained in Barret's taxonomy for reading comprehension. Thomas Barrett proposed taxonomy related to reading comprehension which has four main categories: (a) literal recognition (b) inferences, (c) evaluation, and (d) appreciation. Each level contains between four and

eight categories. However, reading teachers and researchers noticed that making questions about a reading helped comprehension but it was not actually teaching anything new.

Furthermore, some approaches for teaching Reading have been tried along the years:

- Bottom up (Gough, 1972)

This approach is based on the text and decoding. The reader starts decoding letters, words, to finally try to understand the text. (Artola: 1988; Sandoval: 1991 and Solé: 2001).

According to this approach, learning takes place in a sequential way through visualization.

It is called ascending method because it starts at the smallest units to finally integrate others.

- Top down (Smith, 1983)

This approach considered that there is not only the text but also the previous knowledge and experiences that the reader brings into the Reading process. It is also called the descendent approach because it starts from a hypothesis and previewing which are later verified in the text. Here, the main focus is the reader.

-The interactive approach (Carrel, Devil, 1988)

Isabel Solé (2000-2001), states that significant Reading comprehension is needed, so that the reader can evaluate themselves through the process. In order to achieve significant reading, there must be interaction between the text and the reader's previous knowledge. This approach combines the 2 previously mentioned approaches: it uses the decoding of words and the analysis and previous knowledge the reader has.

Solé (2002), refers to the reader as to an active subject who will only try to find meanings in specific cases. In those cases, the person will try to understand the text by inferring, predicting, selecting important information, and not only reading isolated sentences. (Goodman: 1987).

Teaching reading comprehension in a classroom is very important. The teacher should be aware of the different methods and approaches that have proven effective in developing reading skills. The 2 most important cognitive processes that take place during the reading are the ones related to Bottom-up processes and they are those that take in stimuli from the outside world letters and words, for reading. With top-down



processes, on the other hand, the source of information is guided by an individual's prior knowledge and expectations.

In most situations, bottom-up and top-down processes work together to activate the processing of information.

The interactive approach is also one that is involved in all reading processes. No matter how good the cognitive processes are, if the reader does not interact with the text, the comprehension level of reading will not be successful. The authors Santiago, Castillo and Ruiz (2005), should be mentioned again to remember that skills are built upon one another. Teachers should encourage the use of strategies, be aware of the cognitive processes students deal with and use all that information in order to foster critical and evaluative level of reading comprehension.

#### 1.3.1.1 Reading comprehension at literal level

Comprehension of a reading at a literal level means that we only need to understand what the text says. It is what actually happens in the story. This understanding is important because it is the foundation for more advanced levels of comprehension. If readers do not understand texts at literal level, they would not be able to go any further.

Most of our reading tests only evaluate this level of comprehension, because questions provided would only request the following from our readers: to find the main idea, the stated facts or the sequence of events; to give descriptions of characters in the story. Testing the literal level of reading comprehension in our students should include making questions about the plot, the setting, and turning points in the story, anything that can be considered factual and taken directly from the story. Although literal level of comprehension is thought to be the lowest one, it is crucial for further understanding of a text. It must be remembered that without surface-level understanding of a text, deeper interactions with the text are not possible.

#### 1.3.1.2 Reading comprehension at inferential level

Inferential meaning involves understanding what the text means. You start with the information explicitly found in the text. This information is then used to determine deeper meaning (which is implicit most of the times). Determining inferential meaning requires thinking about the text and drawing conclusions.

If the teacher wants to test students on inferential comprehension of a reading, they could be asked to make generalizations, predictions and to state causes and effects, make educated guesses about what will happen next in the story. Students benefit from this level of comprehension because this type of comprehension allows them to read strategically. In order to read at an inferential level, students draw conclusion, make inferences, they use their thinking and see how new information in the text reshapes their prior knowledge. Inferring also helps students to understand new vocabulary, give explanations, offer conclusions, and many other tasks that are needed when interpreting a text.

#### 1.3.1.3 Reading comprehension at evaluative level

We are always evaluating in daily activities. We make judgments: Do I like the food? Is she angry? Do these pants match my shirt? Then, when are we reading at an evaluative level? when the questions in the reading require a judgment about an aspect of the story such as our opinion about a character's actions, when we give reasons to answer a Why-question. Normally we find quotes that demonstrate or support our judgment.

When we read at an evaluative level, we are using critical reading skills which help us analyze, synthesize, and evaluate what is read. The reader can clearly see the cause and effect or comparing relationships in the text. Students need to have fully understanding of a text where they would analyze, synthesize, and evaluate it, only after that they will think critically about the text. We need to teach critical reading skills to students because we want them to not only understand the symbols or letters in the text, but to use context and knowledge to comprehend what the real content in the text is.

Students with good reading comprehension skills could perform well in any other subject, course or task for daily life.

#### 1.3.2 Andragogy

The German high school teacher Alexander Kapp was the first one to use the term andragogy in 1833. In a book entitled Platon's Erziehungslehre, which means Plato's Educational Ideas, he describes the necessity to keep learning through our lives. He also mentions that education, self-reflection, and educating the character are the first

values in human life. Kapp does not explain the term Andragogy and does not develop a theory either, but he states that Andragogy is a practical necessity of teaching adults.

Although the concept of Andragogy started in the 30's, Malcolm Knowles made it a popular field in the USA. For Knowles, adult learners have some characteristics that are differentiate them from children:

1. Self-concept: An adult has already gone through being a dependent personality towards being a self-directed person.
2. Experience: An adult has accumulated experiences that become a great resource for learning. Cooperative learning is widely used in classes prepared with an andragogical focus.
3. Readiness to learn. As adult's our readiness to learn becomes oriented to develop social roles' tasks.
4. Learning orientation. An adult person has shifted their orientation to learn from one of subject-centeredness to one of problem centeredness.
5. Motivation to learn: As a person matures the motivation to learn is internal (Knowles 1984).

If we associate adult learning with self-direction, we must refer to what Malcolm Knowles (1975) says about this process: "... in which individuals take the initiative, with or without the help of others, in diagnosing their learning needs, formulating learning goals, identifying human and material resources for learning, choosing and implementing appropriate learning strategies, and evaluating learning outcomes."

Knowles argues that there is convincing evidence that people who normally take the initiative in learning, learn more and better.

- Characteristics of andragogical models of instruction:

1. It is necessary to explain why specific things need to be taught.
2. Memorization should be avoided. All learning activities should have a task context
3. Instructions and materials should take into account the varied backgrounds of learners;
4. Self-directed adults discovering things in class should be encouraged.

- Principles

Planning and evaluation of instruction should involve the adult learners.

Experience should be encouraged, even when making a mistake is possible.

Adults are most interested in learning things they can use practically.

Adult learning is focuses on solving problem rather than in learning contents.

Cooperative learning works well in this type of tasks.

- Issues with Andragogy

Many other authors have critiqued Knowles' theory. Some have said it is only a concept born into a specific historic context. For example when he mentions that adults are self-directed, this probably describes the American type of life; whereas in other parts of the world, the situation is a little different.

As previously mentioned, Knowles' concept of andragogy - 'the art and science of helping adults learn' – has its basis on self-direction and autonomy; and secondly, the conception of the teacher as facilitator of learning rather than presenter of content.

Dr. Félix Adam (1977), one of the most prestigious pioneers in adult education in Venezuela, has shared his point of view: "human beings are unfinished but likely to keep learning and adapting to social changes in order to reach their perfectness along all of their lives to evolve".

As well as for Knowles, for Félix Adam, andragogy focuses on the learner rather than in the teacher. This type of teaching and learning emphasizes the adult way of thinking about their behavior and circumstances rather than their age. For this reason, the author suggests that andragogical practice should be bi-directionally used (learner and teacher), in an environment of trust and mutual respect. The learner should be seen as a social being who brings into the classroom their experience, previous knowledge, and expectations of what and why to learn. Therefore, adults in the classroom cooperate to learn.

Adult- is a word that etymologically comes from the latin: Adultus, which means "to grow"

Ecuadorian laws consider 18 year old individuals as adults, with their rights and their obligations to comply their duties. Age majority allows individuals to assume control over their person, actions and decisions. Therefore, we can conclude that university students can be taught with an andragogical focus in their classrooms.

García Arretio has talked about some difficulties that the adults face during their learning process:

- a. They demand practical goals.
- b. There is a loss of curiosity
- c. Their memory is not as good as it used to be, therefore there is a lack of interest in abstract ideas. Real problems are attractive to adults.
- d. Sensorial and perceptive reactions have reduced then learning is a little slower too.
- e. There is a difficulty to adapt to new situations.
- f. Their multiple responsibilities and engagements result in lack of time to learn.

In order to teach adults, some methods and techniques should be followed.

Adult learners behave better in democratic, participatory and collaborative environments.

There are some suggestions for adult learners teachers:

- Adults should feel involved in determining how and what they will learn, as much as possible.
- According to Fleming and Garner (2009), EFL teachers should get to know their students and their needs. Their abilities, experiences, and expectations can affect learning.
- Ambrose and Bridges (2010), states that teachers should model tasks before asking their learners to do them. Adult learners should become familiar with the strategies to be used in the reading, so that they can feel confident. Strategies should be explicitly taught.
- Using authentic materials like newspapers, signs, sale flyers, telephone books, and brochures in the adult learner classroom is useful because they will see that what they are learning is useful in the real world.
- It is important to balance variety and routine in the adult learner classrooms. Routines provide familiarity and security. It must also be remembered that adults are sometimes tired when they attend classes. Therefore, they will be attracted to varied teaching methods and materials.

- Creating an environment where all participants feel they have a valuable contribution can ease the stress adult learners feel when attending classes in which groups they might be the oldest students.

-Some adult learners might be tempted to use their native language. If this happens, teachers should help the learner to acquire some new vocabulary.

- Teachers should make sure that their students' expectations are realistic by setting short-term as well as long-term goals and help learners recognize and acknowledge their own progress.

#### 1.3.2.1 Guided interaction

Guided interaction in reading enables teachers to provide very effective support for students' engagement before, during and after the reading process.

According to Solé (1994), reading has different stages: the first one, where the reader clarifies their purposes for reading, the second stage where the reader understand the application of the tools for comprehension, and the third stage where other cognitive process take place such as: synthetizing, making generalizations, etc.

If we see the reading process divided in 3 sub-processes: pre-reading, during Reading and post-reading activities we will be helping the reader before he/she focuses on the text, it strengthens as students interact with the text during the reading, and reflected upon after reading as students incorporate what they have just read into the knowledge.

Pre-Reading activities:

As in anything that is related to interaction, firstly we need to create affective connections between the text and the reader. The reader must familiarize with the language and situations he will find in the text, his-her prior knowledge on the subject, etc.

During-Reading activities:

Accordingly to the task of the Reading, the students can work in small groups or in pair to Exchange information and knowledge related to the topic read.

After Reading activities:

According to Vigotsky, L. (1979), and the social development theory, after working in small groups, in an environment where there is sharing and discussion, there will also be the opportunity to foster other cognitive processes such as: summarizing, making generalizations, commenting with something which supports the reader's opinion. In the point of post-reading activities, the tasks should be more reflexive, and evaluative.

#### 1.3.2.2 Cooperative learning

Many authors (Johnson & Johnson, 1990; Kagan & Kagan, 2009; Marzano, Pickering, & Pollock, 2001; Slavin, 1996) have agreed that cooperative learning results in positive student outcomes in all areas. Social interaction and theory and motivational theory (Piaget, 1970; Vygotsky, 1978) and motivational theory (Maslow, 1954), talk about the effectiveness of cooperative learning. Social interaction theory views learning as a social activity which helps people to learn.

According to Spencer Kagan, cooperative learning is a type of structured peer interaction where there is an emphasis on positive human relationships, collaboration, active learning, academic achievement, equal participation, and equal status of students in the classroom.

Cooperative Learning involves small groups that work together. Students who engage in cooperative learning learn significantly more and develop better critical-thinking skills.

#### 1.3.2.3 Pair-work

When working with Cooperative Learning Increases Engagement, because participation is not voluntary. Therefore, there won't be only students who know the answers participating in class, which demotivates and blocks learning in lower achievers and shy students.

Pair work is one of Kagan's Structures where students take turns. Both partners have a specific role and they cannot accomplish the task without working together. Students must communicate accurately to complete the task. With this type of students participation and engagement, there is definitely communication, therefore, language learning. One of the students will be generating language at any time and the other will be receiving it through active listening.

#### 1.3.2.5 Group work

Other example of Kagan's structures is working in teams. Students with a variety of ability levels work together, which maximizes learning in a way that combines high, low-middle, and low achiever student on each team. This offers potential for tutoring and participation.

Gifted and the struggling students achieve more during cooperative learning because gifted students continue to achieve at a high level academically and also acquire social skills. Struggling learners receive peer encouragement, constant support, and immediate feedback.

#### 1.3.3 Reading strategies

A strategy is a plan selected freely by the reader in order to accomplish a particular goal or to complete any task (Paris, Lipson, & Wixson, 1983).

When students automatically select and use a strategy, they have achieved independence. The aim of all reading instruction is to help students become effective readers so that they can achieve independence and self-motivation.

Morles (1987) states "there is no reading, without comprehension"; therefore, reading should not be a superficial activity. It should be exploratory, questioned, active. The reader must process the information found in the text to find a meaning. Among some of the abilities needed for significant reading comprehension, we must name a few: lexical knowledge, identification of main ideas, inferring skills, ability to make generalizations, literal comprehension, as well as the understanding of the author's purpose.

One of the characteristic of andragogy is to provide students with explicit strategies. Like this, we make sure that less-skilled readers use the help they might need with comprehension strategies that skilled readers use automatically.

Among explicit reading strategies we might find in an adult classroom we have:

- Comprehension monitoring, through comprehension questions, oral or written summaries of sections from the reading, group discussions, identification of plot, main characters, main ideas, etc.



- Graphic organizers like charts and diagrams to organize and represent ideas and information found in the readings.

#### 1.3.3.1 Previewing and predicting

Solé (1992) refers to these 2 techniques as two strategies are used to activate prior knowledge about the text topic.

When readers think about the text before actually reading, they get engaged and this makes the brain work much better.

When we preview the text through pictures, titles, headings, and text and personal experience we are also predicting. Predicting involves thinking ahead while reading and anticipating information and events in the text. After making predictions readers verify their predictions. When we predict we develop a critical schema or cognitive map and this increases reading comprehension.

#### 1.3.3.2 Scanning

It is a reading technique where the reader is not required to read all the information, but only focuses on specific information. Examples of scanning is trying to find times for shows or TV programs, specific dishes on a menu, phone numbers in a phone book, etc. While scanning, a reader moves the eyes quickly through the text trying to find key words or phrases. It must be remembered that once we have scanned a text, we might go back and skim the text to identify the main idea of the content.

#### 1.3.3.3 Skimming

When we are reading a text to get the gist, the main idea, instead of concentrating on details, we are using the strategy of skimming. One example of skimming is when we read a newspaper article, a magazine to see if the text has the information we are looking for.

It is a good idea to skim a text by reading the headings, titles, subheadings and illustrations with captions, as well as the first and last paragraph in a reading. By reading the first sentence of a paragraph we might find the topic sentence which gives you the main idea of the paragraph. By reading the last sentence of a paragraph we can also have the main idea of the ending or conclusion of a text. In both cases, we focus on the main idea found in what we read.

#### 1.3.3.4 Guessing word meaning in context

Guessing word meaning from context is one important vocabulary learning strategies among second language learners, therefore it widely helps readers to achieve reading comprehension. (Paribakht & Wesche, 1999).

Guessing word meaning from context refers to the ability to infer the meaning of an expression using the clues around the unknown word. You can read around the word you do not know, to find other words that are related to it. They can give you a clue of what the new word means, or how it is used. By paying attention to prefixes and suffixes we can also find the meaning of some words.

##### 1.3.3.4.1 Text and Context

Text and context are closely related to each other. Mitchell states in his book -Stories in between- that the process of representation occurs in a network of signs, in a context of systems of symbols together.

The understanding of a reading comes out as the result of the relationship between text and context. Aspects of space and time make up the context, which is necessary to understand a text.

##### 1.3.3.5 Inferring

Inference is a mental process to reach a conclusion based on some information.

We deduce the reasons, the purpose, and the intentions of the writer. Inferring is a strategy used before, during and after the reading. To predict is a part of deducing. The inferences have to be based on the references in the text and then related with the previous knowledge.

The reader uses observation and background to reach a logical conclusion.

Inferring can be understood as a process in which the reader takes part of the information in the text, along with the prior knowledge about the topic and their own ideas. All of those pieces of information make up an inference. Inferences can be changed as information is found in the text. The conclusions obtained from inferring can be modified and should be confirmed or changed.

#### 1.3.3.6 Finding the main idea or topic of a text

It is very important to recognize the difference between the topic of a reading and its main idea. The topic is what the reading is about. It is described in a very simple way, maybe a couple of words. On the other hand, the main idea is the most general idea that the writer wishes to convey. It is described with an entire phrase or sentence expressing the main thought of the sentence or paragraph, and it is usually stated using full statements.

After the topic is found, readers can see what the main idea of the author is. The entire paragraph in a reading should explain the main idea or make it clearer.

#### 1.3.3.7 Finding the purpose of a text

Texts have different purposes. Some of the purposes that texts could have are: to entertain, reflect, describe, evaluate, inform, argue, persuade and instruct.

When students identify the purpose of a reading, they are not only fulfilling an objective about the reading but focusing on its content too. Students can take a look at the text and its structure, and then they can read briefly to see what the general idea is. Then, the reader can relate their knowledge to the content of the text.

#### 1.3.3.8 Summarizing

When we summarize, we express with our words the content of a text. The main ideas are condensed to give an idea of the general content. A summary is an abbreviation of the most important ideas in a book, text, passage. When we summarize we must be brief and concise.

First the reader must comprehend the text. Then they must identify main ideas which should be expressed in the reader's own words. This means that summarizing a text requires both comprehension and expression skills.

#### 1.3.4 Reading for fun

This is a freer type of reading with the strategies already studied. After some strategies had been presented and practiced by the readers, they are able to read, think and analyze which strategies will work better for each reading. Reading for pleasure increases reading engagement and motivation in readers. Reading for fun includes online reading, printed texts, such as: Novels, short stories, jokes, comics, poetry, lyrics, plays and scripts, reference books, newsletters, letters, emails, biographies, memoirs, newspapers,

magazines, websites. Reading is a skill that becomes better with practice. Reading for fun is crucial for ensuring that the practice needed to become a fluent reader. It also increases sense of achievement, confidence, self-esteem and self-awareness. It develops relationships and promotes inclusion and empathy through sharing opinion.

### 1.3.5 Graphic organizers

Dr. Katherine McKnight is a veteran educator who through some studies has showed how students can use graphic organizers as an important tool to organize new information. The use of Graphic organizers in the classroom should be seen an important tools to facilitate learners' comprehension of new information. Gardner's Theory of Multiple Intelligences states that students learn and internalize information in different ways. When we use graphic organizers, the material is presented through the visual and spatial modalities, which is very useful in the classroom. They create a strong visual picture that enables students to literally see connections and relationships between facts, information, and terms. Integrating text and visual imagery actively engages a wide variety of learners, including students with special needs and English language learners.

According to some learning theory, we know that the human mind naturally organizes and stores information which is connected to previous knowledge. The graphic organizers are visualizations of these mental storage systems, and serve to support students in remembering and connecting information.

### 1.3.6 Story mapping

A story map is a strategy that uses a graphic organizer to help students learn the elements of a book or story. By identifying story characters, plot, setting, problem and solution, students read carefully to learn the details. There are many different types of story map graphic organizers. The most basic story map graphic organizers focus on the beginning, middle, and end of the story. Story mapping can be used before reading, during reading, after reading, individually, in small groups or in Whole class activities. Until students are familiar with story map organizer, the teacher must use one and model how to complete it.

## **CHAPTER II**

### **2. METHODOLOGY**

#### **2.1 DESIGN OF THE RESEARCH**

This research work was carried out in the languages center at Universidad Técnica de Ambato, about the reading skills of the B1+ level of English students. The start of the observations was surveying students on the way they read, frequency of reading and type of text normally read, and what strategies they use (if any) for reading texts in English.

The type of investigation was quasi-experimental, because there was the manipulation of one variable to see the results obtained in one of the two groups after intervention. It was intended to confirm the hypotheses that implementing a brochure of reading strategies with a focus on andragogy enhances reading skills. On the other hand, the second group worked on the reading tasks without using the brochure and reading strategies. This research work is also considered correlational, because the relationship between two variables was observed: reading comprehension and the use of strategies with a focus on andragogy.

There was a pre-test right at the beginning of the research process, and a post-test after the use of the brochure with the experimental group. Both tests contained reading comprehension questions at different levels of comprehension to measure the improvement of reading skills and the way students use strategies and the work tasks that involve reading.

#### **2.2 TYPE OF RESEARCH**

This research has the following characteristics:

- It is a qualitative and quantitative analysis. It indicates qualities of a problem or phenomena and also will be represented it numerically.
- It is a descriptive study because is based on gathering of data which will be shown by using graphics and statistical approaches.

- It is explorative because it explores a wide topic, the L2 teaching learning process and how to empower reading in a group of learners. The relevant factors in this process will be found.

### 2.3 RESEARCH METHODS

The hypothetical method was used since the study started from a problem that was detected, for which there was a hypothetical solution: enhance the reading skills of the university students selected through the elaboration and implementation of a brochure of reading strategies with a focus on andragogy.

The analytical method also helped in this research. We had a whole: the process of learning English as a foreign language, in which the need to enhance reading skills and its implications had been found. As a result, a proposal to remedy the problem was made: the use of reading strategies with a focus on andragogy.

### 2.4 DATA COLLECTION, TECHNIQUES AND METHODS.

During pair and group work, students were observed to confirm the use of the strategies proposed in class; however the most important instruments of data collection were pre-test and post-test on reading comprehension. The results of pre-tests as well of the results in the control group were compared to the results obtained in the post-test after intervention. During a whole semester, the brochure of reading strategies with a focus on andragogy was used as part of the normal classes. These data was sorted, tabulated, analyzed and interpreted by means of tables and graphs which provided the explanation for the results to found in the investigation.

### 2.5 POPULATION AND SAMPLE

The population used in this research was 40 adults students to be observed.

**Table N. 2.5.1**

<b>Group A</b>	20 students
<b>Group B</b>	20 students
<b>Total</b>	40 students to be observed

**Source:**General student distribution in B1+ English levels in the Language Department at UTA

**Elaborated by:** Cynthia Hidalgo Camacho

Since the population to be used is small, there will not be the need of having a sample. This means, the population and the sample are the same quantity: 40 students.

## 2.6 PROCEDURES FOR THE ANALYSIS AND INTERPRETATION OF RESULTS

- Data collection from reading tests was analyzed.
- Tabulation was carried out which is quantifying the results of reading comprehension before and after the application of the brochure proposed
- Analysis of reading performance with two groups was observed. The one using the brochure of reading strategies with a focus on grammar proves the hypothesis through showing better comprehension skills than the ones not using it.
- Interpretation of data. Once we had data on the initial state of reading comprehension and strategies used in both groups and later, the results obtained in the group which used the brochure allowed us to prove whether or not reading skills improved after using the brochure and the strategies with a focus on andragogy.
- Statistical tables showed the increase or lack of improvement in reading skills of the group that used strategies from the brochure.
- Graphs transform the statistical tables and figures in graphical images which facilitated the display of results.
- Computer programs such as Excel and Word, made the tasks of and collection of information and interpretation of data easier

After the analysis of data obtained during the application of pre-tests and post-tests, graphs and statistical tables showed the effect of the use of reading strategies on reading comprehension, based on the results from both groups in pre-tests and post-test with reading contents with different levels of comprehension tested in them.

## 2.7 HYPOTHESIS

### 2.7.1 General Hypothesis

The elaboration and implementation of a brochure of reading strategies with a focus on andragogy “Reading is learning” will enhance reading skills in ESL students of the B1+ level of the Language Centre at Universidad Técnica de Ambato, academic period 2015.

### 2.7.2 Specific Hypothesis

2.7.2. 1 The use of the reading strategies with a focus on andragogy will help ESL students to achieve effective reading through collaborative work and guided activities.

2.7.2. 2 Through the use of some of the most important reading strategies for text analysis and thinking skills, students will have a greater understanding of the readings proposed; therefore they will be motivated to read.

2.7.2. 3 Translating or decoding words by words instead of using the proper reading strategies reduces effective reading comprehension.



## **CHAPTER III**

### **3. ALTERNATIVE GUIDELINES.**

#### **3.1 TOPIC**

To elaborate and implement a brochure of reading strategies with a focus on andragogy “Reading is learning” in order to enhance Reading skills in ESL students of the B1+ level of the Language Centre at Universidad Técnica de Ambato, academic period 2015

#### **3.2 PRESENTATION**

Based on the researcher’s experience in the department of languages at Universidad Técnica de Ambato, it can be said that there are deficient reading skills in groups of students whose ages vary from their 20’s to their 30’s, and even 40’s, which is why it is important to take a look at the different needs adult students have and how they learn.

Taking into account that the most common measurement of reading comprehension is the reading section of unit quizzes or midterm and final exams, it has been considered useful to offer these adult students strategies for quick reading such as skimming and scanning, and also encourage analysis of text to infer or analysis of context to guess meaning of words. By using strategies, students will be improving their understanding of readings in general which will also improve their overall performance in their L2 learning.

It is not only important to teach strategies, but also pay close attention to our students’ needs, lifestyles and ways to learn. If we take a look at the groups we normally have, we will find adult student who are doing many activities in their lives. They study in other faculties, many are parents, or are forced to work. Obviously these students have different types of inner motivation to learn a language, and also work in a different way. For this reason it was thought that andragogy will help teachers adapt techniques and procedures in the classroom in order to foster better understanding of texts. It must be kept in mind that some adult students might take English only as a requirement; however as they continue their studies, many other purposes will be found such as post graduate offers, scholarships, state of the art information and technology to complement their researches in their fields of interest. Either if their goals are future academic

performance, social interaction or even if they are interested in getting a university degree, our learners will face the need of effective reading.

This brochure will provide teachers and students with explicit strategies such as: scanning, skimming, inferring, text analysis, guessing meaning of words by context, as well as different guided activities before, during and after the reading which will let students relate the text content to their lives as well as to evaluate what they read. In class there will be group work, discussions and other activities where adults can share and learn together in order to develop a more autonomous reading later on.

### 3.3 OBJECTIVES

#### 3.3.1 General Objectives

To enhance reading skills through the application of brochure of reading strategies with a focus on andragogy “Reading is learning” in ESL students of the B1+ level of the Language Centre at Universidad Técnica de Ambato, academic period 2015

#### 3.3.2 Specific Objectives

3.3.2 .1 To determine to what extend the elaboration and implementation of a brochure of reading strategies with a focus on andragogy “Reading is learning” will help ESL students to achieve effective reading.

3.3.2 .2 To determine the effect of a better understanding of the reading proposed in class in terms of motivation for these adults learners to read.

3.3.2 .3 To indicate in what way translating or decoding words by words instead of using text analysis and thinking skills affect the effective reading comprehension in adult learners.

#### 3.3.3 Proposal objective

3.3.3.1 To encourage autonomous reading in L2 learners after familiarizing them with some of the most useful reading strategies, within an andragogical context that fits these students’ needs.

## 3.4 FUNDAMENTALS

### 3.4.1 Brochure.

A brochure is a different and organized way of gathering information. Some of its synonyms are: pamphlets, booklet, flyer, folder, leaflet.

A brochure is an informative document that is commonly used for advertising; however it can also be used to introduce new information, to teach someone how to do something or how to use something.

The brochure presented in this work will be used as an instrument or tool which will provide students and teachers with the most important information about reading strategies: - What is it? How do I use this?; Activities to develop this strategy starting with pre reading, then during the Reading and finally a wrap up activity after the reading. It also details the procedure on how to work the reading strategy with a focus on andragogy.

Undoubtedly this brochure has the characteristics of what in Spanish will be called: *guía didáctica*, which according to García Aretio (2002: 241) is: “El documento que orienta el estudio, acercando a los procesos cognitivos del alumno, el material didáctico, con el fin de que pueda trabajarlo de manera autónoma”.

This brochure is based on andragogy which changes a little how the classwork will be organized: group work, explicit rules, cooperative learning that are characteristics of the andragogical approach that especially Malcolm Knowles has been talking about in the recent years.

The use of a brochure was first thought because it is a good way to present strategies explicitly, didactically and motivationally.

It suggests varied activities to be worked in groups, which is appropriate for a group of adult learners which will have different people with different experiences and skills that will nurture the learning among them.

Activities found in the brochure Reading is learning also encourages interaction between the text and the readers since several tips on how to work the strategies proposed allows students to self-assess their reading comprehension.

Prior the use of the brochure, the teacher will also explicitly present the strategy to be used in each given text, so that the adult learners know exactly how the strategy is useful and how to use. Many studies have shown that very good readers intuitively use strategies whereas some adult learners might not strategically approach readings. For this reason, explicitly teaching them to read and learn by using strategies will be useful.

The brochure “Reading is learning”, has the following elements:

1. Brief introduction
2. Table of Contents for the section Reading Skills through guided interaction.
3. Table of Contents for the section Reading For Fun
4. Development of each skill:

What it is; activities/exercises, procedure, wrap up activity, and source of each reading.

### 3.4.2 Skills

Skill is any ability we develop through experience, practice, studies, or simply by having aptitude. It is also understood as expertness in a given field.

When learning a language, there are four skills we need to communicate. When we learn our native language we usually first learn to listen, then to speak, to read, and finally to write. These are the four language skills we use for communication. Listening and reading are the receptive skills while speaking and writing are productive skills.

#### 3.4.2.1 Reading skills

There are many possible meanings for reading: understanding a text; the negotiation of meaning between the text and its reader; and we can also say that reading is the knowledge, the expectations, and strategies a reader uses to understand the content of a text. We must remember that reading a text may be understood in different ways by different readers. It all depends on the attitude and the skills the reader has. Reading skills are highly important for the intellectual growth.

### 3.4.3. Strategy

A strategy is a method or plan we follow to get to a desired future, to achieve something, to get to a goal or to solve a problem. A strategy is a mental model in our head, that is directed to an specific an end. Strategies can be thought of as goals and the techniques are concrete ways of accomplishing those goals.

#### 3.4.3.1 Reading Strategy

As it was said earlier, reading is a skill that is used in all subject areas and can greatly increase or decrease a student's learning outcomes.

When students use a reading strategy, they have become independent users of them. That is what good readers do, and also use other comprehension and study skills. Researchers suggest that readers develop skills and the use of strategies by reading and writing and also by being given the support they need to grow in those processes (Wells, 1990).

Learning to use strategies effectively is essential if we want to construct meaning. Readers who are not strategic will not make the most of any given reading process, therefore it will influence the way they learn during their lives.

### 3.4.4 Cooperative learning and Andragogy

Andragogy refers to the art or science of teaching adults. Malcolm Knowles and others theorized that methods used to teach children are often not effective when teaching adults. According to Knowles there are four andragogical assumptions:

- Adults have moved from dependency to self-directedness
- Adults draw upon their experience for learning
- Adults are ready to learn when they assume new roles
- Adults want to use their new knowledge to solve specific problems

Adult education is also cooperative, in that adults tend to work in pairs or groups and enrich from each other's work and understanding of a subject. When using cooperative education as a technique of learning, competition is not the goal of the activities. It is very useful because when dealing with adult education we might encounter heterogeneous levels of learning.

Cooperative education may play a very important part in an adult's decision to study something, as a new language. Through cooperation, not from competition, adult students will benefit most from their educational experience. Students who work together can learn and comprehend more in a relatively shorter time. By depending on and working with others students will achieve their goals much more quickly and effectively than by working alone.

According to Johnson (1991), there are five basic elements in a cooperative learning context. These elements are

- 1) positive interdependence
- 2) face-to-face interaction
- 3) individual accountability
- 4) development of social skills
- 5) group processing.

In a positive interdependence environment, the instructor assigns a task that students must accomplish together. Each student within the group will be responsible for a task, therefore everyone will depend on and trust one another.

### 3.5 CONTENT

The elaboration and implementation of a brochure of reading strategies with a focus on andragogy will develop important reading skills using for each one of them pre, during and post reading activities:

### 3.5.1. Reading Skills through guided interaction.

Skill	Parts of the section		
1.1 Previewing and predicting	- What is it? How do I use this?		
	- Activities Pre-reading : Discuss pictures proposed	Reading Underlining key information	Post-reading Identification of correct information.
	- Procedure		
	- Wrap up activity: What parts of your predictions were right?		
1.2 Scanning	- What is it? How do I use this?		
	- Activities Pre-reading : What are you looking for in each one of the questions proposed?	Reading : In group, write your answers as you find them in the quick reading of the text	Post-reading : In groups gather the information, discuss and summarize the information.
	- Procedure		
	- Wrap up activity: What's the general idea of the text?		
1.3 Skimming	- What is it? How do I use this?		
	- Activities Pre-reading : Discuss what the qualities of good teachers are	Reading Read the underlined sentences (they will give you the general idea of each paragraph)	Post-reading Make a list of the personal qualities that a teacher should have
	- Procedure		
	- Wrap up activity: Use your own words to explain the qualities mentioned.		
1.4 Guessing Word meaning in context	- What is it? How do I use this?		
	- Activities Pre-reading In pairs discuss the pictures and what the word opium is.	Reading Read the text. Guess the meaning of the words in bold, by reading their context.	Post-reading Write a sentence with each one of the words underlined and analyzed.
	- Procedure		
	- Wrap up activity: In your groups, use the following T-chart to summarize the positive and the negative things you could find in this particular Thai museum		
1.5 Inferring	- What is it? How do I use this?		
	- Activities Pre-reading Read in pairs. Then, tell	Reading Read each paragraph and	Post-reading Re-tell the story to your

	each other what comes to your minds after reading each paragraph.	answer the questions.	partner, using the inferences.
	- Procedure		
	- Wrap up activity: Take turns to retell your partner the same story or situation you read in the paragraph; but now add the inferences you made. You can use a mind map to keep important information when you are telling the story found in each paragraph.		
1.6 Finding the main idea or the topic of a reading	- What is it? How do I use this?		
	- Activities Pre-Reading Read about the movie: "Titanic".	Reading Read each paragraph and answer the questions.	Post-reading Use a mind map to summarize the main idea and some details in each paragraph
	- Procedure		
	- Wrap up activity: Summarize each paragraph; write the main idea in the center of the mind map. Do it simply, follow the example and compare your mind maps with a partner.		
1.7 Identifying purpose in a text	- What is it? How do I use this?		
	- Activities Pre-reading Read an example and recognize type of text and other features.	Reading Read each text and answer the questions.	Post-reading Brainstorm more examples of types of texts and their uses
	- Procedure		
	- Wrap up activity: Brainstorm more examples of types of texts and their uses. You can check the table provided at the beginning of the section:		
1.8 Summarizing	- What is it? How do I use this?		
	- Activities Pre-reading Think- Pair share about their favorite movie	Reading Read the text and circle the main idea, and underline key words about details found In it.	Post-reading Summarize the class today.
	- Procedure		
	- Wrap up activity: Summarize the class today's class. Follow the outline provided.		

Source:reading brochure: part 1

Elaborated by: Cynthia Hidalgo Camacho



### 3.5.2. Reading for fun

Skill	Parts of the section
2.1 Questions and answers: pair-activities	- What is it?
	- Procedure
	- Reading one: animals on the street
	-Reading two: Graffiti and street art
2.2 Character´s attributes	- What is it?
	- Reading: Romeo and Juliet. Analysis of characters
	-Exercises
	- Graphic Organizer for character traits or attribute
2.3 Relating contents of the Reading to our lives	- How does it work?
	- KWL charts
2.4 Sharing my favorite reading	-Why is it important?
	- Story mapping
	- Example: the golden compass

Source:reading brochure: part 2

Elaborated by: Cynthia Hidalgo Camacho

### 3.6 OPERATIVITY

The elaboration of the reading brochure Reading is learning had different stages, each one of which mas selected under their own objectives and strategies:

Activity	Objective	Strategy
Selection of contents	- To present readings accordingly to the level of students and the strategies to be developed.	Visiting web sites, reading books.
Adapting reading	- To present Reading contents with the appropriate complexity and vocabulary.	Choosing vocabulary and grammar structures in the text in order to make them appropriate to the level and needs of students.
Organizing contents	- To add graphics,definitions and activities to texts as needed to do the tasks proposed to develop reading strategies.	Adding details to make the reading contents attractive and the activities easy to follow.
Didactic Planning of activities	- To propose pre-reading, Reading and post Reading activities for each text proposed. - To offer explicit explanations about the strategies to be used - To sequence activities in order to facilitate the reading tasks - To end the reading task with a	Finding the right activities to appropriately sequence the classwork on reading strategies.

	wrap up activity	
Class activities	- To develop Reading strategies through varied pair and group activities.	Group work, pair work, power point presentations, reading activities
Reinforcement (using readings proposed in textbook normally used in the classroom)	- To reinforce strategies after the explicit presentation and practice of each skill proposed.	Applying in alternative texts the reading strategies previously presented and learned
Evaluation of skills	- To assess the use of reading strategies proposed - To evaluate reading comprehension	Reading comprehension tests, questions completion.

**Source:** Reading brochure: part 2

**Elaborated by:** Cynthia Hidalgo Camacho

In order to get the most out of the brochure, it must be used as follows:

- a) First, the teacher will explicitly explain the reading strategy to be used through a small video, PowerPoint presentation, pictures, etc.
- b) Students will read the small introduction or explanation about the Reading strategy to reinforce the concept.
- c) Individually or in small groups, students will also read how to use the strategy or how to work with them.
- d) Now students are able to understand and work the activities that will be done pre-during and after the reading.
- e) Students will follow the steps proposed in the procedure section
- e) The Reading for each strategy will be read in groups or pairs while some Reading techniques are used to develop a specific skill.
- f) After doing the classwork about the Reading text, students will be asked to work on a wrap up activity that will help them recall and summarize the content of the Reading.
- g) After finishing each unit or Reading strategy, the teacher should reinforce the use and understanding of the strategy using texts found in the book or in extra material to give feedback and make sure the strategies are being understood and used by the students.
- h) The section of reading for fun will offer freer reading activities that randomly can be done by students either in class or at home. What is expected is that after the strategies

have been presented and applied during some classes, the learners will be able to select the most appropriate strategy to do the tasks proposed in this section.

i) At the end of the term and after all the strategies have been studied in class, a Reading test will be applied in order to measure the improvement of Reading comprehension.

**CHAPTER IV**  
**4. EXPOSITION AND DISCUSSION OF RESULTS**  
**4.1 RESULTS**

In this section, graphs are used to show the results obtained in the measurement of skills, analyzing each extract individually before and after the intervention in the experimental group.

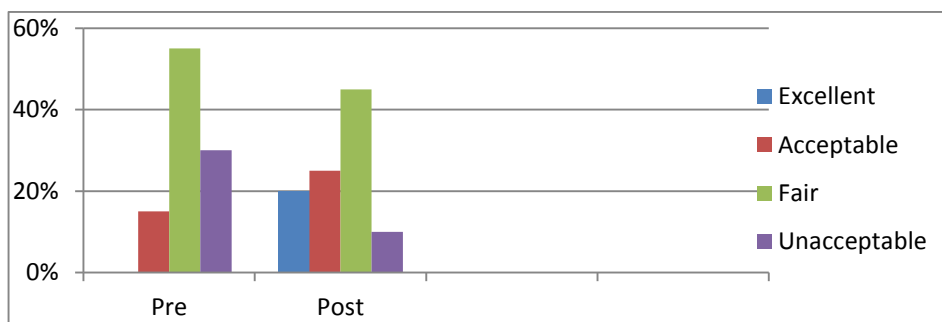
**4.1.1 Extract N. 1:** It measures the skills of skimming, scanning, and inferring.

**Table 4.1.1 Result extract N.1, experimental group**

Requirement	Qualitative Analysis: Experimental Group							
	Pre-test				Post-test			
	Excellent 9-8	Acceptable 7-5	Fair 4-2	Unacceptable 1-0	Excellent 9-8	Acceptable 7-5	Fair 4-2	Unacceptable 1-0
N. de ss that can scan, skim and infer	0	15%	55%	30%	20%	25%	45%	10%

**Source:** Pre and post Reading tests  
**By:** Cynthia Hidalgo Camacho.

**Graph 4.1.1 Results pre and post-tests in extract N. 1**



**Source:** Table 4.1.1  
**By:** Cynthia Hidalgo Camacho.

**a) Analysis**

The chart shows results obtained by students after intervention. 20% of them got excellent results; whereas 0% of students of the same group in the pre-test (without the brochure) obtained excellent results.

Special attention deserves the difference between the percentages of unacceptable results in the pre-test that reached a 30% compared to the 10% in post-test.

### b) Interpretation

The results of the reading extract represented in this graph measure the skills of skimming, scanning, and inferring. It can be seen in the scale that fair and unacceptable results decreased after using the brochure, while the excellent and acceptable results increased.

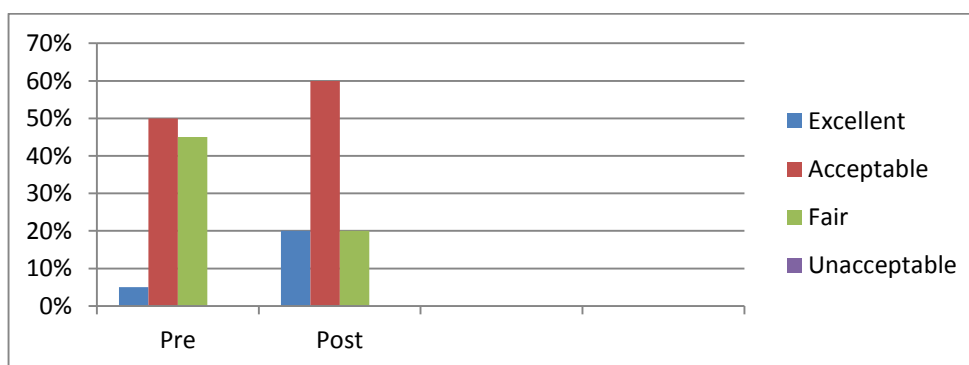
**4.1.2 Extract N. 2:** It measures the skills of skimming, scanning, and inferring.

**Table 4.1.2 Result extract N.2, experimental group**

Requirement	Qualitative Analysis: Experimental Group							
	Pre-test				Post-test			
	Excellent 5	Acceptable 4-3	Fair 2-1	Unacceptabl e 0	Excellent 5	Acceptabl e 4-3	Fair 2-1	Unacceptabl e 0
N. of ss that can scan, skim and infer	5%	50%	45%	0	20%	60%	20%	0

**Source:** Pre and post Reading tests  
**By:** Cynthia Hidalgo Camacho.

**Graph 4.1.2 Results pre and post-tests in extract N. 2**



**Source:** Table 4.1.2  
**By:** Cynthia Hidalgo Camacho.

### a) Analysis

AS it is seen in the chart, 20% of students got excellent results after the intervention; whereas only 5% of students of the same group in the pre-test.

Also it can be seen that the percentage of fair results was reduced in the post-test from 45% (pre-test) to 20%.

**b) Interpretation**

The results of the reading extract represented in this graph measure the skills of skimming, scanning, and inferring. It can be seen in the scale that fair results decreased after using the brochure, while the excellent and acceptable results increased.

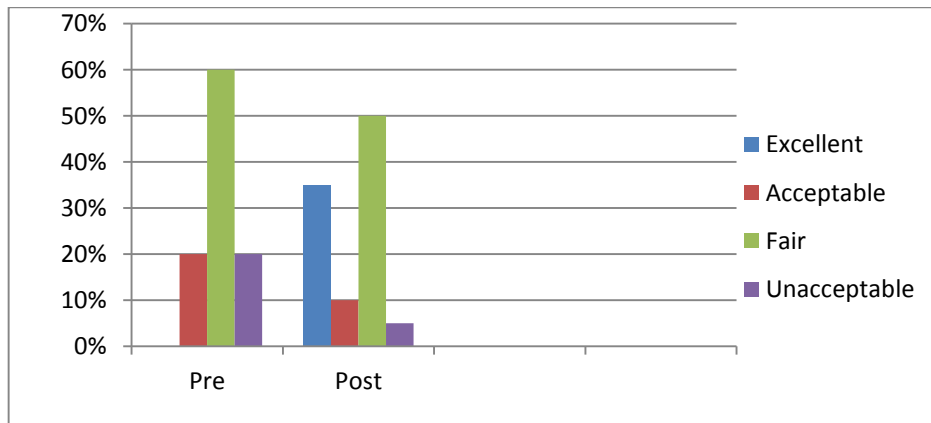
**4.1.3 Extract N. 3: It measures the skills of inferring, making connections**

**Table 4.1.3 Result extract N.3, experimental group**

Requirement	Qualitative Analysis: Experimental Group							
	Pre-test				Post-test			
	Excellent 10	Acceptable 8-6	Fair 4-2	Unaccepta ble 0	Excellent 10	Acceptable 8-6	Fair 4-2	Unacceptabl e 0
N. of ss that can infer and make connections	0	20%	60%	20%	35%	10%	50%	5%

Source: Pre and post Reading tests  
By: Cynthia Hidalgo Camacho.

**Graph 4.1.3 Results pre and post-tests in extract N. 3**



Source: Table 4.1.3  
By: Cynthia Hidalgo Camacho.

**a) Analysis**

After intervention, 35% of students got excellent results; in contrast to the 0% of students in the pre-test, as the graph clearly shows.

It is important to notice that unacceptable results were reduced in the post-test from 20% (pre-test) to 5%

**b) Interpretation**

The results of the reading extract represented in this graph measure the skills of inferring and making connections. It can be seen in the scale that fair and unacceptable results decreased after using the brochure, while the excellent results appeared.

**4.1.4 Extract N. 4:** It measures the skills of summarizing and making connections.

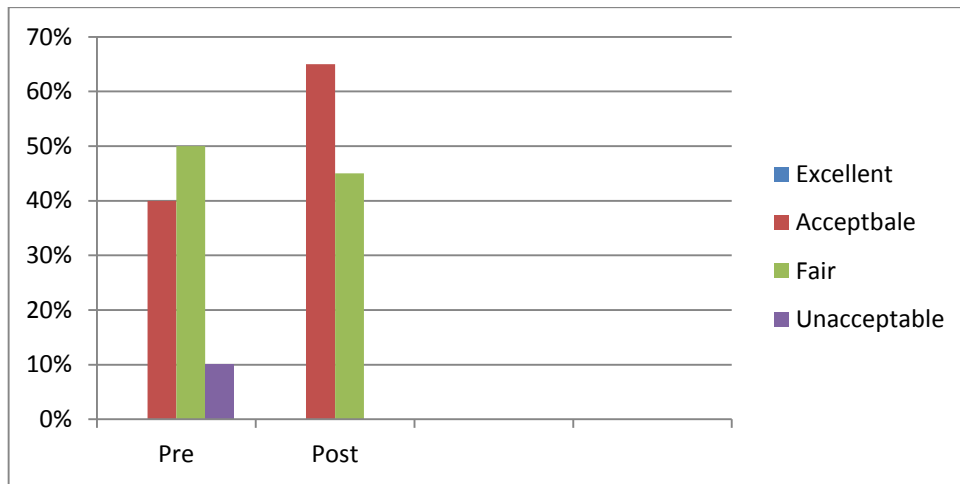
**Table 4.1.4 Result extract N.4, experimental group**

Requirement	Qualitative Analysis: Experimental Group							
	Pre-test				Post-test			
	Excellent 12	Acceptable 10-8	Fair 6-4	Unacceptable 2-0	Excellent 12	Acceptable 10-8	Fair 6-4	Unacceptable 2-0
To summarize and make connections	0	40%	50%	10%	0	65%	45%	0

**Source:** Pre and post Reading tests

**By:** Cynthia Hidalgo Camacho.

**Graph 4.1.4 Results pre and post-tests in extract N. 4**



**Source:** Table 4.1.4

**By:** Cynthia Hidalgo Camacho.

**a) Analysis**

The chart shows the results obtained after intervention: 65% of students got acceptable results; whereas 40% of students of them got these results without intervention. Also it is important to see that the 10% of unacceptable results obtained before intervention disappeared.

**b) Interpretation**

The results of the reading extract represented in this graph measure the skills of summarizing and making connections. It can be seen in the scale that fair and unacceptable results decreased after using the brochure, while the acceptable results increased.

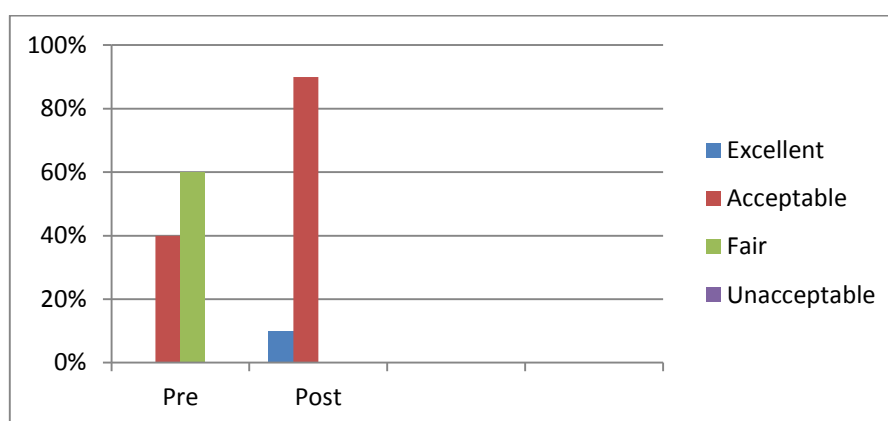
**4.1.5 Reading quiz on context clues:** It measures the skill of guessing the meaning of word in context

**Table 4.1.5 Results quiz on context clues, experimental group**

Requirement	Qualitative Analysis: Experimental Group							
	Pre-test				Post-test			
	Excellent 10	Acceptable 8-6	Fair 4-2	Unacceptable 0	Excellent 10	Acceptable 8-6	Fair 4-2	Unacceptable 0
To guess the meaning of words in context	0%	40%	60%	0%	10%	90%	0%	0%

Source: Pre and post Reading tests  
By: Cynthia Hidalgo Camacho.

**Graph 4.1.5 Results pre and post-tests in quiz on context clues**



Source: Table 4.1.5  
By: Cynthia Hidalgo Camacho.

**a) Analysis**

The chart shows that 90% of students got acceptable results after intervention; whereas 40% of students got those results before.

Special attention must be paid to the disappearance of the 60% of fair results obtained after the intervention.

**b) Interpretation**

The results of the reading extract represented in this graph measure skill of guessing the meaning of word in context. It can be seen in the scale that fair results decreased, and unacceptable results disappeared after using the brochure, while the acceptable results increased, and excellent results appeared

## **4.2 HYPOTHESIS TESTING**

In order to use the statistical formulas to test the hypothesis, ONLY the data from the experimental group will be analyzed.

The results of each one of the hypothesis have been measured as follows: (based on the skill being measured)

- Hypothesis one: results from extract 3 and 4
- Hypothesis two: results from extract 1 and 2
- Hypothesis three: reading quiz on context clues or guessing meaning in context.

The t-student distribution is used when the population size or sample are small, which is why such distribution was considered appropriate for this research work. This distribution allows us to conduct statistical analysis when certain data is not appropriate for analysis using the normal distribution (characterized by the mean and standard deviation of data). This t-student assesses the statistical significance of the difference between 2 sample means. As it is known, this research will compare 2 samples: one with intervention and the other without intervention.

### **4.2.1 SPECIFIC HYPOTHESIS ONE TESTING**

#### **Research hypothesis:**

The use of the reading strategies with a focus on andragogy will help ESL students to achieve effective reading through collaborative work and guided activities.

#### **Null hypothesis**

The use of the reading strategies with a focus on andragogy will not help ESL students to achieve effective reading through collaborative work and guided activities



**Table N. 4.2.1a Results pre-test and post-test in control and experimental group, extracts 3 and 4**

Skills	Question	Control Group				Experimental group			
		Pre-test	%	Post-test	%	Pre-test	%	Post-test	%
Extract 3: Making connections inferring	Q1: 2p	1	5%	2	10%	0	0%	4	20%
	Q2: 2p	1	5%	2	10%	2	10%	10	50%
	Q3: 2p	2	10%	2	10%	7	35%	18	90%
	Q4: 2p	4	20%	5	25%	8	40%	7	35%
	Q5: 2p	2	10%	3	15%	1	5%	9	45%
Extract 4: Summarizing and making connections	Q1: 2p	15	75%	12	60%	20	100%	2	10%
	Q2: 2p	4	20%	4	20%	17	85%	20	100%
	Q3: 2p	15	75%	12	60%	20	100%	13	65%
	Q4: 2p	1	5%	2	10%	10	50%	12	60%
	Q5: 2p	7	35%	7	35%	14	70%	18	80%
	Q6: 2p	6	30%	7	35%	15	75%	15	75%

Source: Pre and post Reading tests  
By: Cynthia Hidalgo Camacho.

In order to numerically test what the hypothesis in this research proposes, some statistics formulas are used, where the following symbols represent:

$\bar{x}_p$ = Mean for post-test	$\bar{x}_{pre}$ = Mean for pre-test
xi = Observation (Grades)	fi = Absolute frequency
$\Sigma$ = Sum total	S = Standard deviation
S2 = Variance	CV = Coefficient of variation

**Table N. 4.2.1b Results experimental group, extracts 3 and 4**

Student	Pre	Post	Student	Pre	Post
1	10	12	12	14	8
2	10	12	13	12	18
3	8	10	14	14	14
4	8	16	15	10	16
5	10	16	16	10	12
6	10	10	17	8	12
7	14	12	18	10	10
8	12	10	19	12	12
9	10	16	20	12	18
10	8	8	<b>Total:</b>	216	250
11	14	8	<b>Avarage</b>	10,8	12,5

**a) Calculus for the pre-test:**

$$n_{pre} = 20$$

$$\overline{x_{pre}} = \frac{\sum_{i=1}^n x_i}{n} = \frac{216}{20} = 10,8$$

$$(\overline{x_{pre}})^2 = 116,64$$

$$\overline{x_{pre}^2} = \frac{\sum_{i=1}^n x_i^2}{n} = \frac{2416}{20} = 120,80$$

$$(\overline{x_{pre}^2}) = 120,80$$

$$s = \sqrt{(\overline{x_{pre}^2}) - (\overline{x_{pre}})^2}$$

$$s = \sqrt{120,80 - 116,64}$$

$$s = 2,04$$

**b) Calculus for the post-test:**

$$\overline{x_p} = \frac{\sum_{i=1}^n x_i}{n} = \frac{250}{20} = 12,5$$

$$(\overline{x_p})^2 = 156,25$$

$$\overline{x_p^2} = \frac{\sum_{i=1}^n x_i^2}{n} = \frac{3324}{20} = 166,2$$

$$(\overline{x_p^2}) = 166,2$$

$$s = \sqrt{(\overline{x_p^2}) - (\overline{x_p})^2}$$

$$s = \sqrt{166,2 - 156,25}$$

$$s = 3,15$$

**c) Calculus for the t-students**

$$\overline{x_p} = 12,5$$

$$S_p^2 = 9,95$$

$$n_p = 20$$

$$\overline{x_{pre}} = 10,8$$

$$S_{pre}^2 = 4,16$$

Level of significance  $\alpha = 0.05$   $1 - \alpha = 0.095$   
 Degrees of freedom  $gl = n_p + n_{pre} - 2 = 20 + 20 - 2 = 38$

**d) Interpolation to get the proper value for theoretical t-student:**

Table: T-student

<b>x</b>	<b>y</b>
gl	0,05
29	1,699
$x_0$ 30	$y_0$ 1,697
$x$ 38	$y$ $i?$
$x_1$ 40	$y_1$ 1,648

$$y_? = y_0 + \frac{y_1 - y_0}{x_1 - x_0} (x - x_0)$$

$$y_? = 1,697 + \left( \frac{1,648 - 1,697}{40 - 30} \right) (38 - 30)$$

$$y_? = 1,6578 \quad \text{Value for 38 degrees of freedom}$$

$$\text{Theoretical t - student} \quad t_{0,05;38} = 1,6578$$

$$t_c = \frac{\bar{x}_p - \bar{x}_{pre}}{\sqrt{\frac{(n_p - 1)S_p^2 + (n_{pre} - 1)S_{pre}^2}{n_p + n_{pre} - 2} \left( \frac{1}{n_p} + \frac{1}{n_{pre}} \right)}} = \frac{12,50 - 10,80}{\sqrt{\frac{(20 - 1)(9,95) + (20 - 1)(4,16)}{65} \left( \frac{1}{20} + \frac{1}{20} \right)}}$$

$$\text{Then:} \quad t_c = 2,02$$

**e) Decision**

Since  $t_c > t_t$  (calculated t is greater than the theoretical t) because  $2,02 > 1,6578$ , the null hypothesis is rejected, while the research hypothesis is accepted. That is to say: the use of the reading strategies with a focus on andragogy will help ESL students to achieve effective reading through collaborative work and guided activities.

## 4.2.2 SPECIFIC HYPOTHESIS TWO TESTING

### Research Hypothesis:

Through the use of some of the most important reading strategies for text analysis and thinking skills, students will have a greater understanding of the readings proposed; therefore they will be motivated to read.

### Null Hypothesis:

Through the use of some of the most important reading strategies for text analysis and thinking skills, students will not have a greater understanding of the readings proposed.

**Table N. 4.2.2a Results pre-test and post-test in control and experimental group, extracts 1 and 2**

Skills	Question	Control Group				Experimental group			
		Pre-test	%	Post-test	%	Pre-test	%	Post-test	%
Extract 1: scanning, skimming and inferring	Q1: 2p	8	40%	9	45%	13	65%	11	55%
	Q2: 1p	0	0%	2	10%	0	0%	11	55%
	Q3: 1p	13	65%	13	65%	9	45%	18	90%
	Q4: 2p	9	45%	10	50%	12	60%	7	35%
	Q5: 2p	12	60%	13	65%	12	60%	17	85%
	Q6: 1p	9	45%	13	65%	12	60%	6	30%
Extract 2: scanning, skimming and inferring	Q1: 1p	9	45%	10	50%	15	75%	8	40%
	Q2: 1p	2	10%	4	20%	8	40%	14	70%
	Q3: 1p	7	35%	9	45%	3	15%	9	45%
	Q4: 1p	5	25%	6	30%	14	70%	18	90%
	Q5: 1p	13	65%	12	60%	15	75%	15	75%

Source: Pre and post Reading tests  
By: Cynthia Hidalgo Camacho.

**Table N. 4.2.2b Results experimental group, extracts 1-2**

Student	Pre	Post
1	7	7
2	10	8
3	4	5
4	7	7
5	9	8
6	7	7
7	9	6
Student	Pre	Post
8	5	8
9	11	13
10	6	8
11	8	8
12	9	9
13	13	10
14	8	10
15	5	7
16	5	9
17	9	8
18	6	7
19	7	6
20	10	9
Total:	155	160
Average	7,75	8

Source: Pre and post Reading tests  
By: Cynthia Hidalgo Camacho.

**a) Calculus for the pre-test:**

$$\bar{x}_{pre} = \frac{\sum_{i=1}^n x_i}{n} = \frac{155}{20} = 7,75$$

$$(\bar{x}_{pre})^2 = 60,06$$

$$\overline{x_{pre}^2} = \frac{\sum_{i=1}^n x_i^2}{n} = \frac{1301}{20} = 65,05$$

$$(\overline{x_{pre}^2}) = 65,05$$

$$s = \sqrt{(\overline{x_{pre}^2}) - (\bar{x}_{pre})^2}$$

$$s = \sqrt{65,05 - 60,06}$$

$$s = 2,04$$

**b) Calculus for the post-test:**

$$\bar{x}_p = \frac{\sum_{i=1}^n x_i}{n} = \frac{160}{20} = 8$$

$$(\bar{x}_p)^2 = 64$$

$$\overline{x_p^2} = \frac{\sum_{i=1}^n x_i^2}{n} = \frac{1338}{20} = 66,9$$

$$(\overline{x_p^2}) = 66,9$$

$$s = \sqrt{(\overline{x_p^2}) - (\bar{x}_p)^2}$$

$$s = \sqrt{66,9 - 64}$$

$$s = 1,70$$

**c) Calculus for the t-students**

$$\bar{x}_p = 8$$

$$S_{pre}^2 = 60,6$$

$$S_p^2 = 64$$

$$n_{pre} = 20$$

$$n_p = 20$$

Level of significance

$$\alpha = 0.05$$

$$1 - \alpha = 0.95$$

Degrees of freedom

$$gl = n_p + n_{pre} - 2 = 20 + 20 - 2 = 38$$

**d) Interpolation to get the proper value for theoretical t-student:**

Table: T-student

<b>x</b>	<b>y</b>
gl	0,05
29	1,699
x <sub>0</sub> 30	y <sub>0</sub> 1,697
x 38	y i.?
x <sub>1</sub> 40	y <sub>1</sub> 1,648

$$y_? = y_0 + \frac{y_1 - y_0}{x_1 - x_0} (x - x_0)$$

$$y_? = 1,697 + \left( \frac{1,648 - 1,697}{40 - 30} \right) (38 - 30)$$

$$y_? = 1,6578 \quad \text{Value for 38 degrees of freedom}$$

Theoretical t – student

$$t_{0,05;38} = 1,6578$$

$$t_c = \frac{\bar{x}_p - \bar{x}_{pre}}{\sqrt{\frac{(n_p - 1)S_p^2 + (n_{pre} - 1)S_{pre}^2}{n_p + n_{pre} - 2} \left( \frac{1}{n_p} + \frac{1}{n_{pre}} \right)}} = \frac{8 - 7,75}{\sqrt{\frac{(20 - 1)(2,9) + (20 - 1)(4,99)}{38} \left( \frac{1}{20} + \frac{1}{20} \right)}}$$

Then:  $t_c = 0,42$

**e) Decision**

Since  $t_c < t_t$  (calculated t is less than the theoretical t) because  $0,42 < 1,6578$ , the null hypothesis is accepted, while the research hypothesis is rejected. That is to say: Through the use of some of the most important reading strategies for text analysis and thinking skills, students will not have a greater understanding of the readings proposed.

This decision has been made based on the test results obtained in extracts 1 and 2 from the reading comprehension quiz. However it must be taken into account that these results are not the total scores. The quiz was divided in 3 different parts in order to measure 3 different hypothesis. Particularly in extracts 1 and 2, the numbers obtained in the pre and the post tests are very close, which did not allow us to get the proper difference of figures to accept the research hypothesis. It must also be taken into account that data in any reading comprehension quiz is a result of many factors, some of which will be discussed in the next chapter.

### 4.2.3 SPECIFIC HYPOTHESIS THREE TESTING

#### Research Hypothesis

Translating or decoding words by words instead of using the proper reading strategies reduces effective reading comprehension.

#### Null Hypothesis

Translating or decoding words by words instead of using the proper reading strategies does not reduce effective reading comprehension.

**Table N. 4.2.3.a Results pre-test and post-test in control and experimental group, context clues**

Skills	Question	Control Group				Experimental group			
		Pre-test	%	Post-test	%	Pre-test	%	Post-test	%
Guessing the meaning of words in context	Q1: 2p	7	35%	8	40%	10	50%	19	95%
	Q2: 2p	5	25%	7	35%	5	25%	6	30%
	Q3: 2p	11	55%	9	45%	12	60%	17	85%
	Q4: 2p	12	60%	13	65%	14	70%	20	100%
	Q5: 2p	9	45%	7	35%	8	40%	8	40%
<b>Total</b>									

Source: Pre and post Reading tests  
By: Cynthia Hidalgo Camacho.

**Table N. 4.2.3b Results experimental group, context clues**

Student	Pre	Post
1	4	6
2	4	8
3	8	10
4	6	8
5	6	6
6	6	8
7	6	8
8	6	8
9	4	6
10	4	8
11	8	10

Student	Pre	Post
12	6	8
13	6	6
14	4	6
15	6	6
16	6	6
17	6	6
18	8	6
19	6	10
20	6	10
Total:	116	150
Avarage	5,8	7,5

Source: Pre and post Reading tests  
By: Cynthia Hidalgo Camacho.

**a) Calculus for the pre-test:**

$$\bar{x}_{pre} = \frac{\sum_{i=1}^n x_i}{n} = \frac{116}{20} = 5,8$$

$$(\bar{x}_{pre})^2 = 33,64$$

$$\overline{x_{pre}^2} = \frac{\sum_{i=1}^n x_i^2}{n} = \frac{704}{20} = 35,2$$

$$(\overline{x_{pre}^2}) = 35,2$$

$$s = \sqrt{(\overline{x_{pre}^2}) - (\bar{x}_{pre})^2}$$

$$s = \sqrt{35,2 - 33,64}$$

$$s = 2,04$$

**b) Calculus for the post-test:**

$$\bar{x}_p = \frac{\sum_{i=1}^n x_i}{n} = \frac{150}{20} = 7,5$$

$$(\bar{x}_p)^2 = 56,25$$

$$\overline{x_p^2} = \frac{\sum_{i=1}^n x_i^2}{n} = \frac{1172}{20} = 58,6$$

$$(\overline{x_p^2}) = 58,6$$

$$s = \sqrt{(\overline{x_p^2}) - (\bar{x}_p)^2}$$

$$s = \sqrt{58,6 - 56,25}$$

$$s = 1,53$$

**c) Calculus for the t-students  $\bar{x}_p = 7,5$**

$$S_p^2 = 56,25$$

$$n_p = 20$$

$$S_{pre}^2 = 33,64$$

$$n_{pre} = 20$$

Level of significance  $\alpha = 0.05$   $1 - \alpha = 0.095$

Degrees of freedom  $gl = n_p + n_{pre} - 2 = 20 + 20 - 2 = 38$

**d) Interpolation to get the proper value for theoretical t-student:**

Table: T-student



<b>x</b>	<b>y</b>
gl	0,05
29	1,699
x <sub>0</sub> 30	y <sub>0</sub> 1,697
x 38	y i?
x <sub>1</sub> 40	y <sub>1</sub> 1,648

$$y_? = y_0 + \frac{y_1 - y_0}{x_1 - x_0} (x - x_0)$$

$$y_? = 1,697 + \left( \frac{1,648 - 1,697}{40 - 30} \right) (38 - 30)$$

$$y_? = 1,6578 \quad \text{Value for 38 degrees of freedom}$$

Theoretical t – student

$$t_{0,05;38} = 1,6578$$

$$t_c = \frac{\bar{x}_p - \bar{x}_{pre}}{\sqrt{\frac{(n_p - 1)S_p^2 + (n_{pre} - 1)S_{pre}^2}{n_p + n_{pre} - 2} \left( \frac{1}{n_p} + \frac{1}{n_{pre}} \right)}} = \frac{7,5 - 5,8}{\sqrt{\frac{(20 - 1)(2,35) + (20 - 1)(4,16)}{38} \left( \frac{1}{20} + \frac{1}{20} \right)}}$$

$$\text{Then:} \quad t_c = 2,98$$

### e) Decision

Since  $t_c > t_t$  (calculated t is greater than the theoretical t) because  $2,98 > 1,6578$ , the null hypothesis is rejected, while the research hypothesis is accepted. That is to say: Translating or decoding words by words instead of using the proper reading strategies reduces effective reading comprehension.

Through the use of the reading strategy of guessing the meaning of word in context, students gain greater reading comprehension by analyzing contexts of unknown words. They are not relying on translation of words by words which is tiring and demotivating and instead, they feel that their understanding is more. They can increase their effective reading comprehension.

## **CHAPTER V**

### **5. CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 CONCLUSIONS**

Accordingly to the results found in this research work we can conclude by saying that:

- It is necessary to teach Reading comprehension strategies to our adult students in order to encourage their independent reading. As it has been mentioned, adults need to understand why they are learning something, therefore they should be explicitly guided at first, so that they can be aware of the different strategies they could use and choose the proper one to read different types of texts, afterwards. The use of reading strategies along with group-work and pair-work also help students to gain confidence because they can learn from their peers. Once they understand why reading strategies should be learned and also feel confident enough to read by themselves, we can have autonomous readers.

- Special attention must be given to reading strategies, text analysis and thinking skills because they are completely necessary for better L1 and L2 reading comprehension. Once a reader understands the text, there are more possibilities to get engaged in the reading task. Results in the reading comprehension quiz showed to be improved after intervention (analysis of independent reading extracts, where each person that obtained a different result in the post-test represents 5%). When reading extracts N.1 and N.2 were grouped to measure thinking skills, hypothesis number 2 was rejected due to an error encountered in the statistical calculations. The variation of results of the pre-test and post-test were too close to establish the acceptance of what it was hypothesized. However, there are some details to be considered about the tests: it contained too many extracts to be tested in one class period, and the skills measured in the first two extracts are not the ones students feel confident enough about. Reading strategies should not only be taught but also practiced in daily basis if possible, to help students familiarize with them.

- As it was seen in the research, during intervention, students were provided with techniques which allowed them to avoid their desire to translate a text word by word. They analyzed texts, focused on prefixes and suffixes, and finally it was understood that translating or decoding words by words instead of using the proper reading strategies

reduces effective reading comprehension, which also results in a demotivating and frustrating time employed to read. Their comprehension was better and also the time they used to read a text was significantly less than when they tried to use translation for each unfamiliar word. Hypothesis number three proved that translating or decoding words by words instead of using the proper reading strategies reduces effective reading comprehension because during intervention, students were asked to use context clues and text analysis which help them get a better understanding in paragraphs. The application of a reading quiz on context clues after intervention showed that the readers observed got better results, which could also be seen in the graphs where the experimental and the control group were compared.

## **5.2 RECOMMENDATIONS**

After having completed the research work, some important aspects found during the process were considered to recommend the following:

- It is highly encouraged to use reading strategies in a daily basis as part of the class routine; so that students can feel confident when they need to read a text and can also decide what strategy works better for them and their way of learning.

- Group-work and pair-work is also recommended due to the richness that cooperative learning offers. It is also important because adult students will gain confidence while working and learning from their peers as well as sharing their experience.

- In the use of instruments to measure reading skills, it would be a good idea to do so in different days. If it is only one long test that measures the effect of the intervention found here, it may lead to an error in figures as it was the case in this research work. It would be advisable to measure reading skills gradually and not in a test to measure all the strategies taught at once. This will avoid overloading students with reading passages and information to choose from.

- It is also recommended to use text analysis when working with a reading in class. In this way, students will have a more effective understanding of its contents and this technique can also be applied in other subjects and even other areas of life where reading is involved. Furthermore, readers will gain more vocabulary knowledge and will be motivated to read for pleasure, because their understanding will be greater and reading will not be seen as a tedious and difficult task.

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## **ANNEXES**

Annex 1. Project



**UNIVERSIDAD NACIONAL DE CHIMBORAZO**

**VICERRECTORADO DE POSGRADO E INVESTIGACION**

**INSTITUTO DE POSGRADO**

**PROGRAMA DE MAESTRIAS EN LINGÜÍSTICA APLICADA AL APRENDIZAJE  
DEL INGLES**

### **DECLARACION DEL PROYECTO DE INVESTIGACION**

#### **TEMA:**

To elaborate and implement a brochure of reading strategies with a focus on andragogy “Reading is learning” in order to enhance Reading skills in ESL students of the B1+ level of the Language Centre at Universidad Técnica de Ambato, academic period 2015

#### **PROPONENTE:**

Cynthia Soledad Hidalgo Camacho

**RIOBAMBA-ECUADOR**

2015

## **DECLARACION DEL PROYECTO DEL TRABAJO DE GRADUACION**

### **1. TEMA.**

To elaborate and implement a brochure of reading strategies with a focus on andragogy “Reading is learning” in order to enhance Reading skills in ESL students of the B1+ level of the Language Centre at Universidad Técnica de Ambato, academic period 2015

### **2. PROBLEMATIZACION.**

#### **2.1 Ubicación del sector donde se va a realizar la investigación**

Sector: Language Center, Universidad Técnica de Ambato

Canton: Huachi, Ave. de los Chasquis and Río Payamino

City: Ambato

Province: Tungurahua

#### **2.2 Situación Problemática**

Culturally speaking, Ecuador shows to have a problem concerning Reading. Ecuadorians use deficient reading techniques. According to the INEC (National institute of statistics and census), and its survey on reading habits in Ecuador (2012), 16 years and older Ecuadorians show low poor reading habits, which first cause is their own lack of interests. 27% of a sample of 3960 households don't read, and the 50.3% of those who read, only use one or two hours every day to do this activity. In the cities where people read more, like Ambato and Guayaquil there was a 77% of reading activity. The most recurring type of reading is books, and their biggest purpose for reading seems to be getting more information about something. We can clearly see that generally speaking, people do not read or do not do it for fun in Ecuador. We hardly see families reading together.

We also need to keep in mind that there is a transfer from reading in our mother tongue, when reading in a L2. Catherine Walter wrote a study for Oxford University press in 2004, where one of the hypotheses she proposed was supported: there is a transfer of

mental structure-building skills which is associated with the level of success in L2 reading comprehension. It was shown that skilled readers in L1 were also good readers in L2. Patterns of correlation supported the hypothesis proposed.

Taking into account these types of studies and proven information, it is possible to say that if there is a transfer of skills between reading in L1 and L2, but we do not read enough in any of those languages, we will not be developing them or improving them. We can also say that there is a relationship between being good readers and having a better overall performance in a L2 leaning process, because reading has a lot of implications on cognitive processes needed to learn a new language such as mental stimulation, vocabulary expansion, stronger analytical skills, and also better writing skills.

According to the researcher's experience in the department of languages at Universidad Técnica de Ambato, the problem and topic of study has been identifiable. There are deficient reading skills in groups of students whose ages vary from their 20's to their 30's, and even 40's, which is why it is important to take a look at the different needs adult students have and how they learn. Due to the fact that adult students have different needs, lifestyles and ways to learn than younger students, may be suggested that andragogy will help teachers adapt techniques and procedures in class in order to foster better understanding of text, therefore higher overall performance in the English language process. For one thing, our students have come from formal instruction environments where reading was assessed at a literal level since their early years and have also kept low readings rates and comprehension is very difficult to go beyond decoding words and phrases; however there is a necessity to change that in order to achieve effective reading. For another thing, we as teachers do not use reading strategies due to the initial mechanisms of reading we had as children which is reading by analyzing words phonetically. Another aspect is the culture we have, where we hardly see people reading and enjoying the activity. Therefore, there is only a little help we can give because we tend to teach how we were taught. Reality shows that the primary concern in many higher education institutions is to cover the curricula designed for each course, therefore leaving a short time to the development of strategies to help students to be independent learners.

Universidad Técnica De Ambato, which has given me the authorization to carry out this research with its students, has a system of evaluation where each teacher applies a test every two units. Each test evaluates speaking, reading, listening, writing and use of language (vocabulary and grammar). At the evaluation center, the same format of evaluation is used in a standardized way to create mid-term exams and final exams in each school period. Although there is not individual analysis of students' performance in each skill, it has been made visible to teachers, that reading skills are maybe the most complex to achieve.

Being aware of the need to offer at least some important reading strategies to our students also leads us to adopt pedagogical or andragogical principles in our classrooms based on the students' circumstances, so that the techniques and activities used in such action are the proper ones. The proposal will provide students with explicit strategies such as: scanning, skimming, inferring, text analysis, guessing meaning of words by context, as well as different guided activities before, during and after the reading which will let students relate the text content to their lives as well as to evaluate what they read.

### **2.3 Formulación del problema**

The problem of deficient reading skills is normally found, and specifically speaking about ESL students of the B1+ level of the Language Centre at Universidad Técnica de Ambato, it can be said that they do not achieve effective reading. They read texts trying to decode or translate them word by word, only being able to respond comprehension questions made at literal level. Although many aspects are involved in deficient reading skills, one of the most important factors is the lack of strategies.

Reading strategies with a focus on andragogy are not taught at all in most of the EFL classrooms or are not properly used by students, because they are not fully developed

This proposal aims to provide teachers and students with a tool which will build up the awareness of the importance of reading strategies which will lead students to effective reading comprehension.

After applying the strategies with a focus on andragogy that are proposed in this work in a class, the question: How does the elaboration and implementation of a brochure of reading strategies with a focus on andragogy "Reading is learning" for ESL students of



the B1+ level of the Language Centre at Universidad Técnica de Ambato, academic period 2015 enhance Reading skills?

## **2.4 Problemas derivados**

**2.4.1** To what extent do the use of reading strategies with a focus on andragogy foster effective reading?

**2.4.2** How does low understanding of texts affect students in terms of motivation to read?

**2.4.3** In what way does translating or decoding words by words affect the effective reading comprehension?

## **3. JUSTIFICACION**

Throughout their teaching experience, educators from all areas have seen that one of the most difficult skills to develop is reading. The importance of researching on how to enhance this skill is due to its implications in cognitive processes, vocabulary usage, verbal logic and general culture. Consequently, guiding students through the use of the proper reading strategies can definitely help them not only in learning of a new language. Although reading can definitely be affected by some personal factors such as formal educational background, frequency of reading, types of texts used, attitude of the reader, it still has to be integrated to daily classes, especially when teaching a new language.

Teaching strategies with a focus on andragogy is valuable because they will help university students to get the most of the reading process. The students will listen, participate, co-exist, discuss and then evolve. Through sharing experiences and inquiring, the learners will also be using the strategies proposed in this work. After group work, students will work on their own observation to achieve reading and thinking at a critical level. This way, an important tool will be offered to students who will benefit from the great number of implications that effective reading has in social contexts as well as in the academic one.

That is the proposal and contribution made in this research work: elaborating a brochure of reading strategies with an andragogical focus for university students, so as to help them in their overall performance during the ongoing learning process of the English language. It will also provide teachers with tools to achieve their teaching goals in their EFL Reading classes because they will explore ways to motivate and maximize reading comprehension in their groups, which of course, will imply positive changes in the classrooms which is also beneficial for me as an English teacher who has witnessed the lack of reading strategies for basic tasks in class and evaluations. Therefore, my proposal aims to provide my students with the most important strategies that most of them do not use. This will definitely have a positive impact in the development of activities in class, which means more effective work for the teacher, and also will help them become independent and effective readers.

The Reading strategies proposed in this research work have an andragogical focus whose characteristics are: team work, co-evaluation and self-evaluation of their reading comprehension, cooperative work, tutorials, among others that will develop reading skills horizontally: students and teachers under the same condition. The instruments used in this research will allow us to see the importance of adopting class-time for teaching reading skills accordingly to our university students, which hopefully could be standardized as a tool to improve student's general performance. This study has the authorization given by the direction of the Language center at Universidad Técnica de Ambato, and will directly benefit students, teachers and faculty members.

Personally speaking, doing a masters' program has given me the opportunity to update knowledge and has made me aware of the possibility we have to research and propose solutions to the day to day problems we face in the classroom. The researcher will cover the expenses found in the process of investigation, and it is technically and technologically feasible because the tools used for research and preparation of material is also available without difficulty. There is a vast quantity of information that can be found about andragogy as well as reading skills in books from different libraries, online documents and educational sites. Regardless of the information that is available, this work and its proposal genuinely belong to the author who has been guided by the thesis and the university professors as well as the authorities of UNACH to comply with what has been required.

## **4. OBJETIVOS**

### **4.1 Objetivo general**

To enhance reading skills through the application of brochure of reading strategies with a focus on andragogy “Reading is learning” in ESL students of the B1+ level of the Language Centre at Universidad Técnica de Ambato, academic period 2015

### **4.2 Objetivos específicos**

4.2.1 To determine to what extent the elaboration and implementation of a brochure of reading strategies with a focus on andragogy “Reading is learning” will help ESL students to achieve effective reading.

4.2.2 To determine the effect of a better understanding of the reading proposed in class in terms of motivation for these adults learners to read.

4.2.3 To indicate in what way translating or decoding words by words instead of using text analysis and thinking skills affect the effective reading comprehension in adult learners.

## **5. FUNDAMENTACION TEORICA:**

### **5.1 Antecedentes de Investigaciones anteriores**

In developed countries, there are several research Works on the topic of teaching English as a second or foreign language. Many of them focus on reading skills. A few focus on teaching reading skills in ESL classes for adults. One example is the study carried out by Burt, M., Peyton, J. K., & Adams, R. (2003). Reading and Mt English language learners: A revieu' of the research, in CAL (Center for applied Linguistics) in Washington, DC- USA. This study takes a look at the factors that affect the teaching and learning process in adults, the process of reading in a L2, the use of reading as a teaching approach, and the need of this type of instruction in a country that has English as their first language, yet many people who live there do not speak that language, therefore it must be taught as a second language in innumerable cases. This study

concludes that reading strategies need to be taught explicitly so that they can be used by adult learners. It also states that longer time should be dedicated to reading during formal instruction of the observed groups.

Another study carried out in 2004 by Chineme Lilian Emeodi, *Understanding learning difficulties in ALE (adult literacy education)*. From a teacher's perspective, it takes a look at the difficulties, the needs adult students have and the ways they learn in situations where not only a language needs to be learned, but a new culture and new educational contents too. This study was done in Oslo, capital of Norway. The author concludes that a new model of education must be created which should be based on andragogy. The researcher also mentions that there is a lack of information on teaching adults, whereas there is plenty on teaching young learners.

Another study carried out in Venezuela, a country with a similar reality regarding language education, is the one done by Haidé Briceño in 2007 in Los Teques, with the topic: "Estrategia de enseñanza andragógica del inglés como aporte de aprendizaje de la carrera administración de recursos humanos del colegio universitario de los teques "Cecilio Acosta". The author concludes that in many cases there is no instruction on strategies, which makes the learning of contents more difficult. She also learns that there is a need to create a guide of instrumental English based on andragogy and cooperative learning.

Among the linguistic and educational topics studied in Ecuador, there is one done in Universidad Católica de Quito, carried out by Ivonne Bastidas with the topic: "Elaboración de una guía de estrategias, tendiente al aprendizaje autónomo, para la comprensión de lectura de textos auténticos del internet y redacción subsiguiente, dirigida a los estudiantes de los niveles v y vi de inglés de LEAI de la PUCE". This study detects the urge of using authentic texts in order to engage students in the teaching and learning process as well as the real usage of the English language for which communicative activities should be prioritized in the classroom.

## **5.2 Fundamentaciones científicas**

This research work is based on the previous investigations and findings of some great authors and their approaches to teach languages and explain cognitive processes.

### **5.2.1 Fundamentación Filosófica**

Paulo Freire is an advocate of critical pedagogy through what he called education for freedom that allows men and women to critically deal with reality so that they can participate in the process of changing the world. For him, material things, cultural and historical components are also part of the development of a human being.

Freire emphasizes the importance of emotional themes for learners; focusing on their culture as the source of thematic contents. Acknowledging that adult learners have lived experiences that can be shared in activities with an andragogical focus as well as the importance of choosing topics that will be relevant to them will foster a higher involvement in class.

### **5.2.2 Fundamentación epistemológica**

Epistemology, also known as the theory of knowledge, questions knowledge and how to acquire it. This research has a constructivist focus where knowledge is understood as a compilation of constructions humans beings make. Vigotsky and other constructivists have made contributions under their point of view about how to construct knowledge, such as the one made by Mitchell & Myles who state: “We learn not as isolated individuals, but as active members of society. What we learn, and how we make sense of knowledge, depends on where and when we are learning”.

This point of view definitely agrees with an andragogical focus where group work and collaborative learning is the base.

### **5.2.3 Fundamentación Sociocultural**

As Casarini states (1999), individuals who are learning a new language are closer to the best sources of information which is one of the aims we should have for our students. The social and cultural demands students face in places of formal education make them sociable and part of a society as well. Nowadays we have encountered an era where education is not merely seen as contents given to students who internalize them; over and above, we need to educate students for doing, for being and for living together. This process according to Casarini, starts at home, and formal education only keeps it up.

#### **5.2.4 Fundamentación Sociopedagógico**

Knowles (1970), who is considered the father of andragogy, differentiates characteristics between adult learners and Young learners. He makes us aware of the requirements adults have, being seen from a psychological perspective. Adulthood is a stage of life where there are many important changes in human development. The early years and adolescence used to be considered the stages where formative processes took place. They were also seen as the only stages where meaningful learning was acquired. In the past, learning was not even considered possible during adulthood; but the andragogical model encourages learning processes because although there is not physical growth, there is mental development during this stage, consequently there is learning.

Andragogy appreciates adulthood and the occurrence of possible important social events such as marriage, parenthood, work, house holding, civil and political obligations.

Those aspects are to be considered in a classroom where we share with adults that need to be considered differently than students in their early years.

#### **5.2.5 Fundamento Axiológico**

Students must achieve knowledge; yet attention must be paid to values which should be taught and observed during the teaching leaning process. Values cannot be only considered a topic of study, but something students must internalized and reflect about.

This research has based its axiological foundation in the universal principles of bioethics and human rights (UNESCO; 2010), which allow every single individual to their integration, yet being considered unique and peculiar. These universal principles have the following indicators: respect, collaboration, ethics, generosity, kindness, hygiene, cordiality, and the eradication of revenge, envy and social gregariousness.

Many of the aspects considered in these principals need to be looked at, as part of the life of adults. Having activities and techniques with an andragogical focus will foster students integration, collaboration, social gregariousness and many more.

### **5.2.6 Fundamentación Legal**

This research work is corresponding to the requirements of LOES, title 144 (Ley orgánica de educación superior), which states that higher education and post graduate studies are aimed to train professionals for scientific specialization and research. In addition to this, the internal regulation of this university has also established norms for postgraduate students. (Instituto de Posgrado de la Universidad Nacional de Chimborazo, artículo 68).

In Title VII “National Plan for good living”, section one “Education”, article 350 establishes that the higher education system shall be focused on providing academic and professional training fostering the innovation and development of scientific and technological research. The universities and polytechnic schools have an autonomous financial and organizational structure, and the State guarantees the funding of public institutions of higher education

### **5.3 Fundamentación teórica (Respaldo Teórico)**

This research work deals with two variables.

The dependent variable is reading skills, which are related to effective reading comprehension.

This work tries to show that it is possible to enhance this skill in groups of students, specifically those studying in the B1+ level of English at UTA.

The independent variables will be the reading strategies proposed with a focus on andragogy. Using them will develop reading skills in adult students.

In order to understand the topics to be studied, we must make references from important authors such as:

5.3.1 Goodman/Smith hypothesis: learn to read by reading, “The whole language theory”

Ken Goodman is a psycholinguist who was inspired by Chomsky. This author created the theory of “the whole language” which was also developed later by Yetta Goodman, Regie Routman, Frank Smith and others. Reading was such an important part of language learning in this theory, that many rejected it because for them, reading does

not develop without instruction. For Goodman, and his followers, making texts more comprehensible through providing students with background information, activating prior knowledge, and some aspects of the language, will definitely assure meaningful learning. This hypothesis is similar to the input hypothesis, which says that we learn what we understand (Krashen, 1981).

Goodman presents reading as a psycholinguistic guessing game during which the readers make hypothesis that are rejected or confirmed afterwards.

This author's point of view focuses on the reader, not the text, just as the proposal has a student centeredness focus where the characteristics and contributions of adults will be taken into account.

### 5.3.2 Piaget, Vigotsky and Social Constructivism

Jean Piaget and Vigotsky have made contributions to the field of cognitivism and constructivism; although they have focused on the early years of life. They have explained different cognitive process which take place during 4 stages of development: sensorial-motor: 0-2 years, pre-operational 2-7, concrete operational 7-11, and formal operational 11-15.

According to Vigotsky, each student possesses an intellectual factor which will allow them to learn thanks to the surrounding environment the student has. If the student is guided by a facilitator or teacher, and also works with others, their learning is meaningful. It is internalized only the student is actively engaged in a collaborative construction of learning.

Constructivists think of learning as a social practice, just as learning. For them, the social context greatly affects an individual's reading and how the process is done. The proposal of teaching reading strategies with an andragogical focus has definitely a constructivist point of view because adults will learn from each other and from the teacher in a horizontal way.

### 5.3.3 Malcom Knowles and Andragogy.

Knowles is also known as the creator of the theory of Andragogy. His theory has a humanistic orientation that looks at adults as individuals who have moved from being



dependent, to being self-directed., which is why they should be involved in the educational plan and evaluations, using relevant material.

His paradigm states that all the characteristics of adult must be appreciated in the classroom, and also sees the teacher as a facilitator, a guide who shares various similarities with their students. For this author, andragogy is a science and an art which helps adults learners achieve their educational objectives. We need to take into account is that adults are self-directed, ready to learn, can contribute with their good or bad previous experiences and also have a need to know the relevance of what they are teaching. “As a person matures, the motivation to learn is internal” (Knowles1984:12). Practically what it is said is that when teaching adults, the instructions should be focused on the process, rather than in the contents.

From this point of view, adult learners are ready to take responsibilities because they have a balanced personality; therefore, the strategies and activities used in class should be different from the ones used in classes where teenagers and kids are taught.

#### 5.3.4 Luke and Freebody (90´s)

Peter Freebody, is an Australian researcher on topics like literacy education, classroom interaction and quantitative and qualitative research methods. Freebody with Allan Luke, also an educator, researcher on topics such as multiliteracies, applied linguistics, and educational sociology and policy, originated the Four Resources Model of literacy education in the 90´s.

For these authors, the reading process uses some resources:

- Code breaking is the most fundamental resource is the deciphering of a word. This is what people normally see as normal reading because that is what they have learned. Code breaking uses top-down as well as the bottom up strategies.
- The other resource is participating with the meaning of the text, which is drawing on existing schemas about cultures, families, institutions, etc.
- The other resource is using texts functionally, or using text for purpose.
- Finally, the resource of critically analyzing texts that will also allow the reader to transform the text.

### 5.3.5 Anderson (1984)

Richard Anderson, an educational psychologist, played an important role in introducing schema theory to the educational community. According to him, the reader elaborates the meaning of the text through the interaction between them. The quality of such interaction is the foundation of understanding a text. During the practice of reading, the reader relates their previous information about the topic they are reading with the information the author gives them.

There are different levels of reading comprehension.

- The first or literal level is where the reader understands the information in a primary and basic level. Here there is surface understanding only. The common questions in this level of reading comprehension are: who, what, where? and the answers are expressed directly.

- The second level is the interpretative or inferential level, or it can also be seen as “reading between the lines”. Comprehension here is not limited to what we understand, but we rather analyze, synthesize, summarize the content. Relations must be made during the reading process, for which the first level of comprehension must be reached.

- The third level is evaluative, when students read beyond the information given in the text. Here, information must be evaluated and readers must differentiate facts from opinions, and judge the information given in the text. A good reader has achieved the comprehension in the literal and the interpretative level in order to get to this third one.

The theory of different levels in reading goes accordingly to what was expressed in the 50's by Benjamin Bloom, who proposed a system to identify level of cognition that goes from lower to higher: knowledge, comprehension, application, analysis, synthesis, and evaluation.

Higher-order thinking is the ability to think beyond memorization of facts.

This suggests that students with poor reading skills will only be able to answer concrete questions or recall details, whereas good readers will be able to make inferences, see relationships, identify the type and validity of information. Then, people should see reading as a tool to make connections to life. This proposal aims to foster the use of reading strategies independently in students. Those strategies will definitely be tools to be used not only in the English classroom but in any other context where students need to read and evaluate texts.

### 5.3.6 John Nisbert y Janet Schucksmith

British educators who wrote a book about learning strategies in 1987 with important information about strategies and learning that can also be applied for reading; but it is also focused on children, primary and secondary school settings.

Regarding reading strategies, we must also know that although their primary goal is to develop reading skills, the first thing that we will see in our students is a good knowledge of the strategies as such rather than their effects on their reading, as Farrell concludes in his book “Teaching reading strategies: It takes time!” (2007).

As it was said earlier, the proposal offers students with strategies for reading in the English class but also strategies that will be applicable in all of their learning processes, because if the relationship there is between learning and reading, as suggested by these authors.

## **5.4 Marco Conceptual**

For a better understanding of this work, the concepts of the main terminology used in it will be presented:

### 5.4.1 Reading Comprehension

It is the understanding of a text or written message. As simple as it can sound, the reading process is very complex and it occurs before, during and after the reader interacts with a written text. While reading, a person gets involved in a series of cognitive processes. In order to achieve reading comprehension, the reader needs two main things: vocabulary knowledge and text comprehension. Reading comprehension is essential for functional literacy and survival.

### 5.4.2 Difference between strategy and technique

Strategy is the plan of action, the method to achieve a goal; while the technique is the procedure and the skill we have to fulfill a specific task.

### 5.4.3 Reading Strategies

It might be believed that reading strategies or the method to read texts are learned in the early years; however it needs to be stated that strategies must be refined, practiced and reinforced throughout life. This process depends on the depth and breadth of the texts the person is using.

### 5.4.4 Deficient reading skills

Deficient reading results from the lack of specific skills necessary for proficient reading. There are several deficiencies when it comes to reading comprehension. The deficiency

needs to be identified, for example not processing print phonetically, difficulty with complex code, lack of reading strategies, lack of knowledge of vocabulary or text structures,

#### 5.4.5 Scanning

It is a technique where the text is quickly covered in order to locate specific facts or pieces of information. For example: a name, a date, and statistics, among others.

#### 5.4.6 Skimming

In this reading technique, the reader quickly moves their eyes over the text in order to find the main idea or a general overview of the text.

#### 5.4.7 Inferring

Inferring is making conclusions during the reading. It is an important skill since many authors write things that are implied without stating them outright. Inferring basically is using what you do not know to guess what you do not know yet in the text.

#### 5.4.8 Guessing vocabulary meaning in context

This is an important skill that allows the reader to guess the meaning of a word they do not know by using contextual clues, reading around that unfamiliar word, analyzing how the word is formed or using the background knowledge on the situation or the subject.

#### 5.4.9 Summarizing

Summarizing allows readers to discern information in order to ignore irrelevant information, take the most important ideas of a text and restate information using fewer words than the ones found in the reading.

#### 5.4.10 Andragogy

It is a theory of adult learning, where their characteristics are appreciated and understood. It has problem based approaches and collaborative learning, as well as the equality found among teacher and students.

#### 5.4.11 Collaborative learning

It is an educational approach for teaching and learning that involved groups working together. This approach is used accordingly with andragogy focus classes where the adults are self-directed, and practical. With such characteristics, the collaborative learning takes place actively and in a very effective way.

#### 5.4.12 Problem-based approach

Because of being goal oriented, adults work well with the problem based educational approach. Providing real life experiences and case studies will give them a practical reason to learn what they are learning in the classroom.

Based on the theories and studies mentioned above, the proposal of elaboration and implementation of a brochure of reading strategies with a focus on andragogy will develop important reading skills using for each one of them pre, during and post reading activities:

#### **A. Guided Reading**

These activities will be given to students through Instructions to be used before, during and after their Reading tasks where strategies will be explicitly shared in the classroom.

#### **A.1 Pre-reading activities**

- A.1.1 Assessing and activating students' background knowledge of the text
- A.1.2 Providing students with the background knowledge needed to understand the text
- A.1.3 Having students analyze illustrations, drawings, diagrams, or maps
- A.1.4 Predicting text content and its purpose
- A.1.5 Clarifying cultural information if needed
- A.1.6 Helping students with new vocabulary to be found in the text

#### **A.2 During Reading activities**

- A.2.1 Using graphic and semantic organizers
- A.2.2 Question-Answer Relationship strategy (QAR)
- A.2.3 Students' self-monitoring comprehension
- A.2.4 Looking back to the text to find an answer
- A.2.5 Reading and thinking aloud
- A.2.6 Note taking
- A.2.7 Selective marking of words

#### **A.3 Post- Reading activities**

- A.3.1 Using graphic and semantic organizers
- A.3.2 Paired summary of the story
- A.3.3 Reciprocal teaching

#### A.3.4 Stating cause and effect

### **B. Thinking skills and text analysis strategies**

The activities for analyzing texts and developing thinking skills are all the strategies and procedures that help the reader go beyond decoding words. These activities make them aware of sequences, relationships, predictions, inferences, proper summaries of information, and more.

#### B.1 Previewing and predicting

#### B.2 Scanning

#### B.3 Skimming

#### B.4 Guessing Word meaning in context

#### B.5 Inferring

#### B.6 Finding the main idea or the topic of a reading

#### B.7 Identifying purpose in a text

#### B.8 Summarizing

### **C. Reading for fun**

The activities proposed for reading for fun try to encourage and motivate reading inside and outside the classroom by representations and creativity. Students will practice a freer type of reading with the strategies students think will work better for them as they read. This freer reading practice seeks to start a good attitude of the reader towards the reading process.

#### C.1 Questions and answers: pair-activities

#### C.2 Character's attributes

#### C.3 Relating contents of the Reading to our lives

#### C.4 Sharing my favorite reading

#### C.5 Writing my own ending for the reading

## **6. HIPOTESIS**

This work will not propose any new theories; however applying reading strategies with a focus on andragogy will foster better comprehension in reading.

## 6.1 Hipótesis general

The elaboration and implementation of a brochure of reading strategies with a focus on andragogy “Reading is learning” will enhance reading skills in ESL students of the B1+ level of the Language Centre at Universidad Técnica de Ambato, academic period 2015.

## 6.2 Hipótesis específicas

6.2.1 The use of the reading strategies with a focus on andragogy will help ESL students to achieve effective reading through collaborative work and guided activities.

6.2.2 Through the use of some of the most important reading strategies for text analysis and thinking skills, students will have a greater understanding of the readings proposed; therefore they will be motivated to read.

6.2.3 Translating or decoding words by words instead of using the proper reading strategies reduces effective reading comprehension.

## 7. OPERACIONALIZACION DE LA HIPOTESIS

### 7.1 Operacionalización de la Hipótesis Específica 1.

The use of the reading strategies with a focus on andragogy will help ESL students to achieve effective reading through collaborative work and guided activities.

<b>1ST INDEPENDENT VARIABLE</b>	<b>CONCEPT</b>	<b>CATEGORY</b>	<b>INDICATOR</b>	<b>TECHNIQUE AND INSTRUMENT</b>
Guided activities for Reading comprehension	Instructions given to students before, during and after their Reading tasks where strategies will be explicitly shared in the classroom to be used as tools for comprehension of texts.	Pre-reading activities  During Reading activities	Students actively participate in brainstorming or group discussions about prior knowledge about the topic to be read.  Students take notes, use graphic organizers, and outline the content of the Reading.	Reading comprehension tests

		Post reading activities	Students summarize, states cause and effect, and makes and answers questions about the Reading topic.	
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<b>DEPENDENT VARIABLE</b>	<b>CONCEPT</b>	<b>CATEGORY</b>	<b>INDICATOR</b>	<b>TECHNIQUE AND INSTRUMENTS</b>
Reading Skills	<p>It is the capability of carrying out a reading task effectively. In order to do this, we need reading comprehension which is the complex cognitive process involving the intentional interaction between reader and text to extract meaning.</p> <p>This process has different stages from the literal comprehension, to the interpretative or referential level and finally the critical level of understanding. Effective reading is comprehension is achieved when the reader not only understands a text but can relate it to something they know or will use, for which they evaluate the content.</p>	<p>Literal level of comprehension</p> <p>Interpretative or referential level of reading comprehension</p> <p>Critical level of Reading comprehension</p>	<p>Students provide surface meanings of words and expressions.</p> <p>Students analyze the text read re arranging sequences, explaining the purpose of the reading, deducing conclusions.</p> <p>Students evaluate contents differentiating facts and opinions, recognizing persuasive statements, judging accuracy in what they read.</p>	Comprehension Reading tests prepared for different levels of comprehension



## 7.2 Operacionalización de la Hipótesis Específica 2.

Through the use of some of the most important reading strategies for text analysis and thinking skills, students will have a greater understanding of the readings proposed; therefore they will be motivated to read.

2nd INDEPENDENT VARIABLE	CONCEPT	CATEGORY	INDICATOR	TECHNIQUE AND INSTRUMENT
Reading for fun, motivation for reading	Self-motivated readers see the reading as a way to have fun. They obtain the benefits from reading through collaborative activities, representations of something read, creation of alternative endings, and feel happy to share with others what they read. When reading for fun, we become better and faster readers and creative writers, we acquire vocabulary and verbal logic; however, the passion for reading is not something innate; but something that starts as a guided work.	<p>Pair activity of questions and answers</p> <p>Relating contents of the reading to our own lives</p> <p>Writing my own ending of the story</p>	<p>Students make and answers questions proposed</p> <p>Students evaluate accuracy of information</p> <p>Students create something new based on what was read.</p>	Reading comprehension tests

<b>DEPENDENT VARIABLE</b>	<b>CONCEPT</b>	<b>CATEGORY</b>	<b>INDICATOR</b>	<b>TECHNIQUE AND INSTRUMENT</b>
Reading Skills	<p>It is the capability of carrying out a reading task effectively. In order to do this, we need reading comprehension which is the complex cognitive process involving the intentional interaction between reader and text to extract meaning.</p> <p>This process has different stages from the literal comprehension, to the interpretative or referential level and finally the critical level of understanding. Effective reading is comprehension is achieved when the reader not only understands a text but can relate it to something they know or will use, for which they evaluate the content.</p>	<p>Literal level of comprehension</p> <p>Interpretative or referential level of reading comprehension</p> <p>Critical level of Reading comprehension</p>	<p>Students provide surface meanings of words and expressions.</p> <p>Students analyze the text read re arranging sequences, explaining the purpose of the reading, deducing conclusions.</p> <p>Students evaluate contents differentiating facts and opinions, recognizing persuasive statements, judging accuracy in what they read.</p>	<p>Comprehension Reading tests prepared for different levels of comprehension</p>

### 7.3 Operacionalización de la Hipótesis Específica 3.

Translating or decoding words by words instead of using the proper reading strategies reduces effective reading comprehension.

<b>2nd INDEPENDENT VARIABLE</b>	<b>CONCEPT</b>	<b>CATEGORY</b>	<b>INDICATOR</b>	<b>TECHNIQUE AND INSTRUMENT</b>
Reading strategies for effective reading comprehension	They are the mental operations involved when reader interacts with the text effectively. The activities for analyzing texts and thinking skills are all the strategies and procedures that help the reader go beyond decoding words. This activities make them aware of sequences, connections, comparisons, contrasts, details and even help them create new information based on the content of the text.	Previewing and predicting  Scanning  Skimming  Inferring  Identifying purpose of the reading  Summarizing	Students predicts endings  Reader finds the main idea  Reader find details  Reader makes educated guesses based on information found in the text  Reader finds the purpose of the reading  Reader summarized relevant information from the text	Tests on reading comprehension

<b>DEPENDENT VARIABLE</b>	<b>CONCEPT</b>	<b>CATEGORY</b>	<b>INDICATOR</b>	<b>TECHNIQUE AND INSTRUMENT</b>
Reading Skills	It is the capability of carrying out a reading task effectively. In order to do this, we need reading comprehension which is the complex cognitive	Literal level of comprehension  Interpretative or	Students provide surface meanings of words and expressions.  Students analyze	Comprehension Reading tests prepared for different levels of comprehension

	<p>process involving the intentional interaction between reader and text to extract meaning.</p> <p>This process has different stages from the literal comprehension, to the interpretative or referential level and finally the critical level of understanding. Effective reading is comprehension is achieved when the reader not only understands a text but can relate it to something they know or will use, for which they evaluate the content.</p>	<p>referential level of reading comprehension</p> <p>Critical level of Reading comprehension</p>	<p>the text read re arranging sequences, explaining the purpose of the reading, deducing conclusions.</p> <p>Students evaluate contents differentiating facts and opinions, recognizing persuasive statements, judging accuracy in what they read.</p>	
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## 8. METODOLOGIA

### 8.1 Tipo de Investigación.

This research has the following characteristics:

- It is a qualitative and quantitative analysis. It indicates qualities of a problem or phenomena and also represents it numerically.
- It is a descriptive study because is based on gathering of data which will be shown by using graphics and statistical approaches.
- It is explorative because it explores a wide topic, the L2 teaching learning process and how to empower reading in a group of learners. The relevant factors in this process will be found.

## 8.2 Diseño de la investigación.

This research work will be carried out in the languages center at Universidad Técnica de Ambato, about the reading skills of the B1+ level of English students. The start of the observations will be to survey students on the way they read, frequency of reading and type of text normally read, and what strategies they use (if any) for reading texts in English.

It will be a **quasi-experimental** research because two different groups will be used. One of them may confirm the hypotheses that implementing a brochure of reading strategies with a focus on andragogy will enhance their reading skills. On the other hand, the second group will work on the reading tasks without using the brochure and reading strategies. This research work is also considered **correlational**, because the relationship between two variables will be observed: reading comprehension and the use of strategies with a focus on andragogy.

The brochure will be used and explained in class with one of the groups for 3 months: October, November and December 2015, after which the data collection period will continue to see the results.

For both groups, there will be a pre-test right at the beginning of the research process, and a post-test after the use of the brochure with the experimental group. Both tests will contain reading comprehension questions at different levels of comprehension to see if the skill actually gets better after learning how to use the proper strategies and to see if the skill is the same in the control group which will be working the reading tasks required in the normal class process as they normally do.

## 8.3 Población y muestra

The population to be used in this research is fifty units to be observed.

### Cuadro N. 1.1

<b>Group A</b>	25 students
<b>Group B</b>	25 students
<b>Total</b>	50 students to be observed

**Source:** General student distribution in B1+ English levels in the Language Department at UTA

**Elaborated by:** Cynthia Hidalgo Camacho

#### **8.4 Muestra.**

Since the population to be used is small, there will not be the need of having a sample. This means, the population and the sample are the same quantity: 50 students.

#### **8.5 Métodos de Investigación.**

Methodologies of scientific investigation and probable and at some point calculable information will be used in the present work.

The population and the sample will be selected to use instruments to show the data obtained from them. The operationalization of variables will also be shown.

The hypothetical method will be used since the study will start from a problem that was detected, for which there is a hypothetical solution: enhance the reading skills of the university students selected through the elaboration and implementation of a brochure of reading strategies with a focus on andragogy.

The analytical method will also help in this research. We will have a whole: the process of learning English as a foreign language, in which the need to enhance reading skills and its implications have been found. As a result, a proposal to remedy the problem has been made, the use of reading strategies with a focus on andragogy.

#### **8.6 Técnicas e Instrumentación de recolección de datos**

Observation as a technique for data collection will be used through the tests on different levels of reading comprehension, which will be our instruments. Similar instruments will be used before and after application of the proposed brochure of reading strategies with a focus on andragogy. . These data will be sorted, tabulated, analyzed and interpreted by means of tables and graphs that will provide the explanation about the results to be found during the investigation.

## **8.7 Técnicas y procedimientos para el análisis de resultados**

- Data collection from observation sheets, surveys and reading tests will be analyzed.
- Tabulation, which is quantifying the results of reading comprehension before and after the application of the brochure proposed
- Analysis of reading performance with two groups will be observed. The one using the brochure of reading strategies with a focus on grammar may prove the hypothesis through showing better comprehension skills than the ones not using it.
- Interpretation of data. Once we have data on the initial state of reading comprehension and strategies used in both groups and later, the results obtained in the group which used the brochure will allow us to prove whether or not reading skills improved after using the brochure and the strategies with a focus on andragogy.
- Statistical tables will show the increase or lack of improvement in reading skills of the group that used strategies from the brochure.
- Graphs will transform the statistical tables and figures in graphical images which will facilitate the display of results.
- Computer programs such as Excel and Word, will facilitate the tasks of and collection of information and interpretation of data.

After the analysis of data gotten during the application of pre-tests and post-tests, graphs and statistical tables will show the effect of the use of reading strategies on reading comprehension, based on the results from both groups in pre-tests and post-test with reading contents with different levels of comprehension tested in them.

## **9. RECURSOS HUMANOS Y FINANCIEROS**

### **9.1 Talento Humano**

- Students
- Researcher

### **9.2 Recursos Materiales**

- Office supplies
- Reading tests
- Texts, books and magazines
- Spiral bounds
- Hard covers for the printed research work and the brochure

### 9.3 Recursos Tecnológicos

- Computers
- Internet
- Flash memory; pen drive; etc.
- Printer
- Sheets of paper

### 9.3 Presupuesto

The expenses that will appear during the research are the following:

Item	Number	Individual Price in dollars	Total Price in dollars	Responsible
Printer ink	2	25	50	Researcher
Reams of Paper	3	4	12	Researcher
Spiral bound	5	1	5	Researcher
Internet (monthly payment for 5 months)	25	5	125	Researcher
Transport	-	50	50	Researcher
Copies for Tests and surveys (approximately)	300	0.02	6	Researcher
Extra expenses (approximately)	-	400	400	Researcher
<b>Total</b>			<b>648</b>	Researcher



## 10. CRONOGRAMA

Activities		Mo. 1 July. 15				Mo. 2 August. 15				Mo. 3 Sept. 15				Mo. 4 Oct. 15				Mo. 5 Nov. 15				Mo. 6 Dic. 15						
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3
1	Presentation and approval of the research topic	x	x	x	x																							
2	Elaboration of the Project					x	x	x	x																			
3	Approval of the project									x	x	x	x															
4	Elaboration of the brochure “Reading is Learning”									x	x	x	x	x	x	x	x											
5	Elaboration of instruments to be used for data collection													x	x	x	x	x										
6	Data Collection																	x	x	x	x	x	x	x	x			
7	Elaboration of the theoretical framework																					x	x	x	x	x	x	x
8	Drafts and correction of the research work																					x	x	x	x	x	x	x
9	Oral dissertation																									x	x	x

## 11. MATRIZ LOGICA

FORMULACION DEL PROBLEMA	OBJETIVO GENERAL	HIPOTESIS GENERAL
How does the elaboration and implementation of a brochure of reading strategies with a focus on	To enhance reading skills through the application of a brochure of reading strategies	The elaboration and implementation of a brochure of reading strategies with a focus

<p>andragogy “Reading is learning” for ESL students of the B1+ level of the Language Centre at Universidad Técnica de Ambato, academic period 2015 enhance Reading skills?</p>	<p>with a focus on andragogy “Reading is learning” in ESL students of the B1+ level of the Language Centre at Universidad Técnica de Ambato, academic period 2015</p>	<p>on andragogy “Reading is learning” will enhance reading skills in ESL students of the B1+ level of the Language Centre at Universidad Técnica de Ambato, academic period 2015.</p>
<p><b>PROBLEMAS DERIVADOS</b></p>	<p><b>OBJETIVOS ESPECIFICOS</b></p>	<p><b>HIPOTESIS ESPECIFICA</b></p>
<p>To what extend does the use of reading strategies with a focus on andragogy help to achieve effective reading?</p>	<p>To determine to what extend the elaboration and implementation of a brochure of reading strategies with a focus on andragogy “Reading is learning” will help ESL students to achieve effective reading.</p>	<p>The use of the reading strategies with a focus on andragogy will help ESL students to achieve effective reading through collaborative work and guided activities.</p>
<p>How does low understanding of texts affect students in terms of motivation to read?</p>	<p>To determine the effect of a better understanding of the reading proposed in terms of motivation for these adult learners to read.</p>	<p>Through the use of some of the most important reading strategies for text analysis and thinking skills, students will have a greater understanding of the readings proposed; therefore they will be motivated to read.</p>
<p>In what way does translating or the decoding words by words affect the effective reading comprehension?</p>	<p>To indicate in what way translating or decoding words by words instead of using text analysis and thinking skills affect the effective reading comprehension in adult learners.</p>	<p>Translating or decoding words by words instead of using the proper reading strategies reduces effective reading comprehension.</p>

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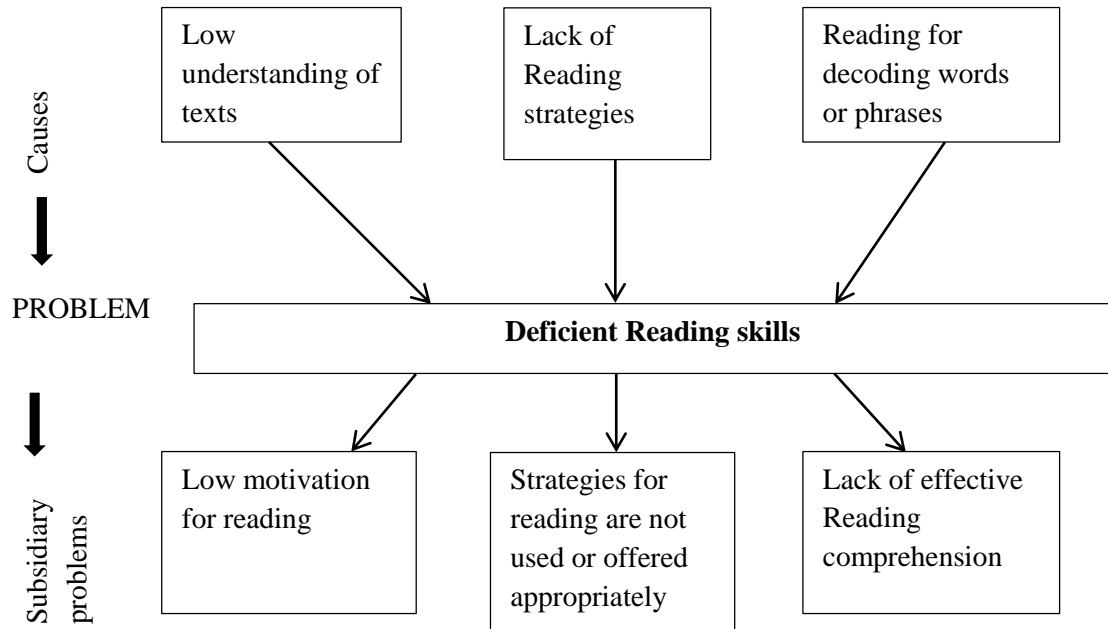
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## ANEXOS

### 1. Arbol de problemas:



## Annex 2. Instruments

### Reading test 1

Name: \_\_\_\_\_

Date: \_\_\_\_\_

#### EXTRACT 1

#### Sixteen - What now?

Source: [http://www.examenglish.com/B1/b1\\_reading\\_education.htm](http://www.examenglish.com/B1/b1_reading_education.htm)

*You're 16 and finally you can leave school! By now, you're probably sick of teachers, desks, tests and exams. But don't just run for the exit. You need to think carefully about what to do next.*

*If you want a professional career, you will need to go to university and get a degree. To do that, you need to stay at high school for another two years. But you needn't stay at the same place. There are several options in the district of Northacre.*

*St. Leopold's School has the best pass rate of all the high schools in the district. It offers a wide range of subjects in the humanities and sciences. St Leopold's is, of course, a private school, so may be too expensive for you. But don't worry, there are several other options if you want to follow the academic route. Knowle Grammar School is a state school, so there are no fees, and it has excellent tuition and facilities. It is a boys' school from the ages of 11-16, but from 16-18 it is co-educational. But it is selective, so you'll have to pass an exam to get in. If you're interested in going into Business, check out Wyle River Academy. This school specialises in subjects like Business Studies, Management and Economics. If you prefer the arts, look at the courses on offer at Northacre College. Here you can study woodwork, art, textiles and much more.*

*Northacre College also offers a wide range of vocational qualifications. You can do a 1-year certificate or a 2-year diploma in subjects like electrics, plumbing, roofing and hairdressing. If you'd prefer to work outdoors, look at Milldown College, where there are courses in Farm Mechanics, Land Management, Animal Management and much more.*

*A final option is to get an apprenticeship with a local or national company. You will get on-the-job training, gain certificates or diplomas and start earning straight away. But be warned - places are limited! Find out more at the Jobs Fair on 26th May at Northacre College.*

QUESTIONS: Circle the best option



1. The aim of the article is to... (1p)
  - a) advise young people about how to get to university.
  - b) tell young people about the options available.
  - c) advise young people to stay in education.
2. St Leopold's is the best school for... (1p)
  - a) good exam results.
  - b) humanities and sciences.
  - c) facilities.
3. You can only attend Knowle Grammar School if you... (1p)
  - a) pass an exam.
  - b) are a boy.
  - c) can afford the tuition fees.
4. Harry wants to be a builder. Where is the best place for him to study? (2p)
  - a) Wyle River Academy
  - b) Northacre College
  - c) Milldown College
5. Kevin wants to be a fashion designer. Where is the best place for him to study? (2p)
  - a) Wyle River Academy
  - b) Northacre College
  - c) Milldown College
6. What is the problem with apprenticeships? (2p)
  - a) There are few available.
  - b) They are expensive.
  - c) They don't give you any qualifications.

## EXTRACT 2

**Read this extract from a job application form.**

Source: [http://www.examenenglish.com/B1/b1\\_reading\\_job\\_application.htm](http://www.examenenglish.com/B1/b1_reading_job_application.htm)

*Outline why you are applying for this job. Use this space to describe your relevant qualification, skills and experience and indicate why they are suitable for this role.*

*I am interested in this job because I am currently looking for an opportunity to use the skills I learnt in my college. I have recently completed a 16-week part-time accounting course (AAT Level 2 Certificate). The course covered book-keeping, recording income and receipts and basic costing. We used a wide range of computer packages, and I picked up the accounting skills easily. I was able to work alone with very little extra help. I passed the course with merit. I believe my success was due to my thorough work, my numeracy skills and my attention to detail. During the course, I had experience of working to deadlines and working under pressure. Although this was sometimes stressful, I always completed my work on time.*

*Unfortunately, the course did not include a work placement, so I have not practised my skills in a business setting, and I am now looking for an opportunity to do so. I am particularly looking for a job in a small company such as yours, as I believe I will be able to interact with a wider range of people, and as a result, learn more skills. I would like to progress within a company and gain more responsibilities over the years.*

*Although I do not have work experience in finance, I have experience in working in an office environment. Before starting the accounting course, I worked for 6 months in a recruitment office as a receptionist. My duties involved meeting and greeting clients and visitors, taking phone calls, audio and copy typing and checking stock. I also had to keep the petty cash and mail records. Through this work, I developed my verbal and written communication skills. I had to speak confidently to strangers and deliver clear messages. I enjoyed working in a team environment. I believe the office appreciated my friendly manner and efficient work.*

**QUESTIONS:** *Are the following statements true or false? Write 'not in text' if the information is not there. (1 p each)*

1. The candidate has a qualification in accounting. \_\_\_\_\_
2. The candidate worked with an accounting firm as a receptionist. \_\_\_\_\_
3. The candidate is familiar with some accounting software. \_\_\_\_\_
4. The candidate has a maths qualification. \_\_\_\_\_
5. The candidate believes herself to be a careful worker. \_\_\_\_\_

### EXTRACT 3

#### Make the Most of your Free Time

Source: [http://www.examenglish.com/B1/b1\\_reading\\_free\\_time.htm](http://www.examenglish.com/B1/b1_reading_free_time.htm)

Choose the best title for each paragraph: (2p each)

- |                       |   |
|-----------------------|---|
| a. Why it's so hard   | f. change your time                       |
| b. Make a difference  | g. Set a date                             |
| c. Get creative       | h. Meet people with your similar thoughts |
| d. Organize your time | i. Plan ahead                             |
| e. Do what you want   | j. establish your goals                   |

1. \_\_\_\_\_

*Studies say that people nowadays have more free time than ever before. Then why doesn't it feel that way? These days, our free time is usually spent watching television, using computers or communicating on our phones. Images and information are constantly flashing into our brains, so it's no wonder we don't feel as if we have really switched off. To really wind down and help us regain our energy levels, it is important to use our free time wisely.*

2. \_\_\_\_\_

*Think about what you want to achieve in your free time. Do you want to get fit, get creative or simply relax? Don't worry about what you ought to be doing, just think about what will make you feel more content.*

3. \_\_\_\_\_

*Plan when you are going to enjoy your free time, and treat it in the same way as anything else on your calendar. If something else more important comes along, you can choose whether or not to postpone it, but never cancel it!*

4. \_\_\_\_\_

*Make sure you have everything you need to enjoy your free time in advance. If you're looking forward to a nice long bath, buy in bath oil and candles. If you want to get out in the countryside, get your boots and map ready, and don't forget to check the weather forecast.*

5. \_\_\_\_\_

*Don't let anything else encroach on your free time. Ignore the washing up and the vacuuming. Don't check your inbox for messages and turn off your mobile phone. Otherwise, the lines between free time and everyday life will begin to blur, and you won't feel refreshed.*

### EXTRACT 4

#### Read about the illness Norovirus.

Source: [http://www.examenglish.com/B1/b1\\_reading\\_health.htm](http://www.examenglish.com/B1/b1_reading_health.htm)

Choose the correct question for each paragraph. (2 points each)

1. How can I avoid dehydration?

2. Should I go and see my doctor?

- 3. *Why if my children are infected?*
- 4. *Should I take any medication?*
- 5. *What is norovirus?*
- 6. *Should I eat anything?*

- 8. *How long should I stay at home?*
- 9. *Can I get it again if I have already had it?*
- 10. *What are the symptoms?*
- 11. *What are the risks?*
- 12. *When should I see a doctor?*

7. *How can I stop the disease spreading?*

1. \_\_\_\_\_

Norovirus is a common stomach bug. It is also called the Winter Vomiting Bug because it is more prevalent in winter. It is caused by a very small virus and it is easily passed on from one person to another.

2. \_\_\_\_\_

If you recover from norovirus, there is no reason why you should not catch it again. The virus changes constantly, so your body cannot build up resistance.

3. \_\_\_\_\_

Norovirus causes sickness and diarrhoea. You may also feel headaches, abdominal pains, or you may have a high temperature.

4. \_\_\_\_\_

Although unpleasant, norovirus is not dangerous. Most people make a full recovery within a couple of days. The biggest danger is from dehydration.

5. \_\_\_\_\_

Drink plenty of water. You should drink more than usual to replace fluids lost in vomit and diarrhoea. An adult should drink around 1.2 litres per day.

6. \_\_\_\_\_

Wash your hands frequently, and avoid putting your fingers in your mouth. Be aware that the virus can also spread via towels and flannels, so don't share them. Keep all surfaces clean and disinfected, not just in the bathroom but in other areas too.

TOTAL:	/36
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## Reading test 2

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### Extract 1 Memorandum

Source: [http://www.examenenglish.com/B1/b1\\_reading\\_travel.htm](http://www.examenenglish.com/B1/b1_reading_travel.htm)

*To all staff*

*The hospital is always trying to cut its carbon footprint, and to do this, we want to encourage staff, visitors and patients to use environmentally-friendly forms of transport to and from the hospital. Therefore, we are making the following changes, which will come into effect from 1st April:*

*Car Park A will stay as a staff car park, but, to encourage car sharing, it will only be available to cars containing 3 passengers or more. This rule will be in place between 7am and 6pm. A car park attendant will monitor users. Note that cars do not have to leave the car park with three passengers. The parking fee will remain at the current price of £1 an hour up to a maximum of £5 per day. If you are interested in car sharing and wish to find members of staff who live in your area or along your route, please click on the link on the human resources page of the hospital website. Car Park C, previously a staff-only car-park, will now be open to visitors at the increased cost of £2/hour up to 5 hours, and £1 an hour after that. These new rates will also apply to staff/visitor Car Park E. Car Park B will only be open to blue card holders. Only senior and emergency staff are eligible for this card.*

*Car park D will no longer be in use, as it will make way for an improved bus park. The current bus service (Service 56D) from the city centre will be replaced by two services. The service will be available to staff, patients and visitors alike.*

*Service 57A will run from: Hebden Town centre, Hebden Station, Critchley Park and Ride, Grafton Street Train Station, Portchester City Centre (Bus Stop D on Mill Yard) to the hospital. The service will run 24 hours a day every 20 minutes between 7am and 7pm and once an hour during the night.*

*Service 62A will run from Oldgrave Town Centre, Kings Wood Park and Ride and Polegate Park and Ride to the hospital every 15 minutes between 7.30 am and 7.00 pm and once every 30 minutes thereafter.*

*The buses will have a flat rate of £1 per journey. Staff will be able to buy a bus pass valid for 20 trips for just £15. These can be purchased on the bus.*

*Staff can also purchase a Go! pass from the human resources website. The Go! pass costs £45 and entitles users to park at any of the city's park and ride services for just £2 a day. It is valid for one year.*

*There will also be an improved lock-up shed for bicycles and motorcycles in the former car park D. Hospital staff may wish to take advantage of the voucher giving 50% off all cycles and cycle accessories bought from Perkin's Wheels, which is downloadable from the Human Resources website. Note that you will have to show your staff ID card at the store when making purchases. There will be a fix-it session once a fortnight in car park D on Fridays at 2pm- 5pm. At this time, bicycle mechanics from Perkins Wheels will give advice on bicycle upkeep and make minor bicycle repairs free of charge.*

*We hope you will take advantages of these schemes.*

QUESTIONS: Circle the best option:

1. Under the rules, staff can only park in car park A at noon if... (2p)

- a) they hold a blue card.
- b) there are three people in the car.
- c) they stay for a maximum of 5hours.

2. Staff should \_\_\_\_\_ to find people to share a car with them. (1 p)

- a. go online
- b. visit the human resources department
- c. speak to their departmental manager

3. The cost to park in Car Park C for 8 hours will be... (1p)

- a. £8
- b. £13
- c. £18

4. A member of staff who does not have a blue card can park in... (2 p)

- a. car parks A, C & E.
- b. car parks C, D & E.
- c. car parks A, C & D.

5. Joe sometimes works the night shift. What is the maximum time he may have to wait for a bus from the hospital to the station? (2p)

- a. 59 minutes
- b. 14 minutes
- c. 29 minutes

6. Which is NOT true about Perkin's Wheels? (1p)

- a. It sells bicycles and motorbikes
- b. It will sell goods to staff at half price
- c. It will fix staff member's bikes for no charge

## EXTRACT 2

### Read this extract from a job application form.

Source: [http://www.examenglish.com/B1/b1\\_reading\\_job\\_application.htm](http://www.examenglish.com/B1/b1_reading_job_application.htm)

*Outline why you are applying for this job. Use this space to describe your relevant qualification, skills and experience and indicate why they are suitable for this role.*

*I am interested in this job because I am currently looking for an opportunity to use the skills I learnt in my college. I have recently completed a 16-week part-time accounting course (AAT Level 2 Certificate). The course covered book-keeping, recording income and receipts and basic costing. We used a wide range of computer packages, and I picked up the accounting skills easily. I was able to work alone with very little extra help. I passed the course with merit. I believe my success was due to my thorough work, my numeracy skills and my attention to detail. During the course, I had experience of working to deadlines and working under pressure. Although this was sometimes stressful, I always completed my work on time.*

*Unfortunately, the course did not include a work placement, so I have not practised my skills in a business setting, and I am now looking for an opportunity to do so. I am particularly looking for a job in a small company such as yours, as I believe I will be able to interact with a wider range of people, and as a result, learn more skills. I would like to progress within a company and gain more responsibilities over the years.*

*Although I do not have work experience in finance, I have experience in working in an office environment. Before starting the accounting course, I worked for 6 months in a recruitment office as a receptionist. My duties involved meeting and greeting clients and visitors, taking phone calls, audio and copy typing and checking stock. I also had to keep the petty cash and mail records. Through this work, I developed my verbal and written communication skills. I had to speak confidently to strangers and deliver clear messages. I enjoyed working in a team environment. I believe the office appreciated my friendly manner and efficient work.*

**QUESTIONS:** *Are the following statements true or false? Write 'not in text' if the information is not there. (1p each)*

1. The candidate has a university degree in accounting. \_\_\_\_\_
2. The candidate has worked as part of a team in an office environment.  
\_\_\_\_\_
3. The candidate can work by herself. \_\_\_\_\_
4. Deadlines do not stress the candidate. \_\_\_\_\_
5. The candidate is applying for a job in a large firm. \_\_\_\_\_

## EXTRACT 3

### Make the Most of your Free Time

Source: [http://www.examenglish.com/B1/b1\\_reading\\_free\\_time.htm](http://www.examenglish.com/B1/b1_reading_free_time.htm)

*Choose the best title for each paragraph: (2 p each)*

a. *Why it's so hard*

- b. Make a difference
- c. Get creative
- d. Organize your time
- e. Do what you want
- f. change your time
- g. Set a date
- h. Meet people with your similar thoughts
- i. Plan ahead
- j. establish your goals

1. \_\_\_\_\_

*In many free time activities, we take the role of consumer. When we watch TV, play video games or read, we are only passively involved. Take on the role of producer for a change. Build a model, write a blog or make an animation film. You will use a different part of your brains and will feel more energised as a result.*

2. \_\_\_\_\_

*But don't go overboard. Many people worry too much about their free time activities. They want to do things that will impress their friends, look good on their résumés or help them get a better job. But free time isn't about that. It is about doing an activity for enjoyment's sake, so don't let outside pressures influence your choice.*

3. \_\_\_\_\_

*Take the opportunity to expand your social circle. Everyone has different interests, so don't expect your mates to be into the same things you are. Give them a break for a while, join a club and get to know people with the same interests as you. You can never have too many friends!*

4. \_\_\_\_\_

*You'll really know you're using your time wisely if what you're doing helps other people. So find out what's going on in the community and lend a hand. Visit the elderly or help out in a children's club. If socialising's not your thing, why not volunteer for a wildlife organisation?*

5. \_\_\_\_\_

*Once you're relaxed and energised, you can think about what you'd like to improve in your life. Want to get fit? Learn a skill? Improve your job prospects? There are plenty of groups, clubs and classes you can join that will set you on a completely new life path. So what are you waiting for? Get out there and enjoy yourself!*

#### **EXTRACT 4**

#### **Read about the illness Norovirus.**

Source: [http://www.examenglish.com/B1/b1\\_reading\\_health.htm](http://www.examenglish.com/B1/b1_reading_health.htm)

Choose the correct question for each paragraph. (2p each)

- 1. How can I avoid dehydration?
- 2. Should I go and see my doctor?
- 3. Why if my children are infected?
- 4. Should I take any medication?

- 5. *What is norovirus?*
- 6. *Should I eat anything?*
- 7. *How can I stop the disease spreading?*
- 8. *How long should I stay at home?*
- 9. *Can I get it again if I have already had it?*
- 10. *What are the symptoms?*
- 11. *What are the risks?*
- 12. *When should I see a doctor?*

1. \_\_\_\_\_

Obviously, you will feel thirsty and your mouth will be dry. You may get headaches or feel dizzy. Your urine will be dark and the quantity of urine small.

2. \_\_\_\_\_

You can take Paracetamol or other pain-killers for any aches and pains, but there are no drugs that eradicate the virus.

3. \_\_\_\_\_

No. Because it is highly contagious, you risk passing it on to other people who are already in a weak state. Stay at home and rest.

4. \_\_\_\_\_

Take care to give them plenty of water or fruit juice. You can also use rehydration salts. Babies can drink milk as usual. If you are pregnant, don't worry, as there is no risk to the unborn child.

5. \_\_\_\_\_

Only if your symptoms last longer than a few days, or if you are already suffering from a serious illness.

6. \_\_\_\_\_

You will be infectious for a few days after your symptoms have passed, so avoid direct contact with people for at least 48 hours after your symptoms pass. Stay away from work and keep young children out of school.

TOTAL:	/36
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**Reading test N. 1 (Words in contexts)**

**Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

*Read each sentence and determine the meaning of the word using context clues or your prior knowledge. Then, **underline the clues that helped you to find the definition.***

**Source:** <http://www.ereadingworksheets.com/reading-worksheets/context-clues/context-clues-worksheet-1-6-answers.htm>

*Each question: 2 points each; 10 points total*

*1. cease: James, you need to cease tapping your pencil because other people are trying to concentrate.*

*Definition:*

\_\_\_\_\_

*2. transparent: You don't want to wrap your presents in plastic wrap because plastic wrap is transparent and everyone will know what you got.*

*Definition:*

\_\_\_\_\_

*3. simpleton: She tried to pay me with play money, as though I were a simpleton who would accept it.*

*Definition:*

\_\_\_\_\_

*4. dreadful: I became a vegetarian when I found out about the dreadful treatment that factory farmed animals receive. Definition:*

\_\_\_\_\_

*5. stammer: Rob is a cool guy and normally he makes great conversation, but when he gets around Vicky all he does is stammer.*

*Definition:*

\_\_\_\_\_

Total: /10
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Total Reading Quiz: /46
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**Reading test N. 1 (Words in contexts)**

**Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

Read each sentence and determine the meaning of the word using context clues or your prior knowledge. Then, **underline the clues that helped you to find the definition.**

**Source:** <http://www.ereadingworksheets.com/reading-worksheets/context-clues/context-clues-worksheet-1-6-answers.htm>

Each question: 2 points each; 10 points total

1. *eager: Having read all of the Fightland books, Jessica was so eager to see the Fightland movie that she lined up at the movie theater at midnight dressed as her favorite character.*

Definition:

\_\_\_\_\_

2. *mutter: If you have something to say about my teaching style, Mr. Carter, please say it to me now*

*instead of muttering it under your breath later.*

Definition:

\_\_\_\_\_

3. *proposal: The principal loved the students' proposal to build the new playground with the fundraising money.*

Definition:

\_\_\_\_\_

4. *civil: No matter how much the old woman yelled at him about not receiving her check, the mailman stayed calm and remained civil.*

Definition:

\_\_\_\_\_

5. *humble: Kevin thinks that he is the center of the universe. I guess that when someone gets to be as good as he is at football, it's hard to remain humble.*

Definition:

\_\_\_\_\_

\_\_\_\_\_

Total: /10

Total Reading Quiz: /46

### Anexo 3. Validation of pre-test and post-test

Ambato, 23 de Octubre del 2015

Lcda. Nancy Criollo y Lcdo. Marco André Astudillo

Docentes de Inglés- Universidad de Cuenca

Presente.-

Por medio de la presente, yo, Cynthia Soledad Hidalgo Camacho, con cédula de identificación N. 1802355212, me dirijo a ustedes para solicitar de la manera más comedida su colaboración para la validación de pruebas (pre-tests y post testst) a ser aplicadas en mi trabajo de investigación: To elaborate and implement a brochure of reading strategies with a focus on andragogy “Reading is learning” in order to enhance Reading skills in ESL students of the B1+ level of the Language Centre at Universidad Técnica de Ambato, academic period 2015, previo a la obtención de maestría en Lingüística aplicada al aprendizaje del Inglés.

Para facilitar la validación de los instrumentos de evaluación mencionados adjunto los mismos, así como también la información relacionada con los objetivos y matriz lógica aprobados en el proyecto de tesis y un formato sugerido para la realización de la validación.

Agradeciendo su colaboración,

---

Lcda. Cynthia Hidalgo Camacho

CC: 1802355212

## Validación N. 1

Docentes: Lcda. Nancy Criollo y Lcdo. Marco André Astudillo  
Universidad de Cuenca

### Reading Test 1 (Pre-test)

#### Extracto 1

Pregunta	Puntaje	Destreza a evaluar / objetivo específicos que busca alcanzar: 1-2	Sí / No	Sugerencias
Preg. 1	2	Skimming:	SI	
Preg. 2	1	Scanning	SI	
Preg. 3	1	Scanning	SI	
Preg. 4	2	Scanning	SI	
Preg. 5	2	Scanning	SI	
Preg. 6	1	Inferring	SI	

#### Extracto 2

Pregunta	Puntaje	Destreza a evaluar / objetivo específicos que busca alcanzar: 1-2	Sí / No	Sugerencias
Preg. 1	1	Scanning	SI	
Preg. 2	1	Scanning	SI	
Preg. 3	1	Inferring	SI	
Preg. 4	1	Scanning	SI	
Preg. 5	1	Skimming	SI	

#### Extracto 3

Pregunta	Puntaje	Destreza a evaluar / objetivo específicos que busca alcanzar: 1-2	Sí / No	Sugerencias
Preg. 1	2	Inferring	SI	
Preg. 2	2	Making connections	SI	
Preg. 3	2	Inferring	SI	
Preg. 4	2	Making connections	SI	
Preg. 5	2	Making connections		

#### Extracto 4

Pregunta	Puntaje	Destreza a evaluar / objetivo específicos que busca alcanzar: 1-2	Sí / No	Sugerencias
Preg. 1	2	Summarizing	SI	
Preg. 2	2	Making connections	SI	

<b>Preg. 3</b>	2	Making connections	SI	
<b>Preg. 4</b>	2	Making connections	SI	
<b>Preg. 5</b>	2	Making connections	SI	
<b>Preg. 6</b>	2	Summarizing		

### Reading Test N. 1 Context Clues

<b>Preguntas</b>	<b>Puntaje</b>	<b>Destreza a evaluar / objetivo que busca alcanzar: 3</b>	<b>Sí / No</b>	<b>Sugerencias</b>
1-5	2 p c/u	Finding meaning of words in context	<b>SI</b>	

### Reading Test 2 (Post-Test)

#### Extracto 1

<b>Pregunta</b>	<b>Puntaje</b>	<b>Destreza a evaluar / objetivo específicos que busca alcanzar: 1-2</b>	<b>Sí / No</b>	<b>Sugerencias</b>
<b>Preg. 1</b>	2	Skimming	SI	
<b>Preg. 2</b>	1	Scanning	SI	
<b>Preg. 3</b>	1	Scanning	SI	
<b>Preg. 4</b>	2	Scanning	SI	
<b>Preg. 5</b>	2	Scanning	SI	
<b>Preg. 6</b>	1	Inferring	SI	

#### Extracto 2

<b>Pregunta</b>	<b>Puntaje</b>	<b>Destreza a evaluar / objetivo específicos que busca alcanzar: 1-2</b>	<b>Sí / No</b>	<b>Sugerencias</b>
<b>Preg. 1</b>	1	Scanning	SI	
<b>Preg. 2</b>	1	Scanning	SI	
<b>Preg. 3</b>	1	Inferring	SI	
<b>Preg. 4</b>	1	Scanning	SI	
<b>Preg. 5</b>	1	Skimming	SI	

**Extracto 3**

Pregunta	Puntaje	Destreza a evaluar / objetivo específicos que busca alcanzar: 1-2	Sí / No	Sugerencias
Preg. 1	2	Infering	Sí	
Preg. 2	2	Making connections	Sí	
Preg. 3	2	Infering	Sí	
Preg. 4	2	Making connections	Sí	
Preg. 5	2	Making connections	Sí	

**Extracto 4**

Pregunta	Puntaje	Destreza a evaluar / objetivo específicos que busca alcanzar: 1-2	Sí / No	Sugerencias
Preg. 1	2	Summarizing	Sí	
Preg. 2	2	Making connections	Sí	
Preg. 3	2	Making connections	Sí	
Preg. 4	2	Making connections	Sí	
Preg. 5	2	Making connections	Sí	
Preg. 6	2	Summarizing	Sí	

**Reading Test N. 1 Context Clues**

Preguntas	Puntaje	Destreza a evaluar / objetivo específicos que busca alcanzar: 3	Sí / No	Sugerencias
1-5	2 p c/u	Encontrar el significado de palabras, analizando el contexto	Sí	

Firma y cédula:



0101989002.

## Validación N. 2

Docentes: Lcda. Nancy Criollo y Marco André Astudillo  
Universidad de Cuenca

### Reading Test 1 (Pre-test)

#### Extracto 1

Pregunta	Puntaje	Destreza a evaluar / objetivo específicos que busca alcanzar: 1-2	Sí / No	Sugerencias
Preg. 1	2	Skimming:	SI	
Preg. 2	1	Scanning	SI	
Preg. 3	1	Scanning	SI	
Preg. 4	2	Scanning	SI	
Preg. 5	2	Scanning	SI	
Preg. 6	1	Inferring	SI	

#### Extracto 2

Pregunta	Puntaje	Destreza a evaluar / objetivo específicos que busca alcanzar: 1-2	Sí / No	Sugerencias
Preg. 1	1	Scanning	SI	
Preg. 2	1	Scanning	SI	
Preg. 3	1	Inferring	SI	
Preg. 4	1	Scanning	SI	
Preg. 5	1	Skimming	SI	

#### Extracto 3

Pregunta	Puntaje	Destreza a evaluar / objetivo específicos que busca alcanzar: 1-2	Sí / No	Sugerencias
Preg. 1	2	Inferring	SI	
Preg. 2	2	Making connections	SI	
Preg. 3	2	Inferring	SI	
Preg. 4	2	Making connections	SI	
Preg. 5	2	Making connections	SI	

#### Extracto 4

Pregunta	Puntaje	Destreza a evaluar / objetivo específicos que busca alcanzar: 1-2	Sí / No	Sugerencias
Preg. 1	2	Summarizing	SI	
Preg. 2	2	Making connections	SI	

<b>Preg. 3</b>	2	Making connections	SI	
<b>Preg. 4</b>	2	Making connections	SI	
<b>Preg. 5</b>	2	Making connections	SI	
<b>Preg. 6</b>	2	Summarizing	SI	

### Reading Test N. 1 Context Clues

<b>Preguntas</b>	<b>Puntaje</b>	<b>Destreza a evaluar / objetivo que busca alcanzar: 3</b>	<b>Sí / No</b>	<b>Sugerencias</b>
1-5	2 p c/u	Finding meaning of words in context	SI	

### Reading Test 2 (Post-Test)

#### Extracto 1

<b>Pregunta</b>	<b>Puntaje</b>	<b>Destreza a evaluar / objetivo específicos que busca alcanzar: 1-2</b>	<b>Sí / No</b>	<b>Sugerencias</b>
<b>Preg. 1</b>	1	Skimming	SI	
<b>Preg. 2</b>	1	Scanning	SI	
<b>Preg. 3</b>	1	Scanning	SI	
<b>Preg. 4</b>	2	Scanning	SI	
<b>Preg. 5</b>	2	Scanning	SI	
<b>Preg. 6</b>	2	Inferring	SI	

#### Extracto 2

<b>Pregunta</b>	<b>Puntaje</b>	<b>Destreza a evaluar / objetivo específicos que busca alcanzar: 1-2</b>	<b>Sí / No</b>	<b>Sugerencias</b>
<b>Preg. 1</b>	1	Scanning	SI	
<b>Preg. 2</b>	1	Scanning	SI	
<b>Preg. 3</b>	1	Inferring	SI	
<b>Preg. 4</b>	1	Scanning	SI	
<b>Preg. 5</b>	1	Skimming	SI	



**Extracto 3**

Pregunta	Puntaje	Destreza a evaluar / objetivo específicos que busca alcanzar: 1-2	Sí / No	Sugerencias
Preg. 1	2	Infering	Si	
Preg. 2	2	Making connections	Si	
Preg. 3	2	Infering	Si	
Preg. 4	2	Making connections	Si	
Preg. 5	2	Making connections	Si	

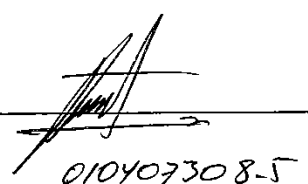
**Extracto 4**

Pregunta	Puntaje	Destreza a evaluar / objetivo específicos que busca alcanzar: 1-2	Sí / No	Sugerencias
Preg. 1	2	Summarizing	Si	
Preg. 2	2	Making connections	Si	
Preg. 3	2	Making connections	Si	
Preg. 4	2	Making connections	Si	
Preg. 5	2	Making connections	Si	
Preg. 6	2	Summarizing	Si	

**Reading Test N. 1 Context Clues**

Preguntas	Puntaje	Destreza a evaluar / objetivo específicos que busca alcanzar: 3	Sí / No	Sugerencias
1-5	2 p c/u	Encontrar el significado de palabras, analizando el contexto	Si	

Firma y cédula:



010407308-5

Anexo N. 4 Syllabus for proposal



## **UNIVERSIDAD NACIONAL DE CHIMBORAZO**

**Maestría en Lingüística aplicada al aprendizaje del idioma  
Inglés**

**SÍLABO PARA EL USO DEL MANUAL -READING IS LEARNING-**

**PROPONENTE: Cynthia Hidalgo Camacho**

**FECHA DE ELABORACIÓN: Septiembre 2015**

### 1.- DATOS INFORMATIVOS:

<b>INSTITUCIÓN:</b>	Universidad Técnica de Ambato
<b>CENTRO:</b>	Centro de Idiomas
<b>MAESTRIA:</b>	Maestría aplicada al aprendizaje del idioma Inglés
<b>NOMBRE DE LA PROPUESTA:</b>	Manual de estrategias para comprensión lectora orientadas andragógicamente “Reading is learning”,
<b>NOMBRE DEL PROPONENTE:</b>	Cynthia Hidalgo Camacho

### 2.- DESCRIPCIÓN DE LA ASIGNATURA:

Leer es la capacidad de entender un texto escrito en un proceso de interacción entre el lector y el texto. La comprensión lectora, es un proceso a través del cual el lector elabora un significado en su interacción con el texto. (Anderson y Pearson, 1984). Los niveles de lectura van desde el literal, hasta el nivel crítico y creado. Esta concepción de lectura, que conlleva aprendizaje está ligada a los procesos de desarrollo del pensamiento expuestos en la teoría cognoscitiva, de la que uno de los máximos exponentes es Jean Piaget.

Hablando de Andragogía, Knowles nota las necesidades de los adultos desde la perspectiva psicológica, sugiriendo que el trabajo con ellos en las aulas, deben suplirlas.

El problema de tener una deficiencia en el uso de las estrategias de lectura, repercute no solo en la comprensión de textos, sino en desempeño académico y cultural.

En la mayoría de instituciones donde adultos están aprendiendo idiomas, no se enseñan estrategias de lectura, y mucho menos se las presenta con un enfoque andragógico. Simplemente los estudiantes universitarios enfrentan textos día a día.

Este manual, está dirigido a los estudiantes adultos del idioma inglés de B1+ del centro de Idiomas de la Universidad Técnica de Ambato, con la finalidad de brindarles las estrategias de lectura que los convierta en lectores autónomos para quienes la lectura, sea también una herramienta de aprendizaje del idioma. Se propone destinar una hora diaria para el desarrollo de las destrezas para lectura, de lunes a jueves, durante los meses de octubre, noviembre y diciembre del año 2015, luego de lo cual, la comprensión lectora será evaluada en el grupo experimental.

A pesar de tener la aprobación por parte de las autoridades para la realización de esta investigación, la aplicación del manual “Reading is Learning” no será considerado como créditos o notas separadas, más bien, se espera ver mejores resultados en medición de lectura reflejados en exámenes que normalmente se aplican a los estudiantes.

### 3.- CONTRIBUCIÓN DE LA ASIGNATURA EN LA FORMACIÓN DEL PROFESIONAL:

La sensibilización hacia la lectura debe insertarse en la realidad circundante. Dado que las nuevas técnicas de enseñanza - aprendizaje contribuyen a que este proceso resulte menos agotador para los estudiantes que en los métodos tradicionales, se pueden combinar las actividades de lectura con la realización de otras tareas de tipo cultural, que permitan un mejor aprovechamiento intelectual. En el nivel de Educación Superior, puede hablarse de haber sido detectados casos de analfabetismo funcional, que van más allá de la simple sub - utilización de las destrezas adquiridas en los niveles de educación sistemática anteriores. El problema se evidencia por la incapacidad del individuo para identificar las ideas principales expuestas en un texto, imposibilidad de captar la intención del escritor y en la redacción incoherente de resúmenes de los textos objeto de lectura. Por tal motivo, el uso del manual “Reading is learning” pretende potenciar la comprensión lectora en los estudiantes de inglés del nivel B1+, del centro de Idiomas en la Universidad Técnica de Ambato. Se proponen estrategias de lectura a ser usadas en las clases de inglés, pero que a su vez, podrán ser usadas en otros ámbitos académicos y personales. Contribuir en una mejor comprensión lectora, sin duda, contribuye al aprendizaje en general de los individuos.

#### **4. ARTICULACIÓN DE LA ASIGNATURA (R.A.) EN CORRESPONDENCIA CON LOS NIVELES DE CONCRECIÓN DEL CURRÍCULO:**

**4.1 PLAN NACIONAL DEL BUEN VIVIR 2013-2017-4.8.i** Promover el aprendizaje de una lengua extranjera bajo parámetros de acreditación internacional, desde la educación temprana hasta el nivel superior.

**4.2 PERFIL PROFESIONAL-** Desarrollar actividades de auto aprendizaje en forma activa, eficaz e independiente, durante su ejercicio profesional.

**4.3 MISION:** Complementar la formación de profesionales líderes competentes, con visión humanista y pensamiento crítico, a través de la enseñanza de idiomas, enmarcadas en la excelencia de la Docencia, la Investigación y la Vinculación con la sociedad, que apliquen, promuevan y difundan el conocimiento respondiendo a las necesidades del país.

**4.4 VISION:** El Centro de Idiomas, de la Universidad Técnica de Ambato, por sus niveles de excelencia se constituirá en una unidad complementaria de apoyo a la formación superior con liderazgo y proyección nacional e internacional.

#### **5.- COMPETENCIAS GENERALES DE LA ASIGNATURA:**

- *Aplicar las habilidades lingüísticas del idioma inglés usando estrategias y técnicas de comprensión lectora para cubrir las necesidades de su campo profesional y social.*
- *Valorar y juzgar material escrito disponible en otro idioma usando las habilidades de comprensión lectora que han sido presentadas a los estudiantes con un enfoque andragógico.*
- *Aplicar las destrezas de lectura, enriqueciendo así el vocabulario, y fortaleciendo el uso de estructuras gramaticales especializadas con el propósito de razonar lógicamente, crítica y creativamente*

ante la interpretación de textos.

### 6. SISTEMA DE CONTENIDOS, RESULTADOS Y EVIDENCIAS

CONTENIDOS-TEMAS	Nº de horas/semana	RESULTADOS DEL APRENDIZAJE	EVIDENCIAS DE LO APRENDIDO
<b>Unit I</b> 1.1 Previewing and predicting	5	El estudiante: <ul style="list-style-type: none"> <li>- Predice contenidos de textos, basados en su conocimiento previo y en la observación de fotos relacionadas con la lectura..</li> <li>- Comprende información escrita en textos a ser usados en las clases</li> <li>- Identifica ideas principales y específicas de textos</li> <li>- Argumenta en grupos pequeños de aprendizaje cooperativo</li> </ul>	<ul style="list-style-type: none"> <li>- Trabajos en clase de los estudiantes</li> <li>- Resultados en test de comprensión lectora aplicados periódicamente como parte del proceso de enseñanza-aprendizaje, usando el manual propuesto.</li> <li>- Resultados en las evaluaciones cualitativas de las diferentes</li> </ul>
<b>Clases prácticas (activities):</b> <ul style="list-style-type: none"> <li>- What is it? How do I use this?</li> <li>- Activities               <ul style="list-style-type: none"> <li>Pre-reading : Discuss pictures proposed</li> <li>Reading : Underlining key information</li> <li>Post-reading : Identification of correct information.</li> </ul> </li> <li>- Procedure</li> <li>- Wrap up activity: What parts of your predictions were right?</li> </ul>			

CONTENIDOS, RESULTADOS Y EVIDENCIAS			
CONTENIDOS-TEMAS	Nº de horas/semana	RESULTADOS DEL APRENDIZAJE	EVIDENCIAS DE LO APRENDIDO
<b>Unit III.2 Scanning</b>	5	El estudiante:	- Trabajos en clase de los estudiantes - Resultados en test de comprensión lectora aplicados periódicamente como parte del proceso de enseñanza-aprendizaje, usando el manual propuesto. - Resultados en las evaluaciones cualitativas de las diferentes
<b>Clases prácticas (activities):</b> - What is it? How do I use this? - Activities Pre-reading : What are you looking for in each one of the questions proposed? Reading : In group, write your answers as you find them in the quick reading of the text. Post-reading : In groups gather the information, discuss and summarize the information. - Procedure - Wrap up activity: What's the general idea of the text?		- Encuentra información específica en textos, por medio de una lectura rápida. - Comprende información escrita en textos a ser usados en las clases - Identifica ideas principales y específicas de textos - Argumenta en grupos pequeños de aprendizaje cooperativo	

CONTENIDOS, RESULTADOS Y EVIDENCIAS			
CONTENIDOS-TEMAS	Nº de horas/semana	RESULTADOS DEL APRENDIZAJE	EVIDENCIAS DE LO APRENDIDO
<b>Unit III</b>  1.3 Skimming	5	El estudiante:	- Trabajos en clase de los estudiantes - Resultados en test de comprensión lectora aplicados periódicamente como parte del proceso de enseñanza-aprendizaje, usando el manual propuesto. - Resultados en las evaluaciones cualitativas de las diferentes
<b>Clases prácticas (activities):</b> - What is it? How do I use this? - Activities Pre-reading : Discuss what the qualities of good teachers are Reading : Read the underlined sentences (they will give you the general idea of each paragraph) Post-reading : Make a list of the personal qualities that a teacher should have -Procedure - Circle the most important words found in the underlined sentence - Make a list of the personal qualities that a teacher should have, using only what was underlined in the text? - Wrap up activity: Use your own words to explain the qualities mentioned.		- Encuentra la idea principal en textos, por medio de una lectura rápida. - Comprende información escrita en textos a ser usados en las clases - Identifica ideas principales y específicas de textos - Argumenta en grupos pequeños de aprendizaje cooperativo	

CONTENIDOS, RESULTADOS Y EVIDENCIAS			
CONTENIDOS-TEMAS	Nº de horas/semana	RESULTADOS DEL APRENDIZAJE	EVIDENCIAS DE LO APRENDIDO
<b>Unit IV</b>  1.4 Guessing Word meaning in context	5	El estudiante <ul style="list-style-type: none"> <li>- Encuentra el significado de palabras nuevas en una lectura, por medio de análisis de contexto.</li> <li>- Comprende información escrita en textos a ser usados en las clases</li> <li>- Identifica ideas principales y específicas de textos</li> <li>- Argumenta en grupos pequeños de aprendizaje cooperativo</li> </ul>	<ul style="list-style-type: none"> <li>- Trabajos en clase de los estudiantes</li> <li>- Resultados en test de comprensión lectora aplicados periódicamente como parte del proceso de enseñanza-aprendizaje, usando el manual propuesto.</li> <li>- Resultados en las evaluación cualitativas de las diferentes</li> </ul>
<b>Clases prácticas (activities):</b>  - What is it? How do I use this? - Activities Pre-reading : In pairs discuss the pictures and what the word opium is. Reading: Read the text. Guess the meaning of the words in bold, by reading their context. Post-reading: Write a sentence with each one of the words underlined and analyzed. - Procedure - Wrap up activity: In your groups, use the following T-chart to summarize the positive and the negative things you could find in this particular Thai museum			

CONTENIDOS, RESULTADOS Y EVIDENCIAS			
CONTENIDOS-TEMAS	Nº de horas/semana	RESULTADOS DEL APRENDIZAJE	EVIDENCIAS DE LO APRENDIDO
<b>Unit V</b>  1.5 Inferring	5	El estudiante <ul style="list-style-type: none"> <li>- Infiere y deduce, alcanza una conclusión basándose en información presente en la</li> </ul>	<ul style="list-style-type: none"> <li>- Trabajos en clase de los estudiantes</li> <li>- Resultados en test de comprensión lectora aplicados periódicamente como</li> </ul>

<p><b>Clases prácticas (activities):</b></p> <ul style="list-style-type: none"> <li>- What is it? How do I use this?</li> <li>- Activities <ul style="list-style-type: none"> <li>Pre-reading : Read in pairs. Then, tell each other what comes to your minds after reading each paragraph.</li> <li>Reading: Read each paragraph and answer the questions.</li> <li>Post-reading : Re-tell the story to your partner, using the inferences.</li> </ul> </li> <li>- Procedure <ul style="list-style-type: none"> <li>- Wrap up activity: Take turns to retell your partner the same story or situation you read in the paragraph; but now add the inferences you made. You can use a mind map to keep important information when you are telling the story found in each paragraph.</li> </ul> </li> </ul>	<p>lectura.</p> <ul style="list-style-type: none"> <li>- Comprende información escrita en textos a ser usados en las clases</li> <li>- Identifica ideas principales y específicas de textos</li> <li>- Argumenta en grupos pequeños de aprendizaje cooperativo</li> </ul>	<p>parte del proceso de enseñanza-aprendizaje, usando el manual propuesto.</p> <ul style="list-style-type: none"> <li>- Resultados en las evaluaciones cualitativas de las diferentes</li> </ul>
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CONTENIDOS, RESULTADOS Y EVIDENCIAS			
CONTENIDOS-TEMAS	N° de horas/semana	RESULTADOS DEL APRENDIZAJE	EVIDENCIAS DE LO APRENDIDO
<p><b>Unit VI</b></p> <p>1.6 Finding the main idea or the topic of a reading</p>	5	<p>El estudiante</p> <ul style="list-style-type: none"> <li>- Encuentra el tópico o la idea principal presente en un texto</li> <li>- Comprende información escrita en textos a ser usados en las clases</li> <li>- Identifica ideas principales y específicas de textos</li> <li>- Argumenta en grupos pequeños de aprendizaje cooperativo</li> </ul>	<ul style="list-style-type: none"> <li>- Trabajos en clase de los estudiantes</li> <li>- Resultados en test de comprensión lectora aplicados periódicamente como parte del proceso de enseñanza-aprendizaje, usando el manual propuesto.</li> <li>- Resultados en las evaluaciones cualitativas de las diferentes</li> </ul>
<p><b>Clases prácticas (activities):</b></p> <ul style="list-style-type: none"> <li>- What is it? How do I use this?</li> <li>- Activities <ul style="list-style-type: none"> <li>Pre-reading : Read about the movie: “Titanic”.</li> <li>Reading: Read each paragraph and answer the questions.</li> <li>Post-reading : use a mind map to summarize the main idea and some details in each paragraph</li> </ul> </li> <li>- Procedure <ul style="list-style-type: none"> <li>- Wrap up activity: Summarize each paragraph; write the main idea in the center of the mind map. Do it simply, follow the example and compare your mind maps with a partner.</li> </ul> </li> </ul>			



CONTENIDOS, RESULTADOS Y EVIDENCIAS			
CONTENIDOS-TEMAS	Nº de horas/semana	RESULTADOS DEL APRENDIZAJE	EVIDENCIAS DE LO APRENDIDO
<b>Unit VII</b> 1.7 Identifying purpose in a text	5	El estudiante <ul style="list-style-type: none"> <li>- Encuentra el propósito de un texto</li> <li>- Diferencia tipos de textos, acorde con la intención que cada uno de ellos lleva.</li> <li>- Comprende información escrita en textos a ser usados en las clases</li> <li>- Identifica ideas principales y específicas de textos</li> <li>- Argumenta en grupos pequeños de aprendizaje cooperativo</li> </ul>	<ul style="list-style-type: none"> <li>- Trabajos en clase de los estudiantes</li> <li>- Resultados en test de comprensión lectora aplicados periódicamente como parte del proceso de enseñanza-aprendizaje, usando el manual propuesto.</li> <li>- Resultados en las evaluaciones cualitativas de las diferentes</li> </ul>
<b>Clases prácticas (activities):</b> <ul style="list-style-type: none"> <li>- What is it? How do I use this?</li> <li>- Activities               <ul style="list-style-type: none"> <li>Pre-reading: Read an example and recognize type of text and other features.</li> <li>Reading: Read each text and answer the questions.</li> <li>Post-reading: Brainstorm more examples of types of texts and their uses</li> </ul> </li> <li>- Procedure</li> <li>- Wrap up activity: <i>Brainstorm more examples of types of texts and their uses. You can check the table provided at the beginning of the section: 1.7 Identifying purpose in a text</i></li> </ul>			
CONTENIDOS-TEMAS	Nº de horas/semana	RESULTADOS DEL APRENDIZAJE	EVIDENCIAS DE LO APRENDIDO
<b>Unit VIII</b> 1.8 Summarizing	5	El estudiante <ul style="list-style-type: none"> <li>- Resume la información más importante del contenido de un texto</li> </ul>	<ul style="list-style-type: none"> <li>- Trabajos en clase de los estudiantes</li> <li>- Resultados en test de comprensión lectora aplicados</li> </ul>

<p><b>Clases prácticas (activities):</b></p> <ul style="list-style-type: none"> <li>- What is it? How do I use this?</li> <li>- Activities <ul style="list-style-type: none"> <li>Pre-reading: Think Pair share about their favorite movie</li> <li>Reading: Read the text and circle the main idea, and underline key words about details found In it.</li> <li>Post-reading: Summarize the class today.</li> </ul> </li> <li>- Procedure</li> <li>- Wrap up activity: Summarize the class today's class. Follow the outline provided.</li> </ul>	<ul style="list-style-type: none"> <li>- Comprende información escrita en textos a ser usados en las clases</li> <li>- Identifica ideas principales y específicas de textos</li> <li>- Argumenta en grupos pequeños de aprendizaje cooperativo</li> </ul>	<p>periódicamente como parte del proceso de enseñanza-aprendizaje, usando el manual propuesto.</p> <ul style="list-style-type: none"> <li>- Resultados en las evaluación cualitativas de las diferentes</li> </ul>
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## 7.- METODOLOGÍA

Se aplicará como metodología para la enseñanza y práctica de las estrategias de lectura, LA ANDRAGOGÍA. Este modelo se basa en premisas distintas; es decir como individuo maduro a diferencia del niño y dentro del proceso de aprendizaje sus características son:

1. La necesidad del saber.
2. El auto concepto de los alumnos.
3. El papel de las experiencias de los Alumnos.
4. Disposición para Aprender.
5. Orientación del Aprendizaje.
6. Motivación.

## 8.- BIBLIOGRAFÍA

### BIBLIOGRAFÍA

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**RESPONSABLE/S DE LA  
ELABORACIÓN DEL SÍLABO:**

Cynthia Soledad Hidalgo Camacho

**FECHA:**

*Septiembre 2015*

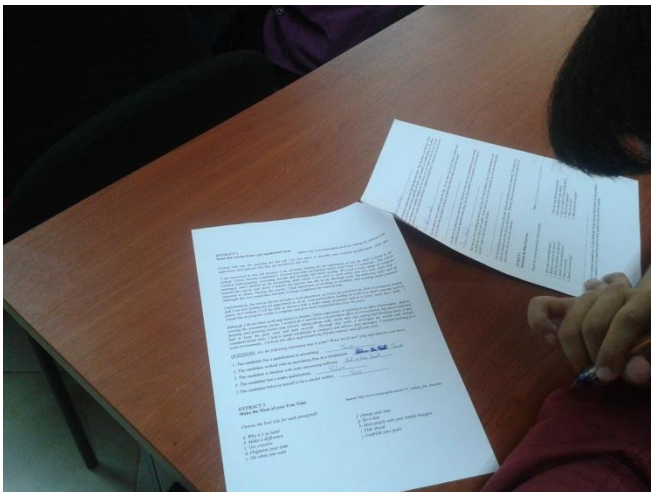
Cynthia Hidalgo Camacho

**DOCENTE**

Annex N. 5 Pictures of group work and reading activities in class



Application of pre-test  
( October 2015)





Group Work and Reading activities in class (Oct 2015-Feb 2016)

