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"ANALYSIS OF GUESSING MEANING IN THE CONTEXT STRATEGY FOR READING COMPREHENSION SKILL IN THE ENGLISH LANGUAGE LEARNING IN THE STUDENTS OF 3rd OF BACHILLERATO, CLASS "B" AT "LA SALLE" HIGH SCHOOL OF VELASCO PARISH, IN THE CITY OF RIOBAMBA, CHIMBORAZO PROVINCE, DURING THE ACADEMIC YEAR 2015-2016."

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FACULTAD DE CIENCIAS DE LA EDUCACIÓN HUMANAS Y TECNOLOGÍAS

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En calidad de tutora de tesis previa a la obtención del título de Licenciatura en Idiomas Especialización Inglés, certifico que el presente trabajo de investigación realizado por: Andrés Ismael Ordóñez León y Dennis Paúl Parra Alulema con el tema: **"ANALYSIS OF GUESSING MEANING IN THE CONTEXT STRATEGY FOR READING COMPREHENSION SKILL IN THE ENGLSIH LANGUAGE LEARNING IN THE STUDENTS OF 3rd OF BACHILLERATO, CLASS "B" AT "LA SALLE" HIGH SCHOOL OF VELASCO PARISH, IN THE CITY OF RIOBAMBA, CHIMBORAZO PROVINCE, DURING THE ACADEMIC YEAR 2015-2016",** ha sido elaborado por dichos estudiantes, revisado y analizado en un cien por ciento con el asesoramiento permanente de mi persona, por lo cual se encuentra apta para ser sometida a la defensa respectiva.

Es todo cuanto puedo informar en honor a la verdad

MsC. Lucy Pazmiño

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AUTHORSHIP

Andrés Ismael Ordónez León and Dennis Paúl Parra Alulema, as students of the Language Career state that we are the responsible for the ideas, comments, conclusions, and recommendations in this research project named: **"ANALYSIS OF GUESSING MEANING IN THE CONTEXT STRATEGY FOR READING COMPREHENSION SKILL IN THE ENGLISH LANGUAGE LEARNING IN THE STUDENTS OF 3rd OF BACHILLERATO, CLASS "B" AT "LA SALLE" HIGH SCHOOL OF VELASCO PARISH, IN THE CITY OF RIOBAMBA, CHIMBORAZO PROVINCE, DURING THE ACADEMIC YEAR 2015-2016"**

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DEDICATORY

First, the dedication of this work goes to my mother who with her love and patience has managed to guide me to reach my goals. Second, to the memory of my father who brought me all his economic and moral support. Third, to my sisters and nephews for every word of encouragement and desire for improvement towards me. Finally, to each one of the people who in one way or another have contributed to the completion of this project.

<div align="right">Andrés.</div>

This project is devoted to my parents for giving me the life and for always being my unconditional support in the good and bad moments. This project is also devoted to my sister for being a motor in my life and to my girlfriend for loving me and for helping me to be a better person day by and for always being aware of me.

<div align="right">Dennis.</div>

RESUMEN

El presente proyecto de investigación se enfoca en las estrategias para inferir significados de palabras ya que el principal problema que presentan los alumnos del 3er Año de Bachillerato de la Unidad Educativa "La Salle" de la ciudad de Riobamba, durante el periodo académico 2015-2016 de los cuales 31 son hombres y 12 son mujeres, reside en la construcción de nuevo vocabulario para entender textos escritos. Los objetivos de este trabajo de investigación, es observar las estrategias para adivinar significados tomando en cuenta el contexto, que ayudan a los estudiantes a obtener una idea general de la lectura, así como analizar el rol del contexto, y las estrategias aplicadas por el profesor en el proceso de enseñanza-aprendizaje, el tipo de estudio que se aplicó es cualitativo porque este estudia la calidad de las actividades aplicadas por el docente, este también se lo realizó a nivel exploratorio porque solo explora las preguntas guías y el tema de investigación con diferentes niveles de profundidad. El método cualitativo es el etnográfico. La técnica utilizada fue la observación con un rol pasivo, el instrumento para la recolección de fue una hoja de cotejo, en su contenido describía las posibles estrategias con la que los estudiantes comprendían mejor los textos o cuales actividades realizaba el docente. De esta manera los datos pudieron ser analizados por los investigadores. Como conclusión de los resultados se obtuvo que el docente rara vez aplica una estrategia para ayudarles a los estudiantes en la comprensión de los textos, ya que el docente no está familiarizado con estrategias para inferir los posibles significados de las palabras desconocidas.

Abstract

This research focuses on strategies for guessing meanings of words since the main problem presented by the students of the 3rd Baccalaureate Class "B" at Unidad Educativa "La Salle" in the city of Riobamba, during the academic period 2015-2016, which are 31 men and 12 women, lies in the construction of new vocabulary to understand written texts. The objectives of this research work are to observe the strategies to guessing meaning through the context, which help the students to obtain a general idea of the reading, as well as to analyze the role of the context, and the strategies applied by the teacher in the teaching-learning process. The type of study applied is qualitative because it studies the quality of the activities applied by the teacher, also it is exploratory because it only explores the guiding questions and the research topic with different levels of depth. The qualitative method used was the ethnographic method. The technique used is the observation with a passive role. The instrument used for the collection was a tally sheet, describing the possible strategies which the students better understand the texts or which activities the teacher performed. In this way the data could be analyzed by the researchers. As conclusion of the results, it was obtained that the teacher hardly ever applies strategies of guessing meaning to help students to get a better understanding of readings passages, since the teacher is not familiarized with strategies to infer the possible meanings of unknown words.

SIGNATURE

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INTRODUCTION

Reading comprehension is a skill that represents a challenge for the students of a second language since through reading; data and information are obtained to continue with the learning process. Students to understand a reading should make use of the amount of vocabulary that they possess, and the lack of this is an obstacle to understanding the relationship between words and ideas in a context. To obtain good results from the part of the students when they encounter unfamiliar words is to teach to infer the meanings through contextual clues rather than to resort to the immediate use of a dictionary.

The research attempts to analyze the strategies of guessing meaning from the context that the teacher applies to teach to construct new vocabulary in the Third of Bachillerato Class "B" at Unidad Educativa "La Salle". As it could be observed by the researchers during the reading process, the students lack of the meaning of several words, for example; they miss a word and they lose the main idea of the sentence, in addition they are not aware of the parts of speech, for instance they cannot describe the function of the word in the text. The main purpose is to know if the teacher applies some strategies to aim students to infer unknown words.

The subject discussed in this project was chosen because based on the observations of the researchers it was detected that due to the amount of unknown words that the students find in a text, they lose the general idea of the reading, and this is a problem because prevents students from understanding the passages correctly. This project studied the steps that should be followed to teach strategies to make a correct guessing of the unknown words and this was done in order to know what strategies the teacher applied or if he did it correctly. The contribution of this study is to identify which are the strategies of guessing meaning with which the students feel more confident, thus the teacher could apply them.

Chapter I contains reference information that define the problem, the focal questions that guides the development of the research, the objectives to be achieved and the justification that focuses the importance and feasibility of this research.

Chapter II is a compilation of theory about guessing meaning from different bibliographic sources in which this research has been based and the definition of basic terms used in this work.

Chapter III refers to the methodology used to develop this research such as the research design, the type, level, the population and sample and the techniques and instruments for both data analysis and interpretation.

Chapter IV contains the analysis of data, a brief description of the observed phenomenon, the information organized into matrix.

Chapter V shows conclusions and recommendations of this research.

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CHAPTER I

REFERENCE FRAMEWORK

1.1. PROBLEM STATEMENT

The present research has been prepared in response to the problem faced by students of the 3rd of Bachillerato Parallel "B" at Unidad Educativa "La Salle". It has been identified that the main problem lies in the construction of new vocabulary for understanding written texts.

1.2. DEFINITION OF THE PROBLEM

The quality standards of education in Ecuador concerning to the English Language are the achievements expected to be reached by students in the four languages skills (listening, speaking, reading, and writing.) The English Language Learning Standards (ELLS) are outcomes students are expected to achieve at the end of a proficiency level in terms of knowledge and skills gained throughout the process. It means that they will show "What students must know and be able to do as they move toward full fluency in English." (Correa et al., 2014)

The Ecuadorian Ministry of Education has proposed the communicative competences as a point of reference for proficiency levels in English, students have to reach: A1 at the end of general basic education, A2 at the end of the first year of baccalaureate, and finally, B1 at the end of the third year of baccalaureate. Based on these aspects the proficiency of the reading ability plays an important role in the development of the English language proficiency for the basic education and baccalaureate students. The learners will be able to understand and identify longer, more complex expository, procedural, narrative, and transactional texts as well as simple persuasive texts with a satisfactory level of comprehension. Use appropriate interpretation strategies to deal with the corresponding text types (expository, procedural, narrative, transactional, and persuasive). In the city of Riobamba, students find difficulties in understanding written texts due mainly to lack of reading habits, even in their native language.

The Unidad Educativa "La Salle" is located in the Chimborazo Province, in the city of Riobamba, this institution is characterized by being a school that practices Catholic Religious beliefs and promote values such as solidarity, responsibility for their actions, and honesty, all within an environment of Christianity, encouraging students to go deepen in the Catholic faith. The features of the educational conception of this

institution are to promote reflection and self-criticism as a learning method, to enhance the tutorial work both personal and group, to favor the creative development of each student

The research attempts to analyze the strategies of guessing meaning from the context to know if the teacher applies some of them to construct new vocabulary in the Third of Bachillerato Class "B". During the researchers' pre-professional teaching practices as could be observed by them, during the students' reading process, they lack the meaning of several words, for example they miss a word and they lose the main idea of the sentence, in addition they are not aware of the parts of speech, for instance they cannot describe the function of the word in the text. The main purpose is to know if the teacher applies some strategies to aim students to infer unknown words.

1.3. PROBLEM FORMULATION
How do the guessing meaning strategies help to the students to achieve a better understanding in reading?

1.4. GUIDELINES QUESTIONS
* What strategies for guessing meaning are applied in the teaching-learning process?

* How does the context help the learners to guess meaning of unknown words?

1.5. OBJECTIVES

1.5.1. GENERAL OBJECTIVE
Observe the strategies of guessing meaning from context for reading comprehension which help to the students to understand the general idea of a reading.

1.5.2. SPECIFIC OBJECTIVES
*Analyze the role of context in the application of guessing strategies.

*Identify which strategies to guessing meaning from context have been taught by the teacher.

1.6. PROBLEM JUSTIFICATION

From the point of view of the academic study of a second language this project is important because it aims to analyze that the application of certain strategies of guessing meaning for reading comprehension can be beneficial for both teachers and students. In the case of the students, they are able to make their own inferences from the readings or paragraphs presented to them, without the immediate need to resort to the use of a dictionary, and above all they can maintain the general idea of the text. Therefore, it is equally beneficial to the teachers because it can allow them to identify problems in comprehension that students have to face in the text. The direct beneficiaries of this research are the 43 students of the Unidad Educativa "La Salle" and as indirect beneficiaries we have the teachers of the English area. This research is feasible because the researchers have obtained their academic preparation at Universidad Nacional de Chimborazo and have sufficient methodological instruction to face the challenges that this research requires. Another point that facilitates the realization of this project is that we have the support of the institution in which the research is executed. Also the researches have the economic to complete the cost that reaches the project; another important factor is the time we have for such research including technological resources such as the internet, computers, among others.

CHAPTER II

THEORETICAL FRAMEWORK

2.1. BACKGROUND OF PREVIOUS INVESTIGATIONS RELATED TO THE PROBLEM TO BE INVESTIGATED

At Ciencias de la Educación, Humanas y Tecnologías Faculty of Universidad Nacional de Chimborazo THERE ARE NOT previous investigations about the ANALYSIS OF GUESSING MEANING IN THE CONTEXT STRATEGY FOR READING COMPREHENSION SKILL, however there are some similar works related to reading, which is the skill we are focusing our work, these works are mentioned below:

- "LOS HÁBITOS DE LECTURA EN EL APRENDIZAJE DEL IDIOMA INGLÉS EN LOS ESTUDIANTES DEL OCTAVO AÑO PARALELO "B" DEL COLEGIO MIGUEL ÁNGEL LEÓN PONTÓN DE LA CIUDAD DE RIOBAMBA DURANTE EL AÑO LECTIVO 2011-2012". **Authors:** Brito Yuca Diana Marilu and Castillo Llamuca Daniela Fernanda.

This project contributed to Languages Career to realize that students do not have the habit of reading because of it the students have a lot of problems with the process of learning English, moreover the students felt bored with the English classes and it was a problem for the teacher.

- "ELABORACIÓN DE UN MÓDULO-GUÍA PARA EL DESARROLLO DE LA DESTREZA DE READING BEGINNERS LEVEL, APLICADO A LOS ESTUDIANTES DE PRIMER CURSO DE LA ESCUELA DE IDIOMAS DE LA UNACH". **Authors:** Vallejo Yambay Narcisa and Once Guanga Dévora.

The contribution of this Project is interesting because the investigators have to design a guide based on the main problems that reading Beginners presented since the students of First Level have a lot of problems with the reading skill, and also the investigators had to look the develop and the effects of applying this guide.

2.2. THEORETICAL FOUNDATION

2.2.1 GUESSING MEANING TROUGH THE CONTEXT

Ellis (1999) argues that "Reading is not a simple process of decoding a text letter by letter, word by word, clause by clause, and sentence by sentence. Readers can acquire new words by attending them in context and inferring their meanings through the of textual clues" (p. 151). The students of a second language may confront some new words in text, thus the new vocabulary would be understandable for the learners. A common way to look new words up is using a dictionary but, the technique of guessing meaning through the context helps learners to infer or guess the meaning of words based on clues of the context.

The English language probably contains more than a million words and for a student of the language it is impossible to learn all the words and the meaning or the translated word of each one of them in their native language. Commonly the words of the English language have several meanings and depending on the context in which they are found they will have different functions in a sentence. For instance, the word 'free', it can have more than two meanings, let's observe the following statements: 1) Free candies, 2) We live in a free country, 3) The toilet is free. At the moment, the sentences are analyzed; the reader can realize that the word 'free' is used in different contexts. In the first sentence the meaning is that people do not have to pay for a candy, in the second sentence the meaning is unrestricted, and finally, in the third the idea is that no one is using the bathroom.

The strategy of guessing meaning through the context requires some skill of the apprentices, since it is a very useful technique when learners do not have a dictionary. Frequently bilingual dictionaries that are created for not native English speakers are small size and do not contain a broad meaning of words in their different contexts. For this reason, learners should reflect on the context of the passage in which they are working with the words, that is, to look at the words that make up the sentence.

2.2.2 LINGUISTIC CONTEXT

According to the book what is a context? "Linguistic context comprises the actual language delimited by a clause, sentence, turn or text." (Finkbeiner, Meibauer and Schumacher, 2012) It is referred as the linguistic environment in which a word is used

within a whole text. In short, the linguistic context has to deal with the grammatical structures and rules. In written language the linguistic context refers to words and sentences that are part of any discourse.

2.2.3 READING

Based on the book Reading the author said, "The most important resource that any potential reader possesses, whether reading in the first or any other language, is an awareness of the way in which we use the language. For reading is above all to do with language. There are two things that we all know about the language: first that we use it for a purpose; second that it only makes sense in context." (Wallace, 1992) Reading is a wide and extensive process that allows learners get the information throughout symbols, words and letters that make sense in a determined situation or context.

Reading is an essential part for all communities to develop in their daily activities and the purpose of this is to understand written texts, for example. to relate the symbols with words, and in turn with sounds. The mental exercise that learners of a second language perform while reading, is usually to translate and at the same time try to understand what is being read. The cognitive process that the brain performs during readings is to create meaning through the interaction of the reader and the text. Reading is not a simple activity that is learned in the early school years, as students' progress in their academic preparation reading implies learning new vocabulary and is related to new knowledge that is why teachers must choose the readings according to the previous knowledge of the students.

2.2.4 VOCABULARY

For Jackson and ZeAmvela 2007, the vocabulary refers to the total stock of words in a language. Vocabulary is a set or words that a learner can use in the second language The importance of vocabulary is necessary when the students are reading because it helps for a better understanding of what is being read. Vocabulary basically can be defined as "the words that we teach in the foreign language" (Flohr, 2008). So, vocabulary means the introduction of a new set of words and must be explained to the learners. However, vocabulary does not just include words in isolation; it has to deal with lexical chunks too, which are words that are frequently together like as soon as, good morning, run out, etc. These types of words usually are learned separately in different contexts and with different meanings. Teachers have an obligation to indicate the importance of acquiring

new vocabulary because when people are learning a second language without an adequate vocabulary they will not be able to understand written texts.

The importance of learning vocabulary in the English language is that it facilitates the communication among the students and the teacher in the target language, in a written or spoken way. Wilkins (1972) wrote that ". . . without vocabulary nothing can be conveyed "(pp. 111-112). Vocabulary is an essential part of reading comprehension. There is a close relationship between understanding and words.

2.2.5 WORDS

"Many writers have assumed that 'word' is a basic unit of the language. And as Lyons comments: ' The word is unit par excellence of traditional grammatical theory. It is the basis of the distinction which is frequently drawn between morphology and syntax and it is the principal unit of lexicography'" The words can be studied in the fields of morphology and syntax which implies the recognition of word formation such as roots suffixes and prefixes and the syntactic meaning of words as well.

There are two large areas in which words can be studied as a single object, this refers to the morphology and syntax, but for this it must be very clear that the word is the smallest unit that has a meaning within it written or spoken language. Geert Booij argues " In the present-day linguistics, the term 'morphology' refers to the study of internal structure, and systematic form-meaning correspondence between words" (The Grammar of Words: An Introduction to Linguistic Morphology, 2012). Therefore, morphology is the science that studies the internal structure of words in terms of its formation. The word classification is divided into two simple words and compound words. A simple word is one that has only one lexical structure so it is impossible to divide it into other morphemes, for instance, the word cat, it is impossible divide it in morphological terms. A compound word is one that can be divided into two morphemes, for example the word weekend, which in turn is composed of the words week and end. "A morpheme is the minimal meaningful unit in a language. It is minimal because it cannot be further divided into smaller unit." (Hamawand, 2011). The compound words are made up of two or more morphemes, which are called free and bound morphemes. A free morpheme is one that has a definition for itself, and a bound morpheme is one that does not have a meaning by itself. For example, the word unsafe, in this case 'safe' is the free morpheme and 'un' is the bound morpheme.

In the study of word formation is taken as a starting point the bound morphemes to which are applied the morphological processes that are inflection, derivation. Inflection occurs when is changed the internal structure of a word by adding suffixes, but this process does not alter the meaning of words as an example when pluralizing some word candy to candies. Derivation occurs when adding a new bound morpheme to a word, this process changes the meaning of the word for instance, 'vision' if it is added the prefix 're' changes the grammatical aspect in the sense of its meaning, and if it is added to this the suffix 'ist' again changes its meaning. In the following picture can be observed the process of word formation.
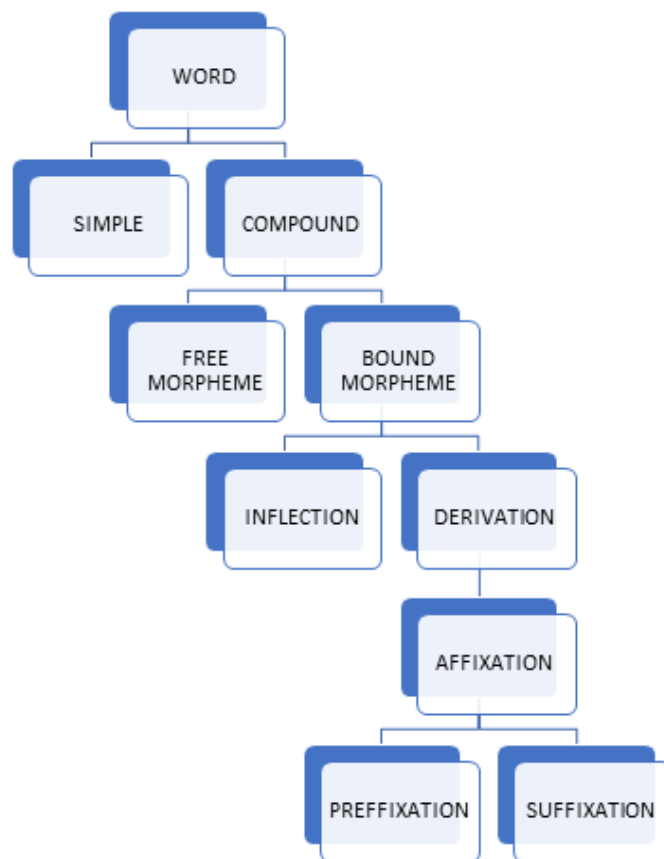
Source: Morphology in English by Hamawand 2011 page. 52

On the other hand, there is another classification of words according to syntax. Kreyer argues that "Syntax explores and describes the rules and principles according to wich words are arranged in phrases, phrases are arranged in clauses, and words and phrases are arranged in sentences." (Kreyer, 2010). Syntax is refered as a field of linguistics which studies the word order in any language. Based on studies of syntax, words can be

studied according to their syntactic category which it has relation with the parts of speech.

2.2.6 PARTS OF SPEECH

Analyzing a language grammatically involves analyzing it into a variety of elements and structures: phonemes, morphemes, and words, and with the words, syntactic categories of various sorts. Among these categories are the parts of speech (also known as lexical or grammatical categories) noun, verb, adjective, and so on. (Riemer, 2010).

The parts of speech explain how a word is used in a sentence. There are eight main parts of speech (also known as word classes): nouns, pronouns, adjectives, verbs, adverbs, prepositions, conjunctions, and interjections. Most parts of speech can be divided into sub-classes. For instance, prepositions can be divided into prepositions of time, prepositions of place etc. Nouns can be divided into proper nouns, common nouns, concrete nouns etc. It is known that the grammar of the English language has eight main parts that are derived from the word classes and these are the following:

*Noun. - A noun is a word that identifies a person, animal, place, thing, or idea. Examples of nouns: Daniel, London, table, dog, teacher, pen, city, happiness, hope

*Pronoun. - Pronouns are those words that replace nouns but they can also replace adverbs or adjectives. A pronoun is used in place of a noun or a noun phrase to avoid repetition. Examples of pronouns: I, you, we, they, he, she, it, me, us, them, him, her, this, those, who, whom, etc.

*Adjective. - An adjective describes, modifies or gives more information about a noun or pronoun. Examples: big, happy, green, young, fun, crazy, three. "Adjectives are words that describe nouns. They can provide more information about size (tiny), age (ancient), shape (rectangular), colour (blue), quality (clever), origin (French) and the class to which a noun belongs (aquatic)." (Allen, 2007). Also, adjectives are placed in front of a noun or after a verb.

*Verb.- A verb shows an action or state of being. A verb shows what someone or something is doing. Examples: go, speak, run, eat, play, live, walk, have, like, are, is, etc.

*Adverb.- Adverbs answers questions about where (place), when (time), how long (duration), how much (degree), how often (frequency), why (reason), and how (manner) an action took place. (Allen, 2007). An adverb describes/modifies a verb, an adjective or another adverb. It tells how, where, when, how often or to what extent. Many adverbs end in –LY. Examples: slowly, quietly, very, always, never, too, well, tomorrow, here.

*Preposition. - A preposition expresses the relationship of the meanings between at least two parts in a sentence, and by that, between two or more ideas, or semantic categories. (Kimber, 2006). A preposition shows the relationship of a noun or pronoun to another word. They can indicate time, place, or relationship. Their function is to link two ideas in a context and always is followed by a noun. Examples: at, on, in, from, with, near, between, about, under, etc.

*Conjunction.-A conjunction joins two words, ideas, phrases or clauses together in a sentence and shows how they are connected. Examples: and, or, but, because, so, yet, unless, since, if.

*Interjection. - Interjections are not integrated into the grammatical structure of utterances/clauses; they can stand alone as independent units in their own right, they tend to have functions rather meanings; they differ by national, regional, and personal variety. (Aijmer and Rühlemann, n.d.). An interjection is a word or phrase that expresses a strong feeling or emotion. It is a short exclamation. Examples: Ouch! Wow! Great! Help! Oh! Hey! Hi!

2.7 COLLOCATIONS
Collocation is a familiar recurrent expression. For many linguists, collocations are related to a range of commonly range recognized multi-word phrases in language. (Gledhill, 2000). A collocation is a group of words that are frequently used together (Jeffries and Mikulecky, 2012). Usually collocations in the English language refers to the use of combining two words that for native speakers sounds in a natural way instead for second language learners is a bit confusing for example, the fast car, the adjective fast we use it to express the speed of some object, but not to describe the duration of time in which it takes to carry out an action, so we cannot say a fast shower, even grammatically is correct, it does not sound right, the correct adjective for this example is 'quick´.

Collocation is observed between lexical items used in texts. It is the relation between individual lexical items and the ones that habitually co-occur with them in the language. For instance, we might expect bank (where money is kept) to have a high probability of co-occurrence with cashier, account, transfer, ledger, etc., but a low probability of co-occurrence with bed, saucepan apple, etc. Lexical items involved in collocations are always, to some degree, mutually predictable (Crystal, 1995).

The development of word lists based on frequency counts for English directed the attention of teachers, ELT practitioners and curriculum specialists alike to the upper ends of these lists at the expense of the lower ends on the premise that mastering the upper ends would be adequate for the development of a good measure of proficiency in the language, and the upper end can be efficiently exploited for learning the phonology and syntax of the language.

The importance of learning collocations in a second language implies the knowledge of its natural way. Students face some difficulties in making sound their speaking and writing natural. In the receptive skills (reading and listening), it can really help to be able to predict what someone is going to say, either to mentally prepare yourself, or in case the rest of the sentence or expression is unheard or unclear. For example, a native speaker or high-proficiency English learner would know that if the last word on a page was 'drift', then most likely the first word on the next page would be 'wood' or 'apart', depending on the context. It helps in predicting how a conversation is going and responding in kind and in time.

2.7.1 Common types of collocations

Collocation forming	Examples
Verb + noun :	Make a cake, do homework, have a drink, take a rest, break the ice, catch attention, save money, pay the bill, get married, etc.
Verb + adverb:	Read aloud, act naturally, treat well, fail miserably, complain bitterly, love dearly, speak softly, etc.
Phrasal verb (verb + preposition):	Turn down, agree with, agree on, belong to, ask for, ask about, borrow from, depend on, think of, provide with, introduce to, etc.
Adverbial phrase:	As well, first of all, every day, after a while, in all places, etc.
Noun + (preposition) + noun:	Pair of shoes, weather forecast, speak through an interpreter, etc.

Adjective + noun:	Native speaker, fast food, quick shower, heavy rain, high cost, low esteem, strong feeling, etc.
Prepositional phrase:	Over the years, during the night,

 Source: More Reading Power 3 by Jeffries &Mikulecky, 2012 page. 82

2.7.2 Categories of collocations

According to the book (English Collocations in Use Advanced, 2008, page, 8) the categorization of English collocations are: strong collocations, fixed collocations, and weak collocations.

2.7.2.1 Strong Collocations.- A strong collocation is one in which are very closed associated with each other. For example, the adjective mitigating almost always collocates with circumstances or factors.

2.7.2.2 Fixed collocations. - They are collocations so strong that they cannot be changed in any way. For example, I was walking to and fro, no one of these words can be replaced, and usually these kinds of collocations are called idioms.

2.7.2.3 Weak collocations. - They are collocations that are made up with a wide range of words. For example, the collocation high expectation, however the word can be used with other works like high cost, high energy, high esteem, high quality, etc.

2.7.3 IDIOMS

A form of expression, grammatical construction, phrase, peculiar to a language, a peculiarity or phraseology approved by the usage of language, and often having significance other than its grammatical or logical one. (Strässler, 1982). According to Adam Makkai "an idiom is a cover term for certain lexicographic and syntactic phenomena which share the fact that the meaning is not predictable from the composition"(Makkai, n.d.) Based on these definitions we conclude that idioms are some phrases that have a special meaning that is not related from the meaning of each separate word. For instance, she has a bun in the oven, this phrase expresses she is pregnant. In study of English as a second language, teachers must be aware of the idioms because they cannot be literally translated, but they have an idiomatic meaning. It is advisable to teach language expressions because in this way students learn the nature of the language in its communicative form, and it allows them to increase the amount of their vocabulary. Examples: Expressing something is very expensive 'to cost and arm and a leg'.

2.8 COMPREHENSION SKILLS

Understanding a written text means extracting the required information from it as efficiently possible. (Grellet,1985). When teachers talk about developing student's comprehension skills, they're also talking about learners being able to fully understand and follow information they are reading. Making an analysis of the definition, it is said that comprehension is the process that connects words with each other and builds a meaning based on previous knowledge of the readers.

According to Danny Brassell there is three levels of the comprehension (Brassell, Rasinski and Yopp, 2008)

Literal Comprehension. -Literal comprehension, the lowest of the three levels, requires a reader to be able to retell or recall the facts or information presented in a text. Name of characters and details of the setting are examples of literal comprehension. The information required for literal comprehension comes largely from the text itself. In responding to a literal question, the reader either can recall the information from the text or he or she cannot.

Inferential Comprehension. - Inferential comprehension, the next level, refers to the ability of a reader to take information that is inferred or implied within a text. If a text indicates that the character is carrying an umbrella while walking down a street on a cloudy day, you can infer that the character is expecting rain. Inferential comprehension is more sophisticated than literal comprehension because it requires the orchestration and manipulation of information from the text as well as information that resides within the readers, their background knowledge.

Critical Comprehension. - Critical or evaluative comprehension, the third and highest level in the taxonomy, involves making critical judgments about the information presented in the text. Were the characters reputable and honest in their actions? Did the selection offer the reader new information, new insights, or added enjoyment? Were the characters authentic? Was the literary quality of the text high? Answers to such questions require a high level of interaction between information of the text, the reader, perhaps other people with whom the reader has interacted, or even others texts that reader has read. Moreover, in depth analysis and critical thinking are necessary to make informed judgements and evaluations. Because responses to inferential and critical-level questions are highly dependent on reader's own background, interest, and disposition,

determining a reader's level and quality of a reader's inferential and critical comprehension is not easy.

2.8.1 UNDERSTANDING PARAGRAPHS

Paragraph and text organization are important aspects of comprehension and indeed to recall information. Comprehension of textual coherence is vital in understanding paragraphs and extended texts. In general paragraphs have a similar organization. Writers usually provide introductory material, followed by informational or explanatory material, and ending with a summary material. It allows logical interrelationships among ideas. (Dechant, 1991).

"A paragraph is a group of related sentences about one focus idea. A paragraph can be part of a longer piece of writing such as an essay, report, or letter, or it can be a complete piece. Regardless, all paragraphs include specific kind of sentences that organize thoughts into cohesive structures: the topic sentence, the supporting sentences, the development sentences, and the concluding sentence."(Hogan, 2013)

A paragraph is a set of sentences that relate to each other; generally all paragraphs follow the same structure to facilitate reading. The structure of the paragraphs is: topic sentence, supporting details, and finally the concluding sentence.

Topic Sentence. - It represents the general idea that the writer is going to discuss about. Usually, it is introduced at the beginning of a statement, but sometimes it could appear at the middle or the end.

Supporting Details. - They include ideas that show, explain, or prove your opinion in the topic sentence.

Concluding Sentence. - It is a summarize about the whole paragraph**.**

Example:

Sample Paragraph

Rainy days bring several negative effects to my neighbor- — *Topic sentence*
hood. The first effect of rain is traffic accidents. The — *Supporting sentence*
slippery roads create dangerous conditions for drivers,
and many times, drivers lose control of their vehicles, hy-
droplane, and slip off the road or crash into other cars.
The second effect of rain is traffic jams. The wet, slippery, — *Supporting sentence*
narrow streets in my neighborhood require drivers to pay
more attention to their driving, so they have to reduce
their speeds, which slows down all the other drivers and
causes snarled traffic. Sometimes, drivers slow down out
of curiosity to look at car accidents on the roads. The worst — *Supporting sentence*
effect of rain is flooding. My neighborhood's infrastructure
cannot hold up to heavy rain. Rainwater accumulates on
the low-lying ground and causes hazardous flooding, mud-
flows, and road closures, which affect my neighborhood's
daily rhythm. I dread rainy days in my town because I know — *Concluding sentence*
they produce traffic accidents, traffic jams, and dangerous
flooding.

Source: Building Better Paragraphs by Hogan, 2013 page. 26

2.8.2 PREVIEWING

Unlike predicting, previewing is a real technique which involves using the table of contents, the appendix, the preface, the chapter, and paragraphs headings in order to find out where the required information is likely to be (Grellet, p.18). "Previewing strategies involve surveying the text before reading. This generally involves reading over key parts of a text such as the title, subheadings, bold or italicized words, figures and tables, the introduction and conclusion, and key sentences"(McNamara, 2007). Previewing means that the reader is going to get an idea of what the text is about without reading the whole text. In order to apply this strategy, it is necessary that the students be aware to the key words or sentences of reading like the title or subtitles of the reading, highlighted words. This strategy is very useful because it helps the reader to have a more or less clear idea of what the text is going to be about, for example, when an essay is presented, they usually follow the same structure such as the introduction, the body paragraphs, and the conclusion, and through a successful previewing, the reader will be able to predict the intention of the text. Based on the website BLONG

BEACH CITY COLLEGE there are four steps to follow when previewing (Blong Beach City College, 2017)

1. Read the Title. The title often will give you the topic or subject of the reading passage. As you read the title, begin thinking about the reading passage. "What is the passage about?" "What kind of information will I learn?" "What do I already know about this subject?"

2. Read the First Paragraph. The first paragraph often will give you the main idea of the reading selection. As you read the first paragraph, continue thinking about the material. "Does the first paragraph give me any more specific information about the reading?" What do I know about this subject?" If the selection is very short, such as a single paragraph, you need to read just the first one or two sentences.

3. Read the Last Paragraph.- The last paragraph often sums up what the author has to say. You get an idea as to what the author feels are most important. Again if the selection is very short, you need to read only the last one or two sentences.

4. Look Over the Passage.- Move your eyes quickly over the passage. As you glance over the material, note any key words that might give you additional information about the main idea.

2.8.3 PREDICTING

This is not really a technique but a skill which is basic to all reading techniques in the practice of reading generally. It is the faculty of predicting what is come to next, making use of grammatical, logical or cultural clues. (Grellet, p.17). "Making predictions is a strategy in which readers use information from a text (including titles, headings, pictures, and diagrams) and their own personal experiences to anticipate what they are about to read (or what comes next). A reader involved in making predictions is focused on the text at hand, constantly thinking ahead and also refining, revising, and verifying his or her predictions. This strategy also helps students make connections between their prior knowledge and the text."(Beyondweather.ehe.osu.edu, 2017). Predictions in reading are sometimes a little bit challenge for students because they must connect their previous knowledge with the new topic that is presented to them to obtain an idea about what is coming next. For beginner students the contextual clues are directly related to the topic and even pictures around the reading, if there are some. For intermediate level students the keys are contextual, in fact based on what they are reading the prediction

must be done. According to MrDonan Morton "Making predictions is a basic reading skill that requires higher level thinking. To make a good prediction, readers must consider available information and make an inference. Good readers make predictions based on textual evidence. If you use evidence to support your predication, you can justify it whether you are right or wrong." (Making Predictions Worksheets, 2015). The same author has created some exercises for predicting strategy, example:

Lance didn't cook much but he wanted to do something nice for his wife's birthday, so he decided to make her dinner. He was preparing a meal of steak and potatoes by following a recipe that he had found on the Internet. He put the steaks on the grill on low heat and quartered the potatoes. Then he threw the potatoes in a skillet with a little bit of oil and cooked them over medium heat. After browning the potatoes, he grabbed the skillet by the metal handle and put it into the oven at 400 degrees. Twenty minutes later he grabbed the steaks off of the grill and began preparing the plates. The last thing that he needed to do was take the potatoes out of the oven. He thought about using a potholder to remove the pan, but didn't want to bother with getting one out of the drawer. He reached into the hot oven, his hand nearing the metal handle of the skillet. He wrapped his hand around the handle and clenched tightly...

What event is most likely to occur next? _____

What evidence from the text supports your prediction?

The answers to these two questions would be: Lance suffered a strong and painful burn because the metal pot was at 400 degrees of temperature in the oven.

2.8.4 SKIMMING AND SCANNING

Ward Cramer argues that, "Skimming is not reading every word, sentence, or paragraph. Skimming is skipping with skilled judgment." (Cramer,1966). Skimming is the faster recognition of main ideas, paragraphs which contain key definitions or concepts, in short the general overview of the text. The same author wrote, "Scanning on the other hand, involves running the eyes down the printed page looking for specific bits of information". Scanning is useful for locating specific information such as numbers, dates, facts, etc., without reading the entirely text.

Both skimming and scanning are techniques which are specific for a quick and efficient reading. When skimming goes through the reading material quickly in order to get the gist of it, to know how it is organized, or to get an idea of the tone or intention of the writer. When scanning, tries to locate specific information and often the readers do not follow the linearity of the passage to do so. Readers just let their eyes wander over the text until they find what they were looking for whether it be a name, a date, or less specific piece of information.

Anne Arundel Community College (n.d.) present the ways of an efficient skimming and scanning:

How to skimming
- Read the title, it is like a summary of the text.
- Read the introduction of the paragraph.
- Read the first paragraph completely.
- Find relationships among subheadings.
- Read the first sentence of each paragraph.

How to scanning
- Remind all time what are you looking for.
- Anticipate what form is going to appear, could be adjectives, nouns, numbers, etc.
- Let your eyes run rapidly over of several lines at the same time.
- When you find the information read the complete sentence.

2.9 TECHNIQUES FOR GUESSING MEANING IN CONTEXT
Rhalmi (2013) argues that confronted with texts, language learners may be stuck by shortage of vocabulary inventory and thus be unable to understand what texts are about. The first thing that a learner does to understand a difficult word is to look it up using the nearest dictionary. There are however techniques learners may use to get the meaning of such vocabulary items. One of these techniques is guessing meaning from context.

Techniques for guessing

Texts are often full of redundancy and consequently students can use the relation between different items within a text to get the meaning. Our prior knowledge of the world may also contribute to understand what an expression means. When students face an unknown word they can apply the following techniques.

Synonyms and definitions. -Synonyms are those words that have the same meaning but their writing is different, and definitions are a brief explanation.

Definition refers to a concise explanation of the meaning of a word or phrase or symbol that the authors use for writings. Examples:

Kingfishers are a group of small to medium-sized brightly colored birds. (definition)

When he made **insolent** remarks towards his teacher they sent him to the principal for being **disrespectful.** (synonyms insolent and disrespectful)

Antonym and contrast. - Antonyms are those words that have different writing and their meaning is the opposite. Contrast indicates the opposite emphasizing the differences.

Contrast is the opposition or dissimilarity of things that are compared; "in contrast to", "by contrast" an author writes contrast when he or she describes the difference(s) between two or more entities. The following examples describe using contrast to get the meaning of a new word.

Example: One plate of rice usually **suffices** for me, but one plate isn't enough for my husband.

a. much b. enough c. a little d. a few

The key word that can hint us know that suffices means enough is **but** that show the contrast of the two clauses.

Cause and Effect. - Because effect shows that one action is the result of another

He was disrespectful towards other members. **That's why** he was sent off and penalized.

Parts of Speech. - Whether, the word is a noun, a verb, an adjective or an adverb, functioning as a subject, a predicate or a complement. Example:

Trojan is an example of a computer virus

Word forms (the morphological properties of the word). -A word family shares a common root adding prefixes or suffixes. This technique allows the students to find out getting information from affixes (prefixes and suffixes) to understand a word. Examples: dis- (meaning not), –less (meaning without).

Affixes. - They are a group of letters added to the beginning of a word (in the case of a prefix) or the end of a word (in the case of suffix) to change its meaning or its use. (Anderson,1986).

Prefixes They are affixes which are placed at the beginning of a word or an affix stem or they are a group of letters that comes before the base form of a word. A prefix changes the meaning of words. Knowing the meaning of common prefix helps us in two important ways. First, it helps us built our vocabulary and quickly guess the meaning of unknown words in a reading, especially if we are unfamiliar with the root. Second, knowing how prefixes are used with words can also make our writing clearer and more precise.

Suffixes Suffix is an affix which is placed at the end of a word or stem, or it is a group of letters that comes after the base form of a word. The suffix changes the way a word used. Example: ex- is the prefix and -able is the suffix, both added to the stem -port- = exportable (that can be exported).

These techniques help students get the meaning of words or at least narrow the possibilities.

2.5. DEFINITION OF BASIC TERMS

Context: The part of a text or statement that surrounds a particular word or passage and determines its meaning.

Guess: Estimate or conclude (something) without sufficient information to be sure of being correct.

Gist: The main or essential point of a matter.

Meaning: What is meant by a word, text, concept, or action, with an implied or explicit significance.

Morphology: The study of the structure and form of words in language or a language, including inflection, derivation, and the formation of compounds.

Root: The element that carries the main component of meaning in a word and provides the basis from which a word is derived by adding affixes or inflectional endings or by phonetic change.

Strategy: A method or plan chosen to bring about a desired future, such as achievement of a goal or solution to a problem.

Syntax: Syntax refers to the ways in which we order specific words to create logical, meaningful sentences.

CHAPTER III

METHODOLOGICAL FRAMEWORK

3.1. RESEARCH DESIGN

To determine the cases and the facts of the field an investigation design it was applied:

a) Field research

b) Qualitative method

c) Ethnographic

3.1.1. FIELD RESEARCH

The field investigation is presented by means of the manipulation of an external variable not proven, under conditions rigorously controlled, with the purpose of describing the way or the cause why it takes place in a situation or particular event.

3.1.2 QUALITATIVE METHOD

Qualitative research is designed to reveal a target audience's range of behavior and the perceptions that drive it with reference to specific topics or issues. It uses in-depth studies of small groups of people to guide and support the construction of hypotheses. The results of qualitative research are descriptive rather than predictive.

3.1.2. ETHNOGRAPHIC

The ethnography, also well-known as ethnographic investigation, it constitutes a method of useful investigation, in the identification, analysis, and solution of multiple problems of the education.

3.2. TYPE OF STUDY

This investigation is qualitative, because we are going to study the quality of the activities, the relationship between the project and the beneficiaries for solving the problems that we found.

3.3. LEVEL OF RESEARCH

It is an exploratory research, as the name states, intends merely to explore the research

questions and does not intend to offer final and conclusive solutions to existing

problems. Exploratory research design does not aim to provide the final and conclusive

answers to the research questions, but merely explores the research topic with varying

levels of depth.

3.4. POPULATION AND SAMPLE

The population is represented by the students of 3rd of Bachillerato, Parallel "B" at

Unidad Educativa "La Salle", who are divided in 31 men and 12 women, their average

age is 17 years old, and their main problem is the lack of knowledge of vocabulary

because of it they cannot understand the context of readings.

OBJECTIVE OPERACIONALIZATION

SPECIFIC OBJECTIVES	ACTIVITIES	SOURCES AND TOOLS
Observe the strategies of guessing meaning from context for reading comprehension which help to the stu dents to understand the general idea of a reading.	• Observe to teacher how manages her classes. • Be aware about the problems of students with reading skill • Make an observation guide based on the identified problems among: students,	• Books • Internet • Observation guide

	readings contexts and teachers.	
Analyze the role of context in the application of guessing strategies	• Apply the observation guide • Use readings from other sources for identify other problems with guessing meaning strategies	• Books • Readings • Observation guide
Identify which strategies to guessing meaning from context have been taught by the teacher	• Analyze the problems that students have with the guessing meaning strategies • Collect obtained information	• Readings • Observation guide

3.5. TECHNIQUES AND INSTRUMENTS FOR DATA COLLECTING
3.5.1 TECHNIQUES

a) OBSERVATION: This technique can help us to identify the environment and

behavior of working of students into English class.

3.5.2 INSTRUMENTS

a) OBSERVATION GUIDE: it is a kind of guide used for qualitative researches, with

this guide we can get the information required from students and analyze the results

based in our research

3.6. TECHNIQUES FOR THE PROCESSING AND INTERPRETATION OF DATA.

We worked with the following instruments for the investigation:

- Develop research instruments.

- Application of research instruments.

- Data collection of facts.

- Tabulation of data collected.

- Analysis and interpretation of data.

- Conclusions and recommendations

CHAPTER IV

ANALYSIS AND INTERPRETATION OF DATA

4.1 STUDENTS OBSERVATION GUIDE
OBSERVATION GUIDE

ANALYSIS OF GUESSING MEANING IN THE CONTEXT STRATEGY FOR

READING COMPREHENSION SKILL IN 3rd OF BACHILLERATO PARALLEL

"B" AT UNIDAD EDUCATIVA "LA SALLE" IN RIOBAMBA, CHIMBORAZO

PROVINCE, DURING THE ACADEMIC YEAR 2015-2016.

OBJECTIVE:

Observe the strategies of guessing meaning from context for reading comprehension wh

ich help to the students to understand the general idea of a reading.

INDICATORS		
STRATEGIES OF GUESSING MEANING	YES	NO
1. Students understand better looking up for synonyms and definitions.	X	
2. Students understand better looking up for antonyms and contrast.		X
3. Students understand better looking up for cause and effect.		X
4. Students understand better looking up for the parts of speech.		X
5. Students understand better looking up for word formation (prefixes and suffixes)		X

4.2 STUDENTS OBSERVATION GUIDE ANALYSIS

OBJECTIVES	COLLECTED INFORMATION	ANALYSIS
Observe the strategies of guessing meaning from context for reading comprehension which help to the students to understand the general idea of a reading.	Students understand better looking up for synonyms and definitions.	Students do not have problems with the synonyms and definitions since the teacher and the books help to students with some previous vocabularies, it is useful for students at moment of learn new words for understanding the readings.
	Students understand better looking up for antonyms and contrast.	Students do not have a clear idea about how use the antonyms since they felt confused with these words and obviously they did not understand the contrast because they cannot emphasize in the differences.
	Students understand better looking up for cause and effect.	Students do not know the use of cause and effect; they did not understand the readings with this method.
	Students understand better looking up for the parts of speech.	Students do not have a large vocabulary in general, because of it they had some problems with the strategy of parts of speech, some of them had problems identifying verbs, others had problems with adjectives or nouns and so on.
	Students understand better looking up for word formation (prefixes and suffixes)	The word formation is also a problem the moment of using as strategy of guessing

		meaning. We mentioned that students have many problems with vocabulary in general, this prevents that students know about the use of prefixes or suffixes.

4.3 TEACHER OBSERVATION GUIDE

OBSERVATION GUIDE

ANALYSIS OF GUESSING MEANING IN THE CONTEXT STRATEGY FOR READING COMPREHENSION SKILL IN 3rd OF BACHILLERATO PARALLEL "B" AT UNIDAD EDUCATIVA "LA SALLE" IN RIOBAMBA, CHIMBORAZO PROVINCE, DURING THE ACADEMIC YEAR 2015-2016.

OBJECTIVE:

Identify which strategies to guessing meaning from context have been taught by the teacher

TEACHER	YES	NO
1. The teacher encourages the students to get further readings at home.		X
2. The teacher is aware about the vocabulary amount of the students.	X	
3. The teacher knows that some words in English are made up of several parts (word formation).		X
4. The teacher has taught the recognition importance of the parts of speech.		X
5. The teacher explains the recurrent expressions or collocations to the students.		X
6. The teacher advices about the grammatical constructions proper to a language called idioms.	X	
7. The teacher asks the students to retell what they are reading in their own words.	X	
8. The teacher allows the students to do critical inferences about the readings.	X	
9. The teacher explains how the paragraphs are formed.		X
10. The teacher does pre-reading activities such as previewing to know the previous knowledge of the students		X

about the topic.		
11. The teacher asks the students to predict what is the reading going to be about based on the contextual clues like the topic, even the graphics.	**X**	
12. The teacher asks the students to look up specific information in the text.	**X**	
13. The teacher asks the students to discuss the general idea of the written texts.		**X**
14. The teacher helps the students to understand unknown words from contextual clues like synonyms, antonyms, parts of speech, word formation (prefixes, suffixes).	**X**	

4.4 TEACHER OBSERVATION GUIDE ANALYSIS

OBJECTIVES	COLLECTED INFORMATION	ANALYSIS
Identify which strategies to guessing meaning from context have been taught by the teacher	The teacher encourages the students to get further readings at home.	The teacher does not encourage to her students to get further readings at home which is a problem because students lose the interest for reading.
	The teacher is aware about the vocabulary amount of the students	Teacher is aware about vocabulary amount of students, however she also has problems with the vocabulary and it is a problem because slows down the work of teacher and learning of students
	The teacher knows that some words in English are made up of several parts (word formation).	Teacher has problems with word formation; she does not know about word formation and felt confused with these kinds of words.
	The teacher has taught the recognition importance of the parts of speech	Teacher has some problems and feels confused with the vocabulary in general, because of it she never has taught about parts of speech and the recognition of them
	The teacher explains the recurrent expressions or collocations to the students	Teacher has not a clear idea about collocations neither some recurrent expressions, because of it they are not used in the classes.
	The teacher advices about the grammatical constructions	Teacher has not idea about idioms and their

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		proper to a language called idioms.	usage
		The teacher asks the students to retell what they are reading in their own words.	Teacher use this method for the students can express their ideas and their thoughts about reading but in their own words.
		The teacher allows the students to do critical inferences about the readings.	Teacher allows her students do critical inferences about readings for students can express their ideas and teacher can evaluate her work with readings.
		The teacher explains how the paragraphs are formed.	Teacher does not have a clear idea about the formation of a paragraph because of it she cannot explains this.
		The teacher does pre-reading activities such as previewing to know the previous knowledge of the students about the topic.	Teacher does not do pre-reading activities, she only focuses on current topic forgetting the previous knowledge or previous topics.

		The teacher asks the students to predict what is the reading going to be about based on the contextual clues like the topic, even the graphics.	Teacher asks her students that predict what is the reading going to be about through the clues, in this case the clues are graphics and draws.
		The teacher asks the students to look up specific information in the text.	Teacher asks her students that look up specific information in readings but one of the activities in the books is look up specific words or specific phrases.
		The teacher asks the students to discuss the general idea of the written texts.	Teacher does not pay attention to general idea of texts, because of it the students do not discuss about and sometimes forget the context of readings.
		The teacher helps the students to understand unknown words from contextual clues like synonyms, antonyms, parts of speech, word formation (prefixes, suffixes).	Teacher helps to her students understanding some unknown words from reading, but only the words that she understood, this is a problem for students because if the teacher does not know the meaning of some words obviously Students will not understand either.

4.5 ROLE OF CONTEXT OBSERVATION GUIDE
<div align="center">**OBSERVATION GUIDE**</div>

ANALYSIS OF GUESSING MEANING IN THE CONTEXT STRATEGY FOR

READING COMPREHENSION SKILL IN 3rd OF BACHILLERATO PARALLEL

"B" AT UNIDAD EDUCATIVA "LA SALLE" IN RIOBAMBA, CHIMBORAZO

PROVINCE, DURING THE ACADEMIC YEAR 2015-2016.

OBJECTIVE: Analyze the role of context in the application of guessing strategies

THE ROLE OF CONTEXT	YES	NO
1. The context contains clues for guessing meaning such as explanations, definitions, contrast, synonyms, etc.	X	
2. The context contains ambiguous words.		X
3. The context provides familiar scripts	X	
4. The context aims to recall background knowledge of the students	X	

4.6 ROLE OF CONTEXT OBSERVATION GUIDE ANALYSIS

OBJECTIVES	COLLECTED INFORMATION	ANALYSIS
Analyze the role of context in the application of guessing strategies	The context contains clues for guessing meaning such as explanations, definitions, contrast, synonyms, etc.	Readings have the enough clues for a good use of guessing meaning; the books have previous vocabularies which help students to understand the texts, they are familiarized with explanations, definitions, and synonyms.
	The context contains ambiguous words.	Readings have not the ambiguous words, however working with another kind of texts we could see that teacher do not know how use this resource, and also we could see that students felt so confused.
	The context provides familiar scripts	The books and resources used in classes showed familiar scripts which were useful for the students could understand the context of readings.
	The context aims to recall background knowledge of the students	Contexts always recall background knowledge of students, some readings focus on one topic and some phrases of reading are throughout the topic readings.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

5.1 CONCLUSIONS

- The strategies of guessing meaning in the context for reading comprehension skill are not familiar for teacher, it is a problem for the students since they cannot understand the general idea of readings.

- The understanding of context is a big problem for the students, because of it was difficult the application of guessing meaning strategies.

- The teacher applied rarely strategies for guessing meaning from context; however, teacher learnt some news strategies for applying in class.

5.2 RECOMMENDATIONS

- It is important and recommended that teacher has a previous knowledge about strategies of guessing meaning, it would facilitate the understanding of general ideas and whole readings.

- It is recommended that teacher teaches to students recognize the context of readings and knows how apply the strategies in a best way since teacher could understand the context but students not.

- It is advised that teacher look for and improve the strategies for guessing meaning because they will be useful for her at the time of development reading skill.

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7. ATTACHMENTS

7.1 STUDENTS OBSERVATION GUIDE

ANALYSIS OF GUESSING MEANING IN THE CONTEXT STRATEGY FOR READING COMPREHENSION SKILL IN 3rd OF BACHILLERATO PARALLEL "B" AT UNIDAD EDUCATIVA "LA SALLE" IN RIOBAMBA, CHIMBORAZO PROVINCE, DURING THE ACADEMIC YEAR 2015-2016.

OBJECTIVE:

Observe the strategies of guessing meaning from context for reading comprehension which help to the students to understand the general idea of a reading.

INDICATORS		
STRATEGIES OF GUESSING MEANING	**YES**	**NO**
1. Students understand better looking up for synonyms and definitions.		
2. Students understand better looking up for antonyms and contrast.		
3. Students understand better looking up for cause and effect.		
4. Students understand better looking up for the parts of speech.		
5. Students understand better looking up for word formation (prefixes and suffixes)		

7.2 ROLE OF CONTEXT OBSERVATION GUIDE

ROLE OF CONTEXT OBSERVATION GUIDE

ANALYSIS OF GUESSING MEANING IN THE CONTEXT STRATEGY FOR READING COMPREHENSION SKILL IN 3rd OF BACHILLERATO PARALLEL "B" AT UNIDAD EDUCATIVA "LA SALLE" IN RIOBAMBA, CHIMBORAZO PROVINCE, DURING THE ACADEMIC YEAR 2015-2016.

OBJECTIVE: Analyze the role of context in the application of guessing strategies

THE ROLE OF CONTEXT	YES	NO
1. The context contains clues for guessing meaning such as explanations, definitions, contrast, synonyms, etc.		
2. The context contains ambiguous words.		
3. The context provides familiar scripts		
4. The context aims to recall background knowledge of the students		

7.3 TEACHER OBSERVATION GUIDE

TEACHER OBSERVATION GUIDE

ANALYSIS OF GUESSING MEANING IN THE CONTEXT STRATEGY FOR READING COMPREHENSION SKILL IN 3rd OF BACHILLERATO PARALLEL "B" AT UNIDAD EDUCATIVA "LA SALLE" IN RIOBAMBA, CHIMBORAZO PROVINCE, DURING THE ACADEMIC YEAR 2015-2016.

OBJECTIVE:

Identify which strategies to guessing meaning from context have been taught by the teacher

TEACHER	YES	NO
1. The teacher encourages the students to get further readings at home.		
2. The teacher is aware about the vocabulary amount of the students.		
3. The teacher knows that some words in English are made up of several parts (word formation).		
4. The teacher has taught the recognition importance of the parts of speech.		
5. The teacher explains the recurrent expressions or collocations to the students.		
6. The teacher advices about the grammatical constructions proper to a language called idioms.		
7. The teacher asks the students to retell what they are reading in their own words.		
8. The teacher allows the students to do critical inferences about the readings.		
9. The teacher explains how the paragraphs are formed.		
10. The teacher does pre-reading activities such as previewing to know the previous knowledge of the students about the topic.		

11. The teacher asks the students to predict what is the reading going to be about based on the contextual clues like the topic, even the graphics.		
12. The teacher asks the students to look up specific information in the text.		
13. The teacher asks the students to discuss the general idea of the written texts.		
14. The teacher helps the students to understand unknown words from contextual clues like synonyms, antonyms, parts of speech, word formation (prefixes, suffixes).		