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THESIS TITLE

EXPLORATION OF READING STRATEGIES FOR THE ACQUISITION OF LITERAL READING COMPREHENSION SKILL WITH STUDENTS AT DECIMO DE EDUCACIÓN GENERAL BÁSICA, AT UNIDAD EDUCATIVA CRISTIANA "VERBO" IN RIOBAMBA CITY, CHIMBORAZO PROVINCE, DURING THE ACADEMIC TERM OCTOBER 2016- MARCH 2017

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COMMITTEE MEMBER CERTIFICATE

Los miembros del Tribunal de Graduación del Proyecto de Investigación de título: “EXPLORATION OF READING STRATEGIES FOR THE ACQUISITION OF LITERAL READING COMPREHENSION SKILL WITH STUDENTS AT DECIMO DE EDUCACIÓN GENERAL BÁSICA, AT UNIDAD EDUCATIVA CRISTIANA “VERBO” IN RIOBAMBA CITY, CHIMBORAZO PROVINCE, DURING THE ACADEMIC TERM OCTOBER 2016- MARCH 2017”, presentado por la señorita Patricia Alejandra Vinueza Falconí y dirigida por Ms.C. Lucy Pazmiño.

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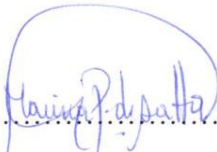
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CERTIFICO

Que el presente trabajo de graduación titulado “Exploration of reading strategies for the acquisition of literal reading comprehension skill with students at Decimo de Educación General Básica, At Unidad Educativa Cristiana “Verbo” In Riobamba City, Chimborazo province, during the academic term October 2016- March 2017”, de autoría de la señorita **Patricia Alejandra Vinuesa Falconí** ha sido dirigido y revisado durante las cuatro fases del proceso de investigación: la preparación de proyecto, el trabajo de campo, el análisis de resultados y la preparación del informe final. Se cumple el 100% con los requisitos metodológicos exigidos por las normas generales de graduación, en tal virtud, autorizo la presentación del mismo, para su calificación correspondiente.



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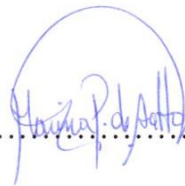
Yo Patricia Alejandra Vinueza Falconí. Estudiante de la carrera de Idiomas, declaro que soy la única autora de la investigación “EXPLORATION OF READING STRATEGIES FOR THE ACQUISITION OF LITERAL READING COMPREHENSION SKILL WITH STUDENTS AT DECIMO DE EDUCACIÓN GENERAL BÁSICA, AT UNIDAD EDUCATIVA CRISTIANA “VERBO” IN RIOBAMBA CITY, CHIMBORAZO PROVINCE, DURING THE ACADEMIC TERM OCTOBER 2016-MARCH 2017”, todas las ideas y comentarios son responsabilidad del autor y del tutor Mgs Lucy Pazmiño, la misma que corresponde al patrimonio cultural de la Universidad Nacional de Chimborazo.

Riobamba, 30 de Junio de 2017



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Thank you.

Sincerely,
Patricia Vinueza

DEDICATORY

This thesis is dedicated to my almighty God and Jesus, my wonderful Lord.

Everything in heaven and earth is yours, you are exalted as head over all.

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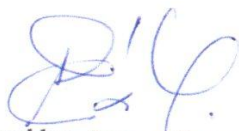
RESUMEN

El nivel de comprensión Literal es el primer nivel que el alumno necesita para conocer la idea principal, las secuencias de los acontecimientos y los personajes de una lectura. Proporciona la base para una comprensión más avanzada. Los estudiantes de Decimo de Educación General Básica en la Unidad Educativa Cristiana "VERBO" tienen un bajo nivel en Comprensión Literal porque las estrategias de lectura utilizadas no les permiten practicar esta habilidad. El estudio exploró cómo las estrategias de lectura ayudan a la adquisición de la comprensión de lectura literal. La investigación es cualitativa y se utilizó el método etnográfico para averiguar qué sucedió en el campo de la investigación. Para recopilar la información, se aplicaron dos listas de control a 20 estudiantes y 1 maestro, respectivamente, a través de la técnica de observación no participativa, ya que el investigador desempeñó un papel pasivo. A lo largo de la investigación, fue posible identificar que la actividad más común utilizada por el profesor era "think and search" y "story frame". También se observó que las estrategias de lectura benefician el desarrollo de la comprensión literal cuando estas se aplicaron con precisión.

ABSTRACT

Abstract

The level of Literal comprehension is the first level that the student needs to know the main idea, the sequences of events and the characters of a reading. It provides the basis for a more advanced understanding. The students in the Tenth Year of Basic General Education in the Christian Education Unit "VERBO" have a low level of Literal Comprehension because the reading strategies used do not allow this skill. The study explored how reading strategies help in the acquisition of the understanding of literal reading. The research is qualitative and the ethnographic method was used to find out what happened in the field of research. To collect the information, two checklists were applied to twenty students and one teacher, respectively, through the non-participatory observation technique, since the researcher played a passive role. Throughout the investigation, it was possible to identify that the most common activity used by the teacher was "think and search" and "story frame". It was also observed that reading strategies benefit the development of literal comprehension when they were applied with precision.



Reviewed by: Armas, Geovanny

Language Center Teacher



CHAPTER I

1. REFERENTIAL FRAMEWORK

1. INTRODUCTION

Reading is one of the most important English skill in the teaching-learning process. It involves not only the ability to read a passage but also the ability to comprehend it. (Syatriana, 2011). The main step in reading comprehension is identifying details openly indicated in the text. Without literal understanding, deeper interactions with the reading material are not possible. Specific reading strategies are required to involve students in literal comprehension, strategies for approaching a text and make sense of what students read.

The researcher observed that students at Decimo de Educación General Basica at “Unidad Educativa Cristiana VERBO” have a low level in literal comprehension skill. The strategies used did not permit students to develop the skill. The research was done to know which reading strategies were used by the teacher in the English class for developing the literal reading comprehension skill.

The research is qualitative where the observer put emphasis on the natural setting of the research, and with the use of the ethnographic method to find out what happens in the field of research and the role of the teacher in the classroom. For gathering the information, two checklists were applied to 1 teacher and 20 students respectively through the observation technique.

The importance of the research from the academic point of view is that the literal reading comprehension skill permits the students to understand, sequence, identify, recall and classify ideas or details explicitly stated in the reading material, it is a crucial requirement of higher-level comprehension (McMahon, 2008). If students do not understand the material on this level, the next levels of comprehension could not be acquired (inferential and critical).

The investigation had the feasibility in different features: Academic accessibility to Universidad Nacional de Chimborazo where the information was provided and the academic formation for developing the research. Additionally, the researcher realized her pre-professional training in Unidad Educativa Cristiana “VERBO”, it helped to conclude the investigation.

The present research enhanced the field of English Methodology, it helped to know the reading strategies that permitted students at Décimo de Educación General Básica developing literal reading comprehension skill. It was beneficial for the researcher for becoming a professional and further apply these strategies in the professional teaching field. Also the teacher and students at Decimo de Educación General Básica were the direct beneficiaries and Unidad Educativa Cristiana “VERBO” and the language career were the indirect beneficiaries.

The present research has been organized in five chapters, of which:

The Chapter I Referential Framework the main purpose of this chapter was to establish the frame of reference for research in three areas: the approach of the problem, the structure of the thesis and the contributions and limitations of it. It defined the main elements that integrated the approach of the problem, namely the object of study, the objectives of the research, the research questions, spatial delimitation, the temporal delimitation of the research and the general context in which the problem of methods were developed Also, it presented the structure and capitulation of the thesis, that was, the presentation of the results of the research, and the third axis presented the origin, the scope of the proposed objectives, the contributions and the limitations of the investigation.

The Chapter II Theoretical Framework involved presenting the state of the art in relation to the subject, making a list of the main theories related to it, identifying the concepts, the relationships that were established between them.

The Chapter III Methodological Framework the object of study was conceived as a complex totality that started from a diagnosis derived from the previous observation, the dialogue between authors and theories, as well as the empirical knowledge on the topic

The chapter IV Analysis and Interpretation of Results with the use of the checklists, it shows the analysis and the main results which were obtained by researcher, it shows the veracity in the investigation problem.

1.2. PROBLEM STATEMENT

Problem: students have a low level in literal reading comprehension skill because the strategies used did not permit, students practice it.

The researcher found out during the pre-professional training that the most common problem for an English learner is the difficulty in understanding the texts they are reading. Therefore, how to improve reading ability in learners draws more and more attention. The first step towards improvement of the students' reading skills is being aware that it is the teacher job is to help them develop the reading skills.

Schools and high school teachers do not read. As a result reading habits are not promoted in Ecuador. The National Institute of Statistics and Census (INEC) conducted a survey in 2013, which was recorded that 27% of Ecuadorians do not have the habit of reading, which 56.8% are not interested in reading, while 31.7% do so for lack of time.

According to Ramírez-Romero, (2010) "The use of reading comprehension strategies in English positively affects students' performance. They assimilate information in a better way and these strategies are useful in enhance their achievement."

The study was done in "Unidad Educativa Cristiana VERBO" founded on 1990 and situated in the south of the city of Riobamba, the institution has básica and bachillerato education. It is oriented to educate children and adolescents with a quality education, based on biblical principles and values; it has about 230 students and 19 teachers.

During the observation practice the researcher noticed that the school "Unidad Educativa Cristiana VERBO" does not have developed a culture of reading in English, even there is a small library, and there is not a variety of English books. Moreover, the English practice-books are chosen without taking into account the level of the students and the hours for developing the English subject are not enough.

Students in Décimo de Educación General Básica of "Unidad Educativa VERBO", have a low level in the literal reading comprehension, because the strategies used are not appropriate to practice this skill.

The purpose of the study was to know which reading strategies were used by the teacher into the English class for developing the literal reading comprehension skill in order to suggest some suitable reading strategies for the improvement of this ability.

1.3. OBJECTIVES:

1.3.1 GENERAL OBJECTIVE

To explore how reading strategies help to acquire the literal reading comprehension skill to students at Decimo de Educación General Básica, at Unidad Educativa Cristiana “VERBO”, in Riobamba city, Chimborazo province during the academic term October 2016 - March 2017.

1.3.2 SPECIFIC OBJECTIVES

- To identify the reading strategies to develop literal comprehension used by the teacher
- To analyze the benefits of reading strategies for acquiring literal reading comprehension skill.

CHAPTER II 2. THEORETICAL FRAMEWORK

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

Around the world, there are other researches which are going to be the scientific base for the investigation; like: **A Factor Study of the Literal Reading Comprehension Test and the Inferential Reading Comprehension Test** by Neila T. Pettit and Irvin W. Cockriel (1974) who elaborated new instruments for measuring reading comprehension. Each test provides subscale scores. The results indicate the two tests are measuring literal and inferential comprehension.

At Universidad Nacional de Chimborazo there are similar researches related to the reading strategies for increasing reading comprehension such as:

Analysis of the reading strategies for increasing understanding in reading at Segundo de Bachillerato “A” at Unidad Educativa “Isabel de Godin” located in Riobamba, Chimborazo province, during academic period 2016-2017 by Abarca Veronica in 2017. Who have analyzed several aspects related to the low level of understanding in how the students read and principal aspects linked with the strategies of reading that the teacher develops during classes.

Using reading strategies to develop the reading comprehension skill for the students at 9th basic education “a” of “Alfredo Perez Guerrero” high school, located in guano canton, province of Chimborazo, during the school year 2013-2014 by Apo Jessica and Viteri Isamar in 2014. The object of this study they demonstrated that the application of the skimming strategy allowed students to understand the information presented in a text in a general form; it was useful because this strategy helps them to review different materials quickly and catch the main idea.

2.2. THEORETICAL FOUNDATION

2.2.1. READING COMPREHENSION

Syatriana (2010), defines the reading comprehension as “an active thinking process that depends not only on comprehension skill but also the students’ experience and prior knowledge comprehension involves understanding the vocabulary seeing the relationship among words and concepts, organizing ideas, recognizing author’s making judgments and evaluating”.

Robinson (1966), explains that the analysis of the reading process, “includes understanding the literal meaning of the author; frame of reference, assumptions, and generalizations; evaluation by the reader of the writer's ideas; and integration of information and ideas of a writer with the reader's information and related experiences”.

2.2.2 LEVELS OF COMPREHENSION

In order to identify reading comprehension levels and the skills associated therewith, the researcher has reviewed several studies and literatures on reading comprehension, which tried to classify it into specific levels. The following is a presentation of such major classifications: Some have classified reading comprehension into three levels: comprehending the text, criticizing the text and interacting with the text (Teaimah, 1999 as cited in Saleh & Alhasan, 2014).

1- Literal comprehension: This is called “reading on the lines”. It includes the skills of enriching vocabulary, identifying and remembering details, outlining the general idea stated in the text, understanding the organizational structure of the text, and following instructions.

2- Interpretative or inferential comprehension: This is called “reading between the lines”. It includes interpreting the figurative meanings of words, identifying the writer’s main themes and point of views, drawing conclusions, outlining the central idea not stated in the text, interpreting feelings, and analyzing characters.

3- Applied or critical comprehension: This is called “reading beyond the lines”. It includes the following skills: evaluating the writer’s degree of accuracy in expressing ideas, distinguishing between facts and opinions, and finding solutions to problems (Teaimah, 2006, as cited in Saleh & Alhasan, 2014).

2.2.3 THE LITERAL LEVEL

Literal is the first level of comprehension that a student needs to extract clear information in the text. This level of understanding is dependent on students' ability to understand the meaning created by the arrangement of words into propositions and sentences, and correctly identify single words.

Pettit & Cockrie (1975), stated that "Reading contain a literal interpretation of the author's words. Although, it differs for every student. Learners should have a strong base in this first level of comprehension for achieving the next level in this skill."

2.2.4 THE IMPORTANCE OF THE LITERAL COMPREHENSION

Each level of comprehension is important and need to be fostered. Nevertheless, literal comprehension should be the primary focus in reading comprehension because it is a crucial prerequisite of higher-level comprehension. According to McMahon (2008), a literal reading of any writing "helps readers understand the author's purpose, identify pertinent information, and found the substance upon which they will collect information, evaluate its accuracy, and review ideas presented. Hence, when engaging in this side, readers must be able to attend to details and demonstrate their understanding through statements closely ranged with text information. Since this facet is really important, learners should develop a collection of strategies that support it". If students do not understand the material on this level, they could not go any farther. Important information could be identified in literal meaning: The main idea, stated facts, locate details through questioning (Trent, 2010), sequence, identify, recall and classify facts or details.

2.2.5 LITERAL COMPREHENSION DIFFICULTIES

According to Charlemagne (2015), "The first obstacle the student may deal with is the literal comprehension. Learners cannot understand the reading and do not know what every word used in it is." According to Carnine, Silbert, Tarver, & Kame'enui, (2005), "With this kind of difficulty, readers are rejected from all opportunities of comprehending the reading and to answer questions. So the first requirement necessary for understanding a text is the ability of reading it literally. Other problem might avoid students from comprehending completely the text is some not clear information that the student with no previous knowledge cannot recognize simply."

According to Carnine, Silbert, Tarver, & Kame'enui, (2005) there are different kind of literal questioning, the difficulty can depend on:

- The length of the text
- The order in which the questions are asked and how they match to the order of the text
- The use of pronouns, because the pronoun reference needs to be identified before finding the information in the text.

2.2.6 THE READING STRATEGIES

Brown (2007), defines strategies as the “specific methods of approaching a problem or task, modes of operation for achieving a particular end, planned projects for controlling and using certain information.”

Pani (2004), defines reading strategies as “the mental operations involved when readers approach a text effectively to make sense of what they read... Good readers apply more strategies more frequently ...and more effectively than poor readers.”

2.2.7 LITERAL COMPREHENSION READING STRATEGIES

According to McMahon (2008), “helping students engage in literal comprehension needs instruction on a selection of strategies that support the reader in determining which information is relevant.

Questioning: helps students think on pertinent information, affords a structure for thinking about details, and provides a best of students’ thinking across reading. Teachers can support students’ arrangement in literal comprehension by providing instruction on how to express question that attention on text-based data.

Right There: ask for information that can be found on one place in a text. Before providing scholars time to read, the teacher asked them what key words they have to look for in the text to help identify relevant information. Listing these on the board, the teacher focused students’ attention to the next paragraphs, asking them to read and look for suitable answers. These answers are simply found in the text, and the teacher’s method showed students how they were reflecting a literal understanding of the paragraph. Further, she clarified that such a viewpoint helped them identify relevant information essential to understanding the rest of the text.”

National Behavior Support Service (2010), stated that “Similar words that structure the questions can help student to find the answers, the answer is usually easy to find. Questions can start with: Where... ? What ... ? Who ... ?.When... ?.”

According to National Behavior Support Service (2010), “**Think and Search:** These are different from **Right There** because the answer is inserted in more than one place in the text. For example, the teacher go forward by asking students to read a paragraph containing clear information. The reader must think about which details are relevant and search through the text to find all the parts. The teacher gave students time to look for parts of the answer and asked students to share their answers. The teacher wrote this on the board, until the teacher had listed all pertinent text-based information. As added support, she checked by asking students to be sure they could find everything in the passage. Once they established their list is in the reading, the teacher concentrated them to build an answer to the question. Later, they compared answers to see that, while sometimes some different, the matter is the same. The answer is found in more than one place. The parts must be put organized to answer the question. The words in the question maybe will be or not will be the same words used to answer the question. Question can begin with: Contrast... Explain...What were... ? Compare... Summarise...” According to ReadWriteThink (2006), “These answers can be found in the text, but include higher level thinking like comparing/contrasting, drawing inferences, describing the mood, setting, or representation.”

According to Carnine, Silbert, Tarver, & Kame’enui (2005), the **Direct Instruction** strategy is useful because the teacher monitoring the student through making them thinking on the facts stated in the text. The teacher let the students practice in understanding the text until they can do it easily; then the teacher has to explain students what to do and test if they understand the instructions. After that the teacher make students practice by reading the first item to check if they remember the answer or guide them to read the correct passage until they find the answer.

According to Marchand-Martella (2007), “It contains explicit and carefully sequenced instruction provided by the teacher and Teacher-student influences that include: students participating actively (they have more opportunities to answer and obtain feedback); the teacher provide a sign to motivate oral answers; motivate student’s interaction with the teacher; giving clear instruction for the activities in order to correct mistakes with cautious correction strategies and induce students to higher level achievement.

According to Moore (2014), “the classic model of direct, obvious instruction consists of five phases:

1. **Orientation** In the first phase of direct, explicit instruction, teachers start students’ important previous knowledge and skills and help them to join it to the new knowledge they will increase from the lesson. They also train learners explaining the lesson’s resolution, telling students what they are estimated to do.
2. **Presentation** this is the clear phase of the instructional model, in which teachers recognize an exact strategy for students, then model accurately where, how, and why to apply the strategy to get sense from a reading paragraph.
3. **Structured Practice** the structured practice phase of direct, explicit instruction calls for teachers to start the procedure of giving to students the strategy or concept that they have showed. Using new but associated material, teachers apply the phases of a strategy, involving students in behaviors in which they cannot fail. For example, students use graphic organizers and sentence frames that organize the effective use of the strategy.
4. **Guided Practice** is the stage of teaching that helps learners move to independence. In this phase, teachers give students increasing obligation for applying a strategy or concept to more innovative material. Teachers use structured response techniques to certify that every student shares and to check the precision of students’ answers in order to offer direct feedback, if necessary. The teacher removes support progressively and only when students demonstrate that they can work individually.
5. **Independent Practice** In the final stage of direct, explicit instruction, learners practice individually with a strategy.”

According to Bender (1992), **Story Frames** is a strategy that contains answers to clear questions about the main elements in a story. Story frames can be settled in many presentations, for example: worksheets. Some standard questions are:

“What was the problem in the story?, when did It start? Then, After that, How was solved the problem when, and The story conclusion...”

According to Oja (1996), “by using story frames the teacher can check students’ understanding. Students practice identifying the main idea of the story, explain parts they might have misunderstood, and decide the purpose of the story. Also the readers recognize and retell the order of the events in the story; describe the scenery; identify the problem and the conclusion.” Also according to Texas Education Agency (2017), “The teacher first explain

why story frames are helpful, then present how to practice them, checking students through exercises, and providing corrective feedback and stimulating students to collaborate with each other by asking questions, and sharing opinions.”

2.3 BASIC TERMS DEFINITIONS.

Literal comprehension: To understand what the author exactly wants to say with any statement by the reader.

Levels of comprehension: The organization of comprehension from the most superficial to the deepest understanding.

Strategy: It is a method chosen by the teacher based on learners’ need to improve the literal level in reading comprehension.

Reading Skill: A advanced ability to understand what has been read.

Reading comprehension: It is the result after the reader analyze the text. The reader understanding of a lecture.

Questioning: the reading strategies through which the teacher request for information from the text to the students.

Scanning: The act or process of looking or reading quickly through a text especially in search of specific information.

2.4 OBJECTIVES OPERATIONALIZATION

SPECIFIC OBJECTIVE	INFORMATION NEEDED	RESPONSIBLE	CONTEXT	INSTRUMENTS AND TECHNIQUES	TIME
To identify the reading strategies to develop literal comprehension used by the teacher	-to observe which reading strategies are used by the teacher. -bibliographic research -internet research	Teacher and students	Class of Décimo de Educación General Básica	Instrument: Checklist Technique: Observation	1 week
To analyze the benefits of reading strategies for acquiring literal reading comprehension skill.	- to observe how reading strategies benefit the acquisition of literal reading comprehension skill -bibliographic research -internet research	Teacher, students and researcher	Class of Décimo de Educación General Básica	Instrument: Checklist Matrix Technique: Observation	2 weeks

CHAPTER III

3. METHODOLOGICAL FRAMEWORK

3.1 RESEARCH DESIGN.

The present research follows a qualitative approach because it helps to explore and explain the causes of the deficiencies in the use of reading strategies based on information gathered from exactly where the problem occur and from the population involved in it, to further propose possible solutions. The researcher used the ethnographic method to get the information needed in the study. In addition two checklists were applied to students of Décimo de Educación General Básica at Unidad Educativa Cristiana “VERBO” and to the teacher to know their viewpoints toward the phenomenon.

3.2. RESEARCH TYPES

It is a field investigation in which the researcher employed the ethnographic method to collect all the information about the causes in the students’ low level of literal comprehension in reading skill. It was applied in Decimo de Educación General Básica at Unidad Educativa Cristiana “VERBO”, it is to say in the exactly place where the problem happened.

3.3. RESEARCH LEVEL

The research have an exploratory level, it consisted in analyze the information and data about reading strategies as a resource to students at Décimo de Educación basica at “Unidad Educativa Cristiana VERBO” to acquire the literal level in reading comprehension skill.

In addition, all of the information was interpreted to define the problem and possible solutions to get a worthy use of the reading strategies in the acquisition of literal comprehension reading skill of English Language.

3.3. POPULATION AND SAMPLE

3.3.1 Population: The population was integrated by 20 students of Décimo de Educación General Básica at “Unidad Educativa Cristiana VERBO”, and 1 teacher. The researcher worked with this population because in the classroom most of the students had a low reading comprehension. Apart, the population was small and appropriate to make the research.

3.3.2 Sample: it was not necessary to apply a sample formula as consequence all the members were involve in the research process.

3.4. TECHNIQUES AND INSTRUMENTS FOR DATA COLLECTING

3.4.1. Techniques

a. Observation: This technique was applied directly to the students at Décimo de Educación General Básica in “Unidad Educativa Cristiana VERBO”. In this technique, the role of the researcher was passive and non-participative, she simply wrote down what was observed.

3.4.2. Instrument

b. Checklist: It was the instrument made by the researcher based on the theoretical framework. It was directed by items established for the teacher and students focused on the general and specific objectives in order to identify the reading strategies for developing literal reading comprehension skill used by the teacher and the benefits in implementing: the questioning strategy, the direct instruction strategy, the story frames strategy; how they are applied and how they work. This instrument is the evidence of the research.

3.6. TECHNIQUES FOR DATA PROCESSING AND INTERPRETATION

In order to obtain relevant information from the research applied among students in “Unidad Educativa Cristiana VERBO”, the following procedure will be performed:

- Problem identification during the observation practices.
- Literature revision and problem definition.
- Qualitative research Method selection.
- Elaboration and reproduction of instruments for the data collection.
- Application of the respective Checklist.
- Review the information.
- Analyzes of collected data according to established parameters in a matrix.
- Interpretation of results supported by the theoretical framework.
- Make conclusions and recommendations.

3.7 WORK FIELD

The activity of this research project has been divided into: preparatory, field work, analytical and informative.

To begin with the study, the researcher determined in their practices that the students of this institution have a low level in literal reading comprehension skill. The reading strategies used do not permit the students develop that skill. For instance she developed the respective documents to request the authorization for developing the investigation at Unidad Educativa Cristiana “VERBO”. Previous the information was collected from the facts that she observed and documented in checklists that were developed for two reasons; the first to identify the reading strategies used by the teacher. Second, to know the benefits of reading strategies for developing the literal reading comprehension skill. After collection of data were concluded, a participatory observation had been developed in which information had been collected through two checklists which concluded that the student are influenced in a good way by the reading strategies since they contain the necessary process to develop the literal reading comprehension skill. Finally the investigator concluded the research with the collected information in the analytical phase redacting the final report.

CHAPTER IV

4. ANALYSIS AND INTERPRETATION OF RESULTS

The research work was developed at Décimo de Educación General Básica Unidad Educativa Cristiana “VERBO”, in order to explore how the reading strategies help students to acquire the literal reading comprehension skill. Furthermore two checklists were used, they were applied to the teacher and students respectively.

There were observed many factors for a deeply comprehension of the problem, such as the reading strategies for developing literal reading comprehension skill used by the teacher: “Right there” and “think and search” questioning strategy; Direct instruction; Story frames.

4.1. ANALYSIS AND DESCRIPTION OF CHECKLISTS AT DÉCIMO DE EDUCACIÓN GENERAL BÁSICA.

OBJECTIVE 1	ITEM TO BE OBSERVED	COLLECTED INFORMATION	ANALYSIS	THEORY CONTRAST
<p>To identify the reading strategies to develop literal comprehension used by the teacher</p>	<p>The teacher applied the “right there” questioning strategy.</p>	<p>The teacher helped students identify relevant information in each paragraph, by listing the keywords on the board but she did not make questions using the same words stated in the text.</p>	<p>The teacher helped students identify relevant information by listing the keywords on the board, so students’ attention was focused on a specific paragraph, to later individually answer some questions proposed by the teacher about the passage. Process that is stated by (McMahon, 2008) to accomplish good results after using the “right there” questioning strategy. Even though, the results were negative due to the teacher did not applied it accurately, she did not ask them what key words they have to look for in the text, in order to give them the opportunity of reflecting on them. Because, as it is affirmed by the National Behavior Support Service (2010) the answers [in a text] are easier to find when the teacher makes the questions using the same words stated in the text but the teacher did not followed this.</p>	<p>“Right There” questions ask for information that can be found on one place in a text. Before providing students time to read, the teacher asked them what key words they should look for in the text to help identify relevant information. Listing these on the board, the teacher directed students’ attention to the following paragraphs, asking them to read and look for appropriate answers. (McMahon, 2008)</p> <p>The similar words that structure the answer are usually found in the question. (National Behavior Support Service, 2010).</p>

	<p>The teacher applies the “think and search” questioning strategy</p>	<p>The teacher asked students to read a certain paragraph containing specific information and provided students time to find parts of the answer, also she directed students to construct an answer to the questions.</p>	<p>The teacher did apply the “think and search” question strategy. She asked students to read a specific paragraph, to let them think about which facts are relevant and look across the text to find out the sequence of the reading. Also she gave students time to find parts of the answers in order to make them process the relevant ideas. Finally she directed them to construct the answers by monitoring students that may had difficulties. Even, the teacher used this strategy thoughtfully, it would be suggestible to make students to share their findings in the class. Therefore, she can compare the answers to test if the substance is the same for all the students.</p>	<p>“Think and Search”. The answer is inserted in more than a place The parts must be put organized to answer the question. (National Behavior Support Service, 2010) The teacher continued by asking students to read a certain paragraph containing specific information. Then she provided students time to find parts of the answer and asked students to share their findings. Finally the teacher directed them to construct an answer to the question. Afterward, they compared answers to see that, while sometimes slightly different, the substance is the same (McMahon, 2008).</p>
	<p>The teacher applies the “direct instruction” strategy</p>	<p>The teacher did not give clear and detailed instructions and explanation, she was not able to apply the steps of the strategy, involving students and she did not check</p>	<p>The teacher did not apply the “direct instruction” strategy. She did not give her students clear and detailed instruction for explaining how to apply the strategy in order to understand a text. Moreover as stated by (Marchand-Martella, 2007) the strategy includes students’</p>	<p>Direct Instruction: Direct instructions in comprehension means explaining the steps in a thought process that give birth to comprehension. The teacher let the students practice in understanding the text until they can do it easily; then the teacher has to explain</p>

		for students understanding using careful error correction procedures.	participation by oral responses and teacher's testing for students comprehension in order to provide immediate corrective feedback using useful error correction procedures but the teacher did not apply these process to make sure that every student participated and to check if the answers are correct.	students what to do and test if they understand the instructions. (Carnine, Silbert, Tarver, & Kame'enui, 2005) It contains clear instruction provided by the teacher and Teacher-student interactions that include active student participation. (Marchand-Martella, 2007)
	The teacher applies the "story frame" strategy	The teacher asked questions to her students seeking clarifications, but she did not guide them through practice opportunities. Also, the teacher clarified parts students may not had understood.	The teacher applied the "story frames" strategy. She encouraged students to interact with each other asking questions about the reading passages. Even if the teacher did not guide the students through practice opportunities as suggested by (Texas Education Agency, 2017) She preferred made her students exercise by themselves. Only at the end the teacher clarified parts students may not have understood through corrective feedback.	Story Frames: This strategy involves answering specific questions about the major elements in a story. Some exemplar questions are: What was the problem in the story?, when did It start? Then, After that, How was solved the problem when, and The story conclusion. (Bender, 1992). Moreover students are stimulate by the teacher to interact with each other asking questions, guiding students through practice, and providing corrective responses. (Texas Education Agency, 2017)

OBJECTIVE 2	ITEM TO BE OBSERVED	COLLECTED INFORMATION	ANALYSIS	THEORY CONTRAST
<p>To analyze the benefits of reading strategies for acquiring literal reading comprehension skill.</p>	<p>“Right there” questioning strategy.</p>	<p>Students scanned for key words in the text and circled them but they did not easily find the answers within the text.</p>	<p>Students scanned and circled for key words across the text. As stated by (McMahon, 2008) this step helps students to identify relevant information. The students did not find the answer easily within the text, it could have happened because the teacher did not make the questions using the same words stated in a text.</p>	<p>These answers are easily found within the text, and the teacher’s approach showed students how they were reflecting a literal comprehension of the paragraph. Further, she explained that such a perspective helped them identify relevant information essential to understanding the remainder of the text. (National Behavior Support Service, 2010)</p>
	<p>“Think and search” questioning strategy</p>	<p>Students thought about which facts are relevant and looked across the text to find all the answers. They organized the parts to answer the question. Consequently they constructed answers with all relevant text-based information.</p>	<p>Students were able to think about which facts are relevant and look across the text to find the answer. When the teacher provides them time to find part of the answer, they can put organized different parts from the reading to answer the questions. As indicated by (McMahon, 2008) this strategy permitted the students to construct answers with all relevant text-based information with the teacher direction.</p>	<p>The answer is inserted in more than one place, the parts must be organized to answer the question. The words in the question can or cannot be the same words used to answer the question. Question can start with: Contrast... Explain...What were...? Compare... Summarize... (National Behavior Support Service, 2010) These answers can be found in the text, but involve higher level thinking like comparing/contrasting, drawing inferences, describing the mood, setting, or symbolism. (ReadWriteThink, 2006).</p>

	<p>“Direct Instruction” strategy</p>	<p>Students did not understand the instruction given by the teacher. They did not concentrate on relevant information and details and they even did not understand when and why errors did occur.</p>	<p>Students were not benefit by the “direct instruction” strategy because they did not understand the instruction given by the teacher and they could not concentrate on relevant information and details. Finally they did not understand when and why errors occurred because the teacher did not check for their comprehension as definite by (Marchand-Martella, 2007)</p>	<p>It has clear instruction given by the teacher error corrections and interaction between teacher and students to minimize student errors with careful error correction procedures. (Marchand-Martella, 2007)</p>
	<p>“Story frame” strategy”</p>	<p>Students reviewed the main idea of the story. They answered specific questions about the major element in a text. (Characters, setting, problem etc.) But they did not identify and retell the beginning, middle, and end of a story in order.</p>	<p>Students were benefit by this strategy because as specified by (Oja, 1996) learners can check they understanding by using story frames strategy: identifying the main idea in the story, the purpose of the story.</p>	<p>Students' ability to monitor their comprehension may be enhanced by using story frames. Students have an opportunity to review the main idea of the story, clarify parts they may not have understood, and decide on the author's purpose for writing the story. The student can also: recognize and repeat the story in order; describe the scenery; identify the problem and the conclusion of a problem. (Oja, 1996)</p>

CHAPTER V

5. CONCLUSIONS AND RECOMMENDATIONS

5.1. CONCLUSIONS

- The reading strategies applied to develop the literal reading comprehension by the teacher were the “Think and search” questioning; “Story frame strategy” and “right there” questioning.
- The reading questioning strategies benefit the acquisition of students’ literal reading comprehension. With the use of these strategies they were able to identify the main idea in a story and created answers for the teacher’s questions with the information they got through keywords.

5.2 RECOMMEDATIONS

- The teacher should improve the reading strategies by giving them clear instruction and checking for student understanding using careful error correction procedures.
- The teacher must continue making her students practice reading strategies to develop literal comprehension in order to set the basis for the next level of comprehension.

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ANNEXES



Students of Decimo de Educación General Básica at Unidad Educativa Cristiana “VERBO”



Students of Decimo de Educación General Básica at Unidad Educativa Cristiana “VERBO”



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



TEACHER'S CHECKLIST

This checklist is a gathering data instrument, which is based on the theoretical framework and it is used to identify the reading strategies to develop literal comprehension used by the teacher. It will be applied to students at Decimo de Educación General Básica at the Unidad Educativa Cristiana "VERBO" in the academic term October 2016 - March 2017.

INDICATORS		YES	NO
1. The teacher gives her students the meaning of individual words or combination of words used in a text.			
2. The teacher applies the “right there” questioning strategy.	Help students identify relevant information in each paragraph of a text through key words.		
	List the keyword on the board		
	Make questions using the same words stated in the text.		
3. The teacher applies the “think and search” questioning strategy	Ask students to read a certain paragraph containing specific information.		
	Provide students time to find parts of the answer.		
	Direct students to construct an answer to the questions		
4. The teacher applies the “direct instruction” strategy	Give clear and detailed instructions and explanations.		
	Apply the steps of the strategy involving students.		
	Check for student understanding using careful error correction procedures.		
5. The teacher applies the “story frame” strategy	encourage students to interact with each other asking questions, seeking clarifications etc.		
	guide students through practice opportunities		
	clarify parts students may not have understood		

By: Patricia Vinueza

Source: Theoretical Framework



STUDENT'S CHECKLIST

This checklist is a gathering data instrument, which is based on the theoretical framework and it is used to analyze the benefits of reading strategies for acquiring literal reading comprehension skill. It will be applied to students at Decimo de Educación General Básica at the Unidad Educativa Cristiana "VERBO" in the academic term October 2016 - March 2017.

INDICATORS	YES	NO
1. Students know the meaning of each individual words or combination of words.		
2. “Right there” questioning strategy.	Students scan for key words in the text	
	Students circle the keyword in the text	
	Students easily find the answers within the text	
3. “Think and search” questioning strategy	Students think about which facts are relevant and look across the text to find all the answers.	
	Students organize the parts from the text to answer the question.	
	Students construct answers with relevant text-based information.	
4. “Direct Instruction” strategy	Students understand the instruction given by the teacher.	
	Students concentrate on relevant information and details.	
	Student understand when and why errors do occur.	
5. “Story frame” strategy	Students understand the main idea of the story.	
	Students answers specific questions about the major element in a text. (Characters, setting, problem etc.)	
	Students identify and retell the beginning, middle, and end of a story in order.	

By: Patricia Vinueza

Source: Theoretical Framework