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“ANALYSIS OF READING STRATEGIES IN THE ENGLISH LANGUAGE LEARNING PROCESS AT PRIMER AÑO DE BACHILLERATO PARALELO A STUDENTS OF UNIDAD EDUCATIVA "TOMAS OLEAS" PARROQUIA CAJABAMBA, DURING THE FIRST QUIMESTRE, SCHOOL PERIOD 2017-2018”

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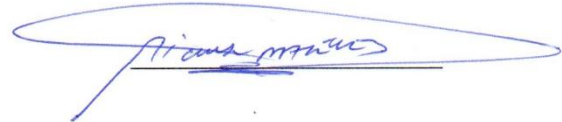
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Edgar Buñay

DEDICATION

To God.

For helping me to get this objective, giving me health and strength in this great stage in my professional life, in addition to his infinite love that he has deposited every day in me to continue with patience and greatness.

To my Father.

For the examples of perseverance that characterize him, for the courage shown to get ahead and for his unconditional support, advice, values, and constant motivation that allow me to be a good person.

Edgar Buñay

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RESUMEN

En el inglés, la lectura y su comprensión es una de las habilidades que con más frecuencia presentan problemas, radicados en la falta de estrategias adecuadas por parte del docente lo cual limita enormemente el conocimiento y el uso de vocabulario y estructuras gramaticales, sin esta base el avance se limita. Es por eso que esta investigación se enfoca en determinar cuáles son los problemas principales en el desarrollo de lectura por los estudiantes de la Unidad Educativa "Tomas Oleas" del año lectivo 2017-2018, los cuales se identificó tienen un bajo desarrollo de lectura en el idioma inglés.

Este estudio tiene por objetivo analizar cómo se aplican las estrategias de lectura en el proceso de aprendizaje del idioma inglés, identificar y seleccionar las estrategias, y describir cómo los estudiantes logran una base de pensamiento crítico. Dicho proyecto fue desarrollado en la Unidad Educativa "Tomas Oleas" con la participación de 34 estudiantes de Primer año de Bachillerato paralelo "A".

El estudio pertenece al enfoque cualitativo con un nivel de exploración por lo que el investigador procura identificar las diferentes estrategias de enseñanza utilizadas por el profesor y el uso de etnografía por lo que se analiza sistemáticamente el procedimiento de aprendizaje en el sitio de la investigación.

Para alcanzar el objetivo, se utilizó cuestionarios cualitativos y la técnica de observación aplicados al docente y a los estudiantes. El instrumento usado fue una hoja de observación etnográfica la cual fue aplicada en la población mencionada permitiendo presenciar la problemática directamente.

Los principales resultados mostraron que la falta de utilización de estrategias de lecturas adecuadas limita el desarrollo del pensamiento crítico de los estudiantes al momento de responder preguntas sobre las lecturas asignados por el docente.

La conclusión principal establecida es que las estrategias de lectura como textos con ilustraciones, traducir palabras, preguntas dinámicas, resaltar las ideas principales son excelentes para el perfeccionamiento del idioma inglés pero la manera como son aplicadas no es adecuada. Por ende, el uso correcto de estas estrategias promoverán las metas de aprendizaje sean asequibles.

Palabras clave: Estrategias, lectura, enseñanza, procesos.

SUMMARY

In English, reading and comprehension is one of the skills that most frequently present problems, stemming from the lack of adequate strategies on the part of the teacher, which greatly limits the knowledge and use of vocabulary and grammatical structures, and without this base, advancement is limited. That is why this research focuses on determining what are the main problems in reading development by students of the Unidad Educativa "Tomas Oleas" of the school year 2017-2018, which was identified as having a low reading level in the English language.


The purpose of this study is to analyze how reading strategies are applied in the English language learning process, identify and select strategies, and describe how students achieve a critical thinking base. This project was developed in the Unidad Educativa "Tomas Oleas" with the participation of 34 students of the first year of baccalaureate, class "A".

To achieve this objective, qualitative questionnaires and the observation technique were applied to the teacher and the students. The instrument used was an ethnographic observation sheet which was applied in the aforementioned population allowing to see the problem directly.

The main results showed that the lack of use of adequate reading strategies limits the development of critical thinking in students when answering questions about the readings assigned by their teacher.

The main conclusion established is that reading strategies such as texts with illustrations, translating words, dynamic questions, highlighting the main ideas are excellent for perfecting the English language but the way they are applied is not adequate. Therefore, the correct use of these strategies will promote learning goals that are achievable.

Key words: Strategies, reading, learning, process.


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INTRODUCTION

The learning of the English language is mandatory in the Ecuadorian educational system especially for high school students (British Council, 2015, pg. 17). As English is the lingua franca, it is now taught throughout the world and is therefore broadly used for global communication, science, technology and education. Due to globalization, education has been evolving and advancing in an unprecedented and fast-paced manner requiring teaching to become increasingly dynamic as students need to learn more information than before and also to think critically rather than simply memorizing facts. Having a proficiency in English as a second or foreign language, allows students access to different cultures in order to become global citizens and gain intercultural competence.

Reading is a receptive skill in which the learner takes in information which can then be used to perform a task or communicate. Nisbet and Shucksmith (1987) define it as the process of recovery and assimilation of information or ideas stored in a medium that is transmitted visually, auditorily or tactilely. Reading then could be considered as a main tool in the educational environment given that in order to take part in communication, the student must have a good control of it. That said, reading is a way to develop knowledge as Birkerts (1995) mentions that understanding a text implies pronouncing the written words, knowing how to identify the words and their meaning, as well as being able to extract the general meaning of the text. So simply reading in order to complete a task is not reading, one must grasp the idea of what that the reading offers.

Teaching strategies range from the simplest of tasks, as in identifying and underlining text in order to facilitate reading comprehension, to the more complex ones, as in reading in a reflexive way in order to construct meaning by forming an opinion about something that was read. However, Elder and Paul (2004, mentioned in Baier, 2005, pg. 2) state that most students lack reading comprehension strategies that would allow them to understand a reading better (pg. 1). This creates a problem given that a lack of appropriate reading comprehension strategies will prevent a student from fully understanding and then using this information. Appropriate strategies will allow the student to make sense of an academic print or other texts provided, and in the process will acquire vocabulary, grammatical aspects and be able to consolidate information that will be of great help in the future.

The purpose of this study takes place due to the failing levels on reading comprehension scores in the students in the English language. The problem surges as the students do not understand the meaning of the words they read and resort to using word-by-word grammar translation in order to comprehend a reading. Furthermore, reading strategies are not applied in an appropriate manner, making the understanding of reading tasks even more challenging. The main objective is to investigate the strategies that are presented and to find out whether or not reading comprehension strategies are being used and if those used are effective.

Finally, the analysis of reading strategies that are discussed in this thesis are feasible and appropriate to guarantee learning, at the academic level, to achieve effective understanding, enrichen vocabulary, strengthen knowledge and enhance development in class; contributing as well to social growth since it provides enough skills for interaction with the outside world and therefore the greatest possibility of opportunities.

This research is important for the process of learning and teaching English, in the Primer Año de Bachillerato Paralelo "A" Students of the Unidad Educativa "Tomas Oleas" Parroquia Cajabamba, During the First Quimestre, School Period 2017-2018, since the understanding of reading helps students to learn content, develop knowledge and critical thinking, and to achieve effectiveness in oral and written language communication.

The project is organized as follows:

Chapter I: This chapter describes the research questions of the contextualization of the problem, the general objective, specific objectives and justification.

Chapter II: In this chapter, the background of the investigation, the theoretical foundations, and the definitions of the basic terms are reported.

Chapter III: This chapter contains the design of the research. The type and level of research, the population, the sample, and data analysis are detailed.

Chapter IV: Here, the administrative framework, which describes the different resources required, is explained.

Chapter V: Offers conclusions and recommendations for this research work.

CHAPTER I

THE PROBLEM

1.1. RESEARCH PROBLEM

It is focused on the inadequate use of reading strategies applied during class.

PROBLEM DEFINITION

Reading comprehension/literacy is a necessary requirement for the understanding and learning in any language as well as subjects (Geske & Ozola, 2008, pg. 71). Having a knowledge of reading means that the student is able to further their education and lacking this know-how obviously means that a student will fall behind in the learning process. So even though reading is a necessity, it is met with many difficulties. In the Ecuadorian context, high school students do not learn appropriate reading strategies to be able to communicate effectively in English. Much of the English learning that occurs in the classroom is based on traditional language teaching methods which are based on a predetermined class curriculum. This creates a detrimental situation for the language learner as he or she is required to memorize information and depend on rote memorization that is later tested. This undoubtedly will cause the student to forget the information they have learned when new information is presented. The focus should be mainly on a communicative approach where language is used for the purpose of communicating ideas rather than learning rules.

Because learning of English has had difficulties in the past teachers are not well trained, government requires minimum English proficiency levels for English teachers but many possess B1 levels which isn't enough because this is the level that is expected of students when they graduate. Reading takes many forms such as newspapers, blogs, stories, essays, plays, textbooks, etc. The lack of exposure to authentic English communication lack of teacher training in communicative approach

It has been observed that the students at the Unidad Educativa "Tomás Oleas", Cajabamba, experience some complications in understanding a reading from a text because they have limited English reading practice. They read slowly, misinterpret the information due to a lack of critical reflection which causes a lack of understanding, meaning-making and construction of thought. The activities they perform are limited to repetitive tasks and memorization of grammar structures. It should also be noted that teachers often overlook strategies to facilitate their students' learning to allow them to analyze and interpret a variety of texts, since teachers do not apply adequate strategies to develop the cognitive part of their students.

After looking at the students of the first year of baccalaureate, class "A" in high school of the Unidad Educativa "Tomás Oleas" it can be inferred that they do not understand more than a few words and sentences in a long text. The students merely perform their tasks in a mechanical way which does not allow them to understand what they are reading due to poor reading habits and an absence of correct reading strategies. This lack of comprehension means that reading is not emphasized during class and since students do not practice appropriately, they do not display the development of their critical thinking skills. As a result, you get mechanical readers who cannot interpret a basic text of reading. In the process of reading, there are primordial factors such as reading texts, the reader itself, the knowledge acquired by the reader, and the applied strategies that support the student to become an active reader.

The objective of this project is to select the most relevant reading strategies that will allow the students to better understand printed material as well as to use critical thinking skills applied to their reading and which are in accordance to the level of the students.

1.2. RESEARCH PROBLEM FORMULATION

Which are the reading strategies used in the English language learning process at Unidad Educativa "Tomás Oleas" Parroquia Cajabamba, during the First Quimestre School Period 2017-2018?

1.3. QUESTIONS

- What are the reading strategies that the teacher uses to teach English?
- How can reading strategies help students to develop critical thinking?
- What was the student's perception of reading strategies to develop reading skills in the English language?

1.4. OBJECTIVES:

1.4.1. General objective

To analyze how reading strategies are applied in the English language learning process at Primer Año de Bachillerato Paralelo “A” students of higher basic education of the Unidad Educativa "Tomas Oleas" in the city of Cajabamba.

1.4.2. Specific objectives

- To identify the reading strategies used for developing English language teaching.
- To select the best reading strategies, to develop the teaching of the English language.
- To describe how students achieve a critical thinking based on reading strategies.

1.5. JUSTIFICATION

Reading is a cognitive activity of enormous importance and complexity normally used for the acquisition of knowledge. The deficiencies found in some readers can be attributed to the lack of correct usage of reading strategies. During the reading activity, the reader interacts with the text taking into account the various reading processes: constructivist, interactive, metacognitive in order to comprehend what is being read. In the context of learning a second language, it is important to develop skills and abilities through reading strategies. The implementation of strategies at the time of reading will facilitate the configuration of appropriate schemas which in turn will allow the reader to understand a text adequately and expand and perfect vocabulary. This research is vital for the awareness of teaching problems and the analysis and improvement of the same.

The reason for the research is to identify adequate strategies previously analyzed, which facilitate the students' learning so that they could analyze and interpret a variety of texts to develop their cognitive abilities and communication skills, improve their vocabulary and writing, elaboration of meanings and construction of thought. The analysis of reading strategies that are discussed in this thesis are feasible and appropriate to ensure learning at the academic level, achieve effective understanding, enrich vocabulary, strengthen knowledge and enhance class development contributing to the social growth since it provides enough skills for interaction with the outside world and therefore the greatest possibility of opportunities.

The research is feasible, because the presentation and execution of this work has the unconditional support of the authorities of the institution, teachers, parents, and most importantly with the support of the students, who were interested in contributing to the development of their learning, collaborating with their creativity, imagination, ideas and time. Their support is very useful since it allows to carry out the research processes in an expeditious manner in terms of obtaining of information and data, and in the different activities carried out by the researcher which are, without a doubt, necessary for the fulfillment of the same. The direct beneficiaries of this research are: the investigator, the teacher of English and the 34 students of the first year of baccalaureate, class "A" of the Unidad Educativa "Tomás Oleas".

For the beneficiaries of the institution in which the research is carried out, it is of great impact to see, as a pedagogical strategy, the study of reading strategies associated with the reading comprehension process helping teachers to empower and stimulate students to learn the English language. Finally, currently, no study has been found related to this group of students on the role of reading strategies in learning the English language.

CHAPTER II

THEORETICAL FRAMEWORK

This chapter is an exhaustive and critical review of the knowledge and studies related to the research topic, since it reviews and summarizes previous studies to indicate a gap in research on the role of reading strategies in English language learning and theoretical background, which is considered relevant to understand the research problem.

2.1 RESEARCH BACKGROUND

The studies related to the research topic are:

ACTIVE TECHNIQUES AND THEIR INCIDENCE IN THE SIGNIFICANT LEARNING OF ENGLISH IN THE STUDENTS OF THE EIGHTH AND NINTH YEARS OF BASIC GENERAL EDUCATION OF THE COLEGIO TÉCNICO URQUQUÍ IN THE CITY OF QUITO, PICHINCHA PROVINCE, 2012, Written by Aída Castro Cuchala.

This research has been carried out after detecting scarce use of active techniques in the teaching-learning process of the English language in the students of the eighth and ninth years of basic education of the Colegio Técnico Urququí. The active techniques allow to make the teaching of the English language entertaining, fun, motivated, making both the teacher and the student enjoy the language at the beginning, during and at the end of the development of the class, techniques and strategies are exposed to be used by the teacher. (Cuchala, 2012)

GROUP TECHNOLOGY STRATEGIES AND ORAL SPEAKING SKILLS IN SECOND YEAR STUDENTS OF THE BACHILLERATO GENERAL UNIFICADO OF THE UNIDAD EDUCATIVA MARIO COBO BARONA IN THE CITY OF AMBATO TUNGURAHUA PROVINCE, 2016, Written by Gloria Benavides Benavides.

This research determines the relationship between group technology strategies and oral speaking skills in the second year students of the Bachillerato General Unificado of the Unidad Educativa Mario Cobo Barona, since there was little or no use of technological strategies in the English class and the lack of speaking activities (Benavides, 2016).

ACTIVE STRATEGIES FOR THE TEACHING OF THE ENGLISH LANGUAGE AS A FOREIGN LANGUAGE TO THE STUDENTS OF THE UNIVERSIDAD CENTRAL DEL ECUADOR IN THE CITY OF QUITO PICHINCHA PROVINCE, 2018, written by Darío Vélez Bernal and Iliana Ramos Paredes.

This research determines the contribution of the active strategies in the learning of the English language through the identification of the methodology used by the teacher based on the interests of the students. It was also observed that the application of the strategies helped as an instrument of interaction between teachers and students during the teaching - learning process so that the student assimilates the information imparted more effectively. (Bernal & Paredes, 2018)

2.2 THEORETICAL FOUNDATION

2.2.1 Reading strategies

During the reading process, it is important to activate knowledge for help to give sense of the information in the text. This is achieved through the selection and use of appropriate reading strategies.

Strategies are the mental processes people use to do something they want to do. Reading strategies are used when identifying unknown words, comprehending text and accessing and using information. The explicit teaching of a range of strategies is vital to ensure that students are able to successfully use their prior knowledge to achieve a purpose (Department of Education and Training in Western Australia , 2004).

A list of the strategies for readers to use as they comprehend text has been tried to be catalogued. The Department of Education and Training in Western Australia (2004, p. 113) considers this is as “a challenging task as the reading process is silent and motionless and involves cognitive strategies that are often not observable”. The most common processes used by readers have been identified over the past two decades, and although educators have listed and categorize strategies in different ways like Keene and Zimmerman (1997), most lists contain similar elements.

2.2.1.1 Importance in the use of reading strategies

Is necessary to teach reading to learn, that is, to teach reading so that reading strategies are put at the service of learning objectives. Lee (1995), describes how second language students become more autonomous in the learning process through cooperative teaching strategies, improving learning outcomes and generalizing their use to other non-formal contexts. To do this, Lee proposed that questions about situations favor interaction processes between students, and instructors as part of learning strategies (Lee, 1995).

Naiman et al. (1978), found that the most effective subjects in learning a second language recalled the use of strategies during the learning of associated tasks such as conversation, listening, reading and writing (Naiman, Frohlich, & Stern, 1978).

The uses of strategies in comprehension and production tasks with second language learners who reported daily on the use of strategies. This author identified a variety of learning strategies such as monitoring, clarification of answers or verification, inference, deductive reasoning and memorization strategies (Rubin, 1988).

2.2.1.2 Advantages and disadvantages of reading strategies

The advantages are:

- It helps to recognize English as a means of global communication and as an essential tool for accessing information sources.
- Bring the different cultures to the students.
- Develop and practice all the English vocabulary.
- Fosters autonomy in learning.
- Favors reading speed.
- Fosters understanding and control of meanings.
- Encourages critical reading as the reader reads according to their interests.
- It is possible to learn in a better way.
- Improves language writing.

The disadvantages are:

- At the time of reading the students are distracted.
- Students who sit back are disinterested and lack intonation.

- When it comes to comprehension questions at a critical level, most do not participate or respond.
- Sometimes there is lack of interest of the teacher when teaching.
- There is more teacher participation without giving students the opportunity.
- After a time of reading the students get bored and start to become undisciplined.
- Each item allows us to know the use of reading strategies and the way in which students are committed to the relevant information of academic reading.

2.2.1.3 Characterization of reading strategies

Understanding the strategies they use are represented by selection, organization, and elaboration, including reading the text by vocalizing the words correctly, activating prior knowledge, or setting the purpose of reading. In order to increase and develop the skills, pauses should be included, pay more attention, read aloud or reflect at the time of reading. Strategies should be supported by note-taking while reading and paraphrasing the information. (Cuchala, 2012)

Cognitive Strategy	Process	Processing guides for text	Processing guidelines for the student
Selection	Focus attention	Titles, subtitles, graphics	Class planning to improve skills, appropriate reading at your level, underline, marks, notes in the text
Organization	Build internal connections	Prior knowledge analysis and critical thinking	Translations, outline, discussion of the text, didactic motivations, sharing judgments and thoughts with classmates
Elaboration	Build external connections	Information organizers	Correct answers to the teacher's questions, understanding of the text, comprehension, expansion of the vocabulary and grammar, preparation of a summary

Table No 1. Characterization of reading strategies

Source: Active techniques (Cuchala, 2012).

2.2.1.4 Reading strategies description

The following strategies suggested by The Department of Education and Training in Western Australia (2004) are not categorized or phase specific. Different strategies can be used simultaneously to help reading comprehension.

- **Predicting:** it helps readers to activate their prior knowledge about a topic, so they begin to combine what they know with the new material in the text. Predictions are based on clues in the text such as pictures, illustrations, subtitles and plot. Readers can be encouraged to make personal predictions before and during reading.
- **Connecting:** readers make strong connection between their prior knowledge and the new information presented in the text.
- **Comparing:** readers take information from a text and add their own ideas to make inferences. During the process of inferring, readers make predictions, draw conclusions and make judgments to create their interpretations of a text.
- **Inferring:** readers take information from a text and add their own ideas to make inferences. During the process of inferring, readers make predictions, draw conclusions and make judgments to create their interpretations of a text. Making inferences allows students to move beyond the literal text and to make assumptions about what is not precisely stated in the text.
- **Synthesizing:** it involves readers piecing information together, like putting together a jigsaw. As students read and use synthesizing, they stop at selected places in a text and think about what has been read.
- **Creating images:** readers use all their senses to continually create images as they read text. The images that individuals create are based on their prior knowledge. Sensory images created by readers help them to draw conclusions, make predictions, interpret information, remember details and assist with overall comprehension. Images may be visual, auditory, olfactory, kinesthetic or emotional.
- **Self-questioning:** efficient readers continually think of questions before, during and after reading to assist them to comprehend text. Often these questions are formed spontaneously and naturally, with one question leading to the next. Questions may relate to the content, style, structure, important messages, events, actions, inferences, predictions, author's purpose, or may be an attempt to clarify meaning.

- **Skimming:** it involves glancing quickly through material to gain a general impression or overview of the content. This involves the reader passing over much of the detail to get the general gist of what the text contains. Students can be helped to use skimming by being encouraged to check any graphics, and read all underlined, italicized or highlighted text as well as titles and subheadings.
- **Scanning:** Scanning involves glancing through material to locate specific details such as names, dates, places or some particular content, for example a reader may scan a dictionary or telephone book in search of a particular word or name.
- **Determining importance:** readers benefit from understanding how to determine the important information, particularly in informational and website texts. Factors such as purpose for reading, knowledge of topic, prior experiences, beliefs and understanding of text organization will help readers to identify important information in a text.
- **Summarizing and paraphrasing:** these strategies are part of the process of identifying, recording and writing the key ideas, main points or most important information from a text into your own words.
- **Re-Reading:** readers understand the benefits of re-reading whole texts or parts of texts to clarify or enhance meaning. Reading or hearing a text more than once can be beneficial for all readers, allowing them to gain a deeper understanding of the text.
- **Reading On:** Skipping the unfamiliar word and reading on to the end of the sentence or the next two or three sentences often provides the reader with sufficient context clues to help determine the unknown word. Once the unknown word has been determined, students can re-read that section of the text.
- **Adjusting reading rate:** it is important that students allow themselves to adjust their reading rate or pace and recognize when this may be necessary. The purpose for reading often determines the most appropriate rate. Readers may slow down to understand new information, clarify meaning, create sensory images or ask questions.
- **Sounding out:** readers use their knowledge of letter-sound relationships to take words apart, attach sounds to the parts and blend the parts back together to identify unknown words. Sounding out phonemes is often used as a strategy to decode unknown words.
- **Chunking:** as readers encounter greater numbers of multi-syllabic words, they can be encouraged to break words into units larger than individual phonemes. Readers

might chunk words by pronouncing word parts such as onset and rime, letter combinations, syllables or parts of the word that carry meaning.

- **Using analogy:** readers use analogy when they refer to words they are familiar with to identify unknown words. They transfer what they know about familiar words to help them identify unfamiliar words. When using analogy, students will transfer their knowledge of common letter sequences, onset and rimes, letter clusters, base words and word parts that carry meaning or whole words.
- **Consulting a reference:** consulting a reference is an additional strategy that enables students to unlock the meaning of a word. Being taught how to use a dictionary, thesaurus, reference chart or glossary will help students locate the meanings, pronunciations or derivations of unfamiliar words.

2.2.2 Perception and learning

Therefore, before people can learn anything, perception must take place. People have to become aware of it through one of the senses. In essence then, perception means interpretation. Of course, lack of experience may cause a person to misinterpret what he has seen or heard (Sari, 2017).

In other words, perception represents the apprehension of a present situation in terms of past experiences. The perception is one of the four skills for successful learning beside concentration, memory and logical thinking (Du Plessis, 2012).

2.2.3 Critical thinking and reading comprehension

Nowadays, new trends have been developed by modern cognitivists for providing theoretical models to explain and conceptualize reading comprehension. Among these trends is schema theory, which is considered to be a theory about knowledge: how knowledge is represented and organized, and how that representation and organization facilitates the use of a reader's prior knowledge to improve reading comprehension (Rumelhart, 1984).

A schema is the organized knowledge that one has about people, objects, places, events, processes, concepts, and virtually everything that provides a basis for learning. Therefore, critical thinking can be considered as means to activate or construct schema (Aloqaili, 2012). Norris and Phillips (1987) indicate that critical thinking provides an explanation for activating existing schemata and for constructing new ones by contrasting

ideas and engaging in reflective thinking. So critical thinking is the process which the reader uses to comprehend.

2.2.4 English language learning

Many times, the study of English is taken as one more subject that must be approved to ascend the level or course, the English domain is a communication tool. As is well known, English is currently considered the most important language worldwide, since its use allows access to greater sources of knowledge and information. We are currently in a competitive world in which the English language is necessary as a second language, since it increases the chances of obtaining a good job.

2.2.5 Language skills

The English Language Learning Standards are developed around the world considering the communicative language components and the language skills suggested by the Common European Framework of Reference for Languages (Education, 2014). These skills are listening, speaking reading and writing.

Listening involves identifying the sounds of speech and processing them into words and sentences. When people listen, ears are used to receive individual sounds (letters, stress, rhythm and pauses) and the brain is used to convert those sounds into messages that mean something.

Speaking is an interactive process of constructing meaning that involves producing, receiving and processing information.

Reading is the process of looking at a series of written symbols and getting meaning from them. When we read, the written symbols are converted into words, sentences and paragraphs that communicate something to the reader.

Writing is the process of using symbols (letters of the alphabet, punctuation and spaces) to communicate thoughts and ideas in a readable form.

Concerning the language skills, this research project was focused on the students' perception of the role of reading strategies in the development of the English Language Learning of Primer Año de Bachillerato Paralelo "A" students.

2.2.6 Reading

Reading basically involves transforming a text, which is a graphic representation, into thought, or meaning. It used to be thought that this was simply a matter of combining letters into words, words into sentences and sentences into meanings (Peglar, 2003).

Reading is defined as a receptive psycholinguistic process wherein the actor uses strategies to create meaning from text (Goodman, 1988).

Reading is the most important process that the human being has developed from the language, it is defined as a process in which the human being captures a series of symbols and decodes them making them a logical sequence. It can also be said that it is the ability to understand words and other signs. It is also defined as the translation of symbols or codes for their understanding. Reading involves an interaction between the text (the idea that the author of a text wants to express) and the reader.

Additionally, other authors specify that to exercise the true act of reading, reading involves three fundamental skills:

- Decode: implies the ability to recognize words.
- Understand: refers to the ability to interpret the meaning of what is read.
- Assimilate: is the ability to think critically and creatively about what is read, as well as to react to what the writer has expressed.

2.2.7 Learning English through reading

In today's world, reading is basic to everyday life and it is one of the fastest ways to learn and remember a language. Reading provides repetition of vocabulary words that have been already learned so learners can remember them and communication can be enriched. The context of stories, articles and conversations helps language learners understand the meaning of English words in the texts that are new to them. Additionally, interpretation and imagination can be developed (Wailer, 2016).

Wailer (2016) suggested a list of some benefits of reading for learning English

- Reading for punctuation: every punctuation mark has a different purpose. By being observant it is possible to find out their uses.
- Reading for vocabulary: usually learners check bilingual dictionary as soon as they come across an unfamiliar word. But, the meaning can be guessed from context.
- Reading for style: there are many styles of writing, through reading the styles can be compared, for example the style of a newspaper, a magazine, and a textbook. All this can be understood by the reader who pays attention to more than just the meaning.
- Reading for emotional content: Different texts can engender a feeling of warmth, or a sense of sadness, or of apprehension.
- Reading to see what differentiates the written language from the spoken language: with careful attention learners can see if what they hear/say is the same as what they read/write.
- Reading aloud to oneself, starting with really easy books: there are many elements to work at when oneself is reading: timing, articulation, tones, the breath, etc

2.3 BASIC TERMS DEFFINITION

Accuracy: the ability to recognize words correctly when reading or reading words without mistakes.

Critical reading: it involves becoming actively engaged in what is read by first developing a clear understanding of the author's ideas, then questioning and evaluating the arguments and evidence provided to support those arguments, and finally by forming own opinions.

Direct vocabulary learning: explicit instruction in both the meanings of individual words and word-learning strategies. Direct vocabulary instruction aids reading comprehension.

English language development: means instruction designed specifically for English language learners to develop their listening, speaking, reading, and writing skills in English. This type of instruction is also known as "English as a second language" (ESL), "teaching English to speakers of other languages" (TESOL), or "English for speakers of

other languages" (ESOL). ELD, ESL, TESOL or ESOL are versions of English language arts standards that have been crafted to address the specific developmental stages of students learning English.

Indirect vocabulary learning: Vocabulary learning that occurs when students hear or see words used in many different contexts — for example, through conversations with adults, being read to, and reading extensively on their own.

Literacy: Reading, writing, and the creative and analytical acts involved in producing and comprehending texts.

Pre-reading: Pre reading activities are activities used with students before they interact with reading material. They are designed to provide students with needed background knowledge about a topic, or to help students identify their purpose for reading

Receptive language: The aspect of written language that includes reading.

Reciprocal teaching: is a multiple-strategy instructional approach for teaching comprehension skills to students. Teachers teach students four strategies: asking questions about the text; summarizing parts of the text; clarifying words and sentences they don't understand; and predicting what might occur next in the text.

Repeated and monitored oral reading: In this instructional activity, students read and reread a text a certain number of times or until a certain level of fluency is reached. This technique has been shown to improve reading fluency and overall reading achievement. Four re-readings are usually sufficient for most students.

Text complexity: The inherent difficulty of reading and comprehending a text combined with consideration of reader and task variables; in the Standards, a three-part assessment of text difficulty that pairs qualitative and quantitative measures with reader-task considerations.

Text comprehension: The reason for reading: understanding what is read by reading actively (making sense from text) and with purpose (for learning, understanding, or enjoyment).

CHAPTER III

METHODOLOGY

This section describes the methodological process followed to achieve the objectives set out in this study. First, the research design is established and the type and level of the research is described, then the population and sample are defined followed by presentation of the techniques and instruments, and finally the procedure of data collection and data analysis is indicated.

3.1 RESEARCH DESIGN

The present study is a qualitative research. This type of research involved observing and describing the behavior of a subject without influencing it in any way Palella and Martins (2015), to describe the strategies in the process of learning the English language of a group of students of the Unidad Educativa "Tomas Oleas", Cajabamba.

The data was collected in a natural environment, from a primary information source. The researcher collected the data directly from the subjects participating in the study (Dörnyei, 2007). The data was collected directly from the class using the observation technique, which is the research procedure that consists of using the observation guide as an instrument to gather the base of information about reality.

The qualitative research was carried out because it helps us to detail the problem of reading strategies in English describing and analyzing through direct evidence of solid reality, rooted in the relationship with the environment, experiences, knowledge and contexts.

3.2 TYPE OF RESEARCH

Ethnography as a qualitative research tool addresses the object of study to understand and interpret a reality that interacts with a broader context, in order to obtain knowledge and theoretical approaches.

The information observed was analyzed and interpreted to understand what they do, say and think, as well as how they interpret English.

Then, the ethnographic study gathers a global vision of the social field studied from different points of view: an internal point of view of the members of the group and an external perspective, that is, the interpretation of the researcher himself.

3.3 LEVEL OF RESEARCH

It is exploratory because it tries to find out what are the strategies in the process of learning English. This produces ideas to help student's master reading comprehension. It also provides information on how you can improve your level of English proficiency.

The exploratory study helps to increase the degree of familiarity with relatively unknown contexts, obtain information about the possibility of carrying out a more complete investigation about a particular context of real life, investigate human behavior in the professional area of English, identify concepts promising, and establish the right strategies to develop reading.

The ethnographic study includes a global vision of the social field studied from different points of view: an internal point of view of the members of the group and an external perspective, that is, the interpretation of the researcher himself.

3.4 POPULATION AND SAMPLE

According to Palella and Martin (2015), the population is the totality of the phenomenon to be studied, where the population units have a common characteristic, which is studied and gives rise to the research data. This population represents the group for whom the conclusions are valid. In this study, the population was represented by thirty-four (34) students and one teacher of Primer Año de Bachillerato Paralelo "A", of Unidad Educativa "Tomas Oleas" Parroquia Cajabamba and the sample is considered the entire population.

3.5 RESEARCH TECHNIQUES AND INSTRUMENTS

3.5.1. Technique

Techniques are resources or procedures that the researcher uses to address the facts and access their knowledge backed by the instruments that are the means used to collect

information; the technique that was used is the observation and the instrument that will be used is the observation card (Pardinas, 2005).

In the process of gathering valid and reliable information, the observation process was carried out in order to obtain information about the object of knowledge and the possible relationships that are established.

3.5.2. Instrument

OBSERVATION SHEET

This research instrument consisted of a detailed description of the teacher and the group of students with a list of aspects to be evaluated (strategies, skills, behaviors, etc.), taking into account: Usually, Rarely, and Hardly ever. It is understood as a verification instrument that facilitates analysis and acts as a review mechanism during the teaching-learning process of English.

3.6 PROCEDURE

First, the permission requests were developed for the authorities of the "Unidad Educativa Tomás Oleas", Cajabamba. For the data collection, the observation sheets to analyze the reading strategies that the teacher used and how well the students followed instructions during reading tasks in the classes were elaborated.

Second, the methodology was considered as it talks about strategies and methods to develop reading skills. This area was chosen because the teacher had some problems at the time in applying strategies.

This research was of great interest because as a future teacher, suitable and relevant strategies that help in the process of teaching English must be known especially in the development of critical thinking given that it is essential for communication. Also this research could help teachers and students of the institution to improve reading literacy.

The specific problem that was investigated were the reading strategies that the teacher used during classes with the students.

A conclusion about the study was also determined, and then some suggestions were established that proved to be useful for the teacher by practicing reading with the students.

3.7 WORKFIELD

In the preparatory phase, it was determined that the professor used the same activities in the reading practices, and the students had a low level of speaking. To develop this research, the corresponding documents were elaborated for the institution's principal in order to inform him about the ensuing problem and how it was detected. The results of the observation sheet were analyzed to determine what factors affected students in their ability to read. There were no problems applying the observation sheets as there was access to the essential documents that were developed during the training at the institution.

Contact with the students in the research was done face to face, the teacher was informed that he would be observed for two weeks during his English classes to compile the information guide about which strategies were used to teach how to read, how these activities were being used/done and how the students were helped in learning the English language.

Afterwards, the students would be briefed on the purpose of the research. During classes, the students knew the necessary information about this research. The class was passively observed with the purpose of collecting information that was useful for the research. The teacher and the students had an active role because the teacher provided activities and the students had to take part in them, but the problem was that the teacher used similar activities and did not manage the class properly and it became very monotonous.

The specific aspects that were observed in the class: if the teacher used strategies, if the strategies used by the teacher enhanced the reading ability of the students, and if the teacher helped the students to develop the ability to speak correctly. Students showed a positive attitude towards the activities since they cooperated and interacted freely in the class at the moment of doing an oral presentation.

For this research the use of observation sheets were necessary to develop the analysis. The research was developed through an observation technique based on the theoretical basis to collect data.

For this research, an observation technique was used to explore reading strategies to develop English language learning.

The information was collected and documented through an observation sheet that was applied on May 30, 31, and June 1, 6, 7, 8 for 2 hours every day for three reasons; the

first, to identify which strategies were developed by the teacher, the second to observe how the teacher used activities in conversation practice, the third to recognize how the teacher helps students in English development.

The information was compiled, the participants of this research had been students of the institution facilitated by an observation technique used for this investigation in which the information was collected and concluded that reading strategies were carried out but were not used frequently.

Within the analytical phase it was detailed that the data was taken through the participatory observation, with an observation technique, and the data were recorded through a checklist.

Finally, the completed information compiled in the analytical phase concluded with the data collection during the last week of May and the first week of June and with this, the investigation concluded.

CHAPTER IV

4. INTERPRETATION AND ANALYSIS OF RESULTS

The observed results were performed by class in a critical and professional manner. The observation sheet model made to the teacher is as follows:

Objective: To identify the reading strategies used by the teacher for developing English language teaching.

ITEMS	Usually	Sometimes	Rarely
The teacher applies the reading strategies in English language learning with her students.			X
The teacher selects a specific reading strategy during her class.		X	
The teacher uses didactic resources that allow students to understand the context of a reading.		X	
The teacher performs prior planning for the development of a reading class.		X	
The teacher selects reading activities according to the level of knowledge of her students.	X		
The teacher allows grammar translation method with her students during a reading class.	X		
The teacher develops reading strategies to motivate English language learning		X	
The teacher asks questions after reading to assess reading comprehension	X		
The teacher usually asks her students to perform summaries after reading any type of text	X		
The teacher uses a reading strategy more frequently than another.		X	

Table No 2. Teacher observation sheet

Source: Elaborated By Edgar Buñay

The observed results were performed by class in a critical and professional manner. The observation sheet model made to the students is as follows.

Objective: To select the best reading strategies, use in class for developing English.

ITEMS	Usually	Sometimes	Rarely
The student can predict the meaning of a reading with illustrations, images or subtitles.		X	
The student can activate his prior knowledge with the new text information.		X	
The students make conclusions or judgments to create his own interpretation of a text.		X	
The student can make a critique or realize what is not established in the text.			X
The student understands what he is reading in English through images, photos or posters.		X	
The student emphasizes the main and secondary ideas during a reading in English.		X	
The student fully understands the context of the text written in English.		X	
The student asks questions during the reading to his teacher.	X		
The student translates the words to understand the reading context.	X		
The student can easily summarize after a reading.		X	

Table No 3. Student observation sheet

Source: Elaborated By Edgar Buñay

The observations were made during 6 hours of class distributed weekly, studying the behaviors and attitudes of each group, in this case of the 34 students and of an English teacher.

4.1. Analysis of Results

The analysis of the present research work was carried out on a sample of 34 students and the teacher of Primer Año de Bachillerato Paralelo "A", of Unidad Educativa "Tomas Oleas" Parroquia Cajabamba.

In order to apply the observation sheet, a questionnaire was carried out with the corresponding research objective. By summarizing the sheets obtained, qualitative results could be obtained on group wisdom and oral skills in the English language, which, after being analyzed and interpreted, generate solutions for the application of new teaching strategies techniques.

	<p>The teacher used didactic resources that allow students to understand the context of a reading.</p>	<p>It was found that the teacher sometimes uses texts with illustrations, photographs or posters as teaching tools without taking into account other active techniques.</p>	<p>strategies. (Department of Education and Training in Western Australia , 2004)</p> <p>The teacher must activate knowledge frequently using reading strategies such as underlining and word translation; strategies that students already know how to use. Prior to the task, the teacher must inform students of unfamiliar vocabulary words in the text. Instruct them to underline these words and then to research them in a dictionary and write a definition.</p> <p>The context of stories, articles and conversations helps language learners understand the meaning of English words in the texts that are new to them. Additionally, interpretation and imagination can be developed (Wailer, 2016).</p> <p>Understanding the strategies they use are represented by selection, organization, and elaboration, including reading the text by vocalizing the words correctly, activating prior knowledge, or setting the purpose of reading. In order to increase and develop these skills, pauses should be included, pay more attention, read aloud</p>
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			<p>or reflect at the time of reading. Strategies should be supported by note-taking while reading and paraphrasing the information. (Cuchala, 2012)</p> <p>Additionally to the illustrations, the teacher must make students recycle the vocabulary in sentences that apply to their everyday lives. Furthermore, students should take notes of these new words and try to find synonyms and write down these new words in an attempt to paraphrase. The teacher, after selecting the text to be read and guiding the students correctly on vocalization and reflection, must organize the time to apply the strategies to</p>
	<p>The teacher prepares a plan for the development of a reading class.</p>	<p>The teacher limited herself to the class planning provided by the Ministry, without encouraging the critical development of reading texts and without frequently applying strategies for reading comprehension.</p>	<p>understand it and constantly help with the active techniques.</p> <p>Reading implies an interaction between the text (the idea that the author of a text wants to express) and the reader. Assimilate: is the ability to think critically and creatively about what is read, as well as to react to what the writer has expressed. (Goodman, 1988)</p>

	<p>The teacher selects reading activities according to the level of knowledge of her students.</p>	<p>The teacher always dictated classes according to the level of her students but did not regularly use interesting topics for the students, so it did not catch their attention or interest; it was based simply on what the Ministry suggests.</p>	<p>For students to understand what the author of the text wants to express, school planning must be expanded by implementing thinking strategies, such as open-ended questioning techniques asking students to consider options not explicitly mentioned in the reading text, like imagining actions, feelings, and offering reasons for their thoughts.</p> <p>Among these trends is schema theory, which is considered to be a theory about knowledge: how knowledge is represented and organized, and how that representation and organization facilitates the use of a reader's prior knowledge to improve reading comprehension (Rumelhart, 1984).</p> <p>The teacher should, prior to the task, present stories which are relatable to her students and which contain vocabulary they are about to read. Creating these relatable schemas would allow students to better follow the reading material.</p>
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<p>To select the best reading strategies, to develop the teaching of the English language.</p>	<p>The teacher allows her students to do translations during a reading class.</p> <p>The teacher develops the motivation for learning the English language through reading in her students.</p>	<p>It was found that the teacher allows very often the translation of Spanish words during class.</p> <p>Likewise, the low level of interest was observed and without the frequent application of a motivation technique in the topics discussed, the students did not create predictions or imagine the content of what was spoken, which limited the development of knowledge.</p>	<p>Suggested benefits of reading for learning English.</p> <p>Reading for vocabulary: usually learners check bilingual dictionary as soon as they come across an unfamiliar word. But, the meaning can be guessed from context (Wailer, 2016).</p> <p>The word translation strategy is used very often, however, students should be encouraged to read the entire selection, rather than in parts, in order to gain a global understanding of the material, this allows for the use of context within the story to be better understood or even guessed and with the guidance of the teacher, she could confirm the meaning or not with further examples.</p> <p>Reading basically involves transforming a text, which is a graphic representation, into thought, or meaning. It used to be thought that this was simply a matter of combining letters into words, words into sentences and sentences into meanings (Peglar, 2003). Reading is defined as a receptive psycholinguistic process wherein the actor uses</p>
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	<p>The teacher asks questions after reading to assess reading comprehension</p>	<p>The teacher asked dynamic questions, but did not apply them frequently and did not create spaces for analysis and criticism of the text. This is because the teacher does not build external connections such as organizing information and the time it influences, not including strategic activities in his class planning.</p>	<p>strategies to create meaning from text (Goodman, 1988).</p> <p>For students to make a mental representation and connect the knowledge of their memory, it is vital that the teacher makes reading an interesting and motivated activity, by asking her students questions about putting themselves in the shoes of the characters and having them speculate.</p> <p>Suggested benefits of reading for learning English. Reading to see what differentiates the written language from the spoken language: with careful attention learners can see if what they hear/say is the same as what they read/write (Wailer, 2016).</p> <p>This activity should add a variety of game-like activities where questions are asked in order to allow students to think about the vocabulary and use it in different contexts, such as qualifying it with adjectives or using comparative structures and offering opinions about their ideas to each other.</p>
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	<p>The teacher usually asks her students to make summaries after reading any type of text.</p> <p>The teacher uses a reading strategy more frequently.</p>	<p>The teacher always asked the students to make a summary but most of the young people did not do it, being very harmful for their learning and cognitive development.</p> <p>The teacher used reading strategies with little value, to be interested in getting more information on how to better understand, she must read academic books, to provide better teaching.</p>	<p>Summarizing and paraphrasing: these strategies are part of the process of identifying, recording and writing the key ideas, main points or most important information from a text into your own words. (Department of Education and Training in Western Australia , 2004).</p> <p>The teacher must guide the students to understand the basic structure of a sentence or idea, e.g. there is always and action in a sentence, and use questions to make students think about these actions and whether they could be paraphrased and or summarized in less information. The use of graphic organizers to note actions and then summarize.</p> <p>A list of the strategies for readers to use as they comprehend text has been tried to be catalogued. This is as “a challenging task as the reading process is silent and motionless and involves cognitive strategies that are often not observable” (Department of Education and Training in Western Australia , 2004).</p>
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			<p>There are a variety of reading strategies that could be used to improve reading comprehension. Before readings, the teacher could activate prior knowledge by asking questions. After a reading task, the students could be asked to clarify ideas, visualize the actions, draw inferences or retell the story to other groups of students, as this process occurs, the students gradually understand more of the information they have just read.</p>
<p>To describe how students achieve a critical thinking base on reading strategies.</p>	<p>The student can predict the meaning of a reading with illustrations, images or subtitles.</p>	<p>The strategy of text prediction, was presented to the students with difficulty, but with the help of images or subtitles it allowed them to make guesses of the text.</p>	<p>Perception means interpretation, but lack of experience can cause a person to misinterpret what they have seen or heard. (Sari, 2017).</p> <p>Perception is one of the four skills for successful learning besides concentration, memory and logical thinking (Du Plessis, 2012).</p> <p>Predicting: it helps readers to activate their prior knowledge about a topic, so they begin to combine what they know with the new material in the text. Predictions are based on clues in the text such as pictures, illustrations, subtitles and plot. Readers can be encouraged to make personal predictions before and during reading (Department of</p>

	<p>The student can establish their prior knowledge with the new text information.</p>	<p>Students sometimes related previous knowledge to the main ideas of the text because strategies such as: slow reading, correct vocalization, support of illustrations, presence of sub-titles, underlining of sentences etc.</p>	<p>Education and Training in Western Australia , 2004).</p> <p>The help of images or subtitles is of vital importance for reading comprehension because it allows the student to activate prior ideas or schemas behind an image or subtitle. In some cases, an image or quote can be a quick form of feedback.</p> <p>Connecting: readers make strong connections between their prior knowledge and the new information presented in the text (Department of Education and Training in Western Australia , 2004).</p> <p>The aforementioned strategies should be used more frequently to establish a connection between prior knowledge and new information.</p> <p>Students can realize these strategies if the teacher uses a constructive methodology in order to allow students to build up their knowledge of vocabulary.</p>
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	<p>Students make the conclusions or the judgments to create their interpretation of a text.</p>	<p>The students rarely constructed conclusions and critical judgments. The strategy of sharing conclusions to create interpretations with classmates, clearly shows an upward trend, this level should be improved so that they develop from a beginner level to an advanced level; however, the strategy of creating a critique or an assumption of what is not established in the text shows a low level, since students are not very involved in text analysis activities, nor to explain structured readings activities every day to their level of comprehension of texts.</p>	<p>Comparing: readers take information from a text and add their own ideas to make inferences. During the process of inferring, readers make predictions, draw conclusions and make judgments to create their interpretations of a text (Department of Education and Training in Western Australia , 2004).</p> <p>The important use of strategies in comprehension and production tasks with second language learners who reported daily on the use of strategies. (Rubin, 1988).</p> <p>The results should be compared constantly, to know if the strategies we implement help the students to form critical thoughts and their own judgments, which will improve the development in the class.</p> <p>Students should learn to compare, contrast, defend and criticize points in a text or with their fellow classmates in order to develop the skill of judging and evaluating. These exercises should start simple and with concrete ideas or images and move</p>
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	<p>The student can make a criticism or imagine what is not established in the text.</p>	<p>The teacher did not stimulate the students to reflect, build critical judgments, and did not create spaces to discuss and analyze topics in English among classmates, for this reason most of the young people did not make an observation without the teacher's order, being very detrimental to their learning and cognitive development.</p>	<p>towards more abstract forms of thinking as they improve on this skill.</p> <p>Inferring: readers take information from a text and add their own ideas to make inferences. During the process of inferring, readers make predictions, draw conclusions and make judgments to create their interpretations of a text. Making inferences allows students to move beyond the literal text and to make assumptions about what is not precisely stated in the text (Department of Education and Training in Western Australia , 2004).</p> <p>The teacher should prepare a strategy, which could be in the form of open-ended questions, to guide students to criticize a text in a guided manner by encouraging them, with the help of these strategies, to create their own predictions, conclusions, analyzes and discussions,</p>
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	<p>The student understands what he is reading in English through images, photos or posters.</p> <p>The student emphasizes the main and secondary ideas during a reading in English.</p>	<p>The student was knowledgeable of the text thanks to the illustrations, photographs or posters, but the teacher did not apply them frequently.</p> <p>Some students understood the text thanks to highlighting the main and secondary ideas. It should be noted that the teacher does not indicate, but the students took the initiative. The constructivist activity of the students is evident, and the development of the reader should be considered as the production of a</p>	<p>Creating images: readers use all their senses to continually create images as they read text. The images that individuals create are based on their prior knowledge. Sensory images created by readers help them to draw conclusions, make predictions, interpret information, remember details and assist with overall comprehension. Images may be visual, auditory, olfactory, kinesthetic or emotional (Department of Education and Training in Western Australia , 2004).</p> <p>The teacher should more frequently the use of realia, representative or interdisciplinary images of the text to facilitate interpretation by the student.</p> <p>Determining importance: readers benefit from understanding how to determine the important information, particularly in informational and website texts. Factors such as purpose for reading, knowledge of topic, prior experiences, beliefs and understanding of text organization will help readers to identify important information in a text</p>
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	<p>The student fully understands the context of the text written in English.</p>	<p>linguistic act in which it includes previous concepts and relates their meanings in order to understand what the author transmits. The teacher must make more precise decisions about the design of reading activities.</p> <p>The students frequently understood the texts written in English, despite the lack of adequate guidance.</p>	<p>(Department of Education and Training in Western Australia , 2004).</p> <p>It is determined that, when students are interested in something they underline or save in some way, this activity in a guided manner would be used more effectively and beneficially for the teacher and the student. However, the teacher must include in her plan to explain these activities to her students prior to the reading task.</p> <p>The most effective subjects in learning a second language recalled the use of strategies during the learning of associated tasks such as conversation, listening, reading and writing (Naiman, Frohlich, & Stern, 1978).</p> <p>The teacher must always use reading strategies associated with multimodal input such as sight, hearing, and kinesthetic so that the student understands a text during these tasks.</p>
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	<p>The student can easily summarize after a reading.</p>	<p>Knowing that reading capacity is the basis for a good summary. The teacher did not influence the reading in a reflexive way, rather they performed the reading mechanically, obstructing the active memory, so that the students do not actively remember the meaning of the written words, and identify the main ideas extracting and understanding the general meaning of the text to put the new vocabulary in narrative practice.</p>	<p>pronunciation of the new words and how they relate to other sentences. The use of translation should be discouraged as it reverts the students back to Spanish thinking.</p> <p>Summarizing and paraphrasing: these strategies are part of the process of identifying, recording and writing the key ideas, main points or the most important information from a text into your own words (Department of Education and Training in Western Australia , 2004).</p> <p>A reflection of the text read should always be carried out by means of a summary or a paraphrase, since if the interpretation is not extracted, the reading would have no significance and could be insubstantial for more complex tasks.</p>
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Table No 4. Analysis and interpretation of results
Source: Elaborated By Edgar Buñay

CHAPTER V

5. Conclusions and recommendations

5.1. Conclusions

- It was found that the teacher rarely used reading strategies such as connecting, without achieving the development of knowledge in students; however teacher usually used scanning.
- The best strategy to develop reading skills appropriately are reading tasks according to students' level of study so that prior knowledge is effective and students can give criticism, conclusions, and discussions about the text with classmates.
- Critical thinking was evidenced because the students performed an interaction between the teacher and other classmates and were asked questions about the text and an analysis interpreting a variety of texts in English.

5.2. Recommendations

- Teaching should improve reading strategies to provide knowledge and motivate students to activate memory, understand the connection of previous thoughts and develop the language.
- Teacher should apply the reading strategies according to the topic, number of students, time and planning beforehand.
- Students should participate more and demonstrate more interest in the activities.

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ATTACHMENTS

The observed results were performed by class in a critical and professional manner. The observation sheet model made to the teacher is as follows:

Objective: To identify the reading strategies used by the teacher for developing English language teaching.

ITEMS	Usually	Sometimes	Rarely
The teacher applies the reading strategies in English language learning with her students.			
The teacher selects a specific reading strategy during her class.			
The teacher uses didactic resources that allow students to understand the context of a reading.			
The teacher performs prior planning for the development of a reading class.			
The teacher selects reading activities according to the level of knowledge of her students.			
The teacher allows grammar translation method with her students during a reading class.			
The teacher develops reading strategies to motivate English language learning			
The teacher asks questions after reading to assess reading comprehension			
The teacher usually asks her students to perform summaries after reading any type of text			
The teacher uses a reading strategy more frequently than another.			

The observed results were performed by class in a critical and professional manner. The observation sheet model made to the students is as follows

Objective: To select the best reading strategies, use in class for developing English

ITEMS	Usually	Sometimes	Rarely
The student can predict the meaning of a reading with illustrations, images or subtitles.			
The student can activate his prior knowledge with the new text information.			
The students make conclusions or judgments to create his own interpretation of a text.			
The student can make a critique or realize what is not established in the text.			
The student understands what he is reading in English through images, photos or posters.			
The student emphasizes the main and secondary ideas during a reading in English.			
The student fully understands the context of the text written in English.			
The student asks questions during the reading to his teacher.			
The student translates the words to understand the reading context.			
The student can easily summarize after a reading.			