



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

**LANGUAGES CAREER**

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.

Thesis submitted in partial fulfillment of the requirements for the degree of  
Licenciado (a) en Inglés.

**Authors:** Jessica Verónica Apo Rosero  
Adriana Isamar Viteri Viteri

**Thesis' Director:** MSc. María Vallejo

**Riobamba, junio 2014**

## **MIEMBROS DEL TRIBUNAL**

Los miembros de tribunal examinador revisan y aprueban la siguiente investigación sobre: 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, de las estudiantes Jessica Verónica Apo Rosero y Adriana Isamar Viteri Viteri, trabajo de grado para obtener el Título de Licenciado (a) en Ciencias de la Educación, Profesor de Inglés, aprobado en nombre de la Universidad Nacional de Chimborazo, por el siguiente jurado:

---

Ms. Miguel Paredes

---

Ms. María Vallejo

---

Ing. Luis Machado

## **CERTIFICADO**

Certifico que el siguiente trabajo de investigación, previo a la obtención del Título de Licenciado (a) en Ciencias de la Educación, Carrera de Idiomas, realizado por las estudiantes Jessica Verónica Apo Rosero y Adriana Isamar Viteri Viteri, ha sido revisado y analizado en su totalidad, por lo que se encuentra apto para su presentación y defensa respectiva.

Es todo cuanto puedo informar en honor a la verdad.

---

Ms. María Vallejo

## **Dedictory**

*To my son Johan who has been my major inspiration during this time. To my marvelous parents Luz, Maria and Oswaldo who taught me to get the goals proposed and never give up, and my brothers and sisters, who made so many things possible over the years. They are being my support when I most needed it.*

*Jessica A.*

*To the people who make my life so happy in so many ways, my mother and grandmother. I want to express here, how much I really appreciate you for being an important part of my life.*

*Adriana V.*

## **Acknowledgements**

*I would like to thank my wonderful family for their eternal help and support. And to my son Johan who was born during the research development, becoming my inspiration to go on.*

*To my teachers for their unconditional help when was necessary, thanks to share with us your knowledge and experiences during my educational life. To my friends who cheer up me with their positive advices and jokes.*

*Jessica A.*

*I want to thank to my family for supporting me every day of my life, to my friends and classmates for being unconditional in happy and unhappy moments, and to my teachers for teaching me about science and technology but, over everything to be a good person. So thank you, just for being here for me.*

*Adriana V.*

## **INDEX**

Dedicatory	II
Acknowledgements	III
Index	IV
Tables Index	VIII
Graphic Index	VII
Summary	IX
Introduction	X

### **CHAPTER I**

1.	REFERENTIAL FRAMEWORK	
1.1.	Approach the problem.	12
1.2.	Formulation of the problem.	13
1.3.	Objectives	14
1.3.1.	General	14
1.3.2.	Specifics	14
	Justification and importance of the problem	15

### **CHAPTER II**

2.	THEORETICAL FRAMEWORK	
2.1.	Background	16
2.2.	Supporting Statement	16
2.2.1.	What is Reading?	17
2.2.1.1.	Theories of reading and comprehension	18
2.2.1.2.	The Reading Process	21
2.2.2.	Reading Strategies	31
2.2.2.1.1.	Skimming Strategy	31
2.2.2.1.2.	Scanning Strategy	33
2.2.2.1.3.	Building Vocabulary	35
2.2.2.2.	The Steps of Reading Strategies	38

2.2.2.3.	Readings Activities	39
2.2.2.3.1.	Pre-Reading Activities	39
2.2.2.3.2.	While-Reading Activities	40
2.2.2.3.3.	After Reading Activities	41
2.2.3.	Reading Comprehension	42
2.2.3.1.	The Reader	44
2.2.3.2.	The Text	45
2.2.3.3.	The Activity	46
2.2.3.4.	The Context	48
2.2.3.5.	The Cognitive Foundations of Learning to Read	50
2.2.3.6.	Factors that Affects Comprehension	56
2.3.	Basic terms definitions	58
2.4.	Hypothesis system	59
2.5.	Variables	59
2.5.1.	Independent	59
2.5.2.	Dependent	59
2.5.3.	Specific hypothesis I	59
2.5.3.1.	Independent variable	59
2.5.3.2.	Dependent variable	59
2.5.4.	Specific hypothesis II	59
2.5.4.1.	Independent variable	59
2.5.4.2.	Dependent variable	60
2.5.5.	Specific hypothesis III	60
2.5.5.1.	Independent variable	60
2.5.5.2.	Dependent variable	60
2.6.	Implementing the variables.	61
2.6.1.	Specific hypothesis I	61
2.6.2.	Specific hypothesis II	62
2.6.3.	Specific Hypothesis III	63

### **CHAPTER III**

<b>3.</b>	<b>METHODOLOGICAL FRAMEWORK.</b>	
<b>3.1.</b>	Research methods	64
<b>3.2.</b>	Type of research	65
<b>3.3.</b>	Research design	65
<b>3.4.</b>	Population and sample	66
<b>3.4.1.</b>	Population	66
<b>3.4.2.</b>	Sample	66
<b>3.5.</b>	Technical and instrument data collection	66
<b>3.5.1.</b>	Techniques	66
<b>3.5.2.</b>	Instrument	66
<b>3.6.</b>	Technical procedures for analysis	67

### **CHAPTER IV**

<b>4.</b>	<b>ANALYSIS AND INTERPRETATION DATA</b>	
<b>4.1.</b>	Pre observation	68
<b>4.2.</b>	Post observation	71
<b>4.3</b>	Evaluation and Analysis	74

### **CHAPTER V**

Conclusions	75
Recommendations	76
<b>REFERENCES</b>	<b>77</b>

### **ANNEXS**

Annex 1	82
Annex 2	84
Annex 3	86
Annex 4	88



## TABLES INDEX

<b>Pre observation</b>	67
Table N° 1 Skimming	67
Table N° 2 Scanning	68
Table N° 3 Building vocabulary	69
<b>Post observation</b>	<b>70</b>
Table ° 1 Skimming	70
Table N° 2 Scanning	71
Table N° 3 Building vocabulary	72
<b>Evaluation and Analysis</b>	73
Table N° 4 Evaluation and Analysis	73

## GRAPHICS INDEX

<b>Pre observation</b>	<b>67</b>
Graphic N° 1 Skimming	67
Graphic N° 2 Scanning	68
Graphic N° 3 Building vocabulary	69
<b>Post observation</b>	<b>70</b>
Graphic N° 1 Skimming	70
Graphic N° 2 Scanning	71
Graphic N° 3 Building vocabulary	72
<b>Evaluation and Analysis</b>	<b>73</b>
Graphic N° 4 Evaluation and Analysis	73

## ABSTRACT

The goal of reading is understanding. In order to understand texts in the native or second language, a reader must be able to decode the words on the page and to extract meaning. A large body of research focuses on how students learn to decode text and how best to foster their comprehension skill, have contributed to know much about the process of reading comprehension and develop this thesis. In this research was considered the low reading habits in the Ecuadorians people. Starting out from this problematic social, it was moved on to “Alfredo Perez Guerrero” High School to interview students at ninth grade and identifies the problem in comprehending a text in English. And the aim was to enable teachers to assess individual differences in reading and to foster the reading comprehension strategies that characterize fluent reading.

To find out a solution for this problem it was hypothesized that students who use reading comprehension strategies while reading retain more information and comprehend the text better. It was also hypothesized that the scanning, skimming and building vocabulary develop the reading comprehension skill. So, students who have good reading comprehension skill will perform better on reading comprehension tests. Thus, twenty six students were given “**Is today music bad for kids?**” reading comprehension pretests for elaborating the pre observation guide to determine their individual reading levels. Then the students began a nine-week long study of the **Skimming, Scanning and Building Vocabulary** Reading Strategies, through **The Phantom of the Opera** and **Emma** stories. At the end of the study the students were again given “**Is today music bad for kids?**” reading comprehension posttests for elaborating the post observation guide. After that a comparison of the percentage on the reading comprehension pretests and posttests was taken.

The analysis and interpretation of the results obtained showed improvement in the reading comprehension scores; the 88.46 percent of the 100 percent applied the reading strategies to develop the reading comprehension test. So, it was concluded that the students performed better on the posttests after have studied these Reading Strategies.

## **INTRODUCTION**

Although the definition and etiology of reading comprehension remains a topic of intense debate (Leslie, L.& Caldwell, J., 2009) reading comprehension can be broadly defined as the process of constructing meaning by coordinating a number of complex processes that include language, word reading, word knowledge and fluency (Cain K.,J. Oakhill & Bryant P., 2004). For this reason strategy training in language learning has been essential in this process and several studies have been done on identifying the strategies used by both successful and less successful learners. Today, there is an increasing interest in the role of reading comprehension development. While previous reading research has focused on reading strategy use among good and poor readers, researchers are examining readers' awareness of strategies during the reading process. Applying reading strategies in the language learning field, it refers to the action that one uses for planning, organizing, evaluating, and monitoring of his or her comprehension while reading a foreign language text (Schoenbach Ruth, 1999). Many studies have pointed out the positive correlation of proficient second language readers with more awareness of using appropriate reading strategies in English reading tasks. Moreover, several researchers (Gough P.B. and Tunmer W.E., 1986) assert that in order to make reading strategies effective in the reading process, metacognitive awareness or metacognition must be employed.

In response to this positive relationship between metacognitive reading strategies and reading comprehension, several second language instructors began training second language learners with reading strategies and the results suggested that metacognitive reading strategy instruction brings positive outcomes in language learner's reading comprehension.

Effective reading usually involves metacognition (Baker L. & Brown A., 1984) suggest that the following strategies are typically used by good readers during the reading process: adjusting reading skimming and scanning or being aware of the meaning of unknown words revising materials.

To be specific, reading strategies refer to procedures that one uses for monitoring

his or her own reading processes including evaluating the effectiveness of those strategies used in reading.

On the other hand, the limited opportunities in accessing English make English reading strategies important to students, since English written materials become major resources and language input for them to learn and acquire English.

Reading is a valuable source of language input for language acquisition (Brown R., 1980). Thus, reading strategies should be emphasized in the initial stages of language learning. English Foreign Language students need to know or learn how to read with ease in order to be motivated to read more English materials to build up their English ability.

Being conscious that English education is a priority nowadays, to enhance the economic and, social and technological development of the country. The government has implemented the English teaching from the primary school to strengthen students' English skills. However, receiving English instruction five years earlier doesn't guarantee for successful language learning, what is important is that EFL students should be taught how to learn English strategically focused on reading to learn rather than learning to read. Because the inability to read English effectively has not only caused students to experience barriers to academic success, but has also disadvantaged them in their career performance. Therefore, how to assist EFL students in taking control of their own reading process while fostering success and positive attitudes toward EFL reading has become one of the most urgent tasks facing teachers who teach English.

In short, the purpose of this study is to investigate the effectiveness of integrating reading strategies to develop students' reading comprehension skill and their reading willingness.

## **CHAPTER I**

### **1. REFERENTIAL FRAMEWORK**

#### **1.1. APPROACH THE PROBLEM.**

The American author John Steinbeck used to say: "By the thickness of the dust on the books of a public library can be measured the culture of people". Today we have access to books, beyond the public libraries. There are private libraries, e-books, virtual libraries, and internet but, these do not help much when they are in disuse. We should then, worry about the low statistics on the reading in our country. According to the result obtained by the Instituto Nacional de Estadísticas y Censos (INEC, 2012), the project 'Hábitos de lectura en Ecuador' published in October 2012; the 27% of Ecuadorians are not in the habit of reading, the people who do not read, 56.8 % do not do it for lack of interest, while the 31.7 % due to lack of time. It is also said that the little reading in the country is due to a failure in the education system, since it has been promoted from very early levels. By the contrary the teacher shows reading as a boring event, what causes students a lack of interest to read, as a result, they do not develop their reading comprehension skill.

Based on this issue and considering that, it is a social problem not only in the field of education, but also, in the scientific and personal development. The research takes place among the students of the 9th grade of basic education of "Alfredo Perez Guerrero" high school located in the Guano canton, province of Chimborazo. With the purpose of identify the students' difficulties and abilities to comprehend a text in English, it was applied a test in which they have to complete basic activities such as: underline the main idea, write true or false and guess the meaning of some unknown words using the context. It means they had to apply reading strategies to comprehend the text. The results obtained were not good. Thus, the problem identified does not depart from those mentioned above. Students expressed that they

do not read because they do not like, do not have the time, and do not have any important reason that motivates them to do it.

Consequently teachers of any subject have not apply suitable reading strategies reinforced with appropriate activities, which support a reader before, while after, reading to get the comprehension. Another thing that is important to consider is their limitations to understand a text in their native language despite of the "reading Animation" subject included in their schedule.

Therefore, it was proposed the implementation of new reading strategies and activities that go hand in hand with the interests and learning perspectives of the students, in order to promote willingness in reading and improve the development of reading comprehension skill.

## **1.2. FORMULATION OF THE PROBLEM.**

How the use of Reading Strategies will develop the reading comprehension skill among 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?

### **1.3.OBJECTIVES**

#### **1.3.1. GENERAL:**

Demonstrate that the use of Reading Strategies develops the reading comprehension skill among students at the 9th grade of basic education "A", of "Alfredo Perez Guerrero" high school.

#### **1.3.2. SPECIFICS**

Apply the **skimming** strategy through *The Phantom of the Opera* story to develop reading comprehension skill.

Use the **Scanning** strategy through *Emma* story to develop reading comprehension skill.

Practice the **Building Vocabulary** strategy through *The Phantom of the Opera* and *Emma* stories to develop reading comprehension skill.



## **JUSTIFICATION AND IMPORTANCE OF THE PROBLEM**

The proposed research is planned to promote the students' interest in reading more than improve the development of reading comprehension skill, through the implementation of successful reading strategies and activities according to the levels and students learning needs. Thus, this research will benefit directly to the students at the 9th grade of basic education of "Alfredo Perez Guerrero" high school of the Guano canton, strengthening the personal performance and professional future of them.

The reading is considered as one of the most important tools of learning, because it directs and structures the students or reader thought. So that, it could be listed many benefits of reading: obtain useful information, reflect about a topic, develop the memory, and the capacity to analyze. It catches reader attention and concentrate with the purpose of comprehend.

In addition, with the reading it is possible to extend our vocabulary background, to improve our spelling and learn syntactic structures, with which both; the oral and written expression will be enriched, and with it the ability to organize concepts, thoughts, ideas, and transmit them.

Consequently, after have listed the benefits of reading and its current contribution to the students' learning process, the development of this research is considered feasible. Because, it is focused to enhance the development of reading comprehension skill and improve the students' motivation toward the reading, which has the support of the authorities, teacher and students of the institution for the realization of several activities, throughout the scholar year 2013-2014. Moreover, it accounts with the necessary resources for its execution, which will be financed in its entirety by the researchers.

## **CHAPTER II**

### **2. THEORETICAL FRAMEWORK**

#### **2.1. BACKGROUND**

In recent years, language teaching methodologists have gained a greater appreciation of the nature of the reading skill. (Perfetti C.A., Landi N. and Oakhill J., 2005), they have come to understand that in fact it is not a single monolithic skill. Rather it is a behavior which is made up of a large number of component skills, sometimes referred to as micro-skills.

So that, language instructors are often frustrated by the fact that students do not automatically transfer the strategies they use when reading in their native language to reading in a language they are learning. Instead, they seem to think reading means starting at the beginning and going word by word, stopping to look up every unknown vocabulary item, until they reach the end. Therefore effective language instructors show students how they can adjust their reading behavior to deal with a variety of situations, types of input, and reading purposes. In this way the planted research supported in (Gough P.B. and Tunmer W.E., 1986) will help students to develop a set of reading strategies and match appropriate strategies to each reading situation.

#### **2.2. SUPPORTING STATEMENT**

*"Today a reader, tomorrow a leader"* Margaret Fuller, that is to say, reading is an essential skill in the learning process to be excellent. So, this research is meant to help you develop important life and comprehension skills. As you work on different activities, you stay motivated and enjoy reading.

### **2.2.1. WHAT IS READING?**

As said by (Schoenbach Ruth, 1999), “reading is no just a basic skill”. Reading is a complex cognitive process of decoding symbols in order to construct or derive meaning (reading comprehension). It is a means of language acquisition, of communication, and of sharing information and ideas. Like all language, it is a complex interaction between the text and the reader which is shaped by the reader’s prior knowledge, experiences, attitude, and language community which is culturally and socially situated.

The reading process requires continuous practice, development, and refinement. In addition, reading requires creativity and critical analysis. Consumers of literature make ventures with each piece, innately deviating from literal words to create images that make sense to them in the unfamiliar places the texts describe. Because reading is such a complex process, it cannot be controlled or restricted to one or two interpretations. There are no concrete laws in reading, but rather allows readers an escape to produce their own products introspectively. This promotes deep exploration of texts during interpretation.

Readers use a variety of reading strategies to assist with decoding (to translate symbols into sounds or visual representations of speech) and comprehension. Readers may use morpheme, semantics, syntax and context clues to identify the meaning of unknown words. Readers integrate the words they have read into their existing framework of knowledge or schema.

It can be defined as: an interactive process that goes on between the reader and the text, resulting in comprehension. The text presents letters, words, sentences, and paragraphs that encode meaning. The reader uses skills, micro-skills and strategies to determine what that meaning is.

### 2.2.1.1. Theories of reading and comprehension

Understanding theories about how children learn can help educators plan classroom instruction. Piaget and Vygotsky provide two perspectives about children's development and learning. (Berk L. E., 2007) explains that classrooms based on these two individuals' beliefs emphasize "active participation and acceptance of individual differences"

#### **Piaget**

According to (Piaget J., 1957), children move through specific stages from birth through adolescence:

- The sensorimotor period (birth -2 years). Children explore the world around them through "motor actions" rather than thought. In this stage the child learns that an object is permanent, even if it is hidden and temporarily cannot be seen.
- Pre operational thought (2 to 7 years). Language develops and children take part in "play". Intelligence becomes more apparent. Piaget explains that a child age may perceive the quantity of a liquid to be more when it is poured into a taller, thinner glass.
- Concrete operation (7-11 years). During this stage children understand classification, defined as "inclusion of classes under each other". Piaget uses the example of identifying a sparrow as a type of "bird", then an "animal", and finally a "living being". Children of this age also use *seriation*- putting items in order according to their traits, like length – by systematically comparing two at a time.
- Propositional or formal operations (11 – 12 years to 14 –15 years). Children reach the point of logic thinking like that of an adult and are able to hypothesize.

Piaget explained that children develop "schemes", or "the structure or organization of actions as they are transferred or generalized by repetition in similar or analogous

circumstances” (Piaget J. & Inhelder B., 1969). Children adjust these schemes as they learn new things. For example, when someone “assimilates”, he adjusts the new information to fit an existing scheme (Piaget J. & Inhelder B., 1969). The opposite, termed “accommodation”, occurs when the individual adjust one of his existing schemes according to “reality” (Piaget J. & Inhelder B., 1969).

Piaget’s beliefs have several classroom connections. According to (Berk L. E., 2003), Piaget’s perspective is sometimes called the “constructivist approach”. In this case, children learn about the world around them through their own individual experiences (Berk L. E., 2003). A classroom based on Piaget’s beliefs promotes these qualities:

- “Discovery learning” where adults provide students with a variety of resources through which children could make discoveries on their own;
- “Sensitivity to children’s readiness to learn” where teacher introduce new tasks only when the child is ready; and
- “Acceptance of educational differences” where children are evaluated based on their own progress, and not compared to other students.

Might schemes be important during reading? If students read something new that challenges a previous belief, might they adjust an older scheme? If read something that fits a current scheme, does this support their background knowledge? If so, this ties into metacognition because children need to be aware of their thoughts when reading.

## **Vygotsky**

While Piaget focused more on the individual child’s thoughts and development, Vygotsky emphasized the influence of social contexts on a child’s development (Berk L. E., 2003). Vygotsky believed that “learning and development are

interrelated from the first day of life” (Vygotsky L., 1978). He believed children were dependent upon adults to teach them, tasks and activities, and that what children could do with the assistance of adults would be “more indicative of their mental development than what they can do alone” (Vygotsky L., 1978). He identified two development levels:

- The “actual development level”. This represents “completed developmental cycles” (Vygotsky L., 1978). He explains that when determining a child’s mental age we look at tasks the child is already able to do independently.
- The “zone of proximal development”. This refers to a child’s skills that are developing, under the guidance of more experienced peers or adults, but which eventually become part of the child’s actual development level (Vygotsky L., 1978).

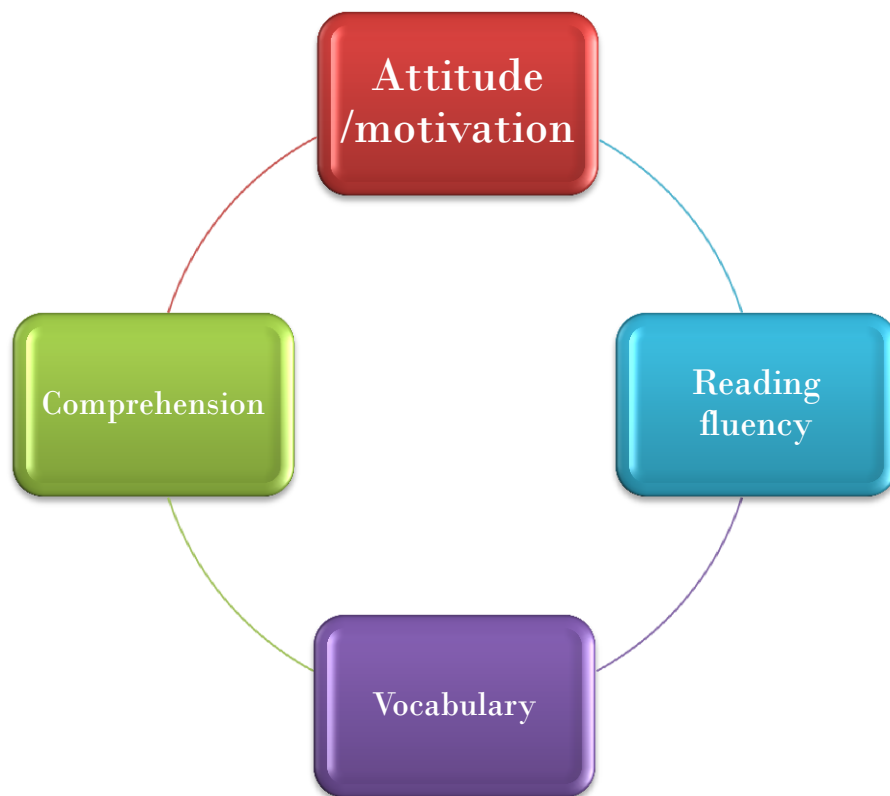
(Berk L. E., 2007) explains that a classroom following Vygotsky ideals emphasizes “assisted discovery” which relates to the Zone of Proximal Development. Essentially, the adult guides the child until the child can complete the task independently. This support is called “scaffolding” (Berk L. E., 2007). The adult helps as much as needed, adjusting support as appropriate. Might teacher modeling through read aloud and group work in guided reading essentially provide “scaffolding” of strategies for students? Teacher can continue to provide guidance and strategy modeling for students as needed until students can automatically apply a strategy while reading (Pressley, 2000).

Assisted discovery also involved peer collaboration, in which students “with varying abilities work in groups, teaching and helping one another” (Berk L. E., 2003). During this “cooperative learning” children are working towards “common goals” but need guidance in learning how to listen to one another and problem solve (Berk L. E., 2003).

### 2.2.1.2. The Reading Process

Reading is one strand of literacy. The reading process is complex and multi-dimensional. Effective teachers have an understanding of this complexity and are able to use a range of teaching approaches that produce confident and independent readers. Recent work completed by the NCCA (National Council for Curriculum and Assessment, 2012) identified a number of components that need to be considered in the teaching of reading towards recognizing this complexity.

**Figure 1. - Components of Reading**



**Reference:** (National Council for Curriculum and Assessment, 2012)

**Made by:** Jessica and Adriana

## **A. Attitude & Motivation**

Motivation refers to a child's eagerness and willingness to read. (Department of Education and Skills, 2011) states that positive attitude and motivation are vital for progression in literacy and numeracy. It also states that "all learners should benefit from the opportunity to experience the joy and excitement of getting 'lost' in a book (in both paper based and digital formats)".

Teachers can promote excitement and motivation to read by providing students with

- Interesting and rich texts
- Choice of text
- Authentic purposes for reading
- Opportunities to explore interact and experiment with text.

Motivated readers require a safe, supportive classroom environment, one in which both the physical aspects and the culture encourages opportunities to use and combine printed, spoken, visual and digital texts. Students benefit from such an environment that allows them to feel confident in taking risks, in sharing texts, in responding openly to texts and in working collaboratively with each other.

Levels of motivation and engagement have been found to predict achievement (Baker L. & Wigfield A., 1999) and as such are key factors in determining children's academic success. They are critical to ensuring children develop both the skill and the will to engage in literacy activities. According to (Beers K. , 2003), "...social and emotional confidence almost always improves as cognitive competence improves".

- Fostering an enjoyment of reading can be achieved in a variety of ways by ensuring a print rich environment: which provides a broad range of reading material matched to children's stages of development and interests (Lipson M.,



Mosenthal J. , Mekkelson, J., & Russ B. , 2004) Choice and control: to self-select books for independent reading, to self-select topics for writing and to choose activities in response to reading material.

- That the children are read to every day using varied voice tones and expressions.
- Optimal challenge in order towards moving children beyond their Zone of Proximal Development (Vygotsky L., 1978).
- Opportunities for collaboration and social interaction (Guthrie J. T., McRae A. & Lutz Klauda S. , 2007). This can occur in several ways: e.g. responding personally to texts, sharing likes and dislikes and in recommending books to each other.

## **B. Reading Fluency**

“Fluency is the ability to read aloud with expression to demonstrate an understanding of the author’s message” (Department of Education and Training , 2004). According to (McKenna M.C. and Stahl K. A. D., 2009) the three key components of reading fluency are:

- Accurate word recognition.
- Automaticity.
- Appropriate rhythm and intonation of speech.

Each component affects comprehension in a different way.

- **Accurate word recognition:** In order to improve reading fluency pupils should be reading at their instructional reading level.
  
- **Automaticity:** This is the ability to read words without conscious decoding. Here your reading allows you to read words fluently so that you can concentrate on comprehending the text. Mental energy is required for decoding meaning therefore very little mental energy may be left for comprehension.

- **Rhythm and intonation:** this is also referred to as prosody and concerns the ability to read with some sort of inflection. It often prosody indicates a child's level of understanding about the parts of speech contained in a sentence which is in essence a lower order form of comprehension.

### **C. Comprehension**

The teaching of reading needs to include a range of comprehension strategies.

Comprehension strategies can be defined as the 'mental processes' that good readers use to understand text. These strategies need to be explicitly taught towards developing independent readers who engage meaningfully with text.

The process of comprehension begins before we start to 'read' and continues even after the 'reading' is finished. Good readers use pre-reading strategies like previewing the text and use post-reading strategies like summarizing in addition to the many strategies they use to make meaning during 'reading' itself. By dividing instruction into pre-reading, during reading and post-reading, teachers can design activities for each stage that will improve student's comprehension and also provide opportunities for teachers to demonstrate strategies that readers can use at each stage (Pardo L., 2004)

Strategies should be introduced and mastered individually. However, over time the child should develop a repertoire of strategies which they can independently draw on when reading. For this reason comprehension strategies should be developed from the earliest levels of the primary school across a range of genres and modalities. Children need opportunities to practice and consolidate these strategies in a cross curricular manner. A variety of fiction and nonfiction texts including picture books can be used for strategy instruction.

**Figure 2. - List of Reading Strategies**

<b>Reading Strategies</b>	<b>Description</b>
<b>Predicting</b>	Helps activate prior knowledge Based on clues in text (pictures, subtitles, etc.)
<b>Connecting</b>	Connecting prior knowledge to new information
<b>Comparing</b>	Thinking more specifically about connections they are making, e.g. How is this different to....?
<b>Inferring</b>	Taking information from a text and creating their own interpretations beyond the literal level.
<b>Synthesising</b>	Piecing information together as students read a text, to keep track of what is happening
<b>Creating Images</b>	Creating sensory images to assist with overall comprehension of a text
<b>Self-questioning</b>	Providing a framework for active learning as students engage with the text to find answers
<b>Skimming</b>	Glancing quickly through material to gain an overall view of

	text
<b>Scanning</b>	Glancing through a text to locate specific details , e.g. names, dates etc.
<b>Determining Importance</b>	Prioritizing most important information from phrase, sentence, paragraph, chapter or whole text
<b>Summarising and Paraphrasing</b>	Reducing larger texts to focus on important elements  Re-stating/re-writing text in own words using key words to capture main focus
<b>Re-Reading</b>	Creating opportunities for deeper understanding, word identification and developing fluency
<b>Reading On</b>	Skipping unfamiliar word(s) and reading on to provide sufficient context to determine unknown word/phrase
<b>Adjusting Reading Rate</b>	Adjusting rate where appropriate, e.g. slowing down to comprehend new information, or speeding up to scan for key words
<b>Sounding Out</b>	Using knowledge of letter-sound relationship to decode unknown words
<b>Chunking</b>	Breaking multi-syllabic words into units larger than individual phonemes

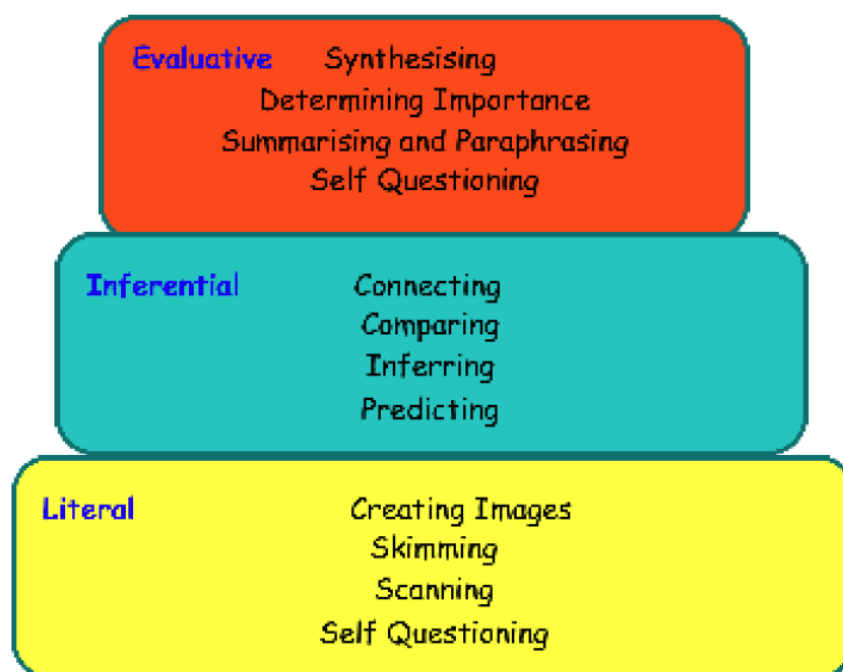
<b>Using Analogy</b>	Transferring what they know about familiar words to help them identify unfamiliar words
<b>Consulting a Reference</b>	Using a dictionary, thesaurus, reference chart or glossary to help find word meanings/pronunciations

**Reference:** The Reading Process

**Made by:** Jessica and Adriana.

The repertoire of strategies recommended varies. The diagram below places these strategies into 3 levels, ranging from the lower order literal type to the higher order evaluative type.

**Figure 3-** Levels of Comprehension



**Reference:** The Reading Process

**Made by:** (Mehigan G., 2009)

#### **D. Vocabulary**

Vocabulary development is the enrichment and extension of pupils' word knowledge and understanding. Vocabulary consists of the words we understand when we hear or read them (receptive vocabulary) and words we speak or write (expressive vocabulary). We build vocabulary by picking up words that we read or hear and through direct instruction from teachers or other professionals. (Mehigan G., 2009) suggests that "learning, as a language based activity, is fundamentally and profoundly dependent on vocabulary knowledge – knowledge of words and word meanings". He states that four types of vocabulary are often mentioned by researchers:

*Listening vocabulary* – the words we need to know to understand what we hear

*Speaking Vocabulary* – the words we use when we speak

*Reading Vocabulary* – the words we need to understand what we read

*Writing Vocabulary* – the words we use in writing

He claims that these categories are significant because the source of children's vocabulary knowledge changes as they become more familiar with the written word.

There is a strong correlation between vocabulary and reading comprehension. Pupils who come to pre-school/junior infants with a rich and varied vocabulary tend to have a better understanding of the texts they read and, as their reading comprehension increases, their vocabulary knowledge expands accordingly. Conversely, pupils who begin school with limited vocabulary knowledge may struggle with reading comprehension which in turn can limit their vocabulary growth. Even in the very young years of a child's life, vocabulary instruction can influence the child's reading ability across the various subjects and throughout their school careers (Jalongo M and Sobolak M., 2011). For effective language instruction, teachers need to provide rich and varied language experiences, foster

awareness and love of language and words, directly teach individual words and teach word learning strategies

### **E. Phonological Awareness & Phonics**

Phonological Awareness can be defined as “ an ability to recognise, combine and manipulate the different sound units of spoken words” (Department of Education and Training, 2004). It is an aural and an oral skill that is unrelated to intelligence (as measured in I.Q. tests), meaning that ‘Phonological awareness’ is very different to ‘Phonics’. The starting point is the sounds we hear in words as opposed to letters on a page. Phonological awareness is a central part of learning to read (Adams M. J. , 1990) (Goswami U. 1986, 1986) (National Institute of Child Health and Human Development (NICHD), 2000). Although different to phonics, it is an important precursor to learning phonics effectively (Savage, R., 2008).

Levels of Phonological Awareness:

Phonological awareness is an umbrella term. It can be divided into the following levels:

#### **a. Syllabic Awareness:**

This involves syllable blending, segmentation and isolation.

- **Syllable blending:** The teacher demonstrates this by saying a word such as “po-ta-to” pronouncing syllables with one second intervals between them before asking pupils ‘What is this word?’
- **Syllable Segmentation:** the teacher presents words for segmentation by showing real objects or pictures or by simply saying the word and asking the students to segment it e.g. win-dow-sill. Kinaesthetic reinforcement can be helpful here i.e. get the students to use their two hands and to touch their heads for the first syllable, their shoulders for the second syllable, their hips for the

third syllable, knees for the fourth and toes for the fifth. Alternatively get the children to clap and also say how many syllables.

- **Syllable Isolation:** teacher presents 2 syllable words which also happen to be compound words, for example, postman, playtime, playground etc. The words are presented orally and the pupils are asked to say the first part or first syllable on its own before advancing to the second syllable. The teacher then proceeds to 2 syllable words which are not compound words for example, teach-er, ta-ble, etc. and asks the students to say either the first syllable or the second syllable only. Syllables can then be isolated using 3 and maybe 4 syllable words.

**b. Onset-Rime Awareness (Rhyming):**

All syllables can be divided up into onsets and rimes. For example, the word “bat” b= onset, at = rime. All syllables have rimes but not all syllables have onsets.

Children with ability to use onset and rime can:

- Recite nursery rhymes
- Tell you if words they hear (or see pictures of) rhyme with one another i.e. discriminate and select rhyming words
- Think up words to rhyme with a visual cue or orally presented word i.e. generate rhyming words independently (Ní Mhurchú, M., 1998)

**c. Phonemic Awareness**

Phonemic awareness is the awareness that spoken language consists of a sequence of phonemes (a single unit of sound). There are 44 phonemes or individual sounds, 24 consonant phonemes and 20 vowel phonemes in the English language.

Features of effective phonemic awareness instruction are

- Child appropriate (Snow C., Burns M.S. and Griffin P. , 1998) (Yopp H. K. and Yopp R. H., 2000) deliberate, purposeful and explicit



- Considered as one aspect of skill development within a balanced literacy framework and is not meaningful in and of itself.

### **2.2.2. READING STRATEGIES**

Reading strategies are mental operations that are performed when a reader approaches a text effectively and what he or she reads makes sense. These techniques used in problem solving include intuit the meaning of an unknown word by recognizing the context and evaluate those intuitions, recognition of word families, skimming, scanning, predicting, activating general knowledge, infer, and separate main ideas from specific information that supports it (O'Malley, M. & Chamot, A., 1990) .

According to the (Panel, 2000) USA National Reading Panel's report on the teaching of reading, five strategies should be taught to ensure good reading comprehension. These are: prediction, questioning, clarifying, imagining and summarization. To varying extents, these skills draw upon linguistic and cognitive resources.

In concert they can be used to ensure that children are able to build coherent mental models of the texts they read.

#### **2.2.2.1.1. SKIMMING STRATEGY**

Skimming is one of the tools you can use to read more in less time. Skimming refers to looking only for the general or main ideas, and works best with non-fiction (or factual) material. With skimming, your overall understanding is reduced because you don't read everything. You read only what is important to your purpose. Skimming takes place while reading and allows you to look for details in addition to the main ideas.

**a) How to skim?**

Many people think that skimming is a haphazard process placing the eyes where ever they fall. However, to skim effectively, there has to be a structure but you don't read everything. What you read is more important than what you leave out. So what material do you read and what material do you leave out?

Let's say you are doing research on a long chapter or a web site. By reading the first few paragraphs in detail, you will get a good idea of what information will be discussed. Once you know where the reading is headed, you can begin to read only the first sentence of each paragraph. Also called topic sentences, they give you the main idea of the paragraph. If you do not get the main idea in the topic sentence or if the paragraph greatly interests you, then you may want to skim more.

At the end of each topic sentence, your eyes should drop down through the rest of the paragraph, looking for important pieces of information, such as names, dates, or events. Continue to read only topic sentences, dropping down through the rest of the paragraphs, until you are near the end. Since the last few paragraphs may contain a conclusion or summary, you should stop skimming there and read in detail. Remember that your overall comprehension will be lower than if you read in detail. If while skimming, you feel you are grasping the main ideas, then you are skimming correctly.

**b) When to skim?**

Because skimming is done at a fast speed with less-than-normal comprehension, you shouldn't skim all the time. There are many times, however, when skimming is very useful.

Suppose you are taking a presentation skills class and have to deliver an oral report in a few days about the first computers ever made. You locate six books and four

newspaper articles about this topic. Because you must be ready soon, you do not have time to read each word, but you need a large quantity of solid information.

Skimming will help you locate the information quickly while making sure you use your time wisely. It will also increase the amount of usable material you obtain for your research.

Suppose you have an exam in a few days. You need to review the material you learned, but you don't want to reread everything. By skimming, you can quickly locate the information you haven't mastered yet and study only that material.

If you have sufficient background knowledge or believe you don't need the information, then skip it! That's right—don't read it at all! Believe it or not, skipping material may sometimes be the best use of your time. Just because someone wrote something doesn't mean you have to read it. If you pick and choose carefully what you skim and skip, you will be pleasantly surprised at the large amount of information you can get through in a short period of time.

#### **2.2.2.1.2. SCANNING STRATEGY**

Scanning is another useful tool for speeding up your reading. Unlike skimming, when scanning, you look only for a specific fact or piece of information without reading everything. You scan when you look for your favorite show listed in the cable guide, for your friend's phone number in a telephone book, and for the sports scores in the newspaper. For scanning to be successful, you need to understand how your material is structured as well as comprehend what you read so you can locate the specific information you need. Scanning also allows you to find details and other information in a hurry.

##### **a) How to scan?**

Because you already scan many different types of material in your daily life, learning more details about scanning will be easy. Establishing your purpose,

locating the appropriate material, and knowing how the information is structured before you start scanning is essential.

The material you scan is typically arranged in the following ways: alphabetically, chronologically, non-alphabetically, by category, or textually. Alphabetical information is arranged in order from A to Z, while chronological information is arranged in time or numerical order.

Information can be also be arranged in non- alphabetical order, such as a television listing, or by category, listings of like items such as an auto parts catalog. Sometimes information is located within the written paragraphs of text, also known as a textual sense, as in an encyclopedia entry.

Learning to use your hands while scanning is very helpful in locating specific information. Do you do anything with your hands to locate a word in a dictionary, to find a meeting time on your calendar, to read a train or bus schedule? Using your hand or finger is extremely helpful in focusing your attention and keeping your place while scanning a column of material.

Your peripheral vision can also help you scan effectively. When your hand moves down a list of names, you see not only the name your finger is pointing to, but also the names above and below. Let your eyes work for you when searching for information.

#### **b) When to scan?**

You scan when your aim is to find specific pieces of information. If you were doing the research for an oral presentation, you could scan the index of books, web sites, and reference materials. You would discover whether they contain any information you want and the pages where the information can be found.

In the past, you probably scanned without knowing you were doing it. Now with the information provided in this section, you can use scanning more intentionally and frequently. The more you practice, the more effective scanning will become. Finally, the most important benefit of scanning is its ability to help you become a more flexible reader. Scanning adds another high gear to your reading (Abby Marks Beale , 2007).

### **2.2.2.1.3. BUILDING VOCABULARY**

In order to facilitate the comprehension of a text, vocabulary knowledge is extremely important. To develop reading comprehension skill building vocabulary is significantly useful. New words presented in isolation are hard to learn but words in context help learners to deduce meaning from context and learners see how new words are used grammatically in a sentence. So that, to continue reading without interruption, building vocabulary is a useful strategy.

#### **a. Why building vocabulary is a useful strategy?**

The significance of vocabulary learning is unquestionable. A useful strategy of vocabulary learning is through context. Learning from context has long been desirable by teachers and many teachers have found learning from context to be effective. As stated by (Gray W., & Holmes F. , 1938)

We know from experience that practically all pupils acquire many meanings from the context with little or no help from teachers.

The report of the National Reading (Panel 2000) concluded that the importance of vocabulary knowledge has long been recognized in the development of reading skills. “As early as 1924 researchers noted that growth in reading power relies on continuous growth in word knowledge”. Through wide reading, students enlarge their vocabulary knowledge. “Growth in vocabulary can be secured most effectively

through wide silent reading with little or no guidance in the understanding or use of words”. (Gray W., & Holmes F. , 1938)

(Prince P. , 1996)lists three benefits of learning from context:

- First, assessing the meaning of a word in context obliges the learner to develop strategies, such as anticipating and inferencing, which become increasingly profitable as learning progresses because they instill an attitude of self-reliance that is hallmark of proficiency.
- Second, systematically meeting new words in context underlies the fact that words are indeed used in discourse for purposes of communication.
- Finally, context provides an indication of the way the words are used.

Presenting vocabulary in context will enable students to improve their vocabulary. Memorizing may be good and useful as a temporary technique for tests, but not for learning a foreign language because students who simply memorize word meanings frequently have trouble applying the information in definitions and often make mistakes about the meanings (Texas Reading Initiative/Texas Education Agency, 2000). (Edwards, L. , 2009) states that students will see how the new item (a new word) works grammatically and the context will help make the item more memorable and aid retention. Words in context increase the chances of learners appreciating not only their meaning but, their typical environments such as their associated collocations or grammatical structures (Thornbury, S. , 2002). Most of the words acquired through incidental reading are learned through context. Students learn from context by making connections between the new word and the text in which it appears. They also learn new words through repeated exposures, gaining more comprehension of a word’s meanings and functions by seeing it several times in different contexts (Johnson C., & Johnson D., 2012). To develop reading efficiency guessing from context is useful “The ability to guess the meaning of a word without referring to a dictionary saves time and allows the reader to continue reading without interruption. In this way it increases reading efficiency.

Scott (Thornbury, S. , 2002) argues that guessing from context is probably one of the most useful skills learners can acquire and apply both inside and outside the classroom. What's more, it seems to be one that can be taught and implemented relatively easily. It is also one that we all already use-perhaps unconsciously-when reading and listening in our mother tongue.

(Thornbury, S. , 2006) stresses the importance of learning in context. He states that for vocabulary building purposes, texts - whether spoken or written - have enormous advantages over learning words from lists. For a start, the fact that words are in context increases the chances of learners appreciating not only their meaning but their typical environments, such as their associated collocations or grammatical structures. Moreover, it is likely that the text will display topically connected sets of words (or lexical fields). Research evidence suggests that words loosely connected by topic may be easier to learn than more tightly connected lexical sets.

(Decarrico, J.S. , 2001) highlights the importance of learning new words in context and states that new words should not be presented in isolation and should not be learned by simple rote memorization. It is important that new vocabulary items be presented in contexts clues to meaning and that students be given multiple exposure to items they should learn.

#### **b. How building the meanings of words from context?**

(Coady, J. & Nation, I.S.P., 1988) suggests a-five-step strategy for guessing from context:

- Finding the part of speech of the unknown word.
- Looking at the immediate context of the unknown word and simplifying this context if necessary.
- Looking at the wider context of the unknown word. This means looking at the relationship between the clause containing the unknown word and surrounding clauses and sentences.

- Guessing the meaning of the unknown word.
- Checking that the guess is correct.

(Thornbury, S. , 2002) recommends the following steps for guessing from context:

- Decide the part of speech of the unknown word-whether, for example, it is a noun verb, adjective, etc. Its position in the sentence may be a guide, as might its ending (e.g. an –ed or –ing ending might indicate it is a verb).
- Look for further clues in the word’s immediate collocates-if it is a noun, does it have an article (which might suggest whether it is countable or not)? If it is a verb, does it have an object?
- Look at the wider context, including the surrounding clauses and sentences-especially if there are ‘signposting’ words, such as: but, and, however, so, that might give a clue as to how the word is connected to its context. For example: We got home, tired but elated: the presence of but suggests that elated is not similar in meaning to tired.
- Look at the form of the word for any clues as to meaning. For example: downhearted is made up of down + heart+ a participle affix (-ed).
- Make a guess as to the meaning of the word, on the basis of the above strategies.
- Read on and see if the guess is confirmed; if not- and if the word seems critical to the understanding of the text- go back and repeat the above steps. If the word does not seem critical, carry on reading. Maybe the meaning will become clearer later on.

#### **2.2.2.2.The Steps of Reading Strategies**

“To become effective readers it is necessary to use strategies before, during, and after reading” (Gough P.B. and Tunmer W.E., 1986).

**Before Reading:** Plan for the reading task.

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



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

**During Reading:** Monitor comprehension.

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

**After Reading:** Evaluate comprehension and strategy use.

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

### **2.2.2.3. Readings Activities**

Developing reading activities involves more than identifying a text that is "at the right level," writing a set of comprehension questions for students to answer after reading, handing out the assignment and sending students away to do it. To (Huegli Vicki Ann, 2008) a fully-developed reading activity supports readers through pre-reading, while-reading, and post-reading activities.

#### **2.2.2.3.1. Pre-Reading Activities:**

- a. Using the title, subtitles, and divisions within the text to predict content and organization or sequence of information.
- b. Looking at pictures, maps, diagrams, or graphs and their captions.
- c. Talking about the author's background, writing style, and usual topics.
- d. Skimming to find the theme or main idea and eliciting related prior knowledge.
- e. Reviewing vocabulary or grammatical structures.

- f. Constructing webs (a graphic arrangement of concepts or words showing how they are related).
- g. Doing guided practice with guessing meaning from context or checking comprehension.
- h. Pre-reading activities are most important at lower levels of language proficiency and at earlier stages of reading instruction. As students become more proficient at using reading strategies, you will be able to reduce the amount of guided pre-reading and allow students to do these activities themselves.

#### **2.2.2.3.2. While-Reading Activities**

In while-reading activities, students check their comprehension as they read. The purpose for reading determines the appropriate type and level of comprehension.

When reading for specific information, students need to ask themselves, have I obtained the information I was looking for?

When reading for pleasure, students need to ask themselves, Do I understand the story line/sequence of ideas well enough to enjoy reading this?

When reading for thorough understanding (intensive reading), students need to ask themselves, Do I understand each main idea and how the author supports it? Does what I'm reading agree with my predictions, and, if not, how does it differ? To check comprehension in this situation, students may.

- a. Stop at the end of each section to review and check their predictions, restate the main idea and summarize the section.
- b. Use the comprehension questions as guides to the text, stopping to answer them as they read.

### **2.2.2.3.3. After Reading Activities**

#### **a. Assessing Reading Proficiency**

Reading ability is very difficult to assess accurately. In the communicative competence model, a student's reading level is the level at which that student is able to use reading to accomplish communication goals. This means that assessment of reading ability needs to be correlated with purposes for reading.

#### **b. Comprehension Questions**

Teachers often use comprehension questions to test whether students have understood what they have read. In order to test comprehension appropriately, these questions need to be coordinated with the purpose for reading. If the purpose is to find specific information, comprehension questions should focus on that information. If the purpose is to understand an opinion and the arguments that support it, comprehension questions should ask about those points.

In everyday reading situations, readers have a purpose for reading before they start. That is to say, they know what comprehension questions they are going to need to answer before they begin reading. To make reading assessment in the language classroom more like reading outside of the classroom, therefore, allow students to review the comprehension questions before they begin to read the test passage.

Finally, when the purpose for reading is enjoyment, comprehension questions are beside the point. As a more authentic form of assessment, have students talk or write about why they found the text enjoyable and interesting (or why not).

In order to provide authentic assessment of students' reading proficiency, a post-listening activity must reflect the real-life uses to which students might put information they have gained through reading.

### 2.2.3. READING COMPREHENSION SKILL

We define reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. We use the words extracting and constructing to emphasize both the importance and the insufficiency of the text as a determinant of reading comprehension.

Comprehension entails three elements:

- The reader who is doing the comprehending.
- The text that is to be comprehended.
- The activity in which comprehension is a part.

In considering the reader, we include all the capacities, abilities, knowledge, and experiences that a person brings to the act of reading. Text is broadly construed to include any printed text or electronic text. In considering activity, we include the purposes, processes, and consequences associated with the act of reading.

These three dimensions define a phenomenon that occurs within a larger *sociocultural context* (see Figure 4) that shapes and is shaped by the reader and that interacts with each of the three elements. The identities and capacities of readers, the texts that are available and valued, and the activities in which readers are engaged with those texts are all influenced by, and in some cases determined by, the sociocultural context. The sociocultural context mediates students' experiences, just as students' experiences influence the context. We elaborate on each element in subsequent sections.

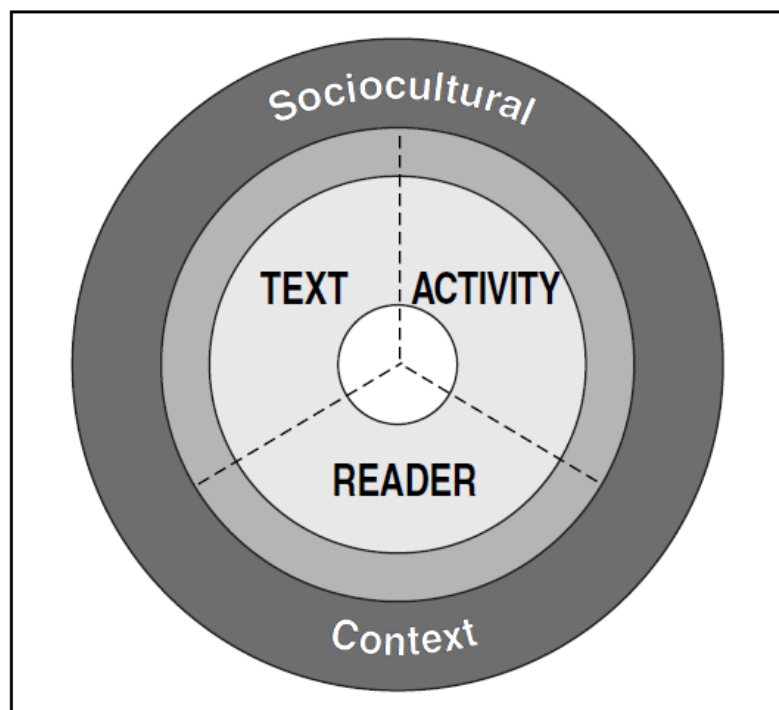
Reader, text, and activity are also interrelated in dynamic ways that vary across pre-reading, reading, and post-reading. We consider each of these three "microperiods" in reading because it is important to distinguish between what the reader brings to reading and what the reader takes from reading. Each act of reading is potentially a microdevelopmental process. For example, in the pre-reading microperiod, the

reader arrives with a host of characteristics, including cognitive, motivational, language, and non-linguistic capabilities, along with a particular level of fluency.

During the reading microperiod, some of these reader characteristics may change. Likewise, during the post-reading microperiod of the same reading event, some of these same reader characteristics, or other reader characteristics, may change again.

Much research related to reading comprehension has focused on specific factors (e.g., vocabulary knowledge) without specifying either that the effect of that factor reflects a relationship among reader, text, and activity or that the factor may change from pre-reading to reading to post-reading.

**Figure 4.** - The Elements of Reading Comprehension.



**Reference:** Reading Comprehension

**Made by:** Davis F.

The process of comprehension also has a macro developmental aspect. It changes over time, as the reader matures and develops cognitively, as the reader gains increasing experience with more challenging texts, and as the reader benefits from instruction. From among the many factors influencing the macro development of comprehension, we have selected instruction, particularly classroom instruction, for special attention as we sketch the research agenda needed to improve comprehension outcomes.

### **2.2.3.1. The Reader**

To comprehend, a reader must have a wide range of capacities and abilities. These include cognitive capacities (e.g., attention, memory, critical analytic ability, inferencing, visualization ability), motivation (a purpose for reading, an interest in the content being read, self-efficacy as a reader), and various types of knowledge (vocabulary, domain and topic knowledge, linguistic and discourse knowledge, knowledge of specific comprehension strategies). Of course, the specific cognitive, motivational, and linguistic capacities and the knowledge base called on in any act of reading comprehension depend on the texts in use and the specific activity in which one is engaged.

Fluency can be conceptualized as both an antecedent to and a consequence of comprehension. Some aspects of fluent, expressive reading may depend on a thorough understanding of a text. However, some components of fluency— quick and efficient recognition of words and at least some aspects of syntactic parsing— appear to be prerequisites for comprehension.

As a reader begins to read and completes whatever activity is at hand, some of the knowledge and capabilities of the reader change. For example, a reader might increase domain knowledge during reading. Similarly, vocabulary, linguistic, or discourse knowledge might increase. Fluency could also increase as a function of

the additional practice in reading. Motivational factors, such as selfconcept or interest in the topic, might change in either a positive or a negative direction during a successful or an unsuccessful reading experience.

Another important source of changes in knowledge and capacities is the instruction that a reader receives. Appropriate instruction will foster reading comprehension, which is defined in two ways—the comprehension of the text under current consideration and comprehension capacities more generally.

Thus, although teachers may focus their content area instruction on helping students understand the material, an important concurrent goal is helping students learn how to become self-regulated, active readers who have a variety of strategies to help them comprehend. Effective teachers incorporate both goals into their comprehension instruction. They have a clear understanding of which students need which type of instruction for which texts, and they give students the instruction they need to meet both short-term and long-term comprehension goals.

#### **2.2.3.2. The Text**

The features of text have a large effect on comprehension. Comprehension does not occur by simply extracting meaning from text. During reading, the reader constructs different representations of the text that are important for comprehension.

These representations include, for example, the surface code (the exact wording of the text), the text base (idea units representing the meaning), and a representation of the mental models embedded in the text. The proliferation of computers and electronic text has led us to broaden the definition of text to include electronic text and multimedia documents in addition to conventional print. Electronic text can present particular challenges to comprehension, such as dealing with the non-linear nature of hypertext, but it also offers the potential for supporting the comprehension

of complex texts, for example, through hyperlinks to definitions or translations of difficult words or to paraphrasing of complex sentences.

Texts can be difficult or easy, depending on factors inherent in the text, on the relationship between the text and the knowledge and abilities of the reader, and on the activities in which the reader is engaged. For example, the content presented in the text has a critical bearing on reading comprehension. A reader's domain knowledge interacts with the content of the text in comprehension. In addition to content, the vocabulary load of the text and its linguistic structure, discourse style, and genre also interact with the reader's knowledge. When too many of these factors are not matched to a reader's knowledge and experience, the text may be too difficult for optimal comprehension to occur. Further, various activities are better suited to some texts than to others. For example, electronic texts that are the product of Internet searches typically need to be scanned for relevance and for reliability, unlike assigned texts that are meant to be studied more deeply. Electronic texts that incorporate hyperlinks and hypermedia introduce some complications in defining comprehension because they require skills and abilities beyond those required for the comprehension of conventional, linear print.

The challenge of teaching reading comprehension is heightened in the current educational era because all students are expected to read more text and more complex texts. Schools can no longer track students so that only those with highly developed reading skills take the more reading-intensive courses. All students now need to read high-level texts with comprehension to pass high stakes exams and to make themselves employable.

### **2.2.3.3. The Activity**

Reading does not occur in a vacuum. It is done for a purpose, to achieve some end. Activity refers to this dimension of reading. A reading activity involves one or more



purposes, some operations to process the text at hand, and the consequences of performing the activity. Prior to reading, a reader has a purpose, which can be either externally imposed (e.g., completing a class assignment) or internally generated (wanting to program a VCR). The purpose is influenced by a cluster of motivational variables, including interest and prior knowledge. The initial purposes can change as the reader reads. That is, a reader might encounter information that raises new questions that make the original purpose either incomplete or irrelevant. When the purpose is externally mandated, as in instruction, the reader might accept the purpose and complete the activity; for example, if the assignment is “read a paragraph in order to write a summary,” the compliant student will accept that purpose and engage in reading operations designed to address it. If the reader does not fully accept the mandated purpose, internally generated purposes may conflict with the externally mandated purpose. Such conflicts may lead to incomplete comprehension. For example, if students fail to see the relevance of an assignment, they may not read purposively, thus compromising their comprehension of the text. During reading, the reader processes the text with regard to the purpose.

Processing the text involves, beyond decoding, higher-level linguistic and semantic processing and monitoring. Each process is more or less important in different types of reading, including skimming (getting only the gist of text) and studying (reading text with the intent of retaining the information for a period of time).

Finally, the consequences of reading are part of the activity. Some reading activities lead to an increase in the knowledge a reader has. For example, reading the historical novel *Andersonville* may increase the reader’s knowledge about the U.S. Civil War, even though the reader’s initial purpose may have been enjoyment.

The American history major who reads an assigned text about the Civil War may experience similar consequences, although the reading activity was undertaken for the explicit purpose of learning. Another consequence of reading activities is

finding out how to do something. These application consequences are often related to the goal of the reader. Repairing a bicycle or preparing bouillabaisse from a recipe are examples of applications. As with knowledge consequences, application consequences may or may not be related to the original purposes. Finally, other reading activities have engagement as their consequences. Reading the latest Tom Clancy novel might keep the reader involved while on vacation at the beach. We are not suggesting, however, that engagement occurs only with fiction. Good comprehenders can be engaged in many different types of text.

Knowledge, application, and engagement can be viewed as direct consequences of the reading activity. Activities may also have other, longer-term consequences. Any knowledge (or application) acquired during reading for enjoyment also becomes part of the knowledge that a reader brings to the next reading experience.

Learning new vocabulary, acquiring incidental knowledge about Civil War battles or bouillabaisse ingredients, or discovering a new interest might all be consequences of reading with comprehension.

#### **2.2.3.4. The Context**

One important set of reading activities occurs in the context of instruction. Understanding how the reader's purpose for reading and operations are shaped by instruction, and how short- and long-term consequences are influenced by instruction, constitutes a major issue within the research agenda we propose.

When we think about the context of learning to read, we think mostly of classrooms. Of course, children bring to their classrooms vastly varying capacities and understandings about reading, which are in turn influenced, or in some cases determined, by their experiences in their homes and neighborhoods.

Further, classrooms and schools themselves reflect the neighborhood context and the economic disparities of the larger society. The differences in instruction and in the availability of texts, computers, and other instructional resources between schools serving low-income neighborhoods and those serving middle-income neighborhoods are well documented.

Sociocultural and sociohistorical theories of learning and literacy describe how children acquire literacy through social interactions with more expert peers and adults. According to (Vygotsky L., 1978), with the guidance and support of an expert, children are able to perform tasks that are slightly beyond their own independent knowledge and capability. As they become more knowledgeable and experienced with the task, the support is withdrawn, and the children internalize the new knowledge and experiences they have acquired, which results in learning.

From a sociocultural perspective, both the process (the ways the instruction is delivered and the social interactions that contextualize the learning experience) and the content (the focus of instruction) are of major importance.

As (Davis F.B., 1968) explains that children's acquisition of knowledge (and literacy) is influenced by five characteristics of the sociocultural context, which they call activity settings: the identity of the participants, how the activity is defined or executed, the timing of the activity, where it occurs, and why children should participate in the activity, or the motivation for the activity. Clearly, all five characteristics are likely to vary as a function of both economic and cultural factors.

The effects of contextual factors, including economic resources, class membership, ethnicity, neighborhood, and school culture, can be seen in oral language practices, in students' self-concepts, in the types of literacy activities in which individuals engage, in instructional history, and, of course, in the likelihood of successful outcomes. The classroom-learning environment (such as organizational grouping,

inclusion of technology, or availability of materials) is an important aspect of the context that can affect the development of comprehension abilities.

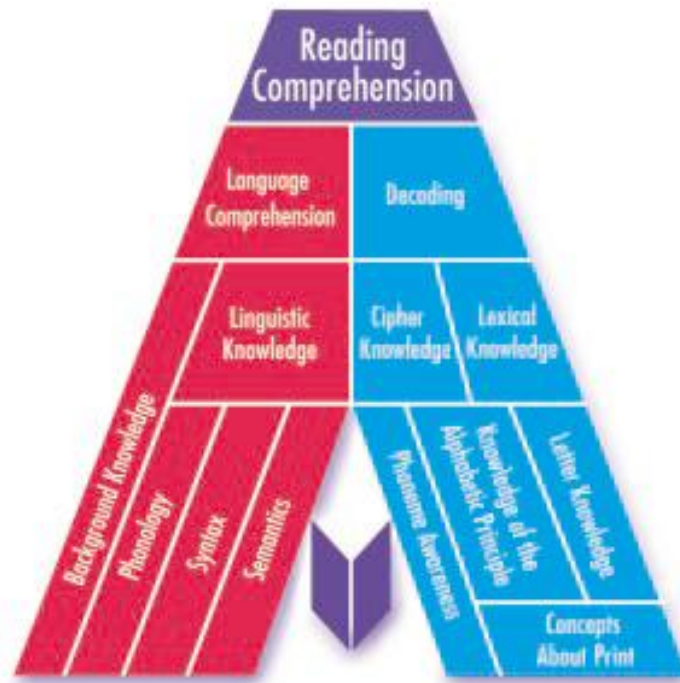
#### **2.2.3.5. The Cognitive Foundations of Learning to Read:**

From the cognitive perspective of learning to read (Leslie, L.& Caldwell, J., 2009), reading comprehension (or, simply, reading) is the ability to construct linguistic meaning from written representations of language. This ability is based upon two equally important competencies. One is language comprehension—the ability to construct meaning from spoken representations of language; the second is decoding—the ability to recognize written representations of words.

These two main foundations of reading are represented by the two supporting legs in the graphic depiction of this cognitive framework.

Both of these are complex abilities themselves, each based on other abilities, as shown in the graphic. In this simple view of reading, both language comprehension and decoding are necessary for reading comprehension success. Neither is sufficient in itself. On the one hand, being fully competent in a language but having no ability to recognize its written words will not allow successful reading comprehension. On the other hand, neither will have the ability to recognize the written words of a language but not having the ability to understand their meaning. In this view, the only route to successful reading comprehension is through success at both language comprehension and decoding. Weakness in either ability will result in weak reading comprehension. Thus, knowing where obstacles to reading and its acquisition exist requires assessing both language comprehension and decoding abilities. Let's consider the abilities needed for success in these two broad domains.

**Figure 5-** The Cognitive Foundations of Learning to Read



**Reference:** The Reading Comprehension

**Made by:** Leslie L.and Caldwell J.

### **A. Language Comprehension**

The ability to construct the meaning of spoken language, or language comprehension, requires a complex mix of different abilities, each somewhat dependent on the other (Brown R., 1980). However, two large domains of knowledge are required for success. The first is linguistic knowledge, or knowledge of the formal structures of a language. The second is background knowledge, or knowledge of the world, which includes the content and procedural knowledge acquired through interactions with the surrounding environment. The combination of these two allows us to make inferences from language. We can go beyond the literal interpretation allowed by competence in the language, to inferences from language that are built in combination with our knowledge of the world. For example, entering your house on a cold winter day and being told that the door is

still open allows you to infer that the speaker would like you to close it! The following text more fully describes each of the two domains that underlie such comprehension.

### **a. Linguistic Knowledge**

Knowledge that underlies competence in a language can be divided into three large domains. Phonology describes knowledge of the sound structure of a language and of the basic elements that convey differences in meaning, including their internal structure and their relationships to each other. Semantics deals with the meaning components of language, both at the level of individual units (words and their meaningful parts, or morphemes, such as “pre” in the word “preview”) and at the higher levels that combine these units (morphemes into words, words into sentences, sentences into discourse) (Cain K.,J. Oakhill & Bryant P., 2004).

The ability to read and understand a passage of text depends upon two equally important skills:

- The ability to decode the words in the text.
- The ability to understand the language the text is written in.

Thus, part of linguistic knowledge involves learning the individual meanings of words (or vocabulary) as well as the meaning of larger segments—sentences and discourse structures (e.g., narratives and expositions). Syntax constitutes the rules of language that specify how to combine different classes of words (e.g., nouns, verbs, adjectives) to form sentences. In short, syntax defines the structural relationship between the sounds of a language (phonological combinations) and the meaning of those combinations.

### **b. Background Knowledge**

Knowing how the everyday world works, both in terms of content and procedures, is a crucial component of language comprehension.

While linguistic knowledge represents the rules for how language operates, background knowledge represents the substance on which language operates. In communicating through language, successful comprehension requires both the ability to use the language and knowledge of the substance to be communicated.

One way to describe such knowledge is in terms of schemas—structures that represent our understandings (e.g., of events and their relationships). Schemas can represent fairly common knowledge (e.g., dining in a restaurant, including being seated, ordering, being served, eating, and finally paying a bill) or fairly esoteric knowledge (e.g., how computer programs complete searches for information).

If you have a well-developed schema in a particular domain of knowledge, then understanding a conversation relevant to that domain is much easier because you already have a meaningful structure in place for interpreting the conversation. Now let's consider the other major component of reading comprehension.

## **B. Decoding**

Alphabetic languages are those whose writing systems relate the written and spoken form of words systematically. In English, both systematic and unsystematic (or idiosyncratic) relationships exist, and the successful reader must master both. (Baker L. & Brown A., 1984) decoding is the ability to recognize both types of relationships between written and spoken words. And both of these are necessary for successful word recognition. Knowing these systematic relationships allows us to read many new words that we've never before encountered in written form. Knowing the exceptions allows us to access the meaning of a known word whose spelling violates the systematic relationships.

### **a. Cipher Knowledge**

The systematic relationships between written and spoken words are those that consistently relate the units of the written word (the letters of the alphabet) and the

units of the spoken word (not the sounds themselves, but the abstract units—the phonemes—that underlie the sounds). Knowledge of these relationships is known as cipher knowledge. As an example, a word like “pad” exemplifies a systematic relationship between three letters and three phonemes.

But “colonel” represents a systematic relationship between only its initial and latter units, not its medial ones (contrast this with the systematic relationship in “colon”). If a child learns the systematic relationships, she can recognize words she has never before encountered in print, but whose meaning she already knows from the course of language acquisition. This is the typical situation for the child learning to read.

#### **b. Lexical Knowledge**

Beyond the systematic relationships captured in cipher knowledge are the exceptions—those instances where the relationships between the units of the spoken and written word are unique and do not follow a systematic pattern. Knowledge of these exceptions, or lexical knowledge, is necessary for a child to be able to access the meaning of words she knows (e.g., “stomach”) but that do not entirely follow the patterns captured in her cipher knowledge.

### **C. The Basis of Cipher and Lexical Knowledge**

To learn the two types of relationships upon which decoding ability depends, a number of other abilities are needed.

#### **a. Letter Knowledge**

The first is letter knowledge, or the ability to recognize and manipulate the units of the writing system. In English, these units are the letters of the alphabet. Knowing the names of letters is not what is crucial here (although most children learn to distinguish letters by learning letter names); rather, what is important is being able to reliably recognize each of the letters.



**b. Phoneme Awareness**

In a similar fashion, one must be consciously able to recognize and manipulate the units of the spoken word—the phonemes that underlie each word. The knowledge behind this ability must be explicit, not implicit. That is, any child who knows a language can implicitly recognize and manipulate the sounds of the language that mark differences in meaning between words (e.g., “bat” and “bag” as different words with different meanings).

However, knowing explicitly that this distinction in meaning is carried by a particular unit in a particular location (i.e., by the last unit in the preceding example) does not come automatically with learning the language. It is something that in most cases must be taught in order to be learned. This knowledge is phoneme awareness: the conscious knowledge that words are built from a discrete set of abstract units, or phonemes, coupled with the conscious ability to manipulate these units.

**c. Knowledge of the Alphabetic Principle**

Finally, it is not enough to simply know and be able to manipulate the units of the written and spoken word. To master both the cipher and lexical knowledge components of decoding, one must understand that there is, in general, a systematic relationship between these units and that discerning the particular relationship is what is required to master decoding. Without the intent to discover this relationship, the would-be reader will not understand the task before her.

This intent is captured in knowledge of the alphabetic principle: knowing that a systematic relationship exists between the internal structure of written and spoken words, and that the task of learning to recognize individual words requires discovering this relationship.

#### **d. Concepts about Print**

Finally, the basis for knowledge of letters and the alphabetic principle is knowledge of the mechanics of the printed word, or concepts about print. This includes knowing that printed text carries a linguistic meaning, that there is a correspondence between printed and spoken words, and that text in English runs left-to-right and top-to-bottom on a page.

#### **2.2.3.6. Factors that Affects Comprehension**

Reading comprehension is a necessary component of reading, and many factors affect a student's ability to comprehend a text. These factors include interest in the topic, layout of the text and background knowledge the child holds about the topic (Gill S.R., 2008). Students will likely enjoy reading text that is interesting to them. For example, an avid athlete may enjoy reading stories in which the main character is also an athlete or there is a sport theme of some sort.

Layout of the text, or "text structure", refers to the formant of the text, which differs from non-fictional (expository) and fictional text (Fisher D., Frey N., & Lapp D., 2008). Informational text may include more comparing and contrasting of concepts, problem solving, or cause and effect; narrative text includes the traditional story elements, such as characters, setting, plot, resolution, etc., all contribute to the structure of the text (Fisher D., Frey N., & Lapp D., 2008). Spacing and font size may also affect layout. Vocabulary is another key component of text (Boulware Gooden, Careker S., Thomhill A. & Joshin R.M., 2007). The reader must be able to use specific strategies to help him or her determine the meaning of words in order to understand the sentence he or she read. (Fisher D., Frey N., & Lapp D., 2008) suggest "inside-the-word" strategies (breaking down words into their parts), "outside-the-word" strategies (such as using context clues within the sentence) and recognizing other resources, such as dictionaries, that may provide answers.

According to (Havey S. & Goudvis A., 2000) “readers take the written word and construct meaning based on their own thoughts; knowledge about the topic will be more likely to understand what they have read. (Leslie, L.& Caldwell, J., 2009), emphasize this connection between background knowledge and comprehension of the text with the support of several research studies. They also review a study in which students who had similar levels of background knowledge about a topic scored similarly on an assessment, even though some students were much stronger readers than others.

It is important to identify the skills that good readers use to help determine how to best provide instructions for struggling readers. Students who have difficulty within reading tasks will herein be referred to as “struggling readers” or “poor comprehenders”. Some students may exhibit difficulties in decoding words (word identification), a component of fluent reading. In the early grades, students spend more time focusing on word identification skills, and comprehension is more of a factor in the older grade levels. Regardless, when students must spend a good amount of time trying to identify words, less time can be spent on understanding the text (Rasinki T.V., 2003)’.

Additional factors may be that the level of the text is too high for the student, there is little interest in the topic and there is a lack of background knowledge, or the student does not have a clear purpose for reading. The students may not understand where to find the answer to a text, or be unable to utilize “look backs” (Leslie, L.& Caldwell, J., 2009) effectively. A lack of vocabulary skills may contribute to difficulty with comprehension and determining the meaning of a sentence (Boulware-Gooden, Carreker, Thomhill, & Joshi, 2007). This may be especially true for English language learners, because they have not yet “mastered” the English language. Other physical impairments, including vision difficulties, may contributed as well.

### **2.3. BASIC TERMS DEFINITIONS.**

**Strategy:** is a way chosen by the teacher based on students' need and level to develop reading comprehension.

**Comprehension:** is the result after the interaction between the reader and the text. The reader grasps the meaning of a lecture

**Predictions:** the reader figures out in advance the content of a reading just based in pictures, titles or headings.

**Background:** the reader combines his or her previous knowledge with the new experiences acquired through the reading to get a new one.

**Elicit:** the reader extracts detail, main ideas or the message of a reading.

**Assessment:** is a self-analysis by the reader after reading a text, in order to get how productive or useful it was to improve his / her skills.

**Process:** is a systematic series of actions which directed students to some end: to comprehend.

**Cognition:** the students ability for judging, knowing, learning, perceiving, recognizing, remembering, thinking, and understanding when they are in front of the text and lead them toward an awareness.

**Scheme:** is our mind organization that could be contrasted with the new information expressed in a text.

**Scaffolding:** involves the teacher guide, who provides students before, while and after reading activities.

## **2.4. HYPOTHESIS SYSTEM**

The use of reading strategies develops the reading comprehension skill among the students at 9<sup>th</sup> basic education “A” of “Alfredo Perez Guerrero” high school.

## **2.5.VARIABLES**

### **2.5.1. INDEPENDENT**

Reading Strategies

### **2.5.2. DEPENDENT**

Reading comprehension skills

### **2.5.3. SPECIFIC HYPOTHESIS I**

The application of the **skimming** strategy through *The Phantom of the Opera story* develops the reading comprehension skill.

#### **2.5.3.1.INDEPENDENT VARIABLE**

The **skimming** strategy

#### **2.5.3.2.DEPENDENT VARIABLE**

Reading comprehension skill

### **2.5.4. SPECIFIC HYPOTHESIS II**

The use of the **Scanning** strategy through *Emma story* develops reading comprehension skill.

#### **2.5.4.1. INDEPENDENT VARIABLE**

The **Scanning** strategy

#### **2.5.4.2. DEPENDENT VARIABLE**

Reading comprehension skill

#### **2.5.5. SPECIFIC HYPOTHESIS III**

The practice of the **Building Vocabulary** strategy through *The Phantom of the Opera* and *Emma* stories develops reading comprehension skill.

#### **2.5.5.1.INDEPENDENT VARIABLE**

The **Building Vocabulary** strategy

#### **2.5.5.2.DEPENDENT VARIABLE**

Reading comprehension skill

## 2.6. IMPLEMENTING THE VARIABLES.

### 2.6.1. SPECIFIC HYPOTHESIS 1

VARIABLES	CONCEPT	CATEGORY	INDICATORS	TECHNIQUES AND INSTRUMENTS
<b>Skimming strategy</b>	It is a rapidly method of reading over the text with the purpose of getting only the main ideas and a general overview of the content.	<ul style="list-style-type: none"> <li>▪ Ideas</li> <li>▪ Text</li> <li>▪ Content</li> </ul>	<ul style="list-style-type: none"> <li>→ Message</li> <li>→ Activities</li> <li>→ Motivated readings</li> <li>→ Stories</li> <li>→ Tales</li> <li>→ Informative information</li> <li>→ Publicity information</li> </ul>	<p><b>Technique:</b> Observation</p> <p><b>Instrument:</b> Observation guides Notes</p>
<b>Reading comprehension skill</b>	It is a process of simultaneously extracting and constructing meaning through interaction and involvement with written language.	<ul style="list-style-type: none"> <li>▪ Process</li> <li>▪ Meaning construction</li> <li>▪ Interaction</li> <li>▪ Written language</li> </ul>	<ul style="list-style-type: none"> <li>→ Active methodologies</li> <li>→ Schemes</li> <li>→ Ability</li> <li>→ Vocabulary</li> <li>→ Experiences</li> <li>→ Stories</li> <li>→ Dramatizations</li> <li>→ Dialogues</li> <li>→ Text</li> <li>→ Context</li> <li>→ Content</li> </ul>	<p><b>Technique:</b> Observation</p> <p><b>Instrument:</b> Observation guides Notes</p>

### 2.6.2. SPECIFIC HYPOTHESIS II

VARIABLES	CONCEPT	CATEGORY	INDICATORS	TECHNIQUES AND INSTRUMENTS
<b>Scanning</b> strategy	It is a technique to be used when you want to find specific information quickly. Where have a question in your mind and you read a passage only to find the answer, ignoring unrelated information.	<ul style="list-style-type: none"> <li>▪ Technique</li> <li>▪ Reading material</li> <li>▪ Specific information</li> </ul>	<ul style="list-style-type: none"> <li>→ Activities</li> <li>→ Task</li> <li>→ Books</li> <li>→ Magazines</li> <li>→ Newspaper</li> <li>→ Analysis</li> <li>→ Synthesis</li> <li>→ Reflection</li> </ul>	<p><b>Technique:</b> Observation</p> <p><b>Instrument:</b> Observation guides Notes</p>
<b>Reading comprehension</b>	It is a process of simultaneously extracting and constructing meaning through interaction and involvement with written language.	<ul style="list-style-type: none"> <li>▪ Process</li> <li>▪ Meaning construction</li> <li>▪ Interaction</li> <li>▪ Written language</li> </ul>	<ul style="list-style-type: none"> <li>→ Active methodologies</li> <li>→ Schemes</li> <li>→ Ability</li> <li>→ Vocabulary</li> <li>→ Experiences</li> <li>→ Stories</li> <li>→ Dramatizations</li> <li>→ Dialogues</li> <li>→ Text</li> <li>→ Context</li> <li>→ Content</li> </ul>	<p><b>Technique:</b> Observation</p> <p><b>Instrument:</b> Observation guides Notes</p>



### 2.6.3. SPECIFIC HYPOTHESIS III

VARIABLES	CONCEPT	CATEGORY	INDICATORS	TECHNIQUES AND INSTRUMENTS
<b>Building Vocabulary</b> strategy	It is the use of previous knowledge to understand the meaning of the word through the context. The context means the word and sentences that are before and after the unknown word.	<ul style="list-style-type: none"> <li>▪ Knowledge</li> <li>▪ vocabulary</li> <li>▪ Meaning</li> </ul>	<ul style="list-style-type: none"> <li>→ Experience</li> <li>→ Known word</li> <li>→ Unknown word</li> <li>→ Context</li> <li>→ Ideas</li> <li>→ Illustrative sentences</li> </ul>	<p><b>Technique:</b> Observation</p> <p><b>Instrument:</b> Observation guides Notes</p>
<b>Reading comprehension</b>	It is a process of simultaneously extracting and constructing meaning through interaction and involvement with written language.	<ul style="list-style-type: none"> <li>▪ Process</li> <li>▪ Meaning construction</li> <li>▪ Interaction</li> <li>▪ Written language</li> </ul>	<ul style="list-style-type: none"> <li>→ Active methodologies</li> <li>→ Schemes</li> <li>→ Ability</li> <li>→ Vocabulary</li> <li>→ Experiences</li> <li>→ Stories</li> <li>→ Dramatizations</li> <li>→ Dialogues</li> <li>→ Text</li> <li>→ Context</li> <li>→ Content</li> </ul>	<p><b>Technique:</b> Observation</p> <p><b>Instrument:</b> Observation guides Notes</p>

## CHAPTER III

### 3. METHODOLOGICAL FRAMEWORK.

#### 3.1. RESEARCH METHODS

- a. **Scientific Method:** In this research the scientific method was useful because it is important to narrow the definitions related to the content, which made reference to each one of the variables, since information is taken from some experts and scientists who, conducted their research processes previously and those were presented with clear and defined approaches to develop the theme proposed, that means, that this research is a real contribution to the development of reading comprehension.
- b. **Inductive Method:** Through the application of its steps, observation, experimentation, comparison, abstraction and generalization is started from particular to general facts directed to determine the students' difficulties related to the application of reading strategies in order to lead the problems solution associated to the development of reading comprehension.
- c. **Deductive Method:** To the research process it has considered the following steps: application, comparison and demonstration, which contributed to start from a comprehensive analysis of the facts and phenomena presented according to the research process observation guide applied to the students with the purpose of support the problem with activities focused on improving reading comprehension.
- d. **Analytic and synthetic method:** This method has been so important in the research process since it had been used to review existing information

documented by several teachers and researchers, then, after a critical synthetize that to support the proposed problem.

### 3.2. TYPE OF RESEARCH

- a. **Exploratory Research:** This type of research was used due to it allowed to discover facts associated to the investigation problem, in order to support in an explicit mood the contents related to the independent variable such as the application of reading strategies and the dependent variable the development of reading comprehension skill.
- b. **Descriptive Research:** It was used with the purpose of describing in an explicit and concise manner the facts and phenomena presented in the investigation according to the results obtained from the observation guide applied to the students.
- c. **Explicatory research:** It was precisely used to explain by an analysis the results interpretation obtained during the research process.

### 3.3. RESEARCH DESIGN

- a. **Field:** Because it was accomplished in the same scene of the facts, that is to say, in Alfredo Perez Guerrero High School among students at ninth grade of basic education in Guano city, Chimborazo province, in order to analyze and improve the application of reading strategies.
- b. **Bibliographical:** Depending on the time of occurrence of the facts and data records of the information is retrospective , because an analysis of specialized biography was achieved , special methodologies related to the application of

reading strategies led to develop reading comprehension among students at ninth-grade of Basic Education.

### 3.4. POPULATION AND SAMPLE

**3.4.1. Population.-** For the research process it was taken into consideration as population the students from ninth grade of basic education, which is detailed below:

<b>POPULATION</b>	<b>TOTAL</b>
Men	16
Women	10
<b>TOTAL</b>	26

**3.4.2. Sample:** Due to the population is smaller it was not necessary to applied a sample formula so; it worked with the whole universe.

### 3.5. TECHNICAL AND INSTRUMENT DATA COLLECTION

#### 3.5.1. Techniques

**a. Observation:** This technique was applied directly to the students at ninth grade of basic education in Alfredo Perez Guerrero high school in order to identify the point of difficulties faced in implementing reading strategies related to the development of reading comprehension skill.

#### 3.5.2. Instrument

**b. Observation guide:** It was conducted by items established for the students focused on the independent and dependent variable, specific parameters which

allowed identifying the level of difficulty related to the application of reading strategies to develop reading comprehension skill.

### **3.6. TECHNICAL PROCEDURES FOR ANALYSIS**

In order to obtain relevant information from the research applied among students in Alfredo Perez Guerrero High School, the following procedure was performed:

- Elaboration and reproduction of instruments for the data collection.
- Application of the respective observation guide.
- Tabulation of data.
- Review the information collected, that is to say, select suitable information, for example: detect errors, contradictions, etc.
- Elaboration of statistical tables and graphics, using Excel.
- Analysis of the statistical results for establishing relationships in accordance with the objectives and hypotheses.
- Interpretation of results supported by the theoretical framework.
- Checking hypothesis.
- Make conclusions and recommendations.

## CHAPTER IV

### 4. ANALYSIS AND INTERPRETATION DATA

#### 4.1. Pre observation

TABLE N° 1

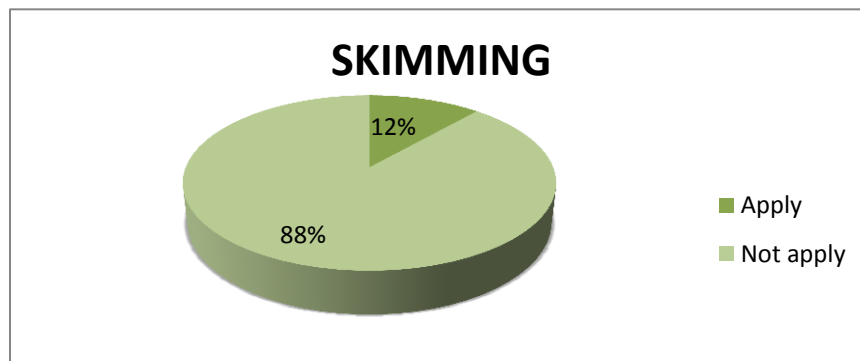
a) **Skimming Strategy:** Underline the sentences that express the main idea.

SKIMMING	FREQUENCY	PERCENTAGE
Apply	3	11.54%
Not apply	23	88.46%
TOTAL	26	100,00%

**Reference:** Observation Guide

**Made by:** Jessica and Adriana

GRAPHIC N° 1



**Reference:** Table N° 1

**Made by:** Jessica and Adriana

#### **Analysis and Interpretation:**

After diagnostic the students' situation through the reading "*Is today's music bad for kids?*". The 88% of students do not apply the SKIMMING strategy; that is to say, they cannot identify the main idea of the text. While the 12%, apply it. Therefore some activities are proposed to be developed in class in order to improve this strategy among students.

**TABLE N° 2**

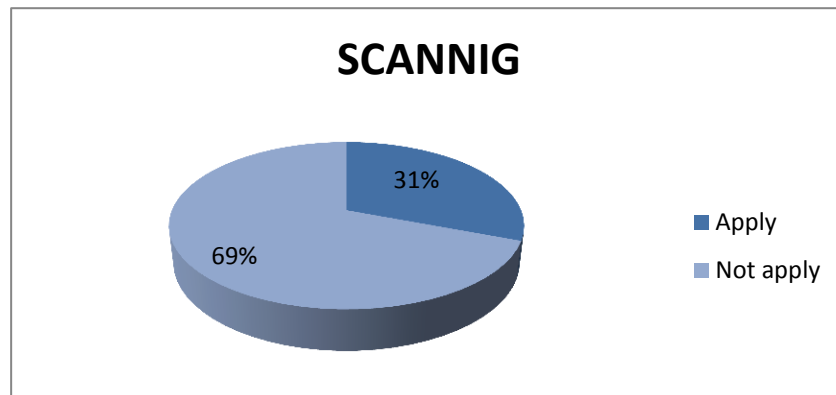
b) **Scanning Strategy:** Write true or false in the statements according the information in the article.

SCANNIG	FREQUENCY	PERCENTAGE
Apply	8	30,77%
Not apply	18	69,23%
<b>TOTAL</b>	26	100,00%

**Reference:** Observation Guide

**Made by:** Jessica and Adriana

**GRAPHIC N° 2**



**Reference:** Table N° 2

**Made by:** Jessica and Adriana

**Analysis and Interpretation:**

After diagnostic the students' situation through the reading *“Is today’s music bad for kids?”*. The 69% of students do not apply the SCANNING strategy; that is to say, they cannot find specific information required from the text. While the 31%, apply it. Therefore some activities are proposed to be developed in class in order to improve this strategy among students.

**TABLE N° 3**

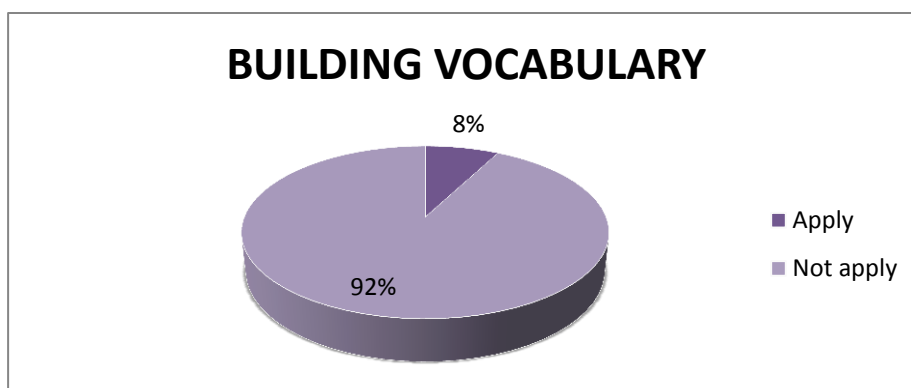
- c) **Building Vocabulary Strategy:** Underline the words you don't understand, and then try to guess the meaning from the context.

<b>TECHNIQUE</b>	<b>BUILDING VOCABULARY</b>	<b>PERCENTAGE</b>
<b>Apply</b>	2	7,69%
<b>Not apply</b>	24	92,31%
<b>TOTAL</b>	26	100,00%

**Reference:** Observation Guide

**Made by:** Jessica and Adriana

**GRAPHIC N° 3**



**Reference:** Table N° 3

**Made by:** Jessica and Adriana

**Analysis and Interpretation:**

After diagnostic the students' situation through the reading *"Is today's music bad for kids?"*. The 92% of students do not apply the BUILDING VOCABULARY strategy; that is to say, they cannot realize the meaning of unknown words using the context in a text. While the 8%, apply it. Therefore some activities are proposed to be developed in class in order to improve this strategy among students.



#### 4.2. Post observation

**TABLE N° 1**

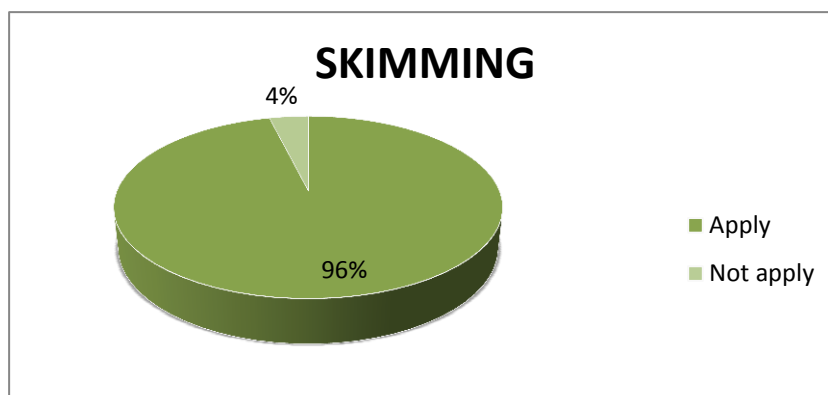
a) **Skimming Strategy:** Underline the sentences that express the main idea.

SKIMMING	FREQUENCY	PERCENTAGE
Apply	25	96,15
Not apply	1	3,85
<b>TOTAL</b>	26	100

**Reference:** Observation Guide

**Made by:** Jessica and Adriana

**GRAPHIC N° 1**



**Reference:** Table N° 1

**Made by:** Jessica and Adriana

#### **Analysis and Interpretation:**

The 96% of the students apply the SKIMMING strategy; next have applied some activities before, while and after reading a text. On the other hand the 4% do not apply this strategy properly. Thus, the use of reading strategies helped students to develop the reading comprehension skill.

**TABLE N° 2**

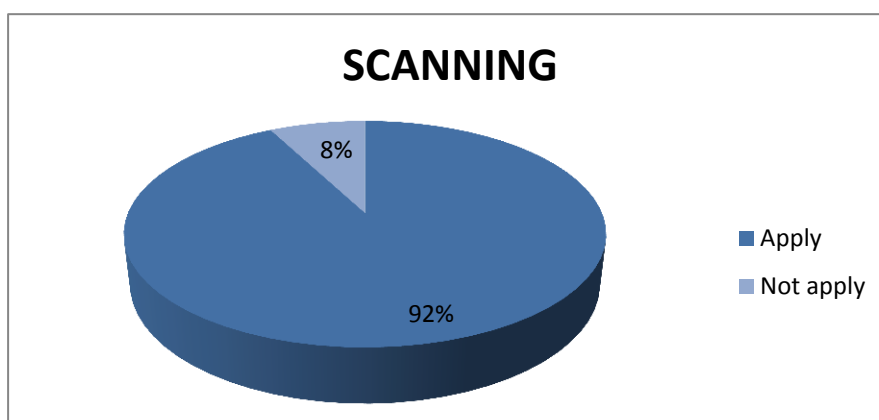
b) **Scanning Strategy:** Write true or false in the statements according the information in the article.

<b>SCANNING</b>	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
<b>Apply</b>	24	92,31
<b>Not apply</b>	2	7,69
<b>Total</b>	26	100

**Reference:** Observation Guide

**Made by:** Jessica and Adriana

**GRAPHIC N° 2**



**Reference:** Table N° 2

**Made by:** Jessica and Adriana

**Analysis and Interpretation:**

The 92% of the students apply the SCANNING strategy; next have applied some activities before, while and after reading a text. On the other hand the 8% do not apply this strategy properly. Thus, the use of reading strategies helped students to develop the reading comprehension skill.

**TABLE N° 3**

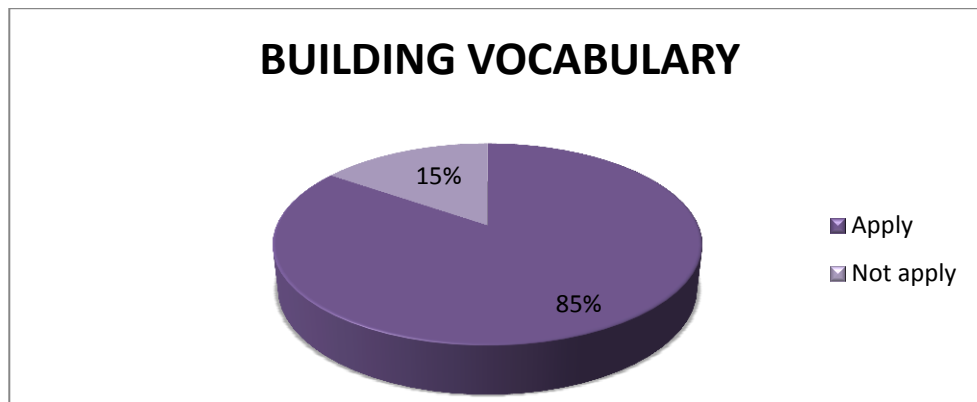
- c) **Building Vocabulary Strategy:** Underline the words you don't understand, and then try to guess the meaning from the context.

<b>BUILDING VOCABULARY</b>	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
<b>Apply</b>	22	84,62
<b>Not apply</b>	4	15,38
<b>Total</b>	26	100

**Reference:** Observation Guide

**Made by:** Jessica and Adriana

**GRAPHIC N° 3**



**Reference:** Table N° 3

**Made by:** Jessica and Adriana

**Analysis and Interpretation:**

The 85% of the students apply the BUILDING VOCABULARY strategy; next have applied some activities before, while and after reading a text. On the other hand the 15% do not apply this strategy properly. Thus, the use of reading strategies helped students to develop the reading comprehension skill.

### 4.3. Evaluation and Analysis

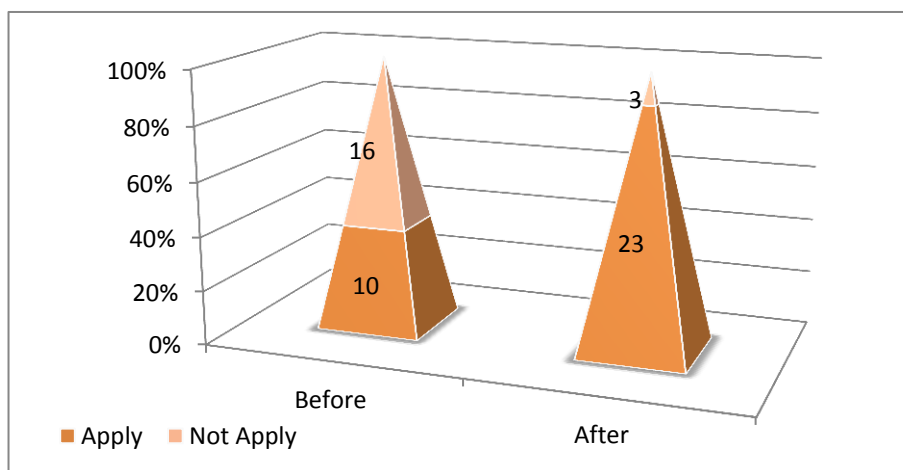
TABLE N° 4

APPLY READING STRATEGIES	Apply	Not apply	Total
Before	10	16	26
	38.46%	61.54%	100%
After	23	3	26
	88.46%	11.54%	100%

Reference: Observation Guide

Made by: Jessica and Adriana

GRAPHIC N° 4



Reference: Table N° 4

Made by: Jessica and Adriana

#### Analysis and Interpretation:

One way to look at this situation is that before applying the reading strategies among students of ninth grade just the 38.46% applied them. After have applied the skimming, scanning and building vocabulary strategies through stories and complementing with appropriate activities the 88.46% apply these strategies to understand a text. So, at the end of the study it can be said that; the application of reading strategies supported with material and activities according the students' level and interest develops the reading comprehension skill.

## CHAPTER V

### 5. Conclusions and Recommendation

#### 5.1. Conclusions

The research designed is a response contextualized to the limitations and difficulties detected during the study at ninth grade students in a direct observation through the application of reading strategies to evaluate their reading comprehension skill. So, the findings of the study revealed that after using these strategies, the students received higher test score than before using reading strategies. This shows a correlation with the previous research conducted on this topic.

- 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.
- The use of the Scanning strategy enabled students to detail the information in order to find out the precise answers for questions. It was useful because through this strategy is easy to remember the information required for developing multiple choice activities, filling in the blanks spaces etc.
- The practice of Building vocabulary strategy was not taught isolated due to, to skim or scan a text students need to understand the unknown words meaning. Therefore, the context was the clue element to understand it, what means that students used the words before and after the unknown word, as well as, they guessed the meaning they could comprehend the entire text.

## **5.2. Recommendation**

It is important that teachers help students become proficient readers who are able to use higher level thinking skills inside and outside the classroom. Although this research specially involved ninth grade students the following recommendations can be applied to any grade level:

- Students should be encouraged to justify their answers to their habits of reading. Teacher should apply a variety of reading strategies in order to do that. Since teachers are the scaffold to students' leaning by providing guidance.
- Students should be provided with age appropriate reading strategies to help them organize their information.
- Teachers should use different reading strategies as tools to help students to develop their reading comprehension, which enhance their progress. It does not mean they have to apply just skimming, scanning or building vocabulary strategies.
- The material selection should be according the students interest and level of comprehension.
- The activities must be developed into three steps: before, while and after reading a text, in order to inspire students' imagination and contrast their thoughts with those expressed in the text. This steps help to predict, analyze and express the message through a properly reading comprehension skill.

## REFERENCES

- Abby Marks Beale . (2007). Strategies fo studing and Life Long Leaning. In *Success Skill* (p. Chapter 9). Thomson.
- Adams M. J. . (1990). Beginning to Read. In *Thinking and Learning About Print*. Cambridge: MA: MIT Press.
- Baker L. & Brown A. (1984). Metacognitive Skills and Reading. In *Handbook of reading research* (pp. 353-394). New York: Plenum Press.
- Baker L. & Wigfield A. (1999). Dimensions of children's motivation for reading and their relations to reading activity and reading achievement. In *Reading Research Quarterly* (pp. 34, 452-477).
- Beers K. . (2003). When Kids Can't Read, What Teachers Can Do. In *A Guide for Teachers 6-12*. (p. 260). Portsmouth : Heinemann.
- Berk L. E. (2003). Child development 6th ed. Boston: MA: Ally & Bacom.
- Berk L. E. (2007). development through the lifespas 4th ed. Boston: MA: Ally & Bacom.
- Boulware Gooden, Careker S., Thomhill A. & Joshin R.M. (2007). Instruction of metacognitive strategies enhances reading comprehension and vocabulary achivement . In *The Reading Teacher* (pp. 70-77).
- Boulware-Gooden, Carreker, Thomhill, & Joshi. (2007). Instruction of metacognitive strategies enhances reading comprehension and vocabulary achievement. *Carroll University Digital Collections*, 70-77.
- Brown R. (1980). Metacognitive Development and Reading. In B. C. R.J. Spiro, *Theorica issues in eading comprehension* (pp. 453-481). Hillsdale, New Yersey: Lawrence Erlbaum Ass.
- Cain K.,J. Oakhill & Bryant P. (2004). Children's reading comprehension ability: Concurrent prediction by working memory, verval ability, and components skill. *Journal of Educational Psychology*, 31-42.

- Coady, J. & Nation, I.S.P. (1988). Vocabulary and reading. In R. C. McCarthy, *Vocabulary and Language Teaching* . (pp. 97-110). London: Longman.
- Cutropia & Alicia Romeo. (2010). In *Estrategias de Lectura*. España: Richmond Publishing.
- Decarrico, J.S. . (2001). Vocabulary Learning and Teachin. In M. Celce-Murcia, *Teaching English as a Second or Foreign Language* (pp. 285-299). Boston: Heinle & Heinle.
- Department of Education and Skills. (2011). Literacy and Numeracy for Learning and Life. In *The National Strategy to Improve Literacy and Numeracy Among Children and Young People 2011-2020*. Dublin : Government Publications.
- Department of Education and Training . (2004). First Steps Reading Map of Development. In *Steps Professional Development*. Western Australia .
- Department of Education and Training. (2004). First Steps Reading Resource Book. Western Australia .
- DES, D. f. (2006). Independent Review of the Teaching of Early Reading. London: Routledge & Kegan Paul LTD.
- Dvis F.B. (1968). Research in Comprehension in reading. In *Reading Research Quartely* (pp. 499-545).
- Edwards, L. . (2009). How to teach Vocabulary. *Pearson Education*.
- Fisher D., Frey N., & Lapp D. (2008). Modeling comprehension, vocabulary, text structures, and text features for older readers. In *The Reading Teacher* (pp. 548-556). doi:10.1598 RT. 61.7.4.
- Gill S.R. (2008). The comprehension matrix:Atool for designing comprehension instruction. In *The Reading Teacher* (pp. 106-113). Academic Search Premier database.
- Goswami U. 1986. (1986). Children's Use of Analogy in Learning to Read: A Developmental Study. *Journal of Experimental Child Psychology* , 73–83.
- Gough P.B. and Tunmer W.E. (1986). Decoding, reading and reading desability. In G. P. W.E., *Remedial and Special Education*. Boston: Heinle & Heinle.



- Gray W., & Holmes F. . (1938). *The Development of Meaning Vocabularies in Reading*. Chicago: IL: University of Chicago Publications of Lab Schools.
- Guthrie J. T., McRae A. & Lutz Klauda S. . (2007). Contributions of Concept-Oriented Reading Instruction to Knowledge About Interventions for Motivations in Reading. In *Educational Psychologist* (pp. 237–250).
- Havey S. & Goudvis A. (2000). *Strategies that work. In Teaching comprehension to enhance understanding*. New York: ME: Stenhouse Publishers.
- Huegli Vicki Ann. (2008). In *Essential Life Skills*. New York: Copyright QLWG.
- INEC. (2012). *Habitos de lectura en Ecuador*. [http://www.elcomercio.ec/cultura/Ecuador-habitos-cultura-libros-lectura-literatura\\_0\\_990500966.html](http://www.elcomercio.ec/cultura/Ecuador-habitos-cultura-libros-lectura-literatura_0_990500966.html)
- Jalongo M and Sobolak M. (2011). Supporting Young Children’s Vocabulary Growth: The Challenges, the Benefits, and Evidence-Based Strategies. *Early Childhood Education Journal* , 421–429.
- Johnson C., & Johnson D. (2012). Why teach vocabulary?
- Leslie, L.& Caldwell, J. (2009). Handbook of reasearch on reading comprehension. In S. I. Duffy, *Formal and informal measure of reading comprehension* (pp. p. 403-427). New York: NY: Routledge.
- Lipson M., Mosenthal J. , Mekkelson, J., & Russ B. . (2004). Building knowledge and fashioning success one school at a time. In *The Reading Teacher* (pp. 534-545).
- McKenna M.C. and Stahl K. A. D. ( 2009). *Assessment for Reading Instruction* (2nd ed.). New York: Guilford.
- Mehigan G. (2009). Word Knowledge and Vocabulary Development. . In *Reading Association of Ireland. Building Best Practice*. St. Patrick’s College .
- National Council for Curriculum and Assesment. (2012). *Literacy in Early Childhood and Primary Education (3-8 years)*. Dublin : NCCA.
- National Institute of Child Health and Human Development (NICHD). (2000). An Evidence-Based Assessment of the Scientific Research Literature on Reading and its Implications for Reading Instruction. *Report of the National*

- Reading Panel. Teaching Children to Read.* Washington: DC: US. Government Printing Office.
- Ní Mhurchú, M. (1998). Activities to Develop Phonological Awareness. *Irish Learning Support Association, 24th Annual Conference.* St. Patrick's College Drumcondra, Dublin.
- O'Malley, M. & Chamot, A. (1990). In *Learning strategies in second language acquisition.* New York: Cambridge .
- Panel, N. R. (2000). Report of the National Reading Panel. In I. o. House. USA.
- Pardo L. (2004). What Every Teacher Needs to Know About Comprehension. In *The Reading Teacher* (pp. 272-281).
- Perfetti C.A., Landi N. and Oakhill J. (2005). The acquisition of reading comprehension skill. In *Science of Reading.*
- Piaget J. & Inhelder B. (1969). *The Psychology of the child.* New York: NY: Base Books.
- Piaget J. (1957). *The Language and Thought of the Child* 3rd. ed. London: Routledge & Kegan Paul LTD.
- Pressley. (2000). What should comprehension instruction be the instruction of? In P. P. Kamill. Mahwah, New Jersey: Laurence Erlbaum Associates Inc. Publishers.
- Prince P. . (1996). Second Language vocabulary Learning. *The Modern Language Journal*, 478-493.
- Rasinki T.V. (2003). The fluent reader. In *Oral reading strategies for building word recognition, fluency and comprehension.* New York : NY: Scholastic.
- Reutzel, R. (1999). Balanced Reading Strategies and Practices. In *Reading Strategies* (p. 147).
- Savage, R. (2008). Word reading instruction methods: The evidence concerning phonics. In *Encyclopedia of Language and Literacy Development.* London: ON: Canadian Language and Literacy Research Network.
- Schoenbach Ruth. (1999). Reading for Understanding. In *What is reading?* North-Holland: MIT Press.

- Snow C., Burns M.S. and Griffin P. . (1998). *Developing Early Literacy. Report of the National Early Literacy Panel*. Washington, DC: National Institute for Literacy.
- Texas Reading Initiative/Texas Education Agency. (2000). *Promoting Vocabulary Development*. Austin,TX: Texas Reading Initiative/ Texas Education Agency.
- Thornbury, S. . (2002). *How to Teach Vocabulary*. Harlow: Longman.
- Thornbury, S. . (2006). *Teaching Vocabulary Using Short Texts*. In P. R. Nunn, *The Study of Second Language Acquisition in the Asian Context*. (pp. 322-328). Seoul: Asian EFL Journal Press.
- Vygotsky. (1978). *Educational Psychology*. Boca Raton: FA:CRC Press LLC.
- Vygotsky L. ( 1978). *Mind in Society* . In *The Development of Higher Psychological Processes*. Cambridge: MA: Harvard University Press.
- Vygotsky L. (1978). *Mind in Society*. In J.-S. S. Cole. Cambridge: MA: Harvard University Press.
- Yopp H. K. and Yopp R. H. (2000). *Supporting Phonemic Awareness Development in the Classroom*. In *The Reading Teacher* (p. 130).

# Annex

## Annex 1

### **I**s today's music bad for kids?

Today's parents are worried. Their children and their iPod are inseparable. Where they go, teenagers listen to music on their iPod. The problem is not the iPod but the kinds of music teenagers listen to. Most teenagers are into rap and other kinds of hip-hop music. Why is this problem? Listen to the lyrics of many rap songs.

They're often about drugs, sex, and violence.

But does music influence young people behavior? For example, do teenagers who listen to rap songs about violence become violent? Do those who listen to rock, heavy metal, and rap become drug users?

There are many different opinions. Some say singers and their songs affect the behaviour of young people. They say that music with violent lyrics is the reason some young people commit crimes, and some teenagers do drugs because their favorite singer do the same thing. The singers say that it is ridiculous to blame them and their songs for what teenagers choose to do. They say it is the responsibility of parents to raise their kids well. Singers are not babysitters. In one of his raps, Eminem asks, "Where were the parents at?" in other words, Eminem is blaming the parents, not the singers or their songs, when kids go wrong.

The debate continues. What about you? Do you think today's music is bad for you?



## Activities

**Activity 1:** Read the article quickly.

Underline the sentences that express the main idea.

- a. Teenagers are into hip-hop.
- b. Parents cannot stand teen music.
- c. Adults worry that music influences their children's behavior.

d. Many rap songs talk about drugs, sex, and violence.

e. Singers agree that they influence the behavior of young people.

**Activity 2:** Read the article again.

Write true or false in the statements according to the information in the article.

- a. Teenagers listen to music all of the time.
- b. Parents are worried because iPods are expensive.
- c. Most teenagers like hip-hop music.

**Activity 3:** Underline the following words, and then try to guess the meaning from the context.

- a. Bad: \_\_\_\_\_
- b. Lyrics: \_\_\_\_\_
- c. Behavior: \_\_\_\_\_
- d. Babysister: \_\_\_\_\_
- e. Debate: \_\_\_\_\_

## Annex 2

### PREOBSERVATION GUIDE

The observation guide is applied in order to know if, the students employ reading strategies to understand an English text; through the article *“Is today’s music bad for kids?”*

STUDENTS	STRATEGY	SKIMMING		SCANNING		BUILDING VOCABULARY	
	STRATEGY	Underline the sentences that express the main idea.		Write true or false in the statements according the information in the article.		Underline the following words, and then try to guess the meaning from the context.	
		Apply	Not apply	Apply	Not apply	Apply	Not apply
1	ALVARADO JUAN		✓	✓			✓
2	APO CRISTIAN		✓	✓			✓
3	APO GABRIELA		✓	✓			✓
4	ARMAS ALEX PAUL	✓		✓		✓	
5	CARABALÍ ADRIAN		✓		✓		✓
6	CARGUACUNDO DARWIN	✓			✓		✓
7	CORONEL RONNY		✓		✓		✓
8	CHACHA ERICA		✓		✓		✓
9	GARCÉS JORDAN		✓		✓		✓
10	GUALOTO DARWIN		✓		✓		✓
11	GUERERO FATIMA		✓		✓		✓
12	IZA CARLOS		✓	✓			✓
13	LADINO EVELIN		✓		✓		✓
14	MANOTOA WIDINSON		✓		✓		✓
15	MIQUINGA RAQUEL		✓		✓		✓
16	MUYOLEMA SILVANA		✓		✓		✓
17	PADILLA JULIO		✓		✓		✓
18	PILCO EDISON		✓		✓		✓
19	SAMANIEGO		✓		✓		✓

	<b>EDISON</b>						
<b>20</b>	<b>TIERRA EDISON</b>		✓		✓		✓
<b>21</b>	<b>TIERRA JESSICA</b>	✓		✓			✓
<b>22</b>	<b>TOTOY NATHALIA</b>		✓	✓			✓
<b>23</b>	<b>VELASCO JOSE</b>		✓		✓		✓
<b>24</b>	<b>VELASCO LESLY</b>		✓		✓		✓
<b>25</b>	<b>YÁNEZ ANTONI</b>		✓		✓	✓	
<b>26</b>	<b>ZAMBRANO PAULINA</b>		✓	✓			✓
	<b>TOTAL</b>	<b>3</b>	<b>23</b>	<b>8</b>	<b>18</b>	<b>2</b>	<b>24</b>





22	<b>TOTOY NATHALIA</b>	✓		✓		✓	
23	<b>VELASCO JOSE</b>	✓		✓		✓	
24	<b>VELASCO LESLY</b>	✓		✓		✓	
25	<b>YÁNEZ ANTONI</b>	✓		✓		✓	
26	<b>ZAMBRANO PAULINA</b>	✓		✓			✓
	<b>TOTAL</b>	25	1	24	2	22	4

#### **Annex 4**

Applying Reading strategies with students of “Alfredo Perez Guerrero” High School



*Developing activities after have read the Phantom of the opera story.*



*Providing students tips to help them guess meaning of unknown words from context.*



*Practicing reading aloud to improve pronunciation and encouraging students' participation.*



*Enhancing student's reading habit by using authentic resources.*