UNIVERSIDAD NACIONAL DE CHIMBORAZO

FACULTAD DE CIENCIAS DE LA EDUCACIÓN HUMANAS Y TECNOLOGÍAS

CARRERA DE IDIOMAS

"To analyze the Barrett Taxonomy focus on cognitive skills to develop reading comprehension in English language, the case of students of Tercer Año de Bachillerato General Unificado "A" at Juan de Velasco High School in Chimborazo Province-Riobamba City in the Academic Period September 2021-February 2022"

Work presented as requirement for obtaining the bachelor's degree as "Licenciada en Ciencias de la Educación, Profesora de Idiomas; Inglés"

Author:

Sandra Grimaneza Parra Crizón

Tuthor:

Mgs. María Dolores Avalos Obregón

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AUTHORSHIP

I, Sandra Grimaneza Parra Crizón, a Language Career student, certify to be the original author of the following research paper:

"To analyze the Barrett Taxonomy focus on cognitive skills to develop reading comprehension in English language, the case of students of Tercer Año de Bachillerato General Unificado "A" at Juan de Velasco high school in Chimborazo province-Riobamba city in the academic period September 2021-February 2022"

The author is solely responsible for ideas, opinions, and comments contained in this paper.

Sandra Parra
CC. 0605617034

TUTOR CERTIFICATION

Mgs. María Dolores Avalos Obregon, professor of Facultad de Ciencias de la Educación, Humanas y Tecnologías at Universidad Nacional de Chimborazo, in my capacity of thesis director of this research work presented by Sandra Grimaneza Parra Crizón, prior to obtain the degree of "Licenciada en Ciencias de la Educación, Profesora de Idiomas: Inglès" whose theme is:

"TO ANALYZE THE BARRETT TAXONOMY FOCUS ON COGNITIVE SKILLS TO DEVELOP READING COMPREHENSION IN ENGLISH LANGUAGE, THE CASE OF STUDENTS OF TERCER AÑO DE BACHILLERATO GENERAL UNIFICADO "A" AT JUAN DE VELASCO HIGH SCHOOL IN CHIMBORAZO PROVINCE-RIOBAMBA CITY IN THE ACADEMIC PERIOD SEPTEMBER 2021-FEBRUARY 2022"

Certify that this research project has been completed to 100%. It fulfilled with all established parameters and has enough merit to be subjected to the public presentation and evaluation by the respective tribunal.

Certify this research wok in honor of truth.

Riobamba 06 de abril del 2022
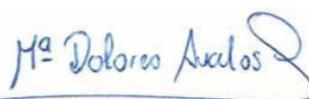
Mgs. María Dolores Avalos

C.I. 0602537847

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FACULTAD EN CIENCIAS DE LA EDUCACION, HUMANAS Y TECNOLOGIAS.
CARRERA DE IDIOMAS

COMMITTEE MEMBERS CERTIFICATE

TITLE OF THE RESEARCH WORK: "To analyze the Barrett Taxonomy focus on cognitive skills to develop reading comprehension in English language, the case of students of Tercer Año de Bachillerato General Unificado "A" at Juan de Velasco high school in Chimborazo province-Riobamba city in the academic period September 2021-February 2022"

Work presented as requirement for obtaining the bachelor´s degree as: "Licenciada en Ciencias de la Educación, profesora de Iidiomas; Inglés". It has been approved by the Committee Members of the Language Career of the Universidad Nacional de Chimborazo. In constancy with all exposed sing.

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COMMITTEE MEMBER

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C E R T I F I C A C I Ó N

Que, SANDRA GRIMANEZA PARRA CRIZÓN con CC: 0605617034, estudiante de la Carrera LICENCIATURA EN IDIOMAS, INGLÉS Facultad de ; ha trabajado bajo mi tutoría el trabajo de investigación titulado '' To analyze the Barrett Taxonomy focus on cognitive skills to develop reading comprehension in English language, the case of students of Tercer Año de Bachillerato General Unificado "A" at Juan de Velasco high school in Chimborazo province-Riobamba city in the academic period September 2021-February 2022", cumple con el 9 % (nueve), de acuerdo al reporte del sistema Anti plagio **URKUND**, porcentaje aceptado de acuerdo a la reglamentación institucional, por consiguiente autorizo continuar con el proceso.

Riobamba, 11 de marzo de 2022

Mª Dolores Avalos

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Mgs. MARIA DOLORES AVALOS OBREGON

TUTOR (A)

DEDICATORY

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I want to dedicate this work to my
mother for being a fundamental pillar
in my life, she did everything possible
to see me finish my degree and I know
that from heaven she is proud of me.

With love

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First of all, I express my gratitude to God above all things, as God has given me the wisdom and knowledge. On the other hand, thank my husband and my daughter because they have been my encouragement and my strength not to give up. I also thanks to my Thesis Tutor Mgs. Maria Dolores Avalos for her help in the process of completing my thesis. Finally, I thank my dear teachers because the knowledge and advice handled have helped to grow like human being and professionally.

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Sandra Grimaneza Parra Crizón

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RESUMEN

Con el paso de los años, la comprensión lectora se ha convertido en un grave problema para el ser humano, ya que hay personas que no comprenden cuando leen en su lengua materna, peor aún en una lengua extranjera (inglés). La lectura y la comprensión lectora no son iguales. La lectura es el proceso de observar una serie de símbolos escritos y obtener significado de ellos, mientras que la comprensión lectora no es algo fácil de hacer para los estudiantes. Ellos deben ser capaces de interpretar el significado de las palabras, expresiones y oraciones. Para mejorar la comprensión lectora de los alumnos, el docente debe utilizar una técnica o estrategia adecuada que les ayude a desarrollar su pensamiento crítico. Gracias a un análisis previo realizado en la Unidad Educativa Juan de Velasco, se descubrió que el principal problema de comprensión lectora en inglés se debe principalmente a la falta de vocabulario que presentan los adolescentes. Este estudio tuvo como objetivo analizar la importancia de la Taxonomía de Barrett enfocada en las habilidades cognitivas en el desarrollo de la comprensión lectora en el idioma inglés. La población estuvo conformada por la docente y los estudiantes de Tercer Año de Bachillerato General Unificado de la misma institución. El tipo de estudio desarrollado fue una investigación cualitativa con un nivel descriptivo y se concluye que la Taxonomía de Barrett es una guía de preguntas para ayudar al docente a evaluar el nivel de comprensión lectora de los estudiantes, en este estudio no todas las categorías de la Taxonomía de Barrett son aplicadas por el docente en clases la comprensión literal y reorganización son las que predominan.

Palabras clave: Taxonomía de Barrett, habilidad de lectura, comprensión lectora, guía de preguntas.

ABSTRACT

Over the years, reading comprehension has become a serious problem for human beings, since there are people who do not understand anything when reading in their mother tongue, much more in a foreign language (English). Reading and reading comprehension are not the same. Reading is the process of looking at a series of written symbols and getting meaning from them, while reading comprehension is not an easy thing to do for students. They must be able to interpret the meaning of the words, expression, and sentence. To improve students' reading comprehension, the teacher must use an adequate technique or strategy that helps them develop their critical thinking. Thanks to a previous analysis carried out in the Unidad Educativa Juan de Velasco, it was discovered that the main problem of English reading comprehension is mainly due to the lack of vocabulary presented by adolescents. This study aimed to analyze the importance of Barrett Taxonomy focus on cognitive skill in the development of reading comprehension in English language. The population was conformed by the teacher and students of Tercer Año de Bachillerato General Unificado of the same institution. The type of study developed was a qualitative research with a descriptive level and it is concluded that Barrett's Taxonomy is a guide of questions to help teacher to assess the level of reading comprehension of students, in this study not all categories of the Barrett's Taxonomy are applied by the teacher in classes, literal comprehension and reorganization are predominant.

Keywords: Barrett´s Taxonomy, reading skill, reading comprehension, guiding questions.

Reviewed by:

MONICA NOEMI CADENA FIGUEROA

Unach

Mgs. Mónica Noemí Cadena Figueroa
English Professor
C.C. 0602935926

CHAPTER I.

1.1. INTRODUCTION

For analyzing and understanding "in English teaching and learning process, there are four skills that are identified as important; listening, speaking, reading and writing" (Brown, 2001). The four language skills that the author mentioned are important. The proposed study focuses on the reading comprehension (reading skill). There are differences between readings and reading comprehension, according to (Kinser, 1987) "Reading is interactive and global process in which learning skills are involved". Reading is what the reader does to translate text into sounds or spoken words, but comprehension involves deriving meaning from those words. "Reading comprehension is the product of word decoding and linguistic comprehension" (Gough, 1986).

In the last several decades, "theories and models of reading have changed from seeing reading as primarily receptive processes from text to reader to interactive processes between reader and text" (Adams, 1990). The problem is that students still get confused and have difficulty to comprehend texts well, this happen because there are many factors that influence such as: lack vocabulary, concentration, and good strategies. English must be used better to create their own concept or opinion through exercises, tasks and understandable questions, it will help to construct meaning.

The Barrett´s taxonomy are designed to be used as a checklist or a question guide for English teachers to help their students understand better what they read. "Taxonomy of Reading Comprehension skill to assist educators in understanding, the proposed of cognitive development of readers in the upper-intermediate grades" (Barrett, 1972). "Barrett´s taxonomy is ordered from easy to difficult according to each category contained and covered based the difficulty of competence" (Clymer, 1968). Barrett´s Taxonomy to develop reading comprehension is divided in five categories: Literal Comprehension, Reorganization, Inferential, Evaluation and Appreciation.

Other author proposed a "Construct or model where he listed six factors in comprehension: 1) perception; 2) apperception; 3) abstraction; 4) appraisal; 5) ideation; and 6) application" (Cleland, 1965). Barrett's taxonomy and Cleland's factors

help students begin to think critically. "Recognized the need for clarifying the comprehension training due to the differing perspectives of researchers who viewed the process as a global skill or a series of sub skills" (Barrett, 1974). "Designed originally to assist classroom teachers in developing comprehension questions and / or test questions for reading" (Clymer, 1968).

It is not found a work to provide an effective strategy that help to English teachers in the evaluation of their students, most of these investigations are based on the strategy of Questioning where the students can find the answer explicitly in the reading but it is not beneficial for the students because they cannot have the opportunity to construct their own meaning. Therefore, it probably limits the development of reading learning in students. The objective of these researching work is to analyze the importance of the Barrett Taxonomy focus on cognitive skill in the development of reading comprehension in English language, the case of students of Tercer Año de Bachillerato General Unificado "A" at Unidad Educativa Juan de Velasco, in Riobamba city, Chimborazo Province and the five categories or five forms of questions that can be used to help students become interactive readers.

The following investigation has been organized in five chapters:

In Chapter 1, Introduction, problem statement, problem formulation, justification, general objective and specific objectives, were written in this chapter.

In Chapter 2, Background, theoretical foundation and the basic terms definitions, were written at Theoretical Framework.

In Chapter 3, approach, research modality, research level, population and sample, the sample, techniques and instruments for collecting data and techniques of analysis and interpretation techniques were written at Methodological Framework.

In Chapter 4, the analysis and results of observation guide applied to students and the interview with the English teacher were written at Results and Discussion.

In Chapter 5, Conclusions and Recommendations were written in this chapter.

1.2. Problem statement

Reading skill is one of the four skills that are important in English language, but reading is not similar to reading comprehension. Comprehension is very necessary for students to understand the meaning of the text or written information. "Reading comprehension is the product of word decoding and linguistic comprehension" (Gough, 1986). Learning English reading comprehension in Latin America specifically in Colombia in the last decade shows the low level, the data published on the performance of Colombian students have concerned educators and researchers, Although "Critical reading or reading comprehension has become one of the priorities of Colombian education" (Cubides, 2017), but the results are not as expected. Colombia is one of the Latin American countries with a low ranking in reading comprehension. In 2018 in Colombia, 7522 students from 250 schools both private and public, completed The Programme for International Student Assessment (PISA), and 50% of them attained at least Level 2 proficiency in reading while The Organization for Economic and Cooperative Development (OECD) compares the academic performance of 15 year olds in 56 countries world-wide the average was 77%. Only 1% of students were top performers in reading (the ones who reached Level 5 or 6 in the PISA test, where the OCDE average was 9%) (IDB, 2019).

In Ecuador, reading comprehension is focused on methods and technics, but despite the effort, good strategies and techniques used by teachers and her hard work, it has not been enough to give the desired results because there are other factors that affect the performance of reading comprehension in students. The 2012 census, included a set of questions in order to assess the rate of reading comprehension in Ecuador, data obtained revealed that 26, 5% of Ecuadorian people has not developed the reading skills. The National Institute of Statistics and Census (INEC), was in charge of it, 58% have lack of interest, 31.7% lack of time, 3.1% have problems with concentration and 8.2% other problems (INEC, 2012) when reading. Reading skill enable people to be successful in academics (Iftanti, 2015).

An important report from one of the institutions located in Riobamba city shows that reading comprehension levels are under the 50% of performance. It is alarming because 378 students of Tecero de Bachillerato took "Ser Bachiller" test and the results

of that exam in the linguistic section were just 51.1% of the students succeed in reading comprehension (INEVAL, 2017). Reading comprehension is really important to study because the previous reports show the low level of student's reading comprehension, that is why this study is carried out at Unidad Educativa Juan de Velasco through an observation guide in Tercer Año de Bachillerato General Unificado "A" because students with a high degree of critical thinking and reading skills are needed to carry out this research. "A reader needs to combine automatic and strategic cognitive processes that allows the student to produce a mental representation of a text" Broek & Espin, 2012 as cited in (Moore, 2014) In fact, "Effective reading comprehension requires a coherent understanding of the organizing principles which lead to better reasoning and enable control of learning processes by learners themselves" (Bransford, 1999).

1.3. Problem formulation

How Barrett´s Taxonomy focus on cognitive skills is important in the development of reading comprehension in English language, the case of students of Tercer Año de Bachillerato General Unificado "A" at Juan de Velasco high school in Chimborazo Province-Riobamba City, in the academic period September 2021-February 2022"?

1.4. Justification

In this research will be known the importance of the Barrett´s Taxonomy focus on cognitive skills in the development of reading comprehension in English language. This topic was chosen to understand the importance of Barrett´s Taxonomy, if it helps teachers to assess student´s reading skill in the classroom. On the other hand, it also helps students to increase critical thinking skill through questions from the different categories that Barrett´s Taxonomy has.

"Students must be able to use English receptive skills to understand the interrelated conditions between written and oral communication where basically these types of communication differ from each other" (Oakhill, 2015). "The ideal acquisition of reading is through the integration of several systems like: phonological, semantic, syntactic, morphological, pragmatic, conceptual, social, affective, articulatory, and motor" (Prowse, 2013). The problem is that the students are confused and have a hard time understanding written text. Reading comprehension is not an easy process by different causes or factors. (Alderson, 1984) Ascribes poor reading to four possible causes "(a) poor reading ability in the first language; (b) inadequate knowledge of the foreign language; (c) incorrect strategies for reading in the foreign language; (d) reading strategies in the first language not being employed in the foreign language, due to inadequate knowledge of the foreign language". Therefore, it is difficult to understand texts. Then, grammar translation is applied to understand meanings.

The Barrett Taxonomy (Clymer, 1968) "It is designed originally to assist classroom teachers in developing comprehension questions and / or test questions for reading". "Barrett´s taxonomy is ordered from easy to difficult according to each category contained and covered based the difficulty of competence" (Clymer, 1968). Barrett´s Taxonomy to develop reading comprehension is divided in five categories: Literal Comprehension, Reorganization, Inferential, Evaluation, and Appreciation. Major purpose of Barrett's Taxonomy is to help students to analyze, criticize and increase their critical thinking. "Reading is an essential tool to achieve an integral transformation that contributes to the formation of better citizens who fundamentally support their beliefs scientifically in relation to relevant issues and human need by critical and rational thinking" (Cornejo, 2012).

The purpose of this research is to analyze the importance of Barrett´s Taxonomy in the development of reading comprehension in English language, the case of students of Tercer Año de Bachillerato General Unificado "A" at Juan de Velasco high school in Chimborazo Province-Riobamba City, taking the opinions or comments of the teacher about the use of Barrett´s Taxonomy. And, to show the categories that this Taxonomy has to develop student´s reading comprehension. "Effective reading comprehension requires a coherent understanding of the organizing principles which lead to better reasoning and enable control of learning processes by learners themselves" (Bransford, 1999).

1.5. Objectives

1.5.1. General objective

To analyze the importance of the Barrett Taxonomy focus on cognitive skills in the development of reading comprehension in English language, the case of students of Tercer Año de Bachillerato General Unificado "A" at Juan de Velasco high school in Chimborazo Province-Riobamba City in the academic period September 2021-February 2022.

1.5.2. Specific objectives

- To review the strategies used by English teacher in class to improve student´s reading comprehension.
- To observe the level of English reading comprehension of the students based on the categories of Barrett Taxonomy during the class.
- To know the perspective of the teacher of the educational institution in relation to the use of Barrett´s Taxonomy to develop reading comprehension.

CHAPTER II

2. THEORETICAL FRAMEWORK

2.1. BACKGROUND INVESTIGATIONS REGARDING THE PROBLEM TO BE INVESTIGATED

Reading skill is one of the four skills that English language has, so it is important and necessary to study. At Universidad Nacional de Chimborazo in its Ciencias de la Educación, Humanas y Tecnologías Faculty there are not previous investigations about to analyze the Barrett´s Taxonomy focus on cognitive skills to develop reading comprehension in English language, but I could find a work related to reading skill, which is the skill that I am focusing in this work, This research is:

"LOS HÁBITOS DE LECTURA EN EL APRENDIZAJE DEL IDIOMA INGLÉS EN LOS ESTUDIANTES DEL OCTAVO AÑO PARALELO "B" DEL COLEGIO MIGUEL ÁNGEL LEÓN PONTÓN DE LA CIUDAD DE RIOBAMBA DURANTE EL AÑO LECTIVO 2011-2012". Developed by: Brito Yuca Diana Marilu and Castillo Llamuca Daniela Fernanda. This research mentions that, students have problems in learning English reading skills because they do not have reading habits. It is important to mention that reading habits are very important to improve reading comprehension because when students have reading habits they like to read, they enjoy doing it and it is easier for them to learn.

In our country I could not find investigations related to the analysis of Barrett Taxonomy to develop reading comprehension but in other country there are, the work is: "The Effect of Using Barrett Taxonomy to Improve Students Reading Comprehension at Senior High School (SMP1) Sungguminasa" in Universitas Muhammadiyah Makassar, Indonesia. Developed by Asriati, Asmayanti, Nur Aeni and Aisyah.

This research was carried out in two groups of students, one using Barrett´s Taxonomy as a method and the other without using Barrett's Taxonomy to evaluate student´s reading comprehension. The results were obtained through a test applied to the two groups showing that the group that used Barrett's Taxonomy as a method, the averages are higher than those that did not use Barrett's Taxonomy.

2.2. THEORETICAL FOUNDATIONS /BASIS

2.2.1. Reading and Reading skill

Reading is a complex cognitive process of decoding symbols in order to construct meaning (reading comprehension). "Reading is a means of language acquisition, communication, and of sharing information and ideas". (En.wikipedia.org, 2017). (McNamara, 2012) States that, "reading can be challenging particularly when the material is unfamiliar, technical or complex". The problem of some readers is that they may understand each word separately, but linking them together into meaningful ideas often doesn´t work as well as it should because an independent word has a very different meaning to when this same word is in a context.

2.2.2. Reading Comprehension

Reading comprehension is a difficult process to comprehend texts "reader needs to combine automatic and strategic cognitive processes that allows the student to produce a mental representation of a text" (Moore, 2014). "Effective reading comprehension requires a coherent understanding of the organizing principles which lead to better reasoning and enable control of learning processes by learners themselves" (Bransford, 1999) in order to develop reading comprehension skills. (Snow, 2002) States that "comprehension and understanding is the ultimate goal of reading".

2.2.3. Vocabulary

Vocabulary is a list of words that a student knows and is able to understand and use in context. "vocabulary is divided into two types: active and passive the first type is the amount of words that students are taught and they are expected to be able to use and the second one is the amount of words which students would recognize when they met them, but are not able to pronounce" (Susanto, 2017). "Teaching vocabulary is an essential part in foreign language learning since the lexical knowledge is central to communication competence and to the acquisition of a foreign language" (Alqahtani, 2015).

2.2.4. Reading strategies to develop reading comprehension

(Adler, 2001) Said that "comprehension strategies are conscious plans sets of steps that good readers use to make sense of text". The reading strategies help to student to improve the reading skill because each of the strategies of reading have the necessary process for students to find a way to understand reading. The reading strategies are:

- Graphic and semantic organizers

  Adler (2001) "the graphic organizers illustrate concepts and relationships between concepts in a text or using diagrams". Graphic organizers are known by different names, such as maps, graphs, charts, etc. these help to enhance student´s interest while they read.

- Answering questions

  Questions can be effective because give students a purpose for reading and permit that students focus their attention on what they are reading. "The questioning process requires readers to ask questions of themselves to construct meaning, enhance understanding, find answers, solve problems, find information, and discover new information" (Harvey, 2000).

- Summarizing

  Adler (2001) said that the "summarizing requires students to determine what is important in what they are reading and to put it into their own words". This strategy helps to students to generate or connect ides, create your proper words or eliminate unnecessary information. Reading Rockets (2017) stated that "when this strategy is used by a teacher the benefits are: Summarizing builds comprehension by helping to reduce confusion, teachers train students to process the information they read with the goal of breaking down content into succinct pieces and this strategy can be used with the whole class, small groups, or as an individual assignment".

2.2.5. Barrett Taxonomy as strategy to develop reading comprehension

(Barrett, 1972) "Developed a Taxonomy of Reading Comprehension Skills to assist educators in understanding the proposed cognitive development of readers in the upper-intermediate grades". It is "Designed originally to assist classroom teachers in developing comprehension questions and / or test questions for reading, is especially useful for classroom questioning in other content areas as well" (Clymer, 1968). (Clymer, 1968) "The reading manuals are helpful in guiding questioning". "Barrett´s taxonomy is ordered from easy to difficult according to each category contained and covered based the difficulty of competence" (Clymer, 1968). It consists in five categories: 1. literal comprehension, 2. reorganization, 3. Inferential, 4. evaluation, 5. Appreciation.

2.2.6. Categories of Barrett´s Taxonomy and the benefits of each

2.2.6.1. Literal comprehension

Literal comprehension question is beneficial to develop reading comprehension, these kind of questions are the most used by teachers. In Literal Comprehension, the students attempt to receive what the author says (Sungggingwati, 2013). Thus, the Literal Comprehension question is essential preliminaries to a text (Nutall, 1985). Recognition and recall are brought up here. **Recognition** requires the students identify ideas or information explicitly stated in reading. **Recall** requires students produce from memory ideas and explicitly information. Questions of literal comprehension can be answered explicitly from the text.

2.2.6.2. Reorganization

Critical thinking is not involved in this category, reorganization is categorized as a low level of thinking. "Reorganization contains less understanding of the information beyond the content text" (Gocer, 2014). However, "this level is crucial because it involves the ability to gain a clear understanding of a text" (Duarte, 2005). Organize ideas, sequence of order, analyze, summarizing and classification are very essential in this category and it is another category that is the most used by teacher in classroom.

2.2.6.3. Inferential

Inferential in this category has to combine the imagination of the student with the content. Students must make inference based on their prior knowledge. In other words students have to make hypothesis to support the main idea and supporting details. "Inferential requires a reader to combine the literal content of a selection with prior knowledge, intuition, and imagination for conjecture or to make a hypothesis" (Pennell, 2014). At the same time, "they read and have information that may conflict with their assumptions, reinforcing critical thinking skills" (Duarte, 2005). "Learners who lack prior knowledge about the content they are reading will struggle to make sense of a text" (Moore, 2014).

2.2.6.4. Evaluation

In this category it is essential to make an evaluation, make a decision, check on reality or fantasy, give an opinion or judge what has been read. "Evaluation is the most sophisticated of all categories because students analyze their responses and discover the objective reasons for it, as well as to measure it against the presumed intention of the writer" (Nutall, 1985). Therefore, "the students should have a high level of thinking to answer the Evaluation question" (Alderson, 1984).

2.2.6.5. Appreciation

Appreciation in this category critical thinking is involved, appreciation is categorized as a higher level of thinking. Students are expected to find identification with characters or events by expressing their thoughts and feelings, emotional response to the content why do you like or dislike? or dramatize the story these are some activities that can help in appreciation. "Appreciation questions belong to a proper assessment of comprehending" (Alderson, 1984). "Evaluation and Appreciation are reflected in a higher level of thinking" (Reeve, 2012) so those questions require the students' critical thinking ability.

2.3. BASIC TERMS DEFINITION

- **Increase:** It is to make greater, as in number, size, strength, or quality.
- **Guide:** It is a support to assess the students by the teacher.
- **Questioning:** strategy used by teachers to assess student´s reading comprehension.
- **Readings:** The specific passage in a text.
- **Comprehension:** is the ability to understand and use what you have read or learned.
- **Taxonomy:** it is a guiding questioning created to support teachers and students in reading comprehension.
- **Strategies:** It is a plan or method for obtaining a specific objective.
- **Skill:** it is the ability or the aptitude to do something well.
- **Teaching learning process:** the student is the main protagonist in this process since the teacher fulfills the role of facilitator.

CHAPTER III

3. METHODOLOGICAL FRAMEWORK

3.1. Approach

This project is designed with a qualitative approach since it analyzes the opinions and comments that are shown through this study objective. Qualitative data describes aspects instead of measuring them, they are composed of opinions and perspectives (Hernández, 2018). Lahore University of Management Sciences (2016) said that "qualitative research focuses on the quality of things to provide clear issues of the micro view in the investigation". Qualitative research can study people's experiences or perspectives, in which case the study is conducted without any influence on the environment to obtain naturally occurring data within the natural environment setting. In addition, analyze the perception of the teacher in relation to the use of Barrett´s Taxonomy to develop reading comprehension. The techniques to be used are observation sheets and interview guide, which helped to collect data.

3.2. Research Modality

Descriptive Researching: The research is descriptive since, is used to describe characteristics of a population or phenomenon which is being studied. It does not answer questions about how? where or why? The characteristics occurred. "A descriptive study looks for naturalistic data without any intervention or manipulation of variables" (Nassaji, 2015). This research focuses in the importance of Barrett´s Taxonomy to develop reading comprehension in English language. In addition, in this research it will be used the resources: an observation sheet and interview guide in order to collect data and have a clear information about the point of view of the teacher in the usage of Barrett´s Taxonomy, the strategy that she uses to develop reading comprehension in class and the level of the student´s reading comprehension in Tercer Año de Bachillerato General Unificado "A" at Unidad Educativa "Juan de Velasco".

3.3. Research level

Ethnographic method: since, it is a type of qualitative research that involves immersing oneself in a particular population or phenomenon to closely observe its behavior and interactions to finally collect relevant information through the use of the

research instrument, then make an analysis of the information obtained to finally have a clear and effective result. "Ethnographies usually require the researcher to spend a long period of time in the "field" and emphasize detailed, observational evidence" (Yin, 1994).

3.4. Population and sample

This study was carried out at Unidad Educativa Juan de Velasco, located in Riobamba City, Chimborazo Province. The population was composed by 22 students and an English teacher at Tercer Año de Bachillerato General Unificado "A". This population was chosen because this institution has a Bachillerato General Unificado different from the others since it is reinforced before it was known as Bachillerato Internacional, it is similar to the one already mentioned, that is why I chose this population since the teaching of the English language is based on the development of the four language skills, they have more hours of the foreign language in the schedule class, and in Tercer Año de Bachillerato the level of English that the students have acquired is high compared to others.

3.5. Sample

The population is small so that the sample was not necessary.

3.6. Techniques and instruments for collecting data

To review the strategies used by English teacher in class to improve student´s reading comprehension. It was developed an analysis about the some strategies to develop student´s reading comprehension, information of the different authors and studies related to the Barrett´s Taxonomy as a strategy to develop student´s reading comprehension.

To define the results achieved related to the first objective and second objective, an observation sheet was used which will serve to verify if the strategy used by the teacher improves student´s reading comprehension in class and the level of the students reading comprehension.

3.7 Techniques of analysis and interpretation techniques.

- **Interview technique**: "It is used in qualitative researching and its main objective is to obtain information about experiences, opinions, thoughts between two people

who interact on the research topic" (Folgueiras, 2016). (Pharm, 2014) "This technique of conversation is purely qualitative and one of the most used". This technique was applied to obtain information about the opinion of the English teacher in Tercer Año de Bachillerato General Unificado "A" at Unidad Educativa Juan de Velasco in relation to the use of Barrett´s Taxonomy to develop reading comprehension.

- **Observation technique**: It is used in qualitative researching which allows the observation and description of the characteristics of the behavior of the research problem in a natural context. This permits to collect information for analysis and interpretation. The observation technique is used to review the strategies used by English teacher in class to improve student´s reading comprehension and the level of English reading comprehension of the students based on the categories of Barrett Taxonomy during the class in Tercer Año de Bachillerato General Unificado "A" at Unidad Educativa Juan de Velasco.

CAPITULO IV

4. ANALYSIS AND INTERPRETATION

The study is focused on the analysis of the Barrett´s Taxonomy focus on cognitive skills to develop reading comprehension in English language. The aim is to find out the importance of the Barrett´s Taxonomy in the development of reading comprehension. The information obtained through the application of the instruments is presented through a descriptive analysis in order to meet the objectives of this research.

The data was obtained through the observation technique and the application of the observation guide in Tercer Año de Bachillerato at Unidad Educativa "Juan de Velasco" for the first two objectives which are: To review the strategies used by English teacher in class to improve student´s reading comprehension and To observe the level of English reading comprehension of the students based on the categories of Barrett Taxonomy during the class and finally for the third objective: to know the perspective of the teacher of the educational institution in relation to the use of Barrett´s Taxonomy to develop reading comprehension, the information was obtained through the application of an interview to the English teacher of Tercer Año de Bachillerato of the same institution. As the background of the present research into the classroom the teacher did not apply the most reading strategies with the students, although that the teacher knew these reading strategies, she applied only two of them, it is necessary to mention that these strategies that teacher applies into the classroom are immerse in the categories that Barrett's Taxonomy has and in relation to the Barrett´s Taxonomy she mentioned that is beneficial and useful for assessing student´s reading comprehension but not all of its categories are applied.

4.1. RESULTS AND ANALYSIS

4.1.1. RESULTS OF THE OBSERVATION GUIDE

To review the strategies used by English teacher in class to improve student´s reading comprehension and to observe the level of English reading comprehension of the students based on the categories of Barrett Taxonomy during the class.

Item 1. - Teacher applies Graphic and Semantic organizer.

Observation result: teacher didn't apply Graphic and Semantic organizer.

Analysis.-

In this case, teacher didn't apply Graphic and Semantic organizer to develop student´s reading comprehension. (Adler, 2001) "The graphic organizers illustrate concepts and relationships between concepts in a text or using diagrams". Graphic organizers are known by different names, such as maps, graphs, charts, etc. these help to enhance student´s interest while they read. During the class it was observed that teacher didn´t use this strategy to illustrate topics, so it was noticed that some students were doing other things, were distracted and talked with their classmates, this strategy is useful to catch attention to students and turning the class from something simple to something attractive but in this investigation teacher doesn´t use this strategy.

Item 2. - Teacher applies the summarizing strategy to develop student´s reading comprehension

Observation result: teacher applied summarizing strategy to develop student´s reading comprehension.

Analysis.-

In this case, teacher during the class applied summarizing strategy to develop student´s reading comprehension. (Adler, 2001) Said that the "summarizing requires students to determine what is important in what they are reading and to put it into their own words". This strategy helps to students to generate or connect ides, create your proper words or eliminate unnecessary information. Reading Rockets (2017) stated that "when this strategy is used by a teacher there are benefits summarizing builds comprehension by helping to reduce confusion, this strategy can be used with the whole class, small groups, or as an individual assignment". It was observed that teacher uses this strategy at the end of any reading, she tries to ask all the students the summary of what they read. It was found to be beneficial for students because they can use their own words to answer the question. It is important because they can think and construct meaning.

Item 3. - Teacher applies the questioning strategy to develop student´s reading comprehension.

Observation result: teacher applied the questioning strategy to develop student´s reading comprehension.

Analysis.-

In this case, during the class teacher applied the questioning strategy to develop student´s reading comprehension trough Yes/No, multiple choice or wh questions. "The questioning process requires readers to ask questions of themselves to construct meaning, enhance understanding, find answers, solve problems, find information, and discover new information" (Harvey, 2000). "Asking appropriate questions permits successful readers to concentrate on the most important information of a text" (Wood, 1995). It was observed that teacher gives to student's time to read and then asks one by one using different kind of questions that already were mentioned to assess student´s reading comprehension. It was found to be useful for students because they have to pay attention and concentrate while reading to answer the teacher´s questions.

Objective N°2. - To observe the level of English reading comprehension of the students based on the categories of Barrett Taxonomy during the class.

Item 4. - Students can easily identify the main ideas and main characters from a reading (Literal comprehension)

Observation result: students could identify the main idea and characters from a reading (Literal comprehension).

Analysis.-

In this case, students could identify the main idea and characters from a reading. The level of reading comprehension of the students of Tercer Año de Bachillerato is good, so they were able to do it easily, since in this type of questions the answers are taken directly from the reading. The students become passive because they do not need to think the answer beyond the text. Besides, in "Literal Comprehension, the students attempt to receive what the author says" (Sungggingwati, 2013). Thus, "the Literal Comprehension question is essential preliminaries to a text" (Nutall, 1985).

Item 5. - Students can organize the statement in the text to create information. (Reorganization)

Observation result: students could organize the statement in the text to create information (Reorganization).

Analysis.-

At this point the students could organize the statement in the text to create information. As mentioned before, the level of the student´s reading comprehension is good and the two categories that Barrett´s Taxonomy has are easy for them. It was noticed that students quickly answered these type of questions, so it is good for students because they showed that they understood the reading. Reorganization is categorized as a low level of thinking so it is not difficult for students to reach the goal. Reorganization contains less understanding of the information beyond the content text (Gocer, 2014). However, this level is crucial because it involves the ability to gain a clear understanding of a text (Duarte, 2005).

Item 6. - Students can infer the literal content of a reading with your prior knowledge and to make a hypothesis. (Inferential)

Observation result: students could infer the literal content with your prior knowledge (Inferential) but they needed the teacher's helps.

Analysis.-

At this point the students enjoy doing this. It was noticed that making a hypothesis allows students imagine, dream and immerse themselves in what they are reading. Students had a little difficulty to carry out the activity but finally they achieved the objective. It was observed and it is necessary to mentioned too that teacher is an excellent manager and monitor, always willing to help her students with their doubts or difficulties to develop the activity. "Inferential requires a reader to combine the literal content of a selection with prior knowledge, intuition, and imagination for conjecture or to make a hypothesis" (Pennell, 2014). At the same time, "they read and have information that may conflict with their assumptions, reinforcing and critical thinking skills" (Duarte, 2005). This category is evaluated in a medium

range of critical thinking into the categories of Barrett´s Taxonomy to develop reading comprehension.

Item 7. - Students can decide if the reading is reality or fantasy, fact or opinion. (Evaluation)

Observation result: students could make a correct evaluation of a reading but they needed the teacher's helps again.

Analysis.-

At this point, it was observed that students get a little confused and some students couldn't identify if the reading is a fact or an opinion, some of them showed frustration but with the teacher's help all of them were able to carry out the activity. "Evaluation is the most sophisticated of all because students analyze their responses and discover the objective reasons for it, as well as to measure it against the presumed intention of the writer" (Nutall, 1985). Therefore, "the students should have a high level of thinking to answer the Evaluation question" (Alderson, 1984). It is necessary to mentioned that Evaluation and Appreciation are categories into the Barrett´s Taxonomy with a higher level of thinking and students were able to do.

Item 8. - Students can find out the identification with characters or incidents. (Appreciation)

Observation result: students couldn't find out the identification with characters or incidents (Appreciation).

Analysis.-

At this point, it was observed that identification with characters or incidents is very difficult for students, most of them couldn't carry out the activity and teacher help to students but in some cases teacher had to change the questions so that the student reached the objective. "Appreciation questions belong to a proper assessment of comprehending" (Alderson, 1984) so those questions require the students' critical thinking ability. As mentioned before "Evaluation and Appreciation are reflected in a higher level of thinking (Reeve, 2012).

4.1.2. TEACHER´S INTERVIEW RESULT

To know the perspective of the teacher of the educational institution in relation to the use of Barrett´s Taxonomy to develop reading comprehension.

Question 1. How would you define Barrett's taxonomy to develop reading comprehension?

English teacher answer: I would define Barrett´s Taxonomy as a guide for teachers because it helps to our students to develop reading comprehension, especially in understanding questions.

Analysis

The teacher defined Barrett´s Taxonomy as a guide for teachers to help develop student´s reading comprehension through understanding questions. A guide is a kind of manual with different types of questions that goes from a low level to a high level of thinking that help teacher to assess student´s reading comprehension. According to (Barrett, 1972) "Developed a Taxonomy of Reading Comprehension skill to assist educators in understanding, the proposed of cognitive development of readers in the upper-intermediate grades".

Question 2. Do you recognize the use of Barrett's taxonomy to develop reading comprehension?

English teacher answer: Yes, I do. I think the use of Barrett´s Taxonomy in English classes is very helpful to develop reading comprehension with our students.

Analysis

The teacher recognized the importance and usefulness of Barrett´s Taxonomy to develop reading comprehension with the students. (Clymer, 1968) "the reading manuals are very helpful to the teacher in guiding questioning, but the other subject areas rarely have manuals with such explicit help". The Barrett´s taxonomy are designed to be used as a checklist or a question guide for English teachers to help their students understand better what they read.

Question 3. Which are the categories of Barrett's taxonomy?

English teacher answer: the most important categories of Barrett´s Taxonomy are Literal comprehension, reorganization, inferential, appreciation and the evaluation questions.

Analysis

The teacher said that the most important categories of Barrett´s Taxonomy are five which are: Literal comprehension, reorganization, inferential, appreciation and the evaluation questions. She recognized that this five categories are the most important to develop student´s reading comprehension.

According to (Clymer, 1968) "Barrett´s Taxonomy to develop reading comprehension is divided in five categories: Literal Comprehension, Reorganization, Inferential, Evaluation and Appreciation". "Barrett´s taxonomy is ordered from easy to difficult according to each category contained and covered based the difficulty of competence" (Clymer, 1968).

Question 4. How would you define the benefit of Barrett's Taxonomy to develop reading comprehension?

English teacher answer: I believe the main benefit is to support teachers in developing reading skills with comprehension questions.

Analysis

The teacher said that the main benefit of Barrett´s Taxonomy is to support teaches in reading skills through comprehension questions.

According to (Clymer, 1968) "Designed originally to assist classroom teachers in developing comprehension questions and / or test questions for reading, is especially useful for classroom questioning in other content areas as well".

Question 5. Do you think that student´s reading comprehension is good or deficient? Why?

English teacher answer: I think that student´s reading comprehension is not so good nowadays due to the pandemic situation, but before this student´s reading comprehension was good.

Analysis

The teacher said that the level of student´s reading comprehension is good today due to the pandemic their level of comprehension was affected and they are not so good.

According to the teacher her student´s English reading comprehension level is good. A higher level of thinking skill for learning activity can help students think about the ideas beyond the text. "Students to create an answer or to support an answer with logically reasoned evidence" (Cotton, 2001). Students should learn it step by step from lower thinking to a high level of thinking.

Question 6. Do you think that the use of guiding questioning is useful to assess your student´s reading comprehension? Why?

English teacher answer: Yes, I think guiding questioning is very useful at the moment of assessing our students because it could be easy to check if our students are understanding while they read a text, with some questions. For example multiple choice questions.

Analysis

The teacher said that guiding questioning is useful at the moment to assessing her students. She mentioned that some questions like multiple choice could be easy to check if the students understood what they read.

According to (Clymer, 1968) "The reading manuals are helpful in guiding questioning". Questions may contribute to reading comprehension mostly because they initiate cognitive processes (Taboada, 2006). For example multiple Choice questions are advantageous for the low level of reading comprehension questions (Brown, 2004).

Question 7. Do you think that using Barrett´s Taxonomy as a strategy will help students improve reading comprehension? Why?

English teacher answer: Yes, the use of Barrett´s Taxonomy as a strategy in English classes will help students improve reading comprehension because they can practice with different questions like: comprehension questions, critical questions, creative questions, etc.

Analysis

The teacher agrees that the use of Barrett's Taxonomy as a strategy in English classes will help students' reading comprehension, she said that through comprehension questions, critical questions, creative questions, etc. students can practice and improve their reading comprehension.

According to the teacher The Barrett Taxonomy (Clymer, 1968) "designed originally to assist classroom teachers in developing comprehension questions and / or test questions for reading, is especially useful for classroom questioning". "Barrett´s taxonomy is ordered from easy to difficult according to each category contained and covered based the difficulty of competence" (Clymer, 1968). "Students to create an answer or to support an answer with logically reasoned evidence" (Cotton, 2001).

CHAPTER V

5. CONCLUSIONS AND RECOMMENDATIONS

5.1. CONCLUSIONS

- The teaching learning strategies to develop reading comprehension which were applied by the teacher in her class are very effective since this helps the interaction in class of both the teacher and students. Questioning and Summarizing are the strategies that teacher uses to assess student´s reading comprehension. These strategies are immerse in the categories of Barrett´s Taxonomy questions, these help students but they are activities that do not help students to develop a good level of reading comprehension because the thinking skill is not used enough.

- Students of Tercer Año de Bachillerato of the Unidad Educativa "Juan de Velasco" have a good level of reading comprehension. It is concluded that not all categories of Barrett´s Taxonomy are applied into the classroom, Literal Comprehension and Reorganization categories predominate in this research. Nowadays due to the pandemic and virtual classes the level of student's reading comprehension was affected and they are not so good.

- In the Unidad Educativa "Juan de Velasco" the teacher defined Barrett´s Taxonomy as a guide for teachers to help develop student´s reading comprehension, she knows all categories that this Taxonomy has but not all of them are applied in class, also agrees with the importance and benefits of Barrett's Taxonomy in the development of student's reading comprehension because mentioned that Barrett´s Taxonomy as a strategy in English classes will help students reading comprehension.

5.2. RECOMMENDATIONS

- It would be recommended that the teacher should not only limit themselves to use two types of teaching learning strategy Questioning and Summarizing since these do not help to students because they can answer any question correctly, but in some cases the student can guess the answer. That is why that it is recommended to teacher uses strategies to improve critical thinking such as Inferential, Appreciations or Evaluation questions that are involved in the Barrett´s Taxonomy to improve student's argumentative and thinking skills.

- Teacher knows the importance of the Barrett´s Taxonomy as a strategy to develop student's reading comprehension in English language, knows all categories but just some of them uses in class. It is recommended to teacher uses the Barrett´s Taxonomy as a strategy because it goes from a lower level to a high level of thinking but it is necessary to apply all of them to improve the reading comprehension in the students.

- On the other hand, we recommend that teacher motivates and helps her students to improve your level of reading comprehension by focusing more on critical skill to achieve a higher level of thinking despite the difficulties.

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7. ANEXXES

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

Objective: To analyze the importance of the Barrett Taxonomy, focus on cognitive skills to develop reading comprehension in the English language, the case of students of Tercer Año de Bachillerato General Unificado "A" at Juan de Velasco high school in Chimborazo Province-Riobamba City in the academic period September 2021-February 2022".

Author: Sandra Parra

Indicators	Observations
Teacher applies graphic and semantic organizer.	
Teacher applies the summarizing strategy to develop student´s reading comprehension.	
Teacher applies the questioning strategy to develop student´s reading comprehension.	

Students can easily identify the main ideas and main characters from a reading (Literal comprehension)	
Students can organize the statement in the text to create information. (Reorganization)	
Students can infer the literal content of a reading with your prior knowledge and to make a hypothesis. (Inferential)	
Students can decide if the reading is reality or fantasy, fact or opinion. (Evaluation)	
Students can find out the identification with characters or incidents. (Appreciation)	

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

Specific Objective: To know the perspective of the teacher of the educational institution in relation to the use of Barrett´s Taxonomy to develop reading comprehension.

Author: Sandra Parra

1.) How would you define Barrett's taxonomy to develop reading comprehension?

2.) Do you recognize the use of Barrett's taxonomy to develop reading comprehension?

3.) Which are the categories of Barrett's taxonomy?

4.) How would you define the benefit of Barrett's Taxonomy to develop reading comprehension?

5.) Do you think that student´s reading comprehension is good or deficient? Why?

6.) Do you think that the use of guiding questioning is useful to assess your student´s reading comprehension? Why?

7.) Do you think that using Barrett´s Taxonomy as a strategy will help students improve reading comprehension? Why?