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FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

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**THE TRI-FOLD STRATEGY AND THE READING SKILL IN THE
STUDENTS FROM EIGHTH YEAR OF BASIC GENERAL EDUCATION,
COURSE "A" AND "B", AT "FRANCISCO FLOR-GUSTAVO EGÜEZ"
HIGH SCHOOL IN AMBATO CITY, TUNGURAHUA PROVINCE.**

Author: Betty Mariela Cajamarca Guamán

Tutor: Lcda. Mg. Lorena Fernanda Parra Gaviláñez

Ambato- Ecuador

2017 - 2018

SUPERVISOR APPROVAL

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I, Lcda. Mg. Lorena Fernanda Parra Gavilánez holder of the I.D No. 180310352-0, in my capacity as supervisor of the Research dissertation on the topic: **“THE TRI-FOLD STRATEGY AND THE READING SKILL IN THE STUDENTS FROM EIGHTH YEAR OF BASIC GENERAL EDUCATION, COURSE “A” AND “B”, AT “FRANCISCO FLOR-GUSTAVO EGÜEZ” HIGH SCHOOL IN AMBATO CITY, TUNGURAHUA PROVINCE”** investigated by Miss Betty Mariela Cajamarca Guamán with I.D No. 180477105-1, confirm that this research report meets the technical, scientific and regulatory requirements, so the presentation of it is authorized to the corresponding organism in order to be submitted for evaluation by the Qualifying Commission appointed by the Board of Directors.



Lcda. Mg. Lorena Fernanda Parra Gavilánez

I.D. 180310352-0

SUPERVISOR

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.....
Betty Mariela Cajamarca Guamán

I.D. 180477105-1

AUTHOR

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I.D. 180477105-1

AUTHOR

DEDICATION

I want to dedicate this work to my family, especially to my mother Teresa and my father Marco, who have been present in each stage of my life giving me support to reach my dreams. Moreover, it is dedicated to my brother Andrés, who is the most important person in my life, he is my inspiration. Finally, to my aunts Patricia and Verónica, who are my strength.

Betty

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Topic: THE TRI-FOLD STRATEGY AND THE READING SKILL IN THE STUDENTS FROM EIGHTH YEAR OF BASIC GENERAL EDUCATION, COURSE “A” AND “B”, AT "FRANCISCO FLOR-GUSTAVO EGÜEZ" HIGH SCHOOL IN AMBATO CITY, TUNGURAHUA PROVINCE.

Author: Betty Mariela Cajamarca Guamán

Tutor: Lcda. Mg. Lorena Fernanda Parra Gavilánez

Date: February 26th, 2018

Abstract

The current research work aims to determine the impact of the Tri-Fold strategy in the reading skills of the English language in the students from the eighth year of Basic General Education, courses “A” and “B” at “Francisco Flor-Gustavo Egüez” High School. The Tri-Fold strategy permits students to design and to write all the information about a text. Moreover, the Tri-Fold strategy has three phases which help students to better comprehend any text that they must read. Descriptive and exploratory are the levels or types of research that this research work includes. Besides, to collect data about the research, it was necessary to apply a survey to 78 students. The results showed that the students do not apply any strategies while reading. Therefore, the Tri-Fold strategy needs to be implemented in the reading activities because it contributes in the reading skills’ development and in English language acquisition.

Key words: Tri-Fold strategy, reading skills, English language acquisition.

UNIVERSIDAD TÉCNICA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
CARRERA DE IDIOMAS

Tema: LA ESTRATEGIA TRI-FOLD (ORGANIZADOR GRÁFICO INTERACTIVO) Y LA HABILIDAD LECTORA EN LOS ESTUDIANTES DEL OCTAVO AÑO DE EDUCACIÓN GENERAL BÁSICA, CURSOS "A" Y "B", EN LA ESCUELA SECUNDARIA "FRANCISCO FLOR-GUSTAVO EGÜEZ" EN AMBATO, PROVINCIA DE TUNGURAHUA.

Autora: Betty Mariela Cajamarca Guamán

Tutora: Lcda. Mg. Lorena Fernanda Parra Gavilánez

Fecha: 26 de febrero de 2018

Resumen Ejecutivo

El presente trabajo de investigación tiene como objetivo determinar el impacto de la estrategia Tri-Fold (organizador gráfico interactivo) en las habilidades lectoras del idioma inglés en los alumnos del octavo año de Educación Básica General, cursos "A" y "B" en la Unidad Educativa "Francisco Flor- Gustavo Egüez ". La estrategia Tri-Fold permite a los estudiantes diseñar y escribir en ella toda la información sobre un texto escrito. Además, la estrategia Tri-Fold incluye las tres fases que ayudan a los estudiantes a comprender mejor cualquier texto que tengan que leer. El nivel o tipo de investigación que tiene esta investigación es descriptiva y exploratoria. Además, para recopilar datos sobre la investigación, fue necesario aplicar una encuesta a 78 estudiantes. Los resultados mostraron que los estudiantes no aplican ninguna estrategia cuando trabajan en las actividades de lectura. Por lo tanto, el uso de la estrategia Tri-Fold debe implementarse en las actividades de lectura porque contribuye en el desarrollo de las habilidades de lectura y en la adquisición del idioma inglés.

Palabras clave: Estrategia Tri-Fold, habilidades de lectura, adquisición del idioma inglés.

INTRODUCTION

The current research work **“THE TRI-FOLD STRATEGY AND THE READING SKILL IN THE STUDENTS FROM THE EIGHTH YEAR OF BASIC GENERAL EDUCATION, COURSE “A” AND “B” AT “FRANCISCO FLOR-GUSTAVO EGÜEZ” HIGH SCHOOL IN AMBATO CITY, TUNGURAHUA PROVINCE”** aims to determine the impact of the Tri-Fold strategy in the reading skills of the English language. This strategy has three phases that must be implement by English teachers to permit their students to comprehend the message of a text that they have read. In reading activities, English teachers must teach strategies to their students, especially the Tri-Fold strategy because it will motivate students to write on it all the information about the text that they have read. And, in that way, they will demonstrate the comprehension of it.

The research work is structured in five chapters that contain the following information:

CHAPTER 1. THE PROBLEM

In this chapter, the problem about the Tri-Fold strategy and the reading skills is described. The problem is contextualized and justified. Also, the main objective and specific objectives are set to deepen this research.

CHAPTER 2. THEORETICAL FRAMEWORK

In this chapter, the theoretical framework includes previous studies about the current research work. Moreover, the philosophical foundations and the legal basis appear in this chapter too. Finally, the key categories, which correspond to the both variables, are described.

CHAPTER 3. METHODOLOGY

The methodology appears in this chapter: the basic method of investigation, the basic research modalities and the level of type of research. Besides, the population, the operation of variables and the validation of the instrument to collect data are mentioned.

CHAPTER 4. ANALYSIS AND INTERPRETATION OF RESULTS

In this chapter, the results about the applied survey to the students and to the English teachers from the "Francisco Flor- Gustavo Egüez " High School are presented. In addition, the verification of hypotheses is presented to understand the feasibility of this research work.

CHAPTER 5. CONCLUSIONS AND RECOMMENDATIONS

In the final chapter, the conclusions and recommendations are presented to find solutions to the current problem.

CHAPTER 1.

THE PROBLEM

1.1 Theme

The Tri-Fold strategy and the reading skill in the students from the eighth year of Basic General Education, course “A” and “B” at “Francisco Flor-Gustavo Egüez” High School in Ambato city, Tungurahua province.

1.2 Problem Statement

1.2.1 Contextualization

Coleman (2011) states that the English language is involved in different aspects of development. That is, the English language contributes in a country’s development because it is present in all the scopes: scientific, political, economic, social and educative. For that reason, non-English speaking countries have the necessity of learning this language because they consider it as an effective way of strengthening their development. However, according to the global language training company Education First Index in its last report of the English proficiency, only 8 of 80 non-English speaking countries got very high level (EF EPI, 2015). This is due to the shortcomings that the four English skills in those countries, especially, reading and writing skills.

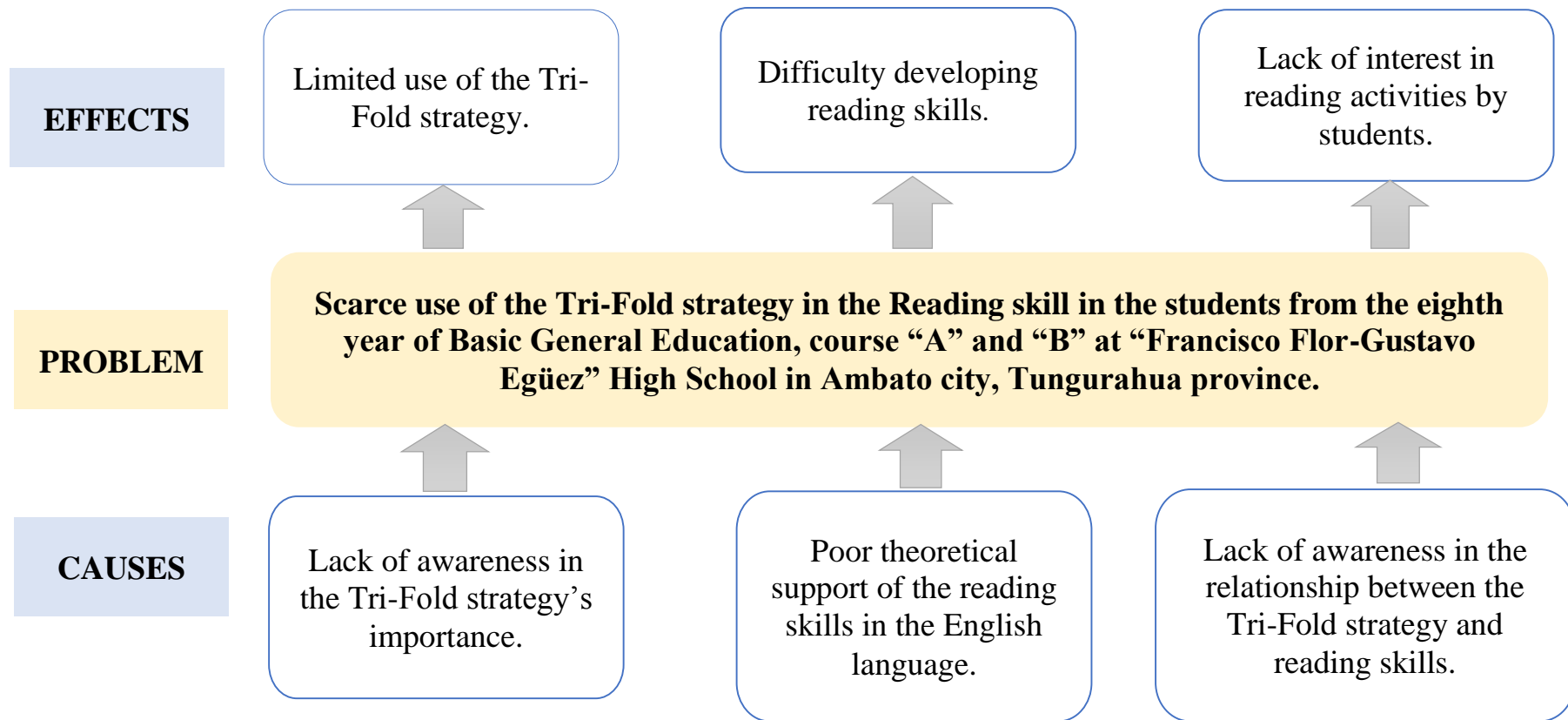
Ecuador is a country that wants to strengthen its development and that is why, this country is working hard in the educative scope, especially in the English language teaching because it will contribute in its development (British Council, 2015). In all institutions of Ecuador, English teachers prepare activities to develop English language skills however their students do not like to complete reading activities because they do not like reading. It happens because Ecuadorians do not have

reading habit. CERLALC (2017) argues that Ecuadorian population read half a book per year. Therefore, the annual reading levels cause concern a national level. Moreover, a survey demonstrated that almost all the Ecuadorians (56,8%) do not read for the lack of interest (INEC, 2012).

On the other hand, it was possible to observe that students from the eighth year of Basic General Education, course “A” and “B” at “Francisco Flor-Gustavo Egüez” High School in Ambato city, Tungurahua province have difficulties in developing reading activities for 3 reasons. First, students do not apply a strategy when they start reading a text. Second, the students use a dictionary to translate each word of the text that they are going to read. Third, they do not answer the questions about the text that they have read because they do not understand it. To sum up, students are in disadvantage because they need to dedicate time to the reading habit and apply strategies in order to improve their reading process and to acquire the English language.

1.2.2 Critical analysis

Graphic 1 Problem Tree



Source: Direct research
Created by: Cajamarca, B. (2017)

Causes and effects analysis

“Francisco Flor-Gustavo Egüez” High School in Ambato city, Tungurahua province is an institution in which students from the eight year of Basic General Education, courses “A” and “B” are learning the English language. English teachers and students work together to improve the English language acquisition however in the institution a problem was detected. The problem is the scarce use of the Tri-Fold strategy in reading skills, it prevents the students’ language acquisition and the reasons are the following:

First, lack of awareness of the Tri-Fold strategy’s importance has as result limited use of the Tri-Fold strategy. It is necessary to mention that the Tri-Fold strategy cooperates with students when they read because this strategy helps them to organize the ideas of a text.

Second, poor theoretical support of the reading skills in the English language has as result the difficulty developing the reading skills. In English language learning, there are four skills (listening, reading, speaking and writing) that must be developed, especially the reading skills because they help students to acquire the English language effectively. Otherwise, teachers do not teach students strategies to develop reading activities, therefore, students do not enjoy working on reading activities because they consider reading a text in English to be a waste of time.

Third, lack of awareness of the relationship between Tri-Fold strategy and reading skills is the last reason that has resulted in the lack of interest in reading activities by students. It happens because English teachers do not apply any strategy in reading activities to facilitate the students’ comprehension. For example: when students start to work on reading activities, they only read the first line of the text and no more because after reading the first line they get bored and they say that it does not make sense.

To sum up, reading has a radical value in the English language acquisition for that

reason, English teachers must motivate their students to read. English teachers must explain to their students the usefulness that the strategies have in the reading skills and teach them some strategies to complete reading activities without problems.

1.2.3 Prognosis

The Tri-Fold strategy's non-application in the reading skills of the English language in the students from the eighth year of Basic General Education, courses "A and "B" at "Francisco Flor-Gustavo Egüez" High School will prevent the English language acquisition.

In the English language acquisition, reading is a key because it will provide students to learn vocabulary, chunks, phrasal verbs, idioms, etc. However, students avoid reading because they do not apply any strategy when they read and that is why they consider it boring. For this reason, teachers will need to apply the Tri-Fold strategy in their classes, because it will contribute in the reading skills' development.

On the other hand, the Tri-Fold strategy's application in the reading skills of the English language in the students from the eighth year of Basic General Education, courses "A" and "B" at "Francisco Flor-Gustavo Egüez" High School will allow them to comprehend a text.

The Tri-Fold strategy must be applied in the reading skills because it will help students to organize the ideas of a text. Consequently, this strategy will benefit students in reading skills' development.

1.2.4 Problem Formulation

How does the Tri-Fold strategy influence in the reading skills of the English language in the students from the eighth year of Basic General Education, courses "A" and "B" at "Francisco Flor-Gustavo Egüez" High School in Ambato city, Tungurahua province?

1.2.5 Research questions

- How does the Tri-Fold strategy promote the reading skills?
- In what reading subskills do the Tri-Fold strategy help?
- How does the Tri-Fold strategy help students to improve in the reading performance?

1.2.6 Delimitation of the Research Object

a. Delimitation of the content

Field: Educational

Area: English language

Aspect: Tri-Fold Strategy-Reading skills

b. Spatial delimitation

The current research work will be developed at “Francisco Flor-Gustavo Egüez” High School with students from the eighth year of Basic General Education, courses “A” and “B” in Ambato city, Tungurahua province.

c. Temporal delimitation

The research work will be carried out during the period September-December 2017.

1.3 Justification

The present research work **aims** to improve the reading skills in the students from the eighth year of Basic General Education, courses “A” and “B” at “Francisco Flor-Gustavo Egüez” High School through using of the Tri-Fold strategy. With this strategy, students will increase their interest in reading, thus enhancing in their academic performance in the English language.

Moreover, this research work has a positive **impact** because the use of the Tri-Fold strategy in the reading skills will motivate students to read, thus provoke a change in the developing of reading skills of the English language.

The research work also will demonstrate that the reading is fundamental in the students' learning process without forgetting the Tri-Fold strategy that facilitates the development of the reading skills and as a result, the **importance** of this research work will be immense because the Tri-Fold strategy will allow students to acquire the language for academic purposes.

On the other hand, this research work is **authentic** because in Ecuador there are no studies that demonstrate that the Tri-fold strategy contributes to the development of the reading skills. Furthermore, investigate this problem will be interesting because English teachers ignore the positive effect that the Tri-Fold strategy has in the reading skills.

In addition, it is **feasible** because it has the authorization and support of the rector, English teachers and students at "Francisco Flor-Gustavo Egüez" High School. Also, the academic papers, journals and books will justify the use and the relationship among the Tri-Fold strategy and the reading skills.

Finally, the current research work will not **benefit** just "Francisco Flor-Gustavo Egüez" High School however all the institutions where English language is being taught.

1.4 Objectives

1.4.1 General objective

To determine the impact of the Tri-Fold strategy in the reading skills of the English language in the students from the eighth year of Basic General Education, courses

“A” and “B” at “Francisco Flor-Gustavo Egüez” High School.

1.4.2 Specific objectives

- To examine how the Tri-Fold strategy promotes the reading skills.
- To identify to what reading subskills the Tri-Fold strategy helps
- To investigate how the Tri-Fold strategy helps students to improve their reading performance.

CHAPTER 2.

THEORETICAL FRAMEWORK

2.1 Investigative Background

“Effectiveness of foldables versus lecture/worksheet on teaching Social Studies in Third grade classrooms” (Casteel & Narkawicz, 2006, p.1). In this study, the main objective of the author was to examine what technique is effective to retain information about Social Studies, foldables or lecture/ worksheets. The participants were 56 students from the third grade, classroom A (29 students) and classroom B (26 students). Classroom A used foldables and classroom B used lecture/ worksheets. On the other hand, to examine those techniques, the pretest and posttest were applied to the students. The results indicated that the group that studied with foldables retain the information better and they got good grades however the group that studied with lecture/worksheet did not retain information and their grades were poor. Therefore, just as foldables allowed students to retain better information and improve their academic performance in Social Studies, the present research work will demonstrate that students can improve their reading skills through using the Tri-Fold strategy.

Another study that examines the use of foldables is the following. “Pedagogical Origami: Concept-mapping and foldables a kinesthetic and 3D approach to conceptual structure” (Patry, 2010, p.187). In this study, the author desired to investigate what tool students prefer to use, concept-mapping or foldables. The participants were students from the primary and the second levels. In the primary level (students from the third grade of a technology class) and in the secondary level (students from the tenth grade of a science class) was applied the exploratory investigation. The results of this study demonstrated that concept-mapping and foldables cooperated in the learning process in both levels because students could organize the information about technology and science on them. However, the present research work desires to demonstrate that students will enhance their

reading performance using the Tri-Fold strategy.

The two previous studies indicated that foldables contribute in the students' learning process because they help students to retain information acquired about any subject. Students prefer to use foldables because they organize the information better and have fun creating them.

In Ambato, English teachers use games to catch their students' attention however when the class starts, students do not want to do anything and the noise inside the classrooms starts too. For that reason, teachers must consider the use of the foldables in their classes because they serve to spark the students' creativity and to retain the new information that they have acquired.

On the other hand, there are two studies that indicated the influence that reading skills have in the English language acquisition and they are the following. First, "Studying in English: Language Skills Development" (Griffiths, 2004, p.1). The study was developed in an institution in New Zealand and the main objective of the author was to examine which of the four language skills (listening, reading, speaking and writing) help students in English language acquisition. The participants were 52 students of different levels. Moreover, questionnaires, interviews and observation guide were applied to evaluate the language skills. The questionnaires evaluated the four languages skills, the interviews evaluated the strategies that students use to develop the language skills and the observation guide evaluated how effective the strategies are that students use to develop the language skills. The results of this study indicated that reading skills were indispensable in the English language acquisition. Therefore, just as reading skills allowed students from New Zealand to acquire the English language, the present research work also will demonstrate that students can learn the language through reading skills applying the Tri-Fold strategy.

Second, "Improving reading skills through effective strategies" (Kucukoglu, 2013, p.709). The study was developed in The United States and the main objective of the

author was to examine if the strategies help students to develop the reading skills. The participants were 14 students of an intermediate level. A reading scale was applied to know the effect that strategies have in reading skills. The results of this study indicated that 9 students did not know any reading strategy. Considering the previous results, the author of this study decided to integrate strategies in their classes and after that, their students improve in reading skills notably. However, the present research work desires to demonstrate that the Tri-Fold strategy will allow students to enhance their reading performance.

The last studies indicated that reading skills play an indispensable role in the English language. Also, strategies are necessary to improve reading skills because if students do not apply any strategy, they will not understand the message of a written text.

In Ambato, English teachers do not dedicate enough time to the reading skills in their classes therefore, students do not like to read. English teachers must prepare reading activities in their lesson plans because they will promote language acquisition. Moreover, in the reading activities, students need to apply strategies and for that reason, teachers must teach them strategies. Strategies are like tools that students need to be applied to develop any reading activity without problems.

To sum up, both Tri-Fold strategy and the reading skills had been evaluated by some authors and their studies indicated that they different purposes however the same objective that is the contribution in the English language acquisition.

2.2 Philosophical foundations

Aguilar (2012) says that the critical paradigm permits the participants to think about the role that they have in the society and how it can change in a future. On the other hand, Lorenzo (2006) says that the propositional paradigm desires to discover the knowledge that people of a population acquires.

Based on the previous definitions, it can be said that the following research work is based on the Critical-Propositional paradigm because it is considered inside the socio-educational reality about the use of the Tri-Fold strategy in the reading skills' development. Furthermore, it propositional because it tries to find an alternative to the problem about the scarce use of the Tri-Fold strategy that promote the correct reading skills' development and encourage the students' critical thinking.

2.3 Legal basis

The current research work is supported by legal basis that are detailed below.

Constitución de la República del Ecuador (2008) states that:

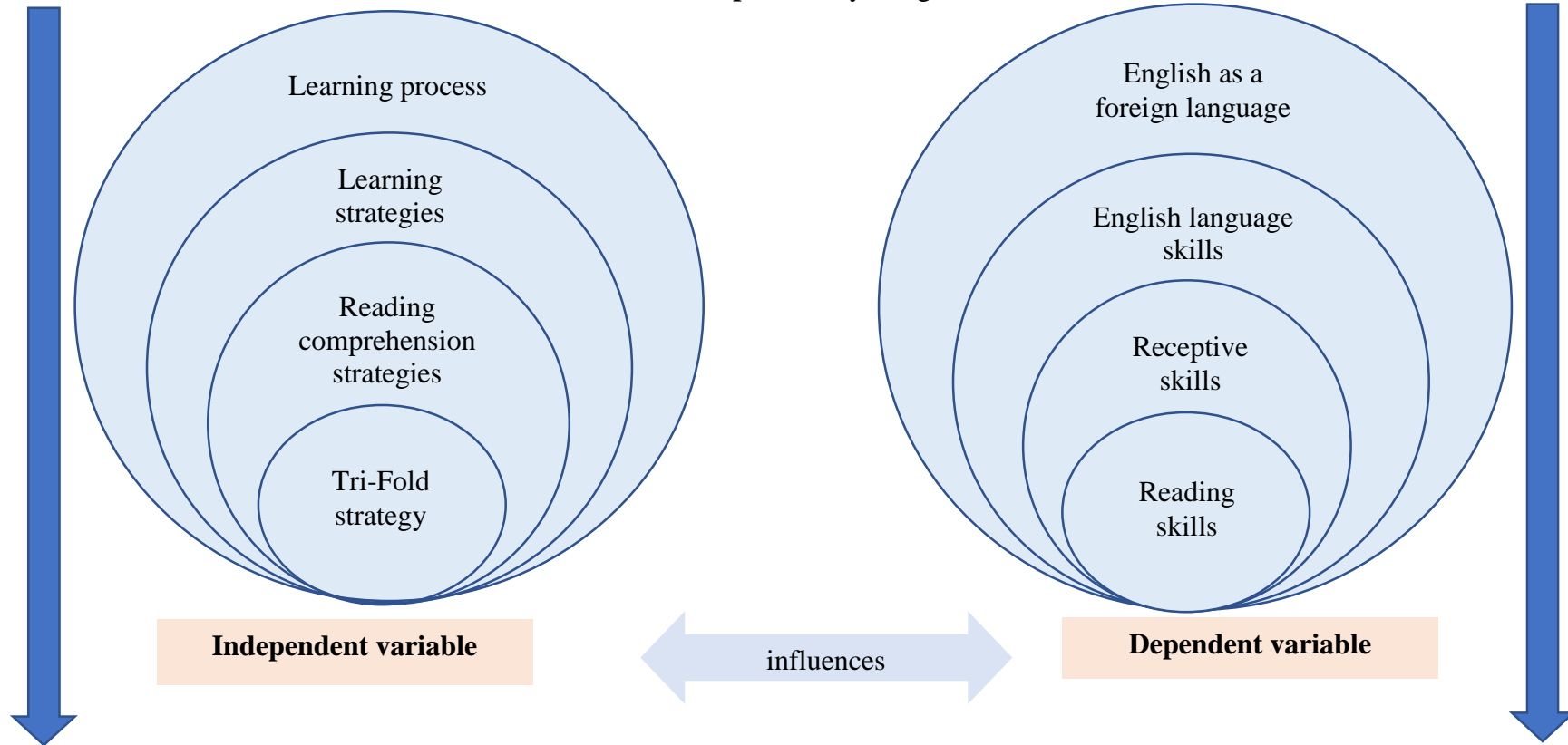
La educación se centrara en el ser humana y garantizará su desarrollo holístico, en el marco del respeto a los derechos humanas, al medio ambiente sustentable y a la democracia; será participativa, obligatoria, intercultural, democrática, incluyente y diversa, de calidad y calidez; impulsará la equidad de género, la justicia, la solidaridad y la paz; estimulará el sentido crítico, el arte y la cultura física, la iniciativa individual y comunitaria, y el desarrollo de competencias y capacidades para crear y trabajar. (Art.27, p.16)

Also, Constitución de la República del Ecuador y la Ley Orgánica de Educación (2008) state that:

El sistema nacional de educación tendrá como finalidad el desarrollo de capacidades y potencialidades individuales y colectivas de la población, que posibiliten el aprendizaje, y la generación y utilización de conocimientos, técnicas, saberes, artes y cultura. El sistema tendrá como centro al sujeto que aprende, y funcionará de manera flexible y dinámica, incluyente, eficaz y eficiente.

El sistema nacional de educación integrara una visión intercultural acorde con la diversidad geográfica, cultural y lingüística del país, y el respeto a los derechos de las comunidades, pueblos y nacionalidades. (Art.343, pp. 106-107)

2.4 Key categories



Source: Direct Research
Created by: Cajamarca, B. (2017)

2.4.1 Key categories of the independent variable: Tri-fold strategy

2.4.1.1 LEARNING PROCESS

First, to understand what learning process is, it is necessary to define learning. Cate, Snell, Mann, & Vermunt (2004) state that “learning occurs when the learner acquires knowledge of a topic or subject matter through processing information by reading, listening, thinking, memorizing facts, relating new facts to existing knowledge, analyzing problems, acquiring psychomotor skills, etc” (p.3). Considering the previous definition, learning can be defined as the acquisition of new information.

On the other hand, “learning is equal to memorizing and the ability to reproduce what was memorized, usually in a school test setting. Reproduction is the product, while the process is memorizing” (Rossum & Hamer, 2010, p.4). Hence, learning process can be interpreted as a mechanism to acquire knowledge or abilities which is then reproduced.

The learning process need tools that must be implemented. Teachers must implement methods (Yanchinda, Yodmongkol, & Chakpitak, 2016). According with the previous definition, it can be said that teachers, do not matter the subject that they are teaching, must not only implement methods, but also implement techniques, strategies and activities in their classes.

Techniques, strategies and activities work together in the learning process. Although, activities have more priority because through activities, students can reinforce what they have learned (Hyun, Ediger, & Lee, 2017). It means that students need activities that permit them to manipulate, create, interact with others, etc. Also, English teachers should prepare activities that allow to their students to develop the four English skills (listening, reading, speaking and writing). The activities should be innovative that permit them to feel motivated and, in that way,

they will increase their learning process.

In addition, Ma & Oystaeyen (2016) argue that tests should be implemented too by teachers in the learning process. English teachers commonly use tests to know if their students really acquiring the English language however when teachers qualify the tests, they can notice that their students do not use the English language correctly. It is because the English teachers are teaching about grammar, pronunciation, etc., without using methods, techniques, strategies, activities that allow students to be interested in learning it. For that reason, students do not like to learn the English language because they get bored in the classes and they believe that this language will no contribute in their future. Therefore, English teachers must implement methods, strategies and activities that motivate to their students to learn the language because it will bring them a lot of opportunities.

In all institutions of Ecuador, some or almost all English teachers do not know what the leaning process is and how it is integrated. The leaning process is the acquisition of new knowledge and it is produced, it is integrated by five tools; methods, techniques, strategies, activities and tests and that each of them contributes in the students' learning. For that reason, English teachers should investigate more about learning process and the benefits that it brings to their students. And in that way, they can change the traditional method that it is used in all the institutions to teach a subject, especially, the English language.

Finally, after knowing what the learning process is, it can be said that it has an immense value in the students. The five tools (methods, techniques, strategies, activities and tests) play an essential role in the learning process too because they permit students to improve and to progress in the English language learning. Moreover, English teachers need to consider that students do not only learn by sitting in their chairs but also, they need to interact with their classmates through role-plays, debates, etc. Hence, the creativity of the English teachers is fundamental in their classes.

2.4.1.2 LEARNING STRATEGIES

The word learning was defined above and now is necessary to know what learning strategy is. “Learning strategy is the specific action to make the students better in learning a second language” (Arulselvi, 2016, p.1). Based on this, learning strategies can be described as actions that promote the students’ learning process. On the other hand, Oxford (2003) says that learning strategies are components that cooperate to establish how non-native English speakers learn the language. Considering both authors’ definitions about learning strategies, it could be said that learning strategies reinforce the students’ learning effectively. All the students will not use the same strategies, that is, all the students are not equal, each student is different to another and for that reason, they must find a strategy that allows them to feel sure using that strategy.

Learning strategies must be applied by teachers to promote their students’ learning process in the English language (Chang, Liu, & Lee, 2007). Seen this way, strategies are tools for students and they will influence a lot in their learning, On the other hand, students must be more aware of their learning progress (Liang, 2009). That is, students do not only need to use the learning strategies but also, they must apply them to demonstrate that they are responsible of their own progress.

In addition, English teachers must consider that in their classes, students need strategies to strengthen their learning, so the teachers’ role is not only teaching them grammar, pronunciation, etc., they must teach them strategies too. Also, sometimes students feel frustrated because when their teacher assigns them any activity, they do not know a strategy that permit them to develop it without difficulties. For that reason, English teachers must teach and motivate to their students to use learning strategies (Dumford, Cogswell, & Miller, 2016).

The learning strategies are divided in two groups, the enhancing memory strategies and comprehension strategies.

- **Enhancing memory strategies:** Strategies used to remember and to reinforce the information learned from text.
- **Comprehension strategies:** Strategies used to facilitate the comprehension of a text.

2.4.1.3 READING COMPREHENSION STRATEGIES

In the comprehension strategies appear the reading comprehension strategies however what a reading comprehension is. Al-Alwan (2012) states that “reading comprehension is the ability of readers to understand the surface and the hidden meanings of the text using metacognition reading strategies. It is measured by three subscales: literal comprehension, analytic comprehension, and evaluative comprehension” (p. 4). Therefore, reading comprehension is a way of comprehending the message of a text.

On the other hand, strategies are fundamental in the reading comprehension. Moss (2011) mentions the followings strategies that are necessary in the reading comprehension, “activating, inferring, predicting, summarizing, questioning and using graphic organizers” (pp. 7-14). The strategies are explained below.

Chart 1 Reading comprehension strategies

| Reading comprehension strategies | Characteristics |
|---|--|
| 1. Activating | English Teachers introduce the topic of a text that their students are going to read through using brainstorming activities. |
| 2. Inferring | In this strategy, students try to infer about the text. |
| 3. Predicting | Students predict about the topic. |
| 4. Summarizing | Students summarize the text using their own |

| | |
|------------------------------------|--|
| | words. |
| 5. Questioning | English teachers ask questions about the text that their students have read to know if they comprehended it. |
| 6. Using graphic organizers | Students can use graphic organizer (Venn diagrams, story maps and foldables) to write the important information of a text. |

Source: Reading comprehension strategies (Moss, 2011)

Created by: Cajamarca, B. (2017)

In the previous chart, 6 reading comprehension strategies were presented by Moss, he considers that those strategies will permit students to understand better a text. In the reading comprehension strategies about using graphic organizers there is a main strategy, that is the Tri-Fold strategy because it has positive effects in the students' learning.

Students have difficulties in comprehending a reading text (Abdelrahman & Bsharah, 2014). It happens because students do not apply any reading comprehension strategy to understand it. However, it can change if teachers teach reading comprehension strategies to their students and they apply them. Finally, teachers need to motivate their students to use the strategies and, in that way, they will improve and become autonomous learners (Medina, 2012).

2.4.1.4 TRI-FOLD STRATEGY

Definition

First, it is necessary to know what a Tri-Fold strategy is. The Tri-Fold strategy is a foldable. Zike (2005) says that "a foldable is a 3-D, student-made, interactive graphic organizer based upon a skill. Making a folder gives students a fast, kinesthetic activity that helps them organize and retain information" (p.1). In the same way, according to Barnekow (2009) defines foldables as:

3-D Graphic Organizers bring a whole new dimension to a powerful learning tool. Students will have fun constructing and manipulating three-dimensional organizers, and they are rewarded with a more enjoyable lesson, a tangible outcome, and a greater sense of accomplishment. (p.4)

Considering the previous definitions, it can be say that the Tri-Fold is a graphic organizer that permits students to organize their ideas on it and that is why it is considered a strategy.

Foldables' importance

Foldables are also seen as a teaching tool that will facilitate the teachers' teaching process and increase the students' learning process (Barnekow 2009). In English classrooms, when teachers start the classes their students pay attention to them but after time, students get bored and they hate English classes because teachers do not use any strategy to help them to feel motivated. For that reason, teachers must use foldables to motivate and to increase students' learning process. However, according to Doff (1988) students learn more by using flashcards. He states that:

Flashcards are useful for showing very simple pictures, usually of a simple object or action. But often teachers want to display more complex visual information, e.g. a series of pictures telling a story, a table of different verbs forms, or a diagram showing how a machine works. (p. 87)

Flashcards are tools for students but foldables permit students to design and to write information about something, especially information about a written text. To sum up, foldables permit students to retain information for that reason, flashcards are not as effective in the students' learning process as foldables.

Foldables' classification

There are many types of foldables. Zike (2005) mentions the main foldables “two-tab book, pocket book, matchbook, shutter fold and tri-fold” (pp.18-22). On the other hand, “trptych, flip chart, folded list maker, idea box and mini-box” (Barnekow, 2009, pp. 15-24). Both authors mention the main foldables that they consider necessary for students. The previous foldables are used for different purposes and they need some materials to be designed. This current research work is based on the Tri-Fold strategy and for that reason the materials to design a foldable are the following.

Materials to create Tri- Fold

“Tri-fold template, sticky notes, black sheets of paper and pen/pencils” (Herrera, Kavimandan, & Holmes, 2011, p.41). Students need to use the previous materials to design their own Tri- Fold. Likewise, when English teachers use Tri-Fold in their classes they have to give their students enough time to design it.

Template: Tri-Fold

Herrera et al. (2011) present the “Tri-Fold Template” (p. 47).

| Tri-Fold | | |
|-------------------------|--------------|--------------|
| Topic: _____ | | |
| What I Think | | |
| sticky notes | sticky notes | sticky notes |
| | | |
| Things I Learned | | |
| | | |
| Summary of Events/Ideas | | |
| | | |

Source: Template: Tri-Fold (Herrera, Kavimandan, & Holmes, 2011, p.47)

In the Tri-Fold template, there are 3 spaces that must be completed, they are called phases and the characteristics of each phase are presented below.

Tri-Fold phases

Herrera et al. (2011) mention 3 phases “Activation, Connection and Affirmation” (pp. 42-45). The 3 phases must be considered in order to complete the template. The phases are explained below:

1. Activation (Brainstorming activities)

In this phase, students brainstorm about the new topic. Also, in this phase the English teacher need to work with their students in order to give them more ideas about the topic that they are going to read.

2. Connection (presentation of the topic using flashcards)

In this phase, students are engaged with the topic because the English teacher is using flashcards to present the topic.

3. Affirmation (Students write a summary about the reading text)

In this phase, students demonstrate if they understand or not the text that they have read through writing a summary about it. In the summary, students can write their own ideas about the text using the most important information of it.

The 3 phases before mentioned should be applied in the Tri-Fold strategy by students and teachers must guide to them in each phase in order to organize their ideas and to understand better a text.

Tri-Fold strategy's evaluation

In the English classes, especially in the reading activities, teachers should give to their students enough time to design their own Tri-Fold. When students have finished of designing a Tri-Fold, English teachers can design their own rubric to evaluate it (Zike, 20015). Another way of evaluating could be that students, in front of the class, expose what things they have wrote in each phase of the Tri-fold strategy. Finally, English teacher can give to their students the opportunity of evaluating the Tri-Fold in pairs. To sum up, English teachers can decide the best way of evaluating the Tri-Fold strategy.

Tri-Fold strategy improve the reading skills.

In the reading activities, almost all students do not know how to develop them, and this is because they use a common process to read. The common process that they use to read is the following. First, they started to read the topic and based on it they stop or continue reading. Then, If the text that they are reading has 2 or 3 paragraphs, they just read the first one. And when they want to answer the questions about the reading text, they did not do it because they do not know what the message of that reading text was. However, there is a solution for it, the solution is to use the Tri-Fold strategy not only once, they need to apply it continuously to see results. To sum up, if students use the strategy before mentioned every time that they must read a text, they will understand the message of the text easily and the acquisition of the English language will be more effective.

Ways of using the Tri-Fold strategy in a class

There are three ways of using the Tri-Fold strategy in a class, it can be individually, in pairs or in groups (Barnekow, 2009). It means, English teachers must use the Tri-Fold strategy with the three ways, for example, one day allow students to design their own Tri-Fold individually, the next class allow students to work in pairs and

another class allow students to work in teams. Finally, the three ways or using the Tri-Fold can vary, it depends how English teachers decide to work with their students.

2.4.2 Key categories of the dependent variable: Reading skills

2.4.2.1 ENGLISH LANGUAGE AS A FOREIGN LANGUAGE

In the first place, it is necessary to know what a language is. Hayati (2015) states that “human being is not only an individual person but also a social person who needs to communicate each other. Hence, language as a tool of communication becomes very important to be acquired and learned” (p.298).

Based on the previous definition it can be said that “English has become the preferred language of choice for international communication in a variety of domains, thus gaining the status as a lingua franca” (Lee & Heinz, 2016, p.67). It means that the English language is indispensable for human beings because it brings many opportunities.

“Some people want to study English because they think it offers a chance for advancement in their professional lives. English has a special position here since it has become the international language of communication” (Harmer, 1991, p.1). In Ecuador, many students like to learn the English language but when they are learning the language, they can notice that it is not easily because learning this language involved the four English skills (listening, reading, speaking and writing). However, they desire to learn it because they consider to the English language very important for their professional development.

Hayati (2015) states that “English which is considered as an international language is considered as a significant language in the world especially in the world of language learning and teaching” (p. 298). It demonstrates that the English language

is useful in the educational scope and for that reason, it is important that teachers guide their students to listening to music, watch movies, read books, write letters in English to allow students to involve and to be familiarized with the language.

2.4.2.2 ENGLISH LANGUAGE SKILLS

In the English language, there are 4 essential skills: listening, reading, speaking and writing. Harmer (1991) argues that “people who use the English language have different abilities. They speak on the telephone, write letters, listen to the radio or read books. In other words, they possess the four basic language skills of speaking, writing, listening and reading “(p. 16).

The 4 skills work together when students are learning the English language and their characteristics are described below:

Listening: a skill that allow students to listen to and to understand exactly how the words in the English language are pronounced.

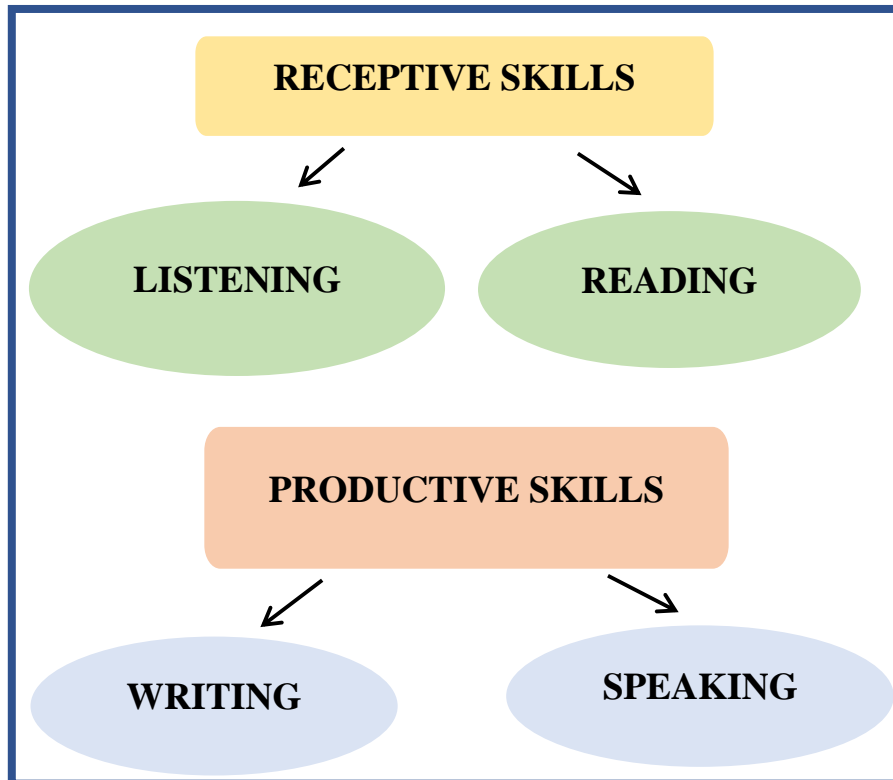
Reading: is a skill that allow students to learn new vocabulary and improve in grammar and spelling.

Speaking: in this skill, students can express their own words using the English language.

Writing: in this skill, students can write compositions, essays, letters, etc, using their own words.

Moreover, Mundhe (2015) says that “there are four skills in the English Language divided in receptive and productive skills” (p.1). The receptive skills (listening and reading) permit students to acquire the language and with the productive skills (writing and speaking) students can produce the language.

Graphic 3 Receptive and productive skills



Source: Direct Research
Created by: Cajamarca, B. (2017)

Finally, the four skills before mentioned are indispensable in the English language acquisition. And according to Khare (2011) in the English language skills' development, teachers are key elements. For that reason, teachers must implement in their classes, interactive activities to incorporate the receptive and productive skills.

2.4.2.3 RECEPTIVE SKILLS

The receptive skills (listening and reading) have as objective to develop the students' ability to understand the language. Harmer (2007) says that "listening is a good for students' pronunciation, too, in that the more they hear English being spoken, the more they absorb appropriate intonation, stress and sounds of both

individual words and those which blend together in connected speech” (p.133). On the other hand, reading is way of increasing the vocabulary knowledge and the spelling of the English language (Mundhe, 2015).

Characteristics of the listening and reading skills.

Chart 2 Listening and reading skills

| LISTENING AND READING SKILLS | |
|---|--|
| LISTENING SKILLS | READING SKILLS |
| ❖ Students listen to a dialogue, but they have difficulties because they believe that the dialogue does not have structure. | ❖ Student read a text and they do not have difficulties because they believe that the text is organized. |
| ❖ Students can listen to unfamiliar words and that is why difficulties to understand the dialogue have. | ❖ Students read a text and when they find unfamiliar words, it is not problem to understand the main idea of the text. |
| ❖ Sometimes students can listen to the dialogue twice and even, so students do not can understand the dialogue. | ❖ Students read the first and the last line of each paragraph in the text and that is enough to understand the text. |

Source: Direct Research
Created by: Cajamarca, B. (2017)

Listening and reading skills have differences, but they are indispensable in English language acquisition. However, both skills have a common characteristic. When students listen to or read, they can infer meaning (Gower, Phillips, & Walters, 2005). It means that students can use all the knowledge that they acquired to infer when they listen to or read.

2.4.2.4 READING SKILLS

Definition

Reading is one of the two receptive skills that permit students to acquire the English language effectively. Karademir & Ulucinar (2017) say that “act of reading, as well as having an important role in the acquisition of science is one of the main attainments of the many native language programs” (p.30). Based on this definition, reading is a way of acquiring knowledge. Furthermore, Kucukoglu (2013) says that “reading is a lifelong skill to be used both at school and throughout life” (p.709). Nowadays, people have to value reading more because it can help them to open horizons and they can experience new experiences.

Finally, “reading skills have an important role in language learning” (Altmisdort, 2016, p.29). Therefore, students must consider reading skills not as an obligation but also as an opportunity that contribute in the English language process and teachers must give the students the opportunity of learning new words through reading.

Importance

“Reading is the main source of language input and it is very necessary to improve other language skills like speaking and writing” (Yang, 2016, p.204). In the English language acquisition, reading skills help students must acquire vocabulary and they can express their ideas through speaking and writing skills. “A major goal of every school should be to develop students who not only can read but who do read, who love reading and will become lifetime readers” (Darwish, 2015, p.83).

Reading principles

There are four reading principles that can be seen as steps that English teachers and

students must use in reading activities. Harmer (2007) mentions 4 reading principles “encourage, response, predicting and matching” (pp. 101-102). The principles are detailed below.

Chart 3 Reading principles

| Reading principles | Characteristics |
|--------------------------------|---|
| Principle 1. Encourage | Teachers must encourage to their students to read. |
| Principle 2. Response | Students must participate in the reading activities and they can express the feelings about the reading text. |
| Principle 3. Predicting | In this part, students must predict the texts and the books that are going to read. |
| Principle 4. Matching | In this part, teachers must apply activities before, during and after the intensive reading texts. |

Source: Reading principles (Harmer, 2007, pp. 101-102)

Created by: Cajamarca, B. (2017)

Reading development

The main factor that teachers need to increase in their students’ reading development is the motivation. In classes, teachers must motivate to their students because if their students do not feel motivated, they will hate the class and the English language too. Motivation can serve to promote the students’ reading process (Meniado, 2016). Besides, in the students’ motivation their parents play a main role. Parents can help their children get in the habit of reading (Harji, Balakrishnan, & Letchumanan, 2016). For example; parents can read them any story, do reading activities in their homes and show them that reading has a big value in their lives. Children do not have to feel motivated only at school but also at home too and in that way, they will love to read.

Finally, to have academic success students must read a lot (Jamaludin, Alias, & Johari, 2014). Reading is fundamental in the students' learning process, for that reason they always must practice the habit of reading.

Genres of reading

There are genres of reading that help students to anticipate the text that they are going to read. Brown & Abeywickrama (2010) mentions 3 genres of reading "academic reading, job-related reading and personal reading" (pp.225-226). The genres are detailed below.

Chart 4 Genres of reading

| GENRES OF READING | | |
|--|---|---|
| Academic Reading | Job-related reading | Personal reading |
| <ul style="list-style-type: none"> • Professional journal articles • Dictionaries • Papers • Magazines | <ul style="list-style-type: none"> • Questionnaires • Schedules • E-mails • Letters | <ul style="list-style-type: none"> • Recipes • Short stories • Jokes • Cartoons |

Source: (Brown & Abeywickrama, 2010, pp. 225-226)

Created by: Cajamarca, B. (2017)

The previous chart shows that the genres of the reading will permit students to recognize the scheme of a written text that they are going to read. Therefore, it is necessary that students investigate more about the genres before reading to get the main idea of it and in that way, they will not waste time looking for the main idea of the text.

Tips to improve reading

There are many tips that permit students improve the reading skills. However, the most effective tips are the followings: “read in English every day, read out loud, ask yourself questions about the reading pay attention to the transitions words and summarize the reading” (Phillips, 2014, p.8). Teachers must teach to their students these tips to permit them to comprehend written text better.

Reading subskills

Reading skills have subskills that are indispensable to permit the reader to understand in a better way written text. The reading subskills are the following: “reading for gist, reading to extract specific information, reading for detailed understanding and reading for information transfer” (Harmer, 1991, p.18). On the other hand, Doff (1988) states that reading subskills are not necessary in the reading skills, he considers two main activities fundamental in the reading skills “reading for meaning and reading aloud” (p.67).

Reading for meaning is the activity we engage in when we read books, newspapers, road signs, etc.; it is what you are doing as you read this text. It involves looking at sentences and understanding the message they convey. In other words, ‘making sense’ of a written text and reading aloud involves looking at a text, understanding it and also saying it. (Doff, 1988, p.67)

Considering the point of views Harmer and Doff, it can be said that in the reading skills the subskills will permit students to better organize their ideas of a written text and the activities presented by Doff will improve students ‘reading skills

2.5 Hypotheses (Depending on the modality)

Hypothesis 0: The Tri-Fold strategy does not influence in the reading skills in the students from the eighth year of Basic General Education, courses “A” and “B”, at

“Francisco Flor-Gustavo Egüez” High School in Ambato city, Tungurahua province.

Hypothesis 1: The Tri-Fold strategy influences in the reading skills in the students from the eighth year of Basic General Education, courses “A” and “B”, at “Francisco Flor-Gustavo Egüez” High School in Ambato city, Tungurahua province.

2.6 Pointing variables

Independent variable: Tri-Fold strategy

Dependent variable: Reading skill

CHAPTER 3.

METHODOLOGY

3.1 Basic method of investigation

The current research work was based on 2 approaches: qualitative and quantitative. Sampieri, Collado & Lucio (2006) state that the qualitative approach “uses data collection without numerical measurement to discover or refine research questions in the process of interpretation” (p.16). It means that the current problem happened at “Francisco Flor-Gustavo Egüez” High School. Therefore, in the place before mentioned, it could be observed that the Tri-Fold strategy is adequate in the reading skills’ development. On the other hand, Sampieri et al. (2006) considers that the quantitative approach “uses data collection to test hypotheses, based on numerical measurement and statistical analysis, to establish behavior patterns and test theories” (p.15). That is, this approach focuses on collecting accurate data to discover how the Tri-Fold strategy permits students to improve reading skills. To sum up, those approaches will contribute with precision to know the origin of the problem in the research.

3.1.1 Basic research modalities

The current research work was based on 3 modalities: from field, bibliographic-documentary and experimental. First, Sabino (1992) says that in the **from field modality** the data are collected directly. That is, the data of this problem must be collected at “Francisco Flor-Gustavo Egüez” High School because in that institution the problem was detected. Second, Sabino (1992) says that in the **bibliographic -documentary modality** the previous studies will permit the researcher to know the advantages and disadvantages of the problem in this research. It means that this modality permitted to find out academic journals, papers, scientific articles, etc., that contribute to deepen a research. Finally, Rivero

(2008) states that the **experimental modality** requires manipulation. It means that in this current research work, the both variables have to be manipulated in order to know the effects of the Tri-Fold strategy in the reading skills with the students from the students from the eighth year of Basic General Education at “Francisco Flor-Gustavo Egüez” High School.

3.2 Level or type of research

This current research work is based on 2 levels or types of research of the quantitative approach and they are the followings:

Descriptive research

Sampieri et al (2006) say that the descriptive research “search to specify properties, characteristics and important features of any phenomenon that is analyzed. Describe trends of a group or population” (p.82). In this level or type of research, it is evident the inappropriate use of the Tri-Fold strategy in the reading skills and it is necessary to make a prediction about what will happen in the future with this problem.

Exploratory research

Paneque (1998) considers that in the exploratory research the problem needs to be analyzed. It means that in this type or level research, the problem must be explored to find its origin.

3.3 Population and sample

The current research work was carried out with students from the eighth year of Basic General Education, courses “A” and “B” at “Francisco Flor-Gustavo Egüez” High School in Ambato city, Tungurahua province.

Table 1 Population

| Description | Number | Percentage |
|--|---------------|-------------------|
| Students from the eighth year of Basic General Education, course "A" | 40 | 48.2% |
| Students from the eighth year of Basic General Education, course "B" | 38 | 45.8% |
| English teachers | 5 | 6 0 % |
| Total | 83 | 100% |

Source: "Francisco Flor-Gustavo Egüez" High School

Created by: Cajamarca, B. (2017)

| | | | | |
|------------------------------------|------------------|--|--|--|
| <p>will enjoy a lot design it.</p> | <p>Materials</p> | <p>reading the text)</p> <ul style="list-style-type: none"> • Affirmation (summary about the reading text) • Tri-Fold template • Sticky notes • Black sheets of paper • Pen/pencils | <p>Do you design a Tri-Fold to write your ideas about a reading text?</p> <p>Does you teacher provide you materials to design a foldable?</p> <p>In the reading activities, does your English teacher give you the opportunity to design a Tri-Fold?</p> | |
|------------------------------------|------------------|--|--|--|

Source: Direct Research
Created by: Cajamarca, B. (2017)

| | | | | |
|--|--------------------|--|---|--|
| | Reading activities | <ul style="list-style-type: none"> • Job-related reading (e-mails, letters) • Personal reading (short stories, cartoons) • Reading for meaning • Reading aloud | <p>the reading skills' development?</p> <p>Does your English teacher provide you personal reading (short stories, cartoons) to promote the reading skills' development?</p> <p>Does your teacher use rubrics to evaluate the reading activities?</p> | |
|--|--------------------|--|---|--|

Source: Direct Research

Created by: Cajamarca, B. (2017)

3.5 Information collection plan

In the current research work to collect data, a survey (technique) and a questionnaire (instrument) was applied to the students. First, it is necessary to know what a survey and a questionnaire is. Rivero (2008) states that surveys “collect information from a portion of the population of interest, depending on the size of the sample in the purpose of the study” (p. 62). He also says that “a questionnaire consists of a set of questions regarding one or more variables to be measured” (p. 64). Based on those definitions, it can be said that the surveys were used to obtain real information to know the influence of the Tri-Fold strategy in the reading skills.

Chart 7 Information collection plan

| Basic questions | Explanation |
|------------------------------------|---|
| For what? | To achieve the objectives of this research work |
| On what aspects? | Independent variable: Tri-Fold strategy Dependent variable: Reading skills |
| Who? | The researcher: Cajamarca Guamán Betty Mariela |
| To whom? | Students from the eighth year of Basic General Education, courses “A” and “B” |
| When? | 2017 |
| Where? | “Francisco Flor-Gustavo Egüez” High School |
| Which collection technique? | Survey |
| With what? | Questionnaire |

Source: Direct Research

Created by: Cajamarca, B. (2017)

3.6 Information processing plan

The current research work had as objective to determine the impact of the Tri-Fold strategy in the reading skills of the English language at “Francisco Flor-Gustavo Egüez” High School. Moreover, the technique (survey) was applied to collect data. The survey was applied to the English teachers and students from the eighth year of Basic General Education, courses “A” and “B”. Finally, the collected data was checked and tabulated to obtain a certain percentage about the problem.

3.6.1 Instrument validation of data collection

An instrument needs to have reliability to be considered a good instrument (Álvarez, 2011). It means that, in a research work, it is fundamental to evaluate the instrument to collect data. In this current research work was necessary to evaluate the instrument before applying it to know the reliability that it has.

3.6.2 Reliability of the items

Cronbach Alpha allows to know the reliability that an instrument has (Oviedo & Campo-Arias, 2006). It means that, an instrument must be validated before applying it. In this current research work, the instrument was validated by 3 teachers from the “Teresa Flor” High School and 15 students at “Guayaquil” High School. And the results using the Cronbach Alpha demonstrated that the items are reliable because the results in the teachers was 0.79 and the result in the students was 0.77.

Table 2 Cronbach Alpha Calculation: 3 English Teachers.

| SURVEYS | Item 1 | Item 2 | Item 3 | Item 4 | Item 5 | Item6 | Item 7 | Item 8 | Item 9 | Item 10 | TOTAL |
|----------|--------|--------|--------|--------|--------|-------|--------|--------|--------|---------|-------|
| 1 | 1 | 1 | 1 | 4 | 1 | 5 | 1 | 3 | 1 | 2 | 20 |
| 2 | 1 | 4 | 4 | 1 | 1 | 2 | 1 | 2 | 4 | 3 | 23 |
| 3 | 3 | 2 | 2 | 3 | 5 | 5 | 2 | 1 | 1 | 1 | 25 |
| VARIANCE | 0,9 | 1,6 | 1,6 | 1,6 | 3,6 | 2,0 | 0,2 | 0,7 | 2,0 | 0,7 | 4,2 |
| | 1,11 | 0,71 | 0,79 | | | | | | | | |

Source: Direct Research

Created by: Cajamarca, B. (2017)

Table 3. Cronbach Alpha Calculation: 15 Students

| SURVEYS | Item 1 | Item 2 | Item 3 | Item 4 | Item 5 | Item 6 | Item 7 | Item 8 | Item 9 | Item 10 | TOTAL |
|----------|--------|--------|--------|--------|--------|--------|--------|--------|--------|---------|-------|
| 1 | 1 | 1 | 1 | 1 | 1 | 3 | 2 | 2 | 2 | 1 | 15 |
| 2 | 2 | 2 | 1 | 2 | 2 | 5 | 1 | 2 | 3 | 2 | 22 |
| 3 | 3 | 1 | 2 | 2 | 2 | 3 | 1 | 3 | 2 | 2 | 21 |
| 4 | 3 | 2 | 2 | 1 | 3 | 2 | 1 | 1 | 4 | 1 | 20 |
| 5 | 3 | 1 | 4 | 1 | 3 | 2 | 2 | 2 | 2 | 4 | 24 |
| 6 | 4 | 2 | 1 | 4 | 4 | 2 | 1 | 4 | 3 | 2 | 27 |
| 7 | 3 | 1 | 4 | 1 | 1 | 4 | 3 | 2 | 5 | 5 | 29 |
| 8 | 5 | 2 | 3 | 3 | 4 | 3 | 1 | 2 | 2 | 3 | 28 |
| 9 | 5 | 4 | 5 | 3 | 2 | 5 | 4 | 5 | 4 | 1 | 38 |
| 10 | 3 | 2 | 2 | 3 | 5 | 4 | 3 | 3 | 4 | 5 | 34 |
| 11 | 1 | 3 | 3 | 3 | 4 | 3 | 3 | 5 | 2 | 3 | 30 |
| 12 | 2 | 2 | 1 | 3 | 5 | 4 | 4 | 1 | 5 | 5 | 32 |
| 13 | 3 | 2 | 5 | 3 | 5 | 4 | 5 | 2 | 5 | 4 | 38 |
| 14 | 2 | 2 | 1 | 2 | 5 | 4 | 5 | 2 | 3 | 2 | 28 |
| 15 | 2 | 1 | 1 | 1 | 2 | 3 | 1 | 1 | 1 | 1 | 14 |
| VARIANCE | 1,4 | 0,6 | 2,1 | 1,0 | 2,0 | 0,9 | 2,1 | 1,6 | 1,6 | 2,2 | 50,76 |
| | 1,11 | 0,69 | 0,77 | | | | | | | | |

Source: Direct Research

Created by: Cajamarca, B. (2017)

CHAPTER 4.

ANALYSIS AND INTERPRETATION OF RESULTS

4.1 Analysis of the results

4.1.1 Student Survey

Question 1

Do you use the Tri-Fold (an interactive graphic organizer) in the English classes?

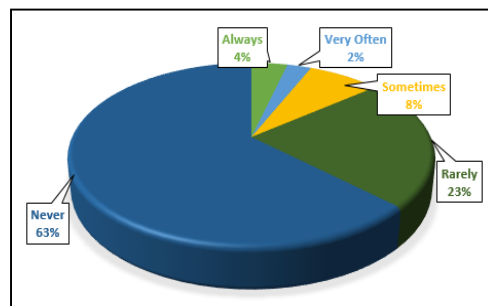
Table 4 The use of the Tri-Fold (an interactive graphic organizer) in the English classes.

| Alternative | Frequency | Percentage |
|--------------|-----------|-------------|
| Always | 3 | 4% |
| Very Often | 2 | 2% |
| Sometimes | 6 | 8% |
| Rarely | 18 | 23% |
| Never | 49 | 63% |
| TOTAL | 78 | 100% |

Source: Student Survey

Created by: Cajamarca, B. (2017)

Graphic 4 The use of the Tri-Fold (an interactive graphic organizer) in the English classes.



Source: Student Survey

Created by: Cajamarca, B. (2017)

Analysis and interpretation

In the first question, 49 students who represent the 63% affirm that they never use the Tri-Fold strategy (an interactive graphic organizer) in English classes. Besides, 18 students who represent the 23 % affirm that they rarely use the Tri-Fold strategy (an interactive graphic organizer). Moreover, 6 students who represent the 8% affirm that they sometimes use the Tri-Fold strategy (an interactive graphic organizer) in English classes. On the other hand, 3 students who represent the 4 % affirm that they always use the Tri-Fold strategy (an interactive graphic organizer) in English classes. At last, 2 students who represent the 2 % affirm that they very often use the Tri-Fold strategy (an interactive graphic organizer) in English classes.

To conclude, the results in the first question demonstrates that students never use the Tri-fold strategy in English classes and, as a result, they do not understand a written text when they read one. English teachers need to apply more strategies in their classes, especially the Tri-Fold strategy because it helps students to organize the information of a written text.

Question 2

Tri-Fold: Activation Phase

Does your English teacher apply the brainstorming activity before you read a text?

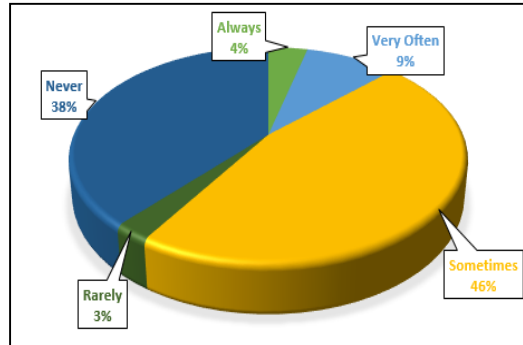
Table 5 Tri-Fold: Activation Phase

| Alternative | Frequency | Percentage |
|--------------|-----------|-------------|
| Always | 3 | 4% |
| Very Often | 7 | 9% |
| Sometimes | 36 | 46% |
| Rarely | 2 | 3% |
| Never | 30 | 38% |
| TOTAL | 78 | 100% |

Source: Student Survey

Created by: Cajamarca, B. (2017)

Graphic 5 Tri-Fold: Activation Phase



Source: Student Survey

Created by: Cajamarca, B. (2017)

Analysis and interpretation

In the second question, 36 students who represent the 46% affirm that their English teacher sometimes applies the brainstorming activity before they read a text. Nevertheless, 30 students who represent the 38% affirm that their English teacher never applies the brainstorming activity before they read a text. Also, 7 students who represent the 9% affirm that their English teacher very often applies the brainstorming activity before they read a text. In addition, 3 students who represent

the 4% affirm that their English teacher always applies the brainstorming activity before they read a text. Finally, 2 students who represents the 3% affirm that their English teacher rarely applies the brainstorming activity before they read a text.

In summary, the results in the second question demonstrates that the English teachers sometimes apply the brainstorming activity before their students read a text. Therefore, the brainstorming activity is fundamental for students because it motivates them to think more about the topic that they are going to read.

Question 3

Tri-Fold: Connection Phase

Does your English teacher use flashcards to present the new topic that you are going to read?

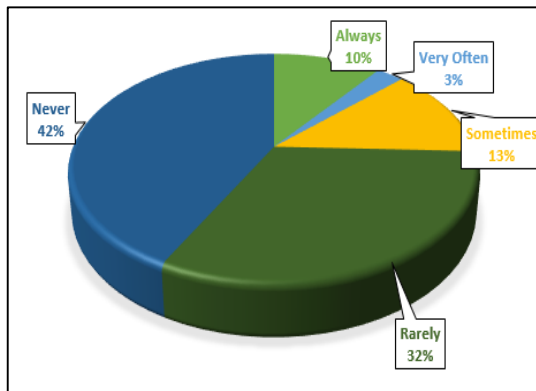
Table 6 Tri-Fold: Connection Phase

| Alternative | Frequency | Percentage |
|--------------------|------------------|-------------------|
| Always | 8 | 10% |
| Very Often | 2 | 3% |
| Sometimes | 10 | 13% |
| Rarely | 25 | 32% |
| Never | 33 | 42% |
| TOTAL | 78 | 100% |

Source: Student Survey

Created by: Cajamarca, B. (2017)

Graphic 6 Tri-Fold: Connection Phase



Source: Student Survey

Created by: Cajamarca, B. (2017)

Analysis and interpretation

In the third question, 33 students who represent the 42% affirm that their English teacher never uses flashcards to present the new topic that they are going to read. Furthermore, 25 students who represent the 32% affirm that their English teacher rarely uses flashcards to present the new topic that they are going to read. Moreover,

10 students who represent the 13% affirm that their English teacher sometimes uses flashcards to present the new topic that they are going to read. However, 8 students who represent the 10% affirm that their English teacher always uses flashcards to present the new topic that they are going to read. Lastly, 2 students who represent the 3% affirm that their English teacher very often uses flashcards to present the new topic that they are going to read.

All in all, the results in the third question demonstrates that the English teachers never use flashcards to present the new topic that their students are going to read. Flashcards need to be implemented in the English classes, especially in the reading activities, because they will permit students to be engaged with the topic that they are going to read.

Question 4

Tri-Fold: Affirmation Phase

Do you write a summary after reading a text?

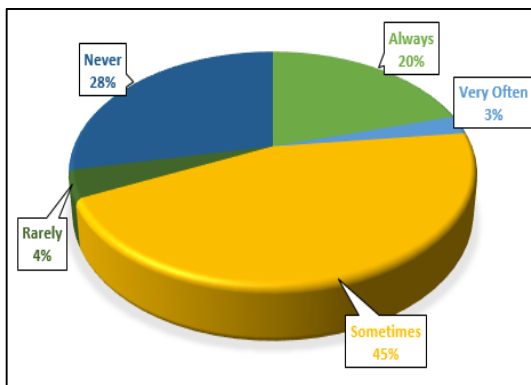
Table 7 Tri-Fold: Affirmation Phase

| Alternative | Frequency | Percentage |
|--------------------|------------------|-------------------|
| Always | 16 | 20% |
| Very Often | 2 | 3% |
| Sometimes | 35 | 45% |
| Rarely | 3 | 4% |
| Never | 22 | 28% |
| TOTAL | 78 | 100% |

Created by: Cajamarca, B. (2017)

Source: Student Survey

Graphic 7 Tri-Fold: Affirmation Phase



Source: Student Survey

Created by: Cajamarca, B. (2017)

Analysis and interpretation

In the fourth question, 35 students who represent the 45% affirm that they sometimes write a summary after reading a text. Besides, 22 students who represent the 28 % affirm that they never write a summary after reading a text. Otherwise, 16 students who represent the 20 % affirms that they always write a summary after reading a text. Moreover, 3 students who represent the 4% affirm that they rarely write a summary after reading a text. In conclusion, 2 students who represent the

3% affirm that they very often write a summary after reading a text.

To sum up, the results in the fourth question demonstrates that the students sometimes write a summary after reading a written text. Therefore, The English teachers must motivate to their students to write a summary after reading a text because it also permits them to acquire better the second language.

Question 5

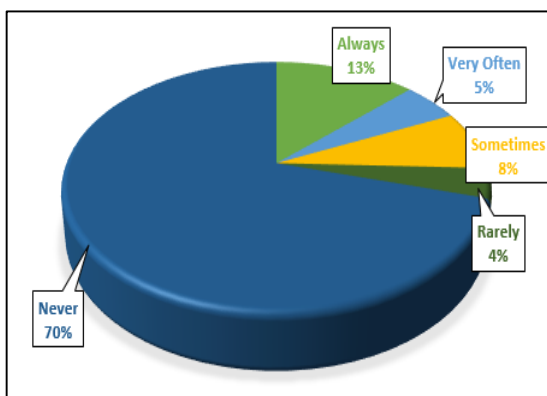
Do you design a Tri-Fold (an interactive graphic organizer) to write your ideas about a reading text?

Table 8 To design a Tri-Fold (an interactive graphic organizer) to write the ideas about a reading text

| Alternative | Frequency | Percentage |
|--------------------|------------------|-------------------|
| Always | 10 | 13% |
| Very Often | 4 | 5% |
| Sometimes | 6 | 8% |
| Rarely | 3 | 4% |
| Never | 55 | 70% |
| TOTAL | 78 | 100% |

Source: Student Survey
Created by: Cajamarca, B. (2017)

Graphic 8 To design a Tri-Fold (an interactive graphic organizer) to write the ideas about a reading text.



Source: Student Survey
Created by: Cajamarca, B. (2017)

Analysis and interpretation

In the fifth question, 55 students who represent the 70 % affirm that they never design a Tri-Fold (an interactive graphic organizer) to write their ideas about a reading text. On the other hand, 10 students who represent the 13 % affirm that they

always design a Tri-Fold (an interactive graphic organizer) to write their ideas about a reading text. Furthermore, 6 students who represent the 8 % affirms that they sometimes design a Tri-Fold (an interactive graphic organizer) to write their ideas about a reading text. Moreover, 4 students who represent the 5 % affirms that they very often design a Tri-Fold (an interactive graphic organizer) to write their ideas about a reading text. Finally, 3 students who represents the 4 % affirm that they rarely design a Tri-Fold (an interactive graphic organizer) to write their ideas about a reading text.

In summary, the results in the fifth question demonstrates that the students never design a Tri-Fold (an interactive graphic organizer) to write the ideas about a written text. Hence, the English teachers must motivate students to use the Tri-Fold in the reading activities because it will permit them to understand a written text.

Question 6

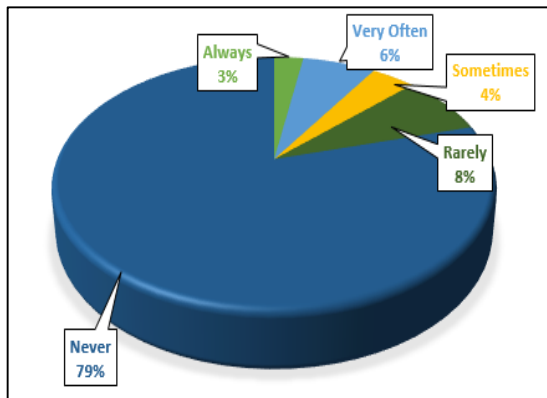
In the reading activities, does your English teacher give you the opportunity to design a Tri-Fold (an interactive graphic organizer)?

Table 9 Tri-Fold (an interactive graphic organizer)

| Alternative | Frequency | Percentage |
|--------------------|------------------|-------------------|
| Always | 2 | 3% |
| Very Often | 5 | 6% |
| Sometimes | 3 | 4% |
| Rarely | 6 | 8% |
| Never | 62 | 79% |
| TOTAL | 78 | 100% |

Source: Student Survey
Created by: Cajamarca, B. (2017)

Graphic 9 Tri-Fold (an interactive graphic organizer)



Source: Student Survey
Created by: Cajamarca, B. (2017)

Analysis and interpretation

In the sixth question, 62 students who represent the 79 % affirm that their English teacher never gives them the opportunity to design a Tri-Fold (an interactive graphic organizer) in the reading activities. In addition, 6 students who represent the 8 % affirm that their English teacher rarely gives them the opportunity to design

a Tri-Fold (an interactive graphic organizer) in the reading activities. Nonetheless, 5 students who represent the 6 % affirm that their English teacher very often gives them the opportunity to design a Tri-Fold (an interactive graphic organizer) in the reading activities. Moreover, 3 students who represent the 4 % affirm that their English teacher sometimes gives them the opportunity to design a Tri-Fold (an interactive graphic organizer) in the reading activities. Lastly, 2 students who represent the 3 % affirm that their English teacher always gives them the opportunity to design a Tri-Fold (an interactive graphic organizer) in the reading activities.

All in all, the results in the sixth question demonstrates that the English teachers never give students the opportunity to design a Tri-Fold (an interactive graphic organizer). Hence, the English teachers must give their students the opportunity of design a Tri-Fold because it will permit students to organize their ideas about a reading text. Also, the Tri-Fold does not only facilitate the comprehension of a text but also contributes in the second language acquisition.

Question 7

Does your English teacher spend enough time to the reading skills in the classroom?

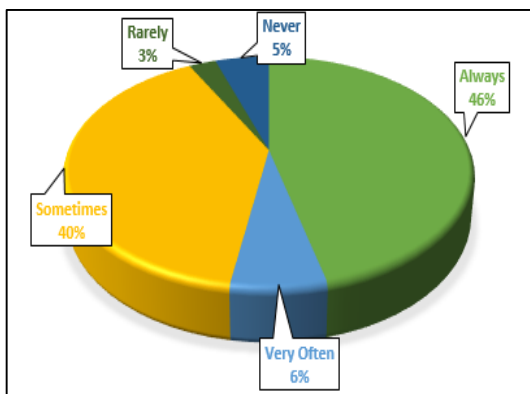
Table 10 To spend enough time to the reading skills in the classroom.

| Alternative | Frequency | Percentage |
|--------------|-----------|-------------|
| Always | 36 | 46% |
| Very Often | 5 | 6% |
| Sometimes | 31 | 40% |
| Rarely | 2 | 3% |
| Never | 4 | 5% |
| TOTAL | 78 | 100% |

Source: Student Survey

Created by: Cajamarca, B. (2017)

Graphic 10 To spend enough time to the reading skills in the classroom.



Source: Student Survey

Created by: Cajamarca, B. (2017)

Analysis and interpretation

In the seventh question, 36 students who represent the 46% affirm that their English teacher always spends enough time to the reading skills in the classroom. Besides, 31 students who represent the 40% affirm that their English teacher sometimes spends enough time to the reading skills in the classroom. Moreover, 5 students who represent the 6% affirm that their English teacher very often spends enough time to the reading skills in the classroom. On the other hand, 4 students who

represent the 5% affirm that their English teacher never spends enough time to the reading skills in the classroom. Finally, 2 students who represent the 3% affirm that their English teacher rarely spends enough time to the reading skills in the classroom.

To summarize, the results in the seventh question demonstrates that the English teachers always spend enough time to the reading skills in the classroom. Hence, students have to be exposed for enough time to the reading skills because in that way they will acquire the language.

Question 8

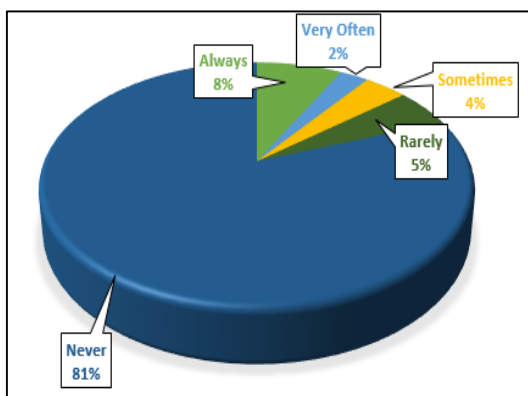
Does your English teacher use papers or magazines to promote the reading skills' development in the classroom?

Table 11 The use of papers or magazines to promote the reading skills' development in the classroom.

| Alternative | Frequency | Percentage |
|--------------------|------------------|-------------------|
| Always | 6 | 8% |
| Very Often | 2 | 2% |
| Sometimes | 3 | 4% |
| Rarely | 4 | 5% |
| Never | 63 | 81% |
| TOTAL | 78 | 100% |

Source: Student Survey
Created by: Cajamarca, B. (2017)

Graphic 11 The use of papers or magazines to promote the reading skills' development in the classroom



Source: Student Survey
Created by: Cajamarca, B. (2017)

Analysis and interpretation

In the eighth question, 63 students who represent the 81 % affirm that their English teacher never uses papers or magazines to promote the reading skills' development in the classroom. In contrast, 6 students who represent the 8 % affirm that their

English teacher always uses papers or magazines to promote the reading skills' development in the classroom. In addition, 4 students who represent the 5 % affirm that their English teacher rarely uses papers or magazines to promote the reading skills' development in the classroom. Moreover, 3 students who represent the 4 % affirm that their English teacher sometimes uses papers or magazines to promote the reading skills' development in the classroom. At last, 2 students who represent the 2 % affirm that their English teacher very often uses papers or magazines to promote the reading skills' development in the classroom.

In conclusion, the results in the eighth question demonstrates that the English teachers never use papers or magazines to promote the reading skills' development in the classroom. Therefore, papers and magazines need to be implemented in the classroom because they promote the reading skills' development in the students

Question 9

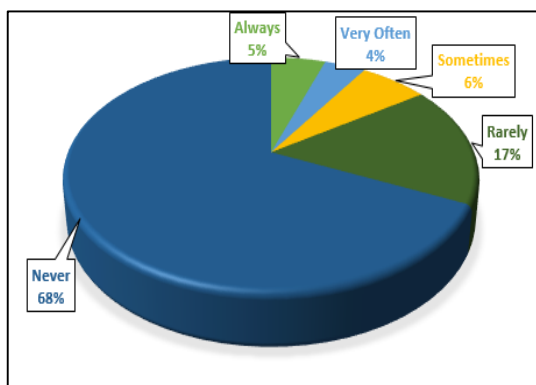
Does your English teacher use e-mails or letters to promote the reading skills' development in the classroom?

Table 12 The use of e-mails or letters to promote the reading skills' development in the classroom.

| Alternative | Frequency | Percentage |
|--------------------|------------------|-------------------|
| Always | 4 | 5% |
| Very Often | 3 | 4% |
| Sometimes | 5 | 6% |
| Rarely | 13 | 17% |
| Never | 53 | 68% |
| TOTAL | 78 | 100% |

Source: Student Survey
Created by: Cajamarca, B. (2017)

Graphic 12 The use of e-mails or letters to promote the reading skills' development in the classroom.



Source: Student Survey
Created by: Cajamarca, B. (2017)

Analysis and interpretation

In the ninth question, 53 students who represent the 68% affirm that their English teacher never uses e-mails or letters to promote the reading skills' development in the classroom. Furthermore, 13 students who represent the 17% affirm that their English teacher rarely uses e-mails or letters to promote the reading skills'

development in the classroom. Moreover, 5 students who represent the 6% affirm that their English teacher sometimes uses e-mails or letters to promote the reading skills' development in the classroom. On the other hand, 4 students who represent the 5 % affirm that their English teacher always uses e-mails or letters to promote the reading skills' development in the classroom. Lastly, 3 students who represent the 4 % affirm that their English teacher very often uses e-mails or letters to promote the reading skills' development in the classroom.

To sum up, the results in the ninth question demonstrates that the English teachers never use e-mails or letters to promote the reading skills' development in the classroom. The English teachers must use e-mail and letters in their classes because they are fundamental to promote the reading skills' development.

Question 10

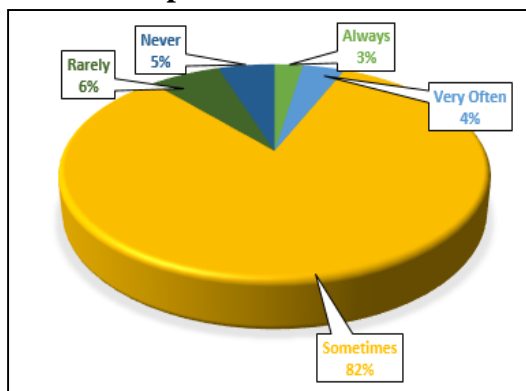
Does your English teacher use short stories or cartoons to promote the reading skills' development in the classroom?

Table 13 The use of short stories or cartoons to promote the reading skills' development in the classroom.

| Alternative | Frequency | Percentage |
|--------------------|------------------|-------------------|
| Always | 2 | 3% |
| Very Often | 3 | 4% |
| Sometimes | 64 | 82% |
| Rarely | 5 | 6% |
| Never | 4 | 5% |
| TOTAL | 78 | 100% |

Source: Student Survey
Created by: Cajamarca, B. (2017)

Graphic 13 The use of short stories or cartoons to promote the reading skills' development in the classroom.



Source: Student Survey
Created by: Cajamarca, B. (2017)

Analysis and interpretation

In the tenth question, 64 students who represent the 82% affirm that their English teacher sometimes uses short stories or cartoons to promote the reading skills' development in the classroom. Also, 5 students who represent the 6% affirm that their English teacher rarely uses short stories or cartoons to promote the reading

skills' development in the classroom, Moreover, 4 students who represent the 5% affirm that their English teacher never uses short stories or cartoons to promote the reading skills' development in the classroom. On the other hand, 3 students who represent the 4% affirm that their English teacher very often uses short stories or cartoons to promote the reading skills' development in the classroom. Lastly, 2 students who represent the 3% affirm that their English teacher always uses short stories or cartoons to promote the reading skills' development in the classroom.

To summarize, the results in the tenth question demonstrates that the English teachers sometimes use short stories or cartoons to promote the reading skills' development in the classroom. Short stories and cartoons are necessary to promote the reading skills' development in the classroom and for that reason the English teachers always must use them.

4.1.2 English teacher Survey

Question 1

Do you use the Tri-Fold (an interactive graphic organizer) with your students?

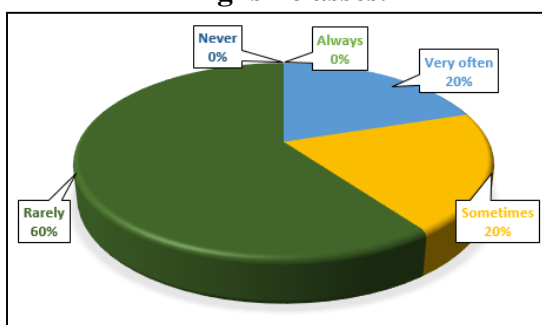
Table 14 The use of the Tri-Fold (an interactive graphic organizer) in the English classes.

| Alternative | Frequency | Percentage |
|--------------|-----------|-------------|
| Always | 0 | 0% |
| Very Often | 1 | 20% |
| Sometimes | 1 | 20% |
| Rarely | 2 | 60% |
| Never | 0 | 0% |
| TOTAL | 5 | 100% |

Source: Student Survey

Created by: Cajamarca, B. (2017)

Graphic 14 The use of the Tri-Fold (an interactive graphic organizer) in the English classes.



Source: Student Survey

Created by: Cajamarca, B. (2017)

Analysis and interpretation

In the first question, 2 English teachers who represent the 60 % state that they rarely use the Tri-Fold (an interactive graphic organizer) with their students. Besides, 1 English teacher who represent the 20% states that he sometimes uses the Tri-Fold

(an interactive graphic organizer) with his students. Finally, 1 English teacher who represent the 20% states that he very often uses the Tri-Fold (an interactive graphic organizer) with his students.

In summary, the results in the first question demonstrates that English teachers rarely use the Tri-fold strategy (an interactive graphic organizer) with their students. Hence, this strategy always must be implement by the English teachers in their classes.

Question 2

Tri-Fold: Activation Phase

Do you apply the brainstorming activity with your students before they read a text?

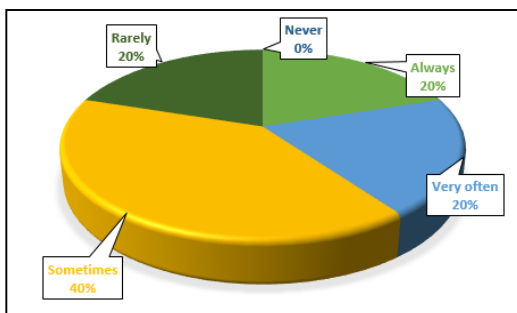
Table 15 Tri-Fold: Activation Phase

| Alternative | Frequency | Percentage |
|--------------------|------------------|-------------------|
| Always | 1 | 20% |
| Very Often | 1 | 20% |
| Sometimes | 2 | 40% |
| Rarely | 1 | 20% |
| Never | 0 | 0% |
| TOTAL | 5 | 100% |

Source: Student Survey

Created by: Cajamarca, B. (2017)

Graphic 15 Tri-Fold: Activation Phase



Source: Student Survey

Created by: Cajamarca, B. (2017)

Analysis and interpretation

In the second question, 2 English teachers who represent the 40 % state that they sometimes apply the brainstorming activity with their students before they read a text. Moreover, 1 English teacher who represent the 20 % states that he rarely applies the brainstorming activity with their students before they read a text. However, 1 English teacher who represent the 20 % state that he always applies the brainstorming activity with their students before they read a text. Lastly, 1 English

teacher who represent the 1 % states that he very often applies the brainstorming activity with their students before they read a text.

To sum up, the results in the second question demonstrates that the English teachers sometimes apply the brainstorming activity before their students read a text. Hence, the brainstorming activity permits students to be familiarized with the topic that they are going to read, for that reason the English teachers always must use it.

Question 3

Tri-Fold: Connection Phase

Do you use flashcards to present the new topic that your students are going to read?

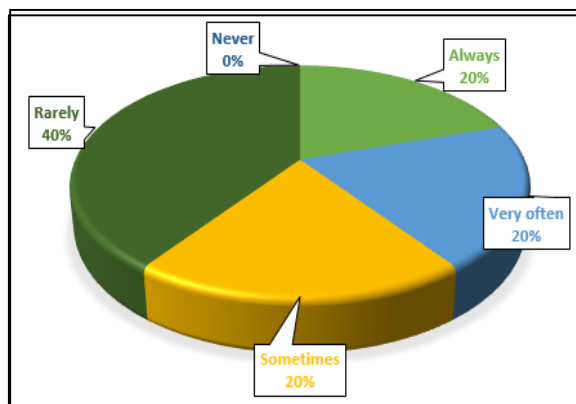
Table 16 Tri-Fold: Connection Phase

| Alternative | Frequency | Percentage |
|--------------|-----------|-------------|
| Always | 1 | 20% |
| Very Often | 1 | 20% |
| Sometimes | 1 | 20% |
| Rarely | 2 | 40% |
| Never | 0 | 0% |
| TOTAL | 5 | 100% |

Source: Student Survey

Created by: Cajamarca, B. (2017)

Graphic 16 Tri-Fold: Connection Phase



Source: Student Survey

Created by: Cajamarca, B. (2017)

Analysis and interpretation

In the third question, 2 English teachers who represent the 40 % state that they rarely use flashcards to present the new topic that their students are going to read. Moreover, 1 English teacher who represent the 1 % states that he sometimes uses flashcards to present the new topic that his students are going to read. Otherwise, 1

English teacher who represent the 1 % states that he always uses flashcards to present the new topic that his students are going to read. At last, 1 English teacher who represent the 1 % states that he always uses flashcards to present the new topic that his students are going to read.

In conclusion, the results in the third question demonstrates that the English teachers rarely use flashcards to present new topics that their students are going to read. Therefore, flashcards must be implemented more in the English classes because they permit students to understand better a text that they are going to read.

Question 4

Tri-Fold: Affirmation Phase

Do your students write a summary after reading a text?

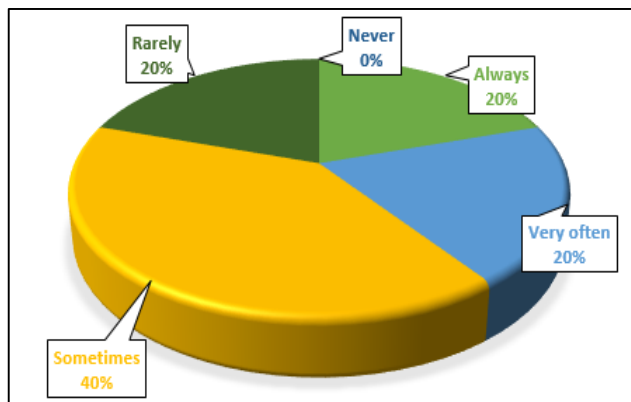
Table 17 Tri-Fold: Affirmation Phase

| Alternative | Frequency | Percentage |
|--------------------|------------------|-------------------|
| Always | 1 | 20% |
| Very Often | 1 | 20% |
| Sometimes | 2 | 40% |
| Rarely | 1 | 20% |
| Never | 0 | 0% |
| TOTAL | 5 | 100% |

Source: Student Survey

Created by: Cajamarca, B. (2017)

Graphic 17 Tri-Fold: Affirmation Phase



Source: Student Survey

Created by: Cajamarca, B. (2017)

Analysis and interpretation

In the second question, 2 English teachers who represent the 50 % state that their students sometimes write a summary after reading a text. Besides, 1 English teacher who represent the 1 % states that his students rarely write a summary after reading a text. In contrast, 1 English teacher who represent the 1 % states that his students always write a summary after reading a text. Finally, 1 English teacher who

represent the 1 % states that his students very often write a summary after reading a text.

In summary, the results in the fourth question demonstrates that the students sometimes write a summary after reading a text. The English teachers need to encourage to their students to write a summary after reading any type of text because it will help them to understand the text that they have read.

Question 5

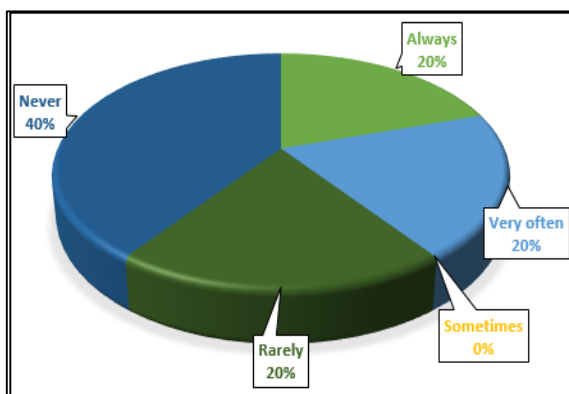
Do your students design a Tri-Fold (an interactive graphic organizer) to write your ideas about a reading text?

Table 18 To design a Tri-Fold (an interactive graphic organizer) to write the ideas about a reading text.

| Alternative | Frequency | Percentage |
|--------------------|------------------|-------------------|
| Always | 1 | 20% |
| Very Often | 1 | 20% |
| Sometimes | 0 | 0% |
| Rarely | 1 | 20% |
| Never | 2 | 40% |
| TOTAL | 78 | 100% |

Source: Student Survey
Created by: Cajamarca, B. (2017)

Graphic 18 To design a Tri-Fold (an interactive graphic organizer) to write the ideas about a reading text.



Source: Student Survey
Created by: Cajamarca, B. (2017)

Analysis and interpretation

In the fifth question, 2 English teachers who represent the 40 % state that their students never design a Tri-Fold (an interactive graphic organizer) to write their ideas about a reading text. Furthermore, 1 English teacher who represent the 20 %

states that his students rarely design a Tri-Fold (an interactive graphic organizer) to write their ideas about a reading text. On the other hand, 1 English teacher who represent the 20 % states that his students always design a Tri-Fold (an interactive graphic organizer) to write their ideas about a reading text. Lastly, 1 English teacher who represent the 20 % states that his students very often design a Tri-Fold (an interactive graphic organizer) to write their ideas about a reading text.

To sum up, the results in the fifth question demonstrates that the students never design a Tri-Fold (an interactive graphic organizer) to write the ideas about a reading text. Therefore, English teachers need to implement more the Tri-Fold strategy in their classes.

Question 6

In the reading activities, do you give to your students the opportunity to design a Tri-Fold (an interactive graphic organizer)?

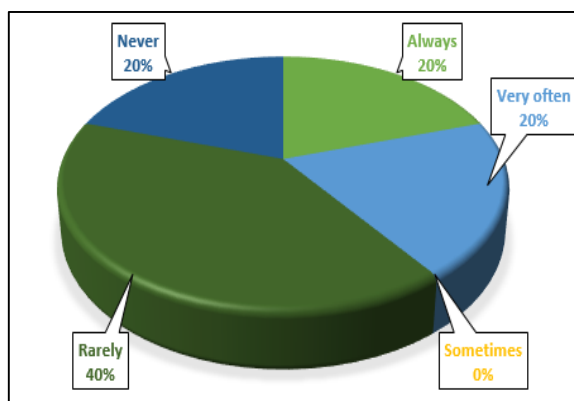
Table 19 Tri-Fold (an interactive graphic organizer)

| Alternative | Frequency | Percentage |
|--------------------|------------------|-------------------|
| Always | 1 | 20% |
| Very Often | 1 | 20% |
| Sometimes | 0 | 0% |
| Rarely | 2 | 40% |
| Never | 1 | 20% |
| TOTAL | 5 | 100% |

Source: Student Survey

Created by: Cajamarca, B. (2017)

Graphic 19 Tri-Fold (an interactive graphic organizer)



Source: Student Survey

Created by: Cajamarca, B. (2017)

Analysis and interpretation

In the sixth question, 2 English teachers who represent the 40 % state that they rarely give to their students the opportunity to design a Tri-Fold (an interactive graphic organizer) in the reading activities. In addition, 1 English teacher who represent the 20 % states that he never gives to their students the opportunity to design a Tri-Fold (an interactive graphic organizer) in the reading activities.

Nonetheless, 1 English teacher who represent the 20 % states that he always gives to their students the opportunity to design a Tri-Fold (an interactive graphic organizer) in the reading activities. Finally, 1 English teacher who represent the 20 % states that he very often gives their students the opportunity to design a Tri-Fold (an interactive graphic organizer) in the reading activities.

To sum up, the results in the sixth question demonstrates that English teachers rarely give to their students the opportunity to design a Tri-Fold (an interactive graphic organizer) in the reading activities. The English teachers need to give to their students the opportunity of designing it because it is a tool that permits students to organize the information that they found in the text that they have read.

Question 7

Do you spend enough time to the reading skills in your classes?

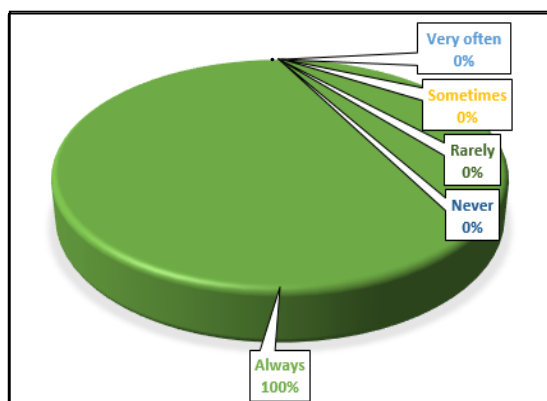
Table 20 To spend enough time to the reading skills in the classroom.

| Alternative | Frequency | Percentage |
|--------------------|------------------|-------------------|
| Always | 5 | 100% |
| Very Often | 0 | 0% |
| Sometimes | 0 | 0% |
| Rarely | 0 | 0% |
| Never | 0 | 0% |
| TOTAL | 5 | 100% |

Source: Student Survey

Created by: Cajamarca, B. (2017)

Graphic 20 To spend enough time to the reading skills in the classroom



Source: Student Survey

Created by: Cajamarca, B. (2017)

Analysis and interpretation

In the seventh question, 5 English teachers who represent the 100 % state that they always spend enough time to the reading skills in their classes. Reading skills are fundamental in the English language acquisition. For that reason, English teachers must implement them always in their classes.

To conclude, the results in the seventh question demonstrates that the English teachers always spend enough time to the reading skills in the classroom.

Question 8

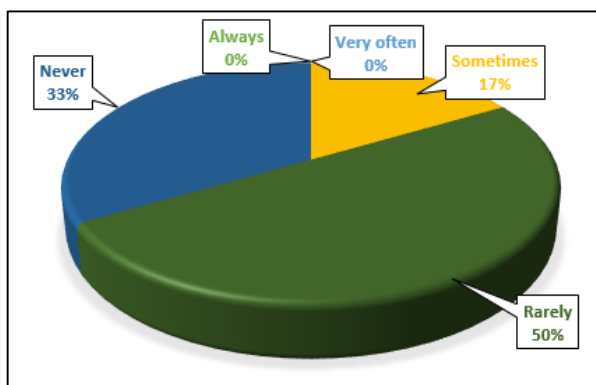
Do you provide academic reading (papers or magazines) to your students to promote the reading skills' development in the classroom?

Table 21 The use of papers or magazines to promote the reading skills' development in the classroom.

| Alternative | Frequency | Percentage |
|--------------------|------------------|-------------------|
| Always | 0 | 0% |
| Very Often | 0 | 0% |
| Sometimes | 1 | 17% |
| Rarely | 3 | 50% |
| Never | 2 | 33% |
| TOTAL | 5 | 100% |

Source: Student Survey
Created by: Cajamarca, B. (2017)

Graphic 21 The use of papers or magazines to promote the reading skills' development in the classroom.



Source: Student Survey
Created by: Cajamarca, B. (2017)

Analysis and interpretation

In the eighth question, 3 English teachers who represent the 50 % state that they rarely provide academic reading (papers or magazines) to their students to promote the reading skills' development in the classroom. Also, 2 English teachers who represent the 33 % state that they never provide academic reading (papers or

magazines) to their students to promote the reading skills' development in the classroom. Finally, Also, 1 English teacher who represent the 17 % states that he sometimes provides academic reading (papers or magazines) to their students to promote the reading skills' development in the classroom.

To sum up, the results in the eighth question demonstrates that the English teachers rarely provide academic reading (papers or magazines) to their students to promote the reading skills' development in the classroom. Papers and magazines contain real information about scientific research. Consequently, academic reading (papers or magazines) must be implemented more in the classes by the English teachers.

Question 9

Do you provide job-related reading (e-mails or letters) to your students to promote the reading skills' development in the classroom?

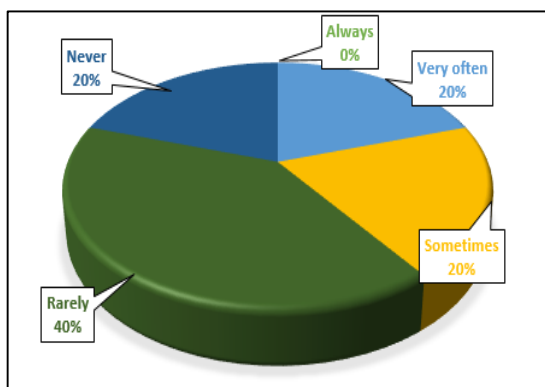
Table 22 The use of e-mails or letters to promote the reading skills' development in the classroom.

| Alternative | Frequency | Percentage |
|--------------------|------------------|-------------------|
| Always | 0 | 0% |
| Very Often | 1 | 20% |
| Sometimes | 1 | 20% |
| Rarely | 2 | 40% |
| Never | 1 | 20% |
| TOTAL | 5 | 100% |

Source: Student Survey

Created by: Cajamarca, B. (2017)

Graphic 22 The use of e-mails or letters to promote the reading skills' development in the classroom.



Source: Student Survey

Created by: Cajamarca, B. (2017)

Analysis and interpretation

In the ninth question, 2 English teachers who represent the 40 % state that they rarely provide job-related reading (e-mails or letters) to their students to promote the reading skills' development in the classroom. Besides, 1 English teacher who represent the 20 % states that he never provides job-related reading (e-mails or letters) to his students to promote the reading skills' development in the classroom.

However, 1 English teacher who represent the 20 % states that he very often provides job-related reading (e-mails or letters) to his students to promote the reading skills' development in the classroom. Lastly, 1 English teacher who represent the 20 % states that he sometimes provides job-related reading (e-mails or letters) to his students to promote the reading skills' development in the classroom.

To sum up, the results in the ninth question demonstrates that the English teachers rarely provide job-related reading (e-mails or letters) to their students to promote the reading skills' development in the classroom. E-mails and letters have an easy structure that permit the students' comprehension. Hence, job-related reading (e-mails or letters) must be implemented more in the classes by the English teachers.

Question 10

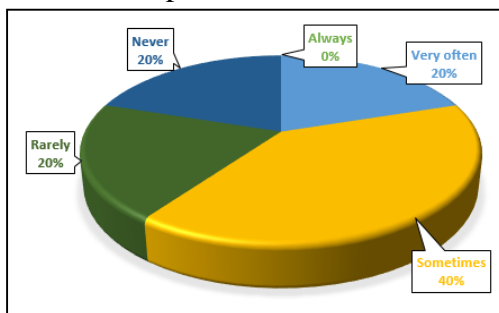
Do you provide personal reading (short stories, or cartoons) to your students to promote the reading skills' development in the classroom?

Table 23 The use of short stories or cartoons to promote the reading skills' development in the classroom.

| Alternative | Frequency | Percentage |
|--------------------|------------------|-------------------|
| Always | 0 | 0% |
| Very Often | 1 | 20% |
| Sometimes | 2 | 40% |
| Rarely | 1 | 20% |
| Never | 1 | 20% |
| TOTAL | 5 | 100% |

Source: Student Survey
Created by: Cajamarca, B. (2017)

Graphic 22: The use of short stories or cartoons to promote the reading skills' development in the classroom.



Source: Student Survey
Created by: Cajamarca, B. (2017)

Analysis and interpretation

In the tenth question, 2 English teachers who represent the 40 % state that they sometimes provide personal reading (short stories, or cartoons) to their students to promote the reading skills' development in the classroom. In addition, 1 English teacher who represents the 20 % states that he rarely provides personal reading

(short stories, or cartoons) to their students to promote the reading skills' development in the classroom. Moreover, 1 English teacher who represents the 20 % states that he never provides personal reading (short stories, or cartoons) to his students to promote the reading skills' development in the classroom. At last, 1 English teacher who represents the 20 % states that he very often provides personal reading (short stories, or cartoons) to his students to promote the reading skills' development in the classroom.

To conclude, the results in the tenth question demonstrates that the English teachers sometimes provide personal reading (short stories, or cartoons) to their students to promote the reading skills' development in the classroom. Personal reading (short stories, or cartoons) must be implemented more in the classes by the English teachers because they cause a positive effect in the second language acquisition.

4.2 Verification of hypotheses

To determine the relationship between both variables and thus verify the hypothesis, the Scatter plot was applied in the current research work: “The Tri-Fold strategy and the Reading skills in the students from the eighth year of Basic General Education, courses “A” and “B” at “Francisco Flor-Gustavo Egüez” High School in Ambato city, Tungurahua province.

- **Dependent variable:**

Reading skills

- **Independent variable:**

Tri-Fold strategy

4.3 Hypothesis Statement

Logical Model

Null Hypotheses (H0): The Tri-Fold strategy does not improve the reading skills in the students from the eighth year of Basic General Education, courses “A” and “B” at “Francisco Flor-Gustavo Egüez” High School in Ambato city, Tungurahua province.

Alternative Hypotheses (H1): The Tri-Fold strategy improves the Reading skills in the students from the eighth year of Basic General Education, courses “A” and “B” at “Francisco Flor-Gustavo Egüez” High School in Ambato city, Tungurahua province.

Selection of significance level

After analyzing and interpreting the collected data to verify the hypotheses, it is necessary to use the level $\alpha = 0,05$ corresponding to the 95% of reliability.

Population description

In the current research work, the population corresponds to students (11-12 years old) from the eighth year of Basic General Education, courses “A” and “B” at “Francisco Flor-Gustavo Egüez” High School in Ambato city, Tungurahua province. In total, 78 students.

4.4 Statistics specification

Mathematical Model

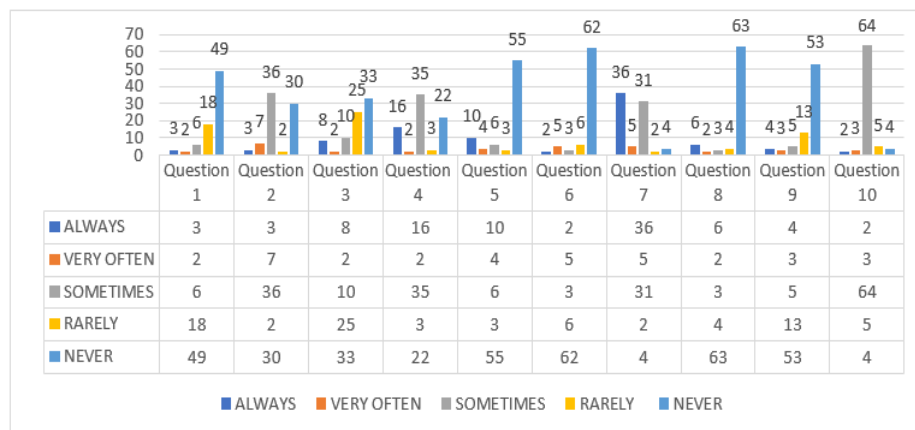
$$H_0: O = E$$

$$H_1: O \neq E$$

4.5 Tri-Fold strategy’s application (during a week)

In this current research, the questionnaire was applied to 78 students about the Tri-Fold strategy and the reading skills, but the results were poor.

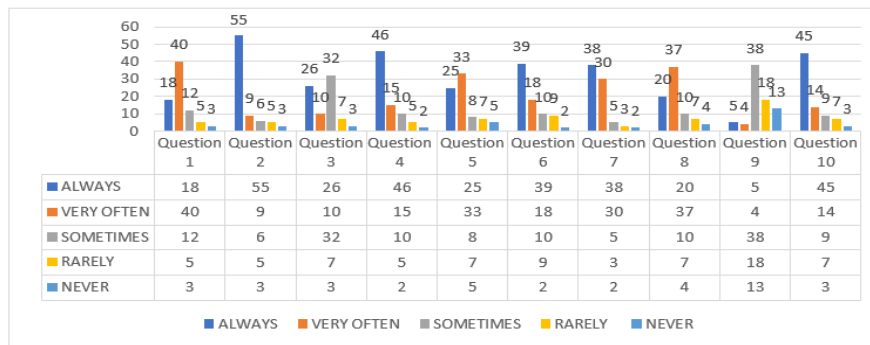
Graphic 23 Results of the questionnaire applied to the students (BEFORE)



Source: Direct Research
Created by: Cajamarca, B. (2017)

In the graphic, it is evident to notice that the students never used the Tri-Fold strategy in the reading skills. However, to improve the obtained results, it was necessary to teach to the students from the eighth year of Basic General Education, courses “A” and “B” at “Francisco Flor-Gustavo Egüez” High School about the Tri-Fold strategy in the reading skills for a week. During the week, the students had to read a fairy tale applying to the strategy. The last day of the week, the same questionnaire was applied to the students to know if the students consider the Tri-Fold strategy necessary to improve their reading skills.

Graphic 24 Results of the questionnaire applied to the students (AFTER A WEEK)



Source: Direct Research
Created by: Cajamarca, B. (2017)

The next graphic shows the results about the same questionnaire applied to 78 students from the eighth year of Basic General Education, courses “A” and “B” at “Francisco Flor-Gustavo Egüez” High School. It is evident to notice that the students started to use the Tri-Fold strategy to read a fairy tale and therefore, they improved their reading skills.

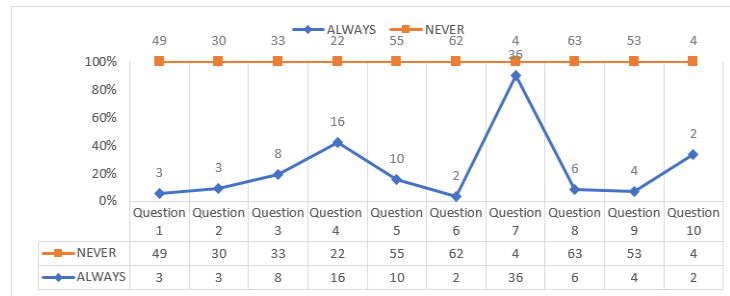
4.6 Scatter plot

Scatter plot is a statistical analysis to recognize the correlation and the regression between both variables (Castro, 2008). In the current research work, the Scatter plot was necessary to identify the relationship between the Tri-Fold strategy and the

reading skills and to find out if the strategy helps students improve their reading skills.

Instrument analyzed using Scatter plot

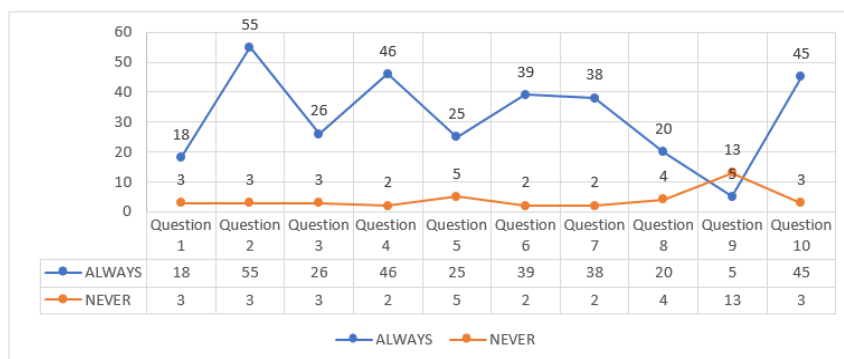
Graphic 25 Results of the questionnaire applied to the students (BEFORE)



Source: Direct Research
Created by: Cajamarca, B. (2017)

This graphic shows the results of the questionnaire applied before to 78 students from the eighth year of Basic General Education, courses “A” and “B” at “Francisco Flor-Gustavo Egüez” High School. It was analyzed with Scatter plot using only 2 levels of response (ALWAYS and NEVER) of the Likert scale because they had greater results. The results demonstrated that the students never used the Tri-Fold strategy in the reading skills.

Graphic 26 Results of the questionnaire applied to the students (AFTER A WEEK)

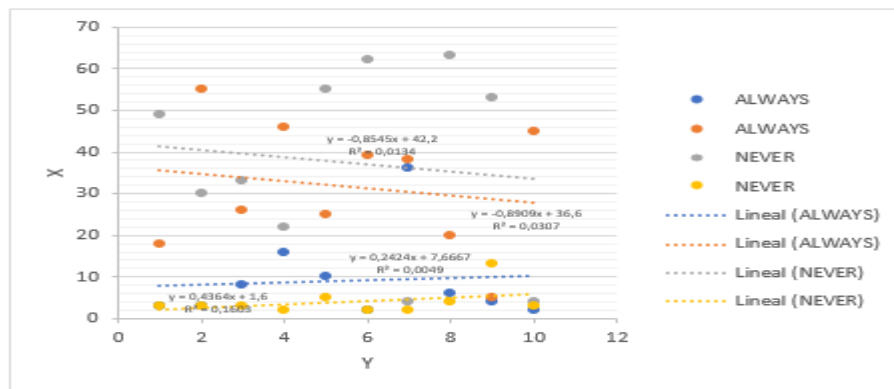


Source: Direct Research
Created by: Cajamarca, B. (2017)

This graphic shows the results of the questionnaire applied after to 78 students from the eighth year of Basic General Education, courses “A” and “B” at “Francisco Flor-Gustavo Egüez” High School. It was analyzed with Scatter plot using only 2 levels of response (ALWAYS and NEVER) of the Likert scale because they had greater results. The results were excellent because the students during a week used the Tri-Fold strategy to read a fairy tale.

4.7 Positive relationship between both variables

Graphic 27 Scatter plot (positive relationship between both variables)



Source: Direct Research
Created by: Cajamarca, B. (2017)

In the final graphic, it is evident to notice that the 2 levels of response (ALWAYS AND NEVER) of the Likert scale in the both questionnaires were used to know the relationship between the independent variable (Tri-Fold strategy) and the dependent variable (Reading skills). Finally, the Scatter plot demonstrated a value of 0.41, it means there is a positive relationship between both variables. To conclude, it can be said that the Tri-Fold strategy helped to 78 students from the eighth year of Basic General Education, courses “A” and “B” at “Francisco Flor-Gustavo Egüez” High School to improve in reading skills.

CHAPTER 5.

CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusions

After this research was carried out with students from the eighth year of Basic General Education, courses “A” and “B” at “Francisco Flor-Gustavo Egüez” High School, the following conclusions were obtained:

- It was determined that the Tri-Fold strategy promotes the reading skills of the English language because through the continuous use of the Tri-Fold strategy, the students developed the reading skills and so they demonstrated a great progress in the comprehension of a text.
- The Tri-Fold strategy cooperates in the comprehension of a text because when the students designed a Tri-Fold in the reading activities, they had the opportunity of reinforcing the reading subskills (reading for gist, specific information, details and information transfer). Therefore, it was identified that the Tri-Fold strategy helps in the reading subskills.
- The Tri-Fold strategy has 3 phases: activation phase (brainstorming activities), connection phase (presentation of the topic using flashcards) and affirmation phase (summary about the topic). In the reading activities, the students applied the 3 phases of this strategy to facilitate the comprehension of the text that they have read. To sum up, the 3 phases of the Tri-Fold strategy helps students to improve their reading performance.

5.2 Recommendations

- English teachers always must apply the Tri-Fold strategy because it gives students the opportunity of designing and writing on it the information about a text that they have read.
- English teachers should give students the opportunity of designing a Tri-Fold in the reading activities. When students read any type of text, they need to design a Tri-Fold because it will permit them to reinforce the reading subskills and, in that way, they will comprehend better it.
- English teachers must use the three phases of the Tri-Fold strategy in the reading activities. The three phases help students to be more familiarized with the topic, to understand the message of it and to feel more motivated at the moment of reading a text.

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ANNEXES

Annex No 1. Paper

PAPER

Title:

THE TRI-FOLD STRATEGY AND THE READING SKILLS OF THE ENGLISH LANGUAGE

Betty Mariela Cajamarca Guamán; jbettycajamarca@gmail.com

Lcda. Mg. Lorena Parra; lparra@uta.edu.ec

Universidad Técnica de Ambato

Ambato-Ecuador

ABSTRACT

The paper aimed to demonstrate the influence of the Tri-Fold strategy in the reading skills' development in the English language, after a one-week period of reading activities with students from the eighth year of Basic General Education, courses "A" and "B" at "Francisco Flor-Gustavo Egüez" High School in Ambato city, Tungurahua province. Seventy-eight students participated in this research.

The material used for this research was a fairy tale. The research was descriptive and explorative where a survey with 10 questions was applied to identify the use of the Tri-Fold strategy in the reading skills by students. The findings of this study demonstrated that the Tri-Fold strategy has a positive effect on the reading skills' development in students.

Keywords: Tri-Fold strategy, reading skills, English language

LA ESTRATEGIA TRI-FOLD (ORGANIZADOR GRÁFICO INTERACTIVO) Y LA DESTREZA DE LECTURA DEL IDIOMA INGLÉS.

RESUMEN

Este artículo tuvo como objetivo demostrar la influencia de la estrategia Tri-Fold (organizador gráfico interactivo) en el desarrollo de las habilidades de lectura en el idioma inglés, después de un período de una semana de actividades de lectura con estudiantes del octavo año de Educación General Básica, cursos "A" y "B" en la Unidad Educativa "Francisco Flor-Gustavo Egüez" en Ambato, Provincia de Tungurahua. Setenta y ocho estudiantes participaron en esta investigación. El

material utilizado para esta investigación fue un cuento de hadas. La investigación fue descriptiva y exploratoria donde se aplicó una encuesta con 10 preguntas para identificar el uso de la estrategia Tri-Fold (organizador gráfico interactivo) en las habilidades de lectura por parte de los estudiantes. Los hallazgos de este estudio demostraron que la estrategia Tri-Fold tiene un efecto positivo en el desarrollo de las habilidades de lectura en los estudiantes.

Palabras clave: Estrategia Tri-Fold, habilidades de lectura, idioma inglés

1. INTRODUCTION

Coleman (2011) states that the English language is involved in different aspects of development. That is, the English language contributes in a country's development because it is present in all the scopes: scientific, political, economic, social and educative. For that reason, non-English speaking countries have the necessity of learning this language because they consider it as an effective way of strengthening their development. However, according to the global language training company Education First Index in its last report of the English proficiency, only 8 of 80 non-English speaking countries got very high level (EF EPI, 2015). This is due to the shortcomings that the four English skills in those countries, especially, reading and writing skills.

Ecuador is a country that wants to strengthen its development and that is why, this country is working hard in the educative scope, especially in the English language teaching because it will contribute in its development (British Council, 2015). In all institutions of Ecuador, English teachers prepare activities to develop English language skills however their students do not like to complete reading activities because they do not like reading. It happens because Ecuadorians do not have reading habit. CERALC (2017) argues that Ecuadorian population read half a book per year. Therefore, the annual reading levels cause concern a national level. Moreover, a survey demonstrated that almost all the Ecuadorians (56,8%) do not read for the lack of interest (INEC, 2012).

The current research work was carried out at "Francisco Flor-Gustavo Egüez" High School in Ambato, Tungurahua Province. In this institution, the English teachers work hard to contribute in the students' learning process. For example: they prepare activities for developing the four language skills: listening, reading, speaking and writing but despite their effort, students have difficulties to acquire the language. The reason is that the teachers prepare activities for their students, but students have difficulties to complete them, especially the reading activities that require strategies to be completed.

Moreover, in the current research work were proposed 3 objectives to discover the influence of the Tri-Fold strategy in the reading skills, they are the followings: to examine how the Tri-Fold strategy promotes the reading skills, to identify to what reading subskills the Tri-Fold strategy help and to investigate how the Tri-Fold strategy helps students to improve their reading performance.

Tri-Fold strategy

Definition

The Tri-Fold strategy is a foldable. Zike (2005) says that "A Foldable is a 3-D, student-made, interactive graphic organizer based upon a skill. Making a foldable gives students a fast, kinesthetic activity that helps them organize and retain information" (p.1). Using this strategy facilitate the comprehension of any written text that students desire to read. Besides, this strategy permits student to enjoy a lot during they

design it (Barnekow, 2009). Considering the previous definitions, it can be said that the Tri-Fold is a graphic organizer that permits students to organize their ideas on it and that is why it is considered as a strategy. Finally, in the English classes, students need to design a foldable to feel motivated at the moment of developing the reading activities.

Foldables' importance

Foldables are also seen as a teaching tool that will facilitate the teachers' teaching process and increase the students' learning process (Barnekow 2009). In English classrooms, when teachers start the classes their students pay attention to them but after time, students get bored and they hate English classes because teachers do not use any strategy to help them to feel motivated. For that reason, teachers must use foldables to motivate and to increase students' learning process.

Foldables' classification

There are many types of foldables. Zike (2005) mentions the main foldables "two-tab book, pocket book, matchbook, shutter fold and tri-fold" (pp.18-22). On the other hand, "trptych, flip chart, folded list maker, idea box and mini-box" (Barnekow, 2009, pp. 15-24). Both authors mention the main foldables that they consider necessary for students. The previous foldables are used for different purposes and they need some materials to be designed. This current research work is based on the Tri-Fold strategy and for that reason the materials to design a foldable are the following.

Materials to create Tri- Fold

"Tri-fold template, sticky notes, black sheets of paper and pen/pencils" (Herrera, Kavimandan, & Holmes, 2011, p.41). Students need to use the previous materials to design their own Tri- Fold. Likewise, when English teachers use Tri-Fold in their classes they have to give their students enough time to design it.

Tri-Fold phases

Herrera et al. (2011) mention 3 phases "Activation, Connection and Affirmation" (pp. 42-45). The 3 phases have to be considered in order to complete the template. The phases are explained below:

1. Activation (Brainstorming activities)

In this phase, students brainstorm about the new topic. Also, in this phase the English teacher needs to work with their students in order to give them more ideas about the topic that they are going to read.

2. Connection (presentation of the topic using flashcards)

In this phase, students are engaged with the topic because the English teacher is using flashcards to present the topic.

3. Affirmation (Students write a summary about the reading text)

In this phase, students demonstrate if they understand or not the text that they have read through writing a summary about it. In the summary, students can write their own ideas

about the text using the most important information of it.

The phases before mentioned need to be applied. For example: when the students are going to read a text, the teacher needs to start with brainstorming activities, after that, the teacher needs to use flashcards to present the main stages of the story and when student have finished to read, the teacher needs to assign them to write a summary to know what they learned from the reading. Finally, they are the 3 phases of the Tri-Fold strategy and teachers must guide to their students in each phase in order organize better their ideas.

Materials to create Tri- Fold

“Tri-fold template, sticky notes, black sheets of paper and pen/pencils” (Herrera, Kavimandan, & Holmes, 2011, p.41). Students need to use the previous materials to design their own Tri- Fold. Likewise, when English teachers use Tri-Fold in their classes they have to give their students enough time to design it.

READING SKILLS

Definition

Reading is one of the two receptive skills that permit students to acquire the English language effectively. Karademir & Ulucinar (2017) say that “act of reading, as well as having an important role in the acquisition of science is one of the main attainments of the many native language programs” (p.30). Based on this definition, reading is a way of acquiring knowledge. Furthermore, Kucukoglu (2013) says that “reading

is a lifelong skill to be used both at school and throughout life (p.709). Nowadays, people have to value more the reading because it can help them to open horizons and they can live new experiences.

Finally, “reading skills have an important role in language learning” (Altmisdort, 2016, p.29). Therefore, students must consider reading skills not as an obligation but also as an opportunity that contribute in the English language process and teachers must give the students the opportunity of learning new words through reading.

Importance

“Reading is the main source of language input and it is very necessary to improve other language skills like speaking and writing” (Yang, 2016, p.204). In the English language acquisition, reading skills help students must acquire vocabulary and they can express their ideas through speaking and writing skills. “A major goal of every school should be to develop students who not only can read but who do read, who love reading and will become lifetime readers” (Darwish, 2015, p.83).

Reading principles

There are four reading principles that can be seen like steps that teachers and students must use in the reading activities. Harmer (2007) mentions 4 reading principles “encourage, response, predicting and matching” (pp. 101-102). The principles are detailed below.

Chart 1. Reading principles

| Reading principles | Characteristics |
|--------------------------------|---|
| Principle 1. Encourage | Teachers must encourage to their students to read. |
| Principle 2. Response | Students must participate in the reading activities and they can express the feelings about the reading text. |
| Principle 3. Predicting | In this part, students must predict the texts and the books that are going to read. |
| Principle 4. Matching | In this part, teachers must apply activities before, during and after the intensive reading texts. |

Source: Reading principles (Harmer, 2007)
Created by: Cajamarca, B. (2017)

Reading development

The main factor that teachers need to increase their students' reading development is the motivation. In the classes, teachers must motivate to their students because if their students do not feel motivated, they will hate the class and the English language too. Motivation can serve to promote the students' reading process (Meniado, 2016). Besides, in the students' motivation their parents play a main role. Parents can help their children

the habit of reading (Harji, Balakrishnan, & Letchumanan, 2016). For example; parents can read them any story, do reading activities in their homes and show them that the reading has a big value in their lives. Children do not have to feel motivated only at school but also at home too and in that way, they will love to read.

Finally, to have academic success students must read a lot (Jamaludin, Alias, & Johari, 2014). Reading is fundamental in the students' learning process, for that reason they have to practice always the habit of reading.

Genres of reading

There are genres of reading that help students to anticipate the text that they are going to read. Brown & Abeywickrama (2010) mentions 3 genres of reading "academic reading, job-related reading and personal reading" (pp.225-226). The genres are related below.

Chart 2. Genres of reading

| GENRES OF READING | | |
|--|---|---|
| Academic Reading | Job-related reading | Personal reading |
| <ul style="list-style-type: none"> • Professional journal articles • Dictionaries • Papers • Magazines | <ul style="list-style-type: none"> • Questionnaires • Schedules • E-mails • Letters | <ul style="list-style-type: none"> • Recipes • Short stories • Jokes • Cartoons |

Source: (Brown & Abeywickrama, 2010)
Created by: Cajamarca, B. (2017)

The previous chart shows that the genres of the reading will permit students to recognize the scheme of the written text that they are going to read. Therefore, it is necessary that students investigate more about the genres before reading to get the main idea of it and in that way, they will not waste time looking for the main idea of the written text.

Tips to improve reading

There are many tips that permit students improve the reading skills. However, the most effective tips are the followings: "read in English every day, read out loud, ask yourself questions about the reading pay

attention to the transitions words and summarize the reading” (Phillips, 2014, p.8). Teachers must teach to their students the previous tips to permit them to comprehend a written text better.

Reading subskills

Reading skills have subskills that are indispensable to permit the reader understand in a better way the written text. The reading subskills are the followings: “reading for gist, reading to extract specific information, reading for detailed understanding and reading for information transfer” (Harmer, 1991, p.18). On the other hand, Doff (1988) states that reading subskills are not necessary in the reading skills, he considers two main activities fundamental in the reading skills “reading for meaning and reading aloud (p.67). Considering the point of views Harmer and Doff, it can be said that in the reading skills the subskills will permit students to organize in a better way their ideas of a written text and the activities presented by Doff will improve students ‘reading skills

2. METHODS

Participants

Seventy-eight students were participating in this research aged from 11 to 12 years old (45 women and 33 men). They were from the eighth year of Basic General Education, courses “A” and “B” at “Francisco Flor-Gustavo Egüez” High School in Ambato city, Tungurahua province. During a week, the students had to read a fairy tale applying the Tri-Fold strategy.

Instrument

A questionnaire with 10 questions was the instrument to collect data in this research. The answers of the questions included the Likert Scale (1. Always, 2. Very often, 3. Sometimes, 4. Rarely and 5. Never). Besides, the items of the questionnaire were validated using the Cronbach’s Alfa (α) and the result was ($\alpha = 0.77$), it means that the items are reliable.

Procedure and data analysis

Before developing this study, a questionnaire was applied to the students from the eighth year of Basic General Education, courses “A” and “B” at “Francisco Flor-Gustavo Egüez” High School to determine if they use the Tri-Fold strategy in the reading skills. The results showed that they never used the strategy. After that, students started to work on the reading activities for a week using the Tri-Fold.

During the week, the students had to read a fairy tale. To read a fairy tale, the students applied the Tri-Fold strategy. It means that, they designed a foldable and wrote the information about a fairy tale on it.

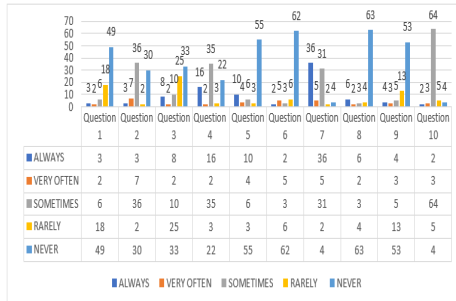
The last day of the week, the students completed the same questionnaire again. And the results showed that the students applied the Tri-Fold strategy in the reading activities and for that reason, they comprehend the fairy tale.

3. RESULTS

In this study, a questionnaire was applied to 78 students about the Tri-Fold strategy and the reading skills,

but the results were poor.

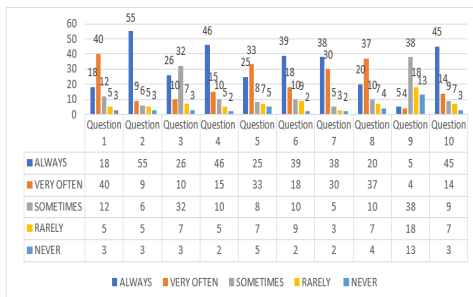
Graphic 23. Results of the questionnaire applied to the students (BEFORE)



Source: Direct Research
Created by: Cajamarca, B. (2017)

In the graphic, it is evident to notice that the students never used the Tri-Fold strategy in the reading skills. However, to improve the obtained results, it was necessary to teach to the students from the eighth year of Basic General Education, courses “A” and “B” at “Francisco Flor-Gustavo Egüez” High School about the Tri-Fold strategy in the reading skills for a week. During the week, the students had to read a fairy tale applying to the strategy. The last day of the week, the same questionnaire was applied to the students to know if the students consider the Tri-Fold strategy necessary to improve their reading skills.

Graphic 24. Results of the questionnaire applied to the students (AFTER A WEEK)



Source: Direct Research
Created by: Cajamarca, B. (2017)

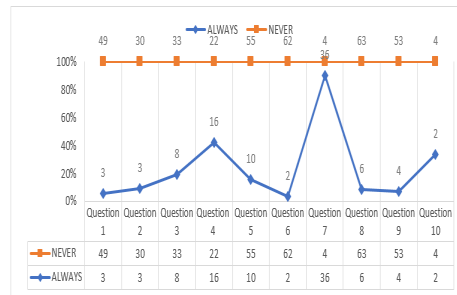
The next graphic shows the results about the same questionnaire applied to 78 students from the eighth year of Basic General Education, courses “A” and “B” at “Francisco Flor-Gustavo Egüez” High School. It is evident to notice that the students started to use the Tri-Fold strategy to read the fairy tale and therefore, they improved their reading skills.

4.7 Scatter plot

Scatter plot is a statistical analysis to recognize the correlation and the regression between both variables (Castro, 2008). In the current research work, the Scatter plot was necessary to identify the relationship between the Tri-Fold strategy and the reading skills and to find out if the strategy helps students improve their reading skills.

Instrument analyzed using Scatter plot

Graphic 25. Results of the questionnaire applied to the students (BEFORE)

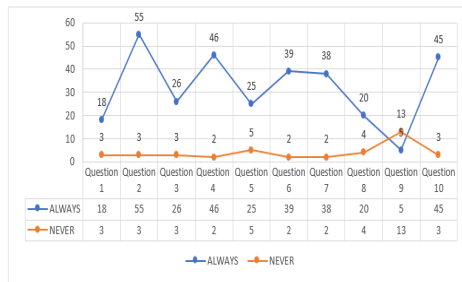


Source: Direct Research
Created by: Cajamarca, B. (2017)

This graphic shows the results of the questionnaire applied before to 78 students from the eighth year of Basic General Education, courses “A” and “B” at “Francisco Flor-Gustavo Egüez” High School. It was analyzed with Scatter plot using only 2 levels

of response (ALWAYS and NEVER) of the Likert scale because they had greater results. The results demonstrated that the students never used the Tri-Fold strategy in the reading skills.

Graphic 26. Results of the questionnaire applied to the students (AFTER A WEEK)

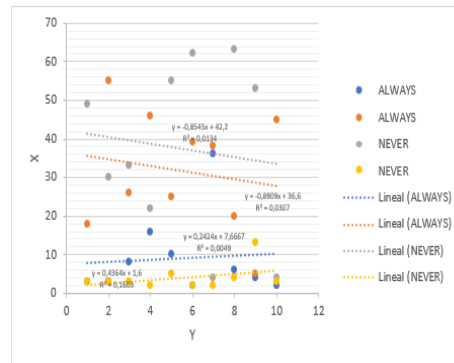


Source: Direct Research
Created by: Cajamarca, B. (2017)

This graphic shows the results of the questionnaire applied after to 78 students from the eighth year of Basic General Education, courses “A” and “B” at “Francisco Flor-Gustavo Egüez” High School. It was analyzed with Scatter plot using only 2 levels of response (ALWAYS and NEVER) of the Likert scale because they had greater results. The results were excellent because the students during a week used the Tri-Fold strategy to read a fairy tale.

4.8 Positive relationship between both variables

Graphic 27. Scatter plot (positive relationship between both variables)



Source: Direct Research
Created by: Cajamarca, B. (2017)

In the final graphic, it is evident to notice that the 2 levels of response (ALWAYS AND NEVER) of the Likert scale in the both questionnaires were used to know the relationship between the independent variable (Tri-Fold strategy) and the dependent variable (Reading skills). Finally, the Scatter plot demonstrated a value of 0.41, it means there is a positive relationship between both variables. To conclude, it can be said that the Tri-Fold strategy helped to 78 students from the eighth year of Basic General Education, courses “A” and “B” at “Francisco Flor-Gustavo Egüez” High School to improve in reading skills.

4. CONCLUSIONS

- ✓ In this study, it was examined the influence of the Tri-Fold strategy in the reading skills, a questionnaire was enough to measure it.
- ✓ First, a questionnaire was applied before to 78 students to know if they used the Tri-Fold strategy in the reading skills but the results of it were not good because it showed that they never used the strategy and therefore they did not know the benefit that this strategy

had in the reading skills.

- ✓ Second, during a week the students read a fairy tale and they had the opportunity of designing a foldable and writing on it the information about the fairy tale.
- ✓ Third, foldables motivated students to work better in the reading activities because they avoided to read any type of written text. Also, they did not like to read because they believe that read in English is difficult to understand.
- ✓ The application of the Tri-Fold strategy in the reading activities with the students from the from the eighth year of Basic General Education, courses “A” and “B” at “Francisco Flor-Gustavo Egüez” High School in Ambato city, Tungurahua province was beneficial.

Recommendations for the future research.

- English teachers should promote the use of the Tri-Fold strategy in their classes, especially in the reading activities because it can help students to comprehend better a written text.
- English teachers should give students the opportunity of designing a Tri-Fold in the reading activities. When students read any type of written text, they need to design a Tri-Fold because it will permit them to write, to organize and to comprehend better the information about it.
- English teachers ought to use

the three phases of the Tri-Fold strategy in the reading activities. The three phases help students to be more familiarized with the topic, to understand the message of it and to feel more motivated at the moment of reading a written text.

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Annex No 2. Student Survey



UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA
EDUCACIÓN
CARRERA DE IDIOMAS



Student Survey

Objective: To determine the impact of the Tri-Fold strategy in the reading skills of the English language in the students from the eighth year of Basic General Education, courses “A” and “B” at “Francisco Flor-Gustavo Egüez” High School in Ambato city, Tungurahua province.

Instruction: Dear student, please read the questions carefully and put in your answer.

| QUESTIONS | ASNWERS | |
|--|------------|--------------------------|
| 1. Do you use the Tri-Fold (an interactive graphic organizer) in the English classes? | Always | <input type="checkbox"/> |
| | Very often | <input type="checkbox"/> |
| | Sometimes | <input type="checkbox"/> |
| | Rarely | <input type="checkbox"/> |
| | Never | <input type="checkbox"/> |
| Tri-Fold: Activation Phase 2. Does your English teacher apply the brainstorming activity before you read a text? | Always | <input type="checkbox"/> |
| | Very often | <input type="checkbox"/> |
| | Sometimes | <input type="checkbox"/> |
| | Rarely | <input type="checkbox"/> |
| | Never | <input type="checkbox"/> |
| Tri-Fold: Connection Phase 3. Does your English teacher use flashcards to present the new topic that you are going to read? | Always | <input type="checkbox"/> |
| | Very often | <input type="checkbox"/> |
| | Sometimes | <input type="checkbox"/> |
| | Rarely | <input type="checkbox"/> |
| | Never | <input type="checkbox"/> |
| Tri-Fold: Affirmation Phase 4. Do you write a summary after reading a text? | Always | <input type="checkbox"/> |
| | Very often | <input type="checkbox"/> |
| | Sometimes | <input type="checkbox"/> |
| | Rarely | <input type="checkbox"/> |
| | Never | <input type="checkbox"/> |
| 5. Do you design a Tri-Fold (an interactive graphic | | |

| | | |
|--|------------|--|
| organizer) to write your ideas about a reading text? | Always | |
| | Very often | |
| | Sometimes | |
| | Rarely | |
| | Never | |
| 6. In the reading activities, does your English teacher give you the opportunity to design a Tri-Fold (an interactive graphic organizer)? | Always | |
| | Very often | |
| | Sometimes | |
| | Rarely | |
| | Never | |
| 7. Does your English teacher spend enough time to the reading skills in the classroom? | Always | |
| | Very often | |
| | Sometimes | |
| | Rarely | |
| | Never | |
| 8. Does your English teacher use papers or magazines to promote the reading skills' development in the classroom? | Always | |
| | Very often | |
| | Sometimes | |
| | Rarely | |
| | Never | |
| 9. Does your English teacher use e-mails or letters to promote the reading skills' development in the classroom? | Always | |
| | Very often | |
| | Sometimes | |
| | Rarely | |
| | Never | |
| 10. Does your English teacher use short stories or cartoons to promote the reading skills' development in the classroom? | Always | |
| | Very often | |
| | Sometimes | |
| | Rarely | |
| | Never | |

THANKS FOR YOUR VALUABLE COLLABORATION



Annex No 3. English Teacher Survey



**UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA
EDUCACIÓN
CARRERA DE IDIOMAS**



English Teacher Survey

Objective: To determine the impact of the Tri-Fold strategy in the reading skills of the English language in the students from the eighth year of Basic General Education, courses “A” and “B” at “Francisco Flor-Gustavo Egüez” High School in Ambato city, Tungurahua province.

Instruction: Dear English teacher, please read the questions carefully and put in your answer. The truthfulness of your response will allow the present research work to carry out with clarity.

| QUESTIONS | ASNWERS | |
|---|------------|--------------------------|
| 1. Do you use the Tri-Fold (an interactive graphic organizer) with your students? | Always | <input type="checkbox"/> |
| | Very often | <input type="checkbox"/> |
| | Sometimes | <input type="checkbox"/> |
| | Rarely | <input type="checkbox"/> |
| | Never | <input type="checkbox"/> |
| Tri-Fold: Activation Phase 2. Do you apply the brainstorming activity with your students before they read a text? | Always | <input type="checkbox"/> |
| | Very often | <input type="checkbox"/> |
| | Sometimes | <input type="checkbox"/> |
| | Rarely | <input type="checkbox"/> |
| Tri-Fold: Connection Phase 3. Do you use flashcards to present the new topic that your students are going to read? | Always | <input type="checkbox"/> |
| | Very often | <input type="checkbox"/> |
| | Sometimes | <input type="checkbox"/> |
| | Rarely | <input type="checkbox"/> |
| Tri-Fold: Affirmation Phase 4. Do your students write a summary after reading a text? | Always | <input type="checkbox"/> |
| | Very often | <input type="checkbox"/> |
| | Sometimes | <input type="checkbox"/> |
| | Rarely | <input type="checkbox"/> |
| | Never | <input type="checkbox"/> |

| | | |
|--|------------|--|
| 5. Do your students design a Tri-Fold (an interactive graphic organizer) to write your ideas about a reading text? | Always | |
| | Very often | |
| | Sometimes | |
| | Rarely | |
| | Never | |
| 6. In the reading activities, do you give to your students the opportunity to design a Tri-Fold (an interactive graphic organizer)? | Always | |
| | Very often | |
| | Sometimes | |
| | Rarely | |
| | Never | |
| 7. Do you spend enough time to the reading skills in your classes? | Always | |
| | Very often | |
| | Sometimes | |
| | Rarely | |
| | Never | |
| 8. Do you provide academic reading (papers or magazines) to your students to promote the reading skills' development in the classroom? | Always | |
| | Very often | |
| | Sometimes | |
| | Rarely | |
| | Never | |
| 9. Do you provide job-related reading (e-mails or letters) to your students to promote the reading skills' development in the classroom? | Always | |
| | Very often | |
| | Sometimes | |
| | Rarely | |
| | Never | |
| 10. Do you provide personal reading (short stories, or cartoons) to your students to promote the reading skills' development in the classroom? | Always | |
| | Very often | |
| | Sometimes | |
| | Rarely | |
| | Never | |

THANKS FOR YOUR VALUABLE COLLABORATION

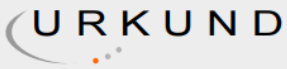


Annex No 4. Pictures

“Francisco Flor-Gustavo Egüez” High School



Annex No 5. Urkund Analysis Result



Urkund Analysis Result

Analysed Document: TESIS_BETTYCAJAMARCA.odt (D33556841)
Submitted: 12/9/2017 8:35:00 PM
Submitted By: jbettycajamarca@gmail.com
Significance: 1 %

Sources included in the report:

Ramos Katerine_Anteproyecto.docx (D29989736)

Instances where selected sources appear:

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