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**"CRITICAL READING STRATEGIES IN THE READING
COMPREHENSION IN THE STUDENTS OF THE LANGUAGE CAREER
AT TECHNICAL UNIVERSITY OF AMBATO, AMBATO CITY,
PROVINCE OF TUNGURAHUA"**

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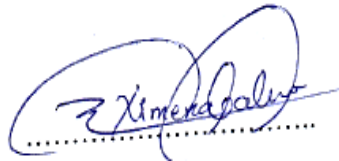
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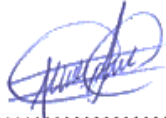
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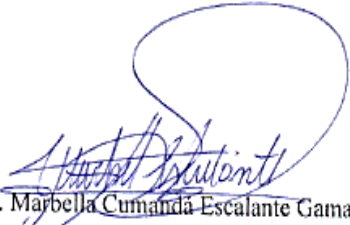
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DEDICATION

First of all I want to thank God for his blessings every day. In addition, to my family whom has been a fundamental support throughout this long road especially, to my mother Magdalena and my father Mario.

Also, to my sisters, Erika, Myrian and Mayra who have shown me that dreams do come true.

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TABLE OF CONTENTS

PRELIMINARY	PAGES
Cover page	i
Supervisor Approval	ii
Declaration Page	iii
To the Directive Council of The Faculty of Human Sciences and Education	iv
Copyright Reuse.....	v
Dedication	vi
Acknowledgements	vii
Table of Contents	viii
Index of Charts.....	xi
Index of Tables.....	xi
Index of Graphics	xii
Resumen Ejecutivo.....	xiii
Abstract	xiv
Introduction	1

CHAPTER I. THE PROBLEM

1.1 Theme.....	3
1.2 Problem Statement	3
1.2.1 Contextualization	3
1.2.2 Critical analysis	6
1.2.3 Prognosis	7
1.2.4 Formulation of the problem	8
1.2.5 Research questions	8
1.2.6 Delimitation of the research object	8
1.3 Justification	9
1.4 Objectives.....	10
1.4.1 General	10
1.4.2 Specific.....	10

CHAPTER II.
THEORETICAL FRAMEWORK

2.1 Research Background.....	11
2.2 Philosophical foundation.....	12
2.2.1 Axiological Foundation.....	12
2.3 Legal basis.....	13
2.4 Main Categories	15
2.4.1 Independent Variable	16
2.4.2 Dependent variable.....	27
2.5 Hypothesis.....	36
2.6 Pointing Variables	36

CHAPTER III
RESEARCH METHODOLOGY

3.1 Basic method of research	37
3.2 Basic modality of research	37
3.2.1. Field research	37
3.2.2. Documentary-bibliographic	37
3.3 Level or type of research.....	38
3.4 Population and sample.	38
3.5 Operation of variables	39
3.5.1 Independent variable: Critical reading strategies.....	39
3.5.2 Dependent variable: Reading comprehension.....	40
3.6 Information collection plan	41
3.6.1 Validation of data collection instruments	41
3.7 Information processing plan.....	42

CHAPTER IV
ANALYSIS AND INTERPRETATION OF RESULTS

4.1 Analysis of the results	43
4.1.1 Student Survey	43
4.2 Verification of hypotheses	56

4.3 Interpretation of data	56
4.3.1 Logical Model	56
4.3.2 Mathematical Model	57
4.3.3. Data collection and statistical calculations	58
4.3.3.1. Observed frequencies	58
4.3.3.2. Expected frequencies	59
4.3.3.3 Chi-square calculation.....	59
4.3.4. Statistical Decision.....	60

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusions	61
5.2 Recommendations	62
Bibliography.....	64
Annex No 1. Paper	68
Annex No 2. Student Survey.....	76
Annex No 3 Urkund Report	78

INDEX OF CHARTS

Chart N° 1 Operationalization of the independent variable	39
Chart N° 2 Operationalization of the dependent variable	40
Chart N° 3 Information collection plan.....	41

INDEX OF TABLES

Table N° 1 Population.....	38
Table N° 2 Reading strategies do you know	43
Table N° 3 Reading strategies you use	45
Table N° 4 Most effective reading strategies	46
Table N° 5 Teacher taught you reading strategies	47
Table N° 6 Use the teacher reading strategies	48
Table N° 7 Develop a reading task	49
Table N° 8 Guide to develop reading tasks.....	50
Table N° 9 The teacher suggests how to develop them	51
Table N° 10 It is difficult to develop reading tasks	52
Table N° 11 Apply reading strategies	53
Table N° 12 Reading comprehension is necessary for development.....	54
Table N° 13 Reading strategies to develop reading activities	55
Table N° 14 Degrees of freedom	58
Table N° 15 Observed frequencies	58
Table N° 16 Expected frequencies	59
Table N° 17 Chi-square calculation	59

INDEX OF GRAPHICS

Graphic N° 1 Problem tree.	5
Graphic N° 2 Conceptual Framework	15
Graphic N° 3 reading strategies do you know	44
Graphic N° 4 reading strategies you use	45
Graphic N° 5 Most effective reading strategies	46
Graphic N° 6 Teacher taught you reading strategies.....	47
Graphic N° 7 Use the teacher reading strategies	48
Graphic N° 8 Develop a reading task	49
Graphic N° 9 Guide to develop reading tasks	50
Graphic N° 10 the teacher suggests how to develop them	51
Graphic N° 11 It is difficult to develop reading tasks	52
Graphic N° 12 Apply reading strategies.....	53
Graphic N° 13 Reading comprehension is necessary for development	54
Graphic N° 14 Reading strategies to develop reading activities	55

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Autor: John Jairo Luisa Sailema

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Fecha: 8 Diciembre 2017

Resumen Ejecutivo

La presente investigación tiene como objetivo identificar la importancia de las estrategias de lectura en el desarrollo de la comprensión lectora en los estudiantes de la carrera de Idiomas de la Universidad Técnica de Ambato, partiendo con las estrategias de lectura crítica, las cuales son vitales al momento de realizar una actividad de lectura que facilitan la comprensión de lo leído y de esta manera comprender lo que debe hacer. Además, se logró identificar como las estrategias de lectura crítica son importantes para generar un pensamiento crítico propio en el estudiante. Esta investigación tiene un enfoque cualitativo donde la recolección de información fue mediante encuestas aplicadas a 81 estudiantes de la carrera. Los resultados demostraron que los maestros de la carrera en su mayoría si aplican estrategias de lectura al momento de desarrollar una actividad de lectura, además los estudiantes saben que es importante usar estrategias de lectura para lograr una comprensión lectora. Además, el uso de estrategias de lectura crítica influye de manera positiva en el desarrollo de la comprensión lectora en inglés mediante actividades variadas que sirven como extensión de lo aprendido en clase.

Palabras clave: estrategias de lectura crítica, comprensión lectora, lectura.

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Topic: "CRITICAL READING STRATEGIES IN THE READING COMPREHENSION IN THE STUDENTS OF THE LANGUAGE CAREER AT TECHNICAL UNIVERSITY OF AMBATO, AMBATO CITY, PROVINCE OF TUNGURAHUA"

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Date: December 8th , 2017

Abstract

The objective of this research is to identify the importance of reading strategies in the development of reading comprehension in the students between 19-25 years old of the Languages career at "Universidad Técnica de Ambato". The critical reading strategies are vital when performing a reading activity, because reading strategies facilitate the understanding of the texts. In addition, it was possible to identify how critical reading strategies are important to generate critical thinking on students. This thesis has a qualitative approach where the collection of information was through surveys applied to 81 students in the course. The results showed that most teachers in the course apply reading strategies when developing a reading activity, in addition students know that it is important to use reading strategies to achieve reading comprehension. The conclusions show that the use of critical reading strategies influences positively the development of students' reading comprehension.

Keywords: critical reading strategies, reading comprehension, reading.

INTRODUCTION

The current research work "**CRITICAL READING STRATEGIES IN THE READING COMPREHENSION IN THE STUDENTS OF THE LANGUAGE CAREER AT TECHNICAL UNIVERSITY OF AMBATO, AMBATO CITY, PROVINCE OF TUNGURAHUA**" It was carried out with the purpose of analyzing the importance of the use of critical reading strategies in the development of reading comprehension. English teachers have to teach strategies to their students, such as: skimming, scanning, summarizing, paraphrasing, prediction and highlighting, because it will motivate students to create their own critical thinking. In this way texts could be understandable for students in order to get ideas clearly, in its structure, the registry and its meanings. Finally, this research supports arguments based on some authors of the subject who support the use of critical reading strategies as a vital tool for the development of reading activities not only in English, but also in any language.

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

CHAPTER 1.

This chapter describes critical reading strategies and the reading comprehension in students of Language studies. This problem is contextualized and analyzed critically. It involves the prognosis, the formulation of the problem, the questions

CHAPTER 2.

The theoretical framework includes previous studies made by researchers who have been interested in this topic. Besides, the philosophical foundations and the legal basis are presented and described. Finally, the main categories about each variable are described.

CHAPTER 3.

The methodology incorporates basic methods of investigation, the basic research modalities and type of research. Besides, the population, the operation of each variable and the validation of the instrument to collect data are established.

CHAPTER 4.

This chapter contains the analysis of the research, which was done through the use of surveys applied to students of Language studies. Besides, the results were presented in percentages that collaborate in the verification of the hypothesis which allows the feasibility of this current research work.

CHAPTER 5.

Conclusions and recommendations are presented to find solutions to the current problem.

CHAPTER I.

THE PROBLEM

1.1 Theme

"Critical reading strategies in the reading comprehension in the students of the language career at technical university of Ambato, Ambato city, province of Tungurahua"

1.2 Problem Statement

1.2.1 Contextualization

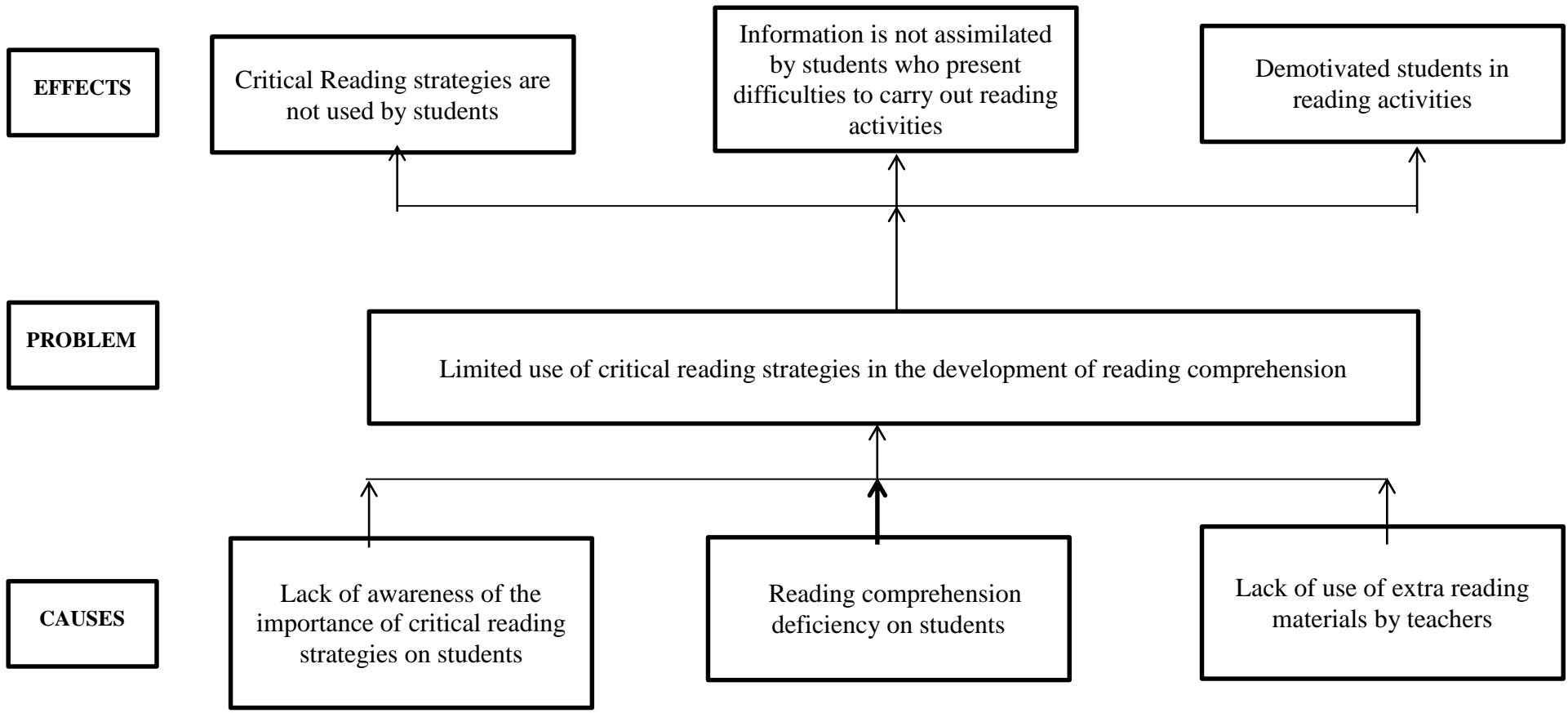
The reading problem in Ecuador is possibly one of the greatest obstacles in the cultural progress of the country that can not be fully developed without achieving progress in education. If students do not understand what they read, they will not succeed not only in the present, but also in the future. This is a structural problem because of the still dominant presence of a system and a traditional educational model based on words by hearth also called memorization, where the teacher wants the student to remember everything taught by memory without giving them the opportunity to offer their critical point of view (Haro , 2014).

From this perspective, reading is considered as the stimulant that allows the formation of skills and competences in people. It is important to know that the reading could be a good way to achieve success. According to INEC people in Tungurahua have the habit to reading, but there are books of literature, medicine, short stories, science and technology, all of which are obviously written in Spanish. So, it is difficult to understand the English language without the use of reading strategies.

At Universidad Tècnica de Ambato, teachers prepare activities for developing the four language skills: listening, reading, speaking and writing but despite their

effort, students have difficulties acquiring the language. The reason is that the teachers prepare activities for their students, but students have difficulties completing them, especially the reading activities that require strategies to be completed because they do not read in a critical way; they simply transfer the written material to the oral language. This issue could be because nowadays students only have sources of information from the media such as television and internet that makes them easy and comfortable and in consequence they lose interest in reading because they think that reading is a complex form of getting information (Camacho, 2016)

Graphic N° 1 Problem tree.



Source: Direct Research
Elaborated by: Luisa, J. (2017)

1.2.2 Critical analysis

There are several causes in the culture of reading, which translate into a low level of skills and abilities that affect reading comprehension skills. One of the causes is the lack of motivation towards the practice of reading, which currently exists at home with parents and in the educational field with teachers. It has resulted in the lack of interest shown by students to read, resulting in boring and obligatory tasks. This problem has prevented many of the students considering reading as a form of entertainment and much less as a way of learning and acquiring knowledge besides, they could be confused and misinterpreted when reading. Parents have seen this problem from generation to generation.

The lack of awareness of the importance of reading strategies has limited students from developing habits of reading that leads to establishing true conclusions of what has been read, so that students only memorize and avoid the ability of retention. When the methodological strategies of reading are not applied properly, everything related to the reading is misunderstood. It has been noted that some teachers do not use critical reading strategies to develop a reading activity. For example, when reading a text, the students do not assimilate the message of the text, so they do not achieve the expected objectives in terms of a better level of reading comprehension.

Academic benefits of reading, as well as critical thinking are crucial in higher education, especially for the optimal professional development of students. If they are not trained in an effective way, they will find themselves at a serious disadvantage in successfully obtaining a good job, or participating in social and civic activities. Reading and critical thinking are necessary skills to face the challenges students will have in a globalized world (Flores ,2013).

The ability to identify and use the important information of a text is one of the aspects that clearly differentiate the quality of the understanding of good and bad readers. It can be said, with little doubt, that the reading of texts, articles, research projects, theoretical manuals, etc. is a frequent activity among university students.

In fact, it constitutes a habitual requirement on the part of a great majority of teachers. At the same time, there is a large complaint regarding the deficiencies detected among the students who enrolled in the university in relation to this skill. Due to this problem students assimilate information incorrectly.

On the other hand, not only the students are involved in this research problem, but also the teachers because they are limited to the use of school texts, leaving aside the use of extra reading materials to teach a language. The use of extra materials is very important to get and hold the students attention, because it is said most of students are visual and kinesthetic, for this reason they like to learn by observing and playing. This is a problem that has been occurring for many years, and only few teachers have felt the need to take this problem into account and implement many activities with the use of extra reading materials. With the use of those extra materials students could be more interested in the learning process of the new language (Garcia, 2003).

1.2.3 Prognosis

If we do not give alternative solutions to this current problem, there will be repercussions in the young students of language studies, such as: a limited reading comprehension and a reading process that lacks reflection and analysis. Therefore students will not develop a fluid and effective communication. In addition, if teachers persist in a teaching based on traditional procedures, the problem of understanding the students will be stronger, maintaining the deficiencies in the learning processes of the students of language studies. On the other hand, with the use of critical reading strategies, students will be able to understand a text, which relates the main and secondary ideas of a text. In this way, the texts will be understandable for the readers when communicating ideas clearly.

1.2.4 Formulation of the problem

How does the lack of critical reading methodology influence reading comprehension in the students of language studies at “Universidad Técnica de Ambato”?

1.2.5 Research questions

- ❖ What are the most critical reading strategies used by students of fourth, fifth, sixth and eight semesters of the Carrera de Idiomas at Universidad Técnica de Ambato?
- ❖ In what ways do critical reading strategies promote reading comprehension in the students of fourth, fifth, sixth and eight semester of the Carrera de Idiomas at Universidad Técnica de Ambato?
- ❖ What is the relationship between reading strategies and reading comprehension?

1.2.6 Delimitation of the research object

- Content

Field: Education

Area: Reading competence

Aspect: Critical reading strategies

- Spatial Delimitation:

Institution: Universidad Técnica de Ambato

Province: Tungurahua

City: Ambato

Parish: Huachi Chico

- Temporary Delimitation:

This research was carried out during the academic period September 2017 - February 2018

1.3 Justification

The present investigative work is of great **interest** because reading allows students to have a meaningful learning experience, and they are able to solve their reading comprehension problems independently without the assistance of other people. The ability to read creates new visions of life, in order to form them as critical and reflexive people. Besides, the acquisition of information and knowledge implies the development of higher cognitive capacities, for example, reflection and critical thinking.

The research is **important** because it pretends to know the reality of the use of reading strategies that allow to develop a correct textual understanding, being one of the actions that frame the integral formation of the individual. This mechanism is understood as a complex process that involves "The construction and elaboration of significant meanings in the act of reading, this construction refers to the cognitive-affective, physiological and neurological process, made up of the use of knowledge and previous experience". Salazar (2008)

The necessity to **improve** critical and comprehensive reading in students of the language career makes it imperative that the institution applies appropriate methodological strategies to achieve an appropriate reading comprehension. Despite the various efforts made by teachers, the achievements in reading comprehension have remained below the expected level.

The **beneficiaries** of the research will be teachers and students of Language studies at Universidad Tecnica de Ambato. This project intended to highlight the importance of acquisition of reading skills in order to have classrooms with pedagogical criteria.

In addition, it is **feasible** because it has the collaboration and authorization of the institution, teachers, students and competent authorities. As a result, the reasons for the problem are known by doing a direct investigation. Likewise, with the help of

academic-scientific support such as books, journals and previous research, that has been of the great importance in this research.

1.4 Objectives

1.4.1 General

Analyze the influence of the critical reading strategies in the reading comprehension in the students of the Languages career at "Universidad Técnica de Ambato".

1.4.2 Specific

- ❖ Identify the critical reading strategies used by students of fourth, fifth, sixth and eight semester of the Carrera de Idiomas at Universidad Técnica de Ambato
- ❖ Define the ways that critical reading strategies influence on the reading comprehension of students of fourth, fifth, sixth and eight semester of the Carrera de Idiomas at Universidad Técnica de Ambato
- ❖ Identify the relationship between critical reading strategies and reading comprehension in the students of fourth, fifth, sixth and eight semester of the Carrera de Idiomas at Universidad Técnica de Ambato.

CHAPTER II.

THEORETICAL FRAMEWORK

2.1 Research Background

In a study called Comprehensive reading: an intervention study made by Inchausti & Mara (2009) that was carried out in a public school attended by 89 students of 5th grade in Porto Alegre, Brazil. It was found that the majority of students who participated in the intervention program improved their reading comprehension abilities. On the other hand, the use of cognitive strategies such as, underlining, searching words in the dictionary, re-readings, among others, did not show a significant improvement.

According to Leffa (1996), “efficient readers are fully aware of the purpose of the cognitive strategies used and the goal of understanding what they read”. This study was exploratory because the pretest and posttest were applied to the students showed that students improved their performance in comprehensive reading when they used reading strategies.

Another study was held by Uribe & Camargo (2011) related to Scholarly Reading and Writing Practices at Colombian Universities, where a mixed methodology was applied through surveys, interviews and text analysis. In the conclusion, they present some basic reflections on literacy practices in the university context, such as: awareness of the role of reading in the academic, personal and social development of the students and the knowledge of what they were expected to achieve through their training in this field.

For this reason, the preliminary study they have obtained, confirms the need to recognize the weaknesses of the process of training in reading and writing, both teachers and students.

In another work guided by Corrado & Eizaguirre (2003) at National University of the Center of the Province of Buenos Aires, Argentina, it is mentioned that reading is a particular action; it is a search for tentative, selective and constructive meaning. The research was developed using different instruments such as: surveys, pretest, post tests and some evaluations. The reader acquires his character with the act of reading and through this, the text acquires meaning. In this process the reader and the text are mutually dependent. The development of reading strategies has a decisive and articulating role between the social, organizational and cognitive aspects. Besides, they are constructed during the process of insertion and improved during the reading process. It is necessary to know the place acquired by reading and writing practices in the academic field of Higher Level, because they are very important in the construction of knowledge

2.2 Philosophical foundation

The present research work is based on the critical-propositional paradigm because it considers the socio-educational reality about the use of critical reading strategies in the development of the reading comprehension. In the Critical - Propositional paradigm, the engagement of research is the growth and development of human beings, without any discrimination and with equal opportunities for all. In order to be able to achieve this, it first places the human beings, being these the main protagonists throughout the investigative process that in this case were the students.

2.2.1 Axiological Foundation

The Axiological foundation is related to values. Lalande, (1967) states that “Axiology would be to the Science of moral values, logical and aesthetic as the general methodology to study the methods of mathematics, history physics, etc.”. Seen this way, this research tried to contribute to the personal and social growth of students creating awareness of the use of critical reading strategies.

2.3 Legal basis

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

“El acuerdo ministerial N° 0041-14 de 11 de marzo de 2014 establece que:

La nueva malla curricular para el nivel de educación general básica, consta como disposición transitoria la existencia de un régimen para la implementación de la asignatura de lengua extranjera – Inglés en la malla curricular para la EGB “(CONSTITUCIÓN DE LA REPÚBLICA DEL ECUADOR, 2008, pp. 106-107)

This ministerial agreement is important for everybody related to the field education, because it has been established in the curriculum, and we as future English teachers have to take it into account.

Besides, the present research is based on the following legal parameters about education in Ecuador such as:

Art. 343.- *“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”.(CONSTITUCIÓN DE LA REPÚBLICA DEL ECUADOR, 2008, pp. 106-107)*

As we can see the article 343 is related to the development of individual and collective skills that improve students’ knowledge. In this case come to be reading comprehension and reading strategies.

According to LEY ORGÁNICA DE EDUCACIÓN INTERCULTURAL ,(2011)

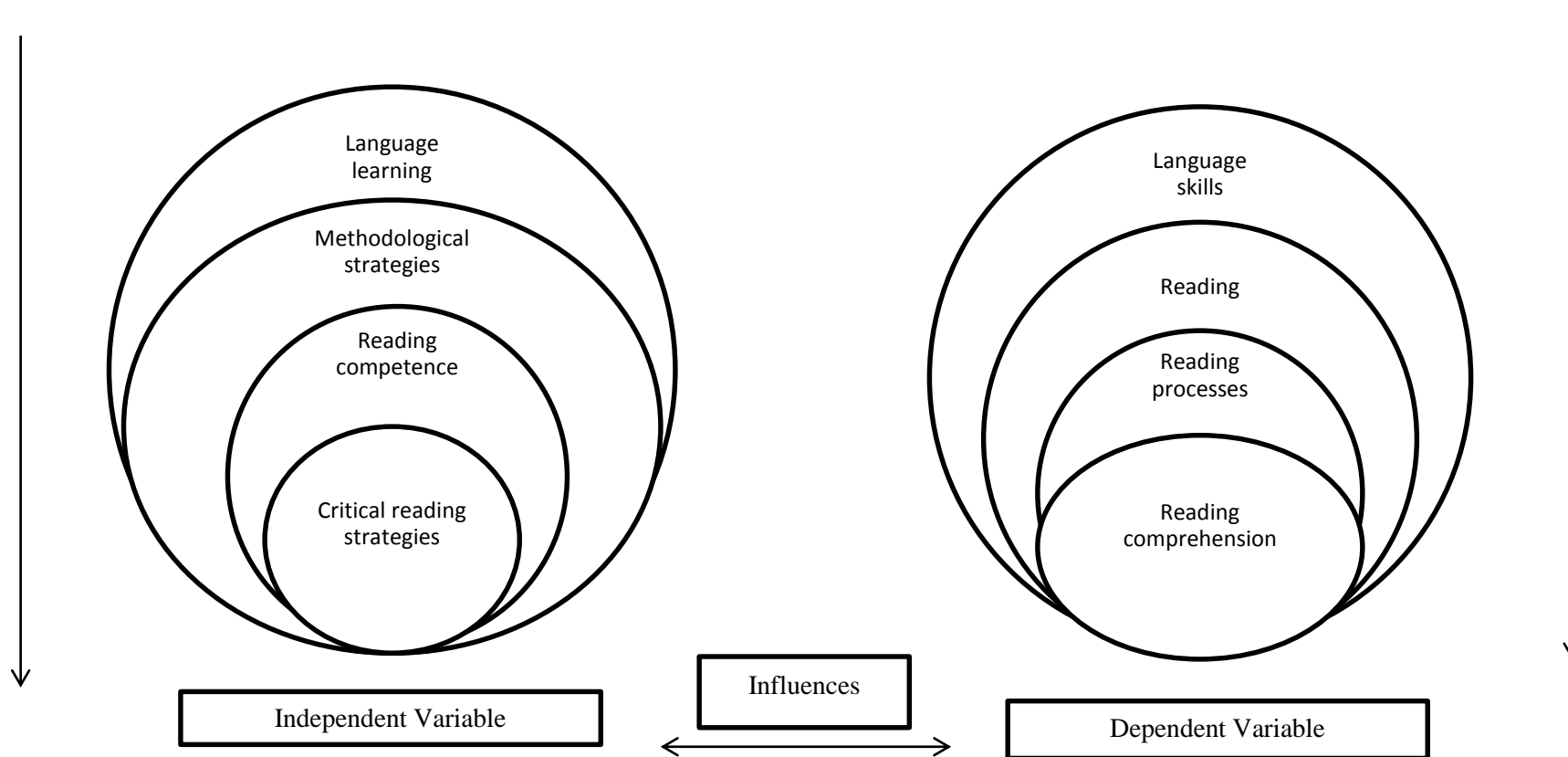
Art. 6.- Obligaciones.- *“La principal obligación del estado es el cumplimiento pleno, permanente y progresivo de los derechos y garantías constitucionales en materia educativa, y de los principios y fines establecidos en esta ley.*

e. “Asegurar el mejoramiento continuo de la calidad de la educación”

We can observe several laws and articles that give support to the population in general; regarding Ecuadorian education the constitution guarantees education, equality and social inclusion. Students are expected to develop their abilities, skills and knowledge to become autonomous, critical and creative students.

Graphic N° 2 Conceptual Framework

2.4 Main Categories



Source: Direct Research

Elaborated by: Luisa, J. (2017)

2.4.1 INDEPENDENT VARIABLE

LANGUAGE LEARNING

Traditionally learning and teaching a new language has been based on the distinction between native speakers and non-native speakers, in which non-native speakers are expected to learn rules of grammar, vocabulary and idioms as a native speaker does. In general everyone considers the native speakers as the highest authority and everything they do is considered to be genuine. Byram & Fleming (2001)

When learning another language, students acquire experience and knowledge of different societies, in this way there are certain strategies used by teachers in order to help students to learn a new language. In addition, a central theme that is based on our main theme is the ethnography that is defined as a methodology that was first developed by anthropologists and then adopted in other disciplines such as in linguistics in order to understand the meanings and beliefs of other social groups. When language teaching promotes communication and interaction among people, ethnography is decisive as it provides us with a description of the context where language is used.

The learning of a new language is not something new. It was given in the tradition of Landeskunde in Germany and civilization in France which were developed from the year 1945 with audio-visual and audiovisual methods in the United States and Western Europe but especially in France. Nevertheless, these approaches did not work very well due to the tendency to isolated language learning as a grammatical system of provision of information in the countries that used this language. Learning grammar language continues being the most important objective, and the oral skills are not developed. Byram (2001). In the last decades it has seen the need for a new perspective with greater emphasis on communicative purposes, especially to create social interaction.

In order to achieve good communication skills, it is important that the participants share the same language. If this occurs, they can change information; however, if this change of information is given face to face, it is evident that communication was not only an change of information in which case people acquire several social entities these entities are linked to certain social groups and their cultural practices. Byram (2001)

When people communicate using a language that shares similar characteristics, they can get the message. The task of acquiring a language as a group of people, means learning the meanings, values, and practices of that group. However, students have difficulty understanding these connotations, precisely because it happens when communication is interrupted. Only after a process of discovery of these meanings, students could create a new reality with other people who express themselves in a foreign language.

Nowadays, language learning is seen as fundamental in our society, due to globalization and in this way learning through the use of technologies has been seen as an instrument of great help so in a study carried out by Fleming & Michael (2001) with students of higher education in Spain and England. This experience offered students the opportunity to develop their writing skills through a series of digital activities in which the wiki was naturally integrated. English and Spanish students made the drafting of a tourist brochure of a monument relevant from the historical and artistic point of view of the other country in a collaborative way, helping the companion in the drafting of their brochure and being helped in the same way.

Technology has left a mark on language; it has transformed, in the both planes, the lexicon as in the more complex and the pragmatic. Therefore, regardless of the media used in the classroom, digital culture has transformed not only the objects and their learning, but the instruments through which we learn, which means, the digital surpasses the purely instrumental plane, placing itself as autonomous and self-sufficient domain.

The forms of communication that have appeared as a consequence of the emergence

of the Internet have modified our daily habits, as well as the nature of the communication as mentioned Rojo (2005). This transformation has greatly affected the whole of citizenship, but those who have had a more radical change with respect to traditional forms of communication are members of the so-called "Net generation".

Diez & Pèrez (2009) argue that the use of digital technologies can be maintained in time successfully if they are clearly integrated into the teaching curriculum only if there is support and institutional agreement for its implementation. In any case the non-use of wikis or similar technologies is not a valid option in the medium-term.

The way to learn a new language has a great variety depending on the age of the students. Children are very good "acquiring" languages, languages used at home. Young people and adults are accustomed to "learning" other languages at school or at high schools, but they do not "acquire" them in a natural way as they learned their mother tongues. Languages are learned more effectively when we can use them in real situations.

Although there are differences in how the brain develops as the child grows and becomes an adult, the key subject of the ability to learn other languages remain in the opportunities we have to learn them. One of the reasons why children are so good at learning languages is the naturalness of the family context is because they learn them. On the other hand, in language classes students have to practice structures, sounds, and apply grammatical rules, which have little or nothing spontaneous and do not offer a natural context.

Unfortunately, when most people finish their studies, they are not able to use the languages that they have been studying for many years. For some people, the hours of language classes, practicing grammar, learning vocabulary, and writing are easy, enjoyable, and even useful. On the other hand, for a minority, language classes have provided them with a useful basis for effectively using languages learned in school. Only a minority are able to use the languages studied in the school to communicate.

It is due to the use of new language is limited in our society.

According to Barriga & Hernández (2012) Vygotsky's socio-constructivist theory says that for a person to acquire knowledge, it is necessary to take into account two aspects: the level in which he is and his social world that surrounds him, because from the childhood this person learns and grows in relation to others. The knowledge acquisition is not only a transmission of data from the teacher to the student. On the contrary, language learning, according to Corrales (2009) includes "the whole person, their experience and their environment". In the second language teaching, the mother tongue has great importance, because prior knowledge can give us a guide for learning the new language. But in order to understand their importance in learning L2, we must examine the acquisition of the first language.

Besides, Corrales (2009) points out, the communicative task is a way of incorporating reality into the classroom, giving the student the opportunity to use the knowledge he has, coming from experiences or the reality that surrounds him, giving the solution, either in personal or collective action. Most theorists agree that this autonomy can take place inside or outside the classroom. Normally, second language classrooms attempt to develop autonomy by teaching strategies and techniques or by giving them self-access materials in order to promote individual self-development.

METHODOLOGICAL STRATEGIES

The methodological strategies allow identifying principles, criteria and procedures that configure the teacher's way of acting in relation to programming, implementation and evaluations of the teaching-learning process. At the initial level, the educator's responsibility is shared with the children knowledge, as well as families and individuals in the community who are involved in the educational experience. The educator's participation is expressed every day when organizing purposes, strategies and activities. Educators contribute their knowledge, experiences, concessions and emotions that determine their actions in levels that

constitute their educational intervention according to (Boix, 2016)

According to Boix (2016) states that the methodological strategies refer to the pedagogical interventions made with the intention of enhancing and improving the spontaneous processes of learning and teaching. The methodological strategies, applied to the didactic and pedagogical field, refer to that orderly and systematized sequence of activities and resources that teachers use in educational practice; it determines their own way of acting and has as main objective to facilitate students learning. Regarding to the above, it can be determined that methodological strategies are established as the set of activities and techniques that are planned according to the population needs. The methodological strategies vary according to the objectives and contents of the study.

"The methodological strategies are based on principles of identity of a concrete educational action". It would seem that they are those actions that characterize them and allow them to differentiate themselves from other types of actions, depending on the moment in which the teaching - learning process is found. It is considered that strategies are the arts of planning a method to achieve a goal. On the other hand, methods are alternative qualities that we use to deal with a problem.

According to Muñoz (2010) methodological strategies have focused mainly on repetitive structures and exercises in the 1970s. From this point, other psychological and linguistic currents have emerged that highlight the social role of learning and promote the use of the language through real situations. These processes mark the social and cognitive processes at the moment of learning a new language. In addition, it is maintained that the learning develops from the interaction between students and the teacher, besides the use of tasks that involve real situations, where the student learns to solve problems of daily life.

After a study developed by Díaz (2005) about a paradigm change in superior education, he says that only planning, teaching and making the student work, we can get that they learn for themselves, that means, understand to learn. However,

the student and the teacher have to realize that they must carry out a renewal of the methodology that is usually used and plan all teaching-learning processes taking into account as a point of reference the work that the student must do, both face-to-face and non-face-to-face. However, this planning does not only imply telling you what you have to do or achieve, but also how you should do it and what resources you can use to do that.

Garcia & Roblìn (2008) stated that, if teachers want to understand autonomy, they must take into account that critical thinking is the objective; otherwise it is limited to applying a set of techniques that will not support the development of critical, reflexive and constructive thinking. In order to achieve this, it is necessary to break traditional roles among teachers and students, as well as a transformation of the dynamics of interactions between teachers and students.

In addition, it is maintained that the change in students can not be forced, because this requires an internal process of implication and appropriation. As Wrigley (2007) says "the more complex the change, the less it can be forced, much less imposed." .In this case, the proposals for the use of new methodologies did not arise from a transformation resulting from imposition, but from the conviction that other ways of doing things are necessary.

Another interesting issue to highlight is the necessity to deal students uncertainty. As indicated by the teachers involved in these experiences, the most important thing was to overcome the fear of the unknown. Implementing interdisciplinary projects requires an arduous task, not only in its planning and development phase, but fundamentally in ongoing monitoring and evaluation. According to (Randi & Corno,2000), "long before reformers demanded new practices and long before teachers were recognized as innovators, creative teachers listened to their students, discovered how to teach them better and invented new practices." Fortunately, we can identify many of these creative teachers and recognize the effort they make to achieve good teaching practice.

READING COMPETENCE

Before talking about reading strategies we have to take into account that every person needs to have reading competence. The considerations surrounding the formation of the reading habit aims to train competent readers. According to Zayas (2012) "Reading competence is to understand, use, and reflect to written texts in order to achieve the goals, developing personal knowledge and participating in the society". So if you can understand the reading, you are a good reader.

Interacting in different social fields implies that the use of reading involves the development of very complex skills. Reading competence is acquired through the habit of reading, and it is applied in various situations of real life. There are reading elements that distinguished in reading competence. Vázquez (2012) points out that the reader who generates the meaning activates certain skills and strategies. The meaning is not in the text, but is constructed by the reader from the previous knowledge. Finally, the instructions that the text provides and their ability to value and accommodate reading to a particular purpose.

One consequence of the arguments that have been analyzed is that teaching to read is not resolved in a course or an academic cycle. As Solè noted (2012) "competitions are not precious stones that are kept in a box, where they remain intact while waiting for the day we need them". They are learned in order to use in real contexts and are improved when problems arise, which allow them to be developed.

Nowadays it is easy to confuse access to information with knowledge; learning to read critically is a great way to prepare not only for school, but also for the life. Training in basic skills is the most difficult, but it is also the most rewarding thing, because this allows forming citizens capable of identifying problems and having ways to solve them. Achieving reading competence, as we have seen, implies a broad and multidimensional learning that requires the participation of cognitive, affective and social insertion skills. It is an effort for teachers and students, because we speak of a key that opens multiple possibilities for development and academic

growth, professional and personal.

We must know that there are differences between reading comprehension and reading competence, because reading comprehension is the capacity of an individual to capture as objectively as possible what an author wanted to transmit through a written text. Therefore, reading comprehension is a content concept for a larger one that is reading competence. Reading competence is the ability of a human being to use reading comprehension in a useful way in the society that surrounds him. So, reading comprehension is linked more to the individual than to the environment, to their intellectual or emotional capacities, while reading competence focuses on a pragmatic variable, socialization, and social intelligence. (Jiménez, 2014)

CRITICAL READING STRATEGIES

When we have reading comprehension, that is an interactive process where the reader establishes relationships between the content of reading; where compares, contrasts, argues and draws personal conclusions. These conclusions of meaningful information, could be drawn when interpreted and stored, improving the mental processes and the knowledge, Therefore, the reading strategies, become ways of acting, according to a certain text. According to this perspective, two types of strategies are emphasized by thought: cognitive and metacognitive.

According to Elosà & García (1993), cognitive strategies are the mental activities that operate in the information processing (transformation, assimilation, retention, etc.) extracted from the written text, in order to discover the meaning. Cognitive strategies in reading comprehension are procedures or mental operations performed by the person who reads during the processing of information in the written text, in order to understand the meaning. There are extensive list of mental processes, considered as strategies, and the most important are described below.

Organizational strategies: the reader has the possibility to restructure the text, in

order to make it more understandable and meaningful. For instance, reorganizing the text based on certain criteria such as importance of events or ideas, ordering by place, time, number, duration, etc.; sequence cause-effect, induction-deduction.

Problem solving strategies: these are procedures to solve problems encountered during reading, for example, difficulty understanding words, sentences, relationship between sentences, text scheme.

Drafting strategies: these strategies allow the integration of text information with the reader's previous knowledge, in order to understand the meaning in more depth.

Strategies to ask: it is the strategy that allows to generate thought processes and to reflect on them, to ask questions that lead the reader to relate their knowledge with those of the text or to elaborate answers based on their judgments or values.

Metacognitive strategies: Knowledge and control of the cognitive processes, is defined as metacognition. But in the process of reading comprehension, the metacognition of comprehension would be the same to the knowledge of the mechanism of the processes and strategies that the reader possesses and executes when confront the comprehension itself.

"The training in metacognitive strategies aims to make the reader aware of the nature of the understanding, the factors that affect it, the problems that can arise and the strategies to solve them" Alvarez, et al. (2004) . Through this dynamic the reader is expected to acquire a good level of understanding, through the selection and application of strategies more suitable for his own learning. According to Elosúa & García (1993) described three metacognitive strategies that control and regulate reading comprehension:

Planning, that is the first phase consists of setting the goals and objectives, the knowledge and characteristics of the subject, the action plan and the strategies to be used, the capacities and the environmental conditions.

Supervision is the second phase, in which it is verified whether or not it is getting what is planned. The reader finds difficulties in reading, so that he makes use of the strategies chosen to achieve his objective proposed.

Evaluation, is the last phase, in which the reader analyzes the processes that he has done during reading, such as the results of reading comprehension.

The use of these metacognitive strategies involves an interrelation of higher mental processes, which work effectively during reading activity. Therefore, it is considered to train and give skills to the reader to strengthen their cognitive interaction; in addition to considering important factors such as: the characteristics of the reading material and the learning environment in order to optimize the teaching and learning of reading comprehension.

Restrepo (2002) states that reading any type of text is not easy, neither for a beginner reader nor for an experienced reader. It is clearly proven that as long as we have not built tools that facilitate us to understand what an author wants to communicate, we can not interact meaningfully and comprehensively with any type of text. Therefore, the individual who learns to read must have a series of cognitive and metacognitive strategies that facilitate in the student the development of this ability.

In the field of knowledge, cognitive strategies are defined as plans or structured programs to achieve a specific objective. The successive validation of hypotheses culminates with the achievement of the objective. In the reading process, strategies are used and must have the conditions of self-direction, self-control and flexibility. The utilization of the strategies together with previous knowledge and linguistic competence allow the reader to construct the meaning.

It is necessary to highlight the fact that not only the use of strategies allows the reader to construct the meaning of a text or understand it, is also necessary, Solé (1992) “text has certain conditions such as clarity or coherence of the information

contained". Another necessary condition to achieve comprehension is the previous knowledge that the reader has. By incorporating into its knowledge the meaning obtained from reading a text, the reader is modifying their conceptual schemes, that meaning expanding the pre-existing information and at the same time preparing to acquire new information.

On the other hand, Peña (2000) mentions that the importance of a teacher is crucial as a guide, who asks questions before starting reading activity, who directs his students in the formulation of hypotheses and inferences, who teaches his students to confirm or correct them, to choose relevant information from a text, to elaborate graphic representations, so that the comprehension and learning process will be easy. It is recommended that the teacher carry out various activities with his students so that they familiarize themselves with the reading strategies, learn to use the relevant keys of each type of text, to extract the relevant information from it. The strategies are in permanent action and intimately related in the act of reading, and are developed or modified, even when we are not very aware that this happens.

Reading in foreign language classes has focused on the linguistic analysis of the text, especially in its grammar and vocabulary. However, if we treat the texts only as linguistic objects, we forget that reading means more than decoding the language. Reading also means interpreting the content of the text Navarro (2006).

There are some basic reading techniques such as: skimming and scanning. Navarro (2006) points out that skimming means reading quickly to predict the content of the text. We do that, for example, when reading a newspaper. The scanning is to read the text until you find the information you are looking for. For example, in a newspaper, we do this tracking when we look for specific information.

Elosúa (1993) states that the cognitive strategies of organization are the procedures used to transform and reconstruct the information, giving it a different structure in order to understand and remember it better. It involves a subject more conscious, active and responsible in their learning. Those include grouping strategies (for

example, ordering or classifying into categories according to shared characteristics) and schematization (for example, to understand a text the procedures may consist of identifying the main and secondary ideas, establishing relationships between concepts, etc.) and of this way to get a deeper understanding and more effective retention.

Morales et. all. (2007) mentions that the teaching of reading involves dealing, conceptual and procedimientales contents, besides metacognitive knowledge, it means, allowing readers to develop strategies that give them the option of controlling and evaluating their reading process. This allows to analyze the types of content that should be present when wanting to understand texts, "the role of the teacher in the process of teaching textual comprehension aims to offer the student the necessary scaffolding that leads him to be an autonomous reader". According to Solé (1998) states that there are phases to make a reading comprehension, in the first phase it is necessary to define objectives and make predictions, during the reading you can use the highlighting of main and secondary ideas that they will serve us for a better reading comprehension.

2.4.2 Dependent variable

LANGUAGE SKILLS INVOLVED IN READING

The language has several components, independently if it is oral or written. According to Guarneros & Vega (2014) oral language is the natural way to learn the mother tongue. It allows the comprehension and expression of messages, elaborate ideas, have communicative interaction with others, reflect and solve problems. Its optimal development is essential to expand the communicative base towards the significant and the expressive, searching for coherence among all the components of language. The relationship between oral language and written language is so close, because oral language can be achieved through the learning of reading and writing from an early age, and in turn, acquiring reading and writing can be favored, when specific oral language skills are developed.

Another component regarding language skills is reading, which takes a crucial place in the school learning, due to most school activities are related to this ability. In fact, a large part of the information that is transmitted to students is presented by writing. Therefore, a student does not understand a lesson or can perform a task if he is not able to understand what he reads. On the other hand, understanding the arguments of others helps the student to build their own arguments, with logic and efficiency. This domain is what the teachers evaluate in measuring student performance. In addition, the acquisition of reading improves the development of cognitive and metacognitive abilities. (Mata, Gallego, & Mieres, 2007)

In research carried out by Defior (2008), the close relationship between reading and phonological skills has been seen, and it is believed that the key element that explains the possible difficulties in the beginning of learning to read is a deficiency in the phonological plane. In effect, phonological awareness plays an important role both in the acquisition and in the reading development, in this way; it is a variable to predict effectiveness in all dimensions of reading: accuracy, comprehension and speed. The child who has a good reading ability also obtains a high score in phonological tasks.

In a research conducted by Mata, et al. (2007) it is stated that in childhood and adolescence language skills improve the levels of reading, in order to understand a text. Also, although the vocabulary is an influential factor, because if you do not have a knowledge of the lexicon referring to the content of the text, it is difficult to understand, but this knowledge is not sufficient to ensure the reading comprehension, since readers with the same level of vocabulary achieve different levels of comprehension. Finally, he concludes that there are other environmental conditions, such as the type of communication using in the family or the characteristics of learning situation, including teacher-student interaction, which have a great influence on the student development and reading maturity.

Speaking, listening, reading and writing skills are essential in the process of social integration and intellectual development of people. It has been seen that in the

educational field the theoretical, linguistic and literary contents have taken almost all the formative territory, for that reason language and literature classes only contribute to improve the functional linguistic skills, which consists in an exposition of data and concepts only for memorization.

Briz (2003) stated that linguistic and communicative skills are learned in the family environment and everyday life. The conceptual aspects must have their role, but they must be combined in a balanced way with the practical development and communicative skills. The complexity in the educational field requires a wide* vision that allows understanding different situations and cases from various perspectives. In this way, the communicative activity depends on the influence of the environment, the biological and the cognitive development, but also on the initiative, the construction and the motivation of the subject and the interaction in the social field.

READING

Sáez (2002) defines reading as "an instrumental activity, you read for something. Always behind all reading there must be a desire to know, a desire to enter in the intimacy of things". The etymology of the word Reading comes from a Latin term. Its definition, according to The Real Academy of the Spanish Language; refers to "the action of interpretation of the meaning of a text". In addition, while the more experiences you have, the greater will be their ability to understand more complex texts.

Reading is a cultural practice, which belongs to almost everyone and is identical for everybody. We can recognize a contrast between great readers and occasional readers, also professional readers, for whom reading is simply part of their work, and all those who search information or a simple fun. Every author and every writing imposes an order, a position, and a reading attitude. The type of reading defines what the correct interpretations should be and the correct use of the text.

Chartier & Paire (2002) pointed out, when you read, you learn. From this, a series of questions intend to identify forms and processes of access to writing. Due to this, a whole set of contrasts have been seen both in the historical material and in the contemporary observation. Nowadays, societies must confront the readers molded by the institution with those who have conquered writing with great effort, but when it is not certified and controlled by people who are literate, it always carries the risk of producing misplaced readings. And due to this problem, the students do not understand the texts and assimilate erroneous information.

Reading is the ability of human to extract textual information. The large amount of data that take part in the digital society will be nothing if people do not use, integrate and assimilate it. And this will not be possible without advanced reading skills. It is known that access to digital information requires new knowledge. Some of these were handled by highly specialized professionals but now are necessary even for a student who prepares a school work. So, the effort to understand and use the new digital technologies demand modern things without forgetting the old ones and the most important of them is reading.

According to Millàn (2002) reading is a very developed skill, in fact it is the sum of several psychological skills that are acquired and exercised from a very early age. Similar to the human faculties that we always have used, it is very difficult to realize their complexity.

Clavijo & Torres (1999) mentioned that reading and writing processes are among the most valuable children acquisitions during their first years of school; therefore, it requires serious and careful planning. We do not assume that these processes start at school, because we could ignore the knowledge about the language that the children have as a result of the daily communication with parents and with the other members of the family.

Precisely, it is suggested that the pedagogical practices in the school should be organized to fulfill real social and communicative functions that correspond to the

activities developed not only by the students, but also by the teachers and the educational community.

READING PROCESSES

Goodman, (1967) has defined the reading process as a "psycholinguistic guessing game". It is a process, in which thought and language are involved in continuous transactions, it happens when the reader tries to make sense from reading the printed text. This theory currently applies not only to the English language but also in all languages. It can be said that teaching of reading became a central theme of the curriculum from elementary grades to high school.

In a literate society, there are two languages forms, oral and written language that are parallel to each other, both are able to achieve communication. In the same way, both have the same grammar, and use the same rules relating to the structure. The difference between oral and written language is mainly the circumstances of use. We can use oral language for immediate face-to-face communication, while using written language to communicate through time and space.

Speaking and writing skills are productive and expressive while reading and listening skills are receptive. According to Ferreiro & Gómez (2002) both are processes in which meanings are actively exchanged. At the moment of using language, transitions between thought and psycholinguistic processes take place. Linguistic processes can be personal or social. They are personal because it is used to satisfy personal needs. They are social because they are used to communicate between people; therefore they are similar in their purposes and limitations.

Reading involves the processing of information from symbols that constitute expressions in the common exchange that takes place through language. The only paradigm able to accounting for the processes involved in reading will be one that allows, first, to explain the processes of understanding language. The paradigm term here is treated as a synonym of the term theoretical model. A text is a

structured set of communicative expressions in a certain language organized in such a manner that a reader can process their information. The text provides a structured series of clues whose processing induces in the reader an interpretation of its content according to prior knowledge.

An adequate reading process according to Sainz (1991) involves dealing with language comprehension. The reading implies, first of all, the active information processing that a text contains. The system that determines which strategies to use and how to integrate the information has been called active memory. Active memory is a complex system of integrated information processing. Semantic memory is the system in which the previous information is recorded. This information is integrated into the active memory with the information processed by the reader during the comprehension.

Alvarado (2003) points out that each reader must have knowledge of the reading components. The first component of meta-comprehension refers to the knowledge that a reader possesses about their abilities, strategies and cognitive resources necessary to be successful in a reading task, and about the compatibility between their resources and the learning situation in which they find themselves.

To understand the reading process, we must understand how the reader, writer and text contribute in the process; we must understand the characteristics of the texts which readers are interacting. The reading process employs a series of strategies. A strategy is a wide scheme to obtain, evaluate and use information. Reading, like any human activity, is intelligent behavior. People do not respond simply to the stimuli of the environment. They find order and structure in the world in such a way that they can learn from their experiences, anticipate and understand them.

According to Goodman (2001) reading has been seen as a cyclical process because the reader is always focused on getting meaning from the text. Attention is focused on meaning, and the rest, such as letters, words or grammar, receives full attention only when the reader has difficulty obtaining meaning. Each cycle is tentative and

may not be completed if the reader goes directly to the meaning. In a really efficient reading, few cycles are needed to complete it before the reader gets meaning. Reading is intelligent behavior and the brain is the center of human intellectual activity and information processing.

The search for meaning is the most important characteristic of the reading process, and it is in the semantic cycle that everything takes its value. The meaning is constructed while we read, but it is also reconstructed since we must continually accommodate new information and adapt our sense of meaning in formation. Throughout the reading of a text, and even later, the reader is continually reevaluating the meaning and reconstructing it to the extent that it obtains new avenues. Reading is a very active dynamic process. Readers use all their conceptual schemes when trying to understand.

READING COMPREHENSION

Reading comprehension is considered as the specific application of procedural skills and cognitive strategies. Reading comprehension is the ability to understand and use the linguistic forms required by society valued by the individual. Young readers are able to construct meaning from a variety of texts. They read to learn, to participate in the communities of readers of the school and everyday life, and for personal enjoyment. Gobierno de España (2006)

According to Garcia (2014) reading comprehension is a complex process that involves the conscious or unconscious use of various strategies, including problem solving, to reconstruct the meaning the author has wanted to communicate. In the model construction schematic structures of knowledge and the different systems of signals given by the author are used (words, syntax, macro structure, social information) to pose hypotheses that are proven by applying several logical and pragmatic strategies. Most of this model must be inferred, since the text will never be totally accurate and, in general, even the literal and figurative meanings of the words must be inferred from the context.

Reading comprehension is the understanding of texts read by someone allowing reflection on what is expressed. Reading comprehension is characterized by: concentration, synthesis, analysis, coherence and clarity. Agree with the above, it is possible to determine that the reading comprehension is composed of several characteristics such as concentration, synthesis, analysis, besides the coherence and clarity, are necessary to reach the objective of analytical understanding and cultural contribution as cognitive for the individual who reads.

Toledo & Mena (1997) point out that reading comprehension is currently considered as the specific application of procedural skills and cognitive strategies. Nowadays, it is said that knowledge is stored in "knowledge structures", and understanding is considered as the set of phases that intervene in the processes involved in the formation, elaboration, notification and integration of these knowledge structures.

Therefore, it is considered that an interaction is established between the reader and the text. From this perspective, understanding is conceived as a process in which the reader uses the keys provided by the author based on their own knowledge or previous experience to infer the meaning that it intends to communicate. Understanding is also considered as a complex behavior that involves both conscious and unconscious use of various strategies. Understanding involves the use of reasoning strategies where the reader uses a series of strategies that allow him or her to construct a meaning model for the text based on the keys provided by the text as well as the information stored in its own mind.

It is argued that the greater the previous knowledge is, the greater will be their knowledge of the meaning of words, as well as their ability to predict and make inferences during reading and, therefore, their ability to construct appropriate models of meaning of the text (Zorrilla ,2005). Therefore, it has been defined understanding as a process through which the reader makes a meaning in their interaction with the text. The comprehension to which the reader arrives is derived from his previous accumulated experiences, experiences that come into play, which

complement each other as decodes words, phrases, paragraphs and ideas of the author.

Reading is an effort in search of meaning; it is an active construction of the subject through the use of all kinds of keys and strategies according to Defior (1996). When a text is read, a representation of its meaning guided by the characteristics of the same letters and words is constructed and this leads to comprehension. From the school perspective, having reading skills is fundamental for the student.

In the school curriculum, reading is a comprehension tool for students that allow them access to culture and learning in different areas. Having an adequate competence in reading comprehension is a guarantee to access written knowledge, and in school, this competence is basic for the search and location of information in a variety of written texts, to solve different kinds of problems, to interpret graphics; analyze data, maps, among other reading tasks.

From the cognitive point of view of Vallès (2005), a good comprehensive competence allows the student to develop their capacities and functions of information processing. Developing the imagination, understanding properly allows them to select the information, assess it, summarize it, classify it, distinguish the fundamental from the secondary, store it in their long-term memory in the form of knowledge schemes, will be better remembered in the form of prior knowledge, because its storage has been produced with significance and understanding. In the development of this comprehensive reading competence there are difficulties in their learning, caused by numerous causes that make the reader present behaviors of avoidance before reading. In the prevention of these difficulties, the teacher role is very important.

Comprehension is to understand the meaning of sentences in a text. This can be literal or inferential. In the literal comprehension, the information contained in the text is strictly accessed. In contrast, in the inferential comprehension, the propositional thinking is based on the literal understanding. Comprehension

appears as a product of reading and decoding activity (Gonzàles ,1998).

2.5 Hypothesis

Alternative hypothesis

Critical reading strategies affect the development of reading comprehension in the students of Languages career at “Universidad Tècnica de Ambato”.

Null hypothesis

Critical reading strategies do not affect the development of reading comprehension in the students of Languages career at “Universidad Tècnica de Ambato”.

2.6 Pointing Variables

Independent variable: Critical reading strategies

Dependent variable: Reading comprehension.

CHAPTER III

Research Methodology

3.1 Basic method of research

The present research work is based on a **qualitative** approach. Because the qualitative approach describes so many possible qualities through concepts that may contain a part of reality (Bericat, 1998). Therefore, this approach as used in this thesis, we will be able to confirm the certainty of the research.

Additionally, research is **quantitative** because it measures information, such as the collection of data through surveys that make it possible to discover and explain how reading strategies improve reading comprehension in students.

3.2 Basic modality of research

3.2.1. Field research

According to Sierra (2012), field research is carried out in the place where the phenomenon occurs. Therefore, the present investigation was field because the study was carried out in the Universidad Técnica Ambato with the students of fourth, fifth, sixth and eighth semester in order to obtain information about the use of reading strategies and how they promote reading comprehension by promoting the independence and development of critical thinking of the student when doing reading activities.

3.2.2. Documentary-bibliographic

It is a bibliographical investigation since according to Cordon, López and Vaquero (2001), the information collected on reading strategies and its effect on reading comprehension is mainly based on bibliographical sources such as books, journals,

scientific articles.

3.3 Level or type of research.

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. In this level or type of research, it is evident the lack of use of the reading strategies in the reading tasks and it is necessary to make a prediction about what will happen in the future with this problem.

Besides, it is **exploratory** research because it helped to convert an external view of the problem into a real, concise and tangible research study on the use of critical reading strategies in reading comprehension within a real context.

3.4 Population and sample.

The population is the totality of individuals or elements to be studied. Therefore, the population in this research is 81 students of Languages studies at "Universidad Técnica de Ambato

Table N° 1 Population

Description	Number	Porcentaje
Students from the Language studies	81	100%
Total	81	100%

Source: Ambato Technical University

Elaborated by: Luisa, J. (2017)

Chart N° 1 Operationalization of the independent variable

3.5 Operation of variables

3.5.1 Independent variable: Critical reading strategies

Conceptualization	Dimensions	Indicators	Basic Items	Techniques and Instruments
Reading strategies are all those spontaneous tactics used by the reader to address and understand the text. It is a process through which the comprehension of texts is achieved.	Reading strategies Understanding. Purpose	Skimming, scanning, paraphrasing, summarizing, prediction and highlighting Process in which the reader uses the keys provided by the author intends to communicate Critical Reading	Has the teacher taught you, reading strategies to do your reading tasks? The teacher uses reading strategies in order to develop reading task? At the moment of developing reading task the teacher encourage you to use reading strategies?	Techniques: Survey Instrument: Questionnaire

Source: Direct Research

Elaborated by: Luisa, J. (2017)

Chart N° 2 Operationalization of the dependent variable

3.5.2 Dependent variable: Reading comprehension

Conceptualization	Dimensions	Indicators	Basic Items	Techniques and Instruments
It is the active process that involves the construction of meanings from the text, carried out through the reading process. With which the communication of ideas is achieved using cohesion and coherence.	Reading Process Construction of meanings Cohesion and coherence	Communicative Semantic Process Purpose Understanding the written language	Do you consider that reading comprehension is necessary for the development of reading activities? Do you consider when applying reading strategies, you achieve critical reading? Do you believe that using reading strategies influences student reading comprehension?.	Techniques: Survey Instrument: Questionnaire

Source: Direct Research

Elaborated by: Luisa, J. (2017)

3.6 Information collection plan

The information was processed using the survey technique of a questionnaire of questions as an instrument given to the population. In addition, the Likert scale is used based on the frequency scale "Agree", "Neutral", "Disagree" in order to measure the population's attitudes on the subject. Therefore, in this research, the survey has a questionnaire that contained twelve relevant questions that involve the variables "critical reading strategies and reading comprehension".

Chart N° 3 Information collection plan

Basic questions	Explanation
For what?	To achieve the objectives of this research work
On what aspects?	Independent variable: Critical reading strategies Dependent variable: Reading comprehension
Who?	The researcher: Jairo Luisa
To whom?	Students from Language studies
When?	2017
Where?	“Universidad Técnica de Ambato”
Which collection technique?	Survey
With what?	Questionnaire

Source: Direct Research

Elaborated by: Luisa, J. (2017)

3.6.1 Validation of data collection instruments

The Cronbach's alpha is the average of the correlations between the items that are part of an instrument Oviedo & Campo (2005). For this reason, this method was used to perform the validation of the survey because the instructions were

standardized, originated by the interviewer and contained a standard set of instructions that can be read. In addition, they were taken in good environmental conditions (lighting, noise levels, comfort, etc.). Finally, it was applied to various groups of students obtaining an average of 0.71 that is acceptable.

3.7 Information processing plan

The information obtained is presented through charts and statistical graphs and in this way it facilitates the analysis and interpretation of this information. In order to verify the relationship between the independent and dependent variable, the Pearson Chi-square statistical test is used with which the null hypothesis is rejected or accepted.

CHAPTER IV

ANALYSIS AND INTERPRETATION OF RESULTS

4.1 Analysis of the results

This chapter presents the interpretation of the data obtained from the students of the Languages career at the "Universidad Tècnica de Ambato." In addition, the verification of the hypothesis is added through the Pearson Chi-square results, in which it starts with the percentages obtained in the survey addressed to students.

4.1.1 Student Survey

Question 1 1. - Which of the following reading strategies do you know?

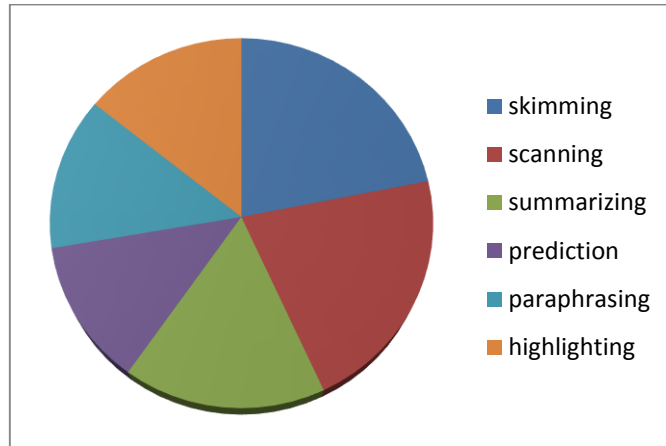
Table N° 2 Reading strategies do you know

Alternative	Frequency	Percentage
Skimming	75	95
Scanning	73	93
summarizing	57	73
Prediction	43	56
paraphrasing	46	58
highlighting	49	61

Source: Student Survey

Elaborated by: Luisa, J. (2017)

Graphic N° 3 reading strategies do you know



Source: Student Survey
Created by: Luisa, J. (2017)

Analysis and interpretation

In this question we can observe that there is an equality between the reading strategies that the students know, which are determined in the following scale: 75 students know skimming, 73 scanning, 57 summarizing, 43 prediction, 46 paraphrasing and 49 highlighting. It shows that most of students have knowledge about skimming and scanning as reading strategies.

2. - Which of the following reading strategies do you use to develop reading tasks?

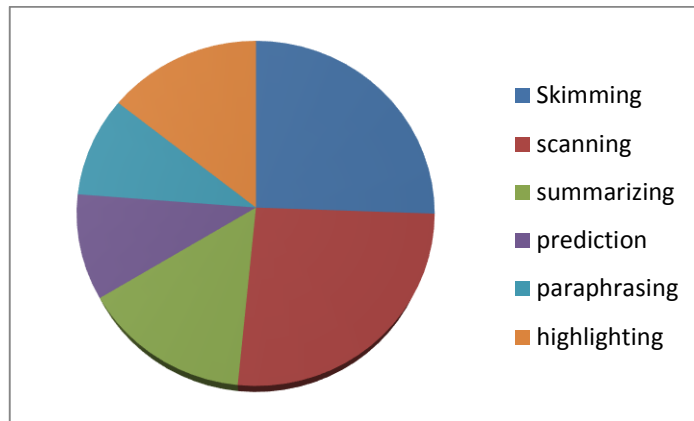
Table N° 3 Reading strategies you use

Alternative	Frequency	Percentage
Skimming	57	68
scanning	58	69
summarizing	33	41
prediction	22	26
paraphrasing	21	24
highlighting	32	40

Source: Student Survey

Elaborated by: Luisa, J. (2017)

Graphic N° 4 reading strategies you use



Source: Student Survey

Elaborated by: Luisa, J. (2017)

Analysis and interpretation

In this question we can notice that there is variation between the reading strategies that the students use, which are determined in the following scale: 57 students use skimming, 58 scanning, 33 summarizing, 22 prediction, 21 paraphrasing and 32 highlighting. This means most of students use skimming and scanning developing reading tasks. Meanwhile, some students use summarizing and highlighting as reading strategies..

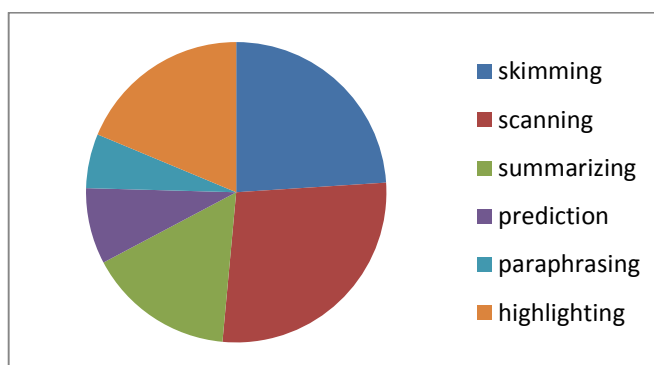
3.- According to you, which of the following reading strategies are the most effective for You for the development a reading activity.

Table N° 4 Most effective reading strategies

Alternative	Frequency	Percentage
Skimming	41	51
scanning	47	58
summarizing	27	29
prediction	14	16
paraphrasing	10	6
highlighting	32	43

Source: Student Survey
Elaborated by: Luisa, J. (2017)

Graphic N° 5 Most effective reading strategies



Source: Student Survey
Elaborated by: Luisa, J. (2017)

Analysis and interpretation

In this question we can observe that there is equality between the reading strategies that the students consider the most effective to develop a reading activity, which are determined in the following scale: 41 students determine skimming, 47 scanning, 27 summarizing, 14 prediction, 10 paraphrasing and 32 highlighting and 1 student considers another strategy effective to develop a reading task. It can be observed that most of students consider skimming, scanning and highlighting as the most effective reading strategies developing reading activities. On the other hand, a group of students considered summarizing as most effective reading strategy

4.-Has the teacher taught you reading strategies to do your reading tasks?

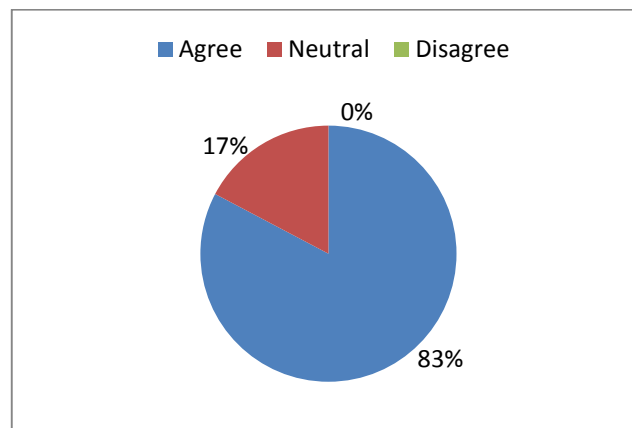
Table N° 5 Teacher taught you reading strategies

Alternative	Frequency	Percentage
Agree	67	83
Neutral	14	17
Disagree	0	0
Total	81	100

Source: Student Survey

Elaborated by: Luisa, J. (2017)

Graphic N° 6 Teacher taught you reading strategies



Source: Student Survey

Elaborated by: Luisa, J. (2017)

Analysis and interpretation

In this question, 81 students were asked where 67 students who represent the majority (83%) affirm that the teacher taught them reading strategies to develop reading tasks, for that reason they are able to understand the text when they read it. On the other hand, 14 students who represent the 17% are neutral. This means that most of students agree that the teachers have taught them some reading strategies.

5.-Does the teacher use reading strategies in order to develop a reading task?

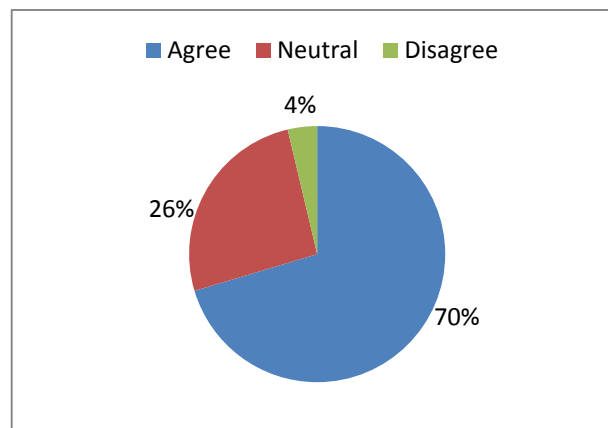
Table N° 6 Use the teacher reading strategies

Alternative	Frequency	Percentage
Agree	57	72
Neutral	21	26
Disagree	3	2
Total	81	100

Source: Student Survey

Created by: Luisa, J. (2017)

Graphic N° 7 Use the teacher reading strategies



Source: Student Survey

Elaborated by: Luisa, J. (2017)

Analysis and interpretation

In the next question, 57 students who represent the majority of students (72%) affirm that the teacher applies reading strategies to develop a reading task. On the other hand, 21 students who represent the 26% have a neutral criterion about the use of reading strategies by the teacher to develop a reading task. To summarize, the results in this question demonstrates the use of reading strategies is fundamental for teachers because it encourages students to use them in order to achieve reading comprehension and develop the reading task easily.

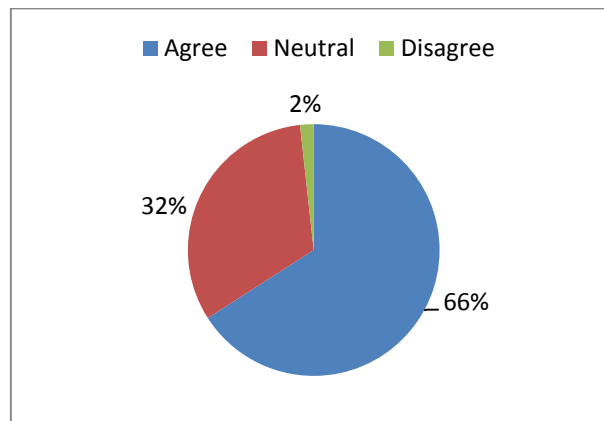
6.-Before developing a reading task, the teacher encourages you to use reading strategies such as: skimming, scanning, summarizing, prediction, paraphrasing, highlighting?

Table N° 7 Develop a reading task

Alternative	Frequency	Percentage
Agree	53	66
Neutral	26	32
Disagree	2	2
Total	81	100

Source: Student Survey
Elaborated by: Luisa, J. (2017)

Graphic N° 8 Develop a reading task



Source: Student Survey
Elaborated by: Luisa, J. (2017)

Analysis and interpretation

In this question the majority of students, 53 who represent the 66% affirm that the teachers encourage them to use reading strategies before developing a reading task. It is very important because if students know what they are going to do they could get success in the reading task. Moreover, 26 students who represent the 32% have a neutral criterion. It is important that teachers must encourage students before any reading task.

7.-At the moment of developing reading tasks, the teacher uses strategies or graphic organizers that help the students to be guided in the process of reading.

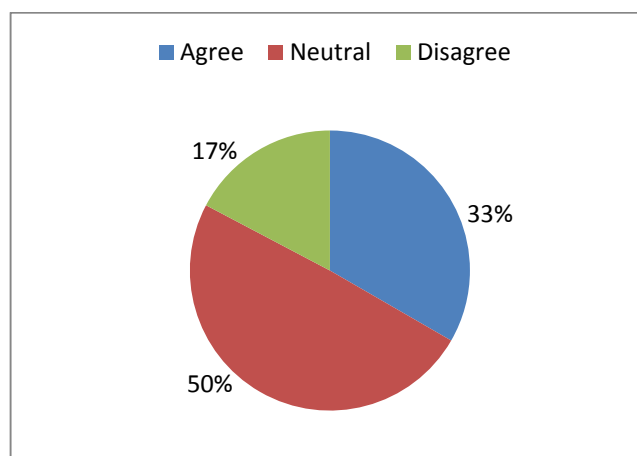
Table N° 8 Guide to develop reading tasks

Alternative	Frequency	Percentage
Agree	27	33
Neutral	40	49
Disagree	14	17
Total	81	100

Source: Student Survey

Elaborated by: Luisa, J. (2017)

Graphic N° 9 Guide to develop reading tasks



Source: Student Survey

Elaborated by: Luisa, J. (2017)

Analysis and interpretation

In the next question, 40 students who represent the 49% affirm that the teacher sometimes applies reading strategies at the moment of developing a reading task. On the other hand, 27 students who represent the 33% affirm that the teacher uses reading strategies or graphic organizers at the moment of developing reading tasks. Moreover, 14 students who represent the 17% affirm that their teachers do not apply the reading strategies at the moment of developing a reading task. Teachers need to be more conscious about that the students need a guide at the moment of developing a reading task in order to understand the text and develop the reading task.

8.-When you develop long readings, the teacher suggests how to develop them, using reading strategies?

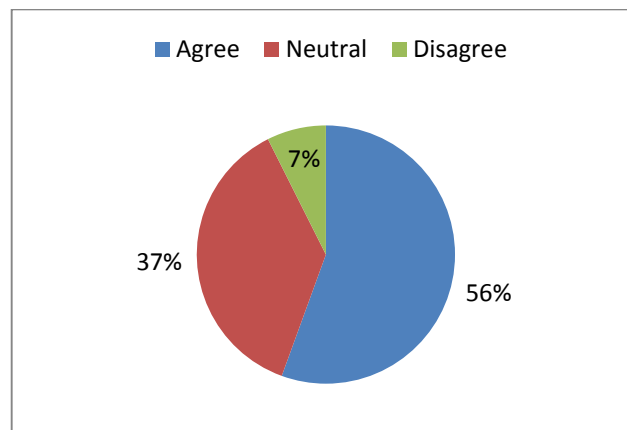
Table N° 9 The teacher suggests how to develop them

Alternative	Frequency	Percentage
Agree	45	56
Neutral	30	37
Disagree	6	7
Total	81	100

Source: Student Survey

Elaborated by: Luisa, J. (2017)

Graphic N° 10 the teacher suggests how to develop them



Source: Student Survey

Elaborated by: Luisa, J. (2017)

Analysis and interpretation

In this question, 45 students who represent the majority (56%) affirm that the teacher suggests how to apply reading strategies when they develop long readings tasks. On the other hand, 30 students who represent the 37% affirm that the teacher sometimes suggest how to develop long readings using reading strategies. This means that, when students develop long reading tasks is important that teacher not only suggest but also teach how to apply reading strategies.

9.-Do you find difficulty to develop reading tasks without using reading strategies?

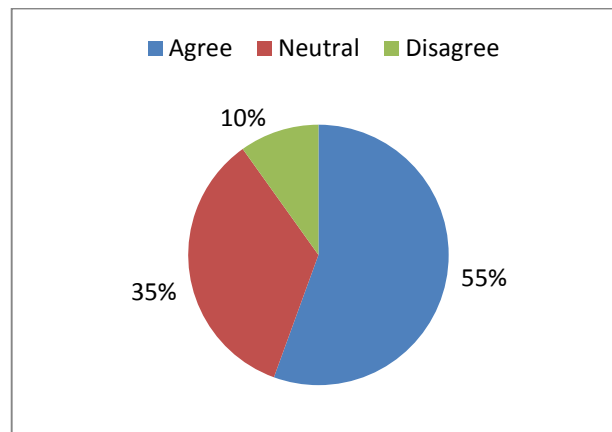
Table N° 10 It is difficult to develop reading tasks

Alternative	Frequency	Percentage
Agree	45	56
Neutral	28	36
Disagree	8	10
Total	81	100

Source: Student Survey

Elaborated by: Luisa, J. (2017)

Graphic N° 11 It is difficult to develop reading tasks



Source: Student Survey

Elaborated by: Luisa, J. (2017)

Analysis and interpretation

In the next question, the majority of students 45 who represent the 56% affirm that they find difficulty to develop reading tasks without using reading strategies. On the other hand, 28 students who represent the 36% have a neutral criterion in this question. Moreover, 8 students who represent the 10% affirm that they do not find difficulty to develop reading tasks without using reading strategies. To summarize, the results in this question demonstrate that most of them find difficulty to develop reading tasks without using reading strategies. For that reason it is important to have knowledge about reading strategies and how to apply these.

10.-Do you consider that when applying reading strategies, you achieve critical thinking?

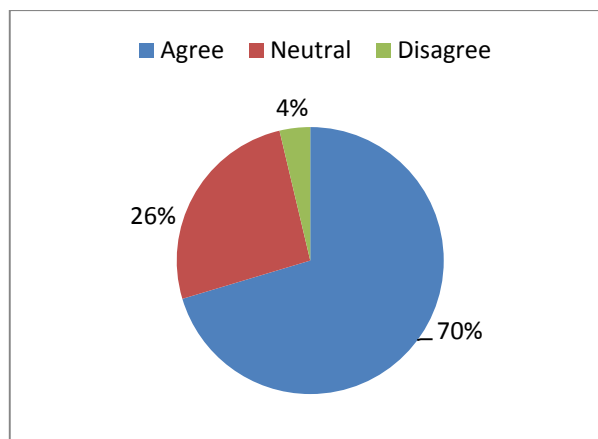
Table N° 11 Apply reading strategies

Alternative	Frequency	Percentage
Agree	57	70
Neutral	21	26
Disagree	3	4
Total	81	100

Source: Student Survey

Elaborated by: Luisa, J. (2017)

Graphic N° 12 Apply reading strategies



Source: Student Survey

Elaborated by: Luisa, J. (2017)

Analysis and interpretation

In this question the majority of students 57 who represent the 70% affirm that when applying reading strategies, they achieve critical thinking. On the other hand, 21 students who represent the 26% have a divided criterion in this question. These results show that the students know how important is to have knowledge about reading strategies in order to achieve critical thinking. And they know that critical thinking is important to develop reading activities.

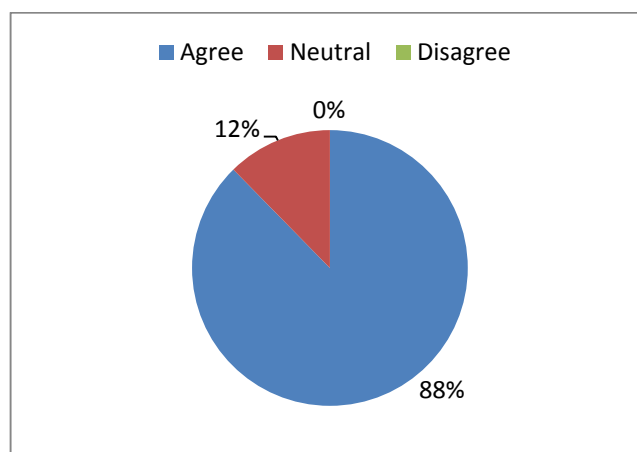
11.-Do you consider that reading comprehension is necessary for the development of reading activities?

Table N° 12 Reading comprehension is necessary for development

Alternative	Frequency	Percentage
Agree	71	88
Neutral	10	12
Disagree	0	0
Total	81	100

Source: Student Survey
 Elaborated by: Luisa, J. (2017)

Graphic N° 13 Reading comprehension is necessary for development



Source: Student Survey
 Elaborated by: Luisa, J. (2017)

Analysis and interpretation

In the next question, 71 students who represent the majority (88%) consider that reading comprehension is necessary for the development of reading activities. On the other hand, 10 students who represent the 12% have a neutral criterion when considering reading comprehension is necessary for development of reading activities. This means that, students consider that if they achieve reading comprehension they could develop reading activities without any problem.

12.-Do you consider important to know reading strategies to develop reading activities?

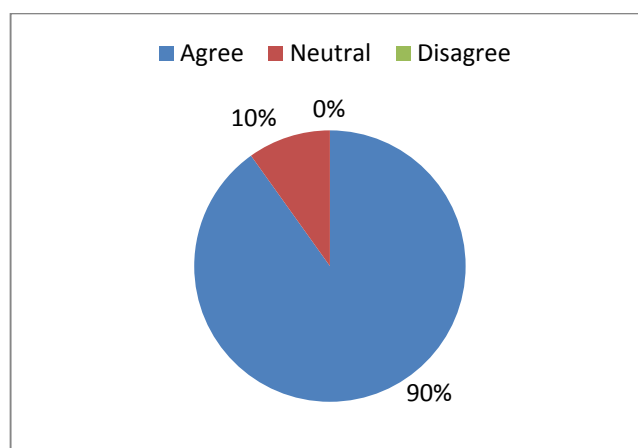
Table N° 13 Reading strategies to develop reading activities

Alternative	Frequency	Percentage
Agree	73	90
Neutral	8	10
Disagree	0	0
Total	81	100

Source: Student Survey

Elaborated by: Luisa, J. (2017)

Graphic N° 14 Reading strategies to develop reading activities



Source: Student Survey

Elaborated by: Luisa, J. (2017)

Analysis and interpretation

In the next question, the majority of students 73 who represent the 90% consider important to know reading strategies to develop reading tasks. On the other hand, 8 students who represent the 10% have a neutral criterion in this question. Moreover, no one disagrees considering important to know reading strategies to develop reading activities. To sum up, the results in this question demonstrates that students are aware that it is very important to know about reading strategies to develop reading activities.

4.2 Verification of hypotheses

Once the problem has been determined and the surveys have been applied to the students, we proceed to the verification of the hypothesis proposed using the Chi-square, with the purpose of verifying if the obtained values allow us to verify the proposed hypothesis.

4.3 Interpretation of data

Hypothesis approach

To calculate the verification, two variables of the proposed hypothesis are taken into account as follows:

General hypothesis

Critical reading strategies affect the development of reading comprehension in the students of Languages career at “Universidad Tècnica de Ambato”.

4.3.1 Logical Model

Alternative hypothesis

Critical reading strategies affect the development of reading comprehension in the students of Languages career at “Universidad Tècnica de Ambato”.

Null hypothesis

Critical reading strategies do not affect the development of reading comprehension in the students of Languages career at “Universidad Tècnica de Ambato”.

Statistical Estimator

Chi-square formula

$$\sum \frac{[f(o) - f(e)]^2}{f(e)} = X^2$$

4.3.2 Mathematical Model

H₀= Null hypothesis

H_a= Alternative hypothesis

X² = Chi-square

F(0)= Observed frequencies

F (e)= Expected frequencies

G I= Degrees of freedom

F= Rows

C= Columns

Error range

$\alpha = 0.05 \rightarrow 5\%$

Sample Distribution

G I= (F-1) (C-1)

Where:

G I= (3-1) (4-1)

G I= (2) (3)

G I= 6

The degrees of freedom helped to perform the calculation of the null hypothesis based on the following table:

Table N° 14 Degrees of freedom

Degrees of freedom	.05	.01
(G1)		
1	3.841	6.635
2	5.991	9.210
3	7.815	11.345
4	9.488	13.277
5	11.070	15.086
6	12.592	16.812

Source: Direct Research
Elaborated by: Luisa, J. (2017)

4.3.3. Data collection and statistical calculations

4.3.3.1. Observed frequencies

Table N° 15 Observed frequencies

SURVEY – STUDENTS				TOTAL
QUESTION 4	QUESTION 12	QUESTION 10	QUESTION 11	
67	73	57	71	268
14	8	21	10	53
0	0	3	0	3
81	81	81	81	324

Source: Direct Research
Elaborated by: Luisa, J. (2017)

Formula for calculating expected frequencies

$$f_e = \frac{(Total\ o\ marginal\ de\ renglon)(total\ o\ marginal\ de\ columna)}{N}$$

4.3.3.2. Expected frequencies

Table N° 16 Expected frequencies

SURVEY – STUDENTS				TOTAL
QUESTION 4	QUESTION 12	QUESTION 10	QUESTION 11	
67,0	67,0	67,0	67,0	268,0
13,3	13,3	13,3	13,3	53,0
0,8	0,8	0,8	0,8	3,0
				324,0

Source: Direct Research

Elaborated by: Luisa, J. (2017)

4.3.3.3 Chi-square calculation

Table N° 17 Chi-square calculation

QUESTIONS	O	E	O - E	(O - E) ²	(O - E) ²
					E
Question 4 Agree	67	67,0	0,00	0,00	0,00
Question 4 Neutral	14	13,3	0,75	0,56	0,04
Question 4 Disagree	0	0,8	-0,75	0,56	0,75
Question 12 Agree	73	67,0	6,00	36,00	0,54
Question 12 Neutral	8	13,3	-5,25	27,56	2,08
Question 12 Disagree	0	0,8	-0,75	0,56	0,75
Question 10 Agree	57	67,0	-10,00	100,00	1,49
Question 10 Neutral	21	13,3	7,75	60,06	4,53
Question 10 Disagree	3	0,8	2,25	5,06	6,75
Question 11 Agree	71	67,0	4,00	16,00	0,24
Question 11 Neutral	10	13,3	-3,25	10,56	0,80
Question 11 Disagree	0	0,8	-0,75	0,56	0,75
Source: Direct Research				X² = 18,72	
Elaborated by: Luisa, J. (2017)					

4.3.4. Statistical Decision

Conclusion: If the Alternative hypothesis (H_a) \geq the null hypothesis (H_0), the null hypothesis is rejected and the alternative hypothesis (H_a) is accepted.

Then: 18,72 (H_a) \geq 12,59 (H_0), so the null hypothesis is rejected and the alternative hypothesis (H_a) is accepted.

In other words: Critical reading strategies affect the development of reading comprehension in the students of Languages career at “Universidad Tècnica de Ambato”

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusions

- It established that students have understanding of some reading strategies, it can be mentioned that the most known, used and that students consider most effective are: skimming, scanning and highlighting. This can be because these strategies are considered easy to apply when performing a reading activity, because with the application of these two strategies the reader can find the necessary information in the text and specific data in order to develop the reading activity. This really contributes to the development of reading comprehension. On the other hand, there are strategies that the students know, but they do not use them with the same frequency as the previous ones. These strategies are paraphrasing, prediction and summarizing.
- It has been verified that the majority of students consider that when they apply reading strategies, they are able to achieve a critical thinking. This is because they are aware that they must apply reading strategies to understand the text. Also, most students believe that reading comprehension is necessary to develop reading activities. The students know that a poor reading comprehension affects their learning, which in consequence would set up the lack of a reflective, creative, and critical spirit in them. In addition, they could express with their own words the most relevant concepts of a reading.
- It can be determined that there is a relationship between the application of reading strategies and reading comprehension because the results show that most students have difficulty developing reading activities without the

application of strategies and can misinterpret the texts read. In addition, if students know the strategies and how to use them, they have the opportunity to have a critical thinking about what they have read. On the other hand, with the application of reading strategies, students have the opportunity to develop reading comprehension and are able to develop in this society in a way that can contribute to the development of it.

- It has been stated that most students agree that teachers have taught them some reading strategies, and most teachers use these strategies to develop a reading activity. A large number of students affirm that teachers encourage them to use reading strategies to develop a reading activity. Taking into account that the teacher is a mainstay of students, because they are a guide for them. In addition, most teachers use methodological strategies, techniques, activities, which affect academic performance, for this reason student can make judgments to share their experiences and knowledge.

5.2 Recommendations.

- To take into account that based on the application of reading strategies such as skimming, scanning, summarizing, prediction, paraphrasing, highlighting among others we can achieve in the student the development of reading comprehension. In addition, the teacher should recognize the importance of their role with students and perform their teaching work trying to fulfill educational purposes to achieve a quality education with a trained staff and instruction based on the latest scientific research and can ensure the better educational strategies for the purpose of improving meaningful classroom learning.
- To motivate students to use the reading strategies they have been taught by encouraging critical reading in the classroom, and with the purpose of carrying out a work of reading comprehension, not only explicitly of what

say the texts but also achieve a critical thinking to achieve autonomy in the students.

- To achieve an integral development in the students, it is necessary to motivate them through dynamics, games, or to change the environment by getting involved in the environment taking advantage of their resources, presenting innovative and authentic materials, trying as much as possible to have an active and total participation, respecting their forms of work, and interests. It must also be generated that they get involved in the collective and individual work so that their acquired knowledge will be shared, analyzed and reinforced.
- To teach reading strategies to develop a reading activity. Only the correct application of critical reading strategies will make the teacher get the student to develop reading comprehension. English teachers should promote the use of reading strategies in their classes, especially in the reading activities because it can help students to comprehend better a written text.

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Annex No 1. Paper

Critical Reading strategies to develop Reading comprehension

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Abstract

The objective of this research is to identify the importance of reading strategies in the development of reading comprehension in the students between 19-25 years old of the Carrera de Idiomas at “Universidad Técnica de Ambato”. The critical reading strategies are vital when performing a reading activity, because reading strategies facilitate the understanding of the texts. In addition, it was possible to identify how critical reading strategies are important to generate critical thinking on students. This research has a qualitative approach; the data was collected through surveys applied to 81 students. The results showed that most teachers apply reading strategies when developing a reading activity. Besides, students know that it is important to use reading strategies to achieve reading comprehension. The conclusions show that the use of critical reading strategies influences positively the development of students' reading comprehension.

Keywords: critical reading strategies, reading comprehension, reading.

1. Introduction

Reading is a lifelong skill that will be used both in school and throughout life, and this skill was learned since you were a child and will be useful throughout your life, not only in the academic field but also in daily life.

As Chartier & Paire (2002) stated that “when you read, you learn”. In traditional societies must confront the readers molded by the institution with those who have conquered writing with great effort and whose competence those always carries the risk of producing readings outside of the rules. And due to this problem the students do not understand the texts and assimilate erroneous information, creating a wrong reading culture.

As Millàn (2002) said, Reading is the ability of literate human beings to extract textual information. The large amount of data that make up the digital society will be nothing if people do not use, integrate and assimilate it. And this will not be possible without advanced reading skills. Furthermore, reading is considered as a skill of a very developed type, in fact it is the sum of several psychological skills that are acquired and exercised from a very

early age. As you know reading and writing processes are the most valuable acquisitions of children during their first years of school, and therefore require serious and careful planning.

Teachers can help improve reading comprehension through instruction of reading strategies. Skimming, scanning, summarizing, prediction, paraphrasing, and highlighting are strategies shown by research to improve reading comprehension Block & Israel, (2005). It is important to teach the strategies by naming the strategy and how it should be used, modelling by teachers through the think-aloud process, group practice, partner practice, and independent use of the strategy.

The objective of this research project was to analyze the importance of reading strategies in the reading comprehension of the students of the Carrera de Idiomas at "Universidad Tècnica de Ambato". In which six strategies were presented: Skimming, scanning, summarizing, prediction, paraphrasing, and highlighting

Skimming

When you use this reading strategy, means that you read quickly to predict the content of the text. For instance, when reading a newspaper and you want to read all the news, but no section in specific. One strategy for improving comprehension is scanning, which helps the reader set a purpose for their reading. Research has shown that good readers use their experiences and knowledge to make predictions and formulate ideas as they read Block & Israel (2005).

1.1 Scanning

The scanning strategy is to read the text until you find the information you are looking for. For example, in a newspaper, we do this tracking when we look for specific information. Navarro (2006). By using this strategy; text segments are integrated and thereby improve reading comprehension.

1.2 Summarizing

The process of summarization requires the reader to determine what is important when reading and to condense the information in the

readers own words Adler (2001). During the summarizing process, the students will be able to distinguish the main ideas from the supporting ideas. Distinguishing the related knowledge from the unrelated ones is another point in the summarizing process which will help to students in order to organize the ideas.

1.3 Prediction

It refers to reading between the lines. Students need to use their own knowledge along with information from the text to draw their own conclusions. Through prediction students will be able to draw conclusions, make predictions, identify underlying themes, use information to create meaning from text, and use pictures to create meaning

1.4 Paraphrasing

It allows a deeper level of information processing, that is, a more comprehensive understanding and more efficient coding and retention. But once the information is recorded in the long-term memory it is necessary to recover it and use it in response to the different demands of

the environment. The recovery processes are closely dependent on the processes in the elaboration and organization in such a way that making use of images, drawings, analogies, categories, schemes, we also facilitate the recovery processes. Elosúa.Rosa (1993)

1.5 Highlighting

According to Solé (1998) states that there are phases to make a reading comprehension, in the first poems find define objectives and make predictions, during the reading is based on focusing on the main content, where you can use the highlighting of main and secondary ideas that they will serve us for a better reading comprehension. Morales (2007)

2. Methods

Two methods were used, the first adopted a qualitative method to help understand and appreciate the subjective vision of the participants. And a quantitative method that helped quantify the data collected. The process of the research helps teachers in assessing needs, documenting the steps of inquiry, analyzing data, and

making informed decisions that can lead to desired outcomes. First, a survey was applied to the students to find out if they knew, used and also found these strategies to be effective in developing reading activities.

After that, the Chi-square calculation was used in order to verify our hypothesis presented.

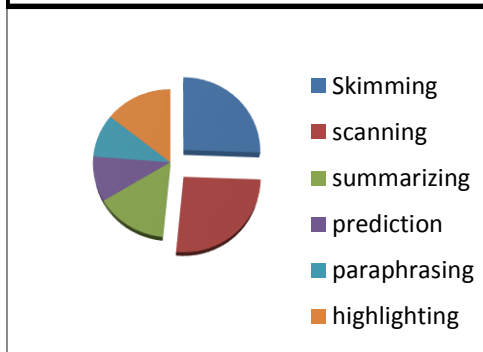
Finally, our objectives were achieved with the results obtained in the surveys.

3.Results

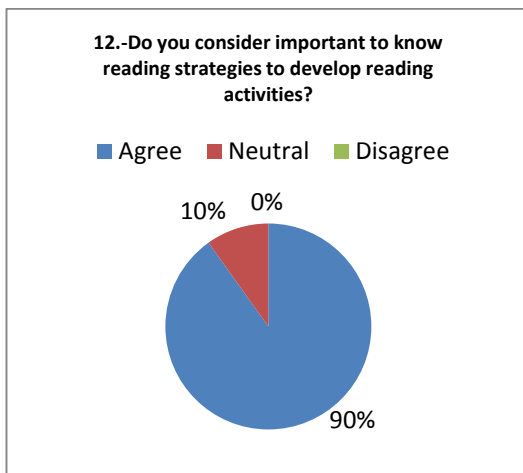
A survey was applied to students, where 4 questions were taken into account, in order to know if critical reading strategies affect the reading comprehension in students. The result of this study, after applying the chi-square in the surveys, shows that the critical reading strategies influence the reading comprehension. Besides, it is stated that most of students have knowledge about skimming and scanning as reading strategies, and the strategies that they do not know are paraphrasing and prediction. Meanwhile, some students use summarizing and highlighting as reading strategies. On the other hand, few students mentioned that

prediction and paraphrasing are the less effective reading strategies when developing reading tasks. These results were found, after applying the surveys to the 81 students of Carrera de Idiomas at Universidad Técnica de Ambato, as shown in the following graphs:

2. - Which of the following reading strategies do you use to develop reading tasks?

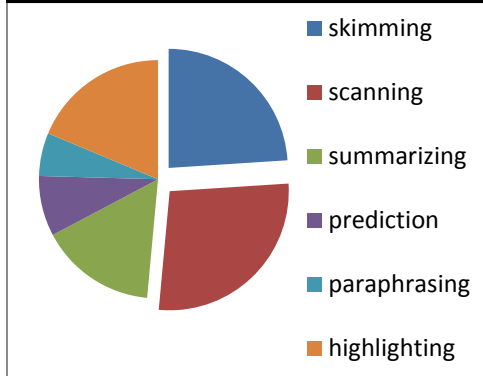


Source: Student Survey
Elaborated by: Luisa, J. (2017)

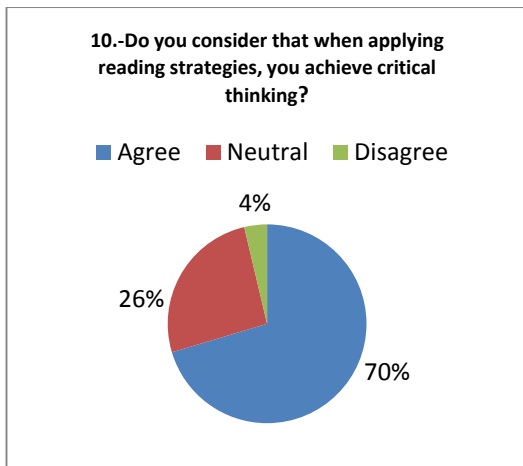


Source: Student Survey
Elaborated by: Luisa, J. (2017)

3.- According to you, which of the following reading strategies are the most effective for You for the development a reading activity.



Source: Student Survey
Elaborated by: Luisa, J. (2017)



Source: Student Survey
Elaborated by: Luisa, J. (2017)

Chi-square calculation

QUESTIONS	O	E	O - E	(O - E) ²	(O - E) ²
					E
Question 4 Agree	6 7	67, 0	0,00	0,00	0,00
Question 4 Neutral	1 4	13, 3	0,75	0,56	0,04
Question 4 Disagree	0	0,8	- 0,75	0,56	0,75
Question 12 Agree	7 3	67, 0	6,00	36,00	0,54
Question 12 Neutral	8	13, 3	- 5,25	27,56	2,08

Question 12 Disagree	0	0,8	- 0,75	0,56	0,75
Question 10 Agree	5 7	67, 0	- 10,0 0	100,0 0	1,49
Question 10 Neutral	2 1	13, 3	7,75	60,06	4,53
Question 10 Disagree	3	0,8	2,25	5,06	6,75
Question 11 Agree	7 1	67, 0	4,00	16,00	0,24
Question 11 Neutral	1 0	13, 3	- 3,25	10,56	0,80
Question 11 Disagree	0	0,8	- 0,75	0,56	0,75

Source: Direct Research
Elaborated by: Luisa, J. (2017)

$\chi^2 = 18,72$

4. Discussion

Reading any type of text is not easy, neither for a beginner reader nor for an experienced reader. The introduction into the world of written text requires that those who practice it have developed a series of processes that allow access to their understanding and interpretation, people who learn to read must have a series of cognitive and metacognitive strategies that facilitate them the development of the skill.

This information seems to corroborate what some studies suggest about the relationship between reading comprehension and reading strategies. González & Cols 2010. The research indicates that those students with better grades in Spanish Language and Mathematics

are those who say they feel comfortable in the school context, who distinguish the relevant information from the superficial, who asks questions, reflects on what learns and finally, they are students who say they plan their tasks before doing them. These results are partially similar to those reflected in the study by Miñano and Castejón (2011), where it is suggested that reading strategies have a mediating role in academic performance, highlighting a direct effect with verbal aptitude.

Reading strategies have been defined as sequences of procedures or activities that are carried out in order to facilitate the acquisition, storage and use of information Pozo, 1990. Then, there are intentional activities that are carried out on certain information in order to acquire them, retain them and be able to use them. These are carried out by the students, but also the emotional factor plays a fundamental role in the process of reading comprehension. The mentioned process is not possible without the active involvement of the reader; it is then required that he finds meaning to read. In this sense the motivational and affective aspects act

as an engine of learning. Solé 1992

5. Conclusions

According to the results obtained it is concluded that the students of the Languages career at “Universidad Tècnica deAmbato” consider that it is important to know the reading strategies in order to have a good development of the reading activity proposed by the teacher. These reading strategies are powerful tools that support students' reading comprehension, developing cognitive skills and critical thinking.

It has been verified that when students apply reading strategies, they are able to achieve a critical thinking. This is because they are aware that they must apply reading strategies to understand the text. Also, most students believe that reading comprehension is necessary to develop reading activities. The students know that a poor reading comprehension affects their learning, which in consequence would set up the lack of a reflective, creative, and critical spirit in them. In addition, they could express with their own words the most relevant concepts of a reading.

It has been evidenced that teachers have taught them some reading strategies, and most teachers use these strategies to develop a reading activity. Teachers also encourage students to use them to develop a reading activity. It is considered as a good practice for teachers, because students said that teachers do not only teach reading strategies, but also show how to use them when developing reading tasks. In addition, most teachers use methodological strategies, techniques, activities, which affect academic performance, for this reason student can make judgments to share their experiences and knowledge.

6. References

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Annex No 2. Student Survey



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



GUIDED SURVEY FOR THE LANGUAGES CAREER STUDENTS

OBJECTIVE: To collect information about critical reading strategies in reading comprehension of students in the institution.

INSTRUCTIONS: Read the questions carefully, mark with an "X" the answer of your choice.

1.- Which of the following reading strategies do you know?

Skimming () scanning () summarizing () prediction () paraphrasing () highlighting ()

2.- Which of the following reading strategies do you use to develop reading tasks?

Skimming () scanning () summarizing () prediction () paraphrasing () highlighting ()

3.- According to you, which of the following reading strategies are the most effective for You for the development a reading activity.

Skimming () scanning () summarizing () prediction () paraphrasing () highlighting ()

Another

.....

4.-Has the teacher taught you reading strategies to do your reading tasks?

Agree () Neutral () Disagree ()

5.-Does the teacher use reading strategies in order to develop a reading task?

Agree () Neutral () Disagree ()

6.-Before developing a reading task, the teacher encourages you to use reading strategies such as: skimming, scanning, summarizing, prediction, paraphrasing,

highlighting?

Agree () Neutral () Disagree ()

7.-At the moment of developing reading tasks, the teacher uses strategies or graphic organizers that help the students to be guided in the process of reading.

Agree () Neutral () Disagree ()

8.-When you develop long readings, the teacher suggests how to develop them, using reading strategies?

Agree () Neutral () Disagree ()

9.-Do you find difficulty to develop reading tasks without using reading strategies?

Agree () Neutral () Disagree ()

10.-Do you consider that when applying reading strategies, you achieve critical thinking?

Agree () Neutral () Disagree ()

11.-Do you consider that reading comprehension is necessary for the development of reading activities?

Agree () Neutral () Disagree ()

12.-Do you consider important to know reading strategies to develop reading activities?

Agree () Neutral () Disagree ()

THANK YOU FOR YOUR COOPERATION

Annex No 3 Urkund Report



Urkund Analysis Result

Analysed Document: TESIS_JAIRO_LUISA.docx (D33843002)
Submitted: 12/15/2017 1:54:00 PM
Submitted By: xcalero@uta.edu.ec
Significance: 1 %

Sources included in the report:

Luisa Jairo-anteproyecto.docx (D29989733)
LuisOswaldoGuadalupeBravo.doc (D22605239)

Instances where selected sources appear:

4