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MAESTRÍA EN LA ENSEÑANZA DEL IDIOMA INGLÉS COMO LENGUA EXTRANJERA

TEMA: “THE PREDICTION STRATEGY AND THE READING
COMPREHENSION SKILL IN LEARNERS OF ENGLISH”

Trabajo de Investigación previo a la obtención del Grado Académico de
Magíster en Enseñanza del Idioma Inglés como Lengua Extranjera

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A LA UNIDAD ACADÉMICA DE TITULACIÓN DE LA FACULTAD

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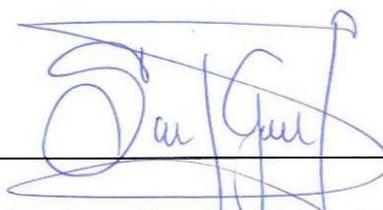
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DIRECCIÓN DE POSGRADO
MAESTRÍA EN LA ENSEÑANZA DEL IDIOMA INGLÉS COMO
LENGUA EXTRANJERA

TEMA:

“LA ESTRATEGIA DE LA PREDICCIÓN Y LA DESTREZA DE LA LECTURA COMPRESIVA EN APRENDICES DEL IDIOMA INGLÉS”.

AUTORA: Lcda. Susy Natalia Gómez Zurita

DIRECTOR: Mg. Jimmy Henry Torres Padilla

FECHA: Enero, 2019

RESUMEN EJECUTIVO

La lectura comprensiva, en el idioma inglés como lengua extranjera, tiene mucho valor en la vida de un estudiante puesto que, este idioma será parte de su pensum de estudio en su carrera universitaria y profesional. Las estrategias meta-cognitivas como: Inferir (habilidad de predecir o suponer temas en inglés) como parte del proceso de enseñanza- aprendizaje son un desafío en desarrollarlas en beneficio de los estudiantes. El estudio tiene como objetivo fundamental observar el impacto que tiene el uso de esta estrategia de la predicción en el desarrollo de la lectura comprensiva en noventa jóvenes aprendices del idioma inglés del tercer año de Bachillerato General Unificado de la Unidad Educativa “Andoas” de la ciudad del Puyo. El método utilizado fue el método acción ya que permite trabajar con el problema y hacer la toma de acciones de forma inmediata, se trabajó con el test de diagnóstico y el test de resultado final, en el cual se demuestra la mejora de habilidades en la comprensión lectora de forma cuantitativa. Además, se trabajó con una rúbrica para obtener los datos cualitativos. En esta parte también se considera la opinión estudiantil en el uso de la estrategia a través de una encuesta abierta. La investigación tuvo una duración de ocho semanas, en las que se llevaron a cabo lecturas auténticas que ayudaron en el enriquecimiento de vocabulario y al

desarrollo del pensamiento crítico. También se incluyó actividades para efectuar la estrategia de la predicción como una herramienta de formar una individualidad, consenso y respeto en los estudiantes. Los hallazgos finales fueron un mejoramiento en la lectura comprensiva, autoconfianza y se bajó el nivel de tensión al momento de las evaluaciones en los estudiantes que a la final se reflejó en sus notas.

DESCRIPTORES: lectura comprensiva, la predicción, estrategia, pensamiento crítico, auténtico y destreza.

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RESEARCH TOPIC:

“THE PREDICTION STRATEGY AND THE READING COMPREHENSION SKILL IN LEARNERS OF ENGLISH”.

AUTHOR: Lcda. Susy Natalia Gómez Zurita

DIRECTED BY: Mg. Jimmy Henry Torres Padilla

DATE: January, 2018

EXECUTIVE SUMMARY

Reading comprehension in English as a Second Language is of great value in student's life because it will become a part of the curriculum of his or her professional career. Metacognitive skills, such as inference (predicting or guessing English topics), are crucial in the learning process; the development of these skills is a challenge that must be overcome in order to benefit students. The goal of this research is to determine the impact of using the prediction strategy in the English classroom. The study was developed in the *Unidad Educativa Andoas*, located in the city of *Puyo*. The research methodology is based on action research, and it was used in order to diagnose the problem quickly in real context and develop a solution within the time given. An array of data collection tools was adopted; the test and post-test are quantitative tools that provided positive results of the teaching strategy in reading comprehension skills. A rubric was designed to collect data from the students in a qualitative way through an open survey, where students could express their opinion of the learning strategy. During the eight weeks of research, authentic texts were read in the classroom that helped students build their vocabulary, as well as develop their critical thinking. Moreover, other types of activities were included in the research in the interest of creating a sense of individuality and a positive atmosphere

that encourages consensus and respect among the students. Final findings show there was an improvement in reading comprehension skills, a boost in self-confidence, and a considerable drop in the level of stress in students at the time of evaluation. The combination of these factors had a positive impact in their scores.

Keywords: reading comprehension, prediction, strategy, critical thinking, authentic and skill.

INTRODUCTION

The research project entitled “The prediction strategy and reading comprehension skill in learners of English in students of third of Bachillerato at *Unidad Educativa Andoas*” has goal to determine the influence of implementing the predicting strategy to improve reading comprehension. In addition, it aims to highlight the activities that help the development of reading comprehension. Finally, the project investigates how the use of tools to get data allows for analyzing the problem and possible solutions.

The result showed that the predicting strategy has positive results when the student is the center of the teaching process in the classroom with good material for developing of reading comprehension. This research has been divided into five chapters, as described below:

Chapter I. This chapter contains an analysis of the research problem in macro, meso, and microenvironments; the critical analysis of the problem, causes, and effects of reading comprehension; and finally, the research objectives pursued by the researcher .

Chapter II. In this chapter, there are some international studies about reading comprehension with similar aspects as this research. Beside the philosophical foundations of this study, the Ecuadorian legal bases according to the education area and English reforms that are current today; there are clear key categories of distribution, which are the basis of the study.

Chapter III. This chapter mentions the approach, the basic method, level, and type of research, the population, and its characteristics that the researcher used, the operation of variables that were described in a

sequenced way. Finally, the results of the pre-test and post-test using a rubric to measure reading comprehension skill are given.

Chapter IV. In this part, the analysis of the results of the pre-test and the post-test in individual tables and comparative tables is presented. Furthermore, the information processed to a better understanding.

Chapter V. Here, the research mentions the final arguments distributed in conclusions and recommendations based on the results of the study. The conclusions and recommendations are made in a direct and clear way.

Chapter VI. This chapter shows a practical guideline for teachers to apply the prediction strategies to improve reading comprehension through authentic reading texts. The guideline is according to National curricula program in Ecuador.

CHAPTER I

PROBLEM STATEMENT

1.1. Theme

The prediction strategy and the reading comprehension skill in learners of English

1.2. Problem statement

1.2.1. Contextualization of the problem

Reading is a principal part of education. Nowadays, more than ever, it is important to increase reading comprehension the schools. Students around the world find the reading of a second language very difficult. This is true for all kinds of literature from basic stories to complicated science.

There are many reasons learners may not enjoy reading. One reason might be that the reading process is not appropriate for their age. Another reason is that frustration is felt when students are not successful in understanding their reading assignments. Teachers get frustrated, too, because they cannot find effective strategies for teaching reading. According to the National Center of statistics (2018) research of the Progress in International Reading Literacy Study (PIRLS), “six students out of ten have problems in reading comprehension in the United States of America.

According to Cameron’s (2012) research reading comprehension problems may be caused by the fact that students do not spend enough time reading. Students aged 12 - 24 years old spend 10 minutes per day reading and 140 minutes watching TV. Another important point is that strategies do not appropriately engage students in order to improve reading comprehension. Teachers have to find many resources for students reach

a good proficiency in reading. Moreover, teachers have to learn many strategies about how to teach reading.

According to *El Comercio*, an Ecuadorian newspaper, the Ecuadorians read a half book per year (Criollo, 2017). Furthermore, In Ecuador 43% of the population is literate, whereas in Spain, it is 92% and in Colombia, it is 77%. In comparison, Ecuador has a low percentage of literacy. This information is according to *Centro Regional para el Fomento del Libro en America Latina y Caribe* (Cerlalc) published in 2012.

English reading comprehension problems can be seen in ELF learners in countries where English is not their mother tongue because of the new policies and regulations from the Ministry of Education in which students must know English and have a high level of English comprehension (Barrera Erreyes & Barragán García, 2017). That is the case in Albania, Arabia, Israel, Japan, and the Latin countries as an example. There are several types of research that show the reading comprehension problem in English's learners, such as mechanical reading, no understanding of texts, reduced vocabulary and no use of reading techniques.

Ecuador is not the exception because the new policies for learning the English language have high requirements for learners when they finish their high school studies, based on international indicators that are part of the new Curricula Program in Ecuador (2016). With the new performance criteria, the education system has shown that Ecuadorian learners have a low ability to understand passages, texts, and so on. Then, when they finish their studies, they might have a real problem understanding the English language and achieving the goals of the new curricula program.

There are many reasons for poor reading comprehension. It may be because of a lack of good strategies, a poor class environment, a lack of technology, or a lack of good study habits (Council, 2015). The books of

the Ministry of Education of Ecuador and certain books programs have short readings that are not enough for developing the reading activities. The books have few strategies for improving reading comprehension. Another reason may be that our society does not promote reading enough. Moreover, in English language classrooms, teachers often just ask questions about the reading, which have a correct or incorrect answer, making this process boring for the students.

In the *Unidad Educativa Andoas*, English teacher staff has seen many problems in reading comprehension based on the application of assessment criteria where learners were evaluated through reading news articles, biographies, blogs, and magazine passages. The results showed that students have not developed the ability to find the main idea, details, commentaries and answer the comprehension questions. According to the last assessment, the reading comprehension skill indicated a low score. The test was made by the vice principal because he wanted to check the reading comprehension skill and the poor use of strategies in English language classrooms. As a result, the learners need to improve reading comprehension skill and teachers need to use fresh strategies. Another relevant aspect is that the English teachers of this institution they are engineers of tourism or are computer technicians; they are not English teachers, and then, they do not know to manage the teaching and learning process or reading comprehension strategies.

Problem Tree.

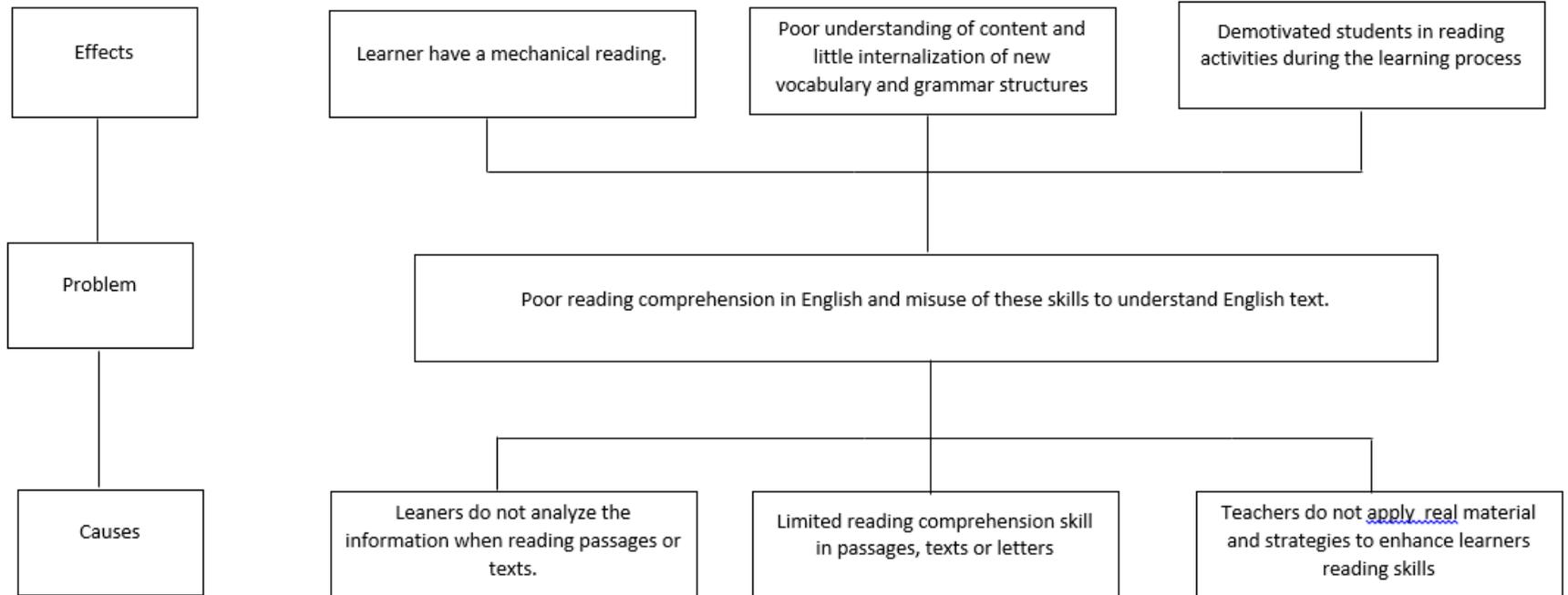


Figure 1: Problem Tree
Author: Gómez, S (2018)

1.2.2. Critical Analysis

At present, learning the English language is a huge requirement in professional areas; English has become a widely used tool in most areas of communication. Universities, high schools, and schools have the great responsibility to teach English as a second language. Teaching and learning activities are developed because their main goal is to develop communication and understanding so that students have access to a different kind of information about teaching activities.

Obviously, reading comprehension has become a problem in Education because students do not seem to understand the reading process. Because many students do not like reading, they do not try improving their reading comprehension skills. Herrera (2016) mentions that Paulo Freire, who was a Brazilian educator, who developed the concept of critical thinking, states that reading is not simply a process of decoding written words . Robb and Susser (1989) mentions that in many countries where English is not a native language, reading has been a skill most emphasized in ELF situations. For example, in Japan at the secondary and universities level, learners learn reading, but reading is taught by the translation process. The same thing happens in Ecuador: the traditional teaching makes learners develop a mechanical reading without analyzing the information.

The limited reading comprehension skill in passages, texts, or letters is caused when learners are not able to understand the text structures or new vocabulary. Often the writer helps the reader recognize important details, text organization, and verb tenses. If learners do not recognize the aspects mentioned before, they will have a poor understanding of grammar structure or vocabulary (Rohman, 2017).

The ELF learners face problems with vocabulary; they are sometimes confused with words with similar lexical forms or morphological forms. The lack of reading practice makes learners not have enough vocabulary to understand texts. Moreover, learners read some false cognate words and they do not comprehend them, so it makes difficult to understand (Medjahdi, 2015).

According to Snow (2002) , reading comprehension is a process that works in a simultaneous way and builds meaning. It has a close relationship with the written language because it has three elements: the reader, the text, and the purpose of reading. In this part, reading articles, passages or written material is not appropriate to age, level or likes. That can be a problem in the reading process with learners. If there is no real material with authentic vocabulary and ELF teachers use a few strategies for understanding, the result will be unmotivated students

1.2.3. Prognosis

If in the future this problem is not solved, EFL teachers in *Unidad Educativa Andoas* will face problems such as; poor reading comprehension, students with low level of critical thinking, without habits for reading, with difficulty in reflecting, analyzing and expressing thoughts. The teachers must use the prediction strategy to enhance students' reading skill in classrooms. If the learners are motivated by the use of the prediction strategy, they will have benefits, such as developing analysis, acquiring vocabulary, using previous knowledge to support the new knowledge, and understanding messages, sentences, and words.

If prediction strategies are absent in the reading comprehension teaching process, obviously, the traditional process of teaching reading will continue with mechanical reading without analysis, translating texts during class, doing the reading tasks at home without guidance or reading aloud without knowing the real meaning. The negative consequences will persist

in the University, where English is a mandatory subject in order to study any career.

1.2.4. Setting of the problem

What are the results of implementing the prediction strategy to improve reading comprehension skill in Learners of English?

1.2.5. Research questions

- What is the level of the students' reading proficiency before and after the use of predicting strategy?
- What is the level of improvement the students have in reading sub skills during the application of prediction strategy?
- What are the students' perceptions toward prediction strategy?

1.2.6. Research delimitation

Field:	Education
Area:	English as a Foreign Language.
Aspect:	Teaching-Learning Strategy
Spatial scope:	Third <i>Bachillerato, Unidad Educativa Andoas</i> located in Puyo in Province of Pastaza
Timeline:	April and May, school year 2017-2018.

1.3. Justification

This study is primordial in this educational unit because it is the first time that they will have the first graduates. It is the first time that a teacher that it does not belong in this high school it will do research about the English language, someone never made a study about the weaknesses in the certain area of English (reading comprehension), less in helping to strengthen a skill through a proposal to improve it. Therefore, it will help to

the implementation of National Curriculum Guidelines English as a foreign language. The research will give a positive in teachers and students.

The present study will be done in order to reduce the inability to understand English texts and to improve the low performance on tests among ELF learners in the *Unidad Educativa "Andoas"* according to international indicators established in The Common European Framework. The study shows the range pedagogical impact because the prediction strategy gives the opportunity to activate background knowledge to follow the steps of the knowledge system. It was mentioned by Herrera (2010) that background knowledge helps to strengthen the learning process in learners. This study will show how the strategies are able to help to students. For example according to Porter (2008) "The strategies are actions or activities that help the learning process and to help clarify the objectives in many areas of learning."

The study will have a social scope because if ELF learners understand English, they will be immersed in the new program of study, called CLIL (Content and Language Integrated Learning) where they learn culture and values through authentic texts. The study of the prediction strategies will work to reduce the insecurity; the challenge was to be more confident (Herrera S. , 2010). The research will have language dimensions, such as accuracy, vocabulary, grammar, and reading comprehension.

Learners will have a real sense for reading and know that the key is that the writers need to transmit or to discover the real message. This research will have a positive impact and attain the indicators established in CEFR. Our students will acquire good understanding and motivation for when they study English in Universities.

Another important aspect is that the Ecuadorian Government SENECYT (*Secretaría de Educación Superior y Ciencia Tecnología e Innovación*) has some agreements with international universities

emphasizing science and technology. These agreements emphasize professional skills where English is used as a resource. If our students are able to understand authentic files, contracts, educational and life insurance, posters, flyers, textbooks for studying, and establish communication, we can say that they are a part of a global communication system (SENECYT, 2018). Finally, the beneficiaries are teachers and students of the *Unidad Educativa Andoas*. The feasibility of this research has been shown by teachers and authorities of the high school during the study.

1.4. Objectives

1.4.1. General objective

To determine the result of implementing the prediction strategy to improve reading comprehension skill in students of third bachillerato at *the Unidad Educativa Andoas*.

1.4.2. Specific objectives

- To evaluate the level of the students' reading proficiency before and after the use of the prediction strategy.
- To determine the level of improvement that students have in sub skills reading during the application of prediction strategy.
- To establish the students' perceptions toward prediction strategy.

CHAPTER II

THEORETICAL FRAMEWORK

2.1. Research background

There are some relevant studies about how English follows the Common European Framework, and the studies are varied. The studies are about reading comprehension and prediction strategy as part of a set of strategies to improve the reading skills of some students from an early age.

The effects of reading comprehension strategies in the foreign language in a group of 61 Iranian learners show positive results. The researcher used strategies where the students made the analysis and learned new vocabulary with previous knowledge. The researcher applied pre and post- tests and saw that this had a significant positive impact on reading comprehension in intermediate students ELF learners (Khoshsima, 2014).

The prediction strategy is part of a larger framework on “reciprocal” (or collaborative) teaching. This page focuses on predicting and questioning, and suggests ways to assess students’ competence using the strategy (DESIGN, 2015).

In another investigation of reading comprehension about the impact of strategies in lower levels reading among 210 English students were completed at a Japanese university. The students were divided into two groups. The treatment group received reading strategies in an eight-week period. The strategies were making predictions, inferences, selective attention, and summarizing reading texts. The research was to verify if the students used or did not use the strategy. Within five months, the students

were using the strategies to solve their tasks in English reading (Linguistics, 2005).

Another research study called Predicting high school students cognitive engagement and achievement, which was applied in the USA to 220 high school volunteers. They were from a suburban high school in the Midwest, where the English classes were taught by three teachers. This research demonstrated how teachers are able to encourage positive motivation. In this study, the instruments used were pretest, reading proficiency test, scales or rubrics and questionnaires to collect information. This study, context, and samples were reported by Greene, Miler, Croson, Duke, and Akey (2004).

Song (1998) designed a study called *Teaching Reading Strategies in an ongoing EFL University Reading* and completed at the Seoul National University in an English reading class. The study examined students who were taught four concrete strategies: summarizing, questioning, clarifying, and predicting. The instruments pretests included forty multiple-choice questions and six passages of 300 words. According to the results, students with low levels improved the most. It is followed by the other levels too. The method was study context and sample.

There is another research study called *Role of Reading Engagement in Mediating Effects of Reading Comprehension Instruction on Reading outcomes*, it was applied in Maryland school. The students had a great variety of results, but the results were not conclusive. The tools were standardized tests. To interpret the information they used MANOVA system (Wigfield, et al., 2008) .

Another example is a research about *Strategies Training in the Teaching of Reading Comprehension for ELF Learners in Indonesia*. The researchers applied some techniques that were modified from the procedure developed by Brown and Palincsar, which involved three

concrete reading training strategies: predicting, text mapping, and summarizing. Making predictions helped students become actively involved in reading and helped keep their interest level high.” This article gives a study of training reading strategies that were applied to the tenth-grade students of a vocational high school in Indonesia. More specifically, this study is aimed at investigating the effectiveness of training reading strategies with students where prediction is a good tool for improving reading comprehension. However, this study was made in the eighties (Junaidi, Alfian, & Nofita, 2016).

2.2. Foundations

2.2.1. Philosophical Foundations

The philosophical foundation is based on the critical and social-cultural paradigm in English learning. It appeared in the XX century, when learners needed to learn a new language and the researchers studied and analyzed the English curriculum programs. Furthermore, the findings were showed to teachers and students. With the findings, they had a chance to think in a critical manner and to decide on their position about how to teach or learn a language (Lin, 2008). The study is based on paradigm mentioned before because the EFL learners of the *Unidad Educativa Andoas* has poor understanding of reading comprehension, and the researcher will be involved in the process.

2.2.2. Epistemological and Pedagogical basis

The National English Curriculum Guidelines state that the epistemological and pedagogical basis establish how English must be taught and learned through the constructivist approach where the learners have developed their cognitive, emotional and motor skills in their environment in their mother tongue (Spanish). These experiences and

learnings will help to grow the new knowledge to be expressed through English (Educacion, 2014).

The constructivists suggest a paradigm, based on the dynamics, and the interactive way to teach or to learn a foreign language. This cognitive revolution appeared during the 60's with Bruner with the cognitive pedagogy where the learner had to classify, to analyze, to predict, and to deduce. The development of reading comprehension through prediction or inference was developed before, during and after the learning process as a way to build a cognitive skill (Lin, 2008).

2.2.3. Axiological basis

The National English Curriculum (2014) states that English teachers according to standards in domain number two, must work with a good environment of tolerance, respect ,and confidence in a multicultural group of people. The Ecuadorian curriculum provides the framework where the teaching English must work closely with the transversal axes. Teachers must develop citizenship rights, intercultural awareness, responsibility, and solidarity. This foundation is closely connected to the predicting strategy because the students use their wrong or right ideas to develop concepts. The teacher and students must create a tolerance and respect the environment.

2.2.4. Legal Basis

The legal basis are based on *Constitución de la República del Ecuador, el Código de la Niñez y Adolescencia y el Reglamento de la LOEI.*

Constitución de la República del Ecuador (2008): La Constitución de la República del Ecuador. Decreto Legislativo 0.

Registro oficial 449 de Octubre -2008 vigente establece: Sección quinta Niñas, Niños y adolescentes Art. 44 señala:

El estado, la sociedad y la familia promoverán de forma prioritaria el desarrollo integral de los niños, niñas y adolescentes, y asegurarán el ejercicio pleno de sus derechos, se atenderá al principio de su interés superior y sus derechos; se atenderá al principio de su interés superior y sus derechos prevalecerán sobre los de los demás personas.

Las personas niñas, niños y adolescentes tendrán derecho integral, entendido como proceso de crecimiento, maduración y despliegue de su intelecto y de sus capacidades, potencialidades y aspiraciones, en un entorno familiar, escolar, social y comunitario de afectividad y seguridad. Este entorno permitiría la satisfacción de sus necesidades sociales, afectivo –emocionales y culturales, con el apoyo de políticas.

According to Art 44, all the population in the study has a diverse social, economic, cultural, gender, religion, and political background, and they fulfill their rights. They will develop their social abilities in family, school, and community. The learners share a good environment that helps their emotional and cultural needs. The research has free learners with exercise in their rights to work (Constitución de la Republica del Ecuador, 2008).

Título VII Constitución de la República Del Ecuador (2008): Art. 343. Del Regimen Del Buen Vivir. 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, y funcionará de manera flexible y dinámica, incluyente, eficaz y eficiente.

El sistema nacional de educación integrará una visión intercultural y lingüística del país, y el respeto a los derechos de las comunidades, pueblos y nacionalidades.

Código de la Niñez y Adolescencia. Capítulo II relacionado con el derecho al desarrollo (2003).

Art. 37. - Derecho a la educación, exige de un sistema educativo que:

1. Garantice el acceso y permanencia de todo niño y niña a la educación básica Como del adolescente hasta el bachillerato o su equivalente.
2. Garantice que los niños, niñas y adolescentes cuenten con docentes, materiales didácticos, laboratorios, locales e instalaciones y recursos adecuados y gocen de un ambiente favorable para el aprendizaje. Este derecho incluye el acceso efectivo y a la educación inicial de cero a cinco años, y por lo tanto se desarrollarán programas y proyectos flexibles y abiertos, adecuados a las necesidades culturales de los educandos.

The *Unidad Educativa Andoas* has 69 years in the city of Puyo, the teachers have experience. In addition, the majority of teachers use techniques, methods, and strategies to teach. Teachers work in inclusive education, as a result, they are adapting their curricula plans to work with learners with special needs.

The *Unidad Educativa Andoas* is working with students from seven nationalities of Amazonia: *Andoa, Cofanes, Shuar, Achuar, Kichwa, Waorani, and Zapara*. The values of cultural diversity, respect for the rights of the communities and linguistic diversity are base on in our laws of Ecuadorian Constitution.

Ministerio de Educación del Ecuador (2014):

Acuerdo N# 0052 -14

Art.1 .- Disponer que la enseñanza del Idioma Inglés a partir del año lectivo 2016-2017, Régimen Sierra y 2017-2018, Régimen Costa sea

obligatoria desde segundo grado de Educación General Básica hasta Tercer curso de Bachillerato para todas las instituciones fiscales y particulares del País .

Ministerio de Educación del Ecuador “Normativa para la implementación e instrumentalización de la disposición transitoria contenida en el: Acuerdo Ministerial N# 041-14(Acuerdo 0052-14)

Art. 1 .-Se dispone que la enseñanza de inglés , a partir del año lectivo 2016-2017, régimen Sierra y 2017-2018, régimen Costa sea obligatoria desde el segundo grado de Educación General Básica hasta tercer curso de Bachillerato, para todas las instituciones públicas, fisco misionales y particulares del país , para la enseñanza de la asignatura de inglés se podrá utilizar las horas de Clubes que fue expedida que fue expedida en la malla curricular del Acuerdo Ministerial 0041-14 de marzo 2014 (Educación, Boletín Informativo Jurídico, 2014).

Ministerio de Educación del Ecuador (2014):

Acuerdo N# 00020-16

Disposiciones Transitorias Segunda. - Disponer:

Que el currículo de Lengua Extranjera-Inglés se implemente de manera progresiva hasta contar con el talento humano apropiado que posibilite atender eficientemente la enseñanza de este idioma. La implantación del Currículo del idioma Inglés desde el segundo hasta el séptimo grado de Educación General Básica en todas las instituciones educativas del país se deberá realizar a partir del año lectivo 2016-2017 para el Régimen Sierra y 2017-2018 para el Régimen Costa. En el currículo Integrador del Subnivel de Educación General Básica Preparatoria se introducen un conjunto de contenidos básicos de Lengua Extranjera-Inglés, los mismos que sentarán las bases (starter level) del nivel Pre. A 1.1 del

Marco Común Europeo de Referencia para las lenguas: Aprendizaje, Enseñanza, Evaluación (MCER) que se desarrollara en el subnivel Elemental a establecerse a partir del año lectivo 2016-2017 para el régimen Sierra y 2017-2018 para el régimen Costa. Los niveles propuestos para la implementación en la Instituciones públicas, municipales y fisco misionales de todo el país, se describen a continuación.

The *Unidad Educativa Andoas* implemented according to *Acuerdo Ministerial* N# 0052-14 (Constitución de la República del Ecuador, 2008) that from second grade of basic to third of *Bachillerato* the English teaching to children and teens. The authorities decided that the Computer Engineer and Tourism Engineer teach English during the scholar year because there are not English teachers with a degree in the area. The curriculum program will be implemented in a progressive way according to the Common European Framework of Reference for Languages with international indicators of performance in each skill. This framework is a challenge for teachers and learners.

2.3. Key Categories

Independent and Dependent Variable

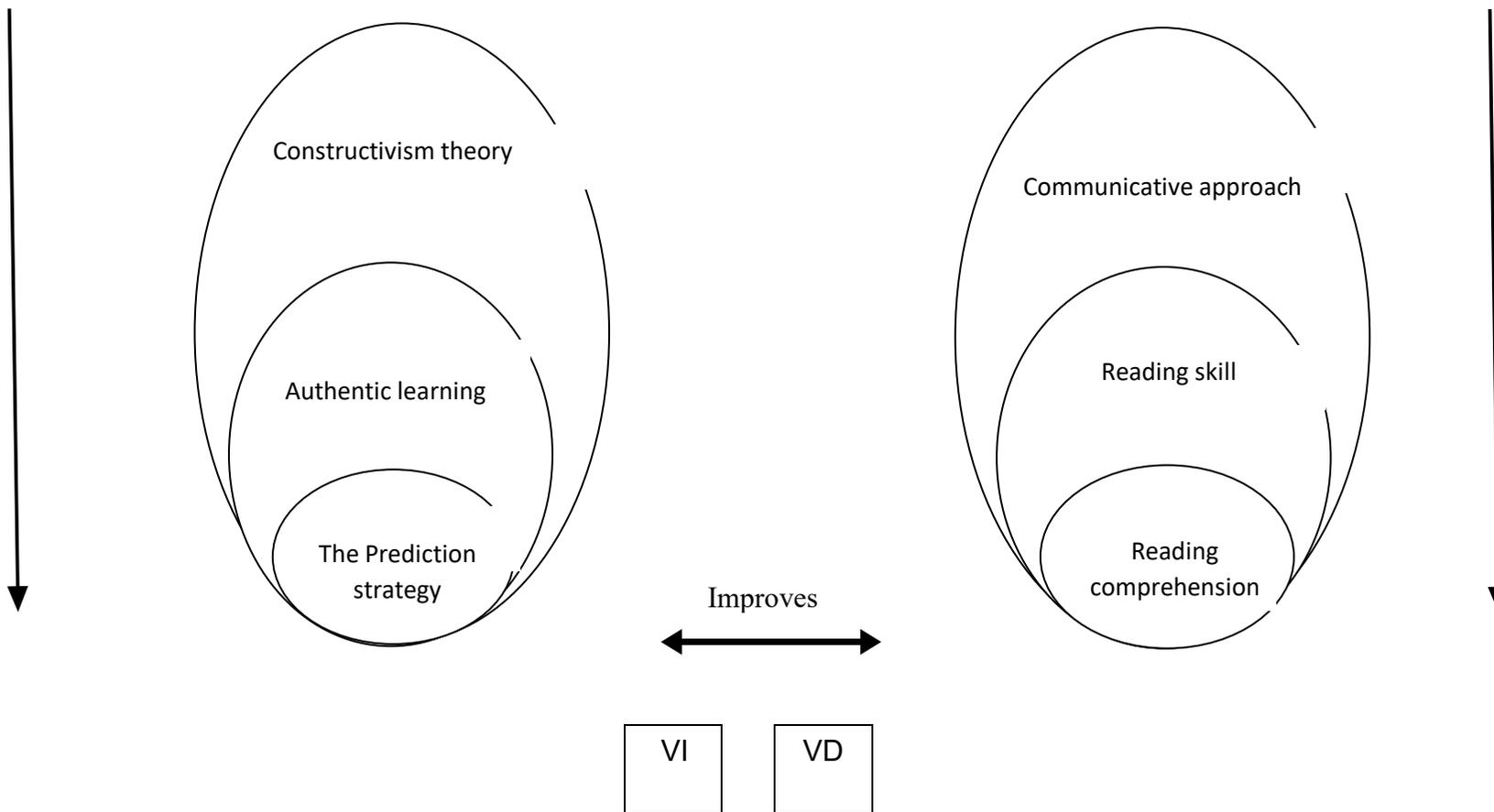


Figure 2: Independent and Dependent Variable
Researcher: Gómez, S. (2018).

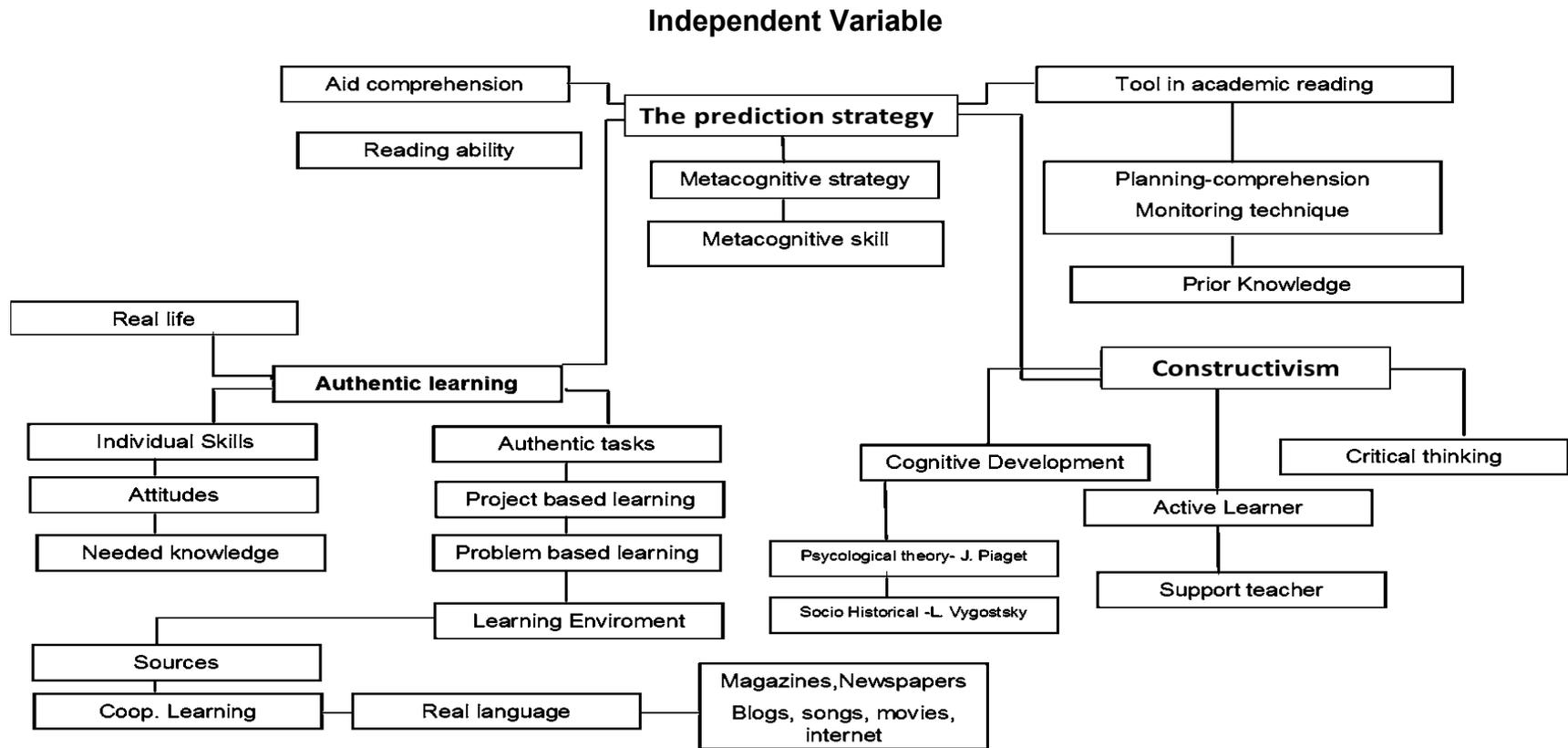


Figure 3: Independent Variable
 Researcher: Gómez, S. (2018)

Dependent Variable

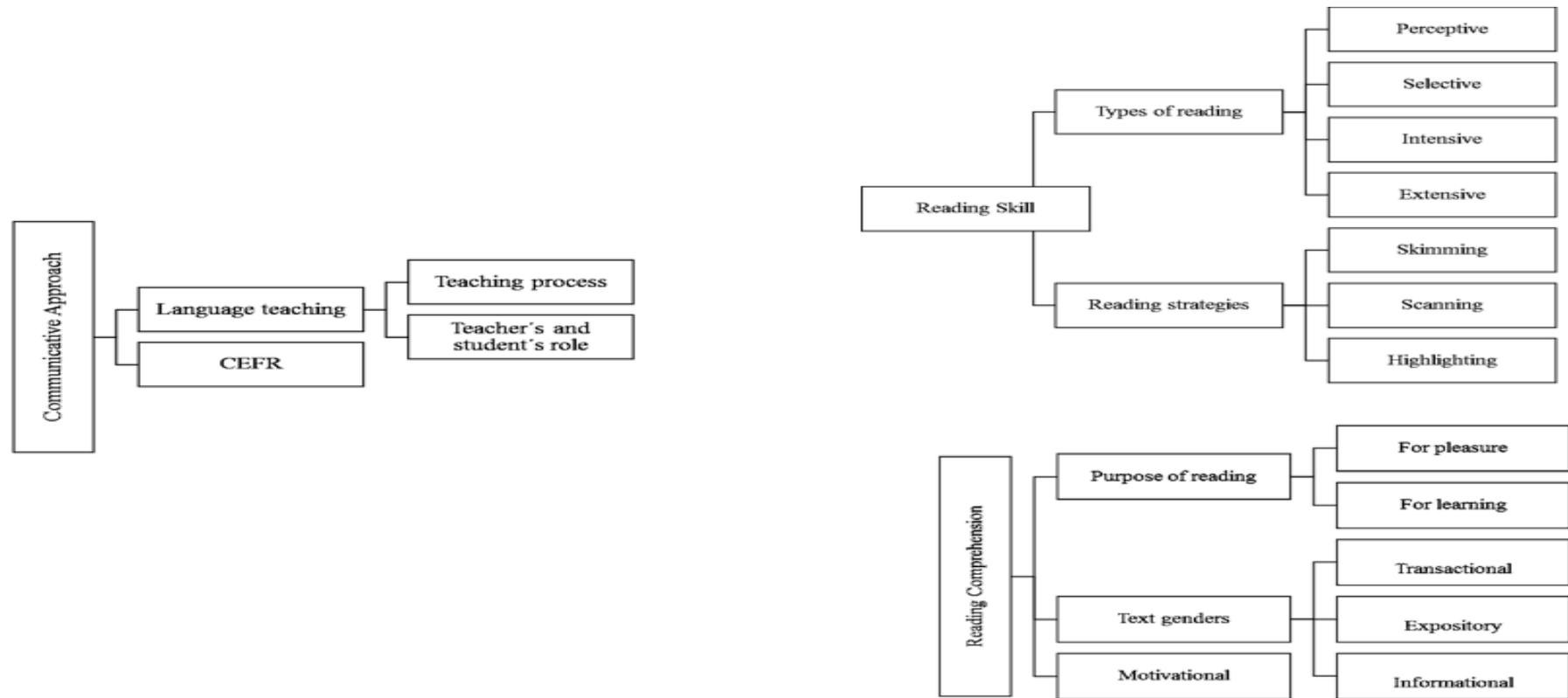


Figure 4: Dependent Variable
Researcher: Gómez, S. (2018)

2.3.1. Independent Variable

2.3.1.1. Constructivism theory

According to Pearson dictionaries (2017), “Constructivism is a theory that learning is an active process and that people gain knowledge and understanding through the combination of experiences and ideas”

Piaget (1977) and Kelly (1991), state constructivism is a view of learning based on the idea that knowledge is not a simple thing, where teachers show in front of the class. Knowledge is built by learners through a mental process. They are creators and their ideas are the base to learn the new topics, with a guide provided by teachers (Gray, 1997).

Constructivism is when the knowledge is discovered by learners during the class. For example, Confucius the Chinese philosopher`s quote says: “I hear and I forget. I see and I remember. I do and I understand.” The quote means teachers must not teach in a traditional way of knowledge. The teacher's role is to engage learners to be a person with critical thinking. The critical thinking provides a reasonable conclusions and suggestions (Adom, Yeboah, & Kusi Ankrah, 2016)

Constructivism to Fosnot (2007), is a theory that describes communities of learners where they describe and share certain information. Learners enjoy using the knowledge following some patterns and models in the classroom. Teachers are able to manage the community of learners and elicited some ideas based on some previous knowledge.

The constructivism theory provides a solid foundation for this study because the teaching and learning activities can be developed based on this theory, where learners are an active part of the education. The constructivism theory is demonstrated when learners makes predictions in simple way in their language. The goal is to convert this spontaneous way

of making predictions into a systematic way to process understanding the texts or giving ideas in class in an easy way to contribute the learning.

In the study, learners use the prediction strategy as a tool to understand and anticipate what reading is about. The prediction strategy uses titles, headlines, pictures, sentences and diagrams as a guide. In addition, learners' brains work in their prior knowledge about the titles, pictures and etc. Finally, the result is to make conclusions based on critical analysis.

Exponents of Constructivism

The maximum exponents of the constructivism theory are Jean Piaget, Lev Vygotsky, Jerome Bruner John Dewey, Montessori and George Kelly. They are recognized for their job. Who were they and how did they help in the education field?

Pedronzo (2012) mentions that students will create knowledge through experience in their own environments. It is called constructivism when humans have control to do things and to be part of facts in their lives. Two principal authors helped to develop this theory: Jean Piaget and Lev Vygotsky. Each worked in separate areas. Piaget studied how knowledge is made through interacting with the environment. On another hand, Vygotsky studied how the environment modifies humans. Jean Piaget supports his theory in these main points: intelligence is a biological factor, the mental schema, and cognitive process.

Jean Piaget (1896) was a Swiss psychologist who worked on the child development. Besides, he explained the cognitive development as a result of biological maturation and environmental experience. Children have environmental experience, and then they connect it to their knowledge. Finally, they discover it in their world.

Piaget worked with three basic components in his theory: the schemas, the adaptation, and the stages of cognitive. The schemas are the buildings blocks of knowledge, the adaptation is when learners are able to move another stage of knowledge, and finally, the stages of cognitive are sensorimotor, preoperational, concrete operational, and formal operational (Adom, Yeboah, & Kusi Ankrah, 2016).

Vygotsky (1926) was a Russian psychologist who worked on the culture social theory. He considered the social interaction of the community a special role in learning a language. At the same time culture works in cognitive development. Its development is known as a higher level of thinking to create ideas and concepts (McLeod, 2014)

Lev Vygotsky was an idealist author and promoted the cultural-historical theory of cognitive development. This theory is focused on the role of culture in the higher mental process while the social-cultural process also promotes critical thinking in learners.

As English as a foreign language (2016),) mentions the 21st-century skills through learning a language the global engagement and social thinking skills. Learners have a goal to understand other cultures and their own. *The Unidad Educativa Andoas* works with this national curricula program (CLIL), a model applied to develop thinking and social abilities with cultural aspects. Certainly, Piaget and Vygotsky's theory is contributing to our education field currently.

John Dewey (1938) importance of the previous knowledge and learner's life experience to build new knowledge. The Lev Vygotsky's zone of proximal development theory was a huge contribution in the educative field. Both Dewey and Vygotsky worked in constructivism theory (Adom, Yeboah, & Kusi Ankrah, 2016).

The Ecuadorian curricula program is based on constructivism theory; it establishes that the learner must be the center of learning. Teachers have to develop strategies, methods, and techniques in English learning. The prediction strategy claims that previous knowledge will build the new knowledge. In this way, the study shows the constructivism theory in its activities.

Cooperative learning

The cooperative learning method is an instructional method whereby learners in small groups collaborate in the learning process. Furthermore, it is used to teach language skills, such as English reading comprehension skills, English writing skills, and speaking skills. Most studies establish the effectiveness of cooperative learning because it promotes a positive environment, social interaction, interpersonal skill, and individual responsibility. Teachers have a mediator role to ensure learners have the same opportunities in their groups (Johnson, 2009).

There are reasons to decide that cooperative learning is a good method for predicting works in effective ways. First, it has been shown to have a positive effect on student learning when compared to individual or competitive conditions (Johnson, 2009). Secondly, according to Slavin (1995), cooperative learning is an instructional tool where the student helps the group to improve their academic skills. Individual performance helps in four aspects: motivational, social, empirical and cognitive support. Another contribution is to raise the learning achievement.

Finally, Johnson (2009) found that cooperative learning is helpful in assisting the group to work together to reach the main goal. Within cooperative events, people look for the outcomes that are beneficial to themselves and beneficial to all other students in the group. Cooperative efforts maximize the assignment and develop competition to achieve an academic goal.

In another study, Richards & Rodgers (2014) state that the prediction strategy is part of cooperative learning. They found several premises about the interactive and cooperative nature of language. The first premise is that people were born to talk because they acquired the language according to the environment. If teachers are able to create a good environment in which learners predict about some topics, learning will occur. Teachers could expand communication and facilitate reading comprehension. The second premise is to organize information. Teachers organize the topics or some events about stories, tales, or news to create the environment for reading comprehension. The third, premise says ideas can operate according to certain rules. Finally, students learn through cooperation with other classmates.

2.3.1.2. Authentic Learning

Authentic learning is a huge variety of strategies, techniques, and methods which are applied to improve the learning process. Learners learn to do something based on critical thinking. The ability to solve problems. Also, the observation is applied as a tool to discover or to activate the knowledge (Pearson, 2017) . In the study, learners applied the prediction strategy through observation, it motivates critical thinking. Several examples can be used to solve problems.

Four kinds of authentic learning

According to David Williamson (2013), there are 4 kinds authentic learning:

- a. Learning is personally meaningful for the learners
- b. Learning relates to the world outside the classroom
- c. Learning promotes the opportunity to think
- d. Assessments reflect the learning process

During the study, the learning process was valuable because of the deficiency discovered in reading comprehension in learners due to the traditional methods applied. The curriculum introduction was a challenge because it was the first wave of this curriculum and it was based on bringing the real world into the classroom. The learner had to develop appropriate thinking, and learners had to be evaluated according to the new curriculum. Also, the teachers had to find relevant topics with fresh strategies to develop the thinking processes and use assessment with professional criteria. To sum it up, the application of the prediction strategy was the correct strategy for learners and teachers.

2.3.1.3. The purpose of authentic learning

The purpose of authentic learning is to bring the world into the classroom or to imitate a real life situation about news, common situations, or problems. This term is used to create real-life experiences in classrooms. This application makes sure concepts will be applied in the best way possible to increase knowledge in a practical way. Many authors mention that the application of many real tasks in class improves learners' abilities to develop skills, attitudes, and behavior (Laur, 2013).

Authentic learning has a relationship with the word authenticity, according to Grave (2009). The texts must be clearly understood to engage the students in the new suggestions listed below:

1. Provide an attractive reading material and class library
2. Provide a time for reading
3. Create opportunities for reading different kind of texts
4. Find out what things the learners like or do not like to read
5. Create incentives when the students read
6. Allow students to read comics
7. Generate student suggestions or comments

The *Unidad Educativa Andoas* will have, for the first time, an English material with the characteristics mentioned before, in order to enhance reading comprehension, to develop reading skills, to provide a variety of reading passages with authentic vocabulary, to conduct activities using a new strategy, and to use the pre-reading activity.

Individual skills

According to the research written in “English as a Foreign Language for *Bachillerato* Curriculum” (2016), individual skills include anything from understanding simple a postcard message to identifying the main ideas in straightforward texts about personal, familiar, or academic topics. Moreover, these abilities are expressed in reading comprehension areas, such as completing gaps, answering open questions, identifying true or false information, understanding diagrams, choosing information, and completing gaps.

Learners will develop these skills with the application of an Ecuadorian English Textbook the study used the book to apply the prediction strategy as a way to see achievement in this weak area of reading comprehension, which it is a concern at the *Unidad Educativa Andoas*.

Teaching materials

The teaching materials are used to help learners to learn English, they must be capable of contributing to the achievement of the educational aims. The following teaching materials are books, visual materials, and worksheet papers with authentic texts. The Ecuadorian system implemented a series of books. The study took the teaching materials to check the reading part that learners had the difficulty of understanding to support a strategy. According to, *Methods of Teaching English* book published by Rogova during the 1975s. The books fulfill with main characteristics.

A teacher's book

The teacher's book is a part of *El Proyecto de Fortalecimiento del Idioma Ingles 2012*, where the contents were written according to the current global demand for language. This book includes the teaching process and has activities for all skills. The English book is classified by level and it has cd audio. Likewise, in the Ministerio web page, there are certain links to develop, speaking, listening, and reading activities with a corresponding rubric.

Learner's book

In addition, the learner's book contains the material which learner will complete during the class. The Ecuadorian English textbook provides content, knowledge, speaking, and reading, listening and writing activities according to the aims of foreign language teaching in high school. The book contains topics and illustrations necessary to be able to complete the reading activities and properly execute the speaking skills. Moreover, the book has exams, word lists, and a dictionary for each topic. The teaching materials are used to help learners learn English (Educación, Lengua Extranjera - Ministerio de Educación, 2016).

Authentic Texts

"English as a Foreign Language Curriculum" (2016) supports the fact that learners must be exposed to authentic texts that are chosen with appropriate criteria. In addition, the texts must be easy to understand and the level of difficulty must be analyzed according to the needs of students

The curriculum is divided according to the level and kind of text. For example, A1.1 learners will check messages about labels, invitations, ads, postcards, and catalogs to do intensive reading. They will also do extensive reading, and they will examine emails, articles, and lectures.

According to Brown (2000), it is important the texts be grammatically and lexically simple and show the real world. For this reason, the author suggests that teachers have to compare and balance authenticity and readability. Success will be considered when the group of learners can complete the activities of pre reading and post reading, and can reach the main goal of understanding the written document.

Authentic learning has a close relationship with authentic texts as material because they are aligned with the world outside the classroom. They must reflect the environment or real-life events through passages, comments or telling. For example the lyrics of songs and the dialog of comics. These sources can encourage English learning in class

Sources

English as a Foreign Language for Bachillerato (2016) explains that teachers must engage a student in a variety of different print texts. Today the Internet is a tool for learning not only English, but also students can learn many things from how to cook a portion of spaghetti to how to play the guitar. Teachers and students can learn through many sources such as newspapers, magazines, lyrics of songs, journals, and printed documents at the proper levels. The most important factor is that real language is used by native speakers.

The *Unidad Educativa Andoas* has implemented its English area with books, newspapers, magazines, posters, MEC web pages, and cd-roms, and several hours in a laboratory to use the internet. This material and sources will encourage all learners' linguistic capabilities and English language teaching.

2.3.1.4. The prediction strategy

The prediction strategy is based on an interactive system where students and teachers are able to share ideas, feelings, or points of view. For example; teachers ask learners to read information (headlines, titles, pictures, summaries, or charts) in order to build up main ideas or concepts that might appear further along in a text. After making a prediction, they make inferences (Bos & Anders, 1990).

According to Bailey (2017) making predictions is more than just guessing what is going to happen next. Prediction helps students become actively involved in reading and helps to keep their interest level high. Some of the other benefits of teaching students to make predictions is that they are able to ask questions during the reading process. They are also motivated to skim information to understand some events or part of a story for tale. Finally, they can manage the reading material.

Making predictions is a strategy in which readers use information from a text (including titles, headings, pictures, and diagrams) and their own personal experiences to anticipate what they are about to read or what comes next. A reader involved in making predictions is focused on the text at hand, constantly thinking ahead and also refining, revising, and verifying his or her predictions. This strategy also helps students make connections between their prior knowledge and text purpose (Fries-Gaither, 2011).

The prediction strategy is authentic learning because teachers can bring in real-life problems to be applied in class(Herrington & Herrington, 2006) In addition, teachers could use a lot of tasks for the predicting strategy based on real life context and use a lot of resources, such as organize predictions, complete stories, and journal prompts blogs. Many workshop written samples are important tools. These tools help to students develop reading comprehension and expand critical thinking (Breitbart, 2005, p. 44).

The following components can apply the prediction strategy to understand texts. The next definitions were taken by person dictionary (2017).

Headlines

“A line of words printed in large letters as the title of a story in a newspaper, or the main points of the news that are broadcast on television or radio”.

Titles

“The name of a film, book, painting, piece of music, television program”.

Pictures

“Picture is a drawing, painting, and photograph, image watched on a television, cinema, or paper.”

Diagrams

“A simple plan that represents a machine, system, or idea, etc., often drawn to explain how it works.”

2.3.1.5. The prediction as metacognitive strategy

For Livingston (Livingston, 2003), metacognition is a famous concept that many psychologists have used in educational subjects. The author indicates that many researchers in the past, such as Borkowski, Carr, and Presley, have defined metacognition as a superior thinking process highly influenced by the cognitive process. For that reason, the activities are recognized as having been appreciated by learners. Then the author states that metacognition is thinking about thinking. It is not difficult to understand that it is a critical thinking development.

For Kolarić (2017), in her study makes an analysis of how metacognitive strategy works, and how this strategy can be part of the

Language learning process. The process includes planning, monitoring, solving problems, and evaluating. For this reason, the metacognitive strategies are able to work with all skills (speaking, reading, writing, and listening). The activities can be pre-text and predictions or inferences in some articles.

Metacognitive model of strategy learning

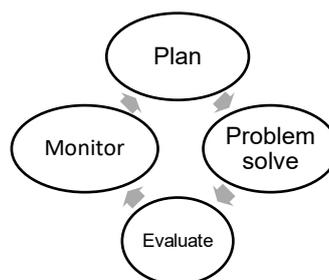


Figure 5: Metacognitive model of strategy learning
Researcher: Gómez, S. (2018)

Kolaric (2017) , claims the metacognitive strategy is to ensure the class goal can be reached. For example, when learners learn words, obviously, they are able to use in sentences, and they can identify the words in texts or conversations. Then we can say that they learned and applied the knowledge and used of the proper way according to the metacognitive strategies.

Reading as a metacognitive skill

For Brown and Baker (2013), metacognitive skills are defined in three main ideas of development. First, they reflect on his or her own cognitive activities during reading. This ability helps to anticipate solving problems or ideas. Second, they monitor the way the learner is applying the activity. Finally, they enhance some skills, such as identifying main ideas, recognizing an important aspect of messages, and clarifying the purpose or reading.

For Brown and Baker (2013) , reading is a metacognitive skill because students read for two reasons: meaning (reading comprehension) and remembering (studying). Both develop the following metacognitive skills: a) clarify the purpose the reading, b) identify important aspects of message, c) pay attention in general content, d) determine the outgoing activities to verify the comprehension, e) create self- questioning students , f) take an action if there are some mistakes in reading (pp. 353,354).

There are some actions, which are cognitive skills; the definitions were taken from person dictionary (2017).

Guess

“To give an answer to a particular question when you do not have all the facts and so cannot be certain if you are correct”.

Anticipate

“To imagine or expect that something will happen”

Understand

“To know the meaning of something that someone says “

Analyzing

“To study or examine something in detail in order to discover more about it”

Building

“The process of creating or developing something”

Interpreting

“To decide what the intended meaning of something is”

2.3.2. Dependent Variable

2.3.2.1. Communicative Approach

The Communicative Approach emerged in Britain in the 1970s, after the classical methods, such as grammar translation and audio-lingual method as foreign instruction to teach languages. This method used

authentic language in class. The communicative approach was based on social interaction among students.

Definition

According to Brown (2000), the communicative approach to teaching is interaction in which learners develop social and interpersonal skill, because the topics are based on social roles and social context

Advantages

The communicative approach has advantages, such as putting real-life situations in English teaching; the language is exposed, learning vocabulary in context, the grammar exercises are exposed in some context, learning English through culture (Brown, 2000).

Communicative Approach in Ecuador

How the communicative approach appeared in the English Ecuadorian curricula. It is necessary to know a brief history of the English language teaching Ecuador. Galo Plaza Ecuadorian president made formal English language teaching in the 1950s. In the 1992s, the *Ministerio de Educación y Cultura* (MEC) and the British Council made a project called CRADLE (Curriculum Reform Aimed at the Development of the Learning of English). The project mentor was Marleen Hoboed, a teacher in the *Universidad Católica de Ecuador*. The project was English learning through Ecuadorian cultural topics. In 2004, the project showed that students in secondary education learn several language skills: however, the *Educación Intercultural Bilingüe* was not beneficiated. Haboud said the program CRADLE could be inserted.

In 2012, the *Ministerio de Educación* (MEC) designed the National English Curriculum Guidelines, which established the national objectives and standards for education in the English area based on Common

European Framework. English Ecuadorian system wants a secondary student with level B1. All changes in teaching English have brought its techniques, strategies, and approaches. Since 1997, the communicative approach has been applied by teachers, but in 2012 the curricula guidelines establish the communicative approach is mandatory (Garzón, 2018)

According to Teaching English (2016), the communicative approach is a method that is based on the main idea that learning a language successfully comes through reading communication with a real meaning. When learners are involved in real communication, their natural strategies for language acquisition allow them to learn to practice a language. For this reason, the predicting strategy may be applied in this approach based on topics or lectures about real context to encourage reading.

Common European Framework

The Common European Framework appeared in the 1970's in Europe; it is the global scale with six levels from A1 to C2. Each one has objectives and several skills. There are sub-scales in every skill. For this study, the sub-scales are overall reading comprehension, reading for orientation and reading instruction (Morrow, 2003)

EFL Curriculum (2016) , expresses the CEFR as an international English level system. The level of every learner is determined through problem-solving skills, verbal communication, and how they are able to interact in specific social situations. Moreover, English is considered a lingua franca because being able to speak English opens doors of communication around the world. This study designed to support students so they can reach the B1 level at the end of the academic year. This is accomplished when EFL learners are capable of understanding the main points of readings written in clear, familiar, standard language. These readings can be related to work, personal life, and leisure activities.

CEFR Reference levels in the Ecuadorian Educational System

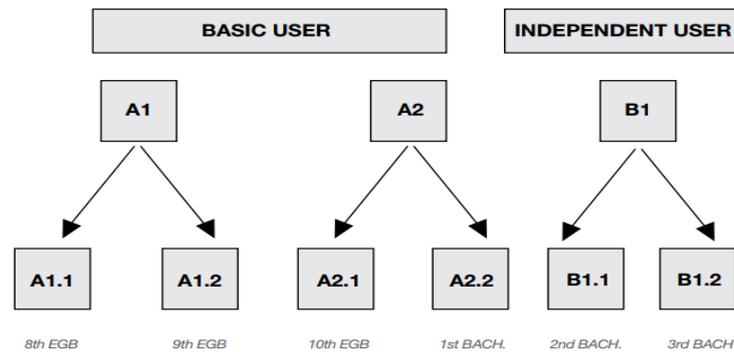


Figure 6: CEFR Ministerio de Educación del Ecuador(2016).
Researcher: Gómez, Susy (2018)

Communicative Language Teaching (CLT)

Finocchiaro and Brumfit in the 1983s mentioned communicative language teaching had several interesting characteristics, such as language, learning is learning to communicate. A translation may be used where learners need or benefit from it. Moreover, reading can start on the first day. Finally, teachers are not able to know exactly what language learners will use to express their ideas in class (Brown, 2000, p. 45).

Authors state the following features of CLT:

-Teaching has a student-centered system since it takes into account students' language needs, interests and goals according a profession. Likewise, the core of CLT is that language teaching concerns the teacher and the student; both are working together –cooperation.

-The teacher acts as a facilitator in the language classroom creating an environment to stimulate studying English.

-The negotiation of meaning, information exchange, choice-making and problems solving creates interaction in the lesson, which is a key factor that contributes to target language acquisition.

- The authentic language requires communication activities that are connected to real-life contexts and situations. This way new knowledge is integrated into long-term memory more effectively and can be retrieved easier.

Communicative language teaching has an important role in this study, especially to develop reading comprehension. Teachers have to work on students' motivation to communicate through predictions. Obviously, predictions will be empirical and teachers will have expectations of which language they will use for their predictions. Maybe they will apply their Spanish or English language to understand something (Shevchenko, 2015)

English as Foreign Language Curriculum (2016) is based on "the constructivist theories of knowledge and the central role of language and communicative competence in CLIL. Frameworks can be expressed through a communicative approach to teaching." Teachers are able to practice some strategies in the classroom, including learners' second language skills to effectively do tasks and exercises negotiating personal background information; also, they are able to have meaningful communication between teachers and other students.

Communicative competence is the capacity to use the target language, or to communicate meaning, in an accurate cultural manner to achieve social activities with efficacy and fluency in long interactions David (2014).

Canale 1983s affirms communicative competence is composed of four sections of knowledge and skill:

-Grammatical competence is the ability to manage features of a language like morphologic, syntactic, phonemic, and grapheme; the structure and form of a language.

-Discourse competence is the ability of an individual with solid discourse competence know the relationship between different thoughts within a message.

-Sociolinguistic competence focuses on the knowledge and agreement of the communication rules; taking turns, appropriate greetings, naturalness, or global native-like language.

-Strategic competence is the ability to make the most of the language, particularly when compensating for language deficiencies.

Teacher's roles

Teachers have many roles such as: to keep discipline in class, to be an assessor, to do assessment or feedback, to be an organizer in the teaching process, and to locate a new resource to present new innovations and to act as a tutor with learners. They also must be a researcher of their knowledge area (Rdz, 2013).

A good part of teachers have different roles, but it depends on the students group. Teachers sometimes are a controller, standing in front of a class to give instructions or to explain several topics. Teachers often are promoters; they always motivate learners and help with some weak points in class. At other times, teachers are assessors to learn better English. Also, teachers are able to function as a language resource when learners do not understand something. Finally, teachers have an important role as a tutor, who gives any kind of familiar advice or language advice (Harmer, 2010).

In this study, the teacher's role is fundamental to enhancing reading comprehension in learners because they have to combine all characteristics mentioned above: 1. As a controller to keep the discipline during the application of strategies or activities. 2. As a promoter to motivate reading the texts according to their needs. 3. As an assessor to develop the

comprehension in several texts, and finally, as a tutor to know what things they like or they do not like during the learning and teaching process.

Learner's roles

Learners must be learner-center teaching to design the teaching activities, to take responsibility in their activities and to produce knowledge. The interaction among teachers and students let to enhance the skills in the English language. They will be competent and have critical thinking with respect to others (Rdz, 2013).The prediction strategy is based in that learners are producing the knowledge; they are the first to create the knowledge.

Learner's differences are not only about age and level. Learners have man differences, such as abilities, knowledge, and preferences. In the study, the ages from 16 to 17 years old are adolescents, and they are acquiring life experiences, they have a clear idea of why they are learning, and they need to be motivated. Each learner has a different style of learning. All students respond to various stimuli, such as pictures, music, sounds, and movements. Then the strategy of prediction is ideal for this age, where teachers motivate through stimuli in English language learning.

2.3.1.4. Reading skill

Reading is one of the main skills that learners have to acquire during their life in schools, high schools and universities because English is a subject in the Ecuadorian syllabus. Reading skill is considered a superior level of cognitive thinking that needs many sub-skills where our brain works in a simultaneous way (EduSolution, 2014) . According to Elley and Tucker (2007), a little more than 80% of the population of the world has the ability to read some text and people read elemental forms of news or papers about daily lives. This part of the population has the ability higher reading

comprehension, which includes analyzing information in texts, interpreting texts with some higher levels of abilities of critical thinking (Grave, 2009).

Another main point is that reading is a complex activity that requires time. The ability to read involves skills: to put words together in a certain context. The formula is comprehension = linguistic interpretation (Hansen, 2016).

Reading is a complicated skill that demands considerable time and practice to develop to Lundahl in 1998's states the ability "to read" involves more than merely decoding a text. In addition to the practical skill of putting letters together and turning them into words, one is also supposed to understand what is read. One has to combine decoding, the ability to put words together, with comprehension, the result of which is interpreting linguistic elements (ibid). Philip B. Gough and William Tunmer in 1986's explain reading comprehension as a formula to access to communication (Hansen, 2016)

Moreover, Grabe (2009) , agrees that reading comprehension is a mental activity which is difficult to explain because of the several processing abilities used to organize the reading purpose. The two kinds of processes can be classified as lower-level and higher-level processes. Lower-level processes are crucial for comprehension to occur. They are regularly taken into account during fluent reading comprehension. They implicate automatic, spontaneous and skill-based linguistic performances, like lexical access, syntactic parsing and semantic proposition formation. If these processes operate effectively, they work collaboratively and are performed as part of working memory activation, which keeps information active for seconds while the brain processes information. When this processing takes too long, the information will disappear, and consequently, re-activation will be needed. Higher-

level processes have not been specified consistently in the literature on comprehension.

Both lower-level and higher-level processes are cognitive tools and the choice as to which ones are applied usually depends on the given reading purpose(s). In order for these processes to function efficiently, the reader needs to have sufficient background information and the required linguistic resources. When L2 readers lack these cognitive and language tools, they tend to translate information mechanically or accommodate the text to fit their preconceived notions resulting in a lack of comprehension or loss of (Khaki, 2014).

According to Indriani (2016), states reading comprehension is meaningful when letters and words in texts are decoded in context. In addition, reading involves background knowledge, connecting words, ideas, and searching skills.

Mc Namara (2012) claims reading comprehension is an ability to infer what the authors want to say, to link ideas and to understand texts in deep ways. Brassel & Rasinski (2013) , claim that reading is to know the ideas in mind and to have prior knowledge to understand the text. Sufficient prior knowledge is critical to interpreting the author's messages. "Reading comprehension is an ability to understand something that is written" (Wallace, 2009).

In this study, according to the last authors, teachers, through prediction strategy, develop learners' intelligence, memory, and imagination, when they use the strategy. In addition, when they read in a foreign language, they review vocabulary and grammar, which helps them to memorize spelling words and to know the meaning of words or the word combinations into text. In the same way, prior knowledge has a primordial part in the teaching and learning process because learners begin the class with activation of their ideas, to make understanding the text, which it will

be, reviewed in class later with the teacher, easier the understanding of the text, which it will be reviewed in class later with the teacher.

Types of classroom reading performance

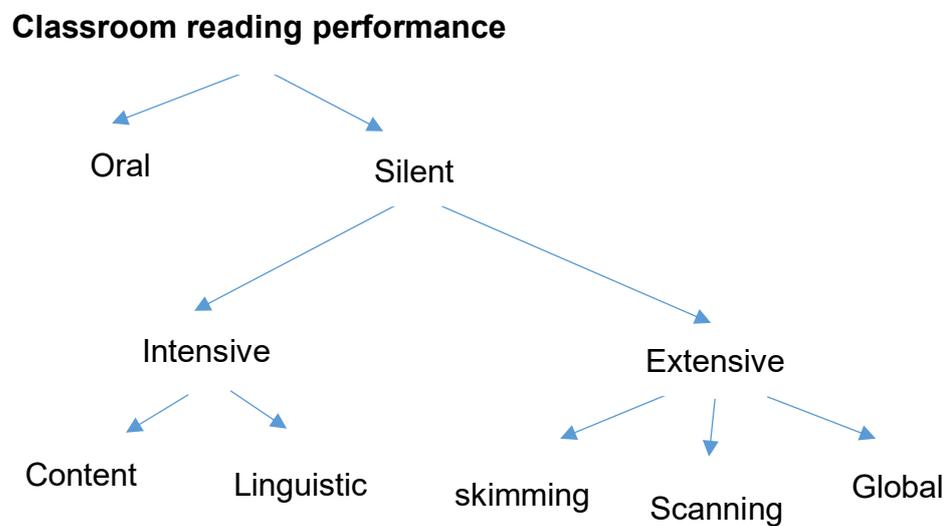


Figure 7: Types of classroom reading performance (Brown, 2000)
Researcher: Gómez, S. (2018)

Oral and silent reading

Oral and silent reading are both ways to read, each one is used according to the learners' level. The oral reading is chosen by teachers in the beginner level to evaluate pronunciation or student participation. Silent reading is to do individual, the close relation among reader and text (Brown, 2000). Both were applied during the application of the study.

Extensive and intensive reading

Extensive reading is when a student often reads outside the classroom. The reading is according to his or her preference and may include newspapers, magazines, web pages or any kind of text for pleasure. In addition, with this kind of reading, the student has the opportunity to choose the topic or type of reading. On the other hand, intensive reading may be texts that the teachers select for specific purposes

of developing some skills, such as vocabulary or grammar structure, or practicing some strategies. These readings may be checked in class or outside the classroom (Harmer, 2010).

Lamperio (2018) states that this kind of reading requires great mental effort and focus because in intensive reading, learners must be careful to follow specific guidelines. When reading a text intensively, the texts must be interesting and short so that the students read only for brief periods of time, and to do so, it is necessary to have the most mental energy possible.

Ideal learning materials for intensive reading include:

- News articles
- Tales
- Short stories
- Blog posts

According to Lamperio (2018), when reading a text extensively, the selected texts must be interesting, level-appropriate, and of moderate length in order to dedicate longer blocks of time to reading and to do so, students must be relaxed.

Following are some aspects of extensive reading in more detail:

- Like in intensive reading, texts for extensive reading must be interesting, but it is done for longer periods of time.
- Texts for extensive reading have to be level-appropriate with vocabulary according to the student proficiency level. The goal is to absorb unknown words through context.
- Texts for extensive reading should be on average at least 15-30 pages long. Texts of this length are long enough to fully develop an idea or

narrative, and require one to keep mental "track" of ideas, concepts or characters as they develop over time.

Ideal learning materials for extensive reading include:

- Graded Readers
- Bilingual Books
- Monolingual (Native) Books
- Magazines
- Comic Books

2.3.1.5. Reading comprehension

ESL Curriculum (2016), states that reading comprehension helps develop critical thinking abilities, improve communication, improve decoding skills and develop reading skills as a resource to find information or interpretate written content. This may be done by reading silently or aloud. Reading is considered a mental process because cognitive skills are applied or developed in each step of the reading process. The learners employ reading comprehension both consciously and subconsciously by using some sub-skills to guess, to predict, and to verify the information.

2.3.1.6. Strategies for reading comprehension

The strategies are related to bottom-up procedures and another to the top-down processes. Following are strategies to be applied in class (Brown, 2000):

a. Identify the purpose of reading

An efficient reading consists of identifying the purpose of reading; following there are several purposes:

Reading for learning

This kind of reading is for encouraging learners to develop some skills, such as vocabulary acquisition, following schemas during the steps of reading (pre, during and post), and making predictions, suggestions, conclusions, and deductions.

Reading for purpose

Reading with a purpose is defined as reading to find specific information, to clarify ideas and to support opinions. Another example of reading with a purpose would be when a learner is interested in understanding an English song's lyrics, his or her favorite English movie dialog, or video game instructions.

b. Use grapheme rules or patterns to aid in bottom-up decoding.

Teachers help learners recognize words and interpret word patterns and their meaning. In addition, they also help recognize a particular meaning that may be expressed in the different grammatical form; use strategies, such as scanning, skimming, and guessing the meaning of words from context; and recognize main ideas and details. Finally, teachers help predict context using background (Brown, 2000)

c. Scanning and skimming

Scanning is not reading word by word. Learners do not need to read the entire text to find a name, a date or telephone number. Many learners develop this skill quickly. Skimming is to search for specific information such as general idea and details of reading. When using both kinds of readings it is very necessary to know the kind of text, they are reading (Harmer,

2010). Both skills are important depending on the purpose of reading the text.

d. Highlighting *n* highlight *v*

Marking keywords or sections in a passage with the use of a colored pen, making them easier to identify or remember is called highlighting (Pearson, 2017).

e. Use semantic mapping

This strategy can be done individually or in a group. The reader is able to understand the texts with a productive a semantic mapping about the text or article (Brown, 2000).

f. Guessing

This strategy helps to do the following: (Brown, 2000)

- Guess meaning of a word.
- Guess a grammatical relationship
- Guess a cultural reference
- Guess content messages

Teachers have to encourage students to be accurate in their responses in reading comprehension.

g. Analyze vocabulary

This is the ability to know prefixes and suffixes, to recognize roots of words, and to identify the grammatical context. Obviously, this analysis is the result of daily practice with vocabulary.

Text Genres

In the National English Curriculum Guidelines (2014), in its chapter about specifications for choosing text genres, it defines the meaning of transactional, expository, and informational texts. Transactional texts are notes, personal letters, and dialogues. On the other hand, expository texts are the biographies and news. Finally, informational texts are menus, flyers, signs, announcements, and posters. These kind of texts are always a combination of pictures and words. Based on the National English Curriculum, the proposal was made with readings from the book to be supported by extra readings with similar characteristics keeping the text genres in the appropriate level.

Reasons for readings

People read for many reasons, according to Glen (2017). The reasons include reducing stress, enhancing intelligence, producing tranquility, improving analytical thinking, increasing vocabulary, improving memory and improving writing skills. Learners must read extensively from an easy level to an advanced level. It must be a systematic process. There are four factors necessary to create a successful English reading: a good bank of information, a wide choice of reading to select from, plenty of available time and an opportunity for (Harmer, 2010).

According to Al-Jawi (2010), people read for:

1. For maintaining good social relations

Nowadays, people chat on WhatsApp or Facebook, where there are a lot of English messages or words; therefore, it is necessary to understand this language. Teens use a lot of English words during communication. The given proposal has a lot of vocabulary that learners could use in the future.

2. For entertainment

Teens, such as those who are part of this study, listen and read popular English songs, and as a result, they read and sing their favorite song lyrics for entertainment. Also, they play English video games. To sum it up, almost all teens read for entertainment.

3. For academic purposes

Learners have to read academic texts throughout their lives in the university and high school, according to curriculum programs. The readings in the textbook used in this study were chosen by English professionals from Ecuador. The proposal is made with the book's readings.

2.3.1.7. Sub skills of reading skills

Based on the sub skills, a good reader is able to identify the main idea, to recognize secondary ideas, has general understanding, has comprehension, has a good grammar and accuracy (Al-Jawi, 2010)

Identifying the main idea

A good reader can determine the main idea of a text. The study develops the ability to understand the main idea of the text.

Recognize secondary ideas

The prediction strategy helps to anticipate some ideas about reading texts; it makes sure that learners are able to pick up the ideas or use some strategies to identify the secondary ideas to understand better and to reduce doubts about reading comprehension.

General understanding

A good reader is able to apply the skimming strategy to have a general idea about the text. With the use of a prediction strategy, learners can

establish general understanding through titles and diagrams. Thus, the study has great theoretical support based on reading comprehension.

Comprehension

Learners have the ability to interpret and support the text with extra ideas. Learners can complete several activities after the reading activity, such as answer comprehension questions, distinguish between false and true information, complete a questionnaire, or make a summary. The pre-test and post-tests have these kinds of activities in which learners show their comprehension.

Grammar

Grammar is important because it shows how the written text is formed by nouns, pronouns, verb tenses, adjectives, prepositions, sentences, and action verbs. A reader can identify many aspects of the language, if they analyze the words and their functions in a paragraph, sentence or idea. The current curriculum assessment evaluates the grammar section of reading comprehension (Educación, English B1.2, 2016).

Accuracy

According to, National Curriculum Guidelines (Educacion, 2014) accuracy is the high ability to use a process before to answer. Accuracy in reading comprehension helps to reduce wrong answers and the loss of time. Moreover, accuracy helps students have the confidence to answer. The process requires reading carefully and using strategies to understand. The prediction strategy can help learners to ensure comprehension questions.

2.4. Hypothesis.

The prediction strategy improves reading comprehension in English learners in the third of bachillerato.

2.5. Determining of variables

2.5.1. Independent Variable

The prediction strategy

2.5.2. Dependent Variable

The reading comprehension

CHAPTER III

METHODOLOGY

3.1. Approach

This study aims to understand in which ways the use of prediction strategy impact the performance of reading comprehension in students and if predicting activities influence the development of comprehension skill in the students.

Third of *Bachillerato* at “*Unidad Educativa Andoas*”, in the city of Puyo, Pastaza Province, during the 2017-2018 academic year. The proposal contains the type of research, the setting for the research, data collection for the research, the procedure of research. Each one will be explained in the next description.

3.2. Research method

The research method is called the action research Method because it is used to get educational information. This method is able to work both qualitative and quantitative in order to accommodate a descriptive level and exploratory level. The action research method has many advantages including solving educational problems, for example, the poor reading comprehension, to provide instructional decisions to improve reading comprehension, to promote self-evaluation and to empower the researcher and the subjects of the research (Mac Millan & Schumacher, 2014).

The method was chosen for the different characteristics mentioned. The two reasons are first, the researcher is able to take decisions after some activities are applied, at the same time that the researcher works with the learners. Secondly, the researcher has an

opportunity to analyze and compare the effects on both the control group and treatment group through pre-test and post-test (Bernal, 2010)

The action research method was simple because the researcher worked in the next items.

1. Identification of problem area
2. Collection and organization of data
3. Interpretation of data
4. Action based on data
5. Reflection

3.3. Level or type of research

Exploratory

This research is at the exploratory level for the next reasons. First, the research checked the reading comprehension reports were checked and the researcher read other studies about reading comprehension and the prediction strategy. Then, the level of the students was analyzed, the English schedule was checked, the books were examined, the curricula program was analyzed, English material and the environment classrooms were reviewed. After, the researcher chose the research techniques to get data collection as pre-test and post-test. Finally, it is exploratory because the pretest results are reviewed in a simple way and after that, they were checked again in a detailed way with a rubric.

Bibliography

This research is bibliography because the researcher used academic google, database, google books, digital library, and personal library to build the theoretical framework. The studies were journals, papers, reports, videos, and books. The information was supported by studies or concepts according to remarkable authors and national /international researchers.

Descriptive

According to Sampieri (1998), the research shows the facts about certain facts that influence reading comprehension. This work was to determine the influence prediction strategy has on reading comprehension in students through pre-test and post-test. Another important aspect was to prove or disprove the hypothesis. Obviously, this study will help to design a guide to improve instruction in solving reading comprehension problems.

The research is descriptive because the researcher followed the next steps to make the problem analysis, to choose the bibliography, to choose the data collection, to work with variables, to validate pre-test and post-test, and to interpret the results.

Qualitative and Quantitative

Qualitative because there are information about their perspective about applying the strategy, and quantitative because the pre-test and post-test were scored over ten.

Comparative and correlational

The study was made using two groups of learners with similar characteristics: level, age, and teaching environment. Furthermore,

the reports helped to identify reading comprehension similarities and differences among learners. The research worked with two groups with the same level of reading comprehension.

The study shows the relation between variables and results. In this case, we measure the effect of Prediction strategy in improving reading comprehension.

3.4. Population and sample

Population

The study was carried out with 90 third-year high school students from the *Unidad Educativa Andoas* in the city of *Puyo*, with 38 males (42.2%) and 52 females (57.8%) between 16 and 17 years old with an average age of 16.7 years (SD = 0.47). To determine the effectiveness of the use of predictive reading, the results of two groups were analyzed: Forty students were in a "treatment" group where the "predicting strategy" was applied and fifty students were in a group called "Control." The classes lasted two months from April to May 2018.

Study Population

Characteristic		n	%
Sex	Men	38	42,2
	Women	52	57,8
Group	Control	50	50,0
	Treatment	40	50,0

Table 1: Study Population
Researcher: Gómez, S (2018)

Sample: All of the students have developed the A2 English level, 90 students. (3rd bachillerato)

3.5. Operation of Variables

Independent Variable

INDEPENDENT VARIABLE	DIMENSIONS	INDICATORS	ITEMS	INSTRUMENTS
<p>Prediction strategy.</p> <p>Making prediction is a strategy in which readers use information from a text (including titles, headings, pictures, and diagrams) and their prior knowledge to anticipate what they are about to read. A reader makes predictions thinking, checking, and verifying his or her predictions.</p>	Strategy	<p>Titles</p> <p>Headlines</p> <p>Pictures</p> <p>Diagrams</p>	<p>Could learners predict through titles, pictures, headlines and Diagrams?</p>	Pre-test
	Prior Knowledge	<p>Guess</p> <p>Anticipate</p> <p>Inference</p>	<p>Could learners guess, anticipate and make inferences?</p>	Post .test
	Critical Thinking	<p>Understanding</p> <p>Analyzing</p> <p>Building</p> <p>interpreting</p>	<p>Could learners understand, analyze and interpreted the information?</p>	

Table 2: Independent variable
 Researcher: Gómez, S (2018)

Dependent Variable

DEPENDABLE VARIABLE	DIMENSIONS	INDICATORS	ITEMS	INSTRUMENTS
<p>Reading Comprehension It is considered as an active process, where the reader must interact with the text through reciprocal, and holistic interchange ideas with <i>accuracy</i> and the comprehension is decoded words and associate with their meaning or constructing meaning.</p>	<p>Accuracy</p> <p>Comprehension</p>	<p>Grammar</p> <p>Verbs tenses</p> <p>Coherence</p> <p>Main Ideas Secondary Ideas</p> <p>Meaning</p>	<p>-The ability to complete in present simple, present continuous and present perfect.</p> <p>- The use of verbs in third singular persons in present time.</p> <p>-The relationship with the tense.</p> <p>Read the following sentences about landmark. Read the descriptors bellow</p> <p>-To identify word keys/sentences.</p> <p>- To understand. -To analyze - To choose true or false. -Vocabulary</p>	<p>Pre –test/ Post-test</p> <p>Rubric</p>

Table 3: Dependent variable
Researcher: Gómez, S (2018)

3.6. Data collection

This research works with a goal of making the emphasis the results through pre-post tests and a survey.

Summary about Data Information

BASIC QUESTIONS	EXPLANATIONS
What for?	To reach the objectives that was set up at the beginning of research.
What people?	Students of the Third of <i>Bachillerato</i> (aged 16-17 years) <i>Unidad Educativa ANDOAS</i>
What aspects?	The prediction strategy and reading comprehension in English learners.
Who?	Susy Natalia Gómez Zurita
When?	Period: 2017-2018
How many times?	Once.
What collection techniques?	Pre- test- post-test / Survey
With what?	Standard questions/ open questionnaire
What situations?	During the regular schedule of class.

Table 4: Summary about data information
Researcher: Gomez S, (2018)

3.7. Data analysis

The questionnaires will provide information. The researcher will use a pretest and a post test. The tests were checked by an English teacher with a Master degree with a wide experience at *Universidad Nacional de Chimborazo* and a Research teacher at *Estatal Amazónica* University in the city of Puyo. This tool will help to know the problem about reading comprehension with some English exercises and to determine the impact of predicting strategy in the

students. The principal aim is to have a good database in order to interpret the performance. The questionnaires are taken from the Ecuadorian Program. The questionnaires have their own rubrics with the indicators of performance from Common European Framework, and they are used for measuring the comprehension. The tests are standardized and have national validity because the rights were bought by *Ministerio de Educación del Ecuador*. The questionnaire will be applied to students with a code to protect their identity. The exams results will allow interpretation of the effectiveness of predicting strategy on student reading comprehension.

A survey tool was applied post using the strategy to confirm the success of this strategy in the students. The survey contained 8 open questions based on the Independent variable at the same time. It was validated by the same teachers that made the validity of the pretest and posttests. The interpretation of results was made with IBM SPSS system.

CHAPTER IV

ANALYSIS AND INTERPRETATION

4.1. Analysis of results

An analysis is presented with the description of the scores of the reading sub-skills of "accuracy" and "comprehension," of all the students. To guarantee equal initial conditions between groups, a comparative analysis was carried out using measures of central tendency and dispersion. In addition, the positive and negative changes in the qualifications of each group were registered, and the results were categorized according to the stipulations of the *Ministerio de Educación del Ecuador (2003)*, expressed with percentage frequencies. Finally, the perception of the students about the activities that contribute to the comprehension of the reading through the resource of multiple response was analyzed.

4.2. Data Interpretation

The Kolmogorov Smirnov normality test revealed a normal data behavior ($p > 0.05$), so parametric tests were used: the Student's T-test for independent samples for the comparison of means between groups and the T-test for related samples for comparison of means before and after the intervention, to determine if the changes were significant, the Wilcoxon sign test was used. A significance of 5% was taken into account ($p < 0.05$).

The information was processed in the SPSS 25 statistical program and the edition of tables and graphs in Excel 2016. For better understanding, box and mustache logs and stacked column charts were used.

The analysis of the scores of the two sub skills revealed that in "Accuracy" in which were evaluated: grammar, tense verbs, and general

structures. There were grades enter 0 and 7 with a mean of 3.04 (SD = 1.47) being a score significantly lower ($p < 0.05$) to "Comprehension" in which was evaluated: main ideas and details with grades between 0 and 9 and an average of 5.86 (SD = 1.71). The details can be seen in figure 8.

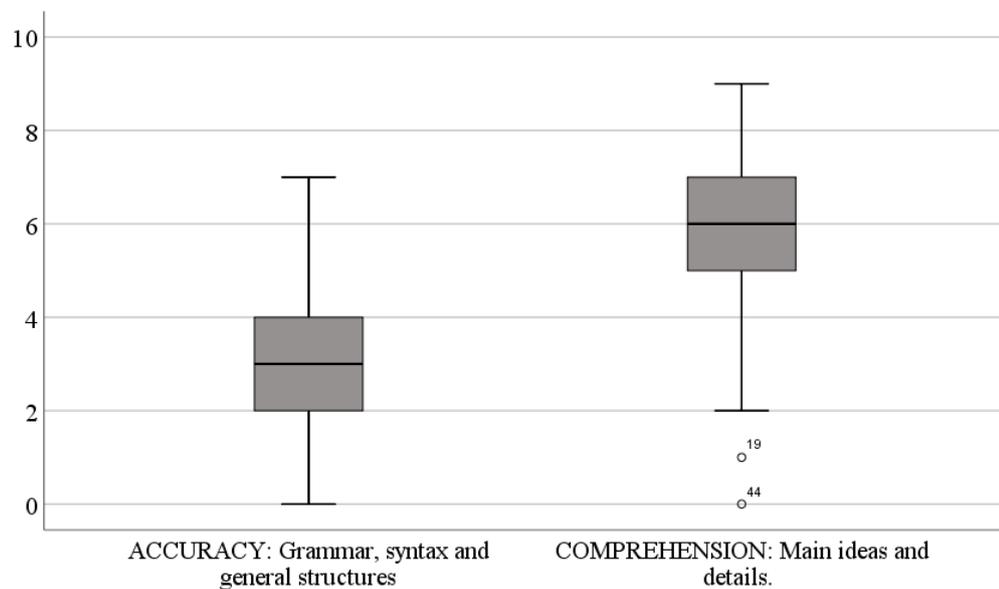


Figure 8 Initial situation according to sub-skills (Over 10 points).
Researcher: Gomez S, (2018)

Figure 8 The box and whisker logs shows the behavior of the results of the ratings in the two reading skill evaluated, the horizontal lines represent the minimum, maximum and quartiles, the amplitude of the diagram reflects the dispersion of data

Figure 9 was similar in both study groups in the sub-category "Accuracy" in the treatment group was registered a mean of 2.8 (SD = 1.3) while the control group revealed a mean of 3.3 (SD = 1.5) in the sub-category "Understanding" the treatment group was approved an average of 5.6 (SD = 1.6) and in the control group 6.1 (SD = 1.8)

Despite differences between study groups, 0.485 in Accuracy and 0.460 in Comprehension were not significant ($p > 0.05$), which guarantees homogeneity between groups.

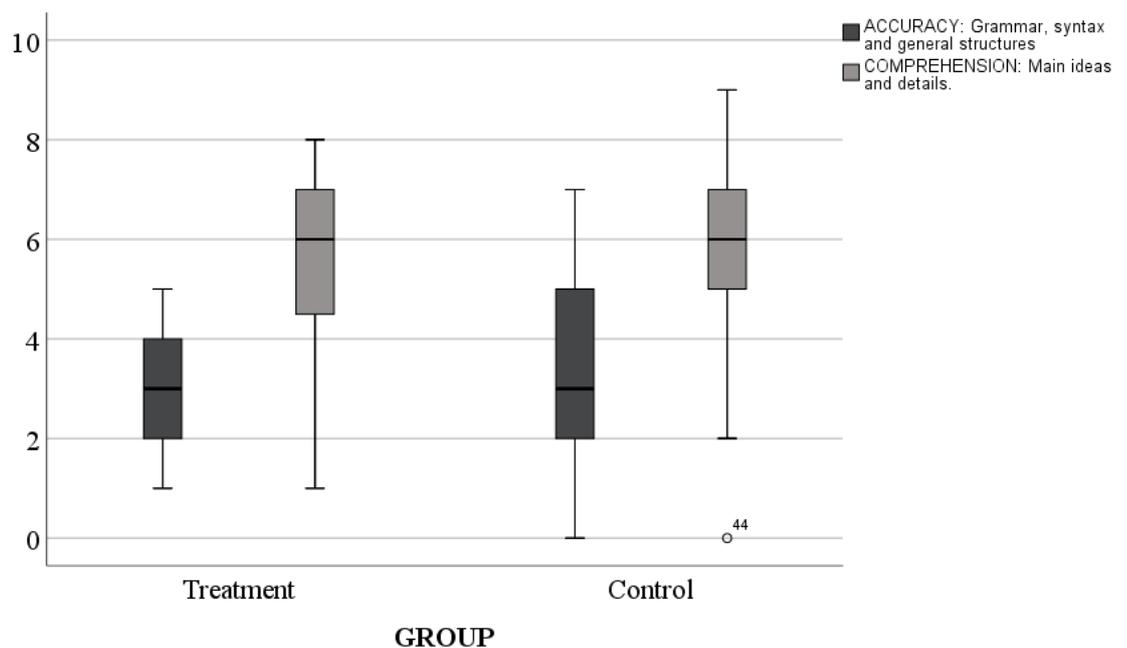


Figure 9 Initial situation according to sub-skills (About 10 points).
Researcher: Gomez S, (2018)

Figure 9 the box and whisker diagram shows the behavior of the scores results in the two sub skills evaluated in each group, the amplitude of the diagram reflects the dispersion of data, the circle represents an atypical case within the group.

In the treatment group, an increase of 4 points was observed in the accuracy skill, while in the case of comprehension there was an increase of 2.1; being in both cases statistically significant changes.

On the other hand, in the control group there was an increase of 0.4 points in "Accuracy" and a decrease of 0.8 points in "Comprehension," however, the changes reflected were not significantly different. The details can be seen in table 1.

Changes of sub-skills

			Mean	SD	Difference of means	p	
Treatment	ACCURACY:		Pre test	2,8	1,3		
	Grammar, syntax and general structures	Post test	6,8	2,2	4,0	0,000*	
		COMPREHENSION:		Pre test	5,6	1,6	
	Main ideas and details.	Post test	7,7	2,3	2,1	0,000*	
ACCURACY:		Pre test	3,3	1,5			
Control	Grammar, syntax and general structures	Post test	3,6	2,6	0,4	0,769	
		COMPREHENSION:		Pre test	6,1	1,8	
	Main ideas and details.	Post test	5,3	1,9	-0,8	0,054	

*Note: * Significant difference*

*Table 5: Changes of Sub-skills
Researcher: Gomez S, (2018)*

In the case of the Comprehension skill, in the treatment group it was found that 77.5% of students had positive changes, 17.5% had negative changes, and the remaining 5% had not changed, while in the control group 50% of participants it had negative changes and 16% did not change.

The non-parametric Wilcoxon sign revealed that the changes in the development of sub skills were significant ($p < 0.05$) in the treatment group, in contrast to the control group the present changes did not turn out to be significant ($p > 0.05$)

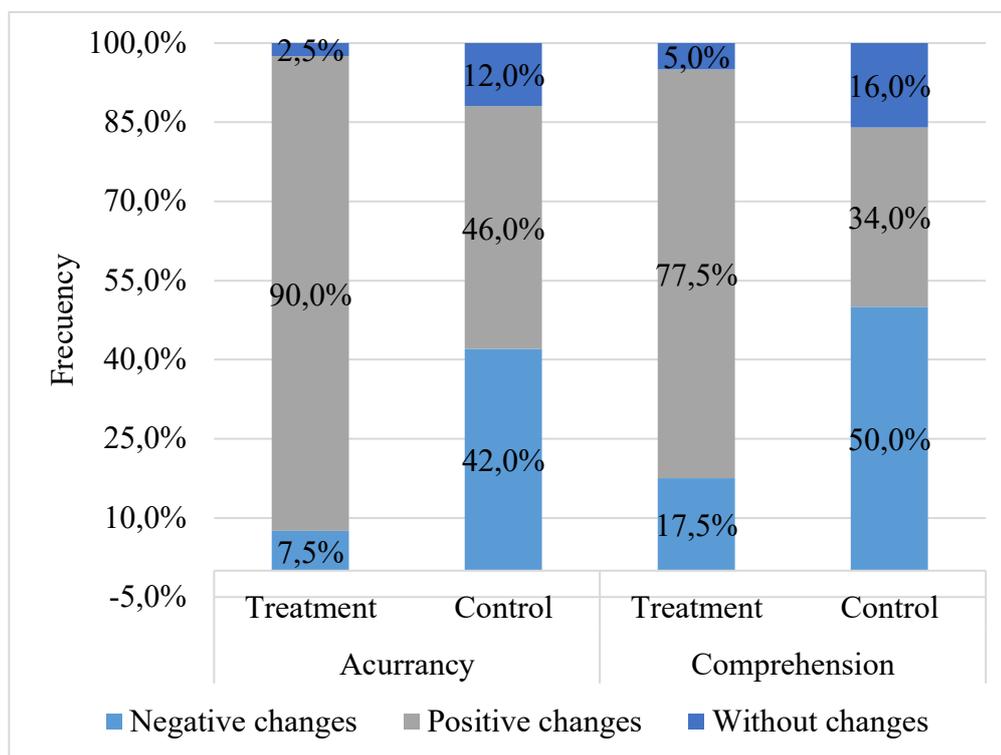


Figure 10 Changes in hits (Qualifications).
 Researcher: Gomez S, (2018)

Figure 10 the chart of stacked columns shows the percentage frequency of changes in each skill according to the study group.

In the treatment group, the final qualification of the participants obtained as an average of the two skills evaluated, ranged between 3 and 10 points with an average of 7.23 (SD = 1.93), while the control group registered ratings between 2.0 and 8.5 points with an average of 4.47 (SD = 1.72), figure 4 shows that the students in the treatment group at the end of the intervention had significantly higher scores ($p < 0.05$) with 2.76 points above the control group.

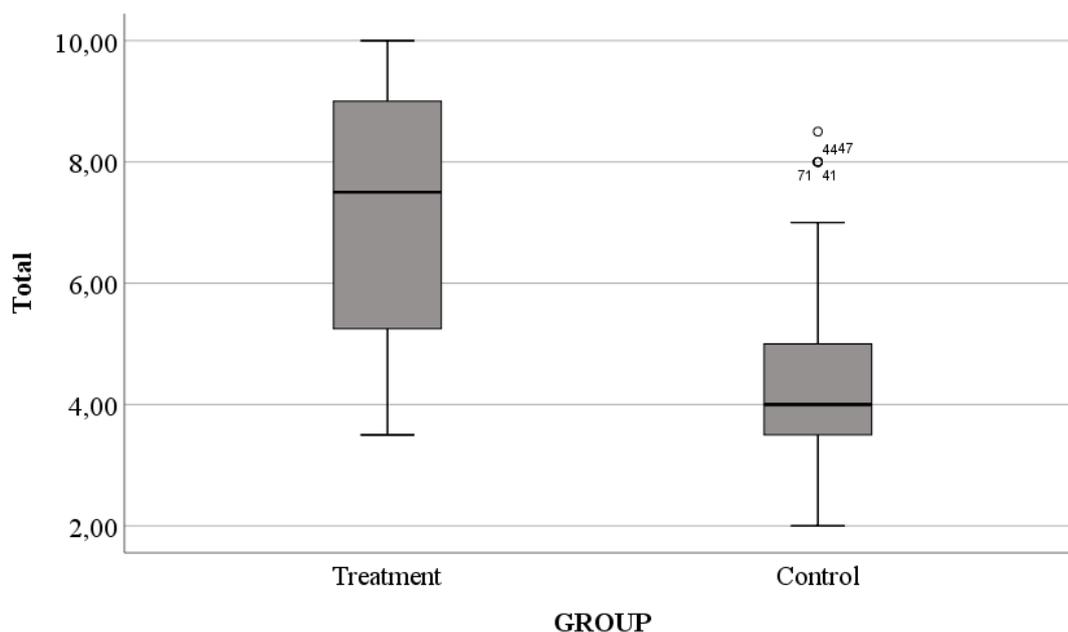


Figure 11. Total ratings at the end of the intervention
Researcher: Gomez S, (2018)

Figure 11. The box and whisker diagram shows the distribution of total scores in the two study groups, the horizontal lines represent the minimum, maximum and quartile values; in addition, the outer circles show atypical cases.

Considering the categorization according to the ministry of education, it was found that after the intervention, 30% of the students in the treatment group dominated the required scopes in the "Accuracy" skill with grades between 9 and 10 and 15% did not reach them because they had their qualification less than 4; compared to 10% of the control group who dominated the learning and 74% who did not reach it.

In the skill referred to "Comprehension" it was recorded that 42.5% of students in the treatment group dominated their learning compared to 2% of the control group, in figure 5 it can also be observed that 12.5% of students in the control group were close to reaching the required

apprenticeships, compared to 44% of the control group, the details of the student classification.

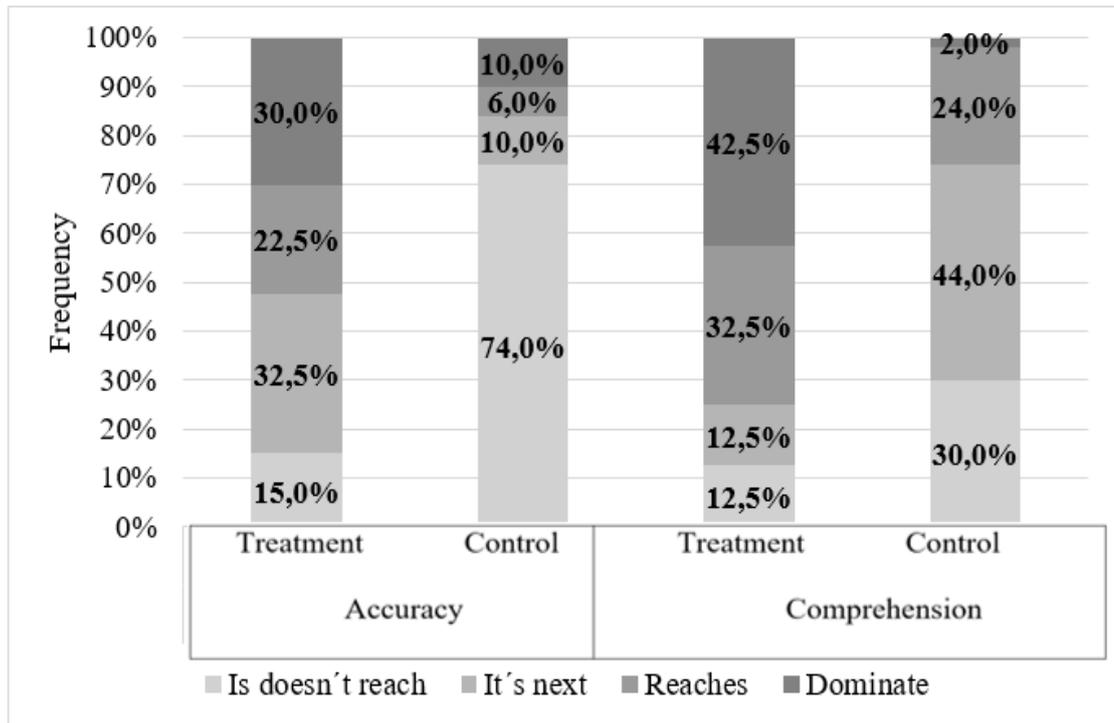


Figure 12 Total ratings at the end of the intervention
 Researcher: Gomez S, (2018)

Figure 12. The graph of stacked columns shows the percentage frequency of learning reach in each skill according to the study group.

Considering the final qualification of the reading skill, it was found that 62.5% of the students had grades equal to or greater than 7, which implies that these students at least achieved the required learning; 30% dominated them and 32.5% were close to reaching; On the other hand, in the control group there were no people who dominated the required learning and only 16% reached them. The details can be seen in figure 13.

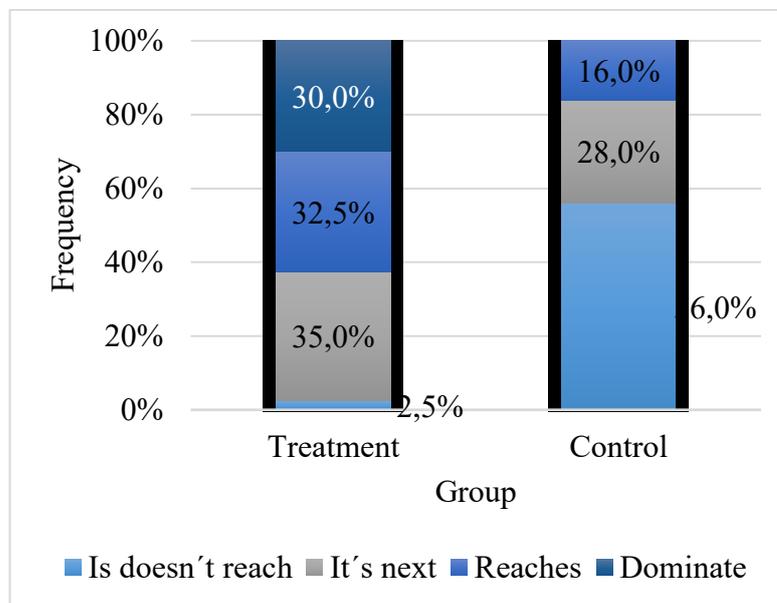


Figure 13. Total ratings at the end of the intervention
 Researcher: Gomez S, (2018)

Figure 13. The chart of stacked columns shows the percentage frequency of learning reach of the total score in both groups

Students' Perception towards prediction strategy.

All students considered that at least one of the four activities worked on in the methodology helped improve reading comprehension; Figure 14 shows the frequency with which each activity was signaled; the activity with the highest incidence of response was: "To analyze the text carefully before to answer" (79%), followed by "To scan information" (71%), the activity with the lowest incidence of response was: "To recognize the main idea "(57%), followed by" To guess meaning words ".

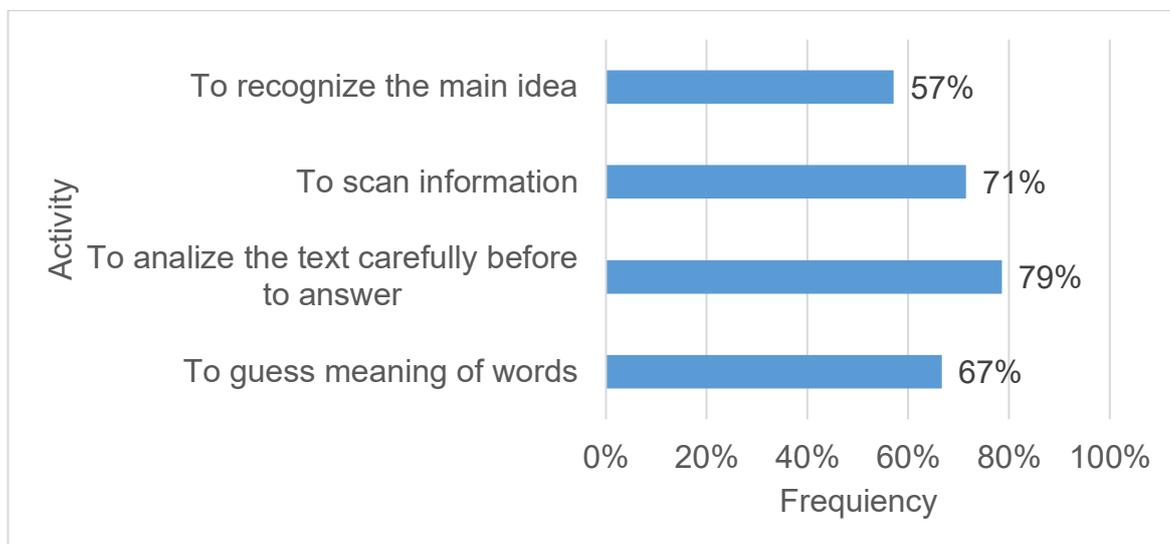


Figure 14. Students' perception

Researcher: Gomez S, (2018)

The final results that include the scores of the sum between: the competences accuracy and comprehension (qualified on 20 points) of the pretest show a similar behavior between the two groups ($p > 0.05$), the treatment group showed a mean of 8.4 (DE = 2.1), while in the control group an average of 9.3 (SD = 2.6) was revealed in the figure number 17 the details are shown.

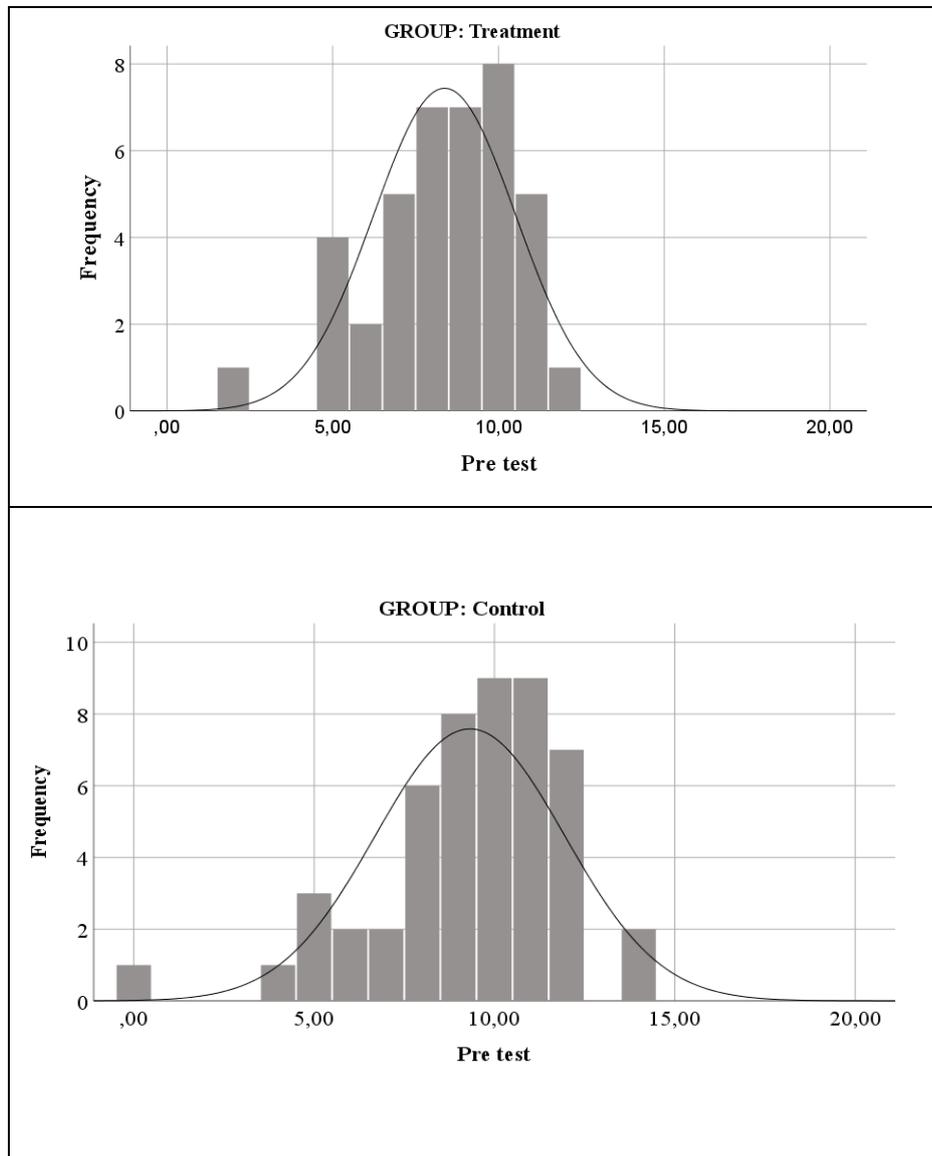


Figure 15 Final Results
 Researcher: Gomez S, (2018)

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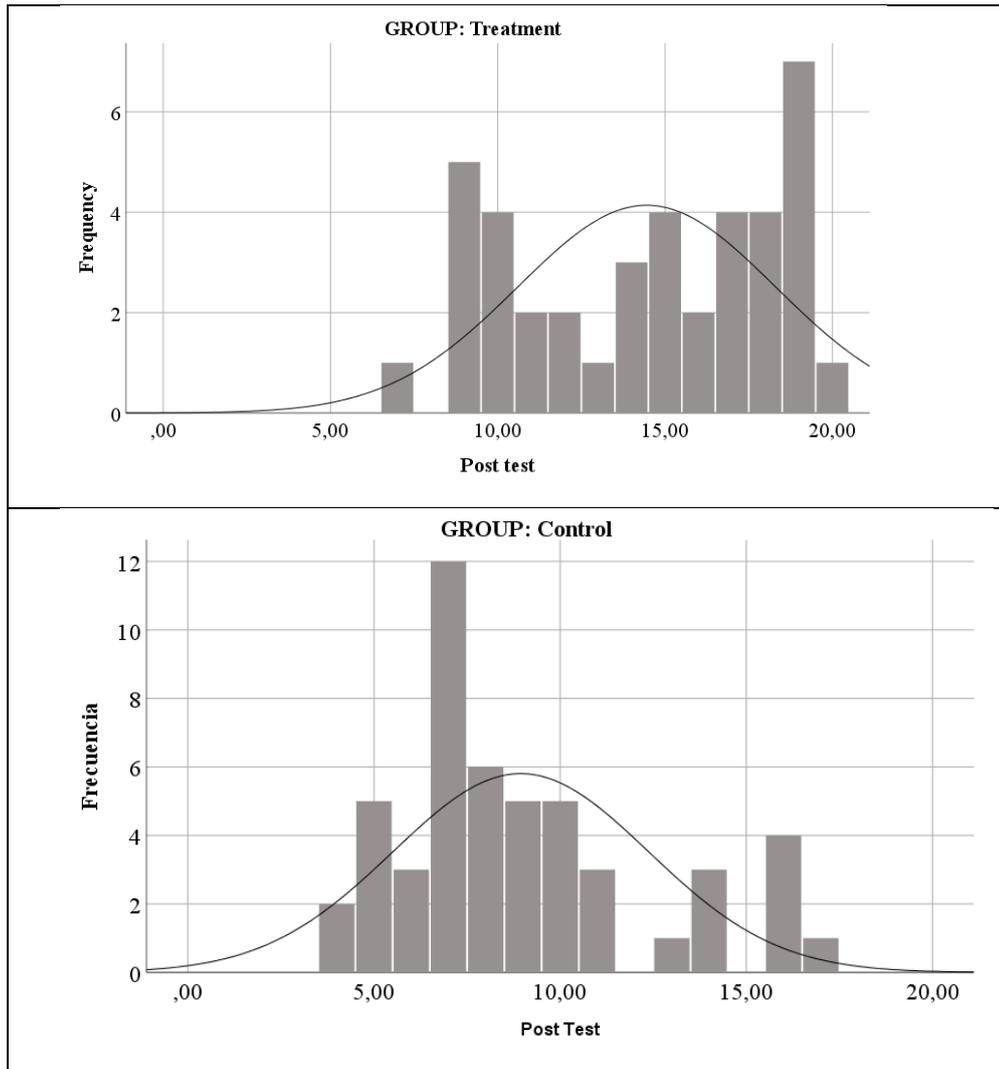
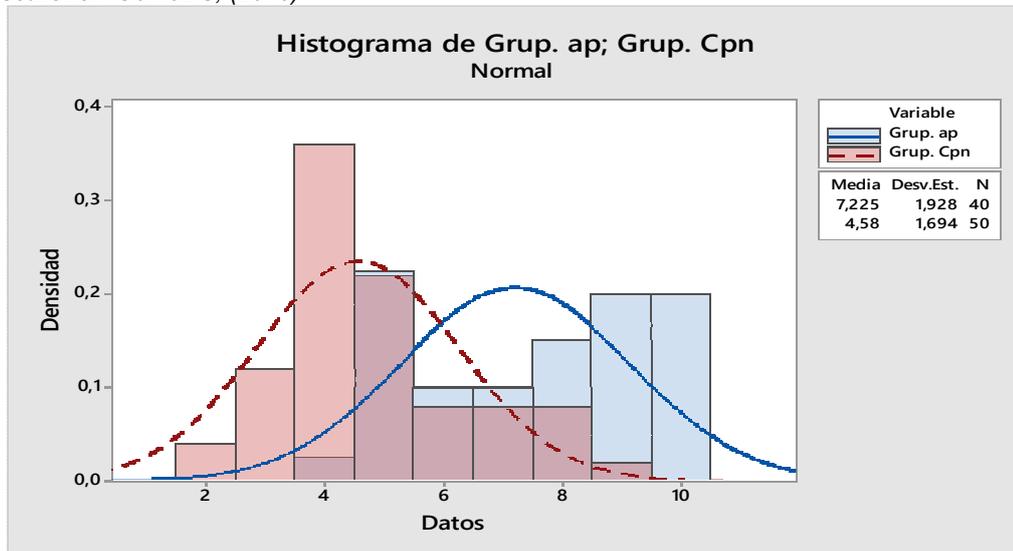


Figure 16 Scores accuracy and comprehension
 Researcher: Gomez S, (2018)



CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

5.1. CONCLUSIONS

After the analysis of all the data collected, it is possible to have these conclusions:

- At the beginning of the study, the data showed that the low performance in reading was lower. It was caused by the following reasons: learners never used proper guidance to develop reading activities in class or at home. Therefore, students did not use authentic material during classes. Those were some of the reasons. Nowadays, after applying the prediction strategy the results are better it was useful in the teaching and learning process. According to the national scale of qualification, 75% reached learning in reading comprehension and 52% of accuracy, considering that this sub-skill of accuracy is difficult.
- The results taken in the application of the prediction strategy showed statistically positive changes in accuracy and comprehension sub skills levels. Moreover, the use of selective reading motivates students to read because educators will notice the interests and needs. So, the prediction strategy encouraged the performance of the students because the students understood better and they changed frequent mistakes, getting a higher level of improvement in reading comprehension, a medium average of participants dominated the required skills in accuracy and comprehension sub skills, stated by Ministry of Education. Despite the fact that the researcher was assigned to the group with the lowest performance, the strategy helped them.

- All students considered that at least one of the four activities worked on in the methodology helped improve reading comprehension, especially analyzing the text carefully and scanning information. Learners perceive these kind of activities so interesting motivating them to read more frequently. Currently, students feel comfortable and secure to answer the questions and they avoided to get confused establishing a proper environment. Students concluded that they analyzed the readings before they answered the questions but they considered difficult for them to recognize the main idea. The success of the strategy is due to the researcher applied the activities for the motivation to the reading in treatment group, on the other hand, the control group applied the traditional learning.

5.2. RECOMMENDATIONS

This research focused on the application of the prediction strategy use to improve the reading comprehension skill in learners of English, the following suggestions are made for teachers who want to help students in a positive way:

- It is recommended that learners need to have the proper guidance to develop the reading skill, using different activities that they can be applied in the class or outside of it. Also, teachers have to look for real and authentic material during class in order to motivate students to learn a foreign language. So, the use of the prediction strategy is an accurate alternative to encourage students to interact with a text and avoid wasting time trying to understand the whole text. It encourages students to apply strategies to understand the text and does not set a specific time for reading.
- It is imperious to state that according to the use of the prediction strategy to have better results of accuracy and comprehension in reading really helps develop communication competence in English and enhance other skills, such as the vocabulary. It will also help learners to express ideas through the use of different skills. Another important thing is that the student will finally feel part of real environment.
- It is important to have competent learners with a high development of thinking, good vocabulary to understand authentic texts, and the use of previous knowledge as a support in class. The use of different activities through the prediction strategy show positive perspectives about the reading skill development. Furthermore, teachers should use a practical guide to apply the prediction strategy to improve reading comprehension through authentic material.

CHAPTER VI

THE PROPOSAL

A practical guide for teachers to apply prediction strategies to improve reading comprehension through authentic material.

6.1. General Information:

High school: *Unidad Educativa Andoas*

Province: *Pastaza*

City: *Puyo*

Address: *Av Francisco de Orellana*

Students: Third year of Bachillerato

Start date: **March /2018**

End date: **May /2018**

Person in charge: Susy Gómez

E-mail: gomezsusy75@yahoo.com

6.2. Background of the proposal

This proposal responds to the student difficulties in understanding vocabulary in texts and inability to develop critical thinking through strategies. The difficulties are shown in the educational system, in which Ecuador is involved in an international policy for teaching English. The government promotes the national and international academic exchanges and scholarships, which often need a certain level of English. Besides, English is mandatory from second grade to the last year of high school (Council, 2015, p. 53).

Unfortunately, the situation in Ecuador is not different. Teachers teach with traditional methodology. As result, students do not develop their critical thinking. Maybe the problem is that in their mother tongue, teachers do not teach students to apply strategies to develop both critical thinking and

reading comprehension. The results have shown that the predicting strategy helped students to understand some texts and develop some skills to improve their reading comprehension skills.

6.3. Justification

A practical guide for teachers responds to teachers' perspectives in the following fields: improving teaching and learning in English language, expanding students' prospects, providing a professional development, and nowadays connecting with stakeholders of our Ecuadorian English Curriculum Program vs International Common European Framework for Languages.

This proposal shows how one strategy (prediction) is applied through some techniques to reach success in the classroom. Remember that strategy is the implementation of a method in the field and it is implemented with various techniques (Herrera & Kevin, 2011). The proposal is designed for eight weeks with some techniques and authentic language texts. It is addressed to minors from 16 to 17 years. It should be noted that teachers are able to employ and rework according ages and topics.

The proposal has a pedagogical impact because students will improve vocabulary, critical thinking, reading comprehension, understanding, and motivation to study language in the classroom. Another important thing is to practice values in class, such as tolerance and respect among students.

Students and teachers from *Unidad Educativa Andoas* will be the direct beneficiaries because they are involved in the important role of implementing new strategies for English language learning in society.

6.4. Objectives

6.4.1. General Objective

To provide a practical guide for teachers to apply the prediction strategy to improve reading comprehension through authentic material.

6.4.2. Specific Objectives

- To identify activities to promote the predicting strategy.
- To collect authentic reading material.
- To organize and gradually incorporate activities to support the teaching process in the classroom.

6.5. Feasibility of the proposal

The feasibility of the proposal is proven by the background of the positive results with the students. The proposal could be used as an internal project in the high school as a tool to improve the academic process in the English area because the academic projects help the external evaluation by the “*Distrito de Educación.*” The facilities include classrooms of twenty-five students and a technology laboratory. It has access to English programs, songs, reading materials and online practice .The teachers will use a practical guide to improve the student’s abilities.

6.6. Conceptual basis

Practical guide

A document offers a plan or method to provide information on a subject to be effective in real circumstance.

Teaching strategy

The teaching strategies are the procedures or resources applied by teachers. The application of these strategies helps teachers to have a

dynamic, participative, and cooperative class. The strategies must be used appropriately according to objectives, competences and skills (Ángel, 2017).

Prediction

Prediction is a strategy in which students use data (titles, headings, pictures, and diagrams) and their own personal background to anticipate what they read. It includes thinking, revising, verifying, and checking their predictions. This strategy is used to connect prior knowledge and the topic.

Vocabulary

Vocabulary is the knowledge of words and their meanings. The students have to recognize words in different contexts and their meanings (Alqahtani, 2015)

Background Knowledge

Learners have reading experiences in their language; it helps to have some perspectives about the text.

Receptive skill

Reading is considered a receptive skill because learners do not produce language. It is known as a passive skill. The receptive and productive skills can be combined with productive skills (speaking and writing).

Reading Comprehension

According to Dictionary Language Teaching and Applied Linguistic, reading is when learners perceive written texts to understand their contents. This understanding is called reading comprehension (Richards & Schmidh, 2010).

Understanding

Understanding is when a learner understands something and it make sense or has meaning for him/her (Killen, 2007, p. 12).

Authentic Reading Text

According to Thomas, “an authentic text is created to fulfil some social purpose in the language community in which it was produced” (Thomas, 2014, pp. 14,15).

The authentic reading material exposes the real language that is involved in cultural and linguistic factors. It helps to change the traditional book to different texts to enrich the students’ knowledge.

6.7. Methodology

Reading naturally is the methodology that learners will apply to improve reading fluency. It uses texts from Ecuadorian curriculum. Usually students will listen to stories, news, brochures, and posters. Learners who work independently and read naturally have a close relationship with communicative language teaching and cooperative learning. These methods are being used in general education classrooms in Ecuador.

Language Teaching Communicative

The language is for communication. The meaning of this is a competence of communication. The theories involved are first activities that enroll communication makes learning, and second meaningful tasks bring learning. Moreover, the teacher’s role is to be a guide, the students are communicators, and they try to help people understand. The activities will develop social interaction. The interaction among students and teachers allow learners to be able to express their feelings and ideas in the classroom (Larsen Freeman, 2008).

According observations in reading activities, students read their own ideas and read other classmates' ideas. It makes sure that they participate actively. Also, the culture is a part of language learning (Larsen Freeman, 2008)

6.8. Proposal Development

A PRACTICAL GUIDE FOR TEACHERS TO APPLY THE PREDICTION STRATEGIES TO IMPROVE READING COMPREHENSION THROUGH AUTHENTIC READING TEXT

The practical guidelines will be applied as pre- reading strategies to create a proper environment for reading. It based on communicative language and cooperative learning where the interaction between teachers and students is effective. It should be noted that the texts have characteristics: the appropriateness of the text for readers' background, the language, and the curricular goals according the Ecuadorian curriculum.

The proposal has the curriculum goals of to the Ecuadorian Department of Education, including activities based on predicting strategies, procedures, benefits, readings from government books and extra readings chosen with the same characteristics and level.

The proposal follows principles for designing interactive reading activities:

- 1.-An interactive curriculum.
- 2.-A strategy that is intrinsically motivating.
- 3.-Balance, authenticity and readability in choosing texts
- 4.-Encouragement of the development of the prediction of a reading strategy.
- 5.-Both bottom-up and top-down techniques.
- 6.-Organization of pre-reading activities

- The practical guideline will be applied as pre- reading strategies
- 7.-A built in evaluative aspect of the activities developed in the strategy

The proposal has the following structure:

Strategy.

Level.

Procedure.

Benefits.

Material.

A chart.

Curriculum Goal according to the Ministerio de Educación.	Text	Source or Page.

Reading passage.

Extra material to develop the skill.

Assessment worksheets.



A PRACTICAL GUIDE FOR TEACHERS

**TO APPLY THE PREDICTION STRATEGY
TO IMPROVE READING COMPREHENSION
THROUGH AUTHENTIC MATERIAL.**



Susy Gómez Z.

This practical guide is to help
the English reading comprehension through
prediction strategy with an interactive activities.

"Tell me and I forget. Teach me and I remember. Involve me and I learn".

Benjamin Franklin.

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2.- Prediction from chunk of text/Roleplay the reading	6
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With How to conduct a survey	
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With The First Man on the moon	
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With Commercial Documents	
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SESSION

1

Strategy: Brainstorming

Level: B1.2

Procedure:

- 1.- Teacher writes key words on the board or use the worksheet.
- 2.-Students read the words: Blog, internet or chat.
- 3.-Teacher elicits ideas of what they think the article might be about.
- 4.-Students create or fill graphic organizer.

Benefits: Activate background Knowledge.

Materials: Markers or worksheet.

Curricula Goal according to the Ministerio de Educación.	Text	Source or Page.
Can read straightforward factual texts on subjects related to his/her field and interests with a satisfactory level of comprehension. Understands factual texts on how to break bad habits.	Teen use blogs to share emotions (Downie, Gray, & Jimenez, 2012)	Target Book B1.2 Richmond Pag 12.

Teens use blogs to share emotions

For today 's teenagers the internet is as much a part of life as TV or music. It is a place to meet, to talk out life, to search for new friends and to receive support.

Monica, a 15 year old from the USA, uses her blog to communicate with Friends and as " a way to pour out my emotions". I find I can say things in Blogs that I could never say in public" she says.

Blogs are also an ideal place to post songs from the latest bands, to display Photos or to write about everyday life. Some teens use their blogs to reveal their most private thoughts or to explore their deepest emotions. Innocent pastimes you might think; yet many parents are anxious. The police have warned teenagers that posting too much information about themselves could be dangerous and are encouraging them to be more careful.



The risks don't end there. Recently, Monica found her younger sister and dad reading her blog . " I was upset. I feel like family and close friends should not be reading my diary in secret", she says. They should tell me. It is only fair. I don't spy on them!.

These days she uses a blog space called LiveJournal that allows her to restrict access to her blog to her friends.

Source: Target Book B1.2 Richmond Pag 12

Brainstorming 5

SESSION

2

Strategy: Prediction from chunk of text.

Level: B1.2

Procedure:

- 1.-Students select 4 ideas from the reading (topic sentences) about electric cars.
- 2.-Students determine what the topic are sentences by context from the reading paragraphs.
- 3.-They express their ideas.

Benefits: Activate the background Knowledge and use vocabulary.

Materials: Markers.

Strategy: Roleplay the reading.

Level: B1.2

Procedure:

- 1.- Teacher organizes 3 groups of students and discuss the each paragraph. Group 1, paragraph 1; group 2, paragraph 2; and group 3, paragraph 3.
- 2.- Students select one leader of each group. The leader presents the main ideas acting as a famous car salesman.
- 3.- Students take notes about the presentation.
- 4.- Finally, the teacher introduces the 5 topics sentences, and they connect the five topic sentences to the context paragraph.

Benefits: Activate the background Knowledge and use vocabulary.

Materials: Markers.

Curricula Goal according to the Ministerio de Educación.	Text	Source or Page
Identify topic sentence	The electric car a thing of future or thing of past (Educación, English B1.2, 2016)	Unit 3. Pag 40. Environmentally Friendly

The Electric Car A thing of the future or a thing of the past?



The discussion includes global warming, pollution and the dependency on non-renewable oil. The global car industry has already begun to show where the future of cars is going and right now it looks like the electric car is the answer.

They use electrical energy stored in batteries or another storage device. Although it might seem like science fiction, the electric car is already here. In fact, electric cars were popular in the late 19th century and early 20th century, until advances in technology led to the mass production of cheaper gasoline cars, hence the decline in the use of electric cars

You don't have to worry about oil or air filter changes, transmission problems, tune ups or emission tests. As for the environmental advantages of electric cars, these include increased health for both people and nature. It has been proven that the use of oil products releases more pollution into the air than nature can handle, hence, increasing risks of both cancer and lung disease. The pollution which is produced by cars is one of the main causes of global warming. There are some people who say that by using electric cars we are not only helping nature, but we are also doing ourselves a favor

At the moment, the electric car simply can't give the driver the same sense of freedom that a standard car can. Electric cars can be great for the environment and people's health, but unfortunately most of the electricity needed to recharge electric cars is produced by coal plants which actually create more pollution than the average gasoline car. Another problem is that factories spend more energy to produce electric cars than regular cars and although this is a problem that will most likely be solved in the future, it is not a positive thing for today. So, although electric cars will probably be the vehicle of the future, they are not the vehicle of today.

Source: Educación, English B1.2. Pag 40

Prediction from chunk of text. **7**

SESSION

3

Strategy: Prediction from pictures

Level: B1.2

Procedure:

- 1- Teacher brings in pictures or project pictures on board (the golden tamaris monkeys' images, babies and adults lion's pictures, and doctors or zookeepers pictures).
- 2.- Teacher elicits ideas about what about the topic might be and write down on the board students' ideas.
- 3.- Students read or listen to the cd reproduction about the cartoon reading text.
- 4.- Students listen carefully.
- 5.- Students underline new words and look at the dictionary.
- 6.- Teacher asks comprehension questions about the cartoons

Benefits: Activate the background Knowledge and increase vocabulary.

Materials: Pictures, markers and cd audio.

Curricula Goal according Ministerio de Educación.	Text	Source or Page
Identify topic sentence	Endangered species. Comic Extra Reading: Then Jose understood the importance of English. Comic.	Unit 3. Pag 44 (Educación, English B1.2, 2016) Source: https://americanenglish.state.gov/files/ae/resource_files/why_english_10-14.pdf

Endangered Species



Read and listen.

Golden Lion Tamarins are an endangered species. There are only 50 left.

You guys have a hard job to do.

Yes, you have to help reestablish your species population.

A few months later...

Wow, you guys have a lot of babies.

Hopefully we will be able to release you soon.

A year later...

And with conservation we can make sure you have a good future.

Thanks to reforestation, you guys now have a new habitat to live in.

5 years later...

I know. We may have to find them some more land so they can all survive!

Wow! There are so many that they might run out of natural habitat.

10 years later...

LIVE

The once endangered Golden Lion Tamarin's population has grown to such a size that they no longer have enough natural habitat and are roaming city streets in packs, terrorizing the people.

The time for a change has come.

Golden Lion Tamarin (on TV)

LIVE

Attention all humans. We, the Golden Lion Tamarins are taking over. You are now under our control. You are now our slaves...

The Golden Lion Tamarins have taken over the world!

How can such cute little animals be so evil!

They tricked us with their cute little faces!

Source: Educación, English B1.2. Pag 44

Prediction from pictures **9**



Strategy: Prediction from the title (Pollard & Hess, 1997)

Level: B1.2

Procedure:

- 1.-Teacher writes the title on board with colors.(How to conduct a survey).
- 2.-Teacher catches the students' attention to the title of a reading passage.
- 3.-Teacher asks them to notice other clues about what they are about to read; pictures and charts.
- 4.- In small groups , students discuss what they think this reading might be about.

Benefits: Activate the background Knowledge

Materials: Board and markers

Curriculum Goal according to the Ministerio de Educación.	Text	Source or Page
Identify the purpose of text persuasive-informative texts	<p>How to conduct a Survey.</p> <p>Extra Reading:</p> <p>Should we pay for plastic bags?</p>	<p>Unit 4. Pag 55.</p> <p>B1.2, 2016)</p> <p>https://www.tes.com/teaching-resource/year-4-persuasive-texts-11018682</p>

How to Conduct a Survey



Different people will react distinctly in different situations. Different people have distinct wishes or desires. Working in groups is a good experience. Working in groups is not a good experience.

A survey is a data collection tool used to gather information. A survey may focus on factual information about individuals, or it might aim at collecting the opinions of the survey takers. Gathering information is an important way to help people make decisions about topics of interest. Surveys can help people decide what needs to be changed, where money should be spent, what products to purchase, what problems to confront. The best thing about surveys is that they can be used to answer any question about any topic. Here are four steps to carry out a successful survey:

1. Create the questions – what questions do you want to ask?
2. Ask the questions – if it's a small group, you can ask everyone. If it's a large one, ask only a sample of the group (but be sure to choose the sample people randomly).
3. Tally the results – add up the results and analyze them.
4. Present the results – you can present your results in a table or a graph.

Remember to communicate your survey results effectively to your audience and organize your survey findings with background information, detailed data and results, conclusions and recommendations

Source: Educación, English B1.2. Pag 55

Prediction from the title **11**



SESSION

5

Strategy: Academic Literacy Mind Map (Herrera, Kavimandan, & Holmes, Crossing the Vocabulary Bridge, 2011)

Level: B1.2

Procedure:

- 1.- Teacher places students in small groups with a computer
- 2.- Students share 3 specific words cards (rag pickers problems, trash, collection, meager, harassment)
- 3.- They must use the Microsoft word in the review tool.
- 4.- The students type the words in to the synonym tool
- 5.- The students make a graphic organizer with synonyms
- 6.- Then, they must share their ideas with the class.

Benefits: Use TICS and increase vocabulary.

Materials: Student's book.

Curriculum Goal according to the Ministerio de Educación.	Text	Source or Page
Predict the meaning of unfamiliar words	Indian Rag pickers find their voices. Adapted New York times (1-10-17)	Unit 5 Pag. 66 (Educación, English B1.2, 2016) https://www.nytimes.com/section/todayspaper

Indian Rag pickers find their voices.



Adapted New York times (1/10/07)

After a hard day at work, Manorama Begum has problems not getting sick due to the horrible smell that sticks to her clothes. Ms. Begum is one of 300,000 trash collectors in India's capital who perform the important role of rifling through the city's trash. While they search the trash, they recycle what they can and dispose of the rest. More than 95 per cent of New Delhi has no formal system of house-to-house trash collection, so the city's ragpickers, one of India's poorest groups, provide this basic service. They are not paid by the state, so they have to depend on donations from local people and on meager profits from the sale of discarded items. However, these profits are so small that it is almost impossible to survive on them. Now, finally, after centuries of submissive silence, the trash collectors are demanding respect.

Mr. Arora, a representative from the Delhi state government, says that the government has agreed to make a small but significant concession. It will supply about 6000 ragpickers with protective gloves and boots. According to Mr. Arora, this is an important step because it is the first time the government has recognized this group of essential workers. But the waste collectors are not happy with the government's donation. Ms. Begum says that they don't want gloves. They want wages, pensions, healthcare, education, houses to live in and uniforms that they hope will stop police harassment (ragpickers are frequently bothered and beaten by the police).

India's waste disposal system is informal, but very organized. Its capacity to recycle is more efficient than most recycling programs in the West. In a society where millions live in poverty with no food, housing or education, everything has a value. Ms. Begum, now 35, has been working as a ragpicker for 14 years. She says that the donations she receives from the local communities are not enough to support her family. That's why she also collects the food she finds in the trash to give to farmers who feed it to their cows in exchange for milk to help fill her children's stomachs. In her home made from recycled trash, Ms. Begum expresses anger about her life and the government's donation. "It is the poverty that makes us do this work. If I had an alternative, I wouldn't be doing it. They are providing us with gloves and boots just so we don't get sick and stop working."

Source: (Educación, English B1.2, 2016)

Source: Educación, English B1.2. Pag 66

Academic Literacy Mind Map **13**



Strategy: Tri- Fold (Herrera, Kavimandan, & Holmes, Crossing the Vocabulary Bridge, 2011)

Level: B1.2

Procedure:

- 1.- Teacher shares the template : Tri Fold Worksheet.
- 2.- Students make groups of three or four classmates
- 3.- Students have individually brainstormed ideas. Then students have to discuss their ideas with their small group and take notes in the appropriate section of the worksheet (WHAT I THINK).
- 4.- Next, teacher explains the topic. They are able to complete the section (THINGS I LEARNED) according the text.
- 5.- Finally, students make a summary or write ideas about reading.

Benefits: Activate Background, develop critical thinking in students

Materials: Worksheet (Tri Fold), pens and pencils

Curriculum	Text	Source or Page
Goal according to the Ministerio de Educación.		
Can read straightforward factual texts on subjects related to his/her field and interests with a satisfactory level of comprehension.	Indian Rag pickers find their voices. Adapted New York times (1-10-17)	Unit 5 Pag. 66 (Educación, English B1.2, 2016) https://www.nytimes.com/section/todayspaper



Strategy: Prediction From sentences (Pollard & Hess, 1997)

Level: B1.2

Procedure:

- 1.- Teacher asks each student to choose a sentence from the text and copy it on to a slip paper.
- 2.- Students tape their sentences on the walls.
- 3.- In pairs, students check the sentences around the classroom.
- 4.- Students sit with their partners and reconstruct the reading and put the sentences in order.
- 5.- A student is the secretary and takes notes. Then He or she reports the ideas of each group.
- 6.- In classroom, the entire class speculates about the meaning of reading.
- 8.- Finally, make a summary assignment for home reading.

Benefits: Use TICS and increase vocabulary.

Materials: Student's book.

Curriculum Goal according to the Ministerio de Educación.	Text	Source or Page
Understand factual texts on important inventions and historical events. Identify the order of texts.	The first man on the moon Extra Reading: Benjamin Franklin	Unit 6 Pag.78 (Educación, English B1.2, 2016) https://educacion.gob.ec/wp-content/uploads/downloads/2012/08/Ingles1.pdf



The First Man on The Moon.

Subtitles:

a. Walking the moon

b. The Launch

c. Returning to Earth

d. Leading up to the Launch

e. The moon Landing

Five days after leaving Earth, Commander Neil Armstrong became the first man on the moon. His historic words, "That's one small step for a man, one giant leap for mankind," were heard by people all over the world. A camera in the lander provided people back on Earth live television coverage as the event took place on July 16th, 1969. To be able to walk on the moon's surface, the astronauts needed to wear a space suit with a life support system and also had to get used to the reduced gravity which allowed them to jump very high compared to jumping on Earth. The astronauts spent a total of two and a half hours on the moon's surface. While there, they performed a variety of experiments and collected lunar soil and rock samples to bring back to Earth.

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Astronauts Neil Armstrong, Edwin "Buzz" Aldrin and Michael Collins left behind their friends and families as Apollo 11 launched from Kennedy Space Center in Florida on July 16th, 1969. Neil Armstrong was the commander of the mission and responsible for giving out the orders to his fellow astronauts. They were headed to the moon!

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16 SESSION 7

d. Leading up to the Launch

In 1961, U.S. President John F. Kennedy challenged NASA to land a man on the moon before the end of the decade (before 1970). The race to meet his goal would count on the greatest technological achievement the world has ever seen. The subsequent Apollo missions (spaceflights) were used as preparation for the first moon landing. Apollo 8 and Apollo 10 flew all the way to the moon, around it, and then back to Earth. Finally, everything was ready.

After returning to the lander, they began the ascent stage back to the main spacecraft which was being controlled by astronaut Michael Collins as it orbited the moon. The next step was to re-enter the Earth's atmosphere, and safely lower the spacecraft into the Pacific Ocean. The spacecraft returned to Earth on July 24th, 1969. Apollo 11 had successfully completed its mission and President Kennedy's objective to land men on the moon and return them safely to Earth had been accomplished. After landing in the Ocean, the crew were retrieved by a helicopter and taken to the recovery ship, the USS Hornet. The crew and lunar samples were placed in quarantine until their health and safety were confirmed.

Once orbiting the moon, the lander separated from the main spacecraft, taking two of the astronauts, Armstrong and Aldrin, to the moon's surface. The lander had four legs, a storage area for experimental equipment, and a ladder for the crew to climb down onto the moon's surface.

Source: Educación, English B1.2. Pag 78



Strategy: Reading with Half the words (Pollard & Hess, 1997)

Level: B1.2

Procedure:

- 1.-Teacher chooses a short, passage from student's book or from other source.
- 2.- In class, students fold this page in half of the text.
- 3.- Teacher asks the students what they understood.
- 4.- Then, the students share their ideas with the class.

Benefits: To build confidence to reading skill activity.

Materials: Copy paper.

Curriculum Goal according the Ministerio de Educación.	Text	Source or Page
To predict the meaning of unfamiliar words	Fax	Pag 57. Tourism 1. (Walker & Harding, 2012)

Commercial Text.

FAX COVER SHEET

GLOBE TRAVEL
23, Cotteridge Lane
Birmingham B12 2HX
Tel: 0121-485-1478
Fax: 0121-485-1480

To: *Globe Travel, Sheffield Main Office*

From : Savita Kumar

Attention of : Anna Hudson

Date : 25 Nov 06

Fax number : 011 4 236 26 886

Phone number : 011 4 236 2689

Total pages, including cover sheet : 4

Comments :

Anna

Here are the three pages of the Edwards brochure that you needed. I tried scanning them to you but it didn't work.

There are still some things where good old faxes are better than email !

Will send 2 or 3 full brochures to you asap.

Best

Savita

Source: Tourism 1, (Walker & Harding, 2012)

ACTIVITY:

Read the fax and answer the questions.

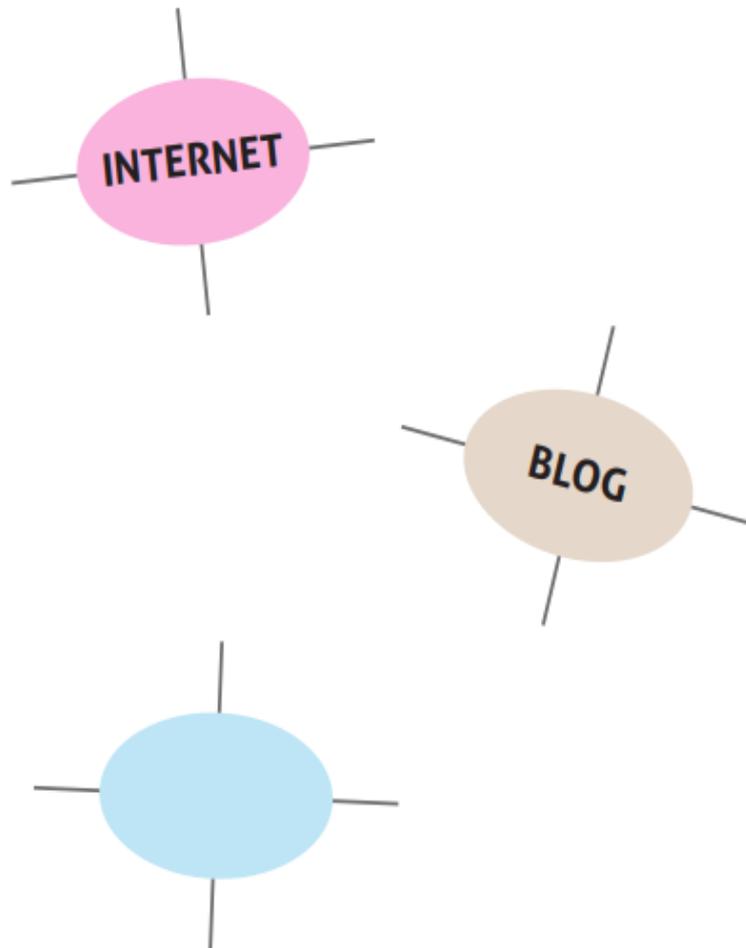
- 1. Who is it from and who is it to?*
- 2. Where do these people work ?*
- 3. Why do they know each other?*
- 4. Why has a fax been used?*

WORKSHEETS

20

Worksheets - Session 1 - Brainstorming

Brainstorming:





Group 1

The discussion includes global warming, pollution and the dependency on non-renewable oil. The global car industry has already begun to show where the future of cars is going and right now it looks like the electric car is the answer.



Group 2

They use electrical energy stored in batteries or another storage device. Although it might seem like science fiction, the electric car is already here. In fact, electric cars were popular in the late 19th century and early 20th century, until advances in technology led to the mass production of cheaper gasoline cars, hence the decline in the use of electric cars



Group 3

You don't have to worry about oil or air filter changes, transmission problems, tune ups or emission tests. As for the environmental advantages of electric cars, these include increased health for both people and nature. It has been proven that the use of oil products releases more pollution into the air than nature can handle, hence, increasing risks of both cancer and lung disease. The pollution which is produced by cars is one of the main causes of global warming. There are some people who say that by using electric cars we are not only helping nature, but we are also doing ourselves a favor



Group 4

At the moment, the electric car simply can't give the driver the same sense of freedom that a standard car can. Electric cars can be great for the environment and people's health, but unfortunately most of the electricity needed to recharge electric cars is produced by coal plants which actually create more pollution than the average gasoline car. Another problem is that factories spend more energy to produce electric cars than regular cars and although this is a problem that will most likely be solved in the future, it is not a positive thing for today. So, although electric cars will probably be the vehicle of the future, they are not the vehicle of today.











pixta.jp - 12572942



HOW TO CONDUCT A SURVEY

Should we **PAY** for **PLASTIC BAGS?**



**RAG
PICKERS**

PROBLEMS

TRASH

COLLECTION

MEAGER

HARASSMENT

TEMPLATE: Tri-Fold		
Topic: _____		
What I think		
Idea 1	Idea 2	Idea 3.
Things I Learned		
Idea 1	Idea 2	Idea 3.
Summary of Events/Ideas		

Source and adapted : Herrera, Kavimandan, & Holmes, Crossing the Vocabulary Bridge, 2011

EXTRA READING:

Comic:

Strategy: Prediction from pictures





Source: https://americanenglish.state.gov/files/ae/resource_files/why_english_10-14.pdf

Persuasive text:

Strategy: Prediction from the title.

SHOULD WE PAY FOR PLASTIC BAGS?

People should pay for the plastic bags they use for their shopping.

According to experts from Clean up Australia, Australians use over six billion plastic bags a year and many of these are used for carrying shopping home from supermarkets. Making people pay for these plastic bags would encourage them to use reusable bags.

Some plastic bags can last in the environment for up to 1000 years before they disintegrate (break down). Plastic bags are harmful to wildlife as they can kill animals, especially in the ocean.

Also, when plastic bags are made, dangerous gases are released that pollute the atmosphere. If we use fewer plastic bags there would be less air pollution, as well as less land and water pollution.



We need to reduce the number of plastic bags in the environment. Making people pay will! Help to stop them using plastic bags and force to use reusable bags for their shopping!

Source: <https://www.tes.com/teaching-resource/year-4-persuasive-texts-11018682>

Informative Text:

Strategy: Prediction from sentences.

Benjamin Franklin



Benjamin Franklin was best known by his experiments with electricity, and as an influential statesman. As a young man, Benjamin Franklin tried a number of jobs in America and England. Then, back in America, he set up his own printing business, and by the age of 23 he was printing all the banknotes for Pennsylvania. He was always interested in science, and wanted to prove that lightning was just a giant electrical spark. In 1757 Franklin became the representative of Pennsylvania in London.

Source: <https://educacion.gob.ec/wp-content/uploads/downloads/2012/08/ingles1.pdf>

Email to one of your bosses:

From:	Cathie Bailey <cbailey@travelweb.com>
To:	Elaine Watts <ewatts@travelweb.com>
Cc:	
Subject:	Accommodation in Hanoi for Professor Jacoby
<p>Dear Elaine</p> <p>I have just had a reply from our usual hotel in Hanoi, and I am sorry to have to tell you that they are fully booked on the first two nights of Professor Jacoby's stay in Vietnam. I know that Professor Jacoby's is an important client so I am very sure what to do next.</p> <p>Do we have an alternative hotel that we use in the city that I can put Prof. Jacoby into?</p> <p>Also, would you prefer me to book Professor Jacoby's into the alternative hotel for the whole of her stay, or just for those first two nights?</p> <p>Alternatively, I have a friend who knows the city very well. Would you give me permission to get a recommendation for a good hotel from him?</p> <p>Many thanks</p> <p>Cathie</p>	

Source: Tourism 1, (Walker & Harding, 2012)

READING COMPREHENSION ASSESMENT		
ENGLISH LANGUAGE		
Reading comprehension topic	Teens use blogs to share emotions	Pag. 12

FULL NAME..... DATE.....
 GRADE..... SCORE...../10

1.-Read the next paragraph and write a prediction based on text evidence.

Recently, Monica found her younger sister and dad reading her blog. “ I was upset. I feel like family and close friends should not be reading my diary in secret”, she says. They should tell me. It is only fair. I don’t spy on them!.

PREDICT WHAT WILL HAPPEN NEXT? Use the text evidence to support your prediction.

.....

Rubric.

Number of ideas /4	Grammar Future tense /4	Ability to solve a problem /2	total

TESTS

logo	THE READING COMPREHENSION SKILL ASSESSMENT		Pag. 78
	ENGLISH LANGUAGE		
	Reading comprehension topic	The first man on the moon	

FULL NAME..... DATE.....
GRADE..... SCORE...../10

1.- Look at the image and complete the graphic organizer.



Setting	Characters
Problem	
↓	
Important Events	
↓	
Outcome	
Theme	

TESTS

logo	THE READING COMPREHENSION SKILL ASSESSMENT		Pag. 44
	ENGLISH LANGUAGE		
	Reading comprehension topic	Renewable energy	

FULL NAME.....

DATE.....

GRADE.....

SCORE..... /10

1. - Complete the following explanation about different forms of renewable energy. Each word is over 1 mark. Use the following words:

- consumption • rays • resources • conversion • windmills • force • solar panels • irrigation

Our planet's natural are being depleted by human..... (a.). We can help protect our natural(b) by using the following sources of renewable energy:



Wind Power is the(c) of the wind's forces into a useful form of energy. Mechanical power is made by..... (d.) and electricity is made by wind turbines.



Solar Power is the conversion of sunlight into electricity. The sun's(e.) are captured by..... (f.) and converted into electricity



Hydropower is the energy derived from the..... (g.) of moving water. Before electricity, hydropower was used for land..... (h.) and to operate machines.

2.-Write down the endangered species.



Exam taken: *Education, English B1.2*

TESTS

logo	THE READING COMPREHENSION SKILL ASSESSMENT		Pag. 44
	ENGLISH LANGUAGE		
	Reading comprehension topic	Common teenage problems	

FULL NAME.....

DATE.....

GRADE.....

SCORE..... /10

1.- The texts are blog entries about common teenage problems. There are eight titles. Decide which title would be most suitable for each blog entry. Note that 3 titles are not used.

- A. All Work and No Play!
- B. No Uniform Equals Better Grades
- C. Breaking Bad Habits – A Hard Thing to Do!
- D. Greed – Holding Students Back
- E. Procrastination – A Common
- F. Student Anger at Cost of Education
- G. Teaching Empathy Helps Combat Bullying
- H. The Wrong Place at the Wrong Time!
- I. Wake Me Up From My Daydream!

TESTS

- a) Why do today what I can do tomorrow? That was how I used to think, but I have realized that if I want to be successful, I must stop leaving my work until the last minute. Like many other students, I wish I weren't so easily distracted; that way I could finish all my work on time and improve my grades. Posted by Julie on Feb 23rd

- b) I really wish I could stop repeating my bad habits! Just last year I became conscious of them when I started to get a lot of pains in my stomach due to overeating when I am anxious about school exams. My doctor told me that if I didn't stop eating so much, it could lead to serious health problems. Posted by Wally on Apr 18th

- c) I am in my last year of high school and our teachers give us way too much homework. Sometimes I am still studying at 1 in the morning, but if I don't do my homework, I won't pass my final year. I wish that our teachers wouldn't give us so much homework. That way we would have more time to relax. Posted by Sally on May 2nd

- d) I like to be friends with students who are victims of bullying. I had one friend who was harassed every day for years. If I hadn't helped him, his school life would have continued to be miserable. I wish that bullies would have more empathy. Posted by Paul on Jun 04th, 2012

- e) My dad always tells me, "Derek, wake up! Stop daydreaming and pay attention to what's happening around you." Actually, if I didn't live in a daydream, I wouldn't have missed so many important dates like birthdays or special events, etc. I wish I could pay more attention to what is happening around me, but I don't seem to be able to. Posted by Derek on Aug 20th

- f) My school is way too strict. Just last week I got into trouble because I wasn't wearing the correct school shoes. I wish we didn't have to wear a school uniform. Personally, I think we have a right to wear what we want. If we could wear clothes that we like and feel comfortable in, we would be happier and do better at school. Posted by Wendy on Oct 30th

Exam taken: *Education, English B1.2*

TESTS

	THE READING COMPREHENSION SKILL ASSESSMENT		
	ENGLISH LANGUAGE		
logo	Reading comprehension topic	Text type	Pag. 55

FULL NAME..... DATE.....

GRADE..... SCORE..... /10

1.-Read the title and write down which type text will be/6 Marks.

Should we pay for plastic bags?
.....

The Ann's diary
.....

Hilton Colon- Menu
.....

2.- Read and choose the correct option (A,B,C,or D)./1 Mark

What is the purpose of informative text?

- A) To persuade you to buy something.
- B) To describe how a scene might look in a novel.
- C) To provide clear facts about something.
- D) To tell you how to do something.

3.-Read and choose the correct option (A,B,C,or D)./1 Mark

A cooking recipe is an example of which type of text?

- A) descriptive
- B) instructive
- C) informative
- D) persuasive

3.-The following passage is an example of informative text: true or false?/2 Marks

New Sydmouth Public Library: What can I borrow or hire?

- A) True
- B) False

There is a large collection of books including paperbacks, non-fiction books, 'talking books', books in large print and books in languages apart from English. Up to 6 items can be borrowed for 3 weeks.

Taken and adapted from: skillwise webpage



6.9. Operative Model.

The proposal is a requirement of the Master Program at Universidad Técnica de Ambato to finish the research. The prediction strategy has been used for eight weeks to improve the reading comprehension problems in students in the third year of high school (García, 2009). The guide has the goal to be used in the classroom to change a simple reading task or homework into a pleasant activity into the classroom. At the end, students improved in vocabulary, understanding and in critical thinking with the predicting strategy through authentic material found in students' books and extra material found in the library.

The proposal was socialized and applied with teachers with some extra material to be used in correct way. The strategies can be used and adapted according to the student age and text. The most important part is that teachers have to improve their techniques and strategies to make the teaching process more effective.

Agenda.

Responsible: Susy Gómez

Sessions	Topic	Activities
One	Introduction Reading comprehension importance. Definitions. Predicting strategy and benefits	Plenary Discussion.
Two	Applying the prediction strategy.	Plenary. Work with students applying the prediction strategy according to the unit of study.

In this step of the proposal, it is necessary that teachers remember the theoretical definitions because many teachers are tourism engineers in this high school. Session one refers to concepts and definitions.

For example, reading comprehension is a challenge in young students; comprehension improves the ability in the thinking area and communication. On the other hand, the strategies help to remember vocabulary and facts that students have learned in their mother tongue or in a second language (Mc Namara, 2007).

The group of workers was five teachers that reviewed and shared definitions. The principals were working closely in this process of socialization and practice. Ninety five students were part of the research. Finally, teachers and principals concluded that the benefits of this strategy makes reading practice a dynamic activity during class.

6.10. Administration of the proposal

The administration of the proposal is summarized in the next chart:

Resources:

People	Technological equipment	Financial resources	
Principals Teachers Researcher	Laboratory	Copies	\$20
	Computer	Office supplies	\$10
	Laptop	Transportation	\$10
	Cd	Bibliography	\$30
	Speakers		
	Printer	Printing	\$20
		Total	\$90

6.11. Proposal Assessment.

The impact of the strategies applied in class has had positive results in the post-test (quantitative data) and the students' personal reflections in the survey (qualitative data). Each tool used in the process had feasibility

and reliability. The application of the predicting strategies showed that motivation and student participation had grown. In addition, when the strategies were shared, the teachers were interested. The proposal was designed according to the indicators adjusted according to overall goal in the English program curriculum. Finally, with above mentioned, the proposal has increased English learning and reading understanding. It has consolidated the interest of its use among colleagues.

Assessment Proposal Template

Strategy_____

Date_____

Satisfactory	Unsatisfactory	Rating Elements
1.-Efective Teaching Preparation		
		Strategies provide instruction achievement level. Appropriate curricular objectives.
2.-Learning Climate		
		Involves students their opinions and ideas
		Encorages Critical Thinking
3.-Instructions		
		Interesting use of strategy

Table 6: Assesment Proporsal Template
Researcher: Gómez, S (2018).

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ANNEXES

Urkund Analysis Result

Analysed Document: TESIS FINAL SUSY GOMEZ 2018 0912-2018 (Autoguardado).docx (D46654176)
Submitted: 1/11/2019 12:39:00 AM
Submitted By: gomezsusy75@yahoo.com
Significance: 3 %

Sources included in the report:

Tesis Final Zoila Cartagena.docx (D46654114)
101 APPROACHES TO EFL TECHING 8.pdf (D21349593)
TESIS MIRYAN SALAZAR.docx (D40253000)
LORENA MONGE TESIS.docx (D41363854)
<http://docplayer.es/65085451-Isbn-actas-de-las-viii-jornadas-de-formacion-para-profesores-de-espanol-en-chipre-pedro-jesus-molina-munoz-eds.html>

Instances where selected sources appear:

15



UNIVERSIDAD TECNICA DE AMBATO

MAESTRIA EN ENSEÑANZA DEL IDIOMA INGLES COMO LENGUA EXTRANJERA - COHORTE 2016

PRE TEST- POST TEST

To identify the level of understanding of the students reached through expository and narrative texts for the achievement of the standards from the Common European Framework – level B1.2.

Code: Gender F M Age _____

PAPER 1 READING SHEET 1

Instructions:
 Use a pencil (B or HB)
 Rub out any answer with an eraser if you want to change it.
 For Reading:
 Mark one letter for each question: For example, if you think A is the right answer, check like this:

0	A	B	C	D
	<input checked="" type="checkbox"/>			

0	A	B	C	D
1	A	B	C	D
2	A	B	C	D
3	A	B	C	D
4	A	B	C	D
5	A	B	C	D
6	A	B	C	D
7	A	B	C	D
8	A	B	C	D
9	A	B	C	D
10	A	B	C	D

QUESTION 1 Goal.- B1.2 Find specific predictable information in longer transactional, expository and informational material .

Read the following newspaper article and mark the best answer (A, B, C or D) in the answer box.

Brazil: Under the World's Spotlight

With only two years until the 2014 FIFA World Cup and 4 years until the 2016 Olympic Games, Brazil (0) into the global spotlight for international sports competitions. However, with success often creates controversy. Local councils (1) many low-income settlements, known as *favelas*, and replaced them with luxury 5 star hotels and new roads aimed at reducing traffic congestion. While the improvements will be long lasting for the city, effectively, they (2) huge numbers of the city's poorer urban residents to become displaced. As with most big international events, security (3) a major issue leading up to the 2016 Olympics. In fact, England, the country (4) hosted the 2012 Olympic Games (5) around \$680 million USD on security. The original budget had to be increased after the private security company, G4S, admitted that it (6) to recruit enough security staff, therefore the British military (7) to take over. Another major challenge for Brazil is the transportation service. The national government (8) on Monday that it has \$4.3 billion for urban transportation infrastructure while state and local authorities (9) another \$2.15 billion since then. Like previous FIFA World Cups and Olympic Games host countries, Brazil wants to display its best possible image as it (10) its ascent on the global stage. Such advances are always met with problems, but the real test is how Brazil steps up to the challenge.

- | | | | | |
|-----|------------------|-------------------|------------------|-----------------|
| 0. | A come | B came | C has come | D had come |
| 1. | A has demolished | B have demolished | C had demolished | D demolish |
| 2. | A forced | B had forced | C has forced | D have forced |
| 3. | A are | B is | C was | D had been |
| 4. | A what | B who | C where | D that |
| 5. | A spends | B have spent | C spent | D spend |
| 6. | A had failed | B have failed | C fail | D fails |
| 7. | A has had | B have had | C has | D had |
| 8. | A announces | B announced | C have announced | D had announced |
| 9. | A commit | B has committed | C have committed | D had committed |
| 10. | A continues | B had continued | C has continued | D continued |

QUESTION 2. Goal. To Understand clearly written, straightforward descriptions or vie points and job-related language.

Read the following sentences about landmarks. Read the descriptions below to decide if each sentence (1-10) is correct or incorrect. If it is correct, check box A. If it is incorrect, check box B.

0. These holiday destinations are located in Europe.
1. These holiday destinations are for people who like peace and quietness.
2. These holiday destinations are for people who like adventure and sports.
3. Many different activities and sports are offered at these holiday destinations.
4. One of these destinations offers activities that require being physically fit.
5. All these landmarks have historic and architectural value.
6. One of these destinations is located in South America.
7. In two of these destinations, various water sports can be practiced.
8. All destinations have been recognized for their natural richness.
9. Two of these destinations are considered natural wonders of the world.
10. Three of these holiday destinations are on World Heritage listings.

	0	A	B
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			

Exploring Landmarks

I've had the opportunity to travel and explore the historic, natural and architectural features of different landmarks around the world. Most of them are well-known world-wide and have either, a functional or symbolic significance. I would say that the following holiday destinations should not be missed.

The Great Wall of China, one of the greatest wonders of the world, was listed as a World Heritage site by UNESCO in 1987. The Great Wall goes up, down and across mountains, grasslands, and flat terrains, extending 8,851.8 kilometers from east to west China. Although some of the sections are in ruins, it is still one of the world's most appealing attractions due to its architectural magnificence, spectacular views and historical worth. Visiting this landmark is an unforgettable experience for History lovers!

Mount Everest is the highest mountain in the world, measuring 8,848 meters above sea level, and located on the border between Nepal and China. It is also considered a natural wonder of the world. To go mountain climbing, mountain biking, hiking, and rock climbing, tourists need to be physically prepared and follow specific routes. During winter, people can even go snowboarding. This is a unique experience that shouldn't be missed by adventure lovers!

The Coffee Triangle of Colombia was officially inaugurated into the UNESCO World Heritage Landscape listings on June 25th, 2011. Its centenary tradition of growing coffee makes this site an example of a productive cultural landscape worth visiting any time of the year. This unique and popular tourist destination offers theme parks like the National Coffee Park, where visitors learn about the process of making coffee, and Panaca Park, where people can interact with farm animals. The region also offers adventure sports like horseback riding, canoeing, rafting and paragliding as well as delicious typical food to suit all sorts of tastes. The people are very friendly and the prices are so reasonable that the risk is wanting to stay.

The Great Barrier Reef is one of the seven natural wonders of the world and is located in Australia. Its natural beauty makes it an extraordinary destination where visitors can see diverse marine wildlife while swimming with the fish and admiring the amazing colors of the coral reef. It has such wonderful biological diversity that it is a scuba diving paradise. It offers island day trips and scuba diving in the outer reef. A visit to this unique natural wonder is a must for any holiday.

Taken from (MinEduc.2016) Bool level 2016, level B1.2

**Comprehension Questions
Grading Scale**

Code _____

Date _____

Gender _____

Age 16-17

Researcher: Susy Gómez.

Performance Indicators	Poor 1-3	Fair 4-6	Good 7-8	Very Good 9-10
Accuracy Grammar, verb tenses and general structures	Uncontrolled grammar and syntax, lacks knowledge of general structure	Very frequent errors; difficulty in making meaning clear	Very frequent errors; difficulty in making meaning clear	Quite accurate; some errors, but meaning is clear
Comprehension Learners can recognize main ideas and secondary ideas in straightforward newspaper articles on familiar subjects. To understand the meaning.	Show great difficulty to understand straightforward newspaper articles and reports about contemporary issues. Show a great difficulty to understand straightforward newspaper articles and reports about contemporary issues.	Show difficulty to understand straightforward newspaper articles and reports about contemporary issues. Show difficulty to understand straightforward newspaper articles and reports about contemporary issues.	The items are Understood straightforward newspaper articles and reports about contemporary issues. Understand straightforward newspaper articles and reports about contemporary issues but gets confused at times, affecting comprehension.	Easily understands straightforward newspapers articles and reports about contemporary issues Easily understand straightforward newspaper articles and reports about contemporary issues.

Source: Taken and adapted from English Language Curriculum (MinEduc, 2016) and Classroom Assessment Suggestions (MinEduc, 2012)

Researcher: Gomez S, (2018)

Firma: _____

M.Sc., Geovanny Armas



Comprehension Questions

Grading Scale

Code _____

Date _____ Gender _____ Age 16-17

Researcher: Susy Gómez.

Performance Indicators	Poor 1-3	Fair 4-6	Good 7-8	Very Good 9-10
Accuracy Grammar, syntax and general structures	Uncontrolled grammar and syntax, lacks knowledge of general structure	Very frequent errors; difficulty in making meaning clear	Very frequent errors; difficulty in making meaning clear	Quite accurate; some errors, but meaning is clear
Comprehension Learners can find specific information and identify the main points in simple, straightforward texts on subjects of personal interest or familiar academic topics While making informed decisions about one's own reaction to the text.	Show a great difficulty to understand straightforward newspaper articles and reports about contemporary issues.	Show difficulty to understand straightforward newspaper articles and reports about contemporary issues.	Understand straightforward newspaper articles and reports about contemporary issues but gets confused at times, affecting comprehension.	Easily understand straightforward newspaper articles and reports about contemporary issues.

Source: Taken and adapted from English Language Curriculum (MinEduc, 2016) and Classroom Assessment Suggestions (MinEduc, 2012)

Researcher: Gómez S. (2018)

Firma:  0602773301

Msc, Geovanny Armas

VALIDACIÓN DE CONTENIDOS DEL INSTRUMENTO DE EVALUACION SOBRE "THE PREDICTION STRATEGY AND READING COMPREHENSION SKILL IN LEARNERS OF ENGLISH"

**CORRESPONDENCIA DE LAS PREGUNTAS DEL INSTRUMENTO PRE TEST-POST TEST
PREGUNTAS PARA LOS ESTUDIANTES**

CATEGORÍAS ÍTEMS	(A) CORRESPONDENCIA DE LOS ÍTEMS CON LOS OBJETIVOS, VARIABLES E INDICADORES P=PERTINENTE NP=NO PERTINENTE		(B) CALIDAD TÉCNICA Y REPRESENTATIVIDAD O=OPTIMO B=BUENO R= REGULAR I= INSUFICIENTE				(C) LENGUAJE, GRAMÁTICA Y ORTOGRAFÍA A= ADECUADO I= INADECUADO		OBSERVACIONES
	P	NP	O	B	R	I	A	I	
Reading 1. Brazil: Under the world's Spotlight. a) Read the following newspaper article and mark the correct verb. (A-B-C)	✓		✓					✓	
1. Reading Two: Landmarks. Read the following sentences about landmarks. Read the descriptions below to decide if each sentence (1-10) is correct or incorrect, check box A. It is incorrect, check box B. (expository test)	✓			✓				✓	

Firma: _____



0602773301
Msc. Geovanny Armas.

DATOS DEL / A VALIDADOR/A

NOMBRES Y APELLIDO: WASHINGTON GEOVANNY ARMAS PESÁNTER

CEDULA DE IDENTIDAD 0602773301

TITULO MAGÍSTER EN LINGÜÍSTICA APLICADA AL APRENDIZAJE DEL INGLÉS

CAMPO DE ESPECIALIZACION EDUCACIÓN (IDIOMAS)

TELEFONOS:

2968372

0960949002

INSTITUCION QUE LABORA

UNIVERSIDAD NACIONAL DE CHIMBORAZO

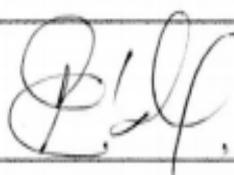
FUNCIONES: DOCENTE

FECHA DE VALIDACION: 02-04-2018

OBSERVACIONES

GENERALES: REVISIÓN ORTOGRÁFICA REVISIÓN GRAMATICAL.

FIRMA:





UNIVERSIDAD TECNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE EDUCACION
CARRERA DE IDIOMAS

**Survey addressed to students of the Third year of Bachillerato of
“Unidad Educativa ANDOAS”**

Date:_____ Gender: Male____ Female____ Age:_____

Objective: To add information concerning to use of Prediction Strategy and Reading comprehension in English learners.

Directions: *This questionnaire is designed for research purpose. The information collected will not be used for any other uses. There are no right or wrong answers. We will appreciate your cooperation and help.*

1-Nowadays, What kind of text did your English teacher use for reading activity?

A.-Survey____ b.-News____ c.-Descriptions _____ d.-Other_____

2.-Do you consider that level of Reading Comprehension has improved with the predicting strategy? High degree () b. Moderate degree () c. Small Degree ()

3.-After the strategy, Are you able to predict what is the text about?

A.High degree () b. Moderate degree () c. Small Degree ()

4.-Do you use the prior Knowledge (vocabulary, grammar, text structure) when reading a text?

a. - Always _____ b-Sometimes_____ c.-Never_____

5.-How often do you use the photos or pictures to predict the text topics?

A.-Always _____ b.-Sometimes _____ c.-Never _____

6.-Which abilities did this strategy contribute to your comprehension to read in English:

a- Guess meaning of unfamiliar words from context ()

b.-To analyze the text carefully before to answer ()

c.-To scan Information ()

d.-Recognize the main idea in text ()

7. - Do you like this strategy?

A.-Yes () b.-No ()

Why _____

8. - Do you consider the effectiveness the strategy in reading comprehension?

A.-Yes () b.- No ()

Why _____

Your cooperation is highly appreciated

The Researcher, Susy Gómez.

VALIDACIÓN DE CONTENIDOS DEL INSTRUMENTO SOBRE "THE PREDICTION STRATEGY AND READING COMPREHENSION SKILL IN LEARNERS OF ENGLISH"

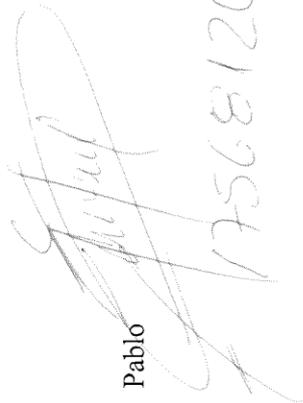
CORRESPONDENCIA DE LAS PREGUNTAS DE LA ENCUESTA PREGUNTAS PARA LOS ESTUDIANTES

CATEGORÍAS ÍTEMs	(A) CORRESPONDENCIA DE LOS ÍTEMs CON LOS OBJETIVOS, VARIABLES E INDICADORES P=PERTINENTE NP=NO PERTINENTE		(B) CALIDAD TÉCNICA Y REPRESENTATIVIDAD O=OPTIMO B=BUENO R= REGULAR I= INSUFICIENTE				(C) LENGUAJE, GRAMÁTICA Y ORTOGRAFÍA A= ADECUADO I= INADECUADO		OBSERVACIONES
	P	NP	O	B	R	I	A	I	
1-Nowadays, What kind of text did your English teacher use for reading activity?	P ✓			B ✓				A ✓	
2.-Do you consider that level of Reading Comprehension has improved with the predicting strategy?	P ✓			B ✓				A ✓	
3.-After the strategy ,Are you able to predict what is the text about ?	P ✓			B ✓				A ✓	

<p>4.-Do you use the prior Knowledge (vocabulary, grammar, text structure) when reading a text?</p>	<p>B</p>					<p>A ✓</p>		
<p>5.-How often do you use the photos or pictures to predict the text topics?</p>	<p>B</p>					<p>A ✓</p>		
<p>6.-Which abilities did this strategy contribute to your comprehension to read in English: a- Guess meaning of unfamiliar words from context () b.-To analyze the text carefully before to answer () c.-To scan Information() d.-Recognize the main idea in text ()</p>	<p>B</p>					<p>A ✓</p>		
<p>7.- Do you like this strategy?</p>	<p>B</p>					<p>A ✓</p>		

8-Do you consider the effectiveness the application of this strategy in reading comprehension?	P ✓		E	B ✓	A ✓			
--	-----	--	---	-----	-----	--	--	--

Firma: Phd. Pablo



1756812044

DATOS DEL / A VALIDADOR/A

NOMBRES Y APELLIDO: Ederto Pablo Gutierrez Morales

CEDULA DE IDENTIDAD 1756812044

TITULO Dr. C. Ciencias Pedagogicas PhD.

CAMPO DE ESPECIALIZACION Metodologia de Investigacion

TELEFONOS: 0983394728

INSTITUCION QUE LABORA Universidad Estatal Amegonense

FUNCIONES: Docente - Investigadora

FECHA DE VALIDACION: 4 Mayo 2018

OBSERVACIONES GENERALES: _____

FIRMA: 

Puyo a, 15 de Abril 2018.

Dr. Pablo Gutiérrez

DOCENTE EN LA UNIVERSIDAD NACIONAL DE CHIMBORAZO

Presente.-

De mis consideraciones:

Conocedor de su alta calidad Profesional me permito solicitarle, muy comedidamente su colaboración en la validación de los instrumentos a utilizarse en la recolección de datos sobre : "The Predicting Strategy and the Reading Comprehension Skill in Learners of English". La misma que sera aplicada en estudiantes de Tercero de Bachillerato de la Unidad Educativa Andoas 2017-2018.

Mucho agradeceré seguir las instrucciones que se detallan a continuación; para lo cual se adjunta la Matriz de operacionalización de variables y respectivo instrumento.

Por la favorable atención a la presente anticipo mis agradecimientos.

Atentamente.-



Susy Gómez
0602988099

Puyo a 15 de Marzo del 2018

Señor

Msc. Walter Illibay.

RECTOR DE LA UNIDAD EDUCATIVA ANDOAS

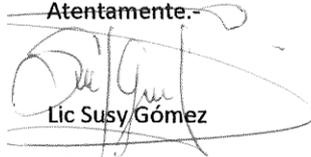
Presente

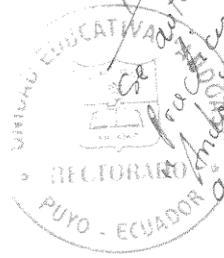
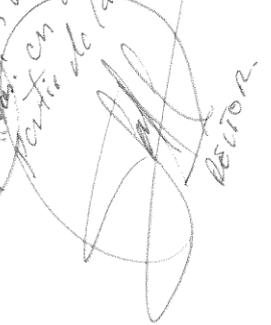
De mi consideración:

Yo, Susy Natalia Gómez Zurita con cedula N. 0602988099, estudiante de la Universidad Técnica de Ambato Cohorte 2016, solicito a Usted muy comedidamente realizar mi proyecto de Tesis con el tema: "THE PREDICTION STRATEGY AND THE READING COMPREHENSION SKILL IN LERANERS OF ENGLISH", con los estudiantes del Tercero de Bachillerato del año lectivo 2017-2018, para las aplicación de la estrategia y de los diferentes instrumentos de recolección de datos que aporten a la investigación.

Por la favorable atención a la presente anticipo mis agradecimientos.

Atentamente.


Lic Susy Gómez
0602988099

Autorizado
para que se autorice realizar las actividades en el 3º año de Bachillerato a partir de la present. fecha.


RECTOR

	UNIDAD EDUCATIVA "ANDOAS"	AÑO LECT. 2017-2018
	INFORME DE RENDIMIENTO EN LA MATERIA DE INGLES	FECHA.- 18 DE FEBRERO 2018

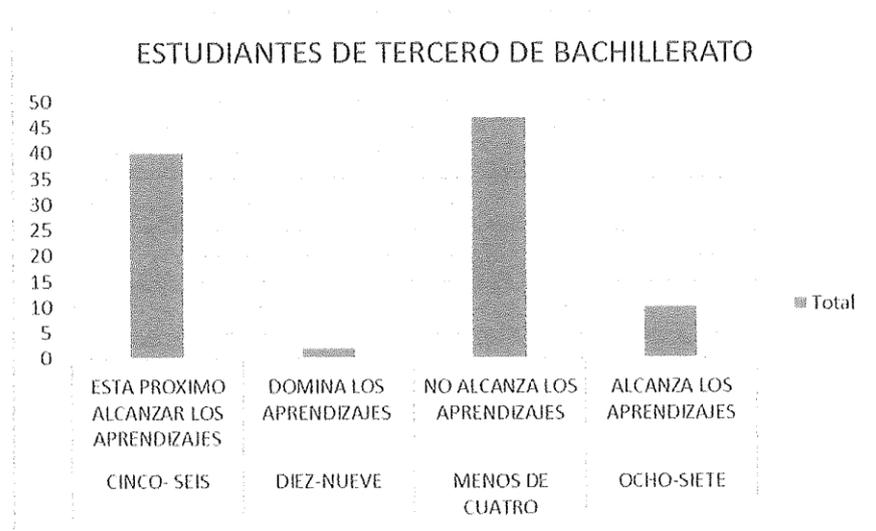
1. DATOS INFORMATIVOS

UNIDAD EDUCATIVA ANDOAS

2. ANTECEDENTES:

Previo análisis realizado del rendimiento del Primer parcial en cada materia, en este caso de la materia ingles se muestra el siguiente el resultado:

El examen se muestra gran dificultad en responder preguntas de comprensión lectora arrojando los siguientes resultados:



OBJETIVOS:

Que el departamento de Idiomas o los docentes mejoren en la comprensión lectora de inglés para alcanzar un estudiante competente en esta rama del idioma extranjero.

4.-CONCLUSIÓN

Que los docentes busquen las estrategias o métodos para mejorar esta destreza.

3. RECOMENDACIÓN

Realicen una reunión de área y determine un proyecto de aula para mejorar las destrezas que los estudiantes tienen problema en especial en los estudiantes del Tercero de Bachillerato que son los próximos en ingresar a la Universidad.

DESARROLLO DEL DOCUMENTO		
NOMBRE	FIRMA	FECHA
Msc. Walter B. Ilbay		18/02/2018