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Licenciado en Pedagogía de los Idiomas Nacionales y Extranjeros mención: inglés

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**“SIX-LECTURE STRATEGY IN THE READING SKILL”**

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Ambato – Ecuador

2021

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I, Dra. Mg. Elsa Mayorie Chimbo Cáceres holder of the I.D No. 1802696458, in my capacity as supervisor of the Research dissertation on the topic: “SIX-LECTURE STRATEGY IN THE READING SKILL” investigated by Chauca Torres Lenin Ismael with I.D No. 185076360-6 confirm that this research report meets the technical, scientific and regulatory requirements, so the presentation of it is authorized to the corresponding organism to be submitted for evaluation by the Qualifying Commission appointed by the Board of Directors.

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I declare this undergraduate dissertation entitled: **“SIX-LECTURE STRATEGY IN THE READING SKILL”** is the result of the author’s investigation and has reached the conclusions and recommendations described in the present study.

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## **DEDICATION**

To God, who gave me wisdom and healthy to fulfill my dreams. To my parents who are the most important people in my life, they are the ones who every day support me and give me this opportunity to grow up as a person. My siblings Alex, Genesis, and my nephew Jaden whose have supported me during all of this process.

Lenin

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**TOPIC:** dissertation “**THE SIX-LECTURE STRATEGY IN THE READING SKILL**”

**AUTHOR:** Chauca Torres Lenin Ismael

**TUTOR:** Dra. Mg. Elsa Mayorie Chimbo Cáceres

**DATE:** January 2021

**Abstract**

The six-lecture strategy is a set of reading strategies used in the educational field. This strategy is used in Spanish to encourage students' reading comprehension. Zubiría (1991) stated six stages: phonics reading, primary de-codification, secondary de-codification, tertiary de-codification, categorical reading, and semantic goal. This research is aimed to identify the effectiveness of the six-lecture strategy in reading comprehension. To achieve the objectives, qualitative & quantitative research and a quasi-experimental design was used. The study subjects were forty-four students, to whom a survey, reading pre-test and post-test adapted from the TOEFL reading section test were applied. The subjects were divided into two groups the control and treatment. To identify the learners' reading comprehension, both groups took the reading pre-test. Subsequently, the treatment group had an intervention with the use of the six-lecture strategy, where students were able to use and recognize the six-lecture strategy to improve reading comprehension. In the end, both groups took the reading post-test to compare if there was an improvement or not. The data obtained from the reading tests were analyzed using the Shapiro-Wilcoxon statistic test. Additionally, a survey was applied to students which contributed to achieving the conclusions. The results concluded that phonics reading, primary de-codification, secondary de-codification, tertiary de-codification, categorical reading, and semantic goal influenced the development of reading comprehension.

**Keywords:** The six-lecture strategy, reading comprehension, reading strategy.

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**Resumen**

La estrategia de seis lecturas es un conjunto de estrategias de lectura utilizadas en el campo educativo. Esta estrategia se utiliza en español para fomentar la comprensión lectora de los estudiantes. Zubiría (1991) planteó seis etapas: lectura fonética, descodificación primaria, descodificación secundaria, descodificación terciaria, lectura categórica y meta semántica. Esta investigación tiene como objetivo identificar la efectividad de la estrategia de seis conferencias en la comprensión lectora. Para lograr los objetivos se utilizó investigación cualitativa y cuantitativa y un diseño cuasiexperimental. Los sujetos de estudio fueron cuarenta y cuatro estudiantes, a los que se les aplicó una encuesta, un pretest y un post-test adaptados del examen de la sección de lectura TOEFL. Los sujetos se dividieron en dos grupos el control y el tratamiento. Para identificar la comprensión lectora de los alumnos, ambos grupos realizaron la prueba preliminar de lectura. Posteriormente, el grupo de tratamiento tuvo una intervención con el uso de la estrategia de seis lecturas, donde los estudiantes pudieron usar y reconocer la estrategia de las seis lecturas para mejorar la comprensión lectora. Al final, ambos grupos tomaron el post-test para comparar si hubo una mejora o no. Los datos obtenidos de las pruebas de lectura se analizaron mediante la prueba estadística de Shapiro-Wilcoxon. Además, se aplicó una encuesta a los estudiantes que contribuyó a la consecución de las conclusiones. Los resultados concluyeron que la lectura fonética, la descodificación primaria, la descodificación secundaria, la descodificación terciaria, la lectura categórica y el objetivo semántico influyeron en el desarrollo de la comprensión lectora.

**Palabras clave:** Estrategia de las seis lecturas, comprensión lectora, estrategia lectora.

## CHAPTER I

### THEORETICAL FRAMEWORK

#### 1.1 Investigative background

This research has not been studied deeply, but there were similar investigations as well as academic articles that supported it. The research majority focused on demonstrating the importance of the six-lecture strategy in reading comprehension besides, it presents appropriate information about reading strategies to increase reading comprehension. The respective revision was made with topics related to this research taken from the Universidad Técnica de Ambato repository inside the Facultad de Ciencias Humanas y de la Educación, where the following studies were found:

According to Quispe and Laura (2019) this research is an experimental type and a quasi-experimental level since it aims to produce an effect on the dependent variable. The objective that aids this research is: Improve the level of text comprehension with the proposed strategy; In other words, Miguel de Zubiría's theory of the six readings as a strategy is the independent variable, consisting of a series of reading procedures: phonetic, primary, secondary, tertiary (elementary decoding mechanisms), categorical, and metatextual (complex decoding mechanisms).; improves the literal, inferential, and critical level of student comprehension of texts. The research has a quasi-experimental design with two groups (control and experimental), that is there is regular control in the intervening variables.

According to Ramirez (2006) in his article aimed to develop the reading skills in students to achieve reading comprehension. This research is an empirical-analytical approach that describes and explained a phenomenon. The work in general was parallel to a quasi-experimental design because the two variables were manipulated. This research used a pre-test at the beginning of the process and a post-test (evaluation) at the end of the process. The work took place at the Faculty of Medicine at Universidad de Manizales with a group of 27 students, male, and female, and aged between 17 and 28 years old. The results showed that the application of the Theory of the six readings favored the development of reading skills in different decoders of secondary, tertiary, and categories reading levels in students of basic sciences at Medicine Faculty.

According to De la Cruz (2016) the research aimed to determine the six-lecture theory in the critical reading in students at Tomas Martinez School. To achieve the objectives, it was as a qualitative and quantitative research approach. 96 students and 16 teachers were part of this research. To verify the hypothesis, “x2” was used, known as “chi-Cuadrado” , which allowed the measure of two or more groups. The results achieved in the application of the six-lecture theory demonstrate that students need motivation because the teachers did not apply reading strategies and they used it in the wrong way.

According to Llerena (2020) in her research topic “3-2-1 Strategy in the Reading skill” aimed to analyze the effects of the use of the 3-2-1 strategy and the development of reading skills. To achieve the objectives a quantitative-quantitative research was used with a quasi-experimental design. The intervention process involved the creation of two groups, one experimental (20 students) that used the 3-2-1 strategy for two months and a control group (20 students) that did not practice any specific technique. As an evaluation resource, the PET exam was implemented and applied to the 40 students before and after the intervention to compare the results of the pre-test and post-test. With the development of this research, it was possible to determine that the 3-2-1 strategy helps to improve the reading ability in students because, after the application of the strategy 3-2-1, there was deduction in the student’s minimum in the lower level, going from 55% to 35%.

According to Edibelcy, Alba, and Arias (2016) the present research has a qualitative study that was carried out in 2015 and 2016 at “San Antonio Bajo” and “Granada Occidente” (Boyacá, Colombia). The research purpose highlights the processes of reading comprehension that are strengthened by the implementation of strategies designed, based on conceptual pedagogy and the “theory of the six readings” by Miguel de Zubiría Samper, the target population consists of 8 children of the fourth and fifth grades in primary school between 10 and 11 years old. The collection of information was done through the application of interview, observation, and the preparation of checklists. 5 workshops were applied with 5 categories in mind: phonetic reading, primary decoding, secondary decoding, tertiary decoding, and categorial reading. The outcomes permit to discover progress in a portion of the students in optional unraveling proving deficiencies in the extraction of sentences contained in the sentences; the other half progressed to tertiary coding level.

## **1.2 Theoretical framework**

### **1.2.1 Independent variable**

Learning a new language involves challenges. Professors and students must be aware of their reading skills to succeed in the teaching-learning process. To achieve those trials and catch students' attention, teachers must be able to manage several learning strategies. Many learning strategies can be used inside the classroom. The learning strategies are techniques and tools developed during the learning process: in other words, they are actions in which solve a learning problem (Eady & Lockyer, 2013). Besides, they optimize cognitive and social behavior effectively. One of the biggest challenges as a teacher is to plan lessons to inspire students to stay active and motivated in the learning process. The traditional teaching methods are not always centered to achieve that. So, the six-lecture strategy plays an important role: it allows students to develop social and academic performance skills to achieve the learning process.

### **Learning strategies**

Rodríguez and Pino (2017) suggested that learning strategies become important factors for success in academic performance. Many authors consider learning strategies to be a mental process of conscious and intentional decision making. Throughout this process, the pupil uses skills and abilities to acquire and internalize knowledge easily and efficiently to master certain competencies.

Learning strategies are a combination of cognitive skills implemented when a situation is perceived as one demanding learning. Hsiao and Oxford (2002) stated a system of strategies that incorporate six groups of learning behavior in the foreign language: however, more extensive classification distinguishes between meta-cognitive, cognitive, and social strategies. These strategies must be considered because each student has their own learning style.

## **Metacognitive strategies**

Metacognitive strategies are processes used to help students to understand their learning manner. In other words, it is a process designed for students to think carefully about their thinking. Teachers use metacognitive strategies to impact students to become self-regulating learners and to develop a strong sense of self-awareness in their learning. According to Pierre (2009), metacognition enables students to be more active in their learning, i.e., to utilize all their resources, to have successful learning experiences, etc. To do this, they must understand in what way they learn and be aware of the steps that are followed and the means that are used to acquire knowledge, solve problems, and perform tasks.

Morin (2014) suggested that metacognition involves thinking and reflecting before, during, and after a learning task. Metacognition starts when students think about strategies, they will use to perform a task. Metacognition happens when they choose the most effective strategies and decide for themselves whether the outcome of these strategies meets the standards of practice. The time taken to teach a variety of strategies is particularly important because students must choose strategies for each task that they will perform.

## **Cognitive strategies**

Cognitive strategies are tools that assist students in the learning process. Reading comprehension is an area where cognitive strategies are imperative, for that reason teachers must introduce and describe fascinating and qualitative studies where the readers think aloud regarding what is happening in their minds while they are reading. Also, it is a skill that allows students to be flexible learners. According to Gagne and Briggs (1979), cognitive strategies are internally developed skills that affect the intellectual process of the learner. Those processes are understanding problems, learning, remembering, and thinking. Gagne and Driscoll (1988) stated that cognitive strategies require cognitive involvement. It includes cognitive strategies in reading comprehension, learning, recall, and cognitive strategies in thinking or solving problems. These strategies are used to successfully learn through repetition, organization of new language, summarizing meaning, interpreting meaning from the context would be difficult without special effort. According to Koban and Koç (2016) stated that cognitive and learning strategies are those procedures that a student uses to succeed with a task that would be difficult without special effort. Everybody uses strategies when tasks become difficult. For example, most readers, not just those with poor reading

comprehension, acquire habits of doing something strategic before, during, and after reading a text. Regarding this study, the application of some pedagogical strategies and the use of specific tools such as the six-lecture strategy in reading comprehension will allow students to develop social and academic performance.

### **Six-lecture strategy**

The six-lecture strategy is a pedagogical model that studies two large groups of readings. The first one is made up of the basic skills that require the understanding of simple texts which include phonetic reading, primary, secondary, and tertiary decoding. The second group is aimed for students to acquire essential skills to interpret essays that involve science, technology, and art. According to Zubiría (1991), the six-lecture strategy is an education model aimed to teach from an early age to develop skills for a good communicator. Besides, it contributes to the pedagogy management approach. De la Cruz and Huamán (2016) stated that the six-lecture strategy improves the reading comprehension in students at all levels and even achieve better intellectual development. Therefore, it gets meaningful learning that today's teachers see it as a necessity. Zubiría (1991) put forward six strategies that a teacher must follow: phonics reading, primary de-codification, secondary de-codification, tertiary de-codification, categorical reading, and semantic goal.

- First, phonics reading: here the students learn how to pronounce the words correctly from the text. Phonics can be used as a strategy to teach pronunciation even though it is mainly used to teach children to read. It is about transforming the printed signs into words.
- Second, primary de-codification: here the student stops pronouncing the words and advances to the next level, which is to understand the meaning of the words, for proper lexicon use. It is about decoding the meaning of the words to reveal their concepts.
- Third, secondary de-codification: knowing the meaning of the words and their use in the text, students proceed to a more advanced level which consists of interpreted phrases and sentences to get a concrete idea.
- Fourth, tertiary de-codification: this is about discovering the semantic structure of the text. In other words, it consists of reducing the semantic structure into a conceptual map or any other type of scheme that visualizes its meaning or significance.



- Fifth, categorial reading: this consists of understanding the text and its meaning in the real world. It is the reading process that is done from a text, in which it is possible to extract the main idea and second idea to facilitate the reading understanding.
- Sixth, semantic goal: the purpose of this is to contrast or match the work read with three aspects or facets external to the text: the author, the society in which they live and the rest of the writings. "Meta-semantic reading seeks to compare and match the system of ideas contained in the text with another reading comprehension."

The main process within the use of six-lecture strategies allows students to be able to develop reading comprehension. Besides, it encourages the learning process that focuses on cognitive strategies. It is also important to know that it involves understanding, interpretation, and inference, which implies a process in linguistic structures. Therefore, this strategy makes students aware that reading is the main means to study and train intellectuals.

### **1.2.2 Dependent variable**

#### **Reading skill**

Chuck, A (2020) stated that reading skills are the skills earned through reading, such as comprehension, self-confidence, and fluency. These skills provide students the ability to get a clear idea of the turn words on a page.

In addition to being an integral part of modern life. Reading skill also refers to the ability to understand written text. It is prudent to develop this skill at an early age of schooling. When students understand and comprehend written text and connect their understanding with their prior knowledge, they can perform the following three reading-comprehension skills. (Tefera, 2017).

- Recognize simple facts presented in written text (literal comprehension)
- Make decisions about the written text's content (evaluative understanding)
- Interface the content to other composed sections and circumstances (inferential understanding)

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

Reading is an active cognitive process that requires reasoning to construct meaning from a written text and understanding it effectively and comprehensively (Diab, Abdel, Haq, & Aly, 2018). However, if reading involves making sense of a written text, children, therefore, cannot do it effectively at their young age because they are still even learning their language. That is why teachers should come up with methods, strategies, activities that will make students accurately acquire this skill.

Sangia (2014) states that reading is one of the four language skills, which plays an important role in language teaching. It is important because, it is the basis for learning to listen, speak, and write. Reading skill is a powerful tool to obtain a wide range of information because of the greater the reading comprehension of the students, the greater the knowledge.

The author recognizes that the acquisition of reading is a complex activity because it is a form of language, communication, and exchange of information and ideas. Reading is a complex interaction between the text and the reader that is formed by a community of knowledge, experience, attitude, and previous language of the reader related to the cultural and social aspect.

Reading skill is a cognitive ability that includes several processes: word meaning in context, literal comprehension, inferences, interpretation of metaphors, search for main ideas, the formation of judgments. Reading skill also involves automatic recognition skills, vocabulary and structural knowledge, knowledge of the formal discourse structure, content,

knowledge of the global background, skills, strategies of synthesis and evaluation, cognitive goal knowledge, and skills monitoring (Bojovic, 2010).

Reading is an important skill in life because it aims to seek information, obtain knowledge, and is often used as a means of instruction in education. Additionally, reading is a vital skill, therefore, it is considered one of the most 3 challenging areas that requires special attention from teachers to help students improve their reading comprehension by giving them instructions about reading strategies such as predicting, doing affiliation, anticipate, infer, question, summarize to finally achieve the conceptual perspective of the text (Amid, 2019).

### **Reading processes**

According to Goodman (2001), reading has been seen as a cyclical process because the reader is always focused on getting meaning from the text. Attention is focused on meaning, and the rest, such as letters, words, or grammar, receives full attention only when the reader has difficulty obtaining meaning. Each cycle is tentative and 33 may not be completed if the reader goes directly to the meaning. In an efficient reading, few cycles are needed to complete it before the reader gets meaning. Reading is intelligent behavior, and the brain is the center of human intellectual activity and information processing. The search for meaning is the most important characteristic of the reading process, and it is in the semantic cycle that everything takes its value. The meaning is constructed while we read, but it is also reconstructed since we must continually accommodate new information and adapt our sense of meaning information. Throughout the reading of a text, and even later, the reader is continually reevaluating the meaning and reconstructing it to the extent that it obtains new avenues. Reading is a very active dynamic process. Readers use all their conceptual schemes when trying to understand.

### **Reading comprehension**

Comprehension is the essence of reading and the active process of constructing meaning from text (Durkin, 1993). Reading comprehension is a complex interaction among automatic and strategic cognitive processes that enables the reader to create a mental representation of the text (van den Broek & Espin, 2012). Comprehension depends not only on characteristics of the reader, such as prior knowledge and working memory, but also on

language processes, such as basic reading skills, decoding, vocabulary, sensitivity to text structure, inferencing, and motivation.

Kuşdemir and Bulut (2018) proposed that reading and comprehension are combining to get a better learning process because the ultimate objective of reading is comprehension. Reading comprehension is a process that is carried out by the reader and the text in an interactive way. Comprehension is considered as a process in which the reader uses their knowledge or their previous learning experience to deduce or infer the content of the text. Comprehension is also known as a complex skill that involves conscious and unconscious learning-teaching strategies. According to Clarke, Truelove, Hulme, and Snowling (2014) comprehend a text happens when language passes on the significance and permits the sharing of data, points of view, and thoughts. Besides, reading a text becomes a fun, relaxing, and transformative experience that provides a different view of the world when it is well understood.

### **Reading comprehension components**

Reading involves using different reading skills. They include: Reading for specific information (Scanning), Reading for detail, deducing meaning from context, understanding text structure, reading for gist (Skimming), inferring, and predicting. (Spratt, Pulverness, and Williams 2011). Acosta (2019) stated essential components involved the development of reading comprehension. Comprehension elements of reading are the deliberate behavior that readers use to track and assess the understanding breakdowns so that readers can later fix and strengthen them. Besides, reading comprehension components are useful for both L1 and L2 learners because they have a great effect on enhancing the ability to read.

The components propose by Acosta (2019) are the most frequent to evaluate and monitor the reading comprehension at the moment to perform reading activities.

<b>Components</b>	<b>Evaluation</b>
Prior knowledge	The structure that students associate new data to the known data, recollect applicable data, and improve their understanding
Monitoring	The way that peruses focus on the new jargon to distinguish convoluted jargon things, so they make remedies and acclimations to improve their understanding
Questioning	Understudies make important inquiries. It permits the instructor to comprehend students' points of view and their profound request.
Focus on context	The cycle to comprehend relevant references to decipher meaning.
Inferring	The way that peruses make translations, expectations, or decisions about what they read
Visualizing	The way that students make mental envisions to appreciate what they read.
Paraphrasing	The way that students revamping the data of the content to show a cognizance.

**Table 1:** Reading comprehension components

**Source:** (Acosta, K. 2019)

## **1.3 Objectives**

### **1.3.1 General objective**

- To investigate the effectiveness of the six-lecture strategy and the reading skill in students within the fourth level at CTT de Los Andes.

### **1.3.2 Specific objectives**

- To establish the importance of the six-lecture strategy in the reading skill in students within the fourth level at CTT de Los Andes language center.
- To describe how the six-lecture strategy improves the reading skill in students within the fourth level at CTT de Los Andes language center.
- To demonstrate the effectiveness of the six-lecture strategy in the reading skill in students within the fourth level at CTT de Los Andes language center.

## **CHAPTER II**

### **METHODOLOGY**

#### **2. 1 Resources**

##### **2.1.1 Population**

The subjects of the research were 44 students from CTT de Los Andes Language Center in the academic period November 2020- March 2021 were part of this research. Students from B1+ level were divided into two samples the treatment and the control group. Both groups took the pre-test, but the experiment was applied only to the treatment group.

##### **2.1.2 Instruments**

- To identify the students reading comprehension a pre-test was applied to the treatment and control group. In order to evaluate learners, a test taken from the TOEFL reading section assesses how well they can read and understand the kind of materials used in an academic environment. This test was adopted in google forms to be completed by the students.
- A post-test was used to verify the development of students. It was taken from the TOEFL reading section, furthermore, a google forms were used for students to fill out this test.

##### **2.1.3 Intervention procedure**

During this process, the subjects were divided into two groups the treatment and control group. Both groups took the pre-test to measure students reading comprehension. It was taken from a TOEFL reading section test which is available by Cambridge University. This test measures student`s comprehension and reading subskills such as inferring attitudes, skimming, scanning, intensive reading, and extensive reading. This reading test was applied to students by using the zoom section and google forms, where students read and answered the respective questions according to the reading passage. The results obtained were analyzed to know students reading comprehension.

The intervention process was applied to students by using the zoom platform. The six-lecture strategy was applied into two sections by using six reading steps to develop reading comprehension. This strategy required a reading TOEFL (reading section) which was modified according to the six lecture-strategy. In the first intervention the teacher showed

how to use the six-lecture strategy following these steps: the first step, “phonetic reading” was required audio to listen to the reading passage, and then students were able to read without errors. The second step, called “primary de-codification” used pictures to figure out word meaning. These words were taken from the reading passage. The third step was about “secondary de-codification” where the vocabulary used before was used to elaborate definitions, and sentences. The fourth step, “tertiary de-codification” included a reading passage that was divided into parts; students were asked to read and select the general idea per paragraph. The fifth step, “categorical reading” involved students to read the whole text and choose the right answer. All of those questions were based on the reading subskills. The last step, “sematic goal” asked students to write a little paragraph using their critical thinking. In the same way, the second intervention was applied following the previous steps but using another reading passage.

In the end, the post-test was applied to the control and treatment group to know if the use of the six-lecture strategy improved or not the reading comprehension skill in students. The results obtained in the post-test were compared between the treatment and control group to determine the effectiveness of the six-lecture strategy. To verify the hypothesis, two samples were used to determine and compare possible changes among them. It was also used Shapiro-Wilk to obtain reliable data. All those tests were applied in a digital way using SPSS which could help to test the hypothesis. Based on the results and inquiries, it was feasible to determine the recommendations and conclusions at the end of this research.

## **2.2 Methods**

### **2.2.1 Approach**

Chetty (2016), states the analysis approach is an arrangement and procedure that consists of careful ways of collecting, analyzing, and interpret information. Therefore, the nature of the inconvenience of the research being addressed is supported. The research approach is divided into 2 categories:

- The approach of data collection.
- The approach of data analysis or reasoning.

This research had a qualitative and quantitative approach. Qualitative because it aimed to explain and describe students reading performance. On the other hand, it was quantitative



because it used statistical methods to verify the hypothesis by the way it used tables and graphs to interpret the results obtained.

### **2.2.2 Research modalities**

Pimienta and De la Orden (2017), stated three basic research modalities which are bibliographic-documentary, field, and experimental. The bibliographic-documentary modality allows detecting, expanding, and digging different theories, conceptualizations, and criteria related to the investigation based on primary and secondary bibliographic resources. As this research required bibliographic sources about the first and second variables which are the six-lecture strategies and reading skills, it suited under the bibliographic-documentary modality.

It was field research because it was applied at CTT de Los Andes where the research faces the reality about issues in the reading skill and collect enough information for the study development. Field research is a qualitative method of data collection aimed at understanding, observing, and interacting with people in their natural settings. (Cotham, 2003).

Finally, it was experimental because it is a study that strictly adheres to a scientific research design. It includes a hypothesis, a variable that can be manipulated by the researcher, and variables that can be measured, calculated, and compared. (Curedale,2013). Therefore, it was quasi-experimental research since there were a treatment and control group with 44 students. The experiment applied to students was the six lecture-strategy to improve reading comprehension. Also, this research was developed in three stages: pre-test, intervention, and post-test.

### **2.2.3 Level or type of research**

Hernandez, Fernandez, and Baptista (2014) put forward four research levels that a qualitative study has, such as exploratory, descriptive, correlational, and explanatory. It is exploratory research as it will get information about a problem regarding reading comprehension skills. The researcher will get familiarized with the topic due to there is not a lot of information about the situation in that institution. The exploratory research examines the reliability of the research instrument and its suitability for further research.

It is descriptive because it describes the properties and any important feature of the population, and situation. (Sampieri, 2006). So, in this research, information was gathered about the reading skills in which deals with reading comprehension, speed, fluency, and vocabulary.

According to Hernández, Fernández, and Baptista, (2014) correlational studies measure the two or more variables that are intended to know if whether or not they are related in the same subjects and then, the correlation is analyzed.” The research was correlational to identify if there is a correspondence between the variables six-lecture strategy in reading comprehension. Thus, to determine the effectiveness of the proposed strategy in the study group.

## CHAPTER III

### RESULTS AND DISCUSSION

#### 3.1 Analysis and discussion of the results

This chapter shows the numerical data and the graphical representation based on the experiment application with 44 students who belong to the fourth semester at CCT de Los Andes Language Center. To have a better understanding of the collected information, tables and figures are used. Besides, the verification of the hypothesis by using the Wilcoxon rank test.

##### 3.1.1 Pre-test from control and treatment group

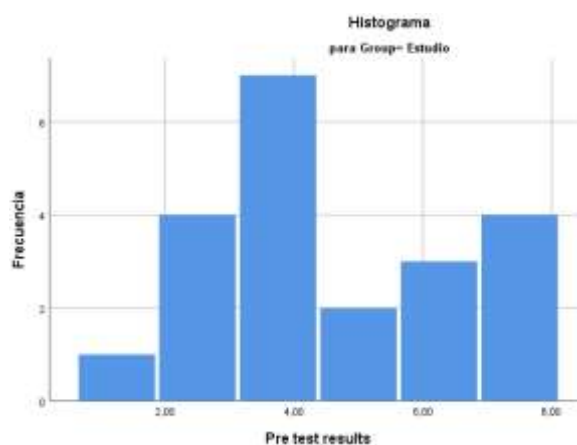
Pre-test results were applied to the control group.

**Table 1. Control group – pre-test**

	Estadístico
Media	4,5952
95% de Límite inferior intervalo de Límite superior confianza para la media	3,7156  5,4749
Mediana	3,7500
Mínimo	1,25
Máximo	7,50
Rango	6,25
Rango Inter cuartil	3,00
Asimetría	0,289

**Source:** Software SPSS 25

**Elaborated by:** Chauca, L. (2020)



**Graphic 1:** - Control group study pre-test histogram

**Source:** Software SPSS 25

The descriptive statistics indicate that the reading comprehension displayed in the pre-test from the elements that make up the control group has a mean of 4.60 and a median of 3.75; with a confidence interval that varies from 3.72 to 5.47. The minimum score achieved is 1.25, while the maximum is 7.50. Finally, there is an asymmetry to the right of 0.289. This means that the majority of students obtained a lower result than the group average.

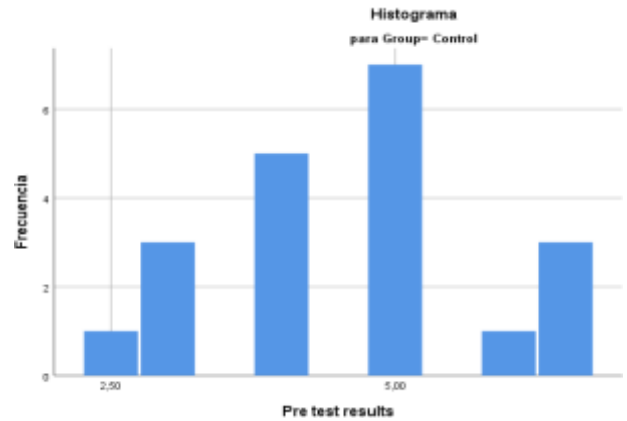
**Pre-test results applied to the treatment group.**

**Table 2. Treatment group – pre-test**

		Estadístico
Media		4,5125
95% de intervalo de confianza para la media	Límite inferior	3,9476
	Límite superior	5,0774
Mediana		5,0000
Mínimo		2,50
Máximo		6,50
Rango		4,00
Rango Inter cuartil		1,25
Asimetría		0,056

**Source:** Software SPSS 25

**Elaborated by:** Chauca, L. (2020)



**Graphic 2:** Treatment group study - pre-test histogram

**Source:** Software SPSS 25

The descriptive statistics indicate that the reading comprehension displayed in the previous test by the elements that make up the treatment group has a mean of 4.51 and a median of 5.00; with a confidence interval ranging from 3.95 to 5.08. The minimum score achieved is 2.50, while the maximum is 6.50. Finally, there is a small skew to the right of 0.056. This means that a small majority of students obtained a lower rating than the group average.

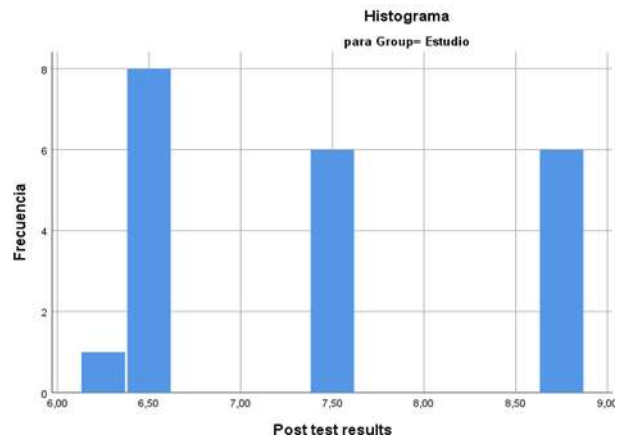
**Post-test results applied to the control group.**

**Table 3. Control group – post-test**

		Estadístico
Media		7,4167
95% de intervalo de confianza para la media	Límite inferior	6,9754
	Límite superior	7,8579
Mediana		7,5000
Mínimo		6,25
Máximo		8,75
Rango		2,50
Rango Inter cuartil		2,25
Asimetría		0,393

**Source:** Software SPSS 25

**Elaborated by:** Chauca, L. (2020)



**Graphic 3:** Control group study - pre-test histogram

**Source:** Software SPSS 25

The descriptive statistics reveal that the reading comprehension displayed in the post-test by the elements that make up the treatment group has a mean of 7.42 and a median of 7.50; with a confidence interval ranging from 6.98 to 7.86. The minimum score achieved is 6.25, while

the maximum is 8.75. Finally, there is an asymmetry to the right of 0.393. This means that the majority of students obtained a lower score than the group average.

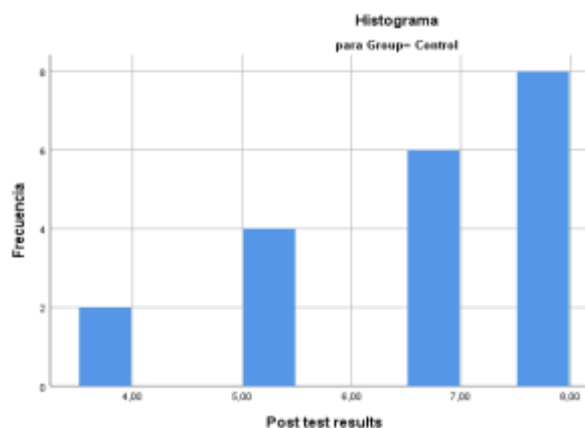
**Post-test results applied to the treatment group.**

**Table 4. Treatment group – post-test**

	Estadístico
Media	6,3250
95% de intervalo de confianza para la media	Límite inferior 5,7223 Límite superior 6,9277
Mediana	6,5000
Mínimo	3,75
Máximo	7,50
Rango	3,75
Rango Inter cuartil	2,50
Asimetría	-0,833

**Source:** Software SPSS 25

**Elaborated by:** Chauca, L. (2020)



**Graphic 4:** Treatment group study - pre-test histogram  
**Source:** Software SPSS 25

The descriptive statistics indicate that the reading comprehension displayed in the post-test by the elements that make up the control group has a mean of 6.33 and a median of 6.50; with a confidence interval that varies from 5.72 to 6.93. The minimum score achieved is 3.75, while the maximum is 7.50. Finally, there is a small skew to the left of -0.083; This means that a small majority of students obtained a higher rating than the group average.

**Hypothesis validation**

The effectiveness of the six-lecture strategy in reading comprehension is verified with the results obtained in the quasi-experimental research. The results are analyzed in independent samples then, the pre-test and the post-test is determined by significant differences.

**Hypothesis research**

The six-lectures strategy improves the reading comprehension in students from the fourth level at CTT de Los Andes Language Center.

## Statistical method

To choose the most adequate method to compare two independent but related samples, it was necessary to prove the parametric assumptions. The first assumption was the type of data. In this case, there were scalar or numerical data, so a normality test was required to fulfill the second condition. Due to the sample size, which was under 50, the Shapiro-Wilk normality test was applied which was carried out using the SPSS 25 statistical software.

### Normality Criteria:

$$H_0: P_{value} > 0,05 = \text{There is normality}$$

$$H_1: P_{value} \leq 0,05 = \text{There is no normality}$$

Results are shown in the table below:

**Table 5.** Shapiro-Wilk normality test

	Group	Statistic	gl	Sig.
Pre-test results	Treatment	0,905	21	0,045
	Control	0,918	20	0,091
Post-test results	Treatment	0,799	21	0,001
	Control	0,816	20	0,001

**Source:** Software SPSS 25

**Elaborated by:** Chauca, L. (2020)

According to the results, the Shapiro-Wilk normality test showed the existence of normality in the pre-test applied to the control group, so no parametric statistics were applied. In this case, the Mann – Whitney test to compare the two independent samples and Wilcoxon statistic to compare the two related samples.

### Independent samples comparison

The criteria to compare two independent samples was established according to the following statistical hypothesis:

H<sub>0</sub>: The control group median is equal to the treatment group median.

$$H_0: M_1 = M_2$$

H<sub>1</sub>: The control group median is different from the treatment group median.

$$H_1: M_1 \neq M_2$$

According to the 5% level of significance, it was posed the following rules decision.

$$H_0: P_{value} > 0,05$$

$$H_1: P_{value} \leq 0,05$$

The results of the hypothesis tests aimed to compare the two independent samples gathered from the SPSS 25 software are presented below:

**Table 6.** Results of the independent samples comparison.

	Pre-test results	Post-test results
U de Mann-Whitney	206	126
Sig. asymptotic(bilateral)	0,915	0,022

**Source:** Software SPSS 25

**Elaborated by:** Chauca, L. (2020)

In the pre-test, the value of the (Sig. asymptotic) test was equal to 0,915 which was greater than 0,05, so it accepted the null hypothesis. Moreover, it indicated that the two groups similar results of reading comprehension before applying the six-lecture strategy.

In the post-test, the treatment group got a median of 7,50. Meanwhile, the control group got 6,50. Taking into account, that both groups were homogenous before applying a quasi-experimental method and that the null hypothesis was rejected according to the post-test results, it proved that the six-lecture strategy improves students' reading comprehension skills.

## Related samples comparison

The criteria to compare two dependent samples was established according to the following statistical hypothesis:

$H_0$ : The median of the pre-test is equal to the median of the del post-test.

$$H_0: M_{pre-test} = M_{post-test}$$

$H_1$ : The median of the pre-test is different from the median of the del post-test.

$$H_1: M_{pre-test} \neq M_{post-test}$$

According to the 5% level of significance, it was posed the following rules decision.

$$H_0: P_{value} > 0,05$$

$$H_1: P_{value} \leq 0,05$$

The results of the hypothesis tests aimed to compare the two related samples gathered from the SPSS 25 software are presented below:

**Table 7.** Results of the related samples comparison.

	Post-test - Treatment group – Pre-test - Treatment group	Post-test – Control group – Pre-test - Control group
Z	-4,033	-3,337
Sig.Asymptotic (bilateral)	0,000	0,001

**Source:** Software SPSS 25

**Elaborated by:** Chauca, L. (2020)



On the one hand, the value of the (Sig. asymptotic) test obtained from the treatment group was equal to 0,000 which was less than 0,05, so it rejected the null hypothesis. Therefore, it indicated that in the treatment group, the median of the pre-test is different from the median of the post-test. On the other hand, the value of the (Sig. asymptotic) test obtained from the comparison of the control group is equal to 0,001 which was less than 0,05, so it also rejected the null hypothesis which showed in the control group the median of the pre-test is different from the median of the post-test.

The measures in the central tendency (median and mean) increase in a significant way in both groups. However, better results were obtained in the treatment group.

### **Decision**

The statistical evident allow affirming that the six-lecture strategy improves students' reading comprehension in students from the fourth level at "CTT de Los Andes" Language Center

### 3.1.4 Survey analysis and interpretation

**Question N°1.** How often do you listen to the reading passage to understand how to pronounce unknown words?

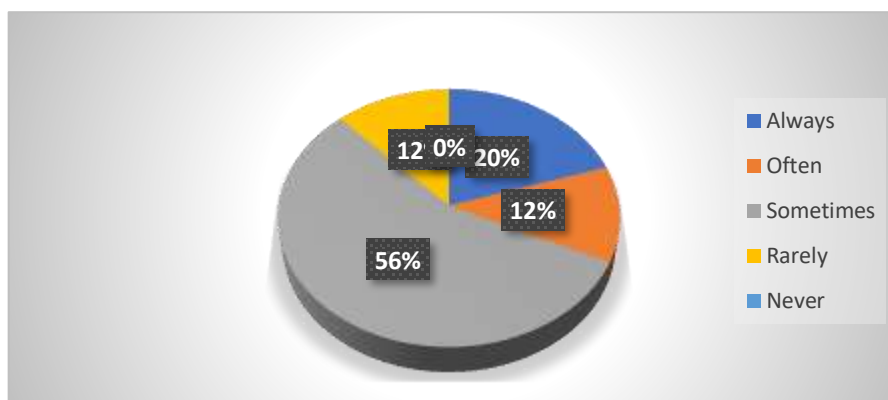
**Table N°8. Listening reading passage**

Criteria	Frequency	Percentage
Always	5	20%
Often	3	12%
Sometimes	14	56%
Rarely	3	12%
Never	0	0%
<b>Total</b>	<b>25</b>	<b>100%</b>

**Source:** Students' survey

**Elaborated by:** Chauca, L. (2020)

**Graphic N°5. Listening reading passage**



**Source:** Students' survey

**Elaborated by:** Chauca, L. (2020)

### **Analysis and interpretation**

The analysis done in this question states that 5 students who represent the 20% always listen to the reading passage to understand unknown words, while 3 students that represent the 12% said that it occurs often, 14 students that represent the 56% said that it occurs sometimes. 3 that represent the 12% said it occurs rarely.

Having these results, it is clear to say that the student's majority often listen to the reading passage to understand the unknown words. This happened because they do not have the habit to listen first to the reading passage and then start to read the text knowing how to pronounce some words.

**Question N°2.** How often do you search for the meaning of the unknown words that you find in a reading passage?

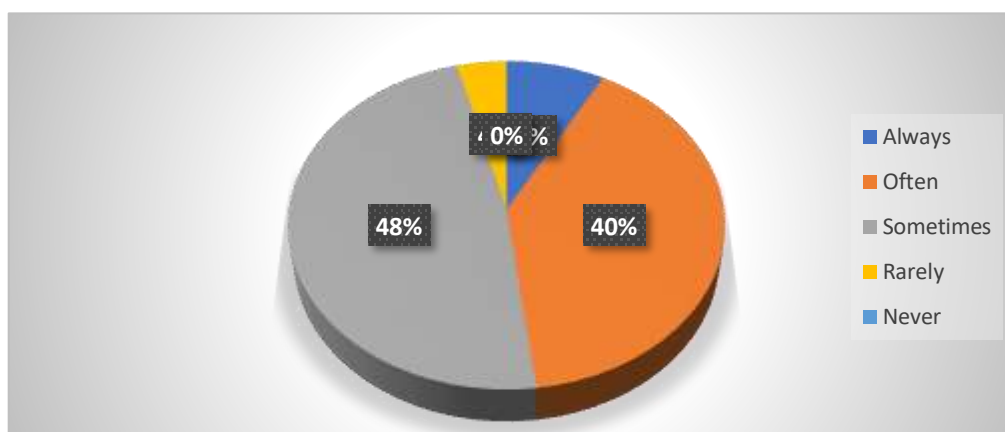
**Table N°9. Searching for the meaning**

Criteria	Frequency	Percentage
Always	2	8%
Often	10	40%
Sometimes	12	48%
Rarely	1	4%
Never	0	0%
<b>Total</b>	25	100%

**Source:** Students' survey

**Elaborated by:** Chauca, L. (2020)

**Graphic N°6. Searching for the meaning**



**Source:** Students' survey

**Elaborated by:** Chauca, L. (2020)

### **Analysis and interpretation**

The analysis done in this question states that the two students who represent the 8% said that they always search for the meaning of unknown vocabulary in the reading passage. While 10 students that represent the 40% said that it occurs often, 12 students that represent the 48% said that it occurs sometimes, and finally 1 that represent the 4% said it occurs rarely.

Having these results, it is clear to say that the students' majority sometimes search for meaning about unknown words that they are not able to recognize from the reading passage. It happened because when students found new vocabulary, they do not recognize these words and do not have enough interest in looking for the meaning.

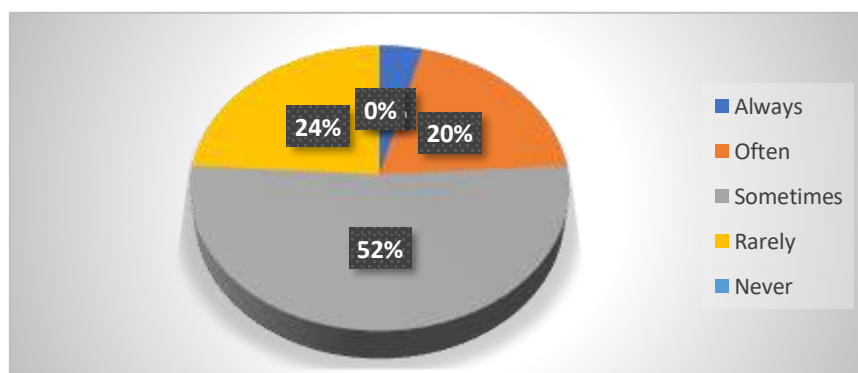
**Question N°3.** How often do you extract the main idea from a reading passage?

**Table N°10. The main idea from the reading passage**

Criteria	Frequency	Percentage
Always	1	4%
Often	5	20%
Sometimes	13	52%
Rarely	6	24%
Never	0	0%
<b>Total</b>	25	100%

**Source:** Students' survey  
**Elaborated by:** Chauca, L. (2020)

**Graphic N°7. The main idea from the reading passage**



**Source:** Students' survey  
**Elaborated by:** Chauca, L (2020)

### **Analysis and interpretation**

The analysis done in this question states that the one student who corresponds to the 4% said that he always extracts the main idea from the reading passage. While five students that represent the 20% said that it occurs often, thirteen students that represent the 52% said that it occurs sometimes, and finally six students that represent the 24% said it occurs rarely.

Having these results, it is understandable to say that students' majority sometimes recognize the main and secondary idea about the text because they just read without paying attention to the content. Using some reading strategies students will be able to recognize the main idea from the reading passage.

**Question N°4.** How often do you give your points of view after a reading text?

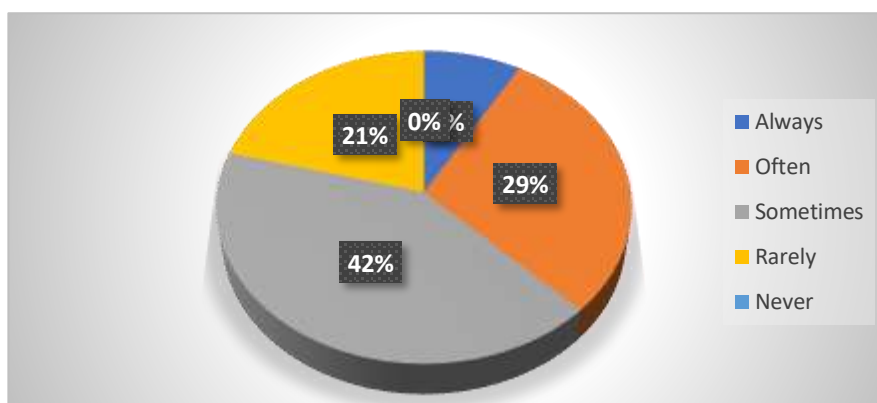
**Table N°11. Points of view after a reading text.**

Criteria	Frequency	Percentage
Always	2	8%
Often	7	29%
Sometimes	10	42%
Rarely	5	21%
Never	0	0%
<b>Total</b>	25	100%

**Source:** Students' survey

**Elaborated by:** Chauca, L. (2020)

**Graphic N°8. Points of view after a reading text.**



**Source:** Students' survey

**Elaborated by:** Chauca, L. (2020)

### **Analysis and interpretation**

The analysis done in this question suggests that two students who represent the 8% said that they always gave their points of view after a reading passage. While seven students that represent the 29% said that it occurs often, ten students that represent the 42% said that it occurs sometimes, and finally five students that represent the 20% said it occurs rarely.

Having these results, it is possible to say that most of the students occasionally gave their points of view after a reading passage. It happened because at the end of a reading passage they do not have discussions about what was the reading text about. Also, it could happen due to teacher not asking questions related to the lecture.

**Question N°5.** When you read, is it easy for you to understand the text?

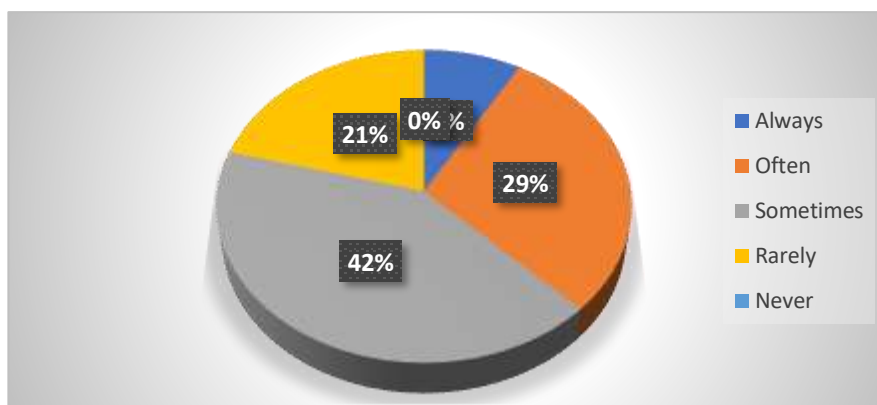
**Table N°12. Understanding text**

Criteria	Frequency	Percentage
Always	2	8%
Often	6	24%
Sometimes	17	68%
Rarely	0	0%
Never	0	0%
<b>Total</b>	25	100%

**Source:** Students' survey

**Elaborated by:** Chauca, L (2020)

**Graphic N°9. Understanding text**



**Source:** Students' survey

**Elaborated by:** Chauca, L (2020)

### **Analysis and interpretation**

The analysis done in this question suggests that two students who represent the 8% said that they always gave their points of view after a reading passage. While seven students that represent the 29% said that it occurs often, ten students that represent the 42% said that it occurs sometimes, and finally five students that represent the 20% said it occurs rarely.

Having these results, it is possible to say that students sometimes understand the reading text. It happens due to ignorance over the method and strategies that students must use to comprehend and understand any text. Besides, students will be able to develop reading skills if they make use of practice reading strategies.

## CHAPTER IV

### CONCLUSIONS AND RECOMMENDATIONS

#### 4.1 Conclusions

- Along with the development of this research, it was possible to determine that the six-lecture strategy is important for reading comprehension because, after their application, the students became more active, paid more attention, and were motivated to learn, improving their ability to understand reading due to the activation of metacognitive skills.
- The effectiveness of the six-lecture strategy was phonetic reading, primary de-codification, secondary de-codification, tertiary de-codification, categorical reading, and semantical goal. These reading strategies assisted students to effectively comprehend the reading texts because, according to the grades achieved, it was between poor and inadequate in both groups. However, in the final evaluation, progress was observed in the experimental group itself, which achieved a satisfactory level concerning reading comprehension skills.
- It was possible to determine that the six-lecture strategy helps in the reading comprehension in students because after its application the poor level was reduced significantly. Finally, after applying the strategy it was shown the effectiveness of it due to students being able to understand the texts more easily also simple phrases, recognize familiar or basic vocabulary, make inferences and get the meaning of the readings.

## 4.2 Recommendations

- It is necessary that professors pay special interest to the students' reading ability in each of the levels to take the relevant actions at the curricular level because it must be considered that reading is a fundamental element of autonomy in the teaching -learning process.
- Reading requires the application of strategies that allow highlighting the main ideas from the text, understand what is read, question, and expose the points of views of each person, making the learning process significantly. Nonetheless, these strategies should be designed considering the psychophysical abilities of students, especially in basic education.
- To be able to apply the six-lecture strategy properly, it is necessary to previously instruct students about their benefits in reading comprehension and develop previous practices. Therefore, the process can be understood, and they can apply the strategy autonomously, achieving the learning objectives proposed in the educational plan.
- The teacher should use the six-lecture strategy to develop reading comprehension because it has six stages that assist learners to comprehend writing texts. but this strategy should be applied in the classroom, not through the zoom section because students could cheat during the intervention.



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ANNEXES

## CARTA DE COMPROMISO

Ambato, 05/10/2020

Doctor  
Marcelo Núñez  
Presidente de la Unidad de Titulación  
Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros  
Facultad de Ciencias Humanas y de la Educación

Presente,

Lic. Cristina Salazar Mg. en mi calidad de Coordinadora Académica Nacional de CTT de Los Andes Language Center, me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Titulación bajo el Tema: “**Six-Lecture-Strategy in the Reading Skill**” propuesto por el estudiante **Chauca Torres Lenin Ismael** portador de la Cédula de Ciudadanía, **1850763606**, estudiante de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros de la Facultad de Ciencias Humanas y de la Educación, de la Universidad Técnica de Ambato.

A nombre de la institución a la cual represento, me comprometo a apoyar en el desarrollo del proyecto.

Particular que comunico a usted para los fines pertinentes.



.....  
Cristina Salazar  
Coordinadora académica de CTT de los Andes Language Center  
Cédula de Ciudadanía: 1803694460  
No teléfono convencional: 032825317  
No teléfono celular: 0984083986  
Correo electrónico: [cttlc.coordinacionacademica@cttdelosandes.com](mailto:cttlc.coordinacionacademica@cttdelosandes.com)

## Reading comprehension pre-test sample questions

### Practice questions 1–8

#### 1. Read the following text and answer the questions.

The Alaska pipeline starts at the frozen edge of the Arctic Ocean. It stretches southward across the largest and northernmost state in the United States, ending at a remote ice-free seaport village nearly 80 miles from where it begins. It is massive in size and extremely complicated to operate. The steel pipe crosses windswept plains and endless miles of delicate tundra that tops the frozen ground. It weaves through crooked canyons, climbs sheer mountains, plunges over rocky crags, makes its way through thick forests, and passes over or under hundreds of rivers and streams. The pipe is 4 feet in diameter, and up to 2 million barrels (or 84 million gallons) of crude oil can be pumped through it daily.

Resting on H-shaped steel racks called "bents," long sections of the pipeline follow a zigzag course high above the frozen earth. Other long sections drop out of sight beneath the spongy or rocky ground and return to the surface later on. The pattern of the pipeline's up-and-down route is determined by the often-harsh demands of the arctic and subarctic climate, the tortuous lay of the land, and the varied compositions of soil, rock, or permafrost (permanently frozen ground). A little more than half of the pipeline is elevated above the ground. The remainder is buried anywhere from 3 to 12 feet, depending largely upon the type of terrain and the properties of the soil.

One of the largest in the world, the pipeline costs approximately \$8 billion and is by far the biggest and most expensive construction project ever undertaken by private industry. No single business could raise that much money, so eight major oil companies formed a consortium to share the costs. Each company-controlled oil rights to particular shares of land in the oil fields and paid into the pipeline-construction fund according to the size of its holdings. Today, despite enormous problems of climate, supply shortages, equipment breakdowns, labor disagreements, treacherous terrain, a certain amount of mismanagement, and even theft, the Alaska pipeline has been completed and is operating.

**Source:** (TOEFL IBT reading test. 2020)

1. The passage primarily discusses pipelines.
  - A. operating costs
  - B. employees
  - C. consumers
  - D. construction
  
2. The word "it" in line 5 refers to the
  - A. pipeline
  - B. ocean
  - C. state
  - D. village
  
3. According to the second paragraph, 84 million gallons of oil can travel through the pipeline each
  - A. day
  - B. week
  - C. month
  - D. year
  
4. The phrase "Resting on" in line 15 is closest in meaning to
  - A. Consisting of
  - B. Supported by
  - C. Passing under
  - D. Protected with
  
5. The author mentions all of the following in the third paragraph as important in determining the pipeline's route EXCEPT the
  - A. climate
  - B. the lay of the land itself
  - C. local vegetation
  - D. kind of soil and rock

6. The word "undertaken" in line 31 is closest in meaning to
- A. removed
  - B. selected
  - C. transported
  - D. attempted
7. According to the last paragraph, how many companies shared the costs of constructing the pipeline?
- A. three
  - B. four
  - C. eight
  - D. twelve
8. The word "particular" in line 35 is closest in meaning to
- A. peculiar
  - B. specific
  - C. exceptional
  - D. equalz



### **Reading comprehension post-test sample questions.**

When another old cave is discovered in the south of France, it is not usually news. Rather, it is an ordinary event. Such discoveries are so frequent these days that hardly anybody pays heed to them.

However, when the Lascaux cave complex was discovered in 1940, the world was amazed. Painted directly on its walls were hundreds of scenes showing how people lived thousands of years ago. The scenes show people hunting animals, such as bison or wild cats.

Other images depict birds and, most noticeably, horses, which appear in more than 300 wall images, by far outnumbering all other animals. Early artists drawing these animals accomplished a monumental and difficult task.

They did not limit themselves to the easily accessible walls but carried their painting materials to spaces that required climbing steep walls or crawling into narrow passages in the Lascaux complex. Unfortunately, the paintings have been exposed to the destructive action of water and temperature changes, which easily wear the images away. Because the Lascaux caves have many entrances, air movement has also damaged the images inside. Although they are not out in the open air, where natural light would have destroyed them long ago, many of the images have deteriorated and are barely recognizable.

To prevent further damage, the site was closed to tourists in 1963, 23 years after it was discovered.

Source: (TOEFL IBT reading test. 2020)

1. Which title best summarizes the main idea of the passage?
  - a. Wild Animals in Art
  - b. Hidden Prehistoric Paintings
  - c. Exploring Caves Respectfully
  - d. Determining the Age of French Caves
  
2. In line 4, the words “plays heed” to are closest in meaning to \_\_\_\_\_.
  - a. discovers
  - b. watches
  - c. notices
  - d. buys
  
3. Based on the passage, what is probably true about the south of France?
  - a. It is home to rare animals.
  - b. It has a large number of caves.
  - c. It is known for horse-racing events.
  - d. It has attracted many famous artists.
  
4. According to the passage, which animals appear most often on the cave walls?
  - a. Birds
  - b. Bison
  - c. Horses
  - d. Wild cats
  
5. In line 10, the word depict is closest in meaning to \_\_\_\_\_.
  - a. show
  - b. hunt
  - c. count
  - d. draw

6. Why was painting inside the Lascaux complex a difficult task?
- It was completely dark inside.
  - The caves were full of wild animals.
  - Painting materials were hard to find.
  - Many painting spaces were difficult to reach.
7. In line 14, the word They refers to \_\_\_\_\_.
- walls
  - artists
  - animals
  - materials
8. According to the passage, all of the following have caused damage to the paintings EXCEPT \_\_\_\_\_.
- temperature changes
  - air movement
  - water
  - light
9. What does the passage say happened at the Lascaux caves in 1963?
- Visitors were prohibited from entering.
  - A new lighting system was installed.
  - Another part was discovered.
  - A new entrance was created.

# Six-lecture strategy application

## Phonetic reading

### 1.- Instructions

1.1 Listen carefully to the audio and then read the text aloud.

#### **Ana Johnson**

Ana Johnson is a 13-year-old swimmer who lives in Melbourne in Australia. Her dream is to swim for Australia in the next Olympics.

She swims in both long and short races and she has already come first in many important competitions.

As well as spending many hours in the pool, Ana also makes time for studying and for friends. 'I have lots of friends who swim and we're very close. It's much easier to have friends who are swimmers because they also have to get up early to practise like me and they understand this kind of life. But I'm not so different from other people my age. In my free time I also enjoy going to the movies and parties. There are also some good things about swimming for a club. I travel a lot for competitions and I've made friends with swimmers from other Australian cities and from other parts of the world.'

Ana is becoming well known in Australia and she believes it is important to get more young people interested in swimming. 'I don't mind talking to journalists and having my photograph taken. But last year I was on TV and that was much more fun.'



**Source:** (KET-reading. 2014)

## 2.Primary de-codification.

2.1 Match the word with the correct picture.

a. Swimmer

1



b. Pool

2



c. Races

3



d. Get up

4



### 3. Secondary de-codification

#### 3.1 Write definitions about the word given.

Swimmer → \_\_\_\_\_

Pool → \_\_\_\_\_

Races → \_\_\_\_\_

Get up → \_\_\_\_\_

#### 3.2 Fill in the gaps with the correct spelling in each image.



I  M  R

O L

C E

T U

#### 3.3 Write one sentence using the words given.

1. Swimmer \_\_\_\_\_

2. Pool \_\_\_\_\_

3. Race \_\_\_\_\_

4. Get up \_\_\_\_\_

## Tertiary de-codification

### 4. Read each paragraph and choose the general idea.

#### Paragraph I

##### Ana Johnson

Ana Johnson is a 13-year-old swimmer who lives in Melbourne in Australia. Her dream is to swim for Australia in the next Olympics.

She swims in both long and short races and she has already come first in many important competitions.



Source: (KET-reading. 2014)

#### 4.1. Which is the general idea about this first paragraph?

- A. Ana already won many important competitions.
- B. Ana did not win anything in her competitions.
- C. Ana lived in Melbourne.
- D. Ana is single.

#### Paragraph II

As well as spending many hours in the pool, Ana also makes time for studying and for friends. 'I have lots of friends who swim and we're very close. It's much easier to have friends who are swimmers because they also have to get up early to practise like me and they understand this kind of life. But I'm not so different from other people my age. In my free time I also enjoy going to the movies and parties. There are also some good things about swimming for a club. I travel a lot for competitions and I've made friends with swimmers from other Australian cities and from other parts of the world.'

Source: (KET-reading. 2014)

**4.2. Which is the general idea about this paragraph?**

- A. She has a lot of friends around the world.
- B. She has friends in her country.
- C. She does not enjoy swimming.
- D. She spends a lot of time swimming.

**Paragraph III**

Ana is becoming well known in Australia and she believes it is important to get more young people interested in swimming. 'I don't mind talking to journalists and having my photograph taken. But last year I was on TV and that was much more fun.'

**Source:** (KET-reading. 2014)

**4.3. Which is the general idea about this paragraph?**

- A. Ana is well known in her country.
- B. Ana does not encourage young to practice swimming.
- C. Ana encourages people and young to be interested in swimming.
- D. She does not win any price.



## CATEGORICAL READING

5.- Read the text carefully and answer the following questions.

### Ana Johnson

Ana Johnson is a 13-year-old swimmer who lives in Melbourne in Australia. Her dream is to swim for Australia in the next Olympics.

She swims in both long and short races and she has already come first in many important competitions.

As well as spending many hours in the pool, Ana also makes time for studying and for friends. 'I have lots of friends who swim and we're very close. It's much easier to have friends who are swimmers because they also have to get up early to practise like me and they understand this kind of life. But I'm not so different from other people my age. In my free time I also enjoy going to the movies and parties. There are also some good things about swimming for a club. I travel a lot for competitions and I've made friends with swimmers from other Australian cities and from other parts of the world.'

Ana is becoming well known in Australia and she believes it is important to get more young people interested in swimming. 'I don't mind talking to journalists and having my photograph taken. But last year I was on TV and that was much more fun.'



Source: (KET-reading. 2014)

5.1 Select just one answer according to the reading.

Ana hopes she will become an Olympic swimmer.

**A** Right      **B** Wrong      **C** Doesn't say

Ana knows that she is better at short races than long ones.

**A** Right      **B** Wrong      **C** Doesn't say

Ana has won a lot of swimming competitions.

**A** Right      **B** Wrong      **C** Doesn't say

It is difficult for Ana to make friends with other people who swim.

**A** Right      **B** Wrong      **C** Doesn't say

Ana likes doing the same things as other teenagers.

**A** Right      **B** Wrong      **C** Doesn't say

Ana has met people from different countries at swimming competitions.

**A** Right      **B** Wrong      **C** Doesn't say

## Semantic goal

6.- Read the lecture and answer the following questions about the reading.

### Ana Johnson

Ana Johnson is a 13-year-old swimmer who lives in Melbourne in Australia. Her dream is to swim for Australia in the next Olympics.



She swims in both long and short races and she has already come first in many important competitions.

As well as spending many hours in the pool, Ana also makes time for studying and for friends. 'I have lots of friends who swim and we're very close. It's much easier to have friends who are swimmers because they also have to get up early to practise like me and they understand this kind of life. But I'm not so different from other people my age. In my free time I also enjoy going to the movies and parties. There are also some good things about swimming for a club. I travel a lot for competitions and I've made friends with swimmers from other Australian cities and from other parts of the world.'

Ana is becoming well known in Australia and she believes it is important to get more young people interested in swimming. 'I don't mind talking to journalists and having my photograph taken. But last year I was on TV and that was much more fun.'

Source: (KET-reading. 2014)

6.1 According to the reading, what did Ana do to succeed in her dream as a swimmer?

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---

6.2 Do you think that it is important to encourage young and people to swim?

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## **Teacher`s instructions**

### **Pre-reading**

#### **Phonetic reading**

##### **Objective:**

Students will be able to read using the correct intonation and punctuation.

##### **Instructions**

- The teacher presents the first stage of the six-lecture strategy.
- The teacher presents the lecture to their students.
- The teacher puts the audio-lecture and students must close their eyes and listen to it.
- The teacher puts the audio twice and students open their eyes and follow the reading according to the audio.
- Students recognize how to read using fluency and intonation.

## **Primary de-codification.**

##### **Objective:**

- Students will be able to recognize the unknown vocabulary to know the word meaning,

##### **Instructions:**

- The teacher presents the second stage about the six-lecture strategy.
- The teacher presents some vocabulary with pictures to their students.
- Students have to match the words with the respective picture.

## **Secondary de-codification**

### **Objective:**

- Students will be able to know the word's meaning in order to use it in the context.

### **Instructions:**

- The teacher presents the third stage about the six-lecture strategy.
- Students must write definitions of each word.
- Students must write above the words within the picture.
- Students must write sentences using the word vocabulary.

## **Tertiary de-codification**

### **Objective:**

- Students will be able to interpret the main idea of the paragraphs.

### **Instructions:**

- The teacher presents the fourth stage about the six-lecture strategy.
- The teacher divides the lecture into paragraphs.
- Students must read each paragraph and then choose the general idea.

## **Categorical reading**

### **Objective:**

- Students will be able to comprehend the whole text and answer the question about the reading.

### **Instructions:**

- Teacher presents the fifth stage about the six-lecture strategy.
- Students must read the whole lecture.
- Students must select just one answer.

## **Semantic goal**

### **Objective:**

- At the end of the reading students will be able to give personal opinions using their critical thinking.

### **Instructions:**

- Teacher presents the sixth stage about the six-lecture strategy.
- Students must read all the lecture.
- Students answer some questions about the lecture.
- Students must write their point of view about the reading giving personal opinions.

## Answer key

### 2.Primary de-codification.

#### 2.1

a.- A1

b.- B2

c.- C3

d.- D4

### 3. Secondary de-codification

#### 3.1 Answers may be varied

**Swimmer** —————> A person who is swimming

**Pool** —————> A small area of still water, typically one formed naturally

**Races** —————> A competition between runners, horses, vehicles, boats,

**Get up** —————> Rise from bed after sleeping.

#### 3.2



**Swimmer**



**Pool**



**Races**



**Get up**

#### 3.3. Answers may be varied

1. Oliver is a very strong **swimmer**.
2. She dipped her toe into the **pool** to see how cold it was
3. Let's have a swimming **race**.
4. Lucy **gets up** at 7pm.

#### **4.- Tertiary de-codification**

4.1.- A

4.2.- A

4.3.- C

#### **5.- Categorical reading**

1. 5-1.- A

2. 5.2.- C

3. 5.3.- A

4. 5.4.- B

5. 5.5.- A

6. 5.5.- A

#### **6.- Semantic goal**

6.1 Answer may be varied

6.2 Answer may be varied

## Survey



# Universidad Técnica de Ambato



## Facultad de Ciencias Humanas y de la Educación Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros

### Objective

- To apply the six-lecture strategy to development reading comprehension in students whitening the fourth semester at CTT de los Andes.

### Instructions

- Read the questions carefully and mark with an X
- If you have a question let me know

### SURVEY FOR STUDENTS

1. **How often do you listen to reading passages to understand how to pronounce unknown words?**

Always \_\_\_\_\_ Often \_\_\_\_\_ Sometimes \_\_\_\_\_ Rarely \_\_\_\_\_ Never \_\_\_\_\_

2. **How often do you search for the meaning of the unknown words that you find in a reading passage?**

Always \_\_\_\_\_ Often \_\_\_\_\_ Sometimes \_\_\_\_\_ Rarely \_\_\_\_\_ Never \_\_\_\_\_

3. **How often do you use the new vocabulary to create sentences?**

Always \_\_\_\_\_ Often \_\_\_\_\_ Sometimes \_\_\_\_\_ Rarely \_\_\_\_\_ Never \_\_\_\_\_



**4. How often do you use new vocabulary in context?**

Always \_\_\_\_\_ Often \_\_\_\_\_ Sometimes \_\_\_\_\_ Rarely \_\_\_\_\_ Never \_\_\_\_\_

**5. How often do you extract the main idea from a reading passage?**

Always \_\_\_\_\_ Often \_\_\_\_\_ Sometimes \_\_\_\_\_ Rarely \_\_\_\_\_ Never \_\_\_\_\_

**6. How often do you give your points of view after a reading text?**

Always \_\_\_\_\_ Often \_\_\_\_\_ Sometimes \_\_\_\_\_ Rarely \_\_\_\_\_ Never \_\_\_\_\_

**7. How often does the teacher motivate you to read?**

Always \_\_\_\_\_ Often \_\_\_\_\_ Sometimes \_\_\_\_\_ Rarely \_\_\_\_\_ Never \_\_\_\_\_

**8. Does the teacher use interesting reading techniques?**

Always \_\_\_\_\_ Often \_\_\_\_\_ Sometimes \_\_\_\_\_ Rarely \_\_\_\_\_ Never \_\_\_\_\_

**9. When you read a text, is it easy for you to understand it?**

Always \_\_\_\_\_ Often \_\_\_\_\_ Sometimes \_\_\_\_\_ Rarely \_\_\_\_\_ Never \_\_\_\_\_

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

**EXPERT'S GENERAL INFORMATION:**

Full Name: Manuel Xavier Sulca Guale

Profession: English Professor

Workplace: Universidad Técnica de Ambato

**Degrees**

Undergraduate: Licenciado en Ciencias de la Educación Especialidad Inglés

Institución: Universidad Tècnica de Ambato

Year: 1999

Postgraduate: Magister en Educación Universitaria y Administración Educativa

Institution: Universidad Tecnológica Indoamèrica

Year: 2003

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

**Questionnaire**

**Objective**

- To apply the six-lecture strategy to development reading comprehension in students whiting the fourth semester at CTT de los Andes.

**Instructions**

- Read the questions carefully and mark with an X
- If you have a question let me know

**SURVEY FOR STUDENTS**

- 1. How often do you listen to reading passage to understand how to pronounce unknown words?**

Always \_\_\_\_\_ Often \_\_\_\_\_ Sometimes \_\_\_\_\_ Rarely \_\_\_\_\_ Never \_\_\_\_\_

- 2. How often do you search for the meaning of the unknown words that you find in a reading passage?**

Always \_\_\_\_\_ Often \_\_\_\_\_ Sometimes \_\_\_\_\_ Rarely \_\_\_\_\_ Never \_\_\_\_\_

- 3. How often do you use the new vocabulary to create sentences?**

Always \_\_\_\_\_ Often \_\_\_\_\_ Sometimes \_\_\_\_\_ Rarely \_\_\_\_\_ Never \_\_\_\_\_

- 4. How often do you extract the main idea from a reading passage?**

Always \_\_\_\_\_ Often \_\_\_\_\_ Sometimes \_\_\_\_\_ Rarely \_\_\_\_\_ Never \_\_\_\_\_

- 5. How often do you give your points of view after a reading text?**

Always \_\_\_\_\_ Often \_\_\_\_\_ Sometimes \_\_\_\_\_ Rarely \_\_\_\_\_ Never \_\_\_\_\_

- 6. How often do you extract the main idea from a reading passage?**

Always \_\_\_\_\_ Often \_\_\_\_\_ Sometimes \_\_\_\_\_ Rarely \_\_\_\_\_ Never \_\_\_\_\_

**7. Does teacher use interesting reading techniques?**

Always \_\_\_\_\_ Often \_\_\_\_\_ Sometimes \_\_\_\_\_ Rarely \_\_\_\_\_ Never \_\_\_\_\_

**8. When you read a text, is it easy for you to understand it?**

Always \_\_\_\_\_ Often \_\_\_\_\_ Sometimes \_\_\_\_\_ Rarely \_\_\_\_\_ Never \_\_\_\_\_

THANK YOU FOR YOUR VALUABLE COLLABORATION

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

**INSTRUMENT VALIDATION**

**Topic:** “SIX-LECTURE STRATEGY IN THE READING SKILL”

**Objective:** To investigate the effectiveness of the six-lecture strategy and the reading comprehension in students within the first level at CTT de Los Andes.

**Instructions:** Select the option you consider relevant to each item.

**R:** Relevant

**NR:** Not Relevant

EXPERT’S NAME: Mg. Xavier Sulca

ITEM	Objective		Variable		Dimensio n		Indicator		Drafting		OBSERVATIO N
	R	NR	R	N R	R	NR	R	NR	R	N R	
1	✓		✓		✓		✓		✓		
2	✓		✓		✓		✓		✓		
3	✓		✓		✓		✓		✓		
4	✓		✓		✓		✓		✓		
5	✓		✓		✓		✓		✓		
6	✓		✓		✓		✓		✓		
7	✓		✓		✓		✓		✓		
8	✓		✓		✓		✓		✓		

Source: Chauca, L (2020).

**Final Resolution:**

Approved	✓	Disapproved	
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Source: Chauca, L. (2020).

**UNIVERSIDAD TÉCNICA DE AMBATO**

**FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN**

**CARRERA DE PEDAGOGIA DE LOS IDIOMAS**

**EXPERT JUDGMENT EVIDENCE**

I, Manuel Xavier Sulca Guale, I.D. No 1802447548, certify that I conducted the expert judgment on this instrument designed by Lenin Ismael Chauca Torres, with I.D. No. 1850763606 for the Final Degree Project entitled “SIX LECTURE-STRATEGY IN THE READING SKILL” since it is a fundamental requirement to qualify for the bachelor’s degree in Educational Sciences; Mention: English, at Universidad Técnica de Ambato.

Ecuador, December 7, 2020.

Sincerely,



Firmado electrónicamente por:  
**MANUEL XAVIER  
SULCA GUALE**

---

Lic. Mg. Manuel Xavier Sulca Guale

I.D. 1802447548

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

**EXPERT'S GENERAL INFORMATION:**

Full Name: Dorys Maribel Cumbe Coraizaca

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Workplace: Universidad Técnica de Ambato

**Degrees**

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Institución: Universidad Técnica de Ambato

Year: 2005

Postgraduate: Magíster en Ciencias de la Educación

Institution: Pontificia Universidad Católica del Ecuador Sede Ambato

Year: 2015

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

**Questionnaire**

**Objective**

- To apply the six-lecture strategy to develop reading comprehension in students whiting the fourth semester at CTT de Los Andes.

**Instructions**

- Read the questions carefully and mark them with an X
- If you have a question let me know

**SURVEY FOR STUDENTS**

**9. How often do you listen to the reading passage to understand how to pronounce unknown words?**

Always \_\_\_\_\_ Often \_\_\_\_\_ Sometimes \_\_\_\_\_ Rarely \_\_\_\_\_ Never \_\_\_\_\_

**10. How often do you search for the meaning of the unknown words that you find in a reading passage?**

Always \_\_\_\_\_ Often \_\_\_\_\_ Sometimes \_\_\_\_\_ Rarely \_\_\_\_\_ Never \_\_\_\_\_

**11. How often do you use the new vocabulary to create sentences?**

Always \_\_\_\_\_ Often \_\_\_\_\_ Sometimes \_\_\_\_\_ Rarely \_\_\_\_\_ Never \_\_\_\_\_

**12. How often do you extract the main idea from a reading passage?**

Always \_\_\_\_\_ Often \_\_\_\_\_ Sometimes \_\_\_\_\_ Rarely \_\_\_\_\_ Never \_\_\_\_\_

**13. How often do you give your points of view after a reading text?**

Always \_\_\_\_\_ Often \_\_\_\_\_ Sometimes \_\_\_\_\_ Rarely \_\_\_\_\_ Never \_\_\_\_\_

**14. How often do you extract the main idea from a reading passage?**



Always \_\_\_\_\_ Often \_\_\_\_\_ Sometimes \_\_\_\_\_ Rarely \_\_\_\_\_ Never \_\_\_\_\_

**15. Does the teacher use interesting reading techniques?**

Always \_\_\_\_\_ Often \_\_\_\_\_ Sometimes \_\_\_\_\_ Rarely \_\_\_\_\_ Never \_\_\_\_\_

**16. When you read a text, is it easy for you to understand it?**

Always \_\_\_\_\_ Often \_\_\_\_\_ Sometimes \_\_\_\_\_ Rarely \_\_\_\_\_ Never \_\_\_\_\_

THANK YOU FOR YOUR VALUABLE COLLABORATION

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

**INSTRUMENT VALIDATION**

**Topic:** “SIX-LECTURE STRATEGY IN THE READING SKILL”

**Objective:** To investigate the effectiveness of the six-lecture strategy and the reading comprehension in students within the first level at CTT de Los Andes.

**Instructions:** Select the option you consider relevant to each item.

**R:** Relevant

**NR:** Not Relevant

EXPERT’S NAME: Mg. Doris Cumbe

ITEM	Objective		Variable		Dimensio n		Indicator		Drafting		OBSERVATIO N
	R	NR	R	N R	R	NR	R	NR	R	N R	
1	✓		✓		✓		✓		✓		
2	✓		✓		✓		✓		✓		
3	✓		✓		✓		✓		✓		
4	✓		✓		✓		✓		✓		
5	✓		✓		✓		✓		✓		
6	✓		✓		✓		✓		✓		
7	✓		✓		✓		✓		✓		
8	✓		✓		✓		✓		✓		

Source: Chauca, L (2020).

**Final Resolution:**

Approved	✓	Disapproved	
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Source: Chauca, L. (2020).

**UNIVERSIDAD TÉCNICA DE AMBATO**

**FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN**

**CARRERA DE PEDAGOGIA DE LOS IDIOMAS**

**EXPERT JUDGMENT EVIDENCE**

I, Mg. Dorys Cumbe with, I.D. No. 1803694569, certify that I conducted the expert judgment on this instrument designed by Lenin Ismael Chauca Torres, with I.D. No. 1850763606 for the Final Degree Project entitled “SIX LECTURE-STRATEGY IN THE READING SKILL” since it is a fundamental requirement to qualify for the bachelor’s degree in Educational Sciences; Mention: English, at Universidad Técnica de Ambato.

Ecuador, December 7, 2020.

Sincerely,

DORYS MARIBEL CUMBE  
CORAIZACA

Firmado digitalmente  
por DORYS MARIBEL  
CUMBE CORAIZACA  
Fecha: 2020.12.23  
11:11:10 -05'00'

Mg. Dorys Cumbe

I.D. 1803694569

# Urkund report

## Urkund analysis



### Document information

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ELSA MAYORIE  
CHIMBO CACERES

Revista de Agendas por ELSA MAYORIE CHIMBO CACERES  
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Dra. Mg. Mayorie Chimbo Cáceres  
**TUTOR TRABAJO TITULACIÓN**