

**NATIONAL AUTONOMOUS UNIVERSITY OF NICARAGUA
UNAN – MATAGALPA**



Research Work of Graduating Seminary to get the Degree in English.

THEME

**Development of basic skills in the English Teaching Learning Process in
high school.**

SUB-THEME

**Difficulties in the development of the Reading skill in English Teaching
Learning Process of the Seventh Grade at Rubén Dario High School in
Matagalpa during the Second Semester 2005.**

AUTHORS:

**Marbelly Esther Herrera
Ingrid Carolina Herrera**

TUTOR:

Prof. Marisela Coronado.

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I- THEME

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II- SUB-THEME

Difficulties in the development of the Reading skill in English Teaching Learning Process of the Seventh Grade at Rubén Dario high school in Matagalpa during the Second Semester 2005.

III- DEDICATION

This investigative work is dedicated to my family which was always in my side when I needed it.

To my children Edwin Norlan and Ingrid Skarleth because they were sacrificed in order I could attain my goals. They are for me the motor that moved me to continue my studies.

It is also dedicated to all the teachers that during these five years gave us the valuable gift like is the education, for their patience and love.

This work is especially dedicated with all my love to Eduardo José Jaen Aráuz for all his support and love.

Ingrid Carolina Herrera.

This investigative work is dedicated to my family, because without aids I would neither have begun nor finished my studies. In some way all of them contributed to encourage me every day.

They were the motor that encourage me always to follow ahead.

I dedicate our work in special to my sons. It is dedicated with all my love to Rehtsel Yllebram and Lester Antonio.

Marbelly Esther Herrera.

IV- ACKNOWLEDGMENTS

Thanks in first place to God our Lord to give us good health and willpower to follow ahead.

We would also like to thank to the incredible teachers Marisela Coronado and Ligia Pineda who have contributed so much to our lives and happiness, as well as to the understanding that has channeled into this investigation.

To all of you, we send our love and deep appreciation.

The authors.

V- TEACHER'S VALUATION

The investigation topic in this report is about the difficulties or causes that affect the development of the reading skill in English students in the level of half education.

It is a very good investigative work where it is approached the importance and necessity that English's students to be able to read and to interpret any information in English; since this ability is complementary to reach the domain of this language.

In this report the difficulties are analyzed and it refers important technical and teaching strategies that will contribute to make the teaching – learning process, more dynamic and interactive and consequently it will promote a greater and better domain of the English reading skill.

This is a valuable consultation material for English teachers that not yet count with this knowledge; as support to their educational work in this subject.

Lic. Marisela Coronado González
English Teacher

VI- SUMMARY

In this research work, it studied the causes of the difficulties in the development of the reading skill in English teaching learning process at the seventh grade at Rubén Dario high school of Matagalpa city during the second semester 2005, the purpose was to analyze the variables established in the several contexts surrounding of the educative work.

The research is very important to improve the development of the English reading skill in order to help to English teacher and learners to improve their reading skill in the foreign language. It had information through of techniques applied such as: observation, interview and survey. The interview was made directly to teachers.

The results obtained indicate in the indicator factors that affect the performance which are social, economical and psychological, show serious difficulties, but the majority of the problems are the lack of time for developing this subject.

The other indicators like teaching and learning process of the reading skill, the instruments reflected the methodologies and techniques used are good. Teachers have scarcity of the material and teaching means according to the importance of the subject. Students show difficulties such as lack of study and lack of material because of the economical situation. The bad pronunciation, and the lack of vocabulary are others weaknesses.

The motivation of the students is a strength, because teachers encourage them in different ways.

It took information about reading for obtaining knowledge about this skill.

It is recommended coordination among teachers, parents and students for improving the English teaching learning process of the reading skill at Rubén Darío high school.

VII- INTRODUCTION

“Reading give the opportunity of acquire new knowledge, to learn vocabulary, to improve spelling and giving grammatical forms that it helps the appropriated use of the language” (Guide for the teacher of the automatic promotion; 1998:17)

The second way for learning English is through reading because involves other abilities such as: speaking, vocabulary, writing and others. Reading refers students reach the levels of understanding, that allow them to make a good work in the teaching learning process.

In high school it presents several difficulties in teachers and students around the reading skill.

At Rubén Dario high school begins per year 2000 with the seventh grade and the years ahead it extends adding eighth grade and ninth grade, the classes are given at evening.

At the beginning of the year 2003 it extend the complete high school in night courses and the week end until eleventh grade.

In the present time it attend five levels and there are two English teachers. Since many years ago, Reading has been the ability that has showed weaknesses in both languages.

The importance of the theme of the research is relevant in order to improve the reading skill in the English teaching learning process in high schools and solving the difficulties founded in the development of this skill in English as a subject in Secondary education.

This investigation is classified as: explanatory and correlation because of being leaded to answer the causes of the events to study and the relation between the variables.

The methods used were theoretical and scientific, taking the information of instruments applied such as: interview, survey and observation.

The universe of study were the English students of the seventh grade at Rubén Dario high school of Matagalpa city, taking the 20% of them, and the 100% of the English teachers.

The variables evaluated were:

- Teaching learning process of the reading skill.
- Factors that affect the performance of reading.
- Teaching learning of the reading class.
- Development of a reading skill.

The process of information was applying descriptive statistic.

VIII- JUSTIFICATION

In this investigative Learning Process about the Reading skill, in order to improve the weaknesses found in this work we study the development of the English Teaching process and giving to our English Teachers better tools to develop the reading skill in their classroom.

Therefore, the comprehension in the student is a problem in both languages, which affect the performance in the seventh grade at Rubén Dario high school during Second Semester, 2005 in Matagalpa.

We investigated about the techniques and strategies used to improve the Reading skill.

On the other hand, this study is very important for seeking possible solutions to develop a real reading skill in order to help English Teacher Trainers and give them the necessary tools they can apply correctly, the techniques and strategies to teach with efficiency the reading skill in our students.

This investigation shows some of the methods applied to the English Teaching Learning Process to improve the reading skill and the best way to evaluate it.

This study will serve to the English Teacher Trainers as means of information to improve the quality of the Teaching Learning Process in high school.

IX- GENERAL OBJECTIVE:

To analyze the development of the Reading skill in the English Teaching Learning Process in the seventh grade at Ruben Dario high school in Matagalpa, during the Second Semester, 2005.

SPECIFIC OBJECTIVES:

1)-To provide useful information to the English Teacher trainers to improve the Teaching Learning Process in high school in Reading skill.

2)-To recognize the methodologies and techniques used in the English Learning Process in the Seventh Grade at Rubén Dario high school in Matagalpa, during the Second Semester, 2005.

4)-To identify the weaknesses and strengths showed in the development of the Reading skill in the English Teaching Learning Process in the Seventh grade at Rubén Dario high school in Matagalpa during the Second Semester, 2005

3)-To explain the difficulties in the development of the English Teaching Learning Process, in the Seventh Grade at Rubén Dario high School in Matagalpa, during the Second Semester, 2005.

X- DEVELOPMENT

1- Teaching Learning Process of the Reading skill.

1.1- The song: READING

Tamara Kirson and Jung-yoon Lee

Reading and reading, Time after time. Can you find the meaning In what the author wrote? Reading is meaning! Reading and reading, Time after time. To have your mind wide open And learn what others know. Reading is learning! Reading and reading, Time after time. To enjoy so many words And soar like a butterfly. Reading is exploring! (Forum Magazine, April 2004:25)	Reading and reading, Time after time. To enrich your vocabulary And speak so others understand (Reading is speaking!) Reading and reading, And reading by yourself. That is the perfect way To help your English and speak well. That is the perfect way To help your English and speak well. (We love English! We love New York!)
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Reading is an important ability that students must acquire because through it is developed others skills such as it mention in the song.

At the present time, students do not read, they have lost the interest by the books; they do not worry although this is harmful for their learning.

1.2- What is reading?

Reading is a mental, interactive, and complex process in which we decode signs and apply different skills with the purpose of understanding a text.

It is a process whereby one looks at and understands what has been written. The key word here is “understand” merely reading aloud without understanding does not count as reading.

The reader is not simply a passive object, fed with letters, word or sentences, but is actively working on the text, and is able to arrive at understanding, without looking at every letter and word.

The good readers make use of this; they take what they need to obtain meaning. The readers bring with them the ability to recognize the purpose of the text and the relationship between sentences.

1.3- Main aims of the reading

- Improve the behavior through of the reading.
- To have access to several ways of the knowledge.
- To expand the vocabulary.
- Learning to respect and value other cultures.
- Finding solutions to conflict and appropriate of new concepts and ideas.
- To access to the wonderful universe of the literature.
- Creating abilities correlated with the reading.

Reading is more than the interaction between a reader and a text. Reading involves conscious and unconscious use of various strategies.

1.4- Importance of the reading:

Reading is very important to performance cognitive, affective social and functions, because is a way of entertainment, funny and recreation. Reading can be a game that promotes imagination.

1.5- What the habit of reading consist in?

The habit of the reading does not born with us. The human being does not come at the world appreciating the books. This is a capacity that it develop whit the practice. It is a pattern of behavior.

Through of reading we learn to improve our vocabulary, reading, behavior, we are acquiring knowledge and we expand our culture.

The habit of the reading is a result of the learning process. Developing habits of the reading is reach that people take the material of the reading for satisfying their desires cognitive and entertainment.

One of the principal problems of the foreign language learner is that their knowledge of the language is incomplete and this may cause serious difficulties with some text.

1.6- Stages of the reading

The following suggestions are designed to help teach the reading strategies used by good readers, skills essential to students' academic success.

Pre-reading:

The amount of preparation and the type of activities we use depend on several factors including the text itself, the amount of student knowledge and the type of reading task that you want them to do.

It is the skill of anticipation forming predictions about what is to be read is an important part of active reading. Some strategies it can use like anticipation exercises are: brainstorming, discussion questions based on the topic of the text, mini quizzes and looking at pictures.

- Brainstorming: Students can talk about determines topic or others associated at the teacher had presented.
- Discussion questions based on the topic of the text: It is important students discuss questions about the text, it will help them to active their background knowledge.
- Mini quizzes: The mini quizzes can help to the students to know what they know about the topic.
- Looking at pictures: Students can relate pictures with the text, it will help them to know about what kind of text they will read.

These exercises help students to predict what will be in the text, so that they are better prepared for the content and vocabulary in the text, it will allow them to: sequencing pictures, written question that they want to know, predicting from a headline or title, to get key words.

- Sequencing pictures: Students can work one set of pictures to decide together which the correct order is. They can think about what they need to know in order to understand the text.
- Writing question that you want to know: It is an excellent way to predict about a text. Students can write questions about what they want to know of the text before reading it.
- Predicting from a headline or title: It is useful for students because they can predict what they want to read through of headline or title, clear example is, when they read the newspaper articles, is enough to read the headline to predict the story or the new.
- Key words: Teachers can use this kind of exercises, giving to the students a group of key word, they can be words describing actions, and the students can predict about what the text is.

Initial reading: Each student should read the selection silently, as this is the most common form of academic reading. The selection should be read quickly, without a dictionary.

Each student read he or she must have a purpose for reading which must be appropriate and logical for the text. Clear examples are: reading speed and silent reading, scanning for specific information, using predictions, skimming for overview, reading for a main idea, and reading in detail.

Encourage students to guess the new words. Emphasize the importance of simply getting the main idea, the most basic of reading skills.

The guessing meaning from the context selection is self-explanatory. It contains specific hints and systematic exercises on how to guess meaning of the word.

Re-reading students re-read selection, this time more carefully, focusing on details. However, they might occasionally use a dictionary.

Post-reading students will need to look back at the reading selection to understand better. Students can practice; they express opinions. Some strategies teacher can use in post reading are: ask questions, fill the tables, graphs, match pictures, use cloze exercises, create a role play to recreate a scene, select item for further study, revise predictions, sequence sentences or paragraphs, recapitulation, finding synonyms, lexical chains etc...
(Summary, Conference NICATESOL 2005.)

The key of the reading is the interpretation of the message the writer gives us.

There are many strategies to make a good reading. All these activities are leaded to improve the understanding of the reader.

At the present all this strategies and the stages of the reading it does not carry out, the time is short and teacher have to finish the English class syllabus that is established in the curse.

“Peoples’ behavior makes sense if you think about in it terms of their goals, needs and motives.”(Mann Thomas, Forum Magazine, October 2003: 57)

Teachers have to think in the needs of their students and encourage them; they must lead their class in order to help them to reach the class objectives with quality, in support of promoting meaningful learning and interpretative reading. The reality threshold in the opposite direction because teachers are required to finished all the English class Syllabus even though students continue showing mistakes and errors.

When students read, they need to recognize words, phrases and, sentences and understand them. In the early stages, they may find it helpful to say the words as they read them, but this is not an essential part of reading.

Teachers need to give them practice in understanding written sentences, the emphasis should be on understanding meaning, not on repeating sentences aloud or on spelling out words. Therefore, it will help students if we let them read complete sentences as early as possible.

1.7- Types of reading

There are three reasons for reading: Reading for survival, Reading for learning, and Reading for pleasure.

Reading for survival: Survival reading serves immediate needs or wishes. Obvious examples are 'ladies', 'gentlemen', 'exit'. Survival reading might involve the ability to read instructions.

Reading for learning: It serves the wider role of extending our general knowledge of the world. Clear examples are: the textbooks, dictionaries, handouts, etc...

Reading for pleasure: This kind of reading is done for its own sake. If readers do not read for pleasure in their mother tongue, they are very unlikely to do so in a second or a foreign language. An important by product of reading for pleasure in any language is fluency, which we can acquire through of novels, tales, stories, and another interesting books,

1.8- Styles for reading:

- Intensive Reading and Extensive Reading

“Generally, teachers tend to ask students to read quickly for general understanding. This method of reading is called “extensive reading” and is very helpful in getting student to deal with large chunks of information. However, at times students do need to understand details and this is when “intensive reading” is appropriate”

(<http://esl.about.com/library/lesson/blwrong.htm>)

In the majority of the exercises of reading, teachers apply the extensive reading for general understanding, but in some occasions is necessary to used intensive reading when the students need to know details about of a specific topic.

In our country, teachers in high school use extensive reading only, and the students get general idea, they do not read carefully but teachers do not use intensive reading because it is for upper or intermediate level. In intensive reading exercises in which each sentence must be read very carefully to discover mistakes and inconsistencies of syntax.

“We often encourage students to just try to get the gist of reading comprehension. However there are times when students need to read a text closer. This lesson focuses on getting student to concentrate on exact meaning” (<http://esl.about.com/a/017698.htm>)

It is very important students read a text thoroughly and they should be focused in the reading, for that teacher can give them short texts as

homework in order attain they read carefully. Students can use dictionary to get the meaning of the words and they will have major understanding of the text

“Extensive Reading has the potential to help English language learners become better readers and make improvements in other aspects of their English skills.” ((Ono Leslie, Day Richard and Harsch Kenton, Forum Magazine, October 2004:12)

It is known we learn to read by reading. Reading extensively is probably one of the best ways to learn a foreign language after to go and live among its speakers.

When we read, we improve other skills of the English language.

Students who read outside of class will progress more quickly and surpass their classmates who do not read outside of class.

According at the experiences of the Nicaraguan students to read outside of the class has increased their motivation to read more.

When the students carry out this activities, they feel encourage to read more freely without the teacher’s pressure.

“In extensive reading, English language learners read large quantities of easy material in English. They read for information and enjoyment, with the primary goal of achieving a general overall understanding of the reading material.” (Ono Leslie Day Richard and Harsch Kenton, Forum Magazine, October 2004:12)

Is very important teachers select books that will be enjoyable for their students to read. Students need easy, short, and varied material to read.

Teachers should try select books according to the level of their students. The more students read more understanding they will have of the reading material.

However, the short time dedicated at the English class does not allow achieving all the activities suggested in the lesson plan about of the reading skill, in this case teachers can assign one or two chapter of the book to be read at home every week and design classroom activities based on the reader.

It does not seem reading for enjoyment rather homework but students at least will read a book.

“There are reasons why it is beneficial to encourage language learners to read extensively. Studies show that when students read extensively, they not only improve their reading fluency, but they also build new vocabulary knowledge and expand their understanding of words they knew before.” (Ono Leslie, Day Richard and Harsch Kenton, Forum Magazine, October 2004:13)

When students read extensively, they can achieve proficiency in other abilities of the language. They acquire more vocabulary and they can read for general understanding, in this case is not necessary to read for 100% comprehension.

When students read extensively, they avoid using of the dictionary because it can distract them from reading for general understanding.

In our schools manifest lack of vocabulary affect the English reading skill; they think the dictionary is very useful for the learning vocabulary.

The majority of students said that is enough the teacher provide them of the vocabulary, it does easier the reading.

2 - Factors that affect the performance of reading

The social factor involves many things; such as the poverty suffered in all social, sectors of the society affect all the people in varied ways. The families have economical problems that have influence in the education.

At the Rubén Dario high school shows the 45% of their students whom are affected for these social factors, which include economical problems, in a 50% of these students have an influence on the learning process because they have difficult to acquiring the necessary material for English class.

The lack of economical resources often linked to psychological problems such as familiar violence, children and teenagers are mistreated for their parents or other members of the family.

The low educative level of the students' families' members breakdown the relationship, therefore it provokes the low performance of them.

This problems affect the attention and concentration of the students in the moment of the English class, what indicate that these problems are going to beyond of the lack of economical resources.

“One of the most difficult task of a language teacher, both in first (L1), and second (L2) language context, is to foster a positive attitude toward reading.

Unfortunately, due to time limits and other constraints, teachers are often unable to actively encourage children to seek entertainment and information in reading materials” (Habib Lutha Rizwana, Forum Magazine, 2005: 18)

The difficulties it gives in both languages, first and second language, but time factor is one of them. Teachers should seek others different ways to encourage their learners.

The survey shows that other problem is the time, students at the Rubén Dario high school said that the English class is limited; students have reflected the necessity of more time because it is important for them. They manifest if they have more time it will have major learning in this process. They are motivated to learn a second language and they disagree with the short time dedicated to the English class.

This fact is directly related with the education of Nicaragua, because our country suffers a deep economical recession and the budget of the country do not include more money to pay more time of English class.

However, the difficulty in the English reading class has a high percent in these social, economical and psychological factors, therefore in less percent the pedagogical factors, but on the other hand, the time factor has much influence in the learning of the reading class.

3 – Teaching- learning of the reading skill

3.1- Methodological factors of the teaching of the reading

“Methods do not matter because they do not exist” Nunan 1991. (Rodgers Ted, Forum Magazine, October 2003:2)

The teaching methodology in a second language can be varied of teacher to teacher because they use methodologies according needs their learners. Teaching is flexible taking into account different methods the ideal way is find to understand the English class and promote the skills.

The 90% of the students at the Rubén Dario high school are according with the methodology used for the teachers and they feel easier the English class in spite of all the problems mentioned. Teachers explain the class very well and they promote activities according to the level where they are.

“The 20th Century has seen an immense amount of activity in language teaching methodology, all preceded what some have called the age of the methods” (Rodgers Ted, Forum Magazine, October 2003:2)

Many methods that teachers use for teaching the skills involved in English class.

Some of these methods are Grammar Translations, The Direct Method, and Audio Lingual Method. New methods have appeared and teachers study them because the methodologies used in teaching language are very important for these process.

At the present, teachers seek the better methodologies and techniques for their students, according interview made to English Teachers at the Rubén Dario High School, they use methodologies where learners participate actively in the development of the English class. They make strategies that promote the interest of the student, their experiences about the strategies used is through of dialogues with them, poems, songs, and games.

According to teachers in first place, they explain the importance of learn the second language in their lives. In respect to the reading, they develop the content to teach, they explain the importance of the good reading in the social life. Teachers write vocabulary and words with difficult pronunciation and repeat with them. Teachers read in first one a complete reading.

The survey shows the majority of students at Rubén Dario high school are satisfy with the methodologies and strategies that the teacher uses in English class. They suffer other difficulties but the 90% of the students agree with the explanation of the teacher, with their activities and the tasks realized in the classroom. They focus the problem in other aspects surrounding of the real factors. The research shows teacher at the Rubén Dario high school are making efforts for the English Teaching Process.

“At the college where I teach, undergraduate students of engineering and technology need learn English in their first year” (Marugavel T., Forum Magazine, July 2003:18)

It is necessary the teachers of all the high schools studied English because is important, given that some universities, it is requirement for approving the career. The basis of the English learning is the high school in Nicaragua.

The techniques used for the teachers are adequate to the level their students. They seek the better strategies and techniques of the teaching. In spite of

teachers neither receive seminars nor training because this subject is not attended by the Ministry of Education.

“The zone of proximal development (ZPD) is a central concept in socio-cultural theory that embraces the mediation roles of teachers. Vigotsky defines (ZPD) as the distance between the actual developmental level as determined by independent problem solving and the level potential development as determined through problem solving under adult guidance or in collaboration with more capable peer” (Hoai Huong Le Pham, Forum Magazine, July 2003:32)

One part of the Constructivist Humanist Methodology is to help to the students and they help each other. They are always students most excellent in their studies and leaders.

Which are useful for their classmates taking into account the abilities they can do in-group work and others students learn of them. Teachers can give individual attention.

At the present, teachers are applying the constructivist humanist focus and applying the active participative methodology, they give to their learners tasks in-group work, pair work and they maintain the attention all of them, but when professors make all activities that it carries out using the actual method indicated for the Ministry of Education.

“To teach is to learn twice” (Joubert Joseph, Forum Magazine, October 2003:57)

When teachers teach, they are have interaction with their students, the environment is the classroom, they are worried by the learning of their learners, this interaction promotes an interchange of thought and emotions, where they know that the teacher is not perfect, they can have errors and mistakes.

The teachers need to know about of the needs of the students, however, this require deepening about the problems that they have.

Teachers learn in middle of the teaching, they are going taking information, they are going to read more because they are preparing for teaching and their students are going to demonstrate them what they are capable to make. Professors learn to change their behavior and students too.

Teachers choose the better method and they put it in practice for successful learning.

The research shows the methodology used by the teachers is good, they are using the active participative methodology and they use techniques, which lead the learning to reach the objectives of the lesson plan. They organize the classroom in group work, some time in pairs and they explain the class later, they make practice class with their students organized in pairs. The class is ordered and they pay attention to the teacher. When the teacher begins the class, he makes a review to the last lesson with question and students answer them, it is before the new lesson.

Not at all students participate in the class but the teacher promotes the participation inviting them that they are involved in the activities.

“Mediation is the mechanism through which external, socio-cultural activities are transformed into external, mental functioning. Mediation is the instrumental of cognitive change” (Hoai Huong Le Pham, Forum Magazine, July 2003: 33)

This mechanism contributes to know the distance among students the level of the learning they are now. Through the mediation the teacher can prepare own learning strategies and he apply techniques that permit to reach of the objectives.

Teachers work in the classroom and they develop the interest of the students taking into account the previous knowledge that they have about the new content, they explain the theme and they give examples about it.

The teacher clears the doubts of the students. The group work that teacher applies it has affect positive according to class observed at the Rubén Dario high school. The techniques are appropriate for help each other.

The professor use strategies of correcting errors or mistakes. He corrects errors through of repetition of the words or phrases, the strategies are good because help to the students have trust in their teachers.

The methodologies used in the level researched at the Rubén Dario school is according to the way in that they want to be taught and the class observed shows a clear perception of the methodology applied in this college. The activities are guided by the teacher and they are involved the four skill.

A common element in some teachers the preparation should be variety, just as there should be a variety of approaches in schools.

In frontal mode: Called teacher centered mode should never be teacher dominated, can be use strategies such as brainstorming, demonstrations or panel work.

The pair, group work mode: It can use for specific task and it involves most time.

The individual mode: this promotes the responsibility in that activities that promotes their own learning.

Generally, the teachers are applying taking into account the observation, a part of this techniques of the teaching. The majority of the learners approve this techniques and methodologies used by them.

3.2- Weaknesses and strengths of the teaching

“The group work is an active way of promoting the learning. The interaction allows identify, analyze, and solve different problems in the teaching learning process”. (White, 2003:2)

In the classroom is necessary take into account the organization way of the students because there is the opportunity they each other.

At the present, students show weaknesses in pronunciation, they have mispronunciation in the words which have influence in the low performance, and the lack of study and the little participation are other weaknesses. Meanwhile the motivation is very good, students are encouraged by their teachers and the learning is reached in 55% of the students.

3.3- Teaching means

“Teachers need to use every available resource at their disposal to motivate young readers. Building a foundation for a class based syllabus begins with an informal classroom atmosphere. Learners should be able to identify closely with the teachers as a reading mentor who is willing to share his/her own early reading experiences with young learners. The use of audiotapes and videotapes although useful can never replace teachers” (Habib Latha Rizwana, Forum Magazine, 2005:19)

The means used by the teacher such as audiotape are useful to motivate their students but the main role is taken by him. The teaching means are very important in the learning and this is part of encourage to the students.

At the present, according interview the most common teaching means used by the teacher are the dictionaries, textbook indicated for the Ministry of Education (Pathways). Sometimes handouts elaborated to make exercises in the classroom or like homework.

“Class poster displaying newspaper reviews, illustrations, and synopses from publishers’ catalogues my create an awareness of the variety of publications produced for young readers and help everyone to keep track of new books by favorite writers” (Habib Latha Rizwana, Forum Magazine, 2005:20)

There are variety of material can be used by teachers, these materials can be collected of the environment without incite cost in the learners, these promote the reading skill and motivate students to read.

According to the research the teacher use at times or never material how above mentioned.

“Young learners also be encouraged to develop visual literacy by translating verbal text, like short stories and poems into visual text by means of picture and graphic illustrations” (Habib Latha Rizwana, Forum Magazine, 2005:20)

An important part of the learning process is the teaching means, the teacher encourage their students through of the resources that he use for improving his/her class.

The motivation is related with the teaching mean that he/she uses and the development the English.

3.4- Weaknesses and Strengths of the learning

“The object of education is to prepare the young to educate themselves throughout their lives.” (Maynard Hutchins Robert, Forum Magazine, October 2003: 57)

Learning must be taught in a way that the students can continue in the future themselves and this knowledge carries it to practice.

These are some weaknesses showed by students according to the teachers:

The pronunciation is a weakness because when they are going to read they pronounce bad the words, this create problems in the understanding what they is reading.

The lack of interest in the study is a weakness showed for them. Students do not have participation in the class although teachers think that it must to scare to talk, scarcity of vocabulary or some student are very shy.

Students at the Rubén Dario high school are very motivated by the teachers and they show to make so many efforts. The 85% are motivated for this class.

a- Lack of vocabulary

The great majority of students at Rubén Darío high school of vocabulary the 65% manifest they have serious problems with lack of vocabulary, this affect the English reading class, this it must some students do not have a good dictionary or they do not have any. The acquisition of the dictionary is very important for the study in a second language because is necessary to know the new words.

Acquiring the knowledge of the words, teachers have to use good strategies and techniques for reaching the aims to plan in the lesson plan.

According to the survey this 65% of the students, the knowledge of the word is indispensable as it has said to make the tasks. Teachers can provide them in the English reading class where involve skills such as writing, listening, and speaking.

The first problem is related to reading and comprehension because when students do not know the meaning of the word, they are lost in the work to perform and they are aware of it.

Learners think the dictionary is useful for the learning of the vocabulary. The reading process is one of the best tasks for developing it. The investigation focuses it as the main problem in learners at the seventh grade which it has redundancy with other difficulties focused at the same problem.

Presenting vocabulary:

Regarding vocabulary, presenting new vocabulary involves: showing the form of the word (how it is pronounced and spelt), showing the mean of the word clearly, given students the chance to hear how the word is used.

Some ways of showing the meaning of a word are:

- 1- Using visual aids:
 - Real objects: thing in the classroom, things you can bring into the classroom.
 - Pictures: blackboard drawings, pictures from magazines, pictures you have drawn.
 - Action, mimes, facial expressions.
 -
- 2- Giving examples: to make the meaning clear.
- 3- Using the students' own language: this is often the easiest and clearest way to show the meaning of a word, but give an example in English first so that students can hear how the word is used.

Some ways of involving the class and checking what they understand:

- Instead of giving a direct translation of a word give an example and then let the class guess what the word mean.
- Use the word in simple question. This gives the class a chance to hear the word context and read to it. (Doff Adrian, Teach English A Training Course for Teachers, 1988)

The acquisition of vocabulary is responsibility of all the teachers, the employ of adequate techniques and strategies as it has said formerly will be the tools to reach the learning of the reading skill.

Sometimes is not necessary a dictionary, it is important but the learning of vocabulary require of the interest and enthusiasm of the learners for their learning and the teachers for teaching.

b- Lack of material

“Materials development, trainees might learn how to adapt instructional materials, devise games and work sheets, create manipulative and others aids, and develop passage related reading or listening tasks together with supplementary exercises and activities. They should also learn to produce original learning and teaching materials” (Cross David, Forum Magazine, October 2003: 42)

The materials are necessary in the teaching learning process, all teachers must be clear that using materials produced by them or not, it is very useful to the acquisition of the language or abilities in a second language.

The lack of material has great influence in the performance. The 55% of the students at the Rubén Dario high school are agreeing that the material is necessary to learn.

The scarcity of the material for teachers and students do not allow advance in the development of the content. The professors prepare a lot of activities in short handout for the time be used successfully. The material used by teachers is the textbooks allowed for the Ministry of Education, but these strategies have advantages and disadvantages such as describe it below. All this is related with economical situation suffered for the students in turn contribute to increase the difficulties surroundings what is expressed by the students; in first one all students do not have the textbooks.

The use of the materials allows cover more tasks which contain the abilities they need to acquire the knowledge.

The material used in adequate way could be the solution at the problem of the time in English class.

Students said the lack of time have influence negatively in the acquisition of the material of study; meanwhile their expectative would be the Ministry of Education expands more the hours of class in this subject of study.

c- Lack of study:

The greatest difficult found in the research through survey made students at the Rubén Dario high school is the lack of study.

This indicator goes beyond of the simple lack economical resources or dominion of vocabulary because the lack of study generally affect all aspects, which goes associated with the others factors that affect the performance.

The 75% of the students expressed the main problem showed in the low of performance is the lack of study. The cause is extremely related as it has said with indicators mentioned. There are several reasons for this, such as time factors, some students say the lack of concentration it must various problems with their families, there are conflicts in their homes, lack of interest for them, a bit of assimilation of the class it must at the economical and psychological factors what is harmful for the learning of the basic skills of the English class mainly reading.

All these have redundancy but these yields are important in the analyses of the roofs of the problem, so what is easier to face them.

The little time in English class must be hardly worked. The teacher must be creative, he should promote creative activities and students can reach the main objectives of the lesson plan.

Teachers complain that their students show problems in the reading skill such as: few interest and lack of study in this matter, all this come to increase the low performance.

4- Development of the reading class

4.1- Motivation

“We further propose that reading efficacy, the belief that one can be successful at reading is vital to becoming an active reader. Reading efficacy refers to students’ perceptions of themselves as competent readers and learners, which are associated with academic achievement”.

(<http://www.readingreackets.org/articles/260>, Motivations for Reading.)

It very important students are aware about their efficacy in reading because, it will help them to be good readers.

When students have the belief they are a competent readers, it is easier become an active and successful readers.

Teachers should encourage their students to read and they should be sure about their efficacy.

When students have trust about their knowledge they can be an excellent readers, they can acquire proficiency in reading.

Motivation is one of the key factors that determine the rate and success of L2 attainment. It provides the main incentive to initiate learning a foreign language

and later the determination to persevere and sustain the long and often difficult learning process.

Teachers working in schools are first and foremost supposed to teach the curriculum, but we cannot ignore the fact that this cannot happen without motivating our learners.

At the Rubén Darío high school the 85% of the students think the English class is very motivated by the teachers, but it could be better if did not influence others factors like: lack of material, lack of time etc...

The first hours of the English class are the most important times for motivating, because is on pre-reading when the teachers have that provide to the students stimuli and to maintain the motivation until that the reading class is ended.

4.2- Methodologies of the reading

Grammar Translation Method:

This method the role of the teacher is traditional; students translate texts from one language to another as the basis for grammatical exercises.

Students can mentally applied the grammatical rules of the language to written text in order to understand, in this case, reading was not explicitly taught in language classes but it would develop through exposure to written text.

Audio Lingual Method:

This method is emphasized repeated listening and repetition of the structures being taught. The teaching of reading reflected these more general language-teaching practices.

Learning to read involve the systematic mastery of sound and alphabetic symbols for those sounds, words, simple sentences, complex sentences and so on.

Communicative Approaches:

In this method, the role of the teacher is as a facilitator of his students' learning. Communicative language teaching focused initially on the ability to use the functions and notions of language. The term language functions referred to the language needed to perform certain functional tasks such as asking for clarification making inquires or greetings and introductions.

Interactive Approaches to reading:

Reading may be a combination of both "bottom-up" and "top-down" process. Bottom-up make use principally of information which is already present in the data and top-down make use of previous knowledge in analyzing and processing information which is receive. Reading is "interactive" and that successful readers use a number of cognitive decoding and prediction strategies in combination. (Summary of the handout compiled by Dianne Millar)

All these methods showed here are applied for the teachers in a combined way in the English class.

"If the child is not learning the way you are teaching, then you must teach in the way the child learn" (Dunn Rita, Forum Magazine, October 2003:57)

When the methodologies used by teacher are not given result in the learning process, there pay attention because teachers have to make an analysis out

this and they have to think, what the child want. How do students want to be taught?

Which is the way that more likes them to learn?

How do learners want to be treated?

At the Rubén Darío high school teachers and students have trust each other, this facilitate the communication among them, which let them to know what they want in the English Reading Class and the other skill.

4.3- Reading techniques

Before students read a text, we can organize a pre-reading activity, to arouse their interest in the topic and make them want to read. The activity should encourage them to think about the topic and to make predictions and guesses about what they will read.

Questions on a text: Question should check comprehension and help students to read the text by focusing their attention on the main points. To achieve this, all the students should be involved in answering the question and know why answers are right or wrong.

Ask students to write short answers to the questions, and then discuss them together.

Divide students into groups to discuss the question, and then go through the answers together.

Asking the questions is not the only way to check comprehension. We can also ask students to do simple reading tasks.

As well as straightforward comprehension questions, we can ask questions that require students to respond to the text.

Possible questions types:

- Asking students to match what they read against their own experience.
- Asking students to imagine a situation related to the text.
- Asking students to express feelings.

In the real situation, these activities are developed in class, but in fact, these activities are involved with others to develop all the skills.

All tasks are integrated in the lesson plan and every one have a little time to develop during the class.

Techniques to practice reading are:

- Look and Say: The teachers show words and phrases on cards, students look at them and say the word. This gives word recognition practice for beginners.
- Read and Do: Students read simple instructions, and do what the instructions tell them.
- Read and Choose: Students look at pictures and read sentences. They choose the sentences, which correctly describes the picture.
- Read and Match: Sentences are split into two halves. Students read them and match the halves together.

4.4-The lesson plan of the reading skill

There are four main things that a teacher needs to know before going into the class to teach a lesson.

- The aim of the lesson: It is important to know what the general aim of the lesson is, as well as how the lesson focuses on, for example: a particular topic, a particular structure and a skill.
- What new language the lesson contains: It is important teacher knows what language will be taught in the lesson; in this case, teacher should take into account the new vocabulary and structures that will be taught.
- The main stages of the lesson (how it divides into different activities) teacher should know each one of the stages of the lesson, it depend what kind of the lesson is, because not at all the stages are used in a same lesson.
- What to do at each stage: Teachers should know what to do in each stage focusing on the main stages of activities.

If there is a teacher's book, it may give information about some or all of these things.

If the teacher's book does not give enough information, it is important for teachers to decide the answers to these question themselves in other words, to make their own plan.

If the teacher's book does give adequate information, teachers should still decide for themselves how best to teach the lesson. They should use the teacher's book as a guide and a source of good ideas, not as set instructions that must be followed precisely.

Aims and content of the lesson

It is always important to see what the general aims of the lesson are. A lesson may focus on:

- A particular topic, so the aim of the lesson may be “to learn the names of colors” or “to practice language for buying clothes”.
- A particular structure, so the aim of the lesson may be “to describe actions using the present continuous tense” or “to practice ‘going to’ for talking about future plans”
- A skill, so the aim of the lesson may be “to understand instructions for using a machine” or “to express opinions freely in English about marriage”

Language:

It is important for the teacher to know exactly what language will be taught in the lesson. Most lessons introduce either new vocabulary or a new structure or both.

New vocabulary:

Not all new words in a lesson are equally important. As part of the preparation of the lesson, the teacher should decide which words need to be practiced and which only need to be briefly mentioned.

Structures:

If a new structure is introduced in the lesson, it will need to be presented carefully and practiced.

Skills:

The teacher needs to be aware of what skills will be developed in the lesson, speaking, listening, reading or writing, if possible, the lesson should include practice of more than one skill; this will increase the variety and interest of the lesson. (Handout, Planning a Lesson, compiled by Pineda Ligia, 2004)

In conclusion, the lesson plan has to include aims, the content in their language that it is teaching and the main stages and what to do at each stage, to know the aim a lesson may focus.

It is very important presented the new vocabulary and structure and practice them. According to the written is better developing more than one skill.

In the real context showed in high school mainly at the Rubén Darío high school, teachers involve the skill in the lesson plan because the syllabus is integrated and their lesson plan contain activities with each one of the skills.

Stages of the lesson plan:

Any lesson we teach naturally divides into different stages of activity.

- 1- Presentation: The teacher presents new words or structures, gives examples, writes them on the board, etc.
- 2- Practice: Students practice using words or structures in a controlled way, making sentences from prompts, asking and answering questions, giving sentences based on a picture. Practice can be oral or written.
- 3- Production: Students use language, they have learnt to express themselves more freely, to talk or write about their own lives and interest, to express, opinions, to imagine themselves in different situations. Production can be oral or written.
- 4- Reading: Students read a text and answer questions or do a simple "task", complete table.
- 5- Listening: The teacher reads a text or dialogue while students listen and answer questions, or the students listen to a cassette.
- 6- Review: The teacher reviews language learnt in an earlier lesson, to refresh student's memory.

- A single lesson would not of course, normally include all these stages.
- The stages are in no fixed order, but a teacher might, for example, present a structure, practice it quickly, then present and practice something else before going on to a final production activity each could occur several times in a single lesson.
- The stages overlap. For example, reading a text might be part of the presentation or it might be a quite separate activity, answering questions on a text is part of reading but also gives students oral practice. When we talk about “stages” of a lesson, we are thinking of the main focus of the activity. (Handout, Planning a Lesson, Compiled by Pineda Ligia, 2004)

According to the observation realized, the lesson plan contains the majority of the stages. Teacher began the class, with the review and he followed with the stage presentation, in this observation it practiced reading and production in oral way. Teacher used the board and encouraged their students to participate in the class. He presented the lesson plan developed in that day.

Here it shows a lesson plan elaborated for a teacher high school. The lesson plan has some stages but others do not or these are but in implicit way, because there is a task that imply read in step three.

4.5- Testing Reading

“Reading is probable the most common of the four skills to be tested and it may seem to be the easiest of the skills to test. However, testing reading does have difficulties, and there are issues that anyone testing reading should be aware of. Traditional reading tests tend to make use of short prose passages and ask general comprehension question. These often do not deal with the variety of texts that testees may encounter.” (Handout, Testing Reading, compiled by Ligia Pineda, 2004.)

Many of the teachers think reading is the easiest skill to be tested, and they resolve this problem using short texts in the test with some questions that the students should respond only if they read the text. This it becomes literal because the student takes the information written in the text to answer the question. Although in some cases, students do not read the text and just combine the question with the answers basing them in suppositions. In this case does not existed comprehension of the text.

Some teachers use the easiest text and these do not allow to the students to analyze the information to answer the questions, in short, the information transferred is not read.

At the present, traditional reading is used, teachers do not apply the variety of skills involved in reading, and they focus their attention in these short texts that do not help anything to the students.

The most difficulty is because exist many empirical teachers which do not know what kind of exercises can be applied in reading skill.

It is very important that the teachers be focus in their self-training, they should be conscious about the difficulties and to treat to diminish them.

On the other hand, the Nicaraguan university offers the opportunity to study the career to become English Teacher to avoid these problems of the empiricism.

“It is useful to use a variety of texts when testing reading. It is traditional to use prose to test reading skills, but there are many other types of texts that can use for testing. Some of them include schedules, newspaper articles, advertisements, and instructions,” (Handout, Testing Reading, compiled by Ligia Pineda, 2004.)

Using variety of texts in testing reading is very important such as students as teachers. The teacher can classify the reading class with different text for their students are more interested. Therefore, if the teacher uses variety of texts will be more reliable and meaningful.

When the teachers allow to their students to use variety of texts, that give them the opportunity of investigates vocabulary and uses it.

In the classroom, the teachers work only with the textbook, that allows them their institutions and they do not use others to improve the teaching of their classes.

“The type of the text chosen should reflect the goals the language teaching situation, if students are studying academic English, the text should come from such sources, if they are studying English to use it in their daily live, such texts as menus, leaflets, or letters might be useful.” (Handout, Testing Reading, compiled by Ligia Pineda, 2004.)

Using the text depends of the kind of students that the teacher has, as well as text should reflect what the teacher wants, in this case, the teacher should choose what kind of text permit to attain the goals.

In our country, the teachers only work with the texts that their institutions provide them, they do not seek others text to obtain information that they need. The content of the text should be according to the students' real life situation, interest, and it has to be a strong relationship with the content we have studied through another skills.

The teachers should prepare with anticipation their material using different texts according to the level of the students in this way to avoid the improvisation when it evaluates reading skill.

“One of the issues in testing reading that must be taken into account is that background knowledge plays an important part in reading comprehension. Briefly, when reading a text for with we have some background knowledge, we are able to comprehend it more easily and more completely and to make more accurate inferences from it than when reading a text for which we have little background knowledge”.(Handout, Testing Reading, compiled by Ligia Pineda, 2004.)

The background knowledge is a part more important to test reading because when the students can read a text applying the understanding then they will not have difficulties to make inferences and to answer the questions about of the text.

When the teachers to test the comprehension in reading, it allows to their students to be more involved in reading skill as well as to learn more vocabulary and how to apply it.

On the other hand, if the students apply the background knowledge in reading, they have more accuracy to understand what they have read.

4.6- Teaching reading for understanding

“All people have a conception relatively clear of what is the knowledge: when the students know something. He can produce it” (Perkins David and Blythe Tina, Handout.)

According to David Perkins and Tina Blythe the knowledge goes together with the practice of this. Learning is not to memorize, learning is to be able of developing abilities that can lead at the student to make reality the knowledge acquired.

The new generation of students in this time where the focus humanist constructivist it is using, and the methodology active participative, they do not worry them the self study which is very important for meaningful learning.

Readers who comprehend well are also good decoders teach, decoding and word recognition strategies.

- Time spent reading is highly correlated with comprehension.
- Provide for lots of in class reading outside of class reading do not matter what kind of reading is.
- Encourage kids to read more, read widely develop a passion for reading.

Teaching learning process require teachers who enjoy reading, this skill developed in teachers will do a better function of the role that they play in this process. If teachers love to read in the same way they will encourage to their students.

Teachers do not have habits of reading, some teachers said they do not have time to read and this is a big problem because these teachers will have bad quality in the process.

“The understanding is a theme more delicate and it goes more high knowledge” (Perkins David and Blythe Tina, Handout)

The knowledge is ample but applying those knowledge creating or producing news things is a different aspect. Knowing to make is the most important and it is the result of the comprehension. Reading a phrase, word or sentence can be made but understand what that mean to show go ahead in the high level of to know. The creative world is seen like a way of the understanding.

Teaching learning process finds difficulties like lack of comprehension of phrases or short reading in students of the high school in the first language like in the English class. The main objective of teachers is that their students reach the three levels of comprehension that allow them develop complex tasks, that until now do not have been developed in spite of the effort of the teacher.

“The understanding can realize several activities, for example: application, analogies, generalizes and shows it in a new way” (Perkins David and Blythe Tina, Handout)

When there is understanding, the people can be able of making transformations and improve the thought. Students catch on the message of a reading or explanation, so they have a genuine learning and it promotes a change of the behavior, security and trust in them.

Teaching shows with true information that students do not take into account the importance in the understanding for acquiring a successful learning. They prefer

to make to think at the teacher that they are obtaining a conscious learning but the performance shows other situation, when the problem is in understanding.

“A student understand when he effectively leads several activities which require thought “(Perkins David and Blythe Tina, Handout)

The comprehension implies that students make a variety of tasks and they increase all the activities in understanding way. In spite of the teachers try to carry out activities that show comprehension these are not all right and these activities it carries out over and over.

Students need to practice the reading tasks and apply the levels of understanding.

Teachers know very well their students often they do not have the key for understanding an idea like it should be. Students have lack of comprehension in some subjects or complex literature works.

In order to help their students, teachers seek the better ways for understanding, they explain and they make activities that require strengthening the comprehension.

“Comprehension: the complex cognitive process involving the intentional interaction between reader and text to convex meaning” (<http://readinguoregon.edu/com/index/hp>. 2002-2004)

When people are encouraged for reading readers are a part of the text or book. They are learning and they will increase their experiences through of the reading. They are living what they read, the reader feel each phrase, word written in the book.

At the present students make a skimming reading because they do not have motivation. They need in the real life are more necessary for resolving. These students do not find interesting books that make up them.

The reading is liked for some teachers but the economical situation is difficult and the books have a high price. On the other hand the students are affected in the same way.

“Reading is the process of recognition, interpretation and perception of written or printed material.

Comprehension is the understanding of the meaning of the written material and covers the conscious strategies that lead to understanding” (He Ji Sheng, Forum Magazine, October 2000: 12)

Reading is the possibility of decoding linguistics signs and produce sounds relates with those, but reading it is to appreciate a text, reflect about this, reading is to deep it, reading is appropriate it of the meaning and the intention of the message.

In a reading we extend with our point of view, we complete with our sensibility and individuals criteria.

At the present time, is difficult for the students can figure out what the writer tell us in his text. Students do not read a conscious way. Teacher’s complaint is about of the basis that students bring of previous levels. It is a big problem in higher levels like the high school.

In other words if students do not have acquired the necessary knowledge about the importance of the reading, if they do not practice this skill will be a negative effect in the learning process of the reading.

“Reading is a process of communication from writer to the reader” (Sheng He Ji, Forum Magazine, 2000: 13)

The comprehension is a complex process, and the communication between the reader and writer is more complex yet. Reader reaches the knowledge that the writer transmit to him. The reader will recognize the intellectual and emotional maturity of the writer. The reader understands the personality, character, qualities of the writer. The reader knows the reading is important for other functions such as: cognitive, affective, and social because it has a magnified meaning of recreation, entertainment and fun.

Students of higher level can reach this communication; the student has to be a lover of the reading for that. These feelings for the reading it gives in a short number of students. The passion of the reading is low in the students.

The reading is important for other intellectual people but this ability has to be acquired when they are studying and this responsibility of create it is of the teacher through of the motivation and strategies to plan in a conscious way

XI- CONCLUSIONS

Finished our research work, it found several difficulties and strengths such as:

Positive aspects:

1- Reading for understanding is very important in the teaching learning process.

2- Teachers use methodologies and techniques according to the focus humanist constructivist.

3- Teachers encourage to students in English learning and develop of the reading skill.

Difficulties:

4- The lack of study and vocabulary of the students affect the learning of them.

5- The lack of material is supplied by teachers and students.

6- The economical and psychological situation is a problem that affect in the learning.

7- The lack of time is a problem for developing the English reading class.

8- Mispronunciation and little participation are some problems showed by students.

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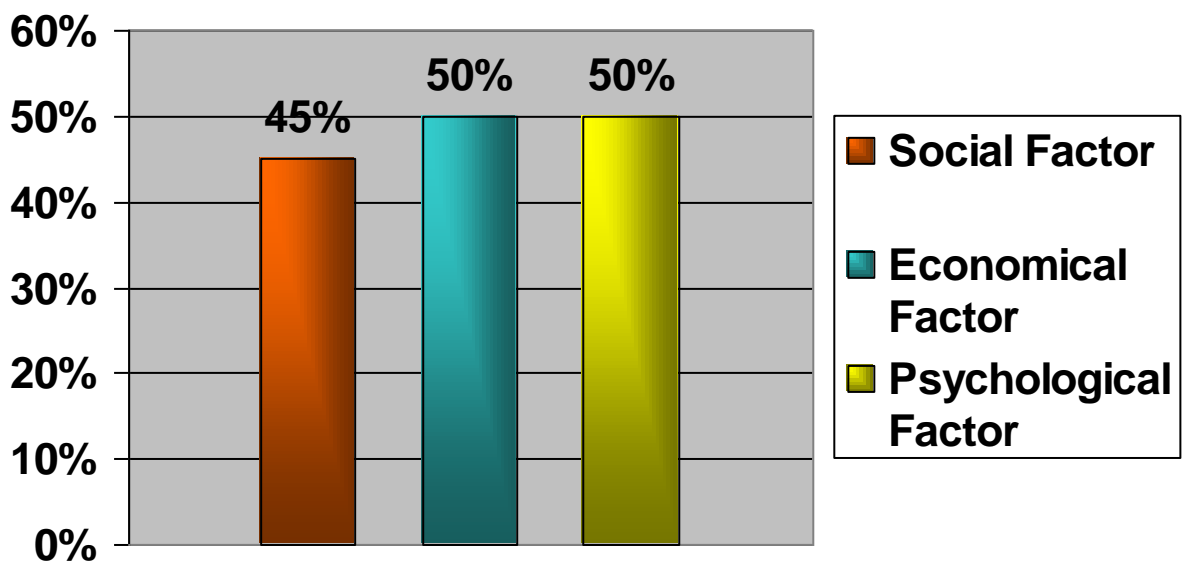
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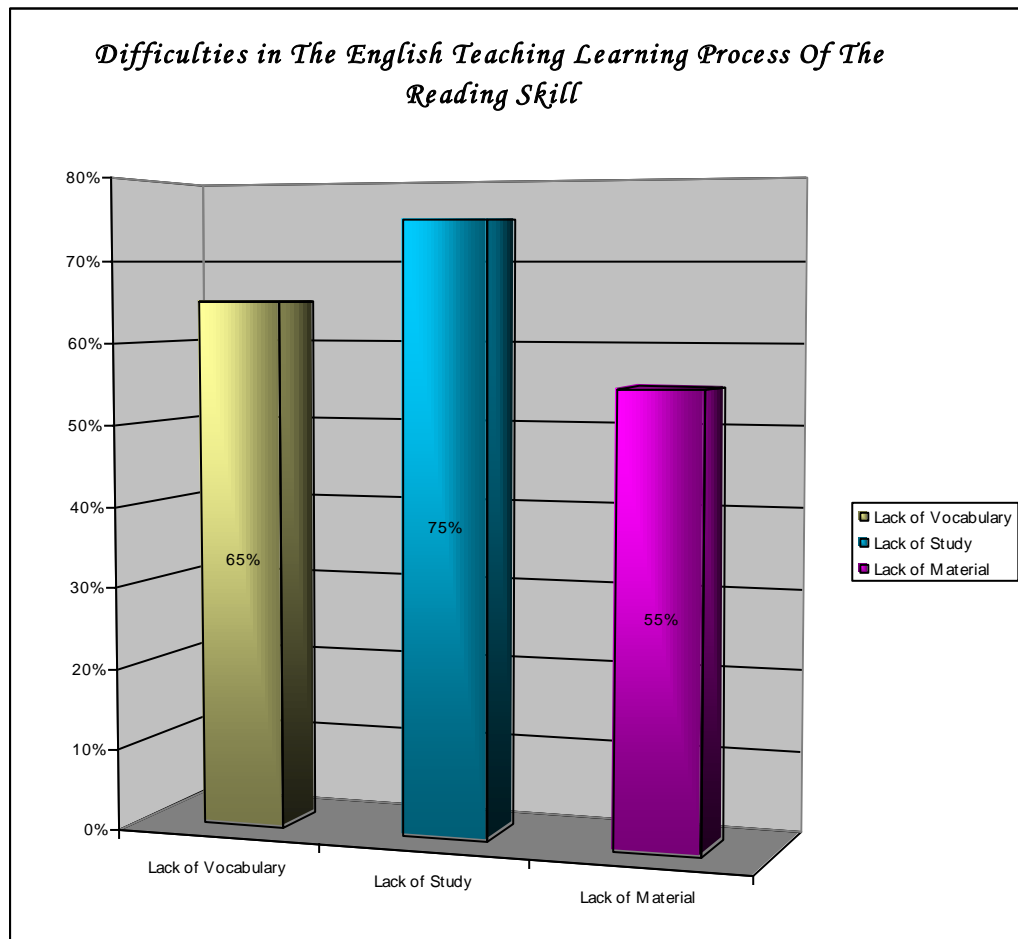
XIII ANNEXES

Annex 1

FACTORS THAT AFFECT THE PERFORMANCE



Annex 2



Annex 3

**Table of Results of the Survey Applied to Twenty Students at Rubén Dario High School
Level: Seventh Grade – Second Semester 2005.**

	1			2			3			4			5			6			7					8							
	Y	N	P	Y	N	P	Y	N	P	Y	N	P	Y	N	P	Y	N	P	D	R	G	Vg	E	Econ	Psych	Meth	Time				
1		X		X			X			X			X			X			X					Y		Y		Y		Y	
2		X			X		X			X			X			X					X				N	Y			N	Y	
3		X		X			X			X			X			X							X	Y			N	Y			N
4			X	X			X			X			X			X				X					N		N	Y		Y	
5	X			X				X		X				X		X							X	Y			N	Y			N
6	X			X			X			X			X					X			X				N	Y			N	Y	
7		X		X			X			X			X			X						X			N	Y		Y			N
8	X			X				X				X	X			X				X				Y		Y		Y		Y	
9		X		X					X	X			X			X					X			Y		Y		Y		Y	
10			X	X			X			X			X			X				X				Y		Y		Y		Y	
11			X			X	X			X			X			X				X					N	Y		Y		Y	
12			X			X	X			X			X			X				X				Y			N	Y		Y	
13		X				X	X				X		X			X					X				N		N	Y		Y	
14		X			X			X		X				X		X						X		Y		Y		Y			N
15		X		X					X			X	X			X					X				N		N	Y			N
16			X		X		X			X				X		X				X					N		N	Y		Y	
17		X			X			X			X		X			X			X					Y		Y		Y		Y	
18			X		X			X			X		X			X					X				N		N	Y		Y	
19		X		X			X			X			X			X			X					Y			N	Y		Y	
20		X			X		X			X			X			X						X			N		N	Y			N
Total	3	11	6	11	6	3	13	5	2	15	3	2	17	3	-	19	-	1	3	6	6	3	2	10	10	10	10	18	2	14	6
%	15	55	30	55	30	15	65	25	10	75	15	10	85	15		95		5	15	30	30	15	10	50	50	50	50	90	10	70	30

Annex 4

EQUIVALENCES

- 1= Social Factor Affect the Performance**
- 2= Lack of Material influence in your Learning**
- 3= Lack of Vocabulary is a Difficult**
- 4= Lack of Study Affect the Performance**
- 5= The Class is Motivated**
- 6= For Improving Reading it's important Extend Vocabulary**
- 7= Your Learning is**
- 8= Factors that affect the Performance**

Y= Yes N= No P= It's Possible
D= Deficient R= Regular G= Good
Vg= Very good E= Excellent

Annex 5

AUTONOMOUS UNIVERSITY OF NICARAGUA

Guide of observation

I- GENERAL DATA

Name of the teacher: _____

Subject: _____

Theme: _____

Level: _____

Date: _____

OBJECTIVE: With this investigation guide, we want to determine what Methodologies, (techniques, strategies) and ways of Testing are used by the teacher in the English Teaching Learning Process of the Reading skill in an English class.

II- WRITE AN X FOR THE CORRECT ANSWER:

1- TEACHING LEARNING PROCESS:

A- METHODOLOGICAL ORGANIZATION:

1-Teaching organization form.

a) - Group work____

b) - Pair work_____

2- Teaching means:

a) - Blackboard____

- b)-Text____
- c) - Handout____
- e) - Paper____
- f) - Flashcards____
- g) - Teaching means are: Adequate____ Inadequate____
- h) - Others____

III- MATCH YES OR NO

- 3- The teacher begins the class on time.____
- 4- The teacher correlates the new content with the previous content.____
- 5- The classroom is in order.____
- 6- The teacher express scientific dominion of the context____
- 7- The teacher gives examples____
- 8- The teacher clarifies doubts____
- 9- The teacher corrects errors____
- 10- The teacher leads the tasks to realize____
- 11- The teacher uses teaching material according to the class____
- 12- The class is motivated and dynamic____
- 13- The lesson plan contain the reading activities____
- 14- The teacher controls and evaluates the students' work____

B- COMMUNICATION.

- 1- The teacher promotes the student's participation____
- 2- There is interaction among students____
- 3- There is respect among Ss and Ss and Ss and teacher____

- 4- The teacher appraises positively____
- 5- Students have dominion of the vocabulary____
- 6- Students are involved in the class____
- 7- The teacher express enthusiasm and making visual contact with her- his students____
- 8- The teacher uses textbook in their classes____
- 9- The textbook used is according to the level of the students____

C- EVALUATION OF THE TEACHING LEARNING PROCESS

- 1- The teacher register the student's participation____
- 2- There is a self-evaluation____
- 3- The teacher uses the co evaluation with the students____
- 4- The evaluation is done for the teacher only____

D- OBSERVATIONS:

Annex 6

NATIONAL AUTONOMOUS UNIVERSITY OF NICARAGUA (CUR- MATAGALPA)

Survey for student

I- GENERAL DATA:

Name of the investigated: _____

Level _____

Subject _____

School _____

Date _____

The information you give us, will be value for us in our investigation to determine the difficulties that affect the academic performance the English Teaching Learning Process of the Reading skill.

II- READ THE QUESTION CAREFULLY AND, CHOOSE THE CORRECT ANSWER:

1-Do you think the economical factor is a difficult for your English Learning.

Yes ___ No ___ it is possible ___

2- Do think that lack of material have influenced your learning?

Yes ___ No ___ it is possible ___

- 3- The lack of vocabulary is one of your memories difficulties in the development of your reading skill? Yes ___ No ___ It is possible ___

- 4- Do you think the lack of study has influenced in your low performance in the reading skill? Yes ___ No ___ It's possible ___
 - 5- Do you feel motivated in English class? Yes ___ No ___ It's possible ___
 - 6- Do you think that it's important to expand the vocabulary to improve the reading in English class? Yes ___ No ___ It's possible ___
 - 7- How do you value your English Learning until now? Yes ___ No ___ It's possible ___
 - 8- The problem in your English Learning it must to:
 -
- | | Much | little | so little |
|----------------------|-------|--------|-----------|
| - a)- Economical : | _____ | _____ | _____ |
| b)-psychological: | _____ | _____ | _____ |
| - c)-Methodological: | _____ | _____ | _____ |
| - d)- Time : | _____ | _____ | _____ |

Could you specify what kind of problem you have about economical, psychological, and methodological aspect in your English class.

10- OBSERVATIONS:

Annex 7

NATIONAL AUTONOMOUS UNIVERSITY OF NICARAGUA (CUR- MATAGALPA)

Interview for teachers

I- GENERAL DATA:

Teacher interviewed: _____

Subject: _____

Level: _____

School: _____

Date: _____

Attendance: _____

Time: _____

We are carrying out an investigation about the difficulties that affect the performance the English Teaching Learning Process of the reading skill in the seventh grade at Rubén Dario high school during Second Semester 2005. The information you give us will be valuable for us.

II- QUESTIONNAIRE

Read the question carefully and give true answers:

- 1- What strategies you have used in an English reading class?
- 2- What motivation strategies do you use?
- 3- Could you describe the steps you practice an English reading class?
- 4- What kind of teaching material do you use for your reading class?
- 5- Could you describe the way you evaluate your students?

6- What difficulties have your students in reading class?

7- Can you give us your opinion about our investigative work.

III- OBSERVATIOS.

Annex 8

Stories and Fables for Teacher Development

A Piece of Rope

The Prophet Mohammed (peace be upon him) was walking down the road one day carrying a piece of rope. A hungry man approached him from the other direction and asked for food. Mohammed offered the man his piece of rope and this advice:

“Here you are. Go to the mountains that you can see in the distance, pick up some wood, and tie it with this rope. Then take it to the market and sell it!” The man did as Mohammed told him soon was able to make enough money to feed himself and his family.

Suggested theme: Helping people themselves is sometimes the best way to assist them.

The theme of this story is similar to the well-known adage: Give a man a fish and he will eat for a day; teach a man to fish and he will eat for lifetime.

Religious tales often carry messages. In addition to the story above, we have made use of Sufi stories. Using local religious stories is often a very helpful way to communicate values shared by the audience. Ask your participants for examples.

Building a Cathedral

With thanks to Linda New Levine!

A consultant was sent to check on worker satisfaction at a construction site where a cathedral was being built. She walked up to one worker and asked what he was doing and if he was satisfied with his work. He snapped, "Satisfied? I'm cutting blocks out of boulders with these simple, primitive tools. I'm sweating in the hot sun doing boring, backbreaking work. I'm miserable!"

The consultant went to another worker and asked him what he was doing and if he found satisfaction in his work. He said, "I'm shaping these blocks into forms and arranging them in the architect's design. It's slow and sometimes boring, but I make a living for my family. Things could be worse."

The consultant, slightly encouraged, then went inside the structure, where an old woman was sweeping the floor, cleaning up after the construction crew. When asked what she was doing, the woman replied, "Can't you see? I'm building a magnificent cathedral!"

Suggested theme: Appreciate the importance of your work.

Our colleague, Linda New Levine, who told us this story, uses it to illustrate the crucial role teachers play in their students' lives: teachers, too, are building magnificent cathedrals. This story often leads to a very personalized discussion of the importance of teachers and how they can either inspire or ruin the lives of children. Some of our participants who are teacher educators have envisioned themselves as the consultant in this story; they check if teachers are aware of the weighty, yet lofty, responsibility placed on them in their day-to-day work.

Why Dogs Hate Cats

By Julius Lester

Long ago, dogs and cats were great friends. They were always together, going for walks, playing games, and telling stories and jokes. But their favorite thing to do together was to eat. One in a while, they found enough money to buy some meat to share, and they had a wonderful time bringing it home and sitting down to eat it together.

One day, the dog and cat managed to scrape up a few coins, and they happily set off for town. They bought a large piece of meat, and because the meat was so heavy, they decided to take turns carrying it back to their village. First it was the dog's turn, and he sang a happy tune as he carried the meat down the road.

"Our meat! Our meat!" sang the dog. Then it was the cat's turn, and she sang her tune. "My meat! My meat!" sang the cat.

Then the dog took another turn: "Our meat! Our meat!" And then the cat: "My meat! My meat!" They continued taking turn, each animal singing its own song until they were almost home. It was the cat's turn to carry the meat last. The cat took the meat and climbed up a tall tree and lay down and slowly proceeded to eat it. The dog leapt at the bottom of the tree and barked and barked, but to no avail. While the dog watched helplessly, the cat eats every bite of the meat and then smugly sat and licked itself clean. That cat had its way, but to this day, every time a dog sees a cat, the dog remembers the meat and chases after the cat.

Suggested themes. An old wrong may never be forgotten. When planning projects, remember the importance of getting people on your side.

We have placed this story next to last, because strictly speaking the moral is not related exclusively to teacher development. However, we have found that when we use stories in teacher education workshops we lead, the teacher participants

often become interested and want to use stories with their own learners. This is a good story for younger learners. When telling it, we often illustrate hands-on storytelling techniques, either by drawing easy-to-copy pictures to go along with the story (see above) or by asking our participants to take the roles of the dog and the cat, using some prop as the meat.

Annex 9

LESSON PLAN

Date:

Level:

Time:

Unit:

Material:

Professor:

Theme: Prepositions of place

Objectives: By the end of this lesson students will be able to:

Give factual information by using the correct preposition in the sentences.

Warm up: Who am I? The teacher writes on a piece of paper some nouns regarding to fruit, animal, people, etc...

Step 1 Presentation

- a. The teacher explains each preposition to the students. Example: in, on, under, next to, behind, between, above.
- b. The teacher writes on the board some sentences by using the preposition. Examples: - The boy is in the room.
- The cars are in the garage.
- c. The teacher explains the subject-verb agreement. Examples
- The cat is on the bed.
- The shoes are under the bed.

Step 2 Controlled practice

The teacher by using eliciting asks questions to the students. They have to answer the questions by using preposition according to the position. Example:

T- Where is the book?

S- It is on the desk.

T- Where is Alex?

S- He is next to Mary.

T- Where are the balls?

S- The balls are in the box.

Step 3 Free practice/production

- a- The teacher asks the students to stay in pairs. Then he gives a piece of paper to them, in order to complete the exercise.
- b- The students have to complete sentences by using the correct preposition.
- c- Then the teacher asks them to read the sentences aloud in order to check the mistakes.

Homework:

The students have make sentences by using the given information and a form of the verb to be.

Modal:


1- in the garage/the car

The car is in the garage.

2- on the table/the books

The books are on the table.

- between the bank and the store/the library
- under the table/schoolbag
- on the ceiling/the lamps

A small bar chart with a single bar representing 60%. The bar is grey and is positioned at the bottom left of the page. The text "60%" is written to the left of the bar.

60%

- next to the bank/the cinema

The way of making the lesson plan varies of a teacher another because every one has their own style of making it.

All the teachers to plan their lesson and they involve more of one skill to develop.