

UNIVERSIDAD NACIONAL AUTONOMA DE NICARAGUA, MANAGUA

(UNAN-MANAGUA)

FACULTAD DE EDUCACION E IDIOMAS

DEPARTAMENTO DE INGLES



The methodological strategies in the teaching learning process of English language in the 8th grade students at Villa Libertad School from the period of March and October of 2014

Students' names:

- ❖ Abner Castillo Gómez.
- ❖ Eddy Largaespada González.

Professor:

- ❖ MSc. Manuel Rivera Ramírez.

Managua January 2015

Index

Dedication.....	1
Acknowledgement.....	2
Problem and Sub-Problem.....	3
General Objective and Specific Objective.....	4
Justification.....	5
Research questions.....	6
Abstract.....	7
Introduction.....	8
Theoretical Framework.....	9
Variable and Methods.....	19
Methodology and Type of research	21
Population and sampling.....	23
Data analysis from the surveys, interviews and observation guide.....	24
Conclusion.....	32
Recommendations.....	35
References.....	36
Annexes.....	37

Dedication

We are really pleased for having finished our English Major, for this reason, we would like to dedicate this research to God because He gave us the life and the strength we needed, to our parents because they were always providing to us the effort and support in the hard moments, and finally to our professors because they were patient with us and share the worthy knowledge for the future.

Acknowledgement

We are really grateful for having finished our English Major, for this reason, we would like to thank God because He gave us the life and the strength we needed, our parents because they were always providing to us the effort and support in the hard moments, and finally our professors because they were patient with us and share the worthy knowledge for the future.

I. Problem and Sub-Problems

Problem

The effectiveness of the methodological strategies affects the development of English reading skill in the 8th grade at Villa Libertad School during the period of March and October 2014.

Sub problems

1. The teaching methodology influences in the teaching-learning process of students.
2. The lack of enough teaching resources affects the teaching-learning process of students.
3. The large-class size affects the English reading skill during the teaching learning process.
4. The effectiveness of the teaching techniques for the English reading skill.

II. General Objective and Specific Objectives

General Objective

To analyze the effectiveness of the methodological strategies in the teaching-learning process of the English reading skills.

Specific objectives

1. To analyze the influences of the teaching methodology in the learning process of English reading skills.
2. To determine the effect of the lack of teaching resources in the learning process in developing the reading skills of the students in the English class.
3. To analyze the effectiveness of the teaching resources for developing the English reading skill.
4. To provide recommendations in order to improve the methodological strategies and the teaching-learning process for English reading skill.

III. Justification

The methodological strategies are very important in order to develop English as a Foreign Language teaching-learning process, regarding our public system education has not enough resources available for building an appropriate environment in which the teacher can carry out the process of the English reading skill. Because of this, there are some external factors that interfere in the attitude and learning of students toward the English class.

The main purpose of this research is to analyze the effectiveness of the teaching strategies used in the teaching-learning process and mainly in the English reading skill in the 8th grade at Villa Libertad public school. As well as to provide recommendations to the education community. Therefore, it can be taken into account for further researches and alike to improve this situation.

Finally, with the obtained results from surveys, interviews and the observation guide, it will be analyzed the benefits students have learned with the methodological strategies used by the teacher for teaching the English reading skill and how they have been useful for the learning process in the school.

IV. Research questions

1. How does large-class size affect the teaching-learning English process?
2. How does the timing affect the learning process?
3. What are the strategies the teacher uses as teaching resources?
4. How important are the teaching resources used in the classroom to promote the motivation of the students?
5. What external conditions affect the EFL teaching process in this school?

V. Abstract

This research was conducted at Villa Libertad Public high school during the period from March to October 2014. This school is located in Managua–Nicaragua. In this investigation the kinds of elements and instruments were tackled. The elements were the teacher, students, methodology, and teaching resources. And the instruments were the surveys, interview, and observation guide. They both were of great importance while the research was being carried out at Villa Libertad School. By using the instruments, it found that the school and classroom in which students of the eighth grade take the English reading class have serious problems. Regarding to the school, it does not count with enough teaching resources for having a good development in the English reading skill. And according to the classroom, it does not have a good artificial illumination, artificial ventilation, nor classroom decoration, neither is isolated of noises. It also found that some of the reading strategies teacher uses are not very effective in acquiring the English reading skill.

VI. Introduction

Currently students are dealing with a non-native language which is English. When they are in high school, this could be one reason for the lack of interest in learning a different language; another reason could be the native language that interferes in the learning process. Therefore, teachers represent a major role in the English teaching process, as they are responsible for motivating students to learn the language at the same time teachers are responsible for the lack of students' motivation.

This research focuses on analyzing the main factors that affect the teaching-learning process; in fact, the research focuses on the influence of the English learning process. But the most important aspect is to analyze how the English reading skill is developed and how it affects the teaching-learning process in the eighth grade students at Villa Libertad School.

Finally, in this research will be discussed a possible solution for the classroom conditions in order to improve and motivate students to learn the English reading skill because it is considered that the classroom conditions are very important for having a good environment for the reading acquisition.

VII. THEORETICAL FRAMEWORK

The classroom management is a process that organizes the human and resources in a social reality that depends on the characteristics of the environment in which it is developed to achieve the most important aims previously established that are teaching and learning (Marconi, 2012)

In this way the educational administration as a process organizes the didactic resources, depending on the characteristics of the environment in which the teaching-learning process is developed. It is essential to refer about physical classroom conditions for having a better understanding on the influence of these in the learning process of students. Furthermore, the physical conditions of a classroom are very important for learning of any subject, but these are even more important for learning a foreign language such as: "English"; for this reason, it is necessary to include the different factors' influences on the well development of the class.

First of all, it will be analyzed the definitions for elements and factors. According to Santillana's dictionary (2001, p.174) element is defined as everything including in a circumstance that influence in a person or thing which is also part of a process; on the other hand, factor is defined as "thing or circumstance that influence in other one or it is part of it" so that the factors that next will be defined are at the same time the elements which are part of the classroom and their influence in learning that Martinez tackles them as factors.

There are at least four factors that are very important in the teaching-learning English process that are named determining, these factors are the teacher, student, methodology and educational context (Martinez); all of these factors are excellent for a good learning of a foreign language and more if they are shared in a proper way or some of them comply with the correct measurements, If do not, it could be produced a problem in the English acquisition. According to Martinez these factors are named determining because of these factors it is needed that they are agreeable and allow to the students to develop in an efficient way.

The teacher as a first factor

"The role and profile of the English teachers are determinants in the successful process of English language learning especially for the English Reading Skill. Teachers knowledge, their communication skills in English, their teaching skills and their personality traits have a positive or negative impact on the teaching-learning process" (Martinez). As can be seen, according to the statement, the teacher plays a very important role inside the classroom; he/she should be enriched with a lot of knowledge of the English language. Teacher's trait is very important at the moment of teaching to the students, but the teacher could be a master in terms of knowledge, but if he/she has a personality too strict or monotonous when the class is taught, this will influence in a negative way toward the students. Although the teacher plays an important role, this is not the most important according to English learning.

Moreover, It's very important to teach to the students that in the learning process of the English Reading Skill is necessary to consider their own goals and strategies

for getting better results, furthermore the students will do mistakes and they will be evaluated by the teacher, but the traits of the teacher are very important to convey a suitable environment in which will be easy to learn. (Siberstein, 1948)

The student as a second factor

The student is the most important of all the factors due to the fact that he/she is in charge of learning. Therefore, the student influences mainly in his/herself knowledge regarding to the learning process so that its study habits, attitudes toward the English and associated elements (English Class, professor, language itself, etc.), its motivation toward the subject and interest in the same and its self-esteem all of these aspects above referred to are intrinsic conditions that work in favor of or against its own learning.

According to the foregoing are identified four aspects to be taken into account and these are:

1. Study Habits
2. Attitude toward the English.
3. Motivation toward the subject.
4. Self-esteem.

All these aspects will make the students improve in terms of the development of its knowledge in the class; the attitude toward the English is how the student will keep in mind the idea of learning another language and understanding to the English Reading skill. In such a way, if the students think English is not an important thing and at the same time it will not help them in the future, so that, they will not be able to focus on the curriculum school and more specifically in the English Reading Skill "Ibidem."

The teaching methodology as a third factor

The teaching methodology involves a set of didactic applications, methods, strategies, and practical procedures inside the classroom in order to provide learning, and the way in which it is focused and targeted, it will allow to the student to develop reading skill that is very important in the development of another language, to understand more clearly this third factor will be tackled in a brief way from four indicators:

a) Teaching techniques

"Teaching techniques are practical procedures which work to develop a linguistic item usually through practice or exercise" (Martinez); it is by using these techniques that students develop fundamental skills such as the reading that is needed for the English understanding and acquisition of vocabulary and if they are taught with the same frequency, the results will be better, according to Martinez this teaching techniques are: practice in dialogues, use of textbooks, oral reading, dictation, translation exercises, exercises in reading comprehension, grammar exercises, writing and composition exercises, all of the techniques above referred to, the most used by teachers is reading comprehension and for having a well development of the reading skill.

b) Use of technological resources

The didactic resources are powerful tools for learning of a language, especially the related to the technology, these ones are: Internet, multimedia laboratory, and computing. The enrichment of the resources will do the teacher having a better development and results, the lack of resources do not allow the teacher to have a good role in the classroom.

c) Use of textbook

In the English teaching Reading Skill, the textbook is one of the resources with major value, and it is useful as to the students as teachers, in other words it is important to the students because it provides contents and for the teachers because it provides the planning and development of the activities to be carried out in the classroom (Martinez).

At the same time the Reading strategies are also important because they allow to students to acquire a better knowledge and understanding in the English class. (Nuttall, 1982)

Some of these Reading strategies are:

- ✓ **Skimming:** “This is used for getting the “gist” of a text without painstakingly reading word for word with an internal monologue.” This strategy will help students to get a fast reading practice for looking general information.
- ✓ **Scanning:** “This would refer to using a dictionary or the Yellow Pages. Academically, you may be looking for key phrases or specifics chapters/theories and will have a good idea of what you want to find” this way will let students to decide if a resource is going to be useful or not.
- ✓ **Reading for details:** “Reading for details sets aside more time for you to focus on the essence of what you are looking for.” This kind of strategy is useful because the students will enjoy more the reading teacher assigns.
- ✓ **Fast reading:** “it is referred to optimize the time when looking for information.” It helps to the students to get the information quickly they are looking for, but without losing the main idea of the text.

- ✓ **Inference:** this strategy helps to the students to analyze the purpose of the author in the text, and have analytical thoughts.
- ✓ **Underlining:** it is about to emphasize the information of a text that someone is looking for and for doing easier looking back. Even with this strategy the students will identify the main information, general information, specific information, and answers about questions from the text.
- ✓ **Answering questions:** "it is about gathering information from the text and with this strategy the students put into practice all the strategies above referred to, even they practice and improve their English writing

d) Strategies for learning's evaluation

Undoubtedly the approach and method of evaluation are elements of the methodology that is why that always they must be taken into account, because through them, it is known if the obtained results are as expected. Overall, the methodological approach is in parallel with the evaluation's approach. "Ibid"

Regularly if it is taught grammar, it is evaluated grammar and if it is taught reading comprehension, it is evaluated reading comprehension that is why at the moment of assessing the students so many times feel confused because what was taught to them it is not what it is being evaluated; therefore, a conflict is generated in the students.

Educational context as a Fourth factor

"The educational context is constituted for the physical environment and the social environment in which students learn English reading. "Among them are: home, school, classroom, director and other faculties" (Martinez). Classroom has to be pleasant for the student, so that, he/she does not feel uncomfortable at the

moment of taking English reading classes, otherwise if the classroom has inadequate conditions it is assumed that there will be less attention at the time of reading class.

Martinez points that the favorable educational context "is that which provides the resources and conditions that help students to learn English reading, such as (library, furniture and appropriate physical spaces (...) and small groups of class." To understand better this point according to Paul quoted by SAVE THE CHILDREN, USA (1999, p. 10) learning's environment has to be appropriated and this is defined in the following way: "the environment makes reference to the Organization of the space, layout and distribution of teaching resources, time management, and interactions that enable and occur in the classroom between teacher and students". Regarding to the Organization of the space has to be created so that it is enjoyable and productive and that allows an easy mobility as to the teacher as student to carry out different activities that develop learning and that at the same time stimulate experiences and experiences for socio-affective, linguistic, creative, and cognitive development.

The organization of the space also includes the furniture of the classroom that also plays an important role in the activities for doing in the classroom because of the furniture does not give the suitable conditions so that it does not allow an easy mobility for the planned activities by the teacher (Dialogues, short reading, etc...), the teacher will be determined to use only the available space that is between the student and whiteboard which will do the reading class something monotonous. Nevertheless, it is a function of the teacher to condition the means which the

classroom has, to favor the educational environment and which this be appropriated for a good learning (González, p. 77)

It is understood that in of the educational context there is the physical ambience in which it is immerse the facilities which are defined, not only like the space in which a building is, but also includes its location, surroundings and furniture that are both the auxiliary methods of the teaching (Viciedo, et to the, 1981, p. 96).

Importance of the Facilities

The facilities are very important, so that, this one fulfill a decisive influence that last in the education of the students, the teacher is limited by the facilities; even though, he/she has modern educational ideas, regrettably this there will not be able to be fulfilled if a building and a suitable material is not possessed; up to a point the building is a regulator of the educational work. (Lemus, 1965, p. 57)

According to Mendoza (1989, p. 176) suitable facilities preserve the physical and mental health; the physical health survives because:

- a) There is a suitable lighting that students avoid to force the sight. (To see Figure 1, on annexes)
- b) It is prevented that direct light penetrates or solar reflexes inside the classroom. So many times direct light affects in the place of the whiteboard and this prevents a suitable visibility to copy what the teacher writes. (To see Figure 2, on annexes)
- c) There is good ventilation, avoiding the air currents. In addition, in these cases the air currents bring dust and generate the distraction in the students because the

sheets of their notebooks move and this does not allow to the students to have a good learning in English reading.

d) The chairs or tables of the students influence in the physical health, because if they are appropriated, they prevent the formation of bad habits of position when they are sitting down (to See Figure 3, annexes).

On the other hand, Mendoza points that the mental health survives for the absence of unpleasant noises or situations that appear out of the classroom, allowing to the teacher to attain in this way the interest of the students and avoid the distractions.

In the advantages of a suitable facilities, it is necessary to add the largeness of the classroom that must be, allowing the facility of moving, avoiding the wasting of time when the teacher is attending to the students in a more personalized way avoiding also bad complimentary habits like chafing the chairs or to the students' distractions, acts of indiscipline such as to speak or getting up of the chairs.

Because of the classroom is the most important part of the facilities and also because the students spend time in the classroom from four to five daily hours, it is necessary to take into account the following points for the construction of the classroom:

- a) Ventilation
- b) Acoustics
- c) Windows
- d) Lighting

Ventilation

It is very important a proper ventilation in the classroom, allowing in this way the continuous renewal of air in the classroom and avoiding global warming by a little

air circulation. Fresh air allows that thereceived oxygen by the brain be increased achieving a mental quickness by the teacher and a better ability to understand better the lessons of the students.

Acoustics

The acoustics in the classroom is referred to by Mendoza to the good auditory conditions that must be practiced in the classroom, for this the classroom should be removed from outside noises, and that its interiorallow to the teacher to be able to explain the class without having to strive to speak nor the students have the inability to understand because of this, a good acoustics school allows not only the students of the row front to listen;in contrary, the explanation of the reading class belistened until the last rows of the classroom.

Windows

This point is very important to take it into account because of it is related to the ventilation, the windows must be built to half or at least a little bit higher than the half of the wall, but they are rectangular and their height are up to the roof allowing in this way an adequate ventilation and that the students are not distracted by what is going on in the outside. (See Figure 4, annexes)

Lighting

Lighting can be artificial or natural; the most suggested is the natural since that it is produced when the windows are opened. Lighting can be unilateral or bilateral when it has a window or the classroom has windows to the two sides respectively.

VIII. Variables and Methods

Objective	Variable	Sub variables	Instruments
To analyze the influences of the teaching methodology in the learning process.	The teaching methodology.	<ul style="list-style-type: none"> a) Materials used in the classroom. b) Quality of materials used in the class. c) English lesson explanation. d) Large classes size for teaching e) Methodological strategies for reading 	Interview, survey and observation guide.
To analyze the effectiveness of the teaching resources for developing the English reading skill.	The effectiveness of the teaching resources.	<ul style="list-style-type: none"> a) Quality of the teaching resources. b) Clarity of the teaching resources. c) Frequency of usage. d) Measurement of support. 	Interview and survey.
To analyze the negative and positive influences occurring in the English	Negative and positive influences of the methodological strategies for reading.	<ul style="list-style-type: none"> a) Skimming b) Scanning c) Reading for details. d) Fast reading 	Interview, survey and observation guide

Objective	Variable	Sub variables	Instruments
learning process due to the methodological strategies.		e) Inference f) Underlining g) Answer questions	
To determine the most influential factor that affect the motivation of the learning atmosphere of the students.	Influential factors	a) Students interest toward the English class. b) Student participation in the class. c) The quality of the materials used in the classroom. d) Classroom conditions	Surveys and Interview

IX. Methodology and Type of research

This research was developed in the first Semester of the English class of 8th grade students in the morning shift Villa Libertad School during the third week of June to the first week of October in the year 2014. This has a cross-sectional design, because it was made in a given time. Furthermore, this research is of mixed approach, since the qualitative part is used for research and actions are interrelated in a field selected by the researcher, in this case, methodological strategies used by the 8th grade students in the morning shift secondary school Villa Libertad; and quantitative because examines data of scientific way or more specifically in a numerical way.

As to the method of data collections were used three instruments: the survey in order to verify the conditions of the classroom for teaching English in the development of reading skill. This instrument is intended to obtain general information of the classroom, to determine whether this can be a problem in the development of the class if the class has good teaching reading development , if they harm the classes and how often. Second instrument is the interview which is used to gather information and seek out answers, as exactly what this figuring, in this case determine whether the classroom has these methodological strategies to provide excellent English classes. Thirdly direct observation in the study site (classroom), where only recorded what human senses perceive, without contact with the object of study, this instrument acquires data that are later linked and supported by other observation techniques to interpret if there is a problem with the

methodological strategy, if it lacks these, if its usage is correct and whether the student may or may not use them.

X. Population and Sampling

a. Participants

The population under study corresponds to the student belonging to the Villa Libertad high school in 8th grade in 2014. The population under study consists of 35 students, and the sampling that were chosen by the Simple Random Formula with value of finite population, in which (n) is the sampling value, then (N) is the population value that is the number of students in this case they are 70 students of 8th grade. Next it is the p-value which consists of probability an issues can occur and q-value consists of probability an issues cannot occur. After this is the e-value which consists of the 10% sampling error is incurred when the statistical characteristics of a population are estimated from a subset, or sample, of the population. Finally it is the z-value which consists of the 90% of the reliability of the whole population. Afterwards the formula applying the value for the (n) sampling is 35 students that is the amount of survey.

$$n = \frac{N}{1 + \frac{(e)^2 (N - 1)}{(Z)^2 (P) (Q)}} \quad n = \frac{70}{1 + \frac{(0.1)^2 (70 - 1)}{(1.65)^2 (0.5) (0.5)}}$$

$n = 35$

XI. Data analysis from the surveys, interview and observation guide.

a. The gender of sampling

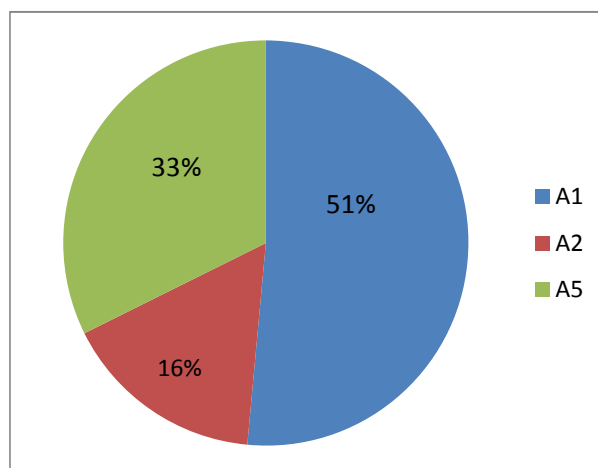
According to the graphic and the table, it has observed that there are a major percentage of women (58%) in the 8th grade at Villa Libertad high school. The minority are male students (42%). Based in the obtained sampling of the classroom, it has concluded that there are more women than men.

b. Teaching resources, quality and frequency of usage

Regarding to the Observation guide, surveys and interview made to the students and teacher, the teaching resources most used in the classroom for the English Reading skill are Pamphlets in 51%, books in 16%, and dictionaries in 33%. And according to the teacher the pamphlets

are provided by him and students have to pay for them, books and dictionaries are taken into the classroom by the minority of students, because the school lacks of teaching resources for a good development of the English

reading skill. For this reason it is considered that the students of the 8th



Teaching resources	
A1	Pamphlets
A2	Books
A5	Dictionaries

grade B need to be provided of more teaching resources for having a good development of the teaching-learning process concerning to the English Reading skill.

Secondly, the quality of the teaching resources will be evaluated according to the clarity of the text in the photocopies and effectiveness of them. For instance, the quality of pamphlets is in 57% good, in contrast to the 43% that argued that it is regular. Then the quality of books that is in

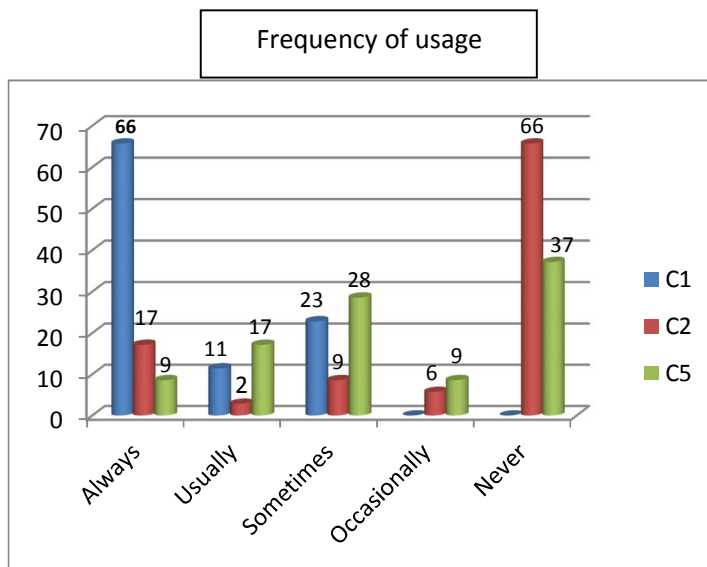


Quality of resources	
B1	Pamphlets
B2	Books
B5	Dictionaries

20% good, in contrast to the 71% that argued it is bad. Finally, the quality of dictionaries is in 46% good, in contrast to the same 46% that argued it is bad.

The quality of the teaching resources used in the English reading skill is not very good because students argued that they only use pamphlets and consider the quality of the other ones as bad because they don't use them, and the only time they use them it's when classmates carry those ones into the classroom. This is the same argument provided with the interview.

Next, the frequency of usage of the teaching resources for the English Reading skill. According to the surveys is: always in 66% for pamphlets, 17% for books, and 9% for dictionaries. Then the 23% of students argued that they sometimes use pamphlets, and 66% argued that they never use books in the English



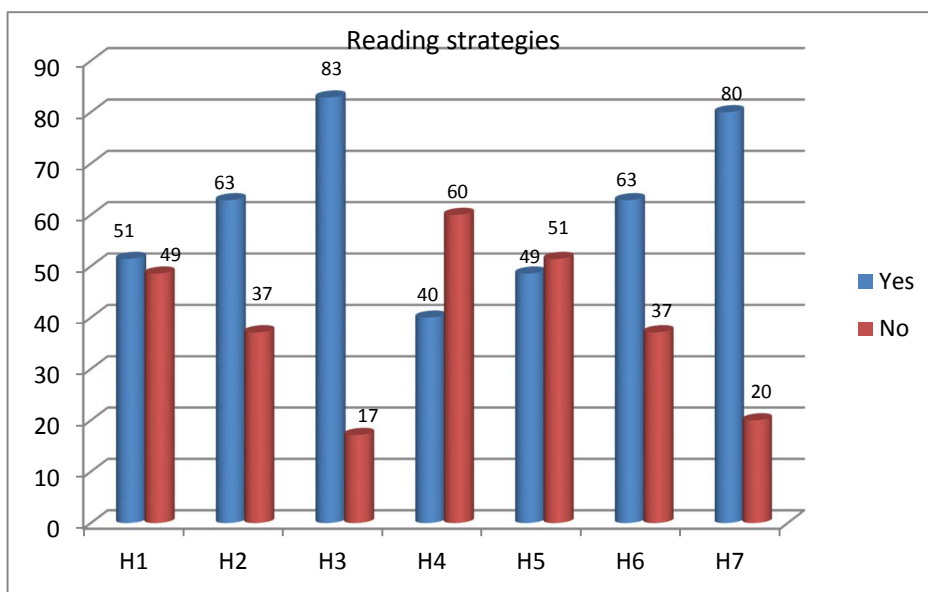
Frequency of usage	
C1	Pamphlets
C2	Books
C5	Dictionaries

Reading class, and 37% argued that they never use dictionaries.

These results are reasonable because the Reading resources that students use more are pamphlets, but some students cannot buy these resources. For instance, minorities of students buy pamphlet and carries dictionaries into the classroom, this is the percentage of students whom claimed that they always use books and dictionaries in the English Reading class.

As a summary the 8th grade “B” students in the public high school lack of didactic resources which are in a high value according to Martinez, because the use of textbooks let students a better practice for the Reading skill, and for the teacher are very important because they provide him more activities for a good lesson planning in relation to the development of the Reading.

Methodological strategies, teaching techniques and benefits

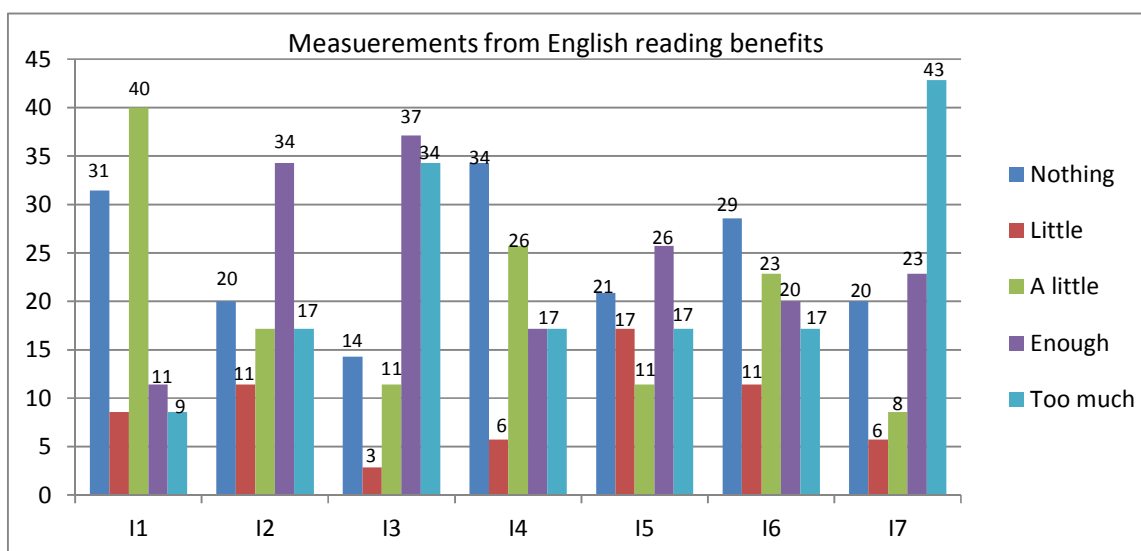


Reading strategies	
H1	Skimming
H2	Scanning
H3	Reading for details
H4	Fast reading.
H5	Inference
H6	underlining
H7	Answering questions

At first it's very important refer to the methodological strategies teacher uses for the English Reading skill, according to the data collection and the graphic, the methodological strategies teacher most uses are Reading for details with 83% and answering questions with 80%, after that the other strategies used by teacher are Scanning 63%, underlining 63%, and skimming 51%.

In the similar case the teacher argued that the most English Reading strategy used is answering questions; in contrast to the students, the teacher argued that in second place the English Reading skill they use is underlining.

Once getting data and given results, it could be inferred that teacher needs to develop other methodological strategies for getting better results in the Reading skill, otherwise students won't be interested in the English Reading class, assignment or homework because they will get bored from doing the same in the English Reading class.



Measurement from English Reading benefit	
I1	Skimming
I2	Scanning
I3	Reading for details
I4	Fast reading.
I5	Inference
I6	underlining
I7	Answering questions

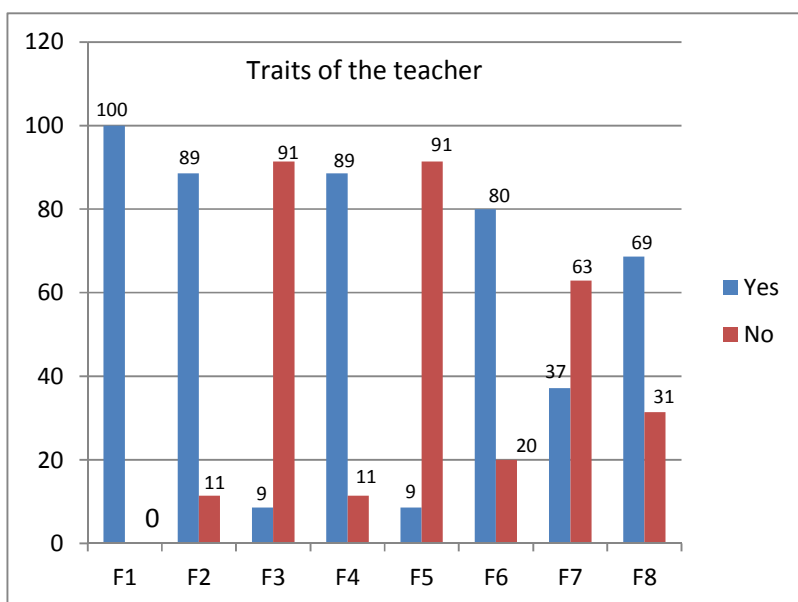
The data from surveys show that students have got benefits from these strategies.

According to the graphic 43% of students

have learned too much with answering questions (I7) and the 23% of students have learned enough; in contrast to the 20% which show they have learnt nothing from these strategies. On the other hand, only the 37% of students have learnt

enough in the Reading for details (I3), and the 34% have learnt too much; in contrast there are a 14% of students who have learned nothing from the Reading for details strategy (I3).

In other words if students will practice other Reading strategies, then they would get better results. For this reason, it is very important the teacher continue applying the methodological strategies teacher uses in the classroom which show efficiency because students have learnt too much and enough with the strategies used (Answering questions and Reading for details).

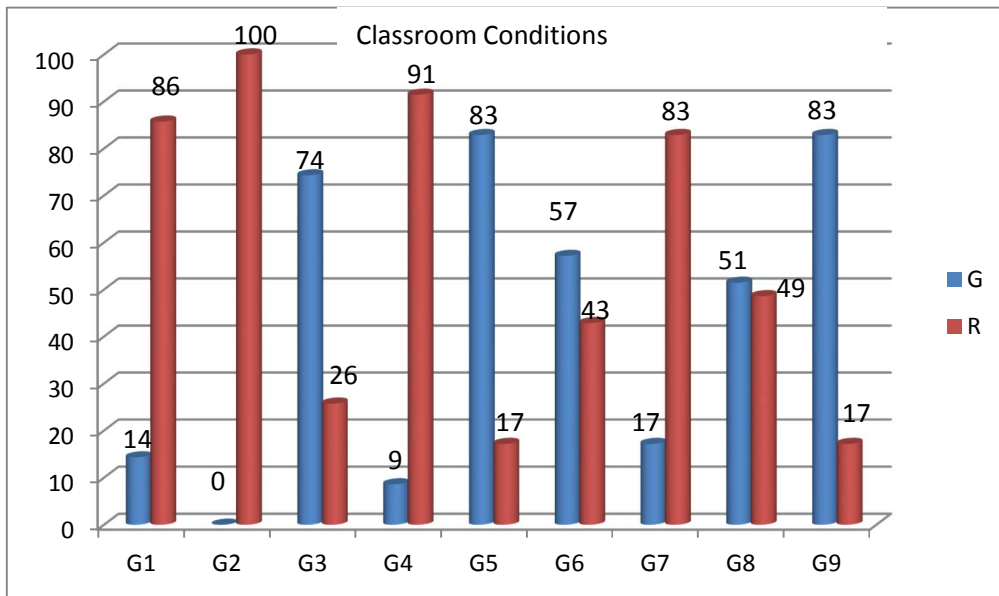


Traits of the teacher	
F1	Speaks aloud
F2	Good Reading fluency
F3	speaks / reads slow
F4	Good command of reading skill
F5	Weaknesses in English reading
F6	Is strict
F7	Is funny
F8	Is interactive

Finally, the traits of the teacher which are close related to the teaching methodology which is good because there are good results in the Reading strategies students more practice, for this reason, it could be inferred that the

teacher is not a factor for students feel no motivated even when he is not funny in the teaching methodology that applies.

C. Classroom conditions



Classroom conditions	
G1	Isolated of noises
G2	Artificial ilumination (lamps, light bulbs)
G3	Natural ilumination (Solar light)
G4	Artificial ventilation (fans, air conditioning)
G5	Natural ventilation (air that enter by the windows)
G6	Writing desks
G7	Classroom decoration
G8	Classroom cleanliness
G9	Classroom size

According to the classroom conditions in the 8th grade and after getting the results from the surveys, it can be inferred that students feel no motivated because of the bad conditions in which they take the English Reading class.

Regarding to the obtained results from the observation guide, surveys, and interview the artificial illumination in the classroom is so regular (with 100%), and

students cannot see well the teacher explanation on the whiteboard, this is one of the reason students do not pay attention and do not care about learning process.

The classroom building is well designed about the sun illumination; this means that it is good; finally the quality of the classroom about the external noise is not good; this means that it is bad for the learning process.

Finally, it can be concluded that there are several external factors that interferes in the teaching-learning English Reading process.

XI. Conclusion

English is a very important tool for people who are non-native speakers, but for this reason it has some requirements for getting better results. For example the 8th grades of students do not use good didactic resources and they do not learn with different kinds of resources which are very important for learning, such as: books, tracks (for listening texts), magazines, books and dictionaries (for reading); Indeed teacher confirms that he does not receive supplies from the MINED and he has to adapt the lesson planning in order to have a well teaching development and the book teacher uses belong to him.

Quality of the teaching resources

According to the quality of the teaching resources used in the English Reading skill, they are not very good because students argued that they only use pamphlets and consider the quality of the other resources as bad because they do not use them, and the only time they use dictionaries it was when classmates carried those ones into the classroom. This is the same argument provided from the surveys and interview.

Frequency of Usage of the resources

As a summary and regarding to the frequency of usage of the resources the 8th grade “B” students in the public high school lack of didactic resources which are in a high value according to Martinez, because the use of textbooks let students a better practice for the Reading skill, and for the teacher are very important because

they provide him more activities for a good lesson planning in relation to the development of the Reading.

For this reason we consider there is a serious problem with the frequency of usage of the teaching resources, because teacher only uses three resources instead of six resources which is the appropriate amount resources the students' needs according to Martinez

Traits of the teacher

According to the traits of the teacher which is close related with the teaching methodology in this case it is good, because there are good results in the reading strategies students practice more, for these reason it could be infer that teacher is not a factor for students feel no motivated even when teacher is not funny or interactive in the teaching methodology he applies.

According to the results, the English teacher do not use enough resources in class, The most used in class are Pamphlets and whiteboard, teacher agrees that the textbook is the most important (and frequent) single resource in fact the administration do not provide texts books, so students have to make copies and they cannot integrate all language skills in class in addition there are some important details which are quite difficult to implement without the aid of a textbook.

Classroom conditions

Regarding to the classroom conditions it could be inferred that they are not good and this is an influential factor which interferes in the teaching-learning process

and do not allow a well development of this. For example the illumination is not good because the classroom is not isolated from noises and this not allow students to attend the classroom, secondly the artificial illuminations is not good at all because there are not lamps or light bulb doesn't work, thirdly the artificial ventilation is so regular, in this case because there are not fan either air conditioner, in this case the ventilation that students receive is the natural ventilation which they argue is good, after this it could be inferred that the classroom conditions are not good at all, for this reason students do not feel comfortable in the development of the classroom. In addition and according to the observation guide and survey the classroom size is big; it could be an influential factor that interferes in the teaching learning process. For this reason the school could not be benefit from students, at the same moment the students' community would not be benefit because, student feel no motivated to continue studying.

XII. Recommendations

Once getting data and given results, It is suggested that students need to develop more reading strategies for getting better results in the reading skill, otherwise students won't be interested in the class, assignment or homework because they will get bored from doing the same activity in the English class. In other hand the students' lack of teaching resources but regarding to this we consider the School's administration (Principal's office) should promote some kinds of activities as public fairs, in order to get economical resources for buying English books, Dictionaries, and other worthy resources for the well development of the English Reading Skill.

Related to the measurements from English reading benefits students agree they have learnt too much with the methodological strategy teacher uses because they can answer questions and reading for details in the texts in English, for this reason we advise teacher to continue using the same teaching methodology but with a variety of methodological strategies, because this could provide to the School better results referring to the quality of learning and students will continue acquiring better knowledge.

Finally we suggest to the principal shows to the Mined the results from this research, in order to improve the lack of teaching resources and the impact of this in the teaching-learning process of the English class, even if the teacher has to adapt the poor resources students use in the class for having a good quality in education.

XIII. References

- Ambientacion del aula y rincones de aprendizaje. (2000). *Save the children*. children, S. t. (2000). Ambientacion del aula y rincones de aprendizaje. *Save the children*.
- L, L. (1965). *Organizacion y supervision de la escuela primaria*. Buenos Aires.
- M, G. (s.f.). *Compendio de Pedagogia General*.
- Marconi, J. (25 de 04 de 2012). *www.monografias.com*. Obtenido de <http://www.monografias.com/trabajos93/la-administracion-educativa/la-administracion-educativa.shtml>
- Martinez, N. (s.f.). <http://old.udb.edu.sv>. Obtenido de <http://old.udb.edu.sv/editorial/Dialogos/dialogos4/informe.pdf>
- Masis, C. (1995). *Administracion de instituciones o procesos educativos*. San José Costa Rica: EUNED.
- Morales, P. (13 de 12 de 2012). *upcomillas.es*. Obtenido de <http://www.upcomillas.es/personal/peter/investigacion/Tama%F1oMuestra.pdf>
- Nuttall, C. (1982). *Teaching Reading Skill in a foreign language*.
- Santillana, E. (2001). *Diccionario Escolar de la lengua Española*. Mexico: Santillana.
- Siberstein, S. (1948). *Techniques and resources in teaching reading*.
- Valdillo, R. (2009). *sites.google.com*. Obtenido de <https://sites.google.com/site/letsticenglish/reflexionestic/lamotivacionfactorclave>
- Viciedo, M., Viaña, Cuervo, Virginia, Martin, & Gladys, N. S. (1981). *Autonomia Fisiologia e higiene del escolar 2*.

XIV. Annexes



NATIONAL AUTONOMOUS UNIVERSITY OF NICARAGUA,
MANAGUA

FACULTY OF EDUCATION AND LANGUAGES

ENGLISH LANGUAGE DEPARTMENT

Theme: classroom conditions and their influence on learning English in 8th grade at Villa Libertad School.

Observation Guide

Time: 45 minutes.

I. Classroom Condition

	Yes	No
Isolated of noises.		
Artificial illumination (lamps,lightbulbs).		
Natural illumination (solar light).		
Artificial ventilation (fans, air conditioning).		
Natural ventilation (air that enter by the windows).		
Writing desks.		
Classroom decoration.		
Classroom cleanliness.		
Windows in good position for ventilation		
Classroom size		
Classroom with good conditions for acoustic		

II. Traits of the teacher.

	Si	No
Speaks aloud.		
Explains the lesson in a clear way.		
Is boring.		
Is funny.		
Is strict.		
Is annoyed.		
Explains me when I do not understand.		
Explains the class only the students from the front.		

III. Conditions of students

	Yes	No
Pay attention while the teacher is explaining		
Students understand the lesson given		
The majority of students understand the lesson.		
Students participate in the practice lesson		
Students ask teacher a second explanation		
All students listen the instruction of teacher		
The majority of students can listen the lesson		
Student motivation toward the English is high		

IV. Methodological strategy used for English reading skill.

Estrategias de lecturas	Yes	No
Skimming		
Scanning		
Reading fordetails		
Fast Reading		
Inference		
Underlining		
Answerquestions		

VI. Teaching methodology used by the teacher

Beneficios	Si	No
New vocabulary acquisition		
To improve understanding of English's text		
Grammar explanation		
Skimming		
Answer questions about the text		
Practice of Reading fluency		

NATIONAL AUTONOMOUS UNIVERSITY OF MANAGUA NICARAGUA-

FACULTY OF EDUCATION AND LANGUAGES

DEPARTMENT OF ENGLISH



Theme: classroom conditions and their influence on learning English in 8th grade at Villa Libertad School.

Instrument # 2

Survey

The purpose of this survey is to obtain information related to your academic qualifications and work experience.

Instructions: Read each question and explain your answer.

I. General information

School:

Position held:

Section: 8th Grade A

Shift: Morning

Date:

1. Academic level

a. Doctor _____

b. Master _____

c. Bachelor _____

d. Superior Technical _____

e. Bachelor _____

f. other _____

2. Years of service

- a. ____ 1-3
- b. ____ 4-6 years
- c. ____ 7-9 years
- d. Over 10 years ____

3. Experience (can tick more than one)

- a. ____ Preschool
- b. primary ____
- c. secondary ____
- d. technical ____
- e. university ____

I. Teaching Methodology.

1. What is the teaching methodology used in the classroom? Explain
2. What methodological strategies do you use for students pay close attention?
3. How do you deal with the students' participation?
4. What are your strength in the teaching methodology you use?
5. What are your weaknesses in the teaching methodology you use?

II. Teaching resources for the English reading skill.

1. What are the resources you use for teaching the English reading skill?
2. What are the teaching techniques you use for the English reading skill?
3. Do you practice with students the reading technique for improving their pronunciation and fluently in reading aloud?

4. Do students have any problem for understanding the reading meaning?

III. Teaching techniques for large class size.

1. What are the teaching techniques you use for large class sizes?
2. What are the teaching techniques in which students get a better understanding of the English reading strategies?
3. Do you consider there is an advantage in having large class size? Please give reasons for your answer.
4. What is the main disadvantage for having a large class size when you are teaching the English reading skill? Explain

IV. Large class size.

1. How many students are there in the classroom?
2. Do you consider the number of students is right for developing the English reading skill? Explain
3. What is the main disadvantage you deal with the large class size in the process of teaching English? Please give reasons for your answer
4. How do you deal with students who do not pay attention in class?
5. What are the strategies you use when students in the back of the classroom do not understand the explanation?



NATIONAL AUTONOMOUS UNIVERSITY OF MANAGUA
NICARAGUA-

FACULTY OF EDUCATION AND LANGUAGES

ENGLISH LANGUAGE DEPARTMENT

General topic: Estrategias metodológicas en el proceso de enseñanza-aprendizaje del idioma inglés durante los meses de Marzo y Octubre en el 8vo grado en el colegio Villa Libertad.

Reading survey

Datos Generales:

Colegio: _____

Grado: _____ Sección: _____ Turno: _____

Fecha: _____ Sexo: ___F ___ M

- I. A continuación se le presentará una lista de materiales que algunos profesores de inglés suelen utilizar en la clase de lectura. Marque con una (X) en las casillas (si, no) de acuerdo a los materiales que suele utilizar su profesor de inglés en la clase de lectura.

Materiales	Si	No
Folletos		
Libros		
Revistas		
Periódicos		
Diccionarios		
Papelógrafos		

- II. De los materiales descritos en el inciso anterior. Marque a continuación con una (X) en las casillas "Buenas, regulares o malas" de acuerdo a la calidad de estos. Con respecto a la claridad de las letras, y efectividad del material provisto.

Materiales	Bueno	Regular	Malo
Folletos			
Libros			
Revistas			
Periódicos			
Diccionarios			
Papelógrafos			

- III. De los materiales descritos en el inciso anterior. Marque a continuación con una (X) en las casillas (siempre, usualmente, frecuente, escasamente o nunca) de acuerdo a la frecuencia que son utilizados por su profesor en la clase de lectura.

Materiales	Siempre	Usualmente	Frecuente	Escasamente	Nunca
Folletos					
Libros					
Revistas					
Periódicos					
Diccionarios					
Papelógrafos					

- IV. En qué medida te han ayudado los materiales utilizados en la clase de inglés para el desarrollo de la lectura. (marque en las casillas correspondientes sabiendo que: 1=nada, 2=muy poco, 3= poco, 4= suficiente, 5=mucho).

Materiales	1	2	3	4	5
Folletos					
Libros					
Revistas					
Periódicos					
Diccionarios					
Papelógrafos					

- V. Marque con una (X) en las casillas "SI" "NO" de acuerdo a los beneficios que consideras has obtenido de los materiales utilizados en la clase de inglés para el desarrollo de la lectura.

Beneficios	Si	No
Adquirir nuevo vocabulario		
Comprender mejor textos en ingles		
Mejorar mi gramática		
Identificar ideas principales en el texto		
Responder mejor a preguntas en inglés		
Fluidez en mi lectura de textos en inglés		

VI. Marque con una (X) en las casillas (si, no) de acuerdo a las características que muestra su profesor de inglés en la clase de lectura.

Características	Si	No
Habla en voz alta		
Tiene buena pronunciación y fluidez		
Habla /lee lento		
Es seguro de lo que hace		
Tiene debilidad en la lectura		
Es estricto		
Es alegre		
Es activo		

VII. A continuación se le presentará una serie de condiciones que presentan las aulas en las que los estudiantes reciben la clase de lectura. Marque con una(X) en las casillas (bueno-regular) de acuerdo a las condiciones del aula en la que usted recibe la clase de lectura.

Condiciones	Bueno	Regular
Aislada de ruidos		
Iluminación artificial(lámparas, bujías)		
Iluminación natural(luz solar)		
Ventilación artificial(aire acondicionado, abanico)		
Ventilación natural(aire que entra por las ventanas)		
Pupitres		
Decoración del aula		
Aseo del aula		
Tamaño del aula		

VIII. Marque con una (X) en las casillas (si, no) de acuerdo a las estrategias de lecturas que utiliza su profesor en la clase de inglés.

Estrategias de lecturas	Si	No
Identificar ideas principales en el texto		
Identificar el significado de las palabras por contexto		
Identificar fechas, nombres, lugares, etc... en el texto		
Lectura rápida de textos en ingles		
Analizar el propósito de la lectura		
Subrayar los elementos importantes en el texto		
Contestar correctamente preguntas sobre el texto		

IX. De las estrategias de lecturas descritas en el inciso anterior, en qué medida te han ayudado a comprender textos, adquirir nuevo vocabulario y buena gramática en la clase de inglés. (Marque en las casillas correspondientes sabiendo que: 1=nada, 2=muy poco, 3= poco, 4= suficiente, 5=mucho).

Estrategias de lecturas	1	2	3	4	5
Identificar ideas principales en el texto					
Identificar el significado de las palabras por contexto					
Identificar fechas, nombres, lugares, etc... en el texto					
Lectura rápida de textos en ingles					
Analizar el propósito de la lectura					
Subrayar los elementos importantes en el texto					
Contestar correctamente preguntas sobre el texto					

Data from the Survey made to students.

Codes

Cod es	Preguntas	Items	Tipo de respuesta
A.	Resources used in the english class	A1. Pamphlets	Y=yes; N=no
		A2. Books	Y=yes; N=no
		A3. Magazines	Y=yes; N=no
		A4. Newspaper	Y=yes; N=no
		A5. Dictionaries	Y=yes; N=no
		A6. wallpapers	Y=yes; N=no
B.	Quality of theresources.	B1. Pamphlets	G=good; R=regular; B=bad
		B2. Books	G=good; R=regular; B=bad
		B3. Magazines	G=good; R=regular; B=bad
		B4. Newspaper	G=good; R=regular; B=bad
		B5. Dictionaries	G=good; R=regular; B=bad
		B6. wallpapers	G=good; R=regular; B=bad
C	Frequency	C1. Pamphlets	A=always; U=usually; S=sometimes; O=occasionally; N=never
		C2. Books	A=always; U=usually; S=sometimes; O=occasionally; N=never
		C3. Magazines	A=always; U=usually; S=sometimes; O=occasionally; N=never
		C4. Newspaper	A=always; U=usually; S=sometimes; O=occasionally; N=never
		C5. Dictionaries	A=always; U=usually; S=sometimes; O=occasionally; N=never
		C6. wallpapers	A=always; U=usually; S=sometimes; O=occasionally; N=never
D	Measurement of support	D1. Pamphlets	NT=Nothing; L=little; AL=a little; E=enough; T=too much
		D2. Books	NT=Nothing; L=little; AL=a little; E=enough; T=too much
		D3. Magazines	NT=Nothing; L=little; AL=a little; E=enough; T=too much
		D4. Newspaper	NT=Nothing; L=little; AL=a little; E=enough; T=too much
		D5. Dictionaries	NT=Nothing; L=little; AL=a little; E=enough; T=too much
		D6. Wall papers	NT=Nothing; L=little; AL=a little; E=enough; T=too much
E	Benefitsfrom Reading skill	E1. To acquire new vocabulary	Y=yes; N=no
		E2. To improve understanding of English's texts	Y=yes; N=no
		E3. To improve in grammar	Y=yes; N=no
		E4. Skimming	Y=yes; N=no
		E5. To answer questions in English	Y=yes; N=no

		E6. RedingFluency	Y=yes; N=no
F	Traits of theteacher	F1. Speaksaloud	Y=yes; N=no
		F2. Goodreadingfluency	Y=yes; N=no
		F3. Speaks/ readsslow	Y=yes; N=no
		F4. Good command of English reading	Y=yes; N=no
		F5. Weaknesses in English Reading	Y=yes; N=no
		F6. isstrict	Y=yes; N=no
		F7. isfunny	Y=yes; N=no
		F8. isinteractive	Y=yes; N=no
G	Classroomconditions	G1. Isolated of noises	G=good; R=regular
		G2. Artificial ilumination (lamps, lightbulbs)	G=good; R=regular
		G3. Natural ilumination (Solar light)	G=good; R=regular
		G4. Artificial ventilation (fans, air conditioning)	G=good; R=regular
		G5. Natural ventilation (air that enter by the windows)	G=good; R=regular
		G6. Writingdesks	G=good; R=regular
		G7. Classroomdecoration	G=good; R=regular
		G8. Classroomcleanliness	G=good; R=regular
		G9. Classroomsized	G=good; R=regular
H	Reading Strategies	H1. Skimming	Y=yes; N=no
		H2. Scanning	Y=yes; N=no
		H3. Reading fordetails	Y=yes; N=no
		H4. Fastreading.	Y=yes; N=no
		H5. Inference	Y=yes; N=no
		H6. Underlining	Y=yes; N=no
		H7. Answerquestions	Y=yes; N=no
I	Measurements From English reading Benefits	I1. Skimming	NT=Nothing; L=little; AL=a little; E=enough; T=too much
		I2. Scanning	NT=Nothing; L=little; AL=a little; E=enough; T=too much
		I3. Reading fordetails	NT=Nothing; L=little; AL=a little; E=enough; T=too much
		I4. Fastreading.	NT=Nothing; L=little; AL=a little; E=enough; T=too much
		I5. Inference	NT=Nothing; L=little; AL=a little; E=enough; T=too much
		I6. Underlining	NT=Nothing; L=little; AL=a little; E=enough; T=too much
		I7. Answerquestions	NT=Nothing; L=little; AL=a little; E=enough; T=too much
			NT=Nothing; L=little; AL=a little; E=enough; T=too much

Frequencytable.

X				Ans				Ans								Ans	
M	F	Q	Item	YES	NO	Q	Item	G	R	Bad	Q	Item	A	U	S	O	N
42	58	A	A1	100	0	B	B1	57.1	42.	0	C	C1	65.7	11.4	22.8	0	0
			A2	31.4	68.5		B2	20	8.5	71.4		C2	17.1	2.8	8.5	5.7	65.7
			A3	0	100		B3	0	2.8	97.1		C3	0	0	0	0	100
			A4	0	100		B4	0	0	100		C4	0	0	0	0	100
			A5	62.8	37.1		B5	45.7 1	8.5	45.7		C5	8.5	17.1	28.5	8.5	37.1
			A6	5.7	94.2		B6	2.8	2.8	94.2		C6	0	5.7	0	2.8	91.4

					Ans					Ans				Ans	
Q	Item	N	L	AL	E	T	Q	Item	Y	N	Q	Item	Y	N	
D	D1	0	8.5	8.5	60	22.9	E	E1	94.3	5.7	F	F1	100	0	
	D2	68.5	2.8	2.8	25.7	0		E2	57.1	43		F2	88.6	11.4	
	D3	97.1	2.8	0	0	0		E3	40	60		F3	8.57	91.4	
	D4	94.2	5.7	0	0	0		E4	28.6	71		F4	88.6	11.4	
	D5	40	5.7	14.29	22.9	17.1		E5	62.9	37		F5	8.57	91.4	
	D6	85.7	5.7	2.8	5.71	0		E6	42.9	57		F6	80	20	
												F7	37.1	62.9	
												F8	68.6	31.4	

		Ans				Ans						Ans		
Q	Item	G	R	Q	Item	Yes	No	Q	Item	N	L	AL	E	TM
G	G1	14.3	85.7	H	H1	51.4	48.6	I	I1	31	8.6	40	11.4	8.57
	G2	0	100		H2	62.9	37.1		I2	20	11	17	34.2	17.1
	G3	74.3	25.7		H3	82.9	17.1		I3	14	2.9	11	37.1	34.3
	G4	8.57	91.4		H4	40	60		I4	34	5.7	26	17.1	17.1
	G5	82.9	17.1		H5	48.6	51.4		I5	21	17	11	25.7	17.1
	G6	57.1	42.9		H6	62.9	37.1		I6	29	11	23	20	17.1
	G7	17.1	82.9		H7	80	20		I7	20	5.7	8.6	22.8	42.9
	G8	51.4	48.6											
	G9	82.9	17.1											

ENCUESTA	Question A												Question B																																		
	se x	A1		A2		A3		A4		A5		A6		B 1	B2			B3			B4			B5			B6																				
Nº	M	F	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	G	R	B	G	R	B	G	R	B	G	R	B	G	R	B	G	R	B															
1	1		1		1	1	1	1	1	1	1	1	1				1		1		1	1								1																	
2		1	1		1	1	1	1	1		1	1	1		1			1		1		1	1									1															
3		1	1		1	1	1	1	1		1	1	1				1		1		1	1										1															
4		1	1		1	1	1	1	1	1	1	1	1		1		1		1		1	1				1						1															
5		1	1		1	1	1	1	1	1	1	1	1		1		1		1		1	1				1						1															
6	1		1		1	1	1	1	1		1	1	1				1		1		1	1				1						1															
7	1		1		1	1	1	1	1	1	1	1	1		1		1		1		1	1				1						1															
8		1	1		1	1	1	1	1		1	1	1		1		1		1		1	1				1	1					1															
9	1		1		1	1	1	1	1		1	1	1		1		1		1		1	1				1		1				1															
10		1	1		1	1	1	1	1	1	1	1	1				1		1		1	1				1						1															
11	1		1		1	1	1	1	1	1	1	1	1				1		1		1	1				1						1															
12	1		1		1	1	1	1	1	1	1	1	1				1		1		1	1				1	1					1															
13	1		1		1	1	1	1	1	1	1	1	1		1		1		1		1	1				1		1				1															
14		1	1		1	1	1	1	1	1	1	1	1			1		1		1		1	1				1	1				1															
15		1	1		1	1	1	1	1	1	1	1	1			1		1		1		1	1				1	1				1															
16		1	1		1	1	1	1	1	1	1	1	1			1		1		1		1	1				1	1				1															
17		1	1		1	1	1	1	1	1	1	1	1			1		1		1		1	1				1	1				1															
18		1	1		1	1	1	1	1	1	1	1	1				1		1		1	1				1						1															
19		1	1		1	1	1	1	1	1	1	1	1		1		1		1		1	1				1	1					1															
20		1	1		1	1	1	1	1	1	1	1	1		1		1		1		1	1				1						1															
21	1		1		1	1	1	1	1	1	1	1	1		1		1		1		1	1				1						1															
22		1	1		1	1	1	1	1	1	1	1	1			1		1		1		1	1				1	1				1															
23	1		1		1	1	1	1	1	1	1	1	1			1		1		1		1	1				1	1				1															
24	1		1		1	1	1	1	1	1	1	1	1		1		1		1		1	1				1						1															
25	1		1		1	1	1	1	1	1	1	1	1		1		1		1		1	1				1						1															
26		1	1		1	1	1	1	1	1	1	1	1				1		1		1	1				1		1				1															
27		1	1		1	1	1	1	1	1	1	1	1				1		1		1	1				1	1					1															
28	1		1		1	1	1	1	1	1	1	1	1		1		1		1		1	1				1	1					1															
29	1		1		1	1	1	1	1	1	1	1	1				1		1		1	1				1						1															
30	1		1		1	1	1	1	1	1	1	1	1				1		1		1	1				1	1					1															
31	1		1		1	1	1	1	1	1	1	1	1				1		1		1	1				1						1															
32	1		1		1	1	1	1	1	1	1	1	1				1		1		1	1				1						1															
33		1	1		1	1	1	1	1	1	1	1	1		1		1		1		1	1				1						1															
34		1	1		1	1	1	1	1	1	1	1	1		1		1		1		1	1				1						1															
35	1		1		1	1	1	1	1	1	1	1	1				1		1		1	1				1	1					1															
35	17	1	3	8	5	0	1	2	4	0	3	5	0	3	2	5	2	3	2	3	2	3	2	3	0	15	0	7	3	2	5	0	1	3	4	0	0	3	1	5	6	3	1	6	1	1	3

Question C																																		
C1					C2					C3					C4					C5					C6									
A	U	S	O	N	A	U	S	O	N	A	U	S	O	N	A	U	S	O	N	A	U	S	O	N	A	U	S	O	N	A	U	S	O	N
1								1					1					1		1					1									
1								1					1					1		1								1						
1								1					1					1		1								1						
	1						1						1					1				1						1						
	1							1					1					1				1						1						
1								1					1					1				1						1						
	1				1								1					1		1								1						
	1				1								1					1			1							1						
1								1					1					1				1						1						
	1							1					1					1				1						1						
1								1					1					1				1						1						
1								1					1					1		1								1						
1								1					1					1		1								1						
1								1					1					1		1								1						
1								1					1					1			1							1						
1								1					1					1			1							1						
1								1					1					1			1							1						
1								1					1					1			1							1						
1								1					1					1			1							1						
1								1					1					1			1							1						
1								1					1					1			1							1						
1								1					1					1			1							1						
1								1					1					1			1							1						
1								1					1					1			1							1						
1								1					1					1			1							1						
1								1					1					1			1							1						
23	4	8	0	0	6	1	3	2	23	0	0	0	0	35	0	0	0	0	35	3	6	10	3	13	0	2	0	1	32					

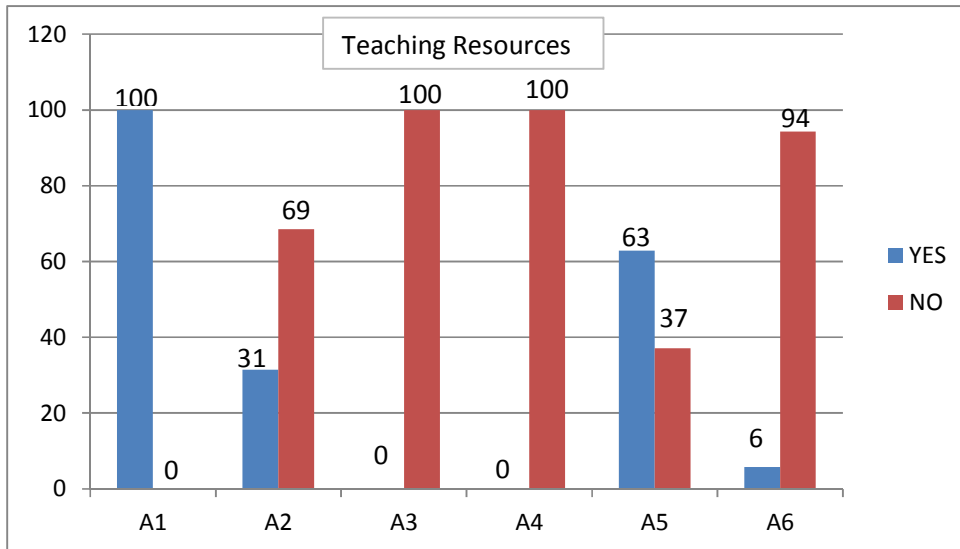
Question D																													
D1				D2				D3				D4				D5				D6									
N	A	T	M	N	A	T	M	N	A	T	M	N	A	T	M	N	A	T	M	N	A	T	M						
T	L	L	E	T	L	L	E	T	L	L	E	T	L	L	E	T	L	L	E	T	L	L	E						
			1	1				1				1						1					1						
	1				1			1				1							1	1									
		1			1			1				1						1		1									
			1				1	1				1			1					1									
				1	1							1						1											
			1			1		1				1					1												
			1				1					1						1											
			1	1				1				1						1											
				1	1							1					1												
					1							1						1											
				1								1						1											
					1	1						1					1												
						1						1						1											
							1					1						1											
							1					1						1											
							1					1						1											
							1					1						1											
							1					1						1											
							1					1						1											
							1					1						1											
							1					1						1											
							1					1						1											
							1					1						1											
							1					1						1											
							1					1						1											
							1					1						1											
							1					1						1											
							1					1						1											
							1					1						1											
							1					1						1											
							1					1						1											
							1					1						1											
							1					1						1											
							1					1						1											
							1					1						1											
							1					1						1											
							1					1						1											
							1					1						1											
							1					1						1											
							1					1						1											
							1					1						1											
							1					1						1											
							1					1						1											
							1					1						1											
							1					1						1											
0	3	3	2	8	24	1	1	9	0	34	1	0	0	0	33	2	0	0	0	14	2	5	8	6	30	2	1	2	0

Question G													Question H																						
G1		G2		G3		G4		G5		G6		G7		G8		G9		H1		H2		H3		H4		H5		H6		H7					
G	R	G	R	G	R	G	R	G	R	G	R	G	R	G	R	G	R	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N				
	1		1	1			1	1			1		1		1	1			1	1		1			1	1		1		1					
	1		1	1			1	1			1		1		1	1			1		1	1		1			1	1		1					
	1		1	1			1	1		1			1		1	1		1			1	1			1	1	1			1					
	1		1	1			1	1		1		1		1		1		1		1		1		1	1		1	1		1					
	1		1	1			1	1		1		1		1		1		1		1		1		1	1		1	1		1					
	1		1	1			1	1		1		1		1		1		1		1		1		1	1		1	1		1					
	1		1	1			1	1		1		1		1		1		1		1		1		1	1		1	1		1					
	1		1	1			1	1		1		1		1		1		1		1		1		1	1		1	1		1					
	1		1	1			1	1		1		1		1		1		1		1		1		1	1		1	1		1					
	1		1	1			1	1		1		1		1		1		1		1		1		1	1		1	1		1					
	1		1	1			1	1		1		1		1		1		1		1		1		1	1		1	1		1					
1			1	1			1	1		1		1		1		1		1		1		1	1		1			1	1		1				
1			1	1			1	1		1		1		1		1		1		1		1	1		1			1	1		1				
	1		1	1			1	1		1		1		1		1		1		1		1		1	1		1	1		1		1			
	1		1	1			1	1		1		1		1		1		1		1		1		1	1		1	1		1		1			
	1		1	1			1	1		1		1		1		1		1		1		1		1	1		1	1		1		1			
	1		1	1			1	1		1		1		1		1		1		1		1		1	1		1	1		1		1			
	1		1	1			1	1		1		1		1		1		1		1		1		1	1		1	1		1		1			
	1		1	1			1	1		1		1		1		1		1		1		1		1	1		1	1		1		1			
	1		1	1			1	1		1		1		1		1		1		1		1		1	1		1	1		1		1			
	1		1	1			1	1		1		1		1		1		1		1		1		1	1		1	1		1		1			
	1		1	1			1	1		1		1		1		1		1		1		1		1	1		1	1		1		1			
	1		1	1			1	1		1		1		1		1		1		1		1		1	1		1	1		1		1			
	1		1	1			1	1		1		1		1		1		1		1		1		1	1		1	1		1		1			
	1		1	1			1	1		1		1		1		1		1		1		1		1	1		1	1		1		1			
	1		1	1			1	1		1		1		1		1		1		1		1		1	1		1	1		1		1			
	1		1	1			1	1		1		1		1		1		1		1		1		1	1		1	1		1		1			
	1		1	1			1	1		1		1		1		1		1		1		1		1	1		1	1		1		1			
	1		1	1			1	1		1		1		1		1		1		1		1		1	1		1	1		1		1			
	1		1	1			1	1		1		1		1		1		1		1		1		1	1		1	1		1		1			
	1		1	1			1	1		1		1		1		1		1		1		1		1	1		1	1		1		1			
	1		1	1			1	1		1		1		1		1		1		1		1		1	1		1	1		1		1			
	1		1	1			1	1		1		1		1		1		1		1		1		1	1		1	1		1		1			
	1		1	1			1	1		1		1		1		1		1		1		1		1	1		1	1		1		1			
	1		1	1			1	1		1		1		1		1		1		1		1		1	1		1	1		1		1			
	1		1	1			1	1		1		1		1		1		1		1		1		1	1		1	1		1		1			
5	3	0	3	2	9	3	2	9	6	0	5	6	9	8	7	9	6	8	1	1	2	1	2	3	9	6	4	2	1	7	8	2	3	8	7

Question I																																							
I1					I2					I3					I4					I5					I6							I7							
N	A	T	N	A	T	N	A	T	N	A	T	N	A	T	N	A	T	N	A	T	N	A	T	N	A	T	N	A	T										
T	L	L	E	M	T	L	L	E	M	T	L	L	E	M	T	L	L	E	M	T	L	L	E	M	T	L	L	E	M										
			1			1					1				1				1			1			1				1										
1				1							1				1	1						1			1			1											
1				1							1			1								1			1			1											
1				1				1						1							1			1				1											
1				1				1						1							1			1				1											
	1				1						1				1					1			1			1													
		1			1	1								1					1			1			1				1										
1				1						1				1					1			1			1				1										
		1			1					1				1					1			1			1				1										
1			1			1					1			1					1			1			1				1										
1				1				1						1	1						1			1				1											
		1			1						1			1							1			1				1											
1			1			1					1			1							1			1				1											
	1				1					1				1							1			1				1											
		1			1						1			1							1			1				1											
			1			1					1			1							1			1				1											
1				1				1						1	1						1			1				1											
	1				1					1				1							1			1				1											
1				1				1						1							1			1				1											
		1			1						1			1							1			1				1											
			1			1					1			1							1			1				1											
				1				1						1							1			1				1											
1				1				1						1	1						1			1				1											
	1				1					1				1							1			1				1											
1				1				1						1							1			1				1											
1				1				1						1							1			1				1											
1	1	1	4	3	7	4	6	1	2	6	5	1	4	1	1	1	2	2	9	6	6	1	0	6	4	9	6	1	0	4	8	7	6	7	2	3	8	1	5

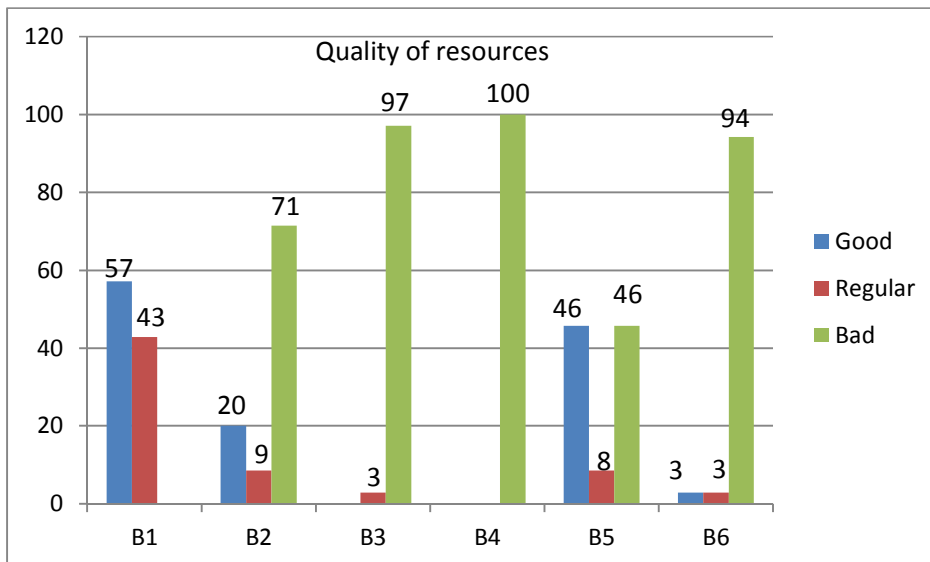
Graphics from the data collections

I. Teaching resources



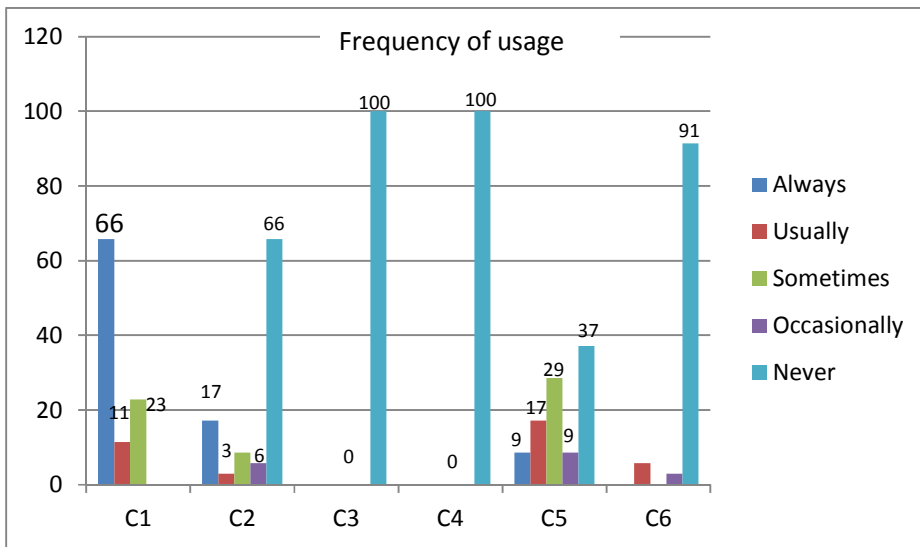
(Table 1)

II. Quality of resources



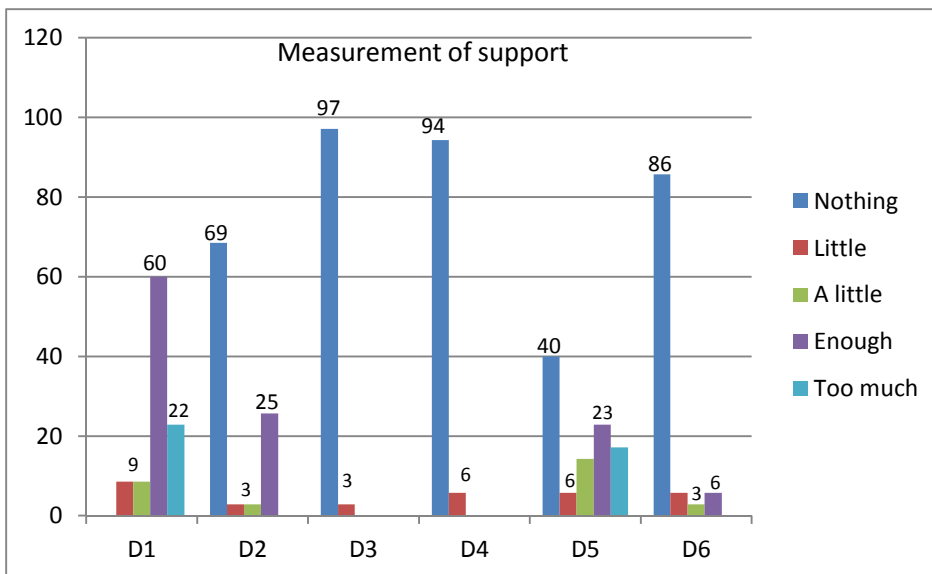
(Table 2)

III. Frequency of usage



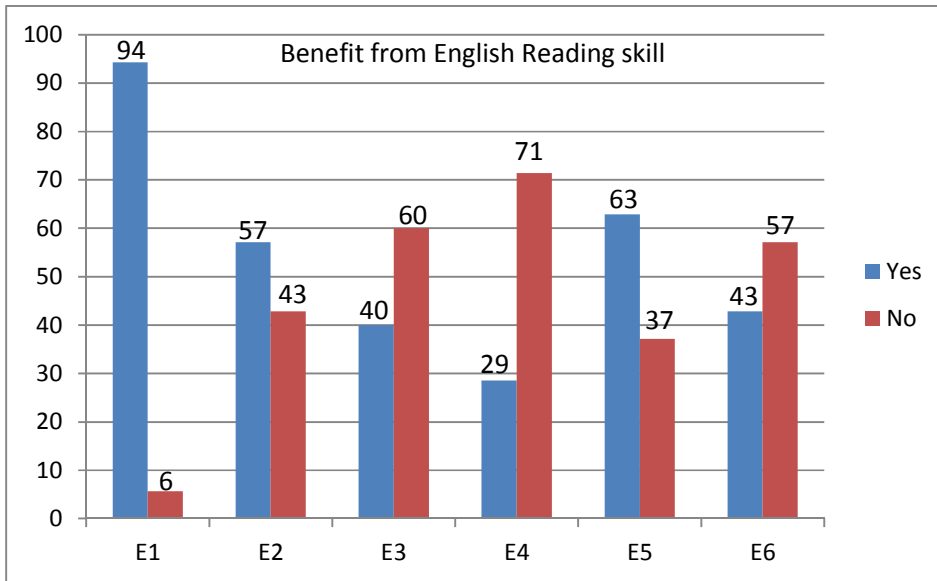
(Tabla 3)

IV. Measurement of support



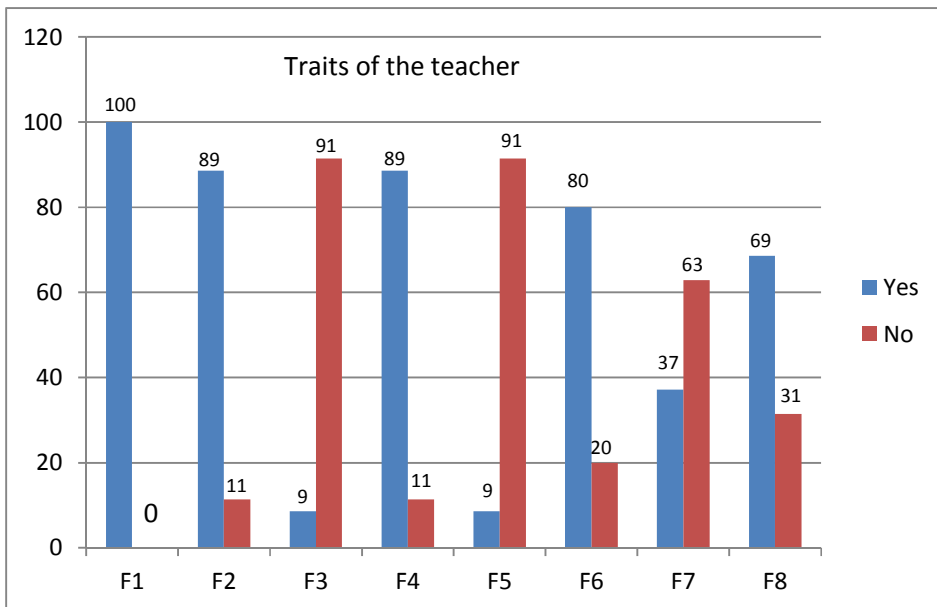
(Tabla 4)

V. Benefit from English Reading Skill



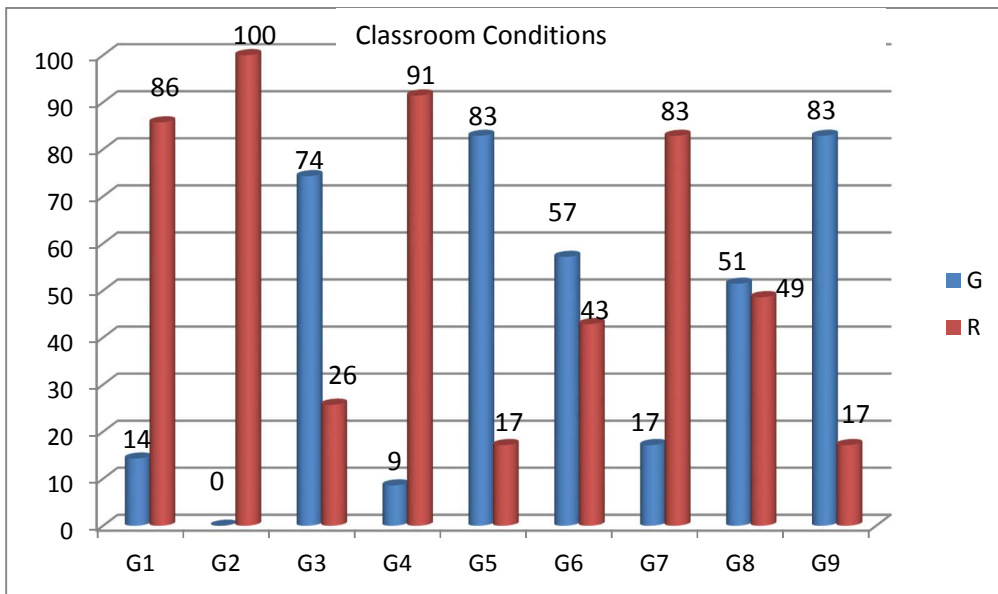
(Table 5)

VI. Traits of the teacher



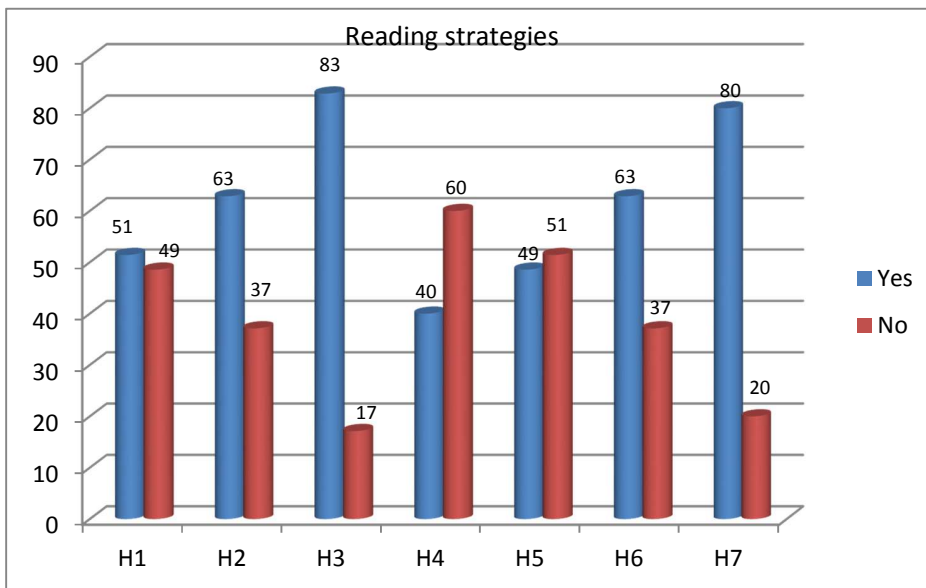
(Table 6)

VII. Classroom conditions



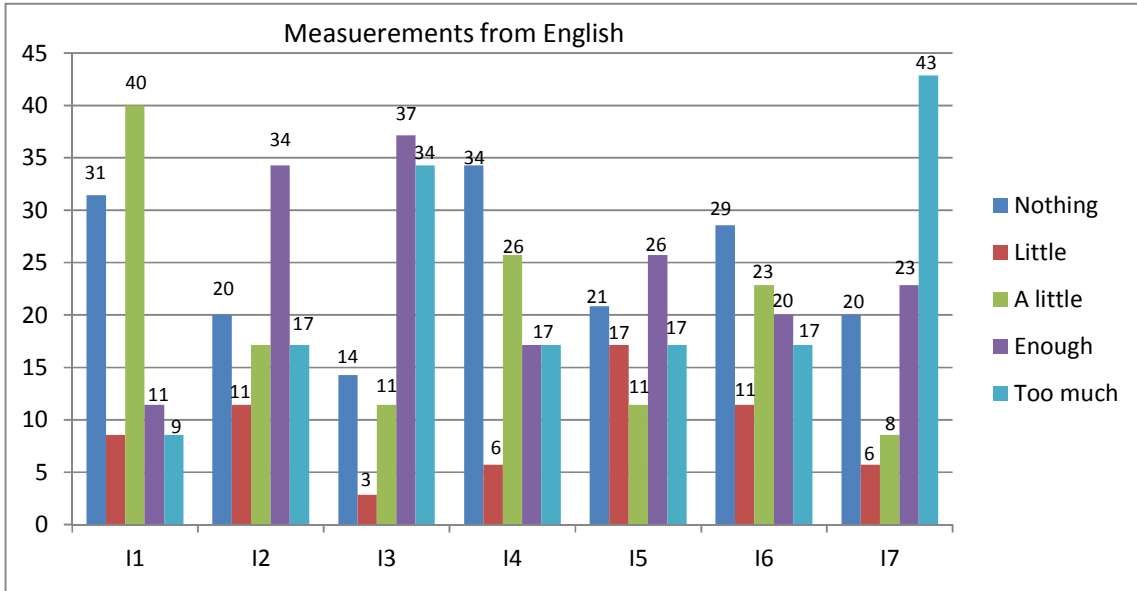
(Table 7)

VIII. Reading strategies



(Table 8)

IX. Measurement From English



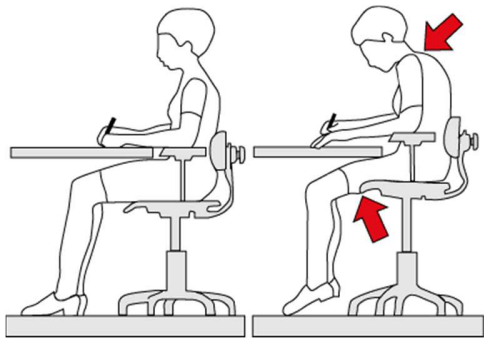
(Table 9)



(Picture 1)



(Picture 2)



(Picture 3)



(Picture 4)