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Research submitted in partial fulfillment of the requirements for a bachelor of art degree in teaching English as a Foreign Language.

Theme: How can we encourage 11th grade students to improve their reading comprehension skill in English at high school Jose Martí in the evening session during the second semester 2014?

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DEDICATORY

We dedicate this work and give special thanks to the creator of all things “GOD”

Proverbs 6:20-23:

“My son, observe the commandment of your father And do not forsake the teaching of your mother; Bind them continually on your heart; Tie them around your neck. When you walk about, they will guide you; when you sleep, they will watch over you; and when you awake, they will talk to you. For the commandment is a lamp and the teaching is light; And reproofs for discipline are the way of life”.

We also dedicate this work to our family and many friends. A special feelings of gratitude to our loving parents.

To our many teachers and university staff who have supported us throughout the process. We will always appreciate everything what they have done in teaching us these years, for their patience and provision of knowledge. Especially to MSc. Eudomilia Urrutia for helping us to develop this research.

ACKNOWLEDGMENTS

“Success is not achieved only with special qualities.

It is primarily a work of perseverance,
method and organization.”

(J. P. Sergent)

First and above all, we thank God Almighty for giving us this opportunity and grant us the capacity to successfully carry out this Thesis. To UNAN (FAREM-Estelí) for the opportunity they gave us, and to form us as professionals during these five years of intense studies.

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Last but not least, we would like to thanks the high school Jose Martí (INJM) for opening its doors and let us conduct the research for our thesis; to Lc. Kenia Laguna for her unconditional support and to the students for their accessibility because without them this work would not be possible.

CHARACTERIZATION OF THE PROBLEM

Research line: Social.

General Problem: Learning English Reading Comprehension.

Problem: The methodological strategies used to learn reading comprehension in English as a foreign language.

Delimited theme: How can we encourage 11th grade students to improve their reading comprehension skill in English at high school Jose Marti in the evening session during the second semester 2014?

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Date: December 2014.

INTRODUCTION

This research was carried out in La Trinidad, Estelí and applied to 11th grade students at the National Institute Jose Marti in the evening sessions during the second semester of 2014.

The present research was carried out in response to the real problem the students face in the classrooms. Students present serious difficulties in the reading skill in secondary education. To learn reading comprehension is an important skill in the developing of English as a Foreign Language (EFL) education. It allows student to have a better understanding of English and help them to progress in the other skills because EFL has enough resources and material to succeed in the acquisition of the language learning in students.

The use of the techniques provided in this research will developed the learning in students and taking into account the difficulties they faced due to the lack of material the teacher has in order to address his/her class. This techniques are significant in the process of learning because the students learn by practicing. So with this methods the students get their own perspective and central meaning of what is being read.

This is a qualitative research because it measures the disposition of the students in their own learning process, and the way students learn is not the same for everyone, and not all have the same resources to progress on learning EFL elsewhere.

For that reason is important to adopt reading habits because it can increase student knowledge so later on they can pick new vocabulary or definitions that are important in the future learning process if they decide to continue learning the language or move to another country.

ABSTRACT

Currently, one of the principal assumptions that sustain the teaching of English as a foreign language is the privilege position it occupies as a vehicle for international communication. Nowadays Nicaraguans students have to be prepared to live in a world more open to progress, closer to different cultures and languages, going to the hand with the growing technology and economy etc., and this is achieved with foreign language acquisition in Media Basic education.

“In addition to the lack of methodology to teach English in schools in Nicaragua, specialists in education point out to the needs of students to be autodidact that can complement the learning of the language beyond the lesson within the classroom”

“The deficit of bibliographical resources and methodological resources affects the learning of English, according to the specialist in education, Mario Quintana, since he considered that the English cannot be taught without the books and other materials for educational support. ...” (Castillo Bermudez, La Prensa, 2011)

All this demand the necessity to have specialized teachers able to implement methods to facilitate the learning process of reading comprehension in EFL¹, in order to have the students improve their reading skills. The methods for teaching English are very important to achieve good results in student learning, however, it is decided to speak and present the experiences and disadvantages found in the application of this research with 11th grade students on the evening sessions in the high school Jose Marti in La Trinidad, because although the methods have the best features and their realization was well-planned. Also should consider the character and disposition from the students, especially at this stage which are as we looked at students interacting together in this learning sessions.

¹EFL: *English as a Foreign Language*.

It was found that this topic (reading comprehension) is very interesting, because with the experience gather and the disposition of students at this level in the Institute Jose Marti, a greater awareness of the forms and processes that must be the most suitable for language learning in reading comprehension in English.

However, the problems are very different from each other and also the problems vary according to different classrooms and social climates. To cope with these difficulties students need to make connections between prior knowledge and new information assisting the construction of meaning and comprehension. This is to ensure that the students build confidence and interest about learning to read English.

OBJECTIVES

General Objective:

To validate the most effective strategies to learn reading comprehension in English as a Foreign Language with 11th grade students at Jose Marti high school in the evening session during the second semester 2014.

Specific Objectives:

- 1- To identify the possible difficulties students face when reading English.
- 2- To mention the best methodological strategies in order to develop reading comprehension in students.
- 3- To implement didactic plan on the learning reading comprehension in EFL.
- 4- To evaluate the impact of the strategies implemented with the students involved in reading comprehension in EFL.
- 5- To propose alternatives regarding learning reading comprehension in the high school Jose Marti in the 11th grade.

I. THEORETICAL FRAMEWORK

Since the overall goal of this research is to identify the effectiveness of the strategies applied to the 11th grade students in the Institute Jose Marti in the evening sessions during the second semester of 2014, in the following aspects wants to point out, that it have been addressed some tips and techniques that some specialized authors recommend to the proper teaching of reading comprehension in English as a Foreign Language.

1.1 Reading: What exactly is reading comprehension?

According to *Brummitt-Yale, 2012*

“Reading comprehension is the act of understanding what you are reading. Reading comprehension is an intentional, active, interactive process that occurs before, during and after a person reads a particular piece of writing.

Reading comprehension is one of the pillars of the act of reading. When a person reads a text he engages in a complex array of cognitive processes. He/she is simultaneously using his awareness and understanding of phonemes, phonics and ability to comprehend or construct meaning from the text. This last component of the act of reading is reading comprehension”.

What *Brummitt-Yale* try to show is that teaching reading is a communicative competence and it is necessary to use every day reading materials (newspaper, websites, magazines and books) to practice reading comprehension and communicative teaching is an essential part of the English language.

1.2 Purpose of Reading Comprehension

“Reading is an activity with a purpose. A person may read in order to gain information or verify existing knowledge, or in order to critique a writer's ideas or writing style. A person may also read for enjoyment, or to enhance knowledge of the language being read. The purpose for reading guide the reader's selection of texts”. (Stovall Burkart, 1998)

As Stovall mention the purpose of reading comprehension therefore it is necessary to relate the vocabulary of reading with previously acquired knowledge (vocabulary) if the students use a good vocabulary they can understand the facts and sequences, cause and effect, main ideas and supporting details in a reading task.

Grace also points it out some that reading shows that good readers:

- “Read extensively.
- Integrate information in the text with existing knowledge.
- Have a flexible reading style, depending on what they are reading
- Are motivated.
- Rely on different skills interacting: perceptual processing, phonemic processing.
- Read for a purpose; reading serves a function.”

The skills and strategies that readers need to achieve in order to understand connect the parts to each other and the knowledge of how words are structured, with this tips *Grace* suggest it is useful not just for the reading but we can also use them to improve vocabulary, writing, speaking, listening, grammar and to pronunciation.

“Reading is a complex interaction between the text, the reader and the purposes for reading, which are shaped by the reader’s prior knowledge and experiences, the reader’s knowledge about reading and writing language and the reader’s language community which is culturally and socially situated.” (M. Hughes, 2007)

1.3 Techniques for Teaching Reading

On this stage, the students have to be aware of the importance of reading comprehension because later on they can find it easy to study any text regarded the language he uses and is not just to comprehend English literature they can use the skills to study any field they want, or just to get information on the internet or to enjoy a good book or magazine.

1.3.1 Using Authentic Materials and Approaches

For students to develop communicative competence in reading, classroom and homework reading activities must be resembled to real-life reading tasks that involve meaningful communication. According to: (Keatley and Kennedy, 2007) they must therefore be authentic in three ways.

- “The reading material must be authentic: It must be the kind of material that students will need and want to be able to read when studying, or using the language in other contexts outside the classroom.
- The reading purpose must be authentic: Students must be reading for reasons that make sense and have relevance to them. "Because the teacher assigned it" is not an authentic reason for reading a text.
- The reading approach must be authentic: Students should read the text in a way that matches the reading purpose, the type of text, and the way people normally read. This means that reading aloud will take place only in situations where it would take place outside the classroom, such as reading for pleasure.”

1.3.2 Integrating Reading Strategies

As future teachers, it has been found that encouraging student to learn the proper way to read and get a meaning of what is reading to have a deep understanding of their own process and also apply strategies that help them to perform well during the reading lesson that is given, or simple to get the information that they want to know whatever the source being used. According to (Stovall Burkart, 1998)

“Before reading:

- Set a purpose or decide in advance what to read for.
- Decide if more linguistic or background knowledge is needed.
- Determine whether to enter the text from the top down (attend to the overall meaning) or from the bottom up (focus on the words and phrases)”

“During reading:

- Verify predictions and check for inaccurate guesses.
- Decide what is and is not important to understand.
- Reread to check comprehension.
- Ask for help.”

“After reading:

- Evaluate comprehension in a particular task or area.
- Evaluate overall progress in reading and in particular types of reading tasks.
- Decide if the strategies used were appropriate for the purpose and for the task.
- Modify strategies if necessary.”

1.4 Strategies for Developing Reading Skills

1.4.1 A SKILL AND A STRATEGY

Based on those authors' opinion about the differences between skill and strategy, it may be concluded, that teaching and learning reading comprehension in EFL need both skill and strategy, to assist the reading process. According to (Robb, Laura. 1996)

“Skill and strategy both are sounded similar, but in fact, they have different usage and function especially for teachers and students, that “skill has described a set of helpful tools that students practiced in order to improve reading. Understanding of skills and strategies are shades of the same thing, but representing different stages of development. A skill becomes a strategy when the learners can use it independently. When they can reflect on and understand how it works and then apply it to new reading materials when it occurs, the student has become a strategic reader”.

SKILLS	STRATEGIES
Instructor decides what learner Needs	Learner's need are anticipated by instructor
Skills are often taught in predetermined sequence	Self-direction/need is determined by learner
Skills are often practiced isolation	Strategies are taught in a meaningful context
The emphasis is often on practice for practice's sake only	Strategies are student-centered rather than teacher-directed
An automatic response is usually Expected	Activities are purposeful, interactive, and independent
Applications to meaningful Contexts may not occur	Continual observation is practiced for Evaluation of what is needed

According to this table strategies have better results than skills they are more meaningful and students centered

Table: (Difference between strategy and skill, Sarasota, 2001)

Based on the strategies:

1. Reading makes more sense for struggling readers when strategies used.
2. Good readers use strategies naturally.
3. The use of strategies aides struggling readers to become proficient.
4. Strategies make reading more fun.

Strategies are used to assist students in:

1. Predicting outcomes in a reading passage.
2. Summarizing material which has been read, both fictional and informational.
3. Questioning material being read.
4. Determining important ideas while reading.
5. Monitoring their reading.
6. Searching for clues.
7. Reading to confirm.
8. Reading a head or back for clues.
9. Self-correcting.

1.4.2 READING STRATEGIES

Good reading strategies help the student to read in very efficient way. By using those strategies, the student aim to get the maximum benefit from the reading in class or at home. Reviewing the strategies which are applied: Mandi. J. 2005 states that:

“a) Knowing what you want to know. If you know this, you can examine the text to see whether it is going to move you towards this goal.

b) Knowing how deeply to study the material. Where you only need the shallowest knowledge of the subject, you can skim material. Here you read only chapter headings, introductions and summaries.

If you need a moderate level of information on a subject, then you can scan the text. Here you read the introductions and summaries in detail.

Only when you need detailed knowledge of a subject is it worth studying the text. Here it is better to skim the material first to get an overview of the subject. This gives you an understanding of its structure, into which you can fit the detail gained from a full, receptive reading of the material.

c) Active Reading. Where you are reading a document in detail, it often helps if you highlight, underline and annotate it as you go on. This emphasizes in your mind, and helps you to review important points later.

d) How to study different sorts of material. There are different places and different ways to hold the different sorts of information. They also have different depth and breadth of coverage. By understanding the layout of material you are reading, you can extract useful information much more efficiently.

e) Reading ‘Whole Subject’ Document. When you are reading an important document, it is easy to accept the writer’s structure of thought. This can mean that you may not notice that important information has been omitted or that irrelevant detail has been included. A good way of recognizing this is to compile your own table of contents before you open the document.”

Those strategies may be useful for student to learn more about reading comprehension, besides, Pinnel, Su, and Fountas (1996) state that:

“There are four strategies to achieve reading skill in ELT, they are: *1 Reading aloud, 2 Shared Reading, 3 Guided Reading and 4 Independent Reading.*”

According to Pinnel, this strategies can be implemented in every day class because the teachers can have control of the situational purpose of the lesson plan and in ahead provide the student with the correct strategies to use and it can also focus on other skills if it is suitable like pronunciation.

Strategies that can help students read more quickly and effectively include:

- “Previewing: reviewing titles, section headings, and photo captions to get a sense of the structure and content of a reading selection
- Predicting: using knowledge of the subject matter to make predictions about content and vocabulary and check comprehension; using knowledge of the text type and purpose to make predictions about discourse structure; using knowledge about the author to make predictions about writing style, vocabulary, and content
- Skimming and scanning: using a quick survey of the text to get the main idea, identify text structure, confirm or question predictions
- Guessing from context: using prior knowledge of the subject and the ideas in the text as clues to the meanings of unknown words, instead of stopping to look them up” (Stovall Burkart, 1998)

With the use of this techniques the students can focus in a sort of works regarding if they are working in groups or individual they can use their imagination and share the comprehension they have gather from the reading material, in Previewing they can find the main idea just to reviewing the title or to see the pictures (if there are some in the material) they can also predict the information if some of them have knowledge of the subject given,. Another way is to skim or scan the text to look for clues if the assignment is to answer some questions or to fill up the blanks, guessing from context help them to know the new words and saving time on looking for them in the dictionary.

1.5 Developing Reading Activities.

Developing reading activities involves more than just identifying a text that is "at the right level," writing a set of comprehension questions for students to answer after reading, handing out the assignment and sending students away to do it. A fully-developed reading activity supports students as readers through pre-reading, while-reading, and post-reading activities.

- Construct the reading activity around a purpose that has significance for the students.
- Define the activity's instructional goal and the appropriate type of response.
- Check the level of difficulty of the text.
- Use pre-reading activities to prepare students for reading material.
- Match while-reading activities to the purpose for reading.

I. METHODOLOGICAL DESIGN

Universe: 765 students of the high school Jose Marti, La Trinidad; corresponding to the enrollment of the students for afternoon session from 7th to 11th grade on the year 2014.

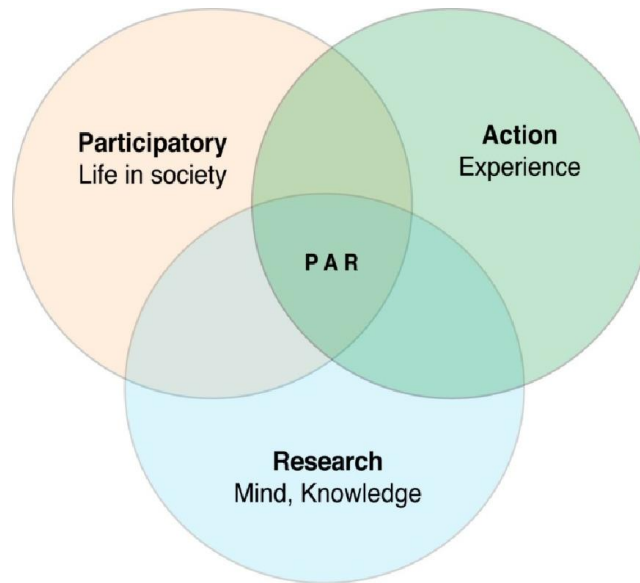
Population: The enrollment of the 110 students which corresponds to the total amount of students in the 11th grade afternoon session at the high school.

Sample: For this research a sample of 34 students, that actually correspond to the students of the “B” classroom of the school at the afternoon sessions.

Sampling: The sampling method applied for this research was the method of simple random probability sampling, as the afternoon shift has 3 classrooms A, B C. working with the whole group B, the students involve are adolescents between 15 and 17years old .

Type of research: Participation Action Research was used, which consist on; (Watters & Comeau, 2010 pag5)

“Participatory Action Research (PAR) is a type of research that combines two different approaches; participatory research and action research. Participatory research encourages equal involvement from researcher and participants in the research process. When participants and researchers are equal partners, the research focus and results can be more relevant to a specific community. Participatory research typically involves selecting research issues related to dependence, oppression, and other inequities in need of evaluation. In contrast, action research uses findings to relevant strategies that can address community issues. Community needs are evaluated and action is taken with the purpose of social change through development of service and organization.”



“Venn_diagram_of_Participatory_Action_Research”

Chevalier, J. M. and Buckles, D. J. (2013)

Methods: Qualitative research “uses variables of quality not quantity. By identifying the methodology used for the teaching of English reading comprehension and evaluate the skills that cannot be measured quantitatively and the skills that students have on learning English reading. This assessment will allow to deliver a quality criterion of the methodology implemented as constraints faced by evening class students learning English reading comprehension.” (Cresswell, 2005)

Materials: Physical¹; Computer, data-show, video camera, photo camera, reading materials as books or texts.

Abstract²; Internet materials (studies about the methodologies), interpretation of the studies, causes and effects of the research, meetings in order to get a proper, personal studies of the methodologies.

¹ Physical, this materials are provided by the students developing the research work,

² Abstract, we mean the theory we gather from different places.

Instruments: The instruments used on this research were the following and in order to find out the issues of the research problem pointed out at the beginning of this research paper.

Observation: On the observation the strategies the teacher use in order to teach the student according to the lesson plan the Ministry of Education propose for the students in the 11th grade of 2014, taking in consideration the positive and negative.

Interview: The teacher was asked to give his/her point of view of the lesson plan he teaches and which are the most effective strategies he uses in order to have his class motivated.

Survey: it was picked up the 34 students of the classroom “B” to have a very concrete information on the field wanted and propose on this research, we took the information and explain it on this research.

Methodological Route: when the work started an observation was carried out to get a diagnose on the problems the students were facing during the period of class regarding the reading comprehension in English therefore the students point out that most of the time do not have any materials to focus on the reading skills, (see annexes number 3) , on the other hand it has been found that the school does not provide the correct infrastructure to develop the class without any interruption.

Due to the problems found it was decided to work on the reading comprehension skill in English classes with a selection of 32 students of the 11th grade in the institute Jose Marti in the city of La Trinidad.

At the beginning of the research a brief explanation of the importance of reading was carried out, later on that day an activity on reading “sayings” was given and having the participation of the students.

The second day explaining the use of suitable books to read took place and also encourage the student on reading a book about something that they have a brief knowledge, secondly it was applied a reading exercise about nature (Lions in the Pride) a short story about animals from Africa, a new vocabulary took place and in groups of 5 students read it and extract the main idea from the text and also read aloud and explain it, finally made a question of what did they learn and how did they felt working in random groups?

The next week (September 9th) skimming and scanning techniques were applied in a text about “an adventure” the dynamic consists in a pair work and then give an answer to the questions suited to they own expectation.

On September 22th it was carried out a test on a multiple choice answers about a material handed in, with the techniques of skimming and scanning the students worked in the test.

On the next encounter the technique “predicting” was implemented and consisted on working in groups of five, then read the text and provide a fitting title to the reading later on passed in front of the class to explain why did they decided to choose that title?

The next encounter another test was carried out “fill the blanks”, on this day explaining in what does the test consist, first the students had to read the whole text and try to fill the blanks getting the answer from the context, later on the missing word were given or written in the whiteboard they could use them in order to complete the text. With this technique the students learn how to get the meaning of the words from the context and also they get new vocabulary.

The following day the test consisted on reading “a biography” using a famous person from Nicaragua, and then answer some questions about the person they read about. Then the students participated reading aloud the text and ask the question to another students, with this technique of reading aloud they fill more confident on what did they read, and because the text was from famous Nicaraguans person they also used the previous knowledge.

On the last two days reading “Riddles” was assign, they worked individually on reading it and try to guest and then explain it to the whole group, in order to get the answer they had to read it several times and try to translate into Spanish to see if there is a similar riddle to the one handed out, with this technique it was observed that it helped them to understand better the language of the text. Later the next day the test consist in working in groups and then interpreted it through a drawing in a piece of paper what did they think suit better the text, after they finished their images they passed in front of the class to explain the drawing to their classmates.

It is important to know that in all the period the techniques were applied the students participate in groups and this helped the development of the classes, they were motivated to continue learning, it was also perceived that they lost the embarrassment to read in from of the class to participate in the tasks.

II. RESULTS

3.1 *DIAGNOSTICS*

CAUSES OF THE PROBLEM

Some of the problem observed during the period of the observation were that students lacked with the skills to cope with reading comprehension. Students did not have the tools to achieve high scores in reading comprehension tests. The teacher did not have effective reading strategies to guide them on their reading development.

Added to this the school do not have proper infrastructure for teaching as the poverty of the country limited to secondary schools and teachers do not have teaching aids for the student learning development.

At this time of the year the students have to attend classes in another school, and the time is not enough in focusing on the skills of learning English such as writing, grammar, listening, and specially reading comprehension.

The teacher who teaches English is not provided with materials and methodological guidelines and he uses his own initiative to address his class, at the same time they are obligated to attend numerous groups and that do not allow them to perform the correct methodology in teaching reading English.

Observation Guide

Date: march 25th 2014.

General information of the School. _____ 11 B 36 students

Name: Institute Jose Mati. Turn: afternoon

Address: Del parque central 2c al sur. City: La Trinidad.

Objective: To observe and identify what methodological strategies the teacher used to improve the reading comprehension in students.

Schedule of Activities carried out in the school or out of school

Teacher's way		Student's way	
Free time	class	Free time	Class
<ul style="list-style-type: none"> ▪ Do lesson plan 	<ul style="list-style-type: none"> ▪ Nicaraguan Historical Events ▪ The student listens to and then practices pronunciation and intonation when reading different passages aloud. 	<ul style="list-style-type: none"> ▪ Do the homework 	<ul style="list-style-type: none"> ▪ The student rephrases key ideas from written texts or spoken passages.

As it was find out in the first part of the research and drawing attention to the observation guide that they do not have specific classes focusing on reading comprehension, the majority of the program provided by MINED focus on the other skills, listening, writing, and speaking, leaving reading to its own.

ALTERNATIVES

On this stage of the process where the techniques were imparted and the research started and working on the implementation of the techniques it was presented to the student the following; Before Reading, During Reading, and After Reading techniques that some researcher suggest.



3.1 B Reading Techniques

All of the techniques used on the application of the research planned and before going to the class rooms to set the purpose of the class, and decided if the material were suitable for the students, meanwhile working on the reading task with

the students to verify the uses of prediction and help them with the comprehension of the words, also reread to check if they get the main ideas, afterward the task has been done evaluate the whole group and the individual participation of the students. It was decided to make a feedback at the end of every day classes, in order to have the opinion of the students to see if the strategies has to be modified.

How can we encourage 11th grade students to improve their reading comprehension skill in English at high school Jose Marti in the evening session during the second semester 2014?

DIDACTIC PLAN

Survey about the application of materials the teacher uses in the class.	
What kind of materials does the teacher use?	
Whiteboard	27
Books	1
Other	2
None	0

A pie chart illustrating the data from the survey. The largest slice is blue, representing 'Whiteboard' at 90%. A small orange slice represents 'books' at 3%. A grey slice represents 'other' at 7%. A yellow slice represents 'none' at 0%. A legend to the right of the chart identifies the colors: blue for Whiteboard, orange for books, grey for other, and yellow for none.

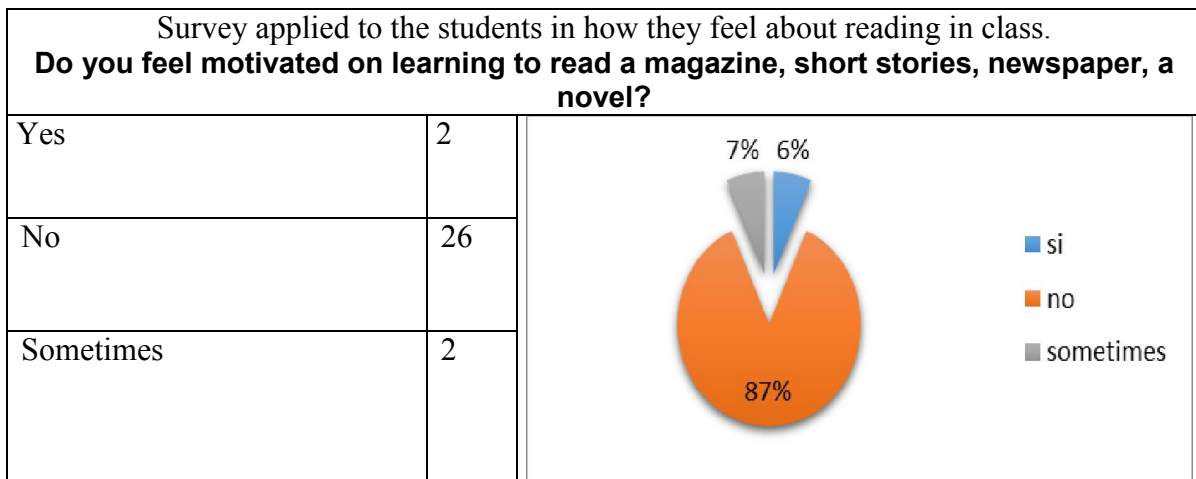
In the time the observation was carried out and a survey was made to the students have been found that a high percent of 90% of the time uses only the whiteboard, and seldom uses other materials to teach reading.



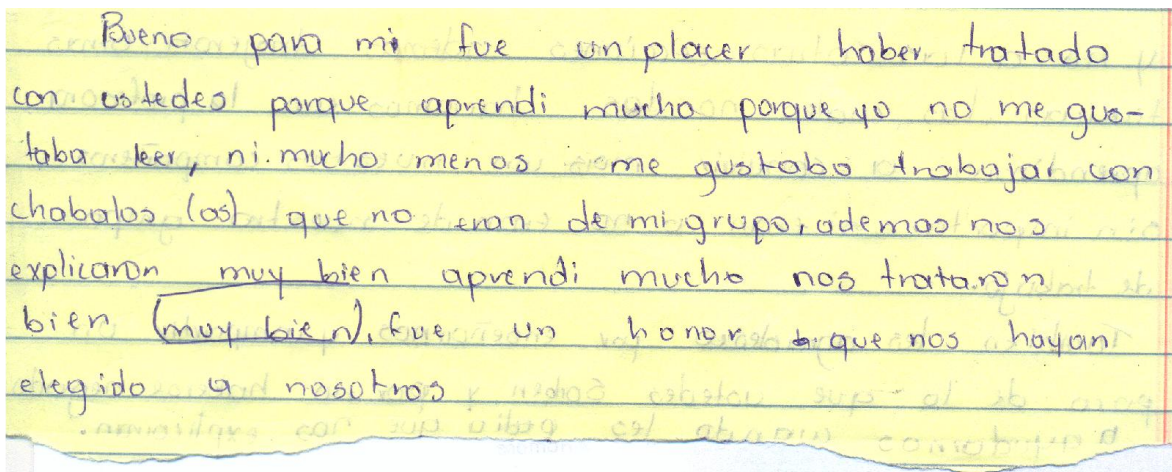
3.1.3.A, participation in class

How can we encourage 11th grade students to improve their reading comprehension skill in English at high school Jose Marti in the evening session during the second semester 2014?

In the image (3.1.3.A) it is appreciated that the students take the classes with an active participation, working on the explanations of the material given and the drawing they worked on in the class. They first read aloud the text and then they explained why they chose to do the drawing, the students agreed on the technique and performed the task without problems.



The majority of the students were not eager to learn how to read English, and as it can be seen almost all of the students are not motivated on learning how to read. Having just a 6% of them interested on learning to read, and as is perceive on the next image (3.1.3.B) at the end of the semester having applied the strategies the students comment their feelings about the class.



3.1.3.B, Students Comments

3.2 MONITORING RESULTS



3.2_B monitoring the class

As it is observed in the image the students working in groups had a tough handling on the reading task, so it was decided to help them with the vocabulary they do not know, telling them to get the meaning from the context or to scan the text again, or ask for the meaning to the teacher, or uses the dictionary provided. Also encourage them to do the best they can to find out the meaning not just to give them the translation of the material.

How can we encourage 11th grade students to improve their reading comprehension skill in English at high school Jose Marti in the evening session during the second semester 2014?

Also can be observe some comments they write at the end of the classes in which were applied some of the techniques, see comments below.

- Nos gusta la clase porque los profesores nos explican paso a paso los temas, y pasarnos a leer para que comprendamos mas la lectura para conocer palabras y porque es mas dinamica y no nos sentimos aburridos y hacernos en grupo me parece una buena tecnica para ayudarnos entre todos.

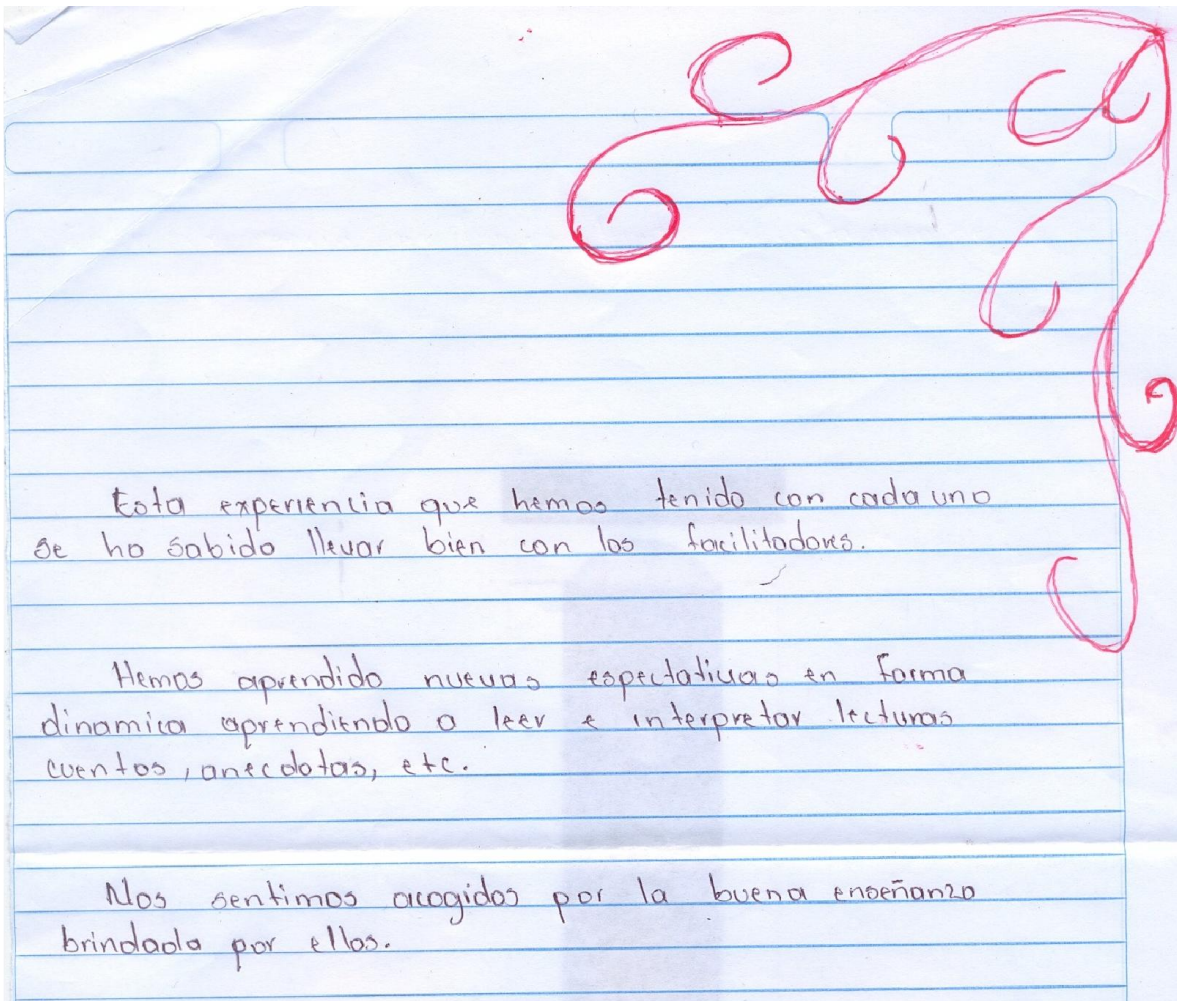
Grupo #2.

La clase nos parece dinamica y bonita porque estamos aprendiendo mucho a interpretar lecturas, temas muy bonitos lecturas que nos entretienen.

A parte estamos perdiendo el miedo a leer las lecturas, estamos perdiendo el miedo y la pena de hablar en publico.

3.2_C Students Comments

How can we encourage 11th grade students to improve their reading comprehension skill in English at high school Jose Marti in the evening session during the second semester 2014?



3.2_D Students Comments

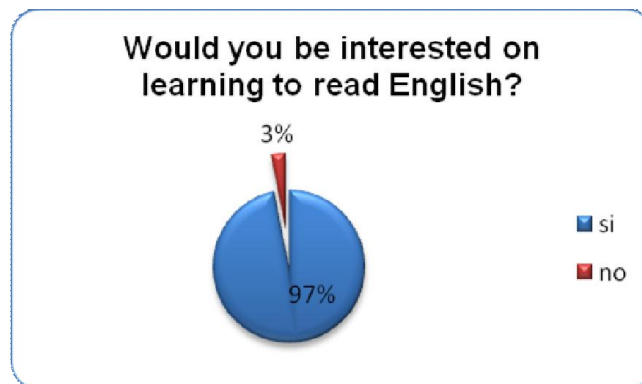
Here groups of 6 students were formed a short story was hand it out and they had to interpret the meaning and explained it to the whole group. Here they learn how to express the main idea of a reading text in their own words.

3.3 *EVALUATION*

ACHIEVEMENT

One of the accomplishments found on the period of the research was the acceptance and availability the students offered, allowing the research to be carried out without any trouble. Other was the coordination in order to manage the time that the school provide letting to proceed with the implementation of the techniques.

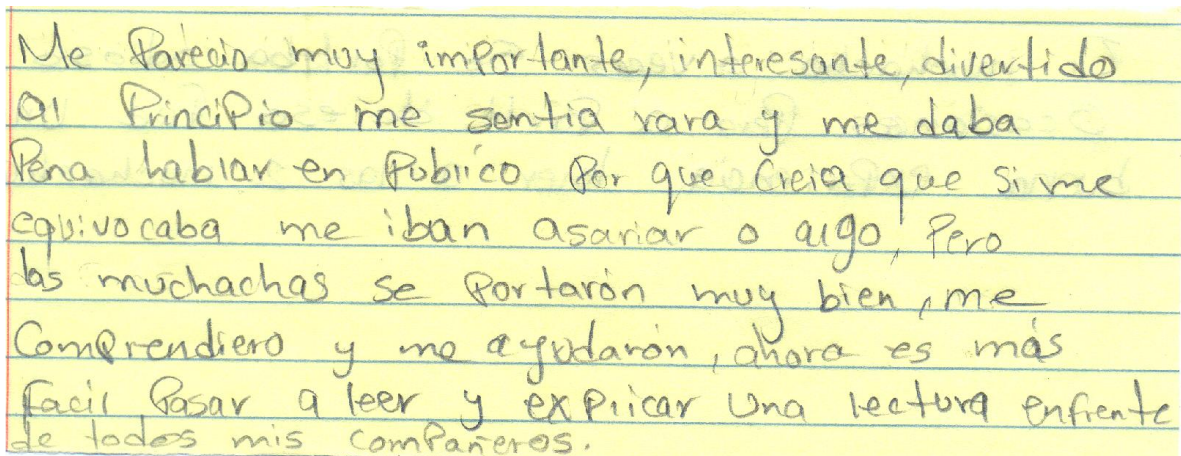
The next graph, shows that 97% of the students are eager to continue learning to read English not just for fulfill the requirement of the MINED in order to finish the year and graduate but to know how to read the proper way and use it not just to study but to have fun.



3.3.A

The most important achievement accomplish is that the students were inspire and happy they did not fill bored and all the classes were different all the time in addition they were motivated.

How can we encourage 11th grade students to improve their reading comprehension skill in English at high school Jose Marti in the evening session during the second semester 2014?



Me Parecio muy importante, interesante, divertido
Al Principio me sentia rara y me daba
Pena hablar en Publico por que Creia que si me
equivocaba me iban asariar o algo, Pero
las muchachas se Portaron muy bien, me
Comprendieron y me ayudaron, ahora es más
facil Pasar a leer y explicar Una lectura enfrente
de todos mis compañeros.

3.3.B Students Comments

DIFICULTIES

As it was stated before in the “causes of the problem”, the environment of the classes is one of the factors that affect the most the application of the research due to the lack of proper infrastructure of the school as it can be appreciated in the picture 3.3.2_D they are under construction and the students have to attend classes in other school that have the same problem of structure and can perceive in the picture that the rooms are one next to the other leaving the two classes together and the noise do not allow the students concentrate on the reading task.

Other of the problems the student have had is the poor vocabulary they present in the period of the reading task.

How can we encourage 11th grade students to improve their reading comprehension skill in English at high school Jose Marti in the evening session during the second semester 2014?



3.3.C, Difficulties

LESSONS

Since the start of the year 2014 in the class of “applied research” when the protocol was started in order to carry out the research for this second semester, have learn about all the problems the educational system has in Nicaragua and the difficulties the Nicaraguan teachers have to face up the classrooms, because not all of them have a degree in teaching English.

On another lesson acquired it can be mention that is important to keep improving the knowledge about English language and how to teach it to secondary level not just to fill up the plan the MINED provide, but also as it was observed before to focus on the motivation in students to make it interesting and fun, exciting, innovative, and interactive.

VALIDITY OF THE TECHNIQUES

It has been observed that the techniques can encourage students to learn and to perform well the task implemented during the research because the techniques used were interesting for the students like “reading aloud” on this techniques they lost all fear to read in front of the whole group, other was the help provided to them with the new vocabulary all this let the student to be more open to, and let the research follows the right path.

3.4 METODOLOGICAL CONTRIBUTIONS

At the end with the application of the techniques in the classroom to the students of 11th grade of the institute Jose Marti. It was found that the effective application of the techniques are important in the improvement of the reading skill therefore the utilization and well plan the classes before start is a proper way of organize it, and with the use of the techniques in the right order provide the best approach, of what it is search in the application of the techniques.

Although with the utilization of the techniques not just inside the classroom but also outside helped the improvement of the research because if problem is detected during the period of class it can be change or corrected for the future periods.

The application of the techniques in reading comprehension helped the students in not just to learn to read but to improve their way to recognize the material been read and extract the most important ideas from it,

Also to help the students with their vocabulary it is it recommended to use dynamics in class like the game of Crossword Puzzle with this method the students developed their comprehension in reading definitions (see attach Crossword Puzzle-Colors) in an entertaining manner.

On the period of the research it was noted that one of the techniques applied was well perceived and used by the students, “Reading Aloud”, the reason of this was that students show a great development on the skill, has they pointed out in their comments that they had lost all fear to be ashamed by the other students when they participate.

The activity used when they practice reading comprehension of a material given they used their imagination and then materialize it on a drawing besides they developed not just their ability in reading but also feel encourage to work in groups and share information with other students, this was successfully carried out.

3.5 RECOMMENDATIONS

To end with the research paper it is recommended to the English teachers to use more reading comprehension material suited to the student needs and the context they face in, allowing them to use their imagination in a sort of works of their real life. Also to uses planation techniques before starting the class this will help to develop a route to follow, and moreover to change the daily activities in order to developed the reading skill.

It is also recommended to follow the steps that are according to the authors sited in this research paper the most suitable to learn reading comprehension in English, the techniques used on this research are the most suitable for the students as it was found in the student of the 11th grade in the institute Jose Marti they are eager to continue learning, and it is also recommended to focus on the motivation a well-motivated student can perceive well the subject been read or study.

It is also suggested to the MINED to focus on the skill reading comprehension imparted to the students of public schools, and like other private schools start the English subject earlier in the first years, and to add more period of classes focusing on reading skill. Because with the growing commerce and tourism Nicaragua is facing it is suitable for the students to develop their English as a Second Language in order to have a better future.

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How can we encourage 11th grade students to improve their reading comprehension skill in English at high school Jose Marti in the evening session during the second semester 2014?

ANNEXES

Observation Guide

Date _____

General information of the School.

Name _____ shift _____

Adress _____ City _____

Objective: To observe and identify what methodological strategies the teacher used to improve the reading comprehension in students.

Schedule of Activities carried out in the school or out of school

Teacher's way	
Free time	class

Student's way	
Free time	Class

Activities developed during the class:

Resources:

- 1) How many students are in class?
- 2) Does the class room is comfortable, they have enough seats?
- 3) What kind of didactic material is used in the classroom?

A) Teachers

What are the strategies used by the teacher to improve the reading comprehension in students during the class?

What is the relationship between teacher-student?

How does the teacher control the classroom?

B) Student

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How do students react when the teacher apply the strategies during the class?

How do students react to strategies that the teacher uses in class to improve reading comprehension?

How do students organize themselves while working with the strategies in the class?

Interviewing the English Teacher

FAREM – Estelí

High-school Jose Marti La Trinidad year 2014, afternoon classes, 11th grade

Teacher Name: _____ Age: _____ date: _____

The general objective: To determine the most effective strategies to teach English reading as a foreign language in high school Jose Marti 11th grade in the evening session during the second semester 2014.

We will be performing an investigation of methodological strategies in the teaching-learning process of English focusing on reading skills. So it is very important your collaboration to achieve results that benefit the development of this research paper. You are encouraged to be as honest possible when answering the questions. Such information will be used only for the researchers:

1. How long have you been working as a teacher?
2. What kind of strategies do you use with students? can you name some.
3. What materials do you applied with the 11th grade students?
4. In the previous years have you found difficult in students comprehension of reading? Do you encourage students on improve their skills?
5. Does the lesson plan provided is made according to the academic level of the students? Support your answer.
6. How often do you receive training by the MINED? For English development.
7. In general, what other difficulties do you face as a teacher to develop your class?

Survey Guide for Students

FAREM-ESTELI -- Survey

General data

Filled by: _____

Name: _____ Grade: 11th

Date: __/__/2014

Jose Martí High School

Edad: _____

Sexo: M F

Dear Student, we are students from Farem- Estelí finishing our bachelor in English, in order to fulfill the requirements of the thesis protocol, we are doing a research about reading comprehension in students of 11th grade in the institute Jose Marti. The information that you give us would be useful please be precise.

1. Do you like English Class?

Yes No If not asks why?

2. How do you considered yourself in English classes?

Bad Good Berry good Excellent

3. Does the teacher use dynamics for the reading class?

Yes No

If the answer is Yes, Ask if he uses one of the following;

Individual Reading in pairs reading group Reading

4. What kind of materials does the teacher uses?

Whiteboard books None other

How can we encourage student to improve their reading comprehension in English at high school Jose Martí 11th grade in the evening session during the second semester 2014?

5. Do you feel motivated on learning to read a magazine, short stories, newspaper, a novel.

Yes No Some times

6. Do you read after classes?

Always Almost always Sometimes rarely never

7. Do you consider that in this period of classes you have improved reading?

yes No some

8. Would you be interested on learning to read English?

Yes No

9. What kind of materials would you like to use in class for improve your reading?

How can we encourage student to improve their reading comprehension in English at high school Jose Martí 11th grade in the evening session during the second semester 2014?

Lesson plan
General data
➤ School: National Institute Jose Marti.
➤ Grade: eleventh grade "B"
➤ Date: October 13 th 2014
➤ Subject: Foreign Language
➤ Unit: Reading Comprehension
➤ Theme: Read a short story and to interpret the reading in a drawing.
Achievement indicator
Students work in group, read a short story and to interpret the message.
Content
➤ Read and interpret a short story.
➤ Using flipchart to illustrate the reading
Initial activities
➤ Check attendance
➤ Review last topic
➤ Organize groups and give general orientation.
Development
➤ Students read a short story (Seeing Stars, I fly, Poul Cooks, Zachs Animals)
➤ Students' interpret the reading in a drawing.
➤ Students make a small exposition of his work (orally).
Evaluation
➤ Students feel motivate about his work.
➤ The greatest difficulty is the poor vocabulary.

Reading Activities

"Griffin's Talents"

Griffin plays the violin. He takes les sons after school on Tuesdays.

Griffin's violin teacher is Mr. Thomas. Mr. Thomas tells Griffin to practice every day. Griffin practices his violin on most days.

On the days Griffin does not practice his violin, he plays soccer with his friends or fixes old clocks for fun.

"You are a boy of many talents," Griffin's parents tell him. "That means you are good at doing many things."

Griffin likes it when his parents say this to him.

He loves playing the violin. He loves playing soccer. He loves fixing clocks.

Griffin loves to do many things, but he does not have the time to do them all every day.



“RUNNING”

Dieter loves to run. He runs in the morning. He runs in the afternoon. He runs in the evening. He runs at night. Dieter loves to run, but it hurts to run. When Dieter runs, it hurts. His legs hurt. His arms hurt. His back hurts. His head hurts. When Dieter runs, his whole body hurts. Then, Dieter starts thinking. He starts dreaming.

He dreams about his job. He dreams about his home. He dreams about his family. He dreams about his friends. He dreams about the world. At first, running hurts. No one likes it when it hurts. When it hurts, Dieter dreams about things that do not hurt.

This is why Dieter loves running. Running gives him the best dreams. Sometimes, Dieter forgets that he is running. Sometimes, he runs all morning. Sometimes, he runs all afternoon. Sometimes, he runs all night. Dieter runs and dreams.

1) What does Dieter love to do?

- A. He loves to run. C. He loves to think.
B. He loves to dream. D. He loves to hurt.

2) When Dieter runs, it hurts. What does this mean?

- A. He feels good.
B. He feels bad.

3) What does Dieter do while he is running?

- A. He dreams. C. He eats.
B. He sleeps. D. He drinks.

4) What does Dieter dream about?

- I. his job A. I only
II. his family B. I and II
III. his future C. II and III
D. I,II, and III

How can we encourage student to improve their reading comprehension in English at high school Jose Martí 11th grade in the evening session during the second semester 2014?

Disney nature
AFRICAN CATS

Based on the Disney feature film!

Another morning dawns on the vast African plains. A pride of lions is ready for the day.

This group lives on the savanna, a grassy plain with few trees. They are near a river where the lions often meet other animals.

A LION'S PRIDE

To read and get the new vocabulary from the pictures.



RIDDLES

1) Who makes it, has no need of it.

Who buys it, has no use for it.

Who uses it can neither see nor feel it.

What is it?

A) A coffin. B) A chair. C) A bed

2) There was a green house. Inside the green house there was a white house. Inside the white house there was a red house. Inside the red house there were lots of babies. What is it? A) Orange. B) Watermelon. C) Grape.

3) What kind of tree can you carry in your hand?

A) A palm. B) A pine. C) A rose

If you have me, you want to share me. If you share me, you haven't got me. What am I?

A) Secret. B) Moment C) Lie.

**I'm your uncle's brother,
But I'm not your uncle.**

What am I?

A) Son B) sister C) Your father

**It is on your head, And under your hat.
What is it?**

A) Your ear B) Your hair C) your eyes

Reading biography

Katia Cardenal

Katia Cardenal was born in Nicaragua in 1963. She became a fan of popular music at an early age. She began to perform in public with her brother, Salvador, when they were just 16. They called themselves the Duo Guardabarranco, She was not only recognized by people in her country, but also internationally by the supporters of Movimiento de la Nueva Canción Latinoamericana. She has released nine albums, Currently, she still gives concerts and continues doing her songs She lives with her husband and four kids in both Nicaragua and Norway. among the most popular songs are: Días De Amar (1991), Dale Una Luz (2007,), Casa Abierta (1994), Un Trago de Horizonte.

Answer the following questions

- 1. What do you think about katia cardenal?**
- 2. Where was she born?**
- 1. How many kids she has?**
- 4. Mention her most popular songs?**

To get the possible title to the text

American Black Bears live in the U.S., Canada, and Mexico. An American Black Bear can be up to seven feet tall if it stands on its hind legs. A mother Black Bear can have 2-4 baby bears. They have the bears in winter. The baby bears are called cubs. During the winter, the cubs stay with their mother in the bear den. During the summer, the cubs like to go outside. They like to run and play. The cubs drink milk provided by their mother. The cubs eat nuts, berries, and insects. The cubs also love to eat honey. During the winter, the cubs sleep in the den with their mothers. They rest all winter. The cubs will leave their mother the next summer. They will move away to start their own family.

Brown Bears live in the North. They live in Wyoming, Montana, Idaho, Washington, Alaska, Canada, and northern Eurasia. Brown Bears are very big. A Brown Bear can be up to ten feet tall if it stands on its hind legs. Like Black Bear cubs, Brown Bear cubs are born in winter. They drink milk until spring or summer. The mothers have 2-4 cubs. Brown Bear cubs stay with their mothers for 2-4 years. The adult females, called sows, teach them to hunt. They like to hunt at night. They like to hunt in large, open spaces. Brown Bears eat mostly fruits and vegetables, but they also hunt and eat other animal.

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Picture of the students working in the class



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CrossWord Puzzle-Colors

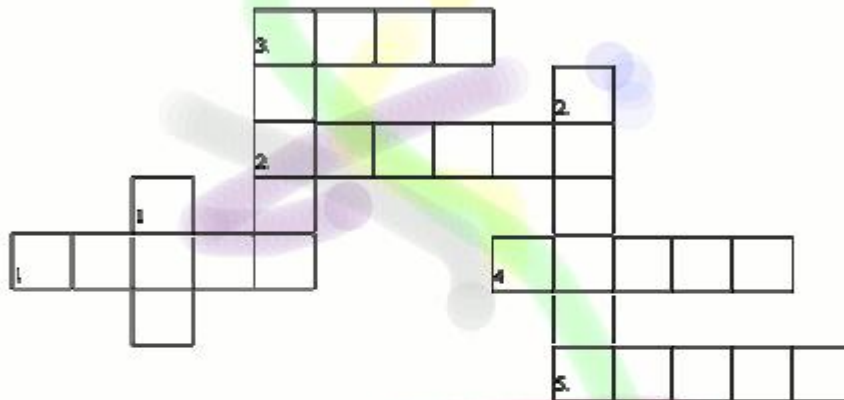
englishforeveryone.org

Name _____

Date _____

Beginning Crossword Puzzle - Colors

Directions: use the clues below to fill in the crossword puzzle with the correct words.



Across:

1. Grass, plants, and money are this color.
2. This color is also the name of a fruit.
3. The sky and the ocean are this color.
4. Streets, chalkboards, and tires are this color.
5. Clouds are this color.

Down:

1. This is the color of blood.
2. The sun is this color.
3. Coffee is this color.

How can we encourage student to improve their reading comprehension in English at high school Jose Martí 11th grade in the evening session during the second semester 2014?

Chronogram

⊕ AUGUST 2014

Sun.	Mon.	Tue.	Wed.	Thu.	Fri.	Sat.
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22 Elaboration of the Lesson Plan	23
24	25 ➤ In This class we explain the importance of reading comprehension. ➤ The students read saying and participate.	26	27	28	29	30
31						

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⊕ **SEPTEMBER2014**

Sun.	Mon.	Tue	Wed	Thu.	Fri.	Sat.
	1 Elaboration of the Lesson Plan	2 <ul style="list-style-type: none"> ➤ In this class we will give an article handed out. ➤ Students work in group and read about them. 	3	4	5 Elaboration of the Lesson Plan	6
7	8 Students work in group and read an article and working exercises	9 <ul style="list-style-type: none"> ➤ We give a short story. ➤ Students analyze the short story and explain that they understand about the short story. 	10	11	5 Elaboration of the Lesson Plan	13
14	15	16	17	18	19	20

How can we encourage student to improve their reading comprehension in English at high school Jose Martí 11th grade in the evening session during the second semester 2014?

21	<p style="text-align: right;">22</p> <ul style="list-style-type: none"> ➤ Students read a passage working exercises. ➤ Identify new vocabulary and answer question. 	<p style="text-align: right;">23</p> <ul style="list-style-type: none"> ➤ Students read a short story, working in group and identify the subtitle. 	<p style="text-align: right;">24</p>	<p style="text-align: right;">25</p>	<p style="text-align: right;">26</p> <p style="text-align: center;">Elaboration of the Lesson Plan</p>	<p style="text-align: right;">27</p>
28	<p style="text-align: right;">29</p> <ul style="list-style-type: none"> ➤ Students work individually on the assignment about reading. ➤ Students read and put the correct word in the missing spaces. 	<p style="text-align: right;">30</p> <ul style="list-style-type: none"> ➤ Students work in group and read celebrity biography and answer questions 				

How can we encourage student to improve their reading comprehension in English at high school Jose Martí 11th grade in the evening session during the second semester 2014?

✦ **OCTOBER 2014**

Sun.	Mon.	Tue	Wed	Thu.	Fri.	Sat
			1 Elaboration of the Lesson Plan	2	3	4
5	6 <ul style="list-style-type: none"> ➤ Students identify the meaning through games and put the right color in a game of crossword. ➤ We evaluate the students learning. 	7 <ul style="list-style-type: none"> ➤ Students read a dialogue and answer the questions. ➤ Students make comments about the work of the day 	8	9	10 Elaborati on of the Lesson Plan	11
12	13 <ul style="list-style-type: none"> ➤ Students work individually. ➤ Students read a riddle and guess the correct answer. 	14 <ul style="list-style-type: none"> ➤ Students read a short story and interpret the reading in a drawing. ➤ Students make(a 	15	16	17	18

How can we encourage student to improve their reading comprehension in English at high school Jose Martí 11th grade in the evening session during the second semester 2014?

		little and small) Exposition of his work. ➤ Evaluation the process during the class				
19	20	21 Work in group (acknowledgement)	22	23 Work in group (university)	24 Work in group (chronogram activities)	25
26	27	28	29	30	31	

How can we encourage student to improve their reading comprehension in English at high school Jose Martí 11th grade in the evening session during the second semester 2014?

NOVEMBER 2014

Sun.	Mon.	Tue	Wed	Thu.	Fri.	Sat.
						1
2	3 Work on the Recommendations	4	5 Work on the research paper	6	7 Work on the research paper	8
9	10	11	12 Work on the results of the research	13	14	15
16	17 Work on the results of the research	18	19	20	21	22
23	24	25	26 Work on the research paper	27	28	29
30						

How can we encourage student to improve their reading comprehension in English at high school Jose Martí 11th grade in the evening session during the second semester 2014?

DECEMBER 2014

Sun.	Mon.	Tue	Wed	Thu.	Fri.	Sat.
						1
2	3 Work on the research paper	4	5	6	7	8
9	10 Work on the research paper	11	12 Work on the research paper	13	14	15
16	17 Work on the research paper	18	19	20	21	22
23	24	25	26	27	28	29
30						