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ÁREA DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN

ENGLISH LANGUAGE CAREER

TITLE

**RE-TEACHING ACTIVITIES TO IMPROVE ENGLISH
READING COMPREHENSION AMONG STUDENTS OF 8TH
YEAR OF BASIC EDUCATION, AT UNIDAD EDUCATIVA
“MANUEL CABRERA LOZANO” IN LOJA CITY,
ACADEMIC PERIOD 2014-2015.**

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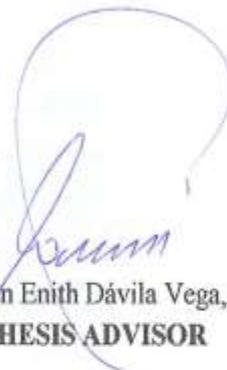
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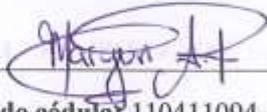
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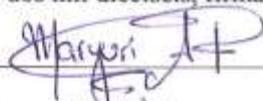
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THE AUTHOR

DEDICATION

I want to dedicate this work to my dear daughter María Sol, because she has given me the inspiration to finish one of the main goals in my life.

To my husband who is the love of my life and who has given me the best support throughout the development of this investigation.

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a. TITLE

RE-TEACHING ACTIVITIES TO IMPROVE ENGLISH READING
COMPREHENSION AMONG STUDENTS OF 8TH YEAR OF BASIC
EDUCATION AT UNIDAD EDUCATIVA “MANUEL CABRERA LOZANO”
IN LOJA CITY, ACADEMIC PERIOD 2014-2015.

b. RESUMEN

El objetivo general de este trabajo de investigación fue mejorar la comprensión de lectura en inglés con los estudiantes del 8vo año de educación básica de la Unidad Educativa “Manuel Cabrera Lozano” a través del uso de las actividades de re-enseñanza tales como: el modelado, las asociaciones de imágenes, el tutorial de computadora, manipulativos, organizador gráfico y la auto-evaluación de los alumnos. Para llevar a cabo este trabajo de investigación, se utilizaron los métodos científico, descriptivo, analítico-sintético, y el estadístico. También se utilizaron algunos instrumentos como la hoja de observación, diario de campo, y se aplicaron pruebas y cuestionarios a quince estudiantes. Cabe destacar que los resultados del trabajo de investigación fueron satisfactorios y significativos ya que el uso de las actividades de re-enseñanza mejoraron la comprensión de lectura en cuatro aspectos: la comprensión literal, inferencia, predicción y finalmente respuesta personal. Se concluye que las actividades de re-enseñanza contribuyeron a aumentar su nivel de comprensión de lectura en inglés y reforzar los contenidos en los que ellos mostraron mayor dificultad.

ABSTRACT

The general objective of this research work was to improve English reading comprehension among the students of eighth year of basic education at Unidad Educativa “Manuel Cabrera Lozano” through the use of re-teaching activities which included: modeling, picture associations, computer tutorials, manipulatives, graphic organizers and student self-assessments. To carry out this research work, the scientific, the descriptive, the analytic-synthetic, and the statistical methods were used. Some instruments such as observation sheets, field diaries, tests and questionnaires were applied to 15 students. Notably, the results of this research work were satisfactory and meaningful because the use of re-teaching activities improved reading comprehension in four aspects: literal comprehension, inference, prediction and finally personal response. To conclude, re-teaching activities helped students to increase their reading comprehension level in English and reinforce content that students found more difficult to understand.

c. INTRODUCTION

Reading comprehension is important for learning a new language, because if learners are able to comprehend a text in English, they easily get the information or message someone is trying to communicate in a written way. It is also important to mention that the English language is universal, so it affects too many areas of our life. For example education, health, business, shopping, etc. Only to indicate a daily life example think of medicine with specifications in English, it is necessary to read and comprehend the requirements; otherwise it can cause damage or other health problems. English reading comprehension also leads with a deep knowledge of other cultures, which includes the facility to travel around the world and to get familiar with the customs of different people. On the other hand, a lack of comprehension in reading leads to misinformation, misunderstanding and misinterpretation of certain information or messages.

For many learners is a real challenge to comprehend a text in English, most of the English learners do not comprehend or understand texts in English. This is why the researcher was motivated to investigate how do re-teaching activities improve English reading comprehension? Otherwise, students will continue failing to comprehend texts and as a consequence they will pass the years with no basis in the foreign language.

The specific objectives stipulated for developing this work were: To investigate the theoretical references about English reading comprehension and re-teaching activities to help students of eighth year, to diagnose the problems that limit the reading comprehension through the application of a pre-test, to design

an intervention plan with re-teaching activities to improve students reading comprehension, to apply the intervention plan as a part of the classroom activities in order to solve the limitations in the improvement of English reading comprehension and to evaluate the usefulness that re-teaching activities have inside the class to improve student's English reading comprehension.

The methods used were: the scientific method, which facilitated the study of appropriate re-teaching activities to improve reading comprehension, the descriptive method, which served to explain and analyze the object of investigation. The analytic- synthetic method, which was used to analyze and interpret the obtained result through the tests and finally the statistical method, which was important in making the quantitative statistical analysis of the data obtained from the tests.

The present research work contains several parts. At the beginning, there is the abstract, which contains the general objective, instruments, methods, main results and conclusions. Then, the introduction which includes a contextualization of the problem, the central problem, the reasons why the theme was chosen, the specific objectives of the research, the methodology and finally the content of the thesis. After that, the literature review, which contains the main theoretical references of the two variables: reading comprehension and re-teaching activities, which were useful to support this research work.

Then the section of materials and methods that contain a description of the design of the research, the instruments, techniques and population that have been used in the research. Next, the results section that describes the post test and pre-

post questionnaires findings organized in tables and graphics. Furthermore, each result contains an analysis and interpretation.

The discussion includes the major findings of the research, the meanings behind the results and reasons why the findings are relevant. The conclusions which were made based on the objectives that were set up at the beginning of the intervention, and the recommendations section includes some suggestions for teachers in order to improve their teaching practice.

d. LITERATURE REVIEW

Reading comprehension

Definition

G. Woolley (2011) says that reading comprehension is the process of making meaning from text. The main goal is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences. In understanding read text information children develop mental models, or representations of meaning of the text ideas during the reading process. There are two classes of mental models: a text-based model, which is a mental representation of the propositions of the text and a situation model consisting of what the text is perceived to be about.

Reading comprehension is a very complex cognitive activity. People who comprehend a text are not viewed as merely passive recipients of information but as active constructors of meaning. Reading Comprehension they draw upon and use their own background knowledge to construct a situation model of the understandings related to the text passage. To be effective, readers need to be actively engaged in the reading process by using their metacognitive skills to monitor and regulate their own meaning making processes. (Woolley, 2011)

On the other hand Snow (2002), defines reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. The process of understanding involves decoding the writer's words and then using background knowledge to construct an approximate understanding of the writer's message.

Types of reading comprehension

According to Richard R. Day and Jeong-suk Park (2005), there are six types of comprehension: literal comprehension, reorganization, inference, prediction, evaluation and personal response. For this research work, only four were used.

Literal comprehension

Literal comprehension refers to an understanding of the straightforward meaning of the text, such as facts, vocabulary, dates, times, and locations. Questions of literal comprehension can be answered directly and explicitly from the text.

Inference

Making inferences involves more than a literal understanding. Students may initially have a difficult time answering inference questions because the answers are based on material that is in the text but not explicitly stated. An example of a question that requires the reader to make an inference is: Are the authors of this article experienced language teachers? The answer is not in the text but there is information in a paragraph allows the reader to make good inferences. (Day and Jeong-suk Park, 2005)

Prediction

The fourth comprehension type, prediction, involves students using both their understanding of the passage and their own knowledge of the topic and related matters in a systematic fashion to determine what might happen next or after a story ends. Having students make predictions before they read the text is a pre-reading activity. We do not see this type of prediction as a type of comprehension.

Rather, it is an activity that allows students to realize how much they know about the topic of the text. (Day and Jeong-suk Park, 2005)

There are two varieties of prediction, while-reading and post- (after) reading. While-reading prediction questions differ from post-reading prediction questions in that students can immediately learn the accuracy of their predictions by continuing to read the passage. For example, students could read the first two paragraphs of a passage and then be asked a question about what might happen next. They can determine the answer by reading the remainder of the text.

In contrast, post-reading prediction questions generally do not have right answers and students cannot continue reading to confirm their predictions. However, predictions must be supported by information from the text. Generally, scholarly articles, such as this one, do not allow for post-reading prediction questions.

Other types of writing, such as fiction, are fertile ground for such questions. To illustrate, consider a romance in which the woman and man are married as the novel comes to a close. A post-reading prediction question might be: Do you think they will stay married? Why or why not? Depending on a variety of factors including evidence in the text and personal experiences of the reader, either a yes or a no answer could be justified. (Day and Jeong-suk Park, 2005)

Personal response

This type of comprehension requires readers to respond with their feelings for the text and the subject. The answers are not found in the text; they come strictly from the readers. While no personal responses are incorrect, they cannot be

unfounded; they must relate to the content of the text and reflect a literal understanding of the material.

Also, like evaluation questions, cultural factors may make some students hesitate to be critical or to disagree with the printed word. Teacher modeling of various responses is helpful in these situations. (Day and Jeong-suk Park, 2005)

Importance of Reading Comprehension

Lauren Leslie (2012), affirms that reading comprehension increase the pleasure and effectiveness of reading. Strong reading comprehension skills help in all the other subjects and in the personal and professional lives. The author also states that comprehension of what one reads is imperative for a child to be successful in school and specifically, for language learning. Children must be able to understand the context of the words in individual sentences and also understand multiple concepts when reading longer passages.

According Lauren Leslie (2012), reading comprehension is what allows the reader to interact with the text in a meaningful way. Reading comprehension is the crucial link to effective reading, a strong factor in our educational and professional lives. For many, reading comprehension also unlocks the door to a lifetime of reading recreation and enjoyment. Besides that reading comprehension is essential for language learning.

How to teach reading comprehension?

Adler (2001), points that good reading comprehension does not always come naturally and for that reason reading comprehension strategies must have five essential components like:

- **Teach vocabulary.** Vocabulary instruction can be taught in isolation, but it has to also be taught in context. Children have to know the essential vocabulary words they will encounter in reading, and they have to use those words in class, by hearing them, reading them and writing them. Vocabulary knowledge is essential to good comprehension. (Adler, 2001)
- **Practice pre-reading strategies with students.** Pre-reading consists of surveying or reviewing the material before it is read. Read the title and any headings within the material. Look at the pictures, too. Have students predict what they think the story might be about. Also, read any questions that will have to be answered at the end of the reading. This lets students know what information they will need to answer, and that helps them to pay more attention to critical information. Pre-reading helps to give more meaning to the information being read. (Adler, 2001)
- **Ask students to predict what will happen next or what the outcome will be at strategic points in the reading.** This creates anticipation. It helps children to pay attention to and relate new information. It also helps them to think more about what they have read. (Adler, 2001)
- **Encourage active reading with self-monitoring.** Reading is not just saying the words. Active reading is thinking about and processing what is being read. Active reading also requires self-monitoring. Students should be taught to stop for a couple of seconds at strategic points (like at the end of each page or at each section header) and ask themselves, "Do I know what I just read?" or "Can I say what I just read?" If the answer is no, they should re-read that section a little more

slowly and make sure they are actively thinking about it. If that still does not help, they should be taught to stop at that point and ask the teacher for help because there may be a concept they need help with. (Adler, 2001)

- **Manipulate the information that has been read.** Students should do more than just answer questions at the end of what was read. That is a way to check comprehension, but increasing comprehension needs to be more than that. Graphic organizers are a good way to categorize information and form relationships. Let students debate a question in the material to encourage them to think critically about it. Use a multisensory approach with seeing, saying, hearing, etc. to increase comprehension. Many strategies can be used for this purpose. (Adler, 2001)

How to assess reading comprehension?

Egmon (2008), suggests that before getting started, make sure that you have some idea of the student's reading level or projected abilities. She also mentions that you may assess student's comprehension by giving scores in four different categories--poor, adequate, good or excellent, depending on how well they were able to summarize the ideas in a text or show comprehension in general.

Questions to assess reading comprehension.

Richard R. Day and Jeong-suk Park (2005) suggest 5 forms of questions: yes/no questions, alternative questions, true or false questions, wh-questions, multiple choice questions.

- **Yes/no questions:** Yes/no questions are simply questions that can be answered with either yes or no.

- **Alternative questions:** Alternative questions are two or more yes/no questions connected with or.
- **True or false questions:** Questions may also take the form of true or false. While true or false questions are found frequently in commercially available materials, there is a potential danger in relying exclusively on them. As with yes/no questions, students have a 50% chance of guessing the correct answer. Teachers might simply accept a right answer, failing to ask why the answer is correct or the distracters (the wrong choices) are not correct.
- **Wh-questions:** Questions beginning with where, what, when, who, how, and why are commonly called wh-questions. In our experience, we have found that they are excellent in helping students with a literal understanding of the text, with reorganizing information in the text, and making evaluations, personal responses and predictions. They are also used as follow-ups to other questions forms, such as yes/no and alternative.

Re-teaching activities

Definition

Marzano (2006), mentions that re-teaching is an essential part of instruction that promotes student learning and motivation. Teachers should continuously monitor the progress of students to make sure the concepts and skills are mastered. When teachers identify students who have not understood the concepts presented, either by formal or informal assessments, they should then select re-teaching activities that present the content in a new or different way.

For re-teaching to be effective, however, teachers must use a different approach from the one they initially used, one that builds on previous activities but that focuses on the omissions or errors in student thinking that resulted from these activities. (Marzano & Associates, 2007)

Re-teaching components

K. O'Connor (2007), says that for re-teaching to be effective the following must be occur: A pre-test/post-test evaluation: it is an assessment tool that is administered at the beginning and at the end of a course. As a direct evaluation of student learning, this tool is used to assess the progress students make throughout the semester in total or in selected component areas of a course. Typically, faculty utilizes exams or rubrics to conduct this type of assessment.

When and where to use Re-teaching.

According Marzano (2007), re-teaching typically occurs in two situations: when introducing new content in a lesson and when reviewing previously taught content that students need for an upcoming lesson.

- **Introducing New Content in a Lesson:** When introducing new content, it is important that you continually monitor students' levels of understanding to determine whether immediate re-teaching is necessary. Periodically ask students to use various hand signals to assess understanding.

For example: thumbs up mean they understand the new content. Thumbs down means they don't understand. Thumbs held horizontal means they understand some parts and are confused regarding others. Questions asked should address key

aspects of the new content; an incorrect response would indicate severe misunderstanding. (Marzano & Associates, 2007)

- **Reviewing previously taught content that students need for an upcoming lesson:** The teacher has already taught the content; he or she now assumes that students understand it. This commonly takes place when the teacher reviews information or skills that students need before they can learn upcoming content.

The teacher might use a brief quiz or simply ask a series of questions. If these disclose errors or misconceptions, re-teaching is warranted. He or she could either ignore any plans to address new content and focus instead on student misunderstandings or group students temporarily on the basis of their needs.

In this small-group setting, the teacher would then briefly re-teach students who need more help to understand. Re-teaching should be done during class time and not viewed as punitive to students i.e., missing recess, staying after school, etc.

After re-teaching occurs, re-assessment opportunities should be offered for the student to demonstrate their learning and understanding. Re-assessments may be different from the original assessments to provide students different ways to demonstrate their understanding i.e., oral explanations, graphic organizers, pictures, etc.

Re-Assessing: is a process which should improve instruction and an occur more than once during re-teaching. For successful re-assessing to improve learning it must include the following: the provision of effective feedback to student, the active involvement of students in their own learning and the

adjustment of teaching to take into account the results of assessment. (Marzano & Associates, 2007)

Re-teaching activities

Jan Chappuis (2004), mentions that re-teaching activities may include, but are not limited to: modeling, picture associations, computer tutorial, manipulatives, graphic organizer and student self-assessment.

- **Modeling:** Bandura (1986), states that research has shown modeling as an effective instructional strategy that allows students to observe the teacher's thought processes. Using this type of instruction, teachers engage students in imitation of particular behaviors that encourage learning.

Teacher modeling in action suggests to think alouds: doing think alouds is a way for teachers to make their thinking "visible" to students. The teacher models the skill or strategy by verbalizing their thinking at each step. Posing questions and ideas along the way to get students to think about their ideas is another piece of think alouds. Think alouds are an effective way to model thinking skills for students so they can "see" what goes on in the teacher's mind as they are listening to a story, learning a new skill, or developing understanding of a new concept.

A type of modeling is task and performance modeling and it occurs when the teacher demonstrates a task students will be expected to do on their own. This type of modeling generally precedes activities like science experiments, foreign language communication, physical education tasks, and solving mathematical equations. This strategy is used so that students can first observe what is expected

of them, and so that they feel more comfortable in engaging in a new assignment.
(Bandura, 1986)

- **Picture association:** Vaughn & Bos (2009), assert that using a key picture to aid in identifying a word can be beneficial. This method allows the readers to associate the word with a visual image. It is on this premise that picture association techniques use key pictures to help students associate a spoken word with its written form.

The following procedures are specified from Vaughn & Bos (2009) who affirm that firstly its necessary to select words that the students are having difficulty identifying when reading, and then choosing words that are easily imaged, such as nouns, verbs, and adjectives. Write each word on a card (usually three to seven words).

After that, on a separate card, draw a simple picture, or find a picture and attach it to the card. In some cases, the students may want to draw their own pictures. Use the following procedure to teach the picture-word association, to begin, place each picture in front of the students, labeling each one as you present it. Have the students practice repeating the names of the pictures.

Then, place next to each picture the word it represents, again saying the name of the word. Have students practice saying the names of the words. After that have students match the words to the pictures and say the name of the word while matching it. Repeat this process until students easily match the pictures and words.

Next, place the words in front of the students, and have them identify the words as you say them. If they cannot identify the correct word, have them think of the picture to aid in their recognition. If they still cannot point to the word, show them the picture that goes with the word.

Following that, have students recall the words by showing the word cards one at a time. Again, if students cannot recall a word, have them think of the picture. If they still cannot think of the word, tell them to look at the picture that goes with the word. Continue this procedure until the students can identify all the words at an automatic level. The same record sheet as the one used for SWAP can be used for this procedure.

Finally, have students review the words on subsequent days and, most important, give them plenty of opportunities to read the words in text. When a student is reading and cannot identify a word, encourage the student to think of the picture.

For instance, picture association technique assists students in forming visual images that facilitate their identification of words. As with the sight word association procedure, this procedure should be used only as a supplemental technique, and students should be given ample opportunities to read the words in text. (Vaughn & Bos, 2009)

Computer tutorial: According Allen (2004) a computer tutorial is written for those who do not know very much about computers. The purpose of this basic computer tutorial is to help the reader better understand how to use their computer more effectively and safely. A basic computer tutorial gives some basic

information about hardware, operating systems, and programs in the first half to help the reader understand later information about files, e-mail and computer security practices. Depending on the reader's level of knowledge, some of the basic information may be skipped and the reader may refer to the terms page if they do not understand some of the terms.

- **Manipulatives:** The psychologist and special educator Woolley (2010), indicates that manipulatives are physical objects that are used as teaching tools to engage students in the hands-on learning. They can be used to introduce, practice, or remediate a concept. A manipulative may be as simple as grains of rice or as sophisticated as a model of our solar system. They may be store-bought, brought from home, or teacher- or student-made. They can be used in all areas of math instruction-teaching number and operations, algebra, geometry, measurement, and so on-and across all grade levels.

Using manipulatives is also a strategy that helps to increase reading comprehension, especially for students in the lower primary grades. Using manipulative objects helps making a story more concrete. This can be done through the use of puppets who act out the story or through simple objects such as picture cards that show settings or character feeling This also helps students move into the visualization strategy as well. (Woolley, 2010).

Importance of manipulatives: According to learning theory based on psychologist Jean Piaget's research, children are active learners who master concepts by progressing through three levels of knowledge--concrete, pictorial, and abstract. The use of manipulatives enables students to explore concepts at the

first, or concrete, level of understanding. When students manipulate objects, they are taking the necessary first steps toward building understanding and internalizing processes and procedures.

Manipulatives build comprehension skills by providing extensive practice using structured reading selections followed by activities that check comprehension. Some products focus on literal comprehension and others on critical reading. Manipulatives are ideal for fostering the cooperative learning that is so valuable for advancing viable text comprehension strategies (Piaget, 1958)

- **Graphic organizers:** According Jitendra & Gajria, (2008) graphic organizers are another popular strategy that can be used for most genres and can be adapted in many ways. They are commonly used for reading comprehension and there are many different types. Graphic organizers for reading comprehension are generally systems that help students organize what they are reading. Commonly used graphic organizers in the primary grades are for problems and solutions, cause and effect, comparing and contrasting, and sequential order.

Stagliano & Boon (2009) declare that a type of graphic organizer that is extremely common in low levels is the story map. A story map organizes story-grammar elements in a visual way. Each story-grammar element has a heading on a piece of paper that cues the students to fill in each element as they read a passage or selection. Generally, story elements include setting, events, characters, problems and solution. Story maps can have other elements, depending on the grade level of the student and the passage being read. Story maps encourage

students to read for the information that is most important in the story as well as help them remember it.

- **Student self-assessment:** Boud (1995), states that self-assessment requires students to reflect on their own work and judge how well they have performed in relation to the assessment criteria. The focus is not necessarily on having students generate their own grades, but rather providing opportunities for them to be able to identify what constitutes a good or poor piece of work. Some degree of student involvement in the development and comprehension of assessment criteria is therefore an important component of self-assessment.

The author mentioned above also says that self-assessment, allows us to tap into student differences in order to see how our teaching can respond to their needs. Several simple, transferable methods can be used at any point in a unit in order to promote reflection on learning and inform our instruction.

First method: Student Created Rubrics: Ask students to contribute to the creation of a rubric that defines success. A reading response task, a multi-modal presentation, or a group discussion leads to higher levels of learning when students are included in defining success.

Second method: Learning Contract: Ask students to create and agree to a learning contract at the beginning of a unit. The learning contract can define the learning goals, the "photo album" of evidence of learning, and agreed upon activities. At numerous times during the unit, ask students to revisit the contract, record new learning or muddy points and to get feedback from you or other peers.

Third method: Muddy Point Board: Designate an area in the room or a board for students to pin questions, muddy points, or topics they'd like the class to revisit. Asking students to periodically pick a question or comment from the board to discuss can build student ownership of learning.

Fourth method: Nameless Voice: Ask students to anonymously submit sample work to share with the class. Sample paragraphs on the overhead, a visual vocabulary card, or a ticket out the door quick write can all be samples of student work that the class or individual students can use. Ask students to write or discuss how the nameless voice is similar or different to their understanding.

Fifth method: Letter to a Future Student: At the conclusion of a unit, ask students to write a letter to a future student in the class explaining what they've learned in a unit or what to do when a text is difficult or what I've learned about my own learning that might help you, etc. Regardless of the topic, the medium provides useful feedback on student thinking and learning while promoting reflection on learning. (Boud, 1995)

e. MATERIALS AND METHODS

Materials

In this research work three kinds of resources were used: human, material and technical resources.

The human resources were the students, the thesis advisor, the researcher and the English teacher. The students who participated in the development of this research were fifteen students of eighth year of Basic Education. The thesis advisor was the one who gave suggestions about the different steps of the intervention plan. The researcher executed the intervention plan and the English teacher monitored students' work.

The material resources that were used in this research work were worksheets and flashcards. The worksheets were useful to develop classroom activities among the students and the flashcards to call student's attention in the different topics.

The technical resources were a personal computer, a flash memory and a projector. The personal computer was used to type the action research project and also the thesis. The flash memory served to save the whole information of the action research work and the projector was used to show the slides applied in the intervention plan.

Design of the research

The present research work was based on the Action Research proposed by Kemmis and McTaggart (2000), as a constructive enquiry, which was performed in order to understand, to evaluate and then to change a situation, connecting the research to practice. This design involves a self-reflective cycle of identifying a

problem, planning, changing, acting and observing the processes and consequences.

Methods

The methods used to carry out this action research work were: the scientific, the descriptive, the analytic synthetic and the statistical.

The scientific method

It facilitated the study of appropriate resources to improve reading comprehension. Also, it helped in the observations done before and during the intervention. This one was supported with gathered data to make relevant predictions about the possible solution.

The Descriptive method

It was useful to describe the different stages of the study and the kind of resources used by the researcher. It served to explain and analyze the object of investigation.

The Analytic-synthetic method

It was used to analyze and interpret the obtained result through the tests. It also helped to draw up the conclusions.

The Statistical method

It was used to make the quantitative statistical analysis of the data obtained from the tests and the qualitative data from the observations and teacher's diary. This research work also followed the process of an action research which includes planning, acting, observing and reflecting suggests, proposed by (Kemmis, 2000)

This process helped the researcher to see if any necessary modification or amendment was necessary to improve student's reading comprehension.

The process of the research was carried out systematically, by collecting data on one's everyday practice, analyzing it in order to draw conclusions about how future practice should be.

Techniques and instruments

To collect the data, tests, observations and a diary were designed and applied at the beginning, during and after the application of intervention plan.

Test

Two kinds of tests were used. At the beginning, a pre-test which contained three questions guided to determine students' reading level of reading comprehension in the foreign language. It was related with the topics that students have already studied. The same test was used as a post-test at the end of the intervention plan in order to know if students have improved the reading skill with the implementation of re-teaching activities.

Observation

Through the observation sheet the researcher observed the students' performance during the lesson. It was also used to determine what has happened in class and then it helped to analyze and reflect the findings when the plan ended.

Questionnaire

A questionnaire with two closed questions and three multiple choice questions was applied at the beginning and at the end of the intervention plan to collect qualitative information about Reading Comprehension and Re-teaching activities.

Field Diary

The researcher used a diary to record what happens in each lesson. It helped to write up the findings during the intervention, relevant events during the observation or particular situations that happened.

The post- questionnaire was used to collect students' progress about Reading Comprehension and Re-teaching activities developed during the intervention.

Population

The students of eighth year of basic education, parallel "A" were who participated in the development of this action research. The participants were 15 students between boys and girls. They were between twelve and thirteen years old.

f. RESULTS

This section details how the objectives of this action research work were fulfilled.

Objective one was achieved with the review of the theoretical references about the two variables of this research, reading comprehension and re-teaching activities which were useful to select the instruments, design a plan and analyze the results.

Objective two was accomplished with the pre- test results that are shown below in table 1, and which allowed to diagnose the problems that limited the reading comprehension among eighth year students.

Objective three was verified with the design of the intervention plan which included eight lessons with a variety of re-teaching activities as modeling, picture associations, computer tutorials, manipulatives, graphic organizers and student self-assessments, which were carried out during eight weeks to solve limitations in the improvement of English reading comprehension.

Objective four was corroborated with the results from the pre and post-questionnaires that are shown in tables 2, 3, 4, 5 and 6.

Objective five was accomplished with the post-test findings which are displayed in table 7 and served to evaluate the usefulness that re-teaching activities had inside the class to improve student's English reading comprehension.

Pre- Test Results

Objective two

To diagnose the difficulties that the students have in the categories of reading comprehension such as: literal comprehension, inference, prediction and personal response with 8th year students at Unidad Educativa “Manuel Cabrera Lozano”

a. Table 1

Pre-test Scores of Eighth Year Students in Reading Comprehension

Student's code	LC	I	P	PR	TOTAL
	/2.5	/2.5	/2.5	/2.5	/10
UEMCL 001	0	1.5	0	0	1.5
UEMCL 002	1.5	1.5	1.25	0	4.25
UEMCL 003	2.5	1.5	1	0	5
UEMCL 004	1	0	0	0	1
UEMCL 005	2	0	0	0	2
UEMCL 006	1.5	0	0	0	1.5
UEMCL 007	1	1	0	0	2
UEMCL 008	1	1	0	0	2
UEMCL 009	1	0	1	0	2
UEMCL 010	1	1	1.25	0	3.25
UEMCL 011	0	1.5	0	0	1.5
UEMCL 012	2.5	1	1	0	4.5
UEMCL 013	1	1.5	1	0	3.5
UEMCL 014	1.5	1	0	0	2.5
UEMCL 015	1	0	0	0	1
Mean	1.2	0.8	0.4	0	2.4

Note. UEMCL: Unidad Educativa “Manuel Cabrera Lozano”; 001= student's code; I= Inference
LC= Literal Comprehension P= Prediction PR= Personal Response

b. Interpretation and analysis

The total score mean presented in table 1 which is 2.4/10 shows that students have achieved a score mean below the expected level that was 8/10. Analyzing these results the highest score mean of 1.2/2.5 in literal comprehension evidence the low level (see grading scale p.114) students gathered in this aspect, which

did not permit them to understand the straightforward meaning of an English text. On the other hand, the lowest score mean was gotten in personal response 0/1, which showed the student's poor level because they were not able to answer questions in their own words. Consequently, the limitations in reading comprehension were related to answering personal response questions, inferring meaning from reading and predicting when they read texts. Related to this, Wooley (2010), mentions that the main goal of reading comprehension, is to gain an overall understanding of what is described in the text rather than obtaining meaning from isolated words. Learners need to use their own background knowledge to construct a situation model of the understandings related to the text passage.

Comparison of the Pre and Post- Questionnaires

Objective four

To apply a compilation of re-teaching activities as a teaching tool to solve the lack of understanding when reading English texts.

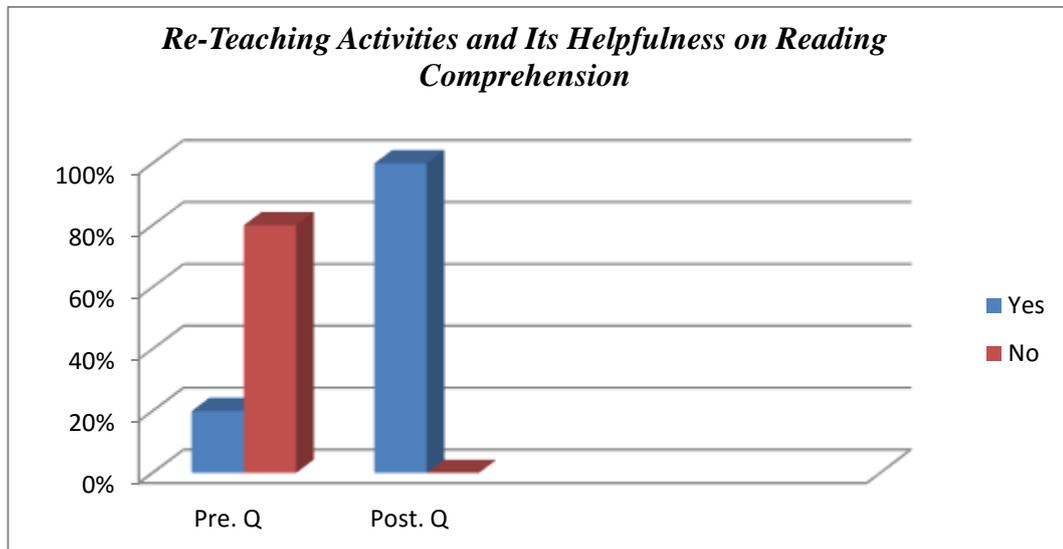
Question 1. Do you consider Re-teaching activities are helpful to improve English Reading Comprehension?

a. Table 2

Re-Teaching Activities and Its Helpfulness on Reading Comprehension

	Pre. Questionnaire		Post. Questionnaire	
	f	%	F	%
Yes	3	20	15	100
No	12	80	0	0
Total	15	100	15	100

b. Figure 1



c. Interpretation and analysis

The data collected from this question states that the majority of students, represented by 80% considered that re-teaching activities did not help them to improve their reading comprehension before the intervention plan because they did not use re-teaching activities to comprehend an English text. Comparing the starting with the final results, re-teaching activities applied throughout the development of the classes were reliable to improve English reading comprehension. Their perceptions increased from 20% to 100%

According to Marzano and Associates (2007) if teachers need to achieve students reading comprehension they must use a different activity from the one initially used, one that builds on previous activities but focuses on the improvement of reading comprehension aspects.

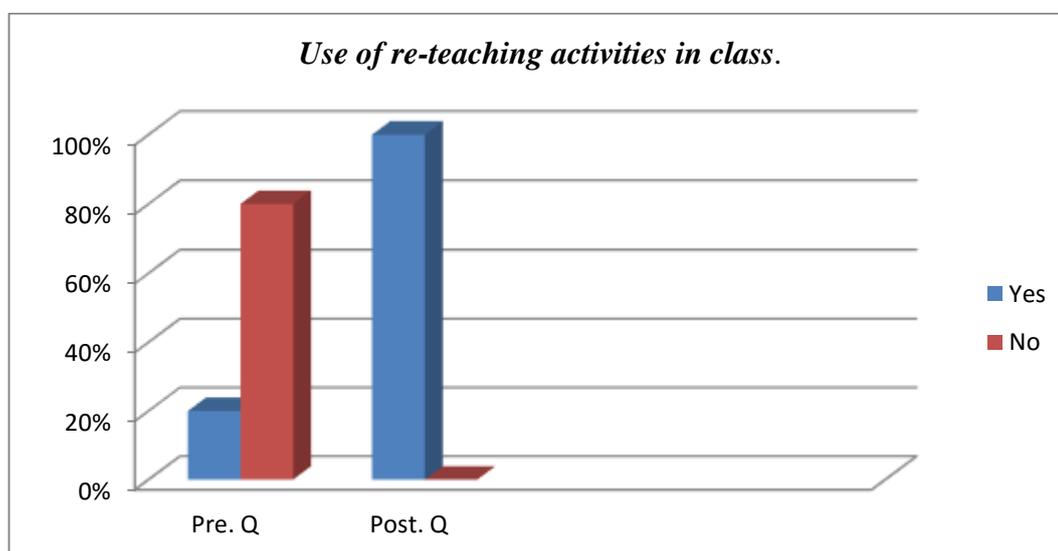
Question 2. Does your teacher use Re-teaching activities in the classes?

a. Table 3

Use of re-teaching activities in class.

	Pre. Questionnaire		Post. Questionnaire	
	f	%	f	%
Yes	3	20	15	100
No	12	80	0	0
Total	15	100	15	100

b. Figure 2



c. Interpretation and analysis

The data collected from this question states that the majority of students, represented by 80% agreed that re-teaching activities were not used all the time by the teacher before the intervention while only 20% of learners considered that re-teaching activities were used by their English teacher. It means that teachers were not prepared to use re-teaching activities when introducing a new content or helping the students with the content they failed to learn. Comparing the starting with the final results, after the intervention, student's perceptions increased

because students agreed that re-teaching activities have been used all the time by the teacher during the period of application and helped them to overcome their reading limitations. Their perceptions increased from 20% to 100%

As Marzano (2007) mentions re-teaching activities are effective to help students with content they failed to learn, also when introducing a new content and recommends re-teaching activities as a usual activity among English teachers.

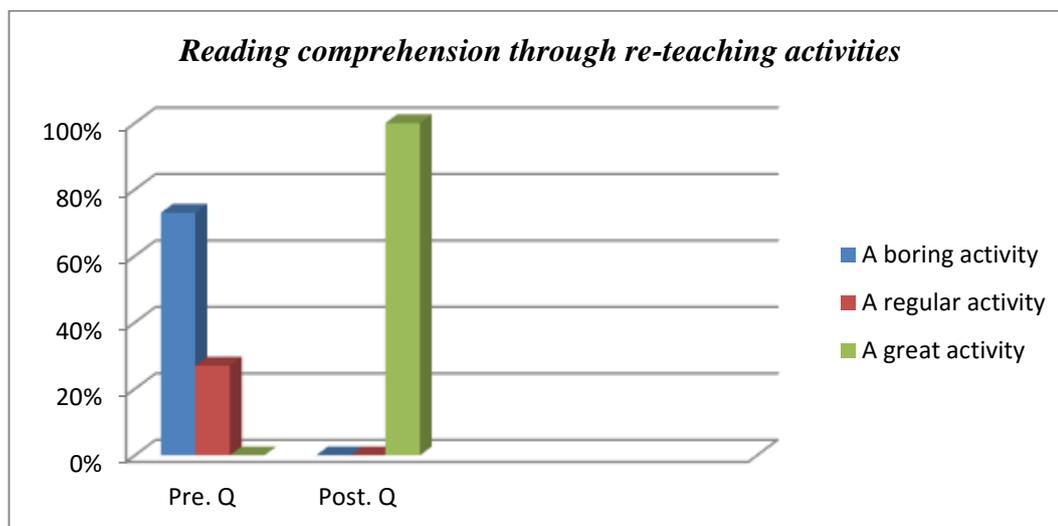
Question 3. In your opinion, reading comprehension through re-teaching activities is a boring activity, a regular activity or a great activity?

a. Table 4

Reading comprehension through re-teaching activities

	Pre. Questionnaire		Post. Questionnaire	
	F	%	f	%
A boring way to spend time	0	0	0	0
An OK way to spend time	11	73	0	0
A great way to spend time	4	27	15	100
Total	15	100	15	100

b. Figure 3



c. Interpretation and analysis

The data collected from this question states that 73% of students considered reading as a boring activity before the intervention. After the application of the intervention, the student’s perception increased totally from 0% to 100% of the students because they claimed that reading comprehension is a great activity. Related to this, Lauren Leslie (2012), states that reading comprehension increases the pleasure and effectiveness of reading.

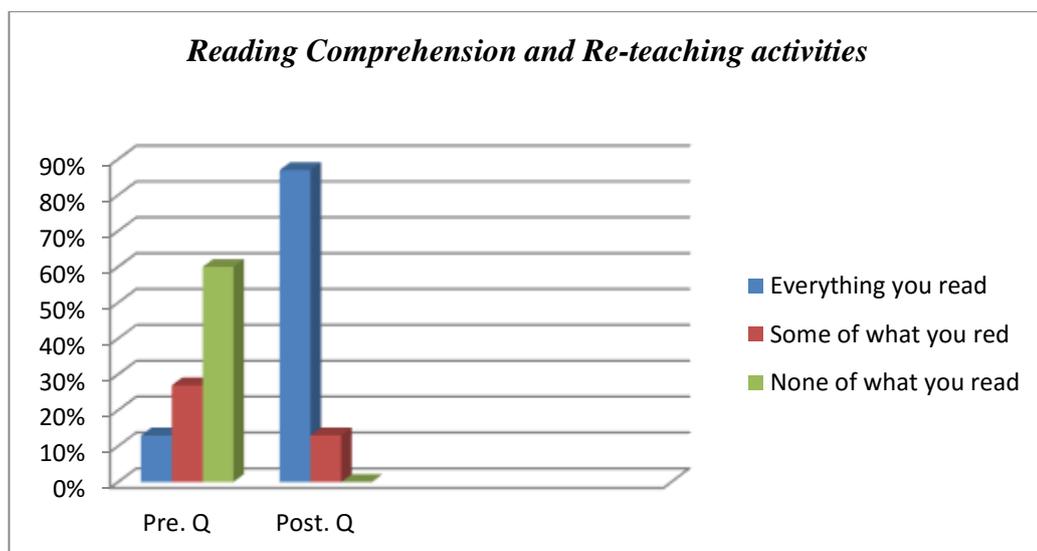
Question 4. Re-teaching activities allows you to understand: everything you read, some of what you read or none of what you read?

a. Table 5

Reading Comprehension and Re-teaching activities

	Pre. Questionnaire		Post. Questionnaire	
	f	%	f	%
Everything you read	2	13	13	87
Some of what you red	4	27	2	13
None of what you read	9	60	0	0
Total	15	100	15	100

b. Figure 4



c. Interpretation and analysis

The data collected from this question states that 60% of students did not understand the texts they used to read in English. Only 13% of the students were able to understand what they read. However, after the application of the re-teaching activities, such as modeling, picture associations, computer tutorial, manipulatives, graphic organizer and student's self-assessment the student's perception increased notably from 13% to 87% of students that agreed reading comprehension is a great activity because according to Marzano & Associates (2007), re-teaching activities provide students different ways to demonstrate their understanding answering literal comprehension questions, making inferences based on pictures, making predictions using manipulatives and answering personal response questions through a graphic organizer.

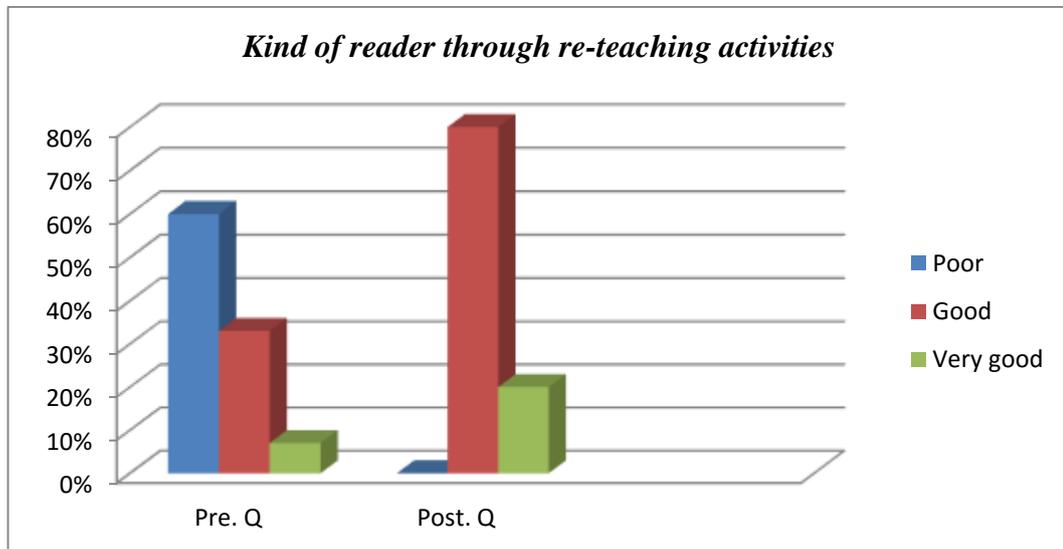
Question 5. After using re-teaching activities, you consider yourself as a: poor reader, good reader or a very good reader?

a. Table 6

Kind of reader through re-teaching activities

	Pre. Questionnaire		Post. Questionnaire	
	f	%	f	%
Poor	9	60	0	0
Good	5	33	12	80
Very good	1	7	3	20
Total	15	100	15	100

b. Figure 5



c. Interpretation and analysis

The data collected from this question show that the majority of students, represented by 60% considered themselves as poor readers, before re-teaching activities while only 7% considered themselves as very good readers. However, after the application of the re-teaching activities to improve reading comprehension, their perception increased to 80% expressing that they became good English readers. Linked to this affirmation, Allen (2004), claims that re-teaching activities motivate students to understand information from a text and become good readers.

Post-Test Results

Objective five

To evaluate the usefulness that re-teaching activities have inside the class to improve student's English reading comprehension.

a. Table 7

Post-test Scores of 8th Year Students on Reading Comprehension

	POST –TEST				
	LC	I	P	PR	TOTAL
Student's code	/2.5	/2.5	/2.5	/2.5	/10
UEMCL 001	2.5	2	1	2.5	8
UEMCL 002	2.5	2	1.5	1	7
UEMCL 003	2.5	2	1	2.5	8
UEMCL 004	2.5	1.5	1	2.5	7.5
UEMCL 005	2.5	2.5	1	2.5	8.5
UEMCL 006	2.5	1.5	1	2.5	9
UEMCL 007	2.5	1.5	2	2.5	8.5
UEMCL 008	2.5	2	2	2	8.5
UEMCL 009	2.5	1.5	2	2	8
UEMCL 010	2.5	2.5	2	2	9
UEMCL 011	2.5	1.5	2	2	8
UEMCL 012	2.5	2.5	1	2	8
UEMCL 013	2.5	2	1	2.5	8
UEMCL 014	2.5	2	1	2.5	8
UEMCL 015	2.5	1.5	2.5	2	8.5
Mean	2.5	2	1.5	2.5	8.5

Note. UEMCL: Unidad Educativa “Manuel Cabrera Lozano” ; 001= student's code; I= Inference LC= Literal Comprehension P= Prediction PR= Personal Response

b. Interpretation and analysis

The findings in table 7 demonstrated that students improved their English reading comprehension showed by the mean achieved 8.5/10 that is over the expected level 8/10. It could be said that re-teaching activities applied were successful because of the significant students improvement from a poor and low

level to an adequate and good level in the different aspects making use of these activities (see grading scale p.114)

The highest score means were for literal comprehension and personal response 2.5/2.5 which indicates that students are in an excellent level due to they were able to answer literal comprehension questions, understanding the straightforward meaning of English texts and answering questions with their own words. The lowest score was for prediction 1.5/2.5 because the students were not able to use their understanding of a passage and their own knowledge to determine what might happen in a story.

The findings reflect that students also improved in inference, combining a literal understanding of a text with their own knowledge or intuitions. According these findings, Richard R. Day and Jeong-suk Park (2005), stated that these types of comprehension in which students demonstrated an improvement are useful to help students become interactive readers, specially improving reading comprehension.

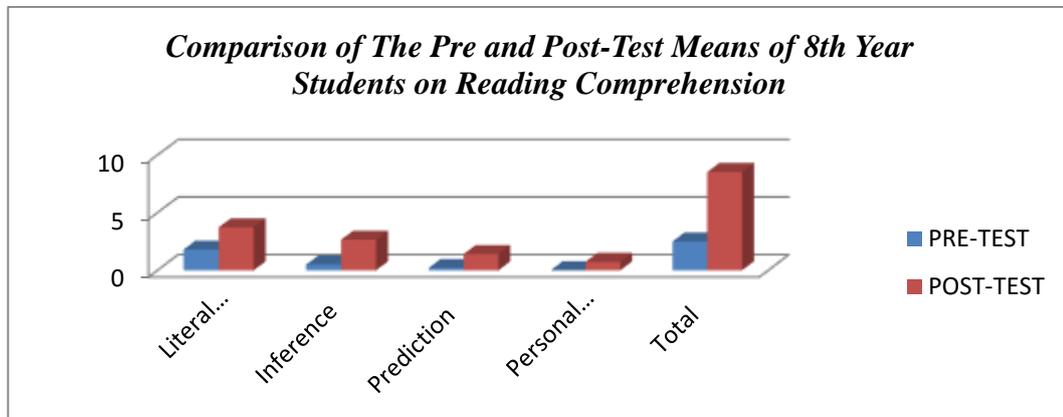
Comparing Pre-Post Test Means

a. Table 8

Comparison of The Pre and Post-Test Means of 8th Year Students on Reading Comprehension

	Pre-Test	Post-Test
Literal comprehension	1.2	2.5
Inference	0.8	2
Prediction	0.4	1.5
Personal response	0	2.5
Total	2.4	8.5

b. Figure 6



c. Interpretation and analysis

According to table 9, contrasting the score means of both pre and post-tests results, it could be said that at the beginning of the intervention plan the students could not get good or excellent scores. This was reflected by the means of 1.2/2.5 for literal comprehension, 0.8/2.5 for inference, 0.4/2.5 for prediction and 0/1 for personal response. After the intervention, students achieved an average mean over the expected level which was 8/10 being the highest scores for literal comprehension and personal response with the means of 2.5/2.5 while the lowest score was for prediction with a mean of 1.5/2.5 Associated to this affirmation, Lauren Leslie (2012), says that reading comprehension through re-teaching activities is improved allowing the reader to interact with the text in a meaningful way.

g. DISCUSSION

The current research work proposed re-teaching activities such as: modeling, picture associations, manipulatives, graphic organizer and computer tutorial to improve English reading comprehension. The application of these activities had a meaningful influence in the improvement of student's reading comprehension. This was revealed through the application of the pre and post-test and questionnaire which were applied to fifteen 8th year students of Unidad Educativa "Manuel Cabrera Lozano" and also through the notes taken from the researcher's field diary and observation sheets, which were useful to monitor student's reading comprehension. The intervention plan elaborated with re-teaching activities accomplished acceptable changes on student's reading comprehension. These changes in literal comprehension, inference, prediction and personal response can be described in the positive increase of the student's mean from the pre-test that was 2,4 and in the post-test which mean was 8,5. These results were corroborated by Marzano (2006), who states that re-teaching activities promotes students learning and motivation.

The pre-test demonstrated that the majority of the students had problems in all aspects evaluated. Thus, in literal comprehension, they were not able to answer questions directly and explicitly from an English text; related to inference, the students could not combine their literal understanding of a text with their own knowledge and intuitions; in prediction, it was difficult for students to determine what might happen next or after a story; in personal response they could not answer questions that came strictly from readers. In the post-test after the

intervention the findings indicated that the knowledge in the aspects mentioned before changed in a considerable way, being able to understand the straightforward meaning of a text such as facts, dates, times and locations and examine a text in its entirety moving from a sentence-by-sentence consideration of a text to a more global view. This way the results were excellent and even overcame the expected level (8/10)

In addition, it is important to mention while students worked towards re-teaching activities a noticeable improvement in their reading comprehension was showed between the beginning and the ending of the intervention plan. The learners improvement was slow in the first stages, but then, they progressively showed an improvement due to the fact that they were able to read and comprehend from short lines until understanding a paragraph. At the end all students felt enthusiastic about the application of re-teaching activities.

Furthermore, this research had some strengths and limitations while the intervention was applied that enriched and affected the successfulness of re-teaching activities. Some of the seen strengths in the application were that learners felt motivated when using re-teaching activities. They felt engaged in class with different re-teaching activities as picture associations, manipulatives, graphic organizers and computer tutorials.

The application of re-teaching activities contributed to improve English reading comprehension among the learners. They worked actively in pairs or groups with re-teaching activities because each re-teaching activity was selected to encourage reading without fears.

g. CONCLUSIONS

- There were different problems that limited reading comprehension of 8th year students. These problems were related to literal comprehension, inference, prediction and personal response. In literal comprehension, students did not identify facts, vocabulary, dates times or locations from a reading. In inference, they were not able to answer inference questions because the answers were in an English text but not explicitly stated. In prediction they did not use their understanding of a passage and their own knowledge of the topic to predict a story. In personal response they could not be critical, agreeing or disagreeing with certain affirmations or points of view. Another issue that limited English reading comprehension was that students did not like to read neither in English nor in Spanish.
- The implementation of re-teaching activities in the classroom reduced the students' limitations in reading comprehension meaningfully. It means students increased their collaboration in performing reading comprehension activities, understanding the straightforward meaning of a text, making predictions about a story or combining their literal understanding of a text with their own knowledge or intuitions.
- The student's attitude toward re-teaching activities was good because most of the time they collaborated and participated in the activities. It is also important to mention that re-teaching activities to improve reading comprehension were effective because at the end of the intervention plan, students were motivated

to improve their reading skills and understanding English texts without fearful or doubtfulness.

h. RECOMMENDATIONS

- Teachers should identify the weaknesses that students have in the English language learning, specifically in reading comprehension in order to plan interesting re-teaching activities according to students specific needs. These activities should include: modeling, picture associations, computer tutorials, manipulatives, graphic organizers and student self-assessments.
- Teachers should plan the class activities using re-teaching activities to get students involved in reading comprehension. In addition, re-teaching activities should be attractive for students, not so extensive and difficult to understand.
- Teachers should try to work most of the time with re-teaching activities because they give the opportunity to re-teach content students failed to learn.

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j. ANNEXES



UNIVERSIDAD NACIONAL DE LOJA

ÁREA DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN

ENGLISH LANGUAGE CAREER

THEME

**RE-TEACHING ACTIVITIES TO IMPROVE ENGLISH
READING COMPREHENSION AMONG STUDENTS OF
8TH YEAR OF BASIC EDUCATION, AT UNIDAD
EDUCATIVA “MANUEL CABRERA LOZANO” IN LOJA
CITY, ACADEMIC PERIOD 2014-2015.**

This thesis project as a previous requirement to obtain the Bachelor's Degree in Sciences of Education, English Language Specialization

AUTHOR

1859

MARYURI CECIBEL ANGAMARCA FIGUEROA

LOJA-ECUADOR

2015

a. THEME

RE-TEACHING ACTIVITIES TO IMPROVE ENGLISH READING COMPREHENSION AMONG STUDENTS OF 8TH YEAR OF BASIC EDUCATION, AT UNIDAD EDUCATIVA “MANUEL CABRERA LOZANO” IN LOJA CITY, ACADEMIC PERIOD 2014-2015.

b. PROBLEM STATEMENT

Background

The research work will be developed at Unidad Educativa “Manuel Cabrera Lozano”. It was created by order of the Honorable University Council of the Universidad Nacional de Loja, on September 28th, 1971. The institution was established as an extension of the Facultad de Ciencias de la Educación. It began its academic work with 15 teachers, being Lic. Mario Enrique Jimenez, its first principal”.

Unidad Educativa “Manuel Agustín Cabrera Lozano” is located on John F. Kennedy and Jose J. Palacios streets in Loja city. The teaching staff is 43 teachers distributed in different educational areas, which are qualified to carry out their functions, currently it has 847 students.

The mission of this Unidad Educativa is to offer integral formation to students who have studied all the way from elementary school to high school under a scientific conception of the world, society, science, knowledge and learning facilitating youth’s development of their creativity, responsibility, critical and reflexive attitude, moral and social values.

Current situation of the research problem:

Reading around the world, presented in a UNESCO-commissioned report (Education for All, 2014) estimates that 250 million children worldwide need reading support. In all societies and in all age groups, the implications of poor reading are both personal and societal. Research has shown convincingly that deficiencies in reading run in families (e.g., Wood & Grigorenko, 2001).

In Ecuador, the National Institute of Statistics and Censuses (INEC) conducted a survey in 2013, in which it was recorded that 27% of Ecuadorians do not have the reading habit. 56.8% is not interested in reading, while 31.7% do not for lack of time. A study by the Cámara Ecuatoriana Del Libro determined that the reading index of Ecuador is 0.5 books per year; that means that every inhabitant read half of a text in one year

This means that reading problems are also in Loja city, affecting different educational settings. The lack of the reading habit affects students' reading comprehension.

At Unidad Educativa "Manuel Cabrera Lozano", after observing the English classes, it could be said that students of 8th Year of Basic Education are facing reading comprehension problems especially in understanding the straightforward meaning of a text and inferring the information, this is combining their literal understanding of the text with their own knowledge and intuitions.

Therefore, in order to improve students' reading comprehension, researcher considers that "Re-teaching activities" as: modeling, picture associations,

computer tutorial, manipulatives, graphic organizer and student self-assessment will increase students' interest in reading.

Research problem

HOW DO RE-TEACHING ACTIVITIES IMPROVE THE ENGLISH READING COMPREHENSION AMONG 8TH YEAR OF BASIC EDUCATION AT UNIDAD EDUCATIVA "MANUEL CABRERA LOZANO"?

Delimitation of the problem

Temporal

This research will be carried out during the academic period September 2014- July 2015

Spatial

This research work will be developed at Unidad Educativa "Manuel Cabrera Lozano", which is located on Jonh F. Kennedy and Jose J. Palacios streets in Loja city.

Observation Units

The observation units in this research work are: English teacher of the Eight Year of Basic Education and students of Eight Year of Basic Education.

The Subproblems:

What kind of theoretical references about English reading comprehension and re-teaching activities are effective to help students of 8th year of Basic Education at Unidad Educativa "Manuel Cabrera Lozano"?

What are the difficulties that limit the students' improvement of English reading comprehension among students of 8th year of Basic Education at Unidad Educativa "Manuel Cabrera Lozano"?

What kind of resources could be helpful to contribute in the improvement of English reading comprehension among students of 8th year of Basic Education at Unidad Educativa "Manuel Cabrera Lozano"?

Which re-teaching activities are implemented to improve English reading comprehension among students of 8th year of Basic Education at Unidad Educativa "Manuel Cabrera Lozano"?

What was the effect that re-teaching activities have on the improvement of English reading comprehension among students of 8th year of Basic Education at Unidad Educativa "Manuel Cabrera Lozano"?

c. JUSTIFICATION

The purpose of this research work is to implement Re-teaching activities to improve English reading comprehension among students of eight year of Basic Education at Unidad Educativa “Manuel Cabrera Lozano” during the academic period 2014-2015”.

Re-teaching activities seek to ‘teach again’ but in a different way, content that students failed to learn” and it also increases student engagement and success. This research work is rather important because it intends to correct a student deficit and to provide learning support to pupils because through Re-teaching activities, teachers help students with the content that they are not clear.

This research work will help students to acquire strong basis in English reading comprehension, which is totally important learning a foreign language.

Also it is essential to develop this research work because it is a fundamental requisite that will allow the researcher to complete her Bachelor’s Degree in Sciences of Education, English Language Specialization.

d. OBJECTIVES

General Objective:

To improve English reading comprehension through the use of re-teaching activities among students of 8th year of Basic Education at Unidad Educativa “Manuel Cabrera Lozano” in Loja city. Academic period 2014-2015.

Specific Objectives

To investigate the theoretical references about English reading comprehension and re-teaching activities to help students of 8th year.

To diagnose the problems that limit the reading comprehension of 8th year students through the application of a pre-test.

To design an intervention plan with re-teaching activities to improve students reading comprehension.

To apply the intervention plan as a part of the classroom activities in order to solve the limitations in the improvement of English reading comprehension.

To evaluate the usefulness that re-teaching activities have inside the class to improve student’s English reading comprehension.

e. THEORETICAL FRAMEWORK

Reading comprehension

Definition

G. Wooley (2011) says that reading comprehension is the process of making meaning from text. The main goal is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences. In understanding read text information children develop mental models, or representations of meaning of the text ideas during the reading process. There are two classes of mental models: a text-based model, which is a mental representation of the propositions of the text and a situation model consisting of what the text is perceived to be about.

Reading comprehension is a very complex cognitive activity. Comprehenders are not viewed as merely passive recipients of information but as active constructors of meaning. Reading Comprehension they draw upon and use their own background knowledge to construct a situation model of the understandings related to the text passage. To be effective, readers need to be actively engaged in the reading process by using their metacognitive skills to monitor and regulate their own meaning making processes. (Wooley, 2011)

On the other hand Snow (2002:11) defines reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and

involvement with written language. The process of comprehending involves decoding the writer's words and then using background knowledge to construct an approximate understanding of the writer's message.

Types of reading comprehension

According to Richard R. Day and Jeong-suk Park (2005), there are six types of comprehension: literal comprehension, reorganization, inference, prediction, evaluation and personal response. The six types of comprehension that authors propose and discuss are based on their experiences in teaching reading and developing materials. They do not intend this taxonomy to cover all possible interpretations of comprehension; they have found the six types to be useful in helping our students become interactive readers.

Literal comprehension

Literal comprehension refers to an understanding of the straightforward meaning of the text, such as facts, vocabulary, dates, times, and locations. Questions of literal comprehension can be answered directly and explicitly from the text.

Reorganization

The next type of comprehension is reorganization. Reorganization is based on a literal understanding of the text; students must use information from various parts of the text and combine them for additional understanding. For example, we

might read at the beginning of a text that a woman named Maria Kim was born in 1945 and then later at the end of the text that she died in 1990. In order to answer this question, How old was Maria Kim when she died? the student have to put together two pieces of information that are from different parts of the text.

Questions that address this type of comprehension are important because they teach students to examine the text in its entirety, helping them move from a sentence-by-sentence consideration of the text to a more global view. In our experience, students generally find reorganization questions somewhat more difficult than straightforward literal comprehension questions. (Day and Jeong-suk Park, 2005)

Inference

Making inferences involves more than a literal understanding. Students may initially have a difficult time answering inference questions because the answers are based on material that is in the text but not explicitly stated. An inference involves students combining their literal understanding of the text with their own knowledge and intuitions.

An example of a question that requires the reader to make an inference is: Are the authors of this article experienced language teachers? The answer is not in the text but there is information in a paragraph allows the reader to make a good inferences. (Day and Jeong-suk Park, 2005)

Prediction

The fourth comprehension type, prediction, involves students using both their understanding of the passage and their own knowledge of the topic and related matters in a systematic fashion to determine what might happen next or after a story ends.

There are two varieties of prediction, while-reading and post- (after) reading. While-reading prediction questions differ from post-reading prediction questions in that students can immediately learn the accuracy of their predictions by continuing to read the passage. For example, students could read the first two paragraphs of a passage and then be asked a question about what might happen next. They can determine the answer by reading the remainder of the text.

In contrast, post-reading prediction questions generally have no right answers in that students cannot continue to read to confirm their predictions. However, predictions must be supported by information from the text. Generally, scholarly articles, such as this one, do not allow for post-reading prediction questions.

Other types of writing, such as fiction, are fertile ground for such questions. To illustrate, consider a romance in which the woman and man are married as the novel comes to a close. A post-reading prediction question might be: Do you think they will stay married? Why or why not? Depending on a variety of factors including evidence in the text and personal experiences of the reader, either a yes or a no answer could be justified.

Having students make predictions before they read the text is a pre-reading activity. We do not see this type of prediction as a type of comprehension. Rather, it is an activity that allows students to realize how much they know about the topic of the text. (Day and Jeong-suk Park, 2005)

Evaluation

The fifth type of comprehension, evaluation, requires the learner to give a global or comprehensive judgment about some aspect of the text. For example, a comprehension question that requires the reader to give an evaluation of this article is: How will the information in this article be useful to you? In order to answer this type of question, students must use both a literal understanding of the text and their knowledge of the text's topic and related issues. Some students, because of cultural factors, may be reluctant to be critical or to disagree with the printed word. In such circumstances, the teacher might want to model possible answers to evaluation questions, making sure to include both positive and negative aspects. (Day and Jeong-suk Park, 2005)

Personal response

The sixth type of comprehension, personal response, requires readers to respond with their feelings for the text and the subject. The answers are not found in the text; they come strictly from the readers. While no personal responses are incorrect, they cannot be unfounded; they must relate to the content of the text and reflect a literal understanding of the material.

An example of a comprehension question that requires a personal response is: What do you like or dislike about this article? Like an evaluation question, students have to use both their literal understanding and their own knowledge to respond.

Also, like evaluation questions, cultural factors may make some students hesitate to be critical or to disagree with the printed word. Teacher modeling of various responses is helpful in these situations. (Day and Jeong-suk Park, 2005)

Importance of Reading Comprehension

Lauren Leslie (2012) affirms that reading comprehension increase the pleasure and effectiveness of reading. Strong reading comprehension skills help in all the other subjects and in the personal and professional lives. The author also states that comprehension of what one reads is imperative for a child to be successful in school and specifically, for language learning. Children must be able to understand the context of the words in individual sentences and also understand multiple concepts when reading longer passages.

According Lauren Leslie (2012) reading comprehension is what allows the reader to interact with the text in a meaningful way. Reading comprehension is the crucial link to effective reading, a strong factor in our educational and professional lives. For many, reading comprehension also unlocks the door to a lifetime of reading recreation and enjoyment. Besides that reading comprehension is essential for language learning.

How to teach reading comprehension?

Adler (2001) points that good reading comprehension does not always come naturally and for that reason reading comprehension strategies must have five essential components like:

Teach vocabulary. Vocabulary instruction can be taught in isolation, but it has to also be taught in context. Children have to know the essential vocabulary words they will encounter in reading, and they have to use those words in class, by hearing them, reading them and writing them. Vocabulary knowledge is essential to good comprehension. (Adler, 2001)

Practice pre-reading strategies with students. Pre-reading consists of surveying or reviewing the material before it is read. Read the title and any headings within the material. Look at the pictures, too. Have students predict what they think the story might be about. Also, read any questions that will have to be answered at the end of the reading. This lets students know what information they will need to answer, and that helps them to pay more attention to critical information. Pre-reading helps to give more meaning to the information being read. (Adler, 2001)

Ask students to predict what will happen next or what the outcome will be at strategic points in the reading. This creates anticipation. It helps children to pay attention to and relate new information. It also helps them to think more about what they have read. (Adler, 2001)

Encourage active reading with self-monitoring. Reading is not just saying the words. Active reading is thinking about and processing what is being read. Active reading also requires self-monitoring. Students should be taught to stop for a couple of seconds at strategic points (like at the end of each page or at each section header) and ask themselves, "Do I know what I just read?" or "Can I say what I just read?" If the answer is no, they should re-read that section a little more slowly and make sure they are actively thinking about it. If that still does not help, they should be taught to stop at that point and ask the teacher for help because there may be a concept they need help with. (Adler, 2001)

Manipulate the information that has been read. Students should do more than just answer questions at the end of what was read. That is a way to check comprehension, but increasing comprehension needs to be more than that. Graphic organizers are a good way to categorize information and form relationships. Let students debate a question in the material to encourage them to think critically about it. Use a multisensory approach with seeing, saying, hearing, etc. to increase comprehension. Many strategies can be used for this purpose. (Adler, 2001)

How to assess reading comprehension?

Egmon (2008) suggests that before getting started, make sure that you have some idea of the student's reading level or projected abilities. She also mentions that you may assess student's comprehension by giving scores in four different

categories--poor, adequate, good or excellent, depending on how well they were able to summarize the ideas in a text or show comprehension in general.

Questions to assess reading comprehension.

Richard R. Day and Jeong-suk Park (2005) suggest 5 forms of questions: yes/no questions, alternative questions, true or false questions, wh-questions, multiple choice questions.

Yes/no questions: Yes/no questions are simply questions that can be answered with either yes or no. For example, Is this article about testing reading comprehension? This is a common form of comprehension question, but it has the drawback of allowing the student a 50% chance of guessing the correct answer. So when using yes/no questions, we recommend following up with other forms of questions to ensure that the student has understood the text.

Yes/no questions can be used to prompt all six types of comprehension. When yes/no questions are used with personal response or evaluation, other forms of questions seem to follow readily. For example, Did you like this article? Why? The follow-up questions may be more useful in helping students than the initial yes/no questions. (Day and Jeong-suk Park, 2005)

Alternative questions: Alternative questions are two or more yes/no questions connected with or: for example, Does this article focus on the use of questions to teach reading comprehension or to test reading comprehension?

Similar to yes/no questions, alternative questions are subject to guessing, so the teacher may want to follow up with other forms discussed in this section.

Alternative questions have worked best for us with literal, reorganization, inference, and prediction types of comprehension. We have found that they do not lend themselves as well to evaluation and personal response. (Day and Jeong-suk Park, 2005)

True or false questions: Questions may also take the form of true or false. While true or false questions are found frequently in commercially available materials, there is a potential danger in relying exclusively on them. As with yes/no questions, students have a 50% chance of guessing the correct answer. Teachers might simply accept a right answer, failing to ask why the answer is correct or the distracters (the wrong choices) are not correct.

An example of a true or false question focusing on literal comprehension is: Is this statement true or false?: The authors believe that the use of well-designed comprehension questions will help students become better readers. True or false questions are difficult to prepare. The false answers must be carefully designed so as to exploit potential misunderstandings of the text. False answers that are obviously incorrect do not help teach comprehension because students do not have to understand the text to recognize them as incorrect. True or false questions may also be hard to write because sometimes, as written, both answers are plausible, regardless of the degree of comprehension of the text.

Like yes/no questions, true or false questions can be used to prompt all six types of comprehension. When used with personal response or evaluation, follow-up tasks are sometimes necessary. To illustrate, a personal response question about this article might be: Is this statement true or false? I like this article. Explain your choice. (Day and Jeong-suk Park, 2005)

Wh- questions: Questions beginning with where, what, when, who, how, and why are commonly called wh-questions. In our experience, we have found that they are excellent in helping students with a literal understanding of the text, with reorganizing information in the text, and making evaluations, personal responses and predictions. They are also used as follow-ups to other questions forms, such as yes/no and alternative.

In particular, wh- questions with how/why are often used to help students to go beyond a literal understanding of the text. As beginning and intermediate readers are often reluctant to do this, using how/why questions can be very helpful in aiding students to become interactive readers.

Multiple-choice questions: Multiple-choice questions are based on other forms of questions. They can be, for example, a wh-question with a choice. The multiple-choice format may make wh-questions easier to answer than no-choice wh-questions because they give the students some possible answers. Students might be able to check the text to see if any of the choices are specifically discussed, and then make a choice.

Multiple-choice questions may be used most effectively, in our experience, with literal comprehension. They can also be used with prediction and evaluation. However, when used for these types of comprehension, we suggest using follow-up activities that allow students to explain their choices.

As with true or false questions, developing good multiple-choice questions requires careful thought. We have found that developing a question with four choices works best for students with low proficiency in the target language. One of the four, obviously, is the desired answer; the others should be seemingly plausible responses. (Day and Jeong-suk Park, 2005)

Re-teaching activities

Definition

Marzano (2006) mentions that re-teaching is an essential part of instruction that promotes student learning and motivation. Teachers should continuously monitor the progress of students to make sure the concepts and skills are mastered. When

teachers identify students who have not understood the concepts presented, either by formal or informal assessments, they should then select re-teaching activities that present the content in a new or different way.

In addition Marzano and Associates (2007) express that re-teaching means ‘teaching again’ content that students failed to learn”. This author states that educators have used the term re-teaching informally for decades. Madeline Hunter is credited with introducing the term in the 1980s within her framework for mastery teaching. Although the term lives on in many district curriculum guides, professional literature rarely addresses it.

For re-teaching to be effective, however, teachers must use a different approach from the one they initially used, one that builds on previous activities but that focuses on the omissions or errors in student thinking that resulted from these activities. (Marzano and Associates 2007)

Re-teaching components

K. O’Connor (2007) says that for re-teaching to be effective the following must be occur: A pre-test/post-test evaluation: it is an assessment tool that is administered at the beginning and at the end of a course. As a direct evaluation of student learning, this tool is used to assess the progress students make throughout the semester in total or in selected component areas of a course. Typically, faculty utilize exams or rubrics to conduct this type of assessment.

Formal assessment: it contains data which support the conclusions made from the test. These types of tests are known as standardized measures. These tests have been tried before on students and have statistics which support the conclusion such as the student is reading below average for his age. The data is mathematically computed and summarized. Scores such as percentiles, stanines, or standard scores are mostly commonly given from this type of assessment.

Informal: are not data driven but rather content and performance driven. For example, running records are informal assessments because they indicate how well a student is reading a specific book. Scores such as 10 correct out of 15, percent of words read correctly, and most rubric scores; are given from this type of assessment.

Data Analysis: it is a process of inspecting, cleaning, transforming, and modeling data with the goal of discovering useful information, suggesting conclusions, and supporting decision-making. Data analysis has multiple facets and approaches, encompassing diverse techniques under a variety of names, in different business, science, and social science domains.

Plan of Action: In some ways, an action plan is a "heroic" act: it helps us turn our dreams into a reality. An action plan is a way to make sure your organization's vision is made concrete. It describes the way your group will use its strategies to meet its objectives. An action plan consists of a number of action steps or changes to be brought about in your community. (K. O'Connor, 2007)

When and where to use Re-teaching.

According Marzano (2007) re-teaching typically occurs in two situations: when introducing new content in a lesson and when reviewing previously taught content that students need for an upcoming lesson.

Introducing New Content in a Lesson: When introducing new content, it is important that you continually monitor students' levels of understanding to determine whether immediate re-teaching is necessary. Periodically ask students to use various hand signals to assess understanding.

For example: thumbs up mean they understand the new content. Thumbs down means they don't understand. Thumbs held horizontal means they understand some parts and are confused regarding others. Questions asked should address key aspects of the new content; an incorrect response would indicate severe misunderstanding. (Marzano and Associates 2007)

Reviewing previously taught content that students need for an upcoming lesson: The teacher has already taught the content; he or she now assumes that students understand it. This commonly takes place when the teacher reviews information or skills that students need before they can learn upcoming content.

The teacher might use a brief quiz or simply ask a series of questions. If these disclose errors or misconceptions, re-teaching is warranted. He or she could either ignore any plans to address new content and focus instead on student misunderstandings or group students temporarily on the basis of their needs.

In this small-group setting, the teacher would then briefly re-teach students who need more help to understand. Re-teaching should be done during class time and not viewed as punitive to students (i.e., missing recess, staying after school, etc.)

After re-teaching occurs, re-assessment opportunities should be offered for the student to demonstrate their learning and understanding. Re-assessments may be different from the original assessments to provide students different ways to demonstrate their understanding (i.e., oral explanations, graphic organizers, pictures, etc).

Re-Assessing: is a process which should improve instruction and an occur more than once during re-teaching. For successful re-assessing to improve learning it must include the following: the provision of effective feedback to student, the active involvement of students in their own learning and the adjustment of teaching to take into account the results of assessment. (Marzano and Associates 2007)

Re-teaching activities

Jan Chappuis (2004) mentions that re-teaching activities may include, but are not limited to: modeling, picture associations, computer tutorial, manipulatives, graphic organizer and student self-assessment.

Modeling: Bandura (1986) states that research has shown modeling as an effective instructional strategy that allows students to observe the teacher's thought processes. Using this type of instruction, teachers engage students in imitation of particular behaviors that encourage learning.

Teacher modeling in action suggests to think alouds: doing think alouds is a way for teachers to make their thinking "visible" to students. The teacher models the skill or strategy by verbalizing their thinking at each step. Posing questions and ideas along the way to get students to think about their ideas is another piece of think alouds. Think alouds are an effective way to model thinking skills for students so they can "see" what goes on in the teacher's mind as they are listening to a story, learning a new skill, or developing understanding of a new concept.

A type of modeling is task and performance modeling and it occurs when the teacher demonstrates a task students will be expected to do on their own. This type of modeling generally precedes activities like science experiments, foreign language communication, physical education tasks, and solving mathematical equations. This strategy is used so that students can first observe what is expected of them, and so that they feel more comfortable in engaging in a new assignment. (Bandura, 1986)

Picture association: Vaughn & Bos (2009) assert that using a key picture to aid in identifying a word can be beneficial. This method allows the readers to associate the word with a visual image. It is on this premise that picture

association techniques use key pictures to help students associate a spoken word with its written form.

The following procedures are specified from Vaughn & Bos (2009) who affirm that firstly its necessary to select words that the students are having difficulty identifying when reading, and then choosing words that are easily imaged, such as nouns, verbs, and adjectives. Write each word on a card (usually three to seven words).

After that, on a separate card, draw a simple picture, or find a picture and attach it to the card. In some cases, the students may want to draw their own pictures. Use the following procedure to teach the picture-word association, to begin, place each picture in front of the students, labeling each one as you present it. Have the students practice repeating the names of the pictures.

Then, place next to each picture the word it represents, again saying the name of the word. Have students practice saying the names of the words. After that have students match the words to the pictures and say the name of the word while matching it. Repeat this process until students easily match the pictures and words.

Next, place the words in front of the students, and have them identify the words as you say them. If they cannot identify the correct word, have them think of the picture to aid in their recognition. If they still cannot point to the word, show them the picture that goes with the word.

Following that, have students recall the words by showing the word cards one at a time. Again, if students cannot recall a word, have them think of the picture. If they still cannot think of the word, tell them to look at the picture that goes with the word. Continue this procedure until the students can identify all the words at an automatic level. The same record sheet as the one used for SWAP can be used for this procedure.

Finally, have students review the words on subsequent days and, most important, give them plenty of opportunities to read the words in text. When a student is reading and cannot identify a word, encourage the student to think of the picture.

For instance, picture association technique assists students in forming visual images that facilitate their identification of words. As with the sight word association procedure, this procedure should be used only as a supplemental technique, and students should be given ample opportunities to read the words in text. (Vaughn & Bos, 2009)

Computer tutorial: According Allen (2004) a computer tutorial is written for those who do not know very much about computers. The purpose of this basic computer tutorial is to help the reader better understand how to use their computer more effectively and safely. A basic computer tutorial gives some basic information about hardware, operating systems, and programs in the first half to help the reader understand later information about files, e-mail and computer security practices. Depending on the reader's level of knowledge, some of the

basic information may be skipped and the reader may refer to the terms page if they do not understand some of the terms.

Manipulatives: The psychologist and special educator Woolley (2010) indicates that manipulatives are physical objects that are used as teaching tools to engage students in the hands-on learning. They can be used to introduce, practice, or remediate a concept. A manipulative may be as simple as grains of rice or as sophisticated as a model of our solar system. They may be store-bought, brought from home, or teacher- or student-made. They can be used in all areas of math instruction-teaching number and operations, algebra, geometry, measurement, and so on-and across all grade levels.

Using manipulatives is also a strategy that helps to increase reading comprehension, especially for students in the lower primary grades. Using manipulative objects helps making a story more concrete. This can be done through the use of puppets who act out the story or through simple objects such as picture cards that show settings or character feeling This also helps students move into the visualization strategy as well. (Woolley, 2010).

Importance of manipulatives: According to learning theory based on psychologist Jean Piaget's research, children are active learners who master concepts by progressing through three levels of knowledge--concrete, pictorial, and abstract. The use of manipulatives enables students to explore concepts at the first, or concrete, level of understanding. When students manipulate objects, they

are taking the necessary first steps toward building understanding and internalizing processes and procedures.

Manipulatives build comprehension skills by providing extensive practice using structured reading selections followed by activities that check comprehension. Some products focus on literal comprehension and others on critical reading. Manipulatives are ideal for fostering the cooperative learning that is so valuable for advancing viable text comprehension strategies (Piaget, 1958)

Graphic organizers: According Jitendra & Gajria, (2008) graphic organizers are another popular strategy that can be used for most genres and can be adapted in many ways. They are commonly used for reading comprehension and there are many different types. Graphic organizers for reading comprehension are generally systems that help students organize what they are reading. Commonly used graphic organizers in the primary grades are for problems and solutions, cause and effect, comparing and contrasting, and sequential order.

Stagliano & Boon (2009) declare that a type of graphic organizer that is extremely common in low levels is the story map. A story map organizes story-grammar elements in a visual way. Each story-grammar element has a heading on a piece of paper that cues the students to fill in each element as they read a passage or selection. Generally, story elements include setting, events, characters, problems and solution. Story maps can have other elements, depending on the grade level of the student and the passage being read. Story maps encourage

students to read for the information that is most important in the story as well as help them remember it.

Student self-assessment: Boud (1995) states that self-assessment requires students to reflect on their own work and judge how well they have performed in relation to the assessment criteria. The focus is not necessarily on having students generate their own grades, but rather providing opportunities for them to be able to identify what constitutes a good or poor piece of work. Some degree of student involvement in the development and comprehension of assessment criteria is therefore an important component of self-assessment.

The author mentioned above also says that self-assessment, allows us to tap into student differences in order to see how our teaching can respond to their needs. Several simple, transferable methods can be used at any point in a unit in order to promote reflection on learning and inform our instruction.

First method

Student Created Rubrics: Ask students to contribute to the creation of a rubric that defines success. A reading response task, a multi-modal presentation, or a group discussion leads to higher levels of learning when students are included in defining success.

Second method

Learning Contract: Ask students to create and agree to a learning contract at the beginning of a unit. The learning contract can define the learning goals, the "photo album" of evidence of learning, and agreed upon activities. At numerous times

during the unit, ask students to revisit the contract, record new learning or muddy points and to get feedback from you or other peers.

Third method

Muddy Point Board: Designate an area in the room or a board for students to pin questions, muddy points, or topics they'd like the class to revisit. Asking students to periodically pick a question or comment from the board to discuss can build student ownership of learning.

Fourth method

Nameless Voice: Ask students to anonymously submit sample work to share with the class. Sample paragraphs on the overhead, a visual vocabulary card, or a ticket out the door quick write can all be samples of student work that the class or individual students can use. Ask students to write or discuss how the nameless voice is similar or different to their understanding.

Fifth method

Letter to a Future Student: At the conclusion of a unit, ask students to write a letter to a future student in the class explaining what they've learned in a unit or what to do when a text is difficult or what I've learned about my own learning that might help you, etc. Regardless of the topic, the medium provides useful feedback on student thinking and learning while promoting reflection on learning. (Boud, 1995)

ESA Teaching model

Elements for successful language learning (Engage, Study, Activate)

In order to develop this research work properly, it is necessary to be based on a teaching model, and it is considered that ESA Teaching model could fit in accordance with students interests and our needs.

The author of the book *How to teach English*, Harmer (2011) summarizes the three elements of ESA as follows. These elements are Engage, Study and Activate.

Engage (E)

Making reference to this element, the author mentions that most of us can remember lessons at school which were uninvolved and where we ‘switched off’ from what was being taught. We may also remember lessons where we were more or less paying attention, but where we were not really ‘hooked’. We were not engaged emotionally with what was going on; we were not curious, passionate or involved. Yet things are learnt much better if both our minds and our hearts are brought into service. Engagement of this type is one of the vital ingredients for successful learning.

Activities and materials which frequently engage students include: games (depending on the age of the learners and the type of game), music, discussions (when handled challengingly), stimulating pictures, dramatic stories, amusing anecdotes, etc. Even where such activities and materials are not used, teachers can

do their best to ensure that their students engage with the topic, exercise or language they are going to be dealing with by asking them to make predictions, or relate classroom materials to their own lives.

Harmer (2011) also declares that the reason why this element is so important in teaching sequences, therefore, is that when students are properly engaged, their involvement in the study and activation stages is likely to be far more pronounced, and, as a result, the benefit they get from these will be considerably greater.

Study (S)

Study activities are those where the students are asked to focus on the construction of something, whether it is the language itself, the ways in which it is used or how it sounds and looks. Study activities can range from the focus on and practice of a single sound to an investigation of how a writer achieves a particular effect in a long text; from the examination and practice of a verb tense to the study of a transcript of informal speech in order to discuss spoken style.

When we have students repeat words with the correct pronunciation (or say the words we want them to say based on cues we give them), it is because we want them to think about the best way to say the words. We want them to think of the construction of the words' pronunciation. (Harmer, 2011)

Activate (A)

This element describes exercises and activities which are designed to get students using language as freely and communicatively as they can.

We will not be asking them to focus on the use of a particular structure, or to try to use words from a list we give them. That would make what they are doing more like a study activity, where they are expected to focus on the accuracy of specific bits of language, rather than on the message they are trying to convey or the task that needs to be performed.

The objective in an activate activity is for them to use all and any language which may be appropriate for a given situation or topic. In this way, students get a chance to try out real language use with little or no restriction - a kind of rehearsal for the real world. Activation is not just about producing language in speech and writing, however. When students read or listen for pleasure (or when they are listening or reading to understand the message rather than thinking about the form of the language they are seeing or hearing), they are involved in language activation. They are using all and any language at their disposal to comprehend the reading or listening text.

But, of course, students may, once they have been through an activation stage, go back to what they have said or to the text they have read, and focus upon its construction.

Activation can be a prelude to study, rather than necessarily the other way round. All three ESA elements need to be present in most lessons or teaching sequences. Whatever the main focus of the lesson (e.g. a grammar topic or a reading skills exercise), students always need to be engaged, if possible, so that they can get the maximum benefit from the learning experience. Most students

will readily appreciate opportunities to activate their language knowledge, but for many of them the inclusion of study elements, however small or of short duration these are, will persuade them of the usefulness of the lesson. (Harmer, 2011)

f. METHODOLOGY

Design of the research

The present research work is based on the Action Research as a constructive enquiry, which is carried out in order to understand, to evaluate and then to change a situation, at the time the research is conducting and improve educational practice. This study is an educational research that will allow the practitioner to study and practice a variety of aspects making use of re-teaching activities with the purpose to improve the learning of English reading skill.

Methods, techniques and instruments

Methods

The following general methods will be applied along the Research:

The scientific method

It will facilitate the study of appropriate resources to improve reading comprehension learning. Also, it helps in the observations done before and during the intervention. This one will support with gathering data to make relevant predictions about the possible solution.

The Descriptive Method

It will be useful to describe the different stages of the study and the kind of resources used by the researcher. It will serve to explain and analyze the object of investigation.

The Analytic-synthetic method

It will be used to analyzed and interpret the obtained result through the tests. It also will help to draw up the conclusions.

The Statistics method

It will be used to make the quantitative statistical analysis of the data obtained from the tests and the qualitative data from the observations and teacher's diary.

This research work also will follow the process of an action research which includes planning, acting, observing and reflecting suggests, proposed by (Kemmis, 2000).

Action research is a disciplined process of inquiry conducted by and for those taking the action. The primary reason for engaging in action research is to assist the "actor" in improving and/or refining his or her actions.

This process will help the researcher to see if any necessary modification or amendment would be necessary to improve student's vocabulary learning.

The process of the research will be carried out systematically, by collecting data on one's everyday practice, analyzing it in order to draw conclusions about how future practice should be.

Techniques and instruments

Data collection

To collect the data, tests, observations and diary will be design and applied at the beginning, during and after the application of intervention plan.

Tests

Two kinds of tests will be used. At the beginning, a pre-test will contain some questions guided to determine students' reading level of comprehension in the foreign language. It will be related with the topics that students have already studied. The same test will be used as a post-test at the end of the intervention plan in order to know if students have improved the reading skill with the implementation of re-teaching.

Observation

Through the observation sheet the researcher will observe the students' performance during the lessons. It also will be used to determine what has happened in class and then analyzed and reflect upon the findings when the plan ends.

Field Diary

The researcher will use a diary to record what happens in each lesson. It will help to write up the findings during the intervention, relevant events during the observation or particular situations that happen.

Questionnaire

A questionnaire with six multiple choice questions will be apply at the beginning and at the end of the intervention plan to collect qualitative information about Reading Comprehension and Re-teaching activities.

The post- questionnaire will be used to collect students' progress about Reading Comprehension and Re-teaching activities developed during the intervention plan.

Procedures

The action researcher work process will involve the following stages: the intervention plan will start and end with the application of a pre-test, which will be written. The first one will be applied at the beginning of the study to collect data from students. And the other one will be applied at the end to verify if students improve or not their reading skill.

During the development of the lesson a variety of activities will be introduced to practice and improve students' reading skill. Likewise, the observation

checklist and diary will be used to record particular situations and to observe students' performance.

The findings before and after the intervention plan will be compared and analyze to draw up conclusions about the research work.

Tabulation

The obtained data will be described in graphics considering the information pre and post intervention. The description of each question will be completed to facilitate the interpretation of the information shown, and also do the logical analysis of the data received.

Organization

The researcher will organize the work based on the information received in all the strategies applied to compare and analyze the impact of the intervention plan. A report of the intervention will be disseminated with the findings and ideas among the teachers, partners and the school.

Description

The obtained data will be described in graphics considering the information pre and post intervention. The description of each question will be completed to facilitate the interpretation of the information shown, and also do the logical analysis of the data received.

Population

The students of eight year of basic education, parallel “A” are who will participate in the development of this action research. The participants of the study are 15 students between boy and girls. They are between twelve and thirteen years old. The students receive 5 hours of English per week with a certified teacher.

Intervention and Observation Plan

Alternative:

Re-teaching activities to improve English reading comprehension among students of 8th year of Basic Education at Unidad Educativa “Manuel Cabrera Lozano” in Loja city, Academic period 2014-2015.

Objectives:

To improve English reading comprehension through Re-teaching activities among students of 8th year of Basic Education at Unidad Educativa “Manuel Cabrera Lozano” in Loja city, Academic period 2014-2015.

Introduction:

The intervention plan is a two month program that will prepare students of 8th year of Basic Education to read and comprehend texts in English easily.

The goal of this intervention plan is to make students improve their reading comprehension through the use of six re-teaching activities such as:

Modeling

Picture association

Computer tutorial

Manipulatives

Graphic organizer

Student self-assessment

Each lesson will be developed following the ESA lesson sequences proposed by Jeremy Harmer (2011) in the book **How to teach English?** These sequences could be described in the following way:

Engage:

It will be developed with warm ups and games in order to involve their emotions and stimulate students at the beginning of each lesson.

Study:

Students will be asked to focus in on language (or information) and how it is constructed. In some classes, learners will be asked to work either individually or in groups.

Activate:

By the time all the students have gotten the idea of re-teaching activities, they will answer some questions through either formal or informal evaluation in order to check their level of understanding. After, the comprehension of the re-teaching activities proposed by the researcher, students will give a post – test which results will determine if the implementation of the resource is effective or not to improve students' reading comprehension.

Period:

This intervention plan will be carried into effect throughout the months of April and May during the academic period 2014 – 2015.

RESEARCH PROBLEM: How do re-teaching activities improve Reading Comprehension in the students of 8th year of basic education, at Unidad Educativa “Manuel Cabrera Lozano”?

DATA COLLECTION INSTRUMENTS: Pre-test, questionnaire.

	LEARNING OUTCOMES	TOPIC	INSTRUCTIONAL FOCUS	RESOURCES
WEEK ONE (2 HOUR)	Students will be able to: ❖ Answer the pre-test and questionnaire	❖ Pre- Test ❖ Questionnaire	❖ Researcher presents the test. ❖ Researcher explains to the students how to develop the test. ❖ R. asks if students ‘have questions about the test. ❖ R. gives 50 minutes in order to develop the test.	Pre-test Questionnaire

SUPPORT: Coaching and guidance from the University professor.

OBSERVATION NOTES:

RESEARCH PROBLEM: How do Re-teaching Activities improve Reading Comprehension in the students of 8th year of basic education, at Unidad Educativa “Manuel Cabrera Lozano”?

DATA COLLECTION I INSTRUMENTS: Observation sheet, Field diary

	LEARNING OUTCOMES	TOPIC	INSTRUCTIONAL FOCUS	RESOURCES
WEEK TWO (3 HOURS)	<p>Students will be able to:</p> <ul style="list-style-type: none"> ❖ Understand the straightforward meaning on a text. ❖ Answer literal comprehension questions. 	<ul style="list-style-type: none"> ❖ Unit 1 What’s your name 	<ul style="list-style-type: none"> ❖ Re-teaching activity: Modeling <p>Engage</p> <ul style="list-style-type: none"> ❖ Researcher presents students a warm up (Board Race) in order to review some vocabulary. <p>Study</p> <ul style="list-style-type: none"> ❖ Through a Power Point Presentation based in unit 1 reading, researcher models step by step the information that an electronic profile has to contain. <p>Activate</p> <ul style="list-style-type: none"> ❖ Students work by their own reading an electronic message on a worksheet and answering literal comprehension questions which contain certain facts. 	<ul style="list-style-type: none"> ✓ Computer ✓ Projector ✓ Worksheet

SUPPORT: Coaching and guidance from the University professor.

OBSERVATION NOTES:

RESEARCH PROBLEM: How do re-teaching activities improve Reading Comprehension in the students of 8th year of basic education, at Unidad Educativa “Manuel Cabrera Lozano”?

DATA COLLECTION INSTRUMENTS: Observation sheet, Field diary

	LEARNING OUTCOMES	TOPIC	INSTRUCTIONAL FOCUS	RESOURCES
WEEK THREE (3 HOURS)	<p>Students will be able to:</p> <ul style="list-style-type: none"> ❖ Make inferences based on pictures. ❖ Combine their literal understanding of a text with their own knowledge and intuitions. 	<ul style="list-style-type: none"> ❖ Unit 2 This is Brian 	<ul style="list-style-type: none"> ❖ Re-teaching activity: Picture association. <p>Engage</p> <ul style="list-style-type: none"> ❖ Researcher presents students a warm up activity (Hangman). <p>Study</p> <ul style="list-style-type: none"> ❖ Through a Power Point Presentation, researcher explains how the pictures are associated with the information they are reading about a typical family. ❖ Researcher shows how to infer or to combine some literal information with their own knowledge and intuitions, based in the family pictures. ❖ Students are asked to work on a worksheet based on the presentation. <p>Activate</p> <ul style="list-style-type: none"> ❖ Students read information about George’s family and infer the literal information with their own knowledge by matching sentences with pictures. 	<ul style="list-style-type: none"> ❖ Computer ❖ Projector ❖ Worksheet

SUPPORT: Coaching and guidance from the University professor.

OBSERVATION NOTES:

RESEARCH PROBLEM: How do Re-teaching Activities improve Reading Comprehension in the students of 8th year of basic education, at Unidad Educativa “Manuel Cabrera Lozano”?

DATA COLLECTION INSTRUMENTS: Observation sheet, Field diary.

	LEARNING OUTCOMES	TOPIC	INSTRUCTIONAL FOCUS	RESOURCES
WEEK FOUR (3 HOURS)	<p>Students will be able to:</p> <ul style="list-style-type: none"> ❖ Make inferences using a computer tutorial. ❖ Move beyond a literal understanding of a text. 	<ul style="list-style-type: none"> ❖ Unit 3 Where are you from? 	<ul style="list-style-type: none"> ❖ Re-teaching activity: Computer tutorial <p>Engage</p> <ul style="list-style-type: none"> ❖ Researcher presents students “Tingo Tango” game. <p>Study</p> <ul style="list-style-type: none"> ❖ Through a computer tutorial researcher shows students how to create a basic e-mail. ❖ While the tutorial is being presented, researcher makes some pauses to make students combine their literal understanding with their own knowledge to make inferences about the information <p>Activate:</p> <ul style="list-style-type: none"> ❖ Researcher gives students an activity to make inferences based on information from an electronic mail. 	<ul style="list-style-type: none"> ❖ Game ❖ Computer ❖ Projector ❖ Worksheet

SUPPORT: Coaching and guidance from the University professor.

OBSERVATION NOTES:

RESEARCH PROBLEM: How do re-teaching activities improve Reading Comprehension in the students of 8th year of basic education, at Unidad Educativa “Manuel Cabrera Lozano”?

DATA COLLECTION INSTRUMENTS: Observation sheet, Field diary.

	LEARNING OUTCOMES	TOPIC	INSTRUCTIONAL FOCUS	RESOURCES
WEEK FIVE (3 HOURS)	<p>Students will be able to:</p> <ul style="list-style-type: none"> ❖ Make predictions, using manipulatives. 	<ul style="list-style-type: none"> ❖ Unit 4 Can you repeat that, please? 	<ul style="list-style-type: none"> ❖ Re-teaching activity: Manipulatives ❖ Engage: ❖ Researcher presents students “My little cat” game. ❖ Study: ❖ Through a chart, researcher presents a schedule divided into hours. ❖ Researcher shows cards with activities a typical student realize during the day. ❖ Researcher asks students what might happen next of certain activities when talking about their typical days. ❖ Researcher sticks the cards according the sequence of the schedule on a chart. ❖ Activate: ❖ Researcher asks students to make groups of five and gives students small cards (manipulatives) with sentences. ❖ Students work with manipulatives in order to arrange them in sequential order, determining what might happen next when talking about a typical day schedule. 	<ul style="list-style-type: none"> ❖ Game ❖ Chart ❖ Worksheet

SUPPORT: Coaching and guidance from the University professor.

OBSERVATION NOTES:

RESEARCH PROBLEM: How do re-teaching activities improve Reading Comprehension in the students of 8th year of basic education, at Unidad Educativa “Manuel Cabrera Lozano”?

DATA COLLECTION INSTRUMENTS: Observation sheet, Field diary, and questionnaire.

	LEARNING OUTCOMES	TOPIC	INSTRUCTIONAL FOCUS	RESOURCES
WEEK SIX (3 HOURS)	<p>Students will be able to</p> <ul style="list-style-type: none"> ❖ Answer personal response questions through a graphic organizer. 	<ul style="list-style-type: none"> ❖ Unit 5 I have two sisters 	<ul style="list-style-type: none"> ❖ Re-teaching activity: Graphic organizer Engage: ❖ Researcher presents student “The Judges ” game. Study: ❖ Through a Power Point Presentation, researcher shows a graphic organizer of a family tree. ❖ Researcher explains the model of a hierarchy graphic organizer and when it is used. ❖ Also researcher gives personal responses when talking about her family using a graphic organizer. Activate: ❖ Researcher gives students an activity in which they have to make personal responses using a graphic organizer. 	<ul style="list-style-type: none"> ❖ Game ❖ Chart ❖ Worksheet

SUPPORT: Coaching and guidance from the University professor.

OBSERVATION NOTES:

RESEARCH PROBLEM: How do re-teaching activities improve Reading Comprehension in the students of 8th year of basic education, at Unidad Educativa “Manuel Cabrera Lozano”?

DATA COLLECTION INSTRUMENTS: Observation sheet, Field diary.

	LEARNING OUTCOMES	TOPIC	INSTRUCTIONAL FOCUS	RESOURCES
WEEK SEVEN (3 HOURS)	<p>Students will be able to:</p> <ul style="list-style-type: none"> ❖ Notice about their reading errors through self-assessment. 	<p>✓ Unit 6 I’m not crazy about hip-hop</p>	<ul style="list-style-type: none"> ❖ Re-teaching activity: Student self-assessment ❖ Engage ❖ Researcher presents students “Tingo Tango ” game. <p>Study:</p> <ul style="list-style-type: none"> ❖ Researcher shows and reads with students a dialogue projected on the board between two teenagers. ❖ Researcher asks students to answer silently the questions that are asked after the reading. ❖ After that, researcher shows the correct answers to the students to notice about their reading errors. <p>Activate:</p> <ul style="list-style-type: none"> ❖ Researcher gives students a worksheet, asking students to write a letter to a Future Student: ❖ Students have to write a simple letter to a future student in the class explaining what they've learned in a unit or what to do when a text is difficult. 	<ul style="list-style-type: none"> ❖ Game ❖ Projector ❖ Computer ❖ Worksheet

SUPPORT: Coaching and guidance from the University professor.

OBSERVATION NOTES:

RESEARCH PROBLEM: How do re-teaching activities improve Reading Comprehension in the students of 8th year of basic education, at Unidad Educativa “Manuel Cabrera Lozano”?

DATA COLLECTION INSTRUMENTS: Post-test, questionnaire.

	LEARNING OUTCOMES	TOPIC	INSTRUCTIONAL FOCUS	RESOURCES
WEEK EIGHT	<p>Students will be able to:</p> <ul style="list-style-type: none"> ❖ Answer the post-test and questionnaire. 	<p>✓ The post-test.</p>	<ul style="list-style-type: none"> ❖ Researcher presents the post- test. ❖ Researcher explains to the students how to develop the post- test. ❖ R. asks if students ‘have questions about the post-test. ❖ R. gives 50 minutes in order to develop the post-test. 	<ul style="list-style-type: none"> ❖ Post-test ❖ Post-questionnaire

SUPPORT: Coaching and guidance from the University professor.

OBSERVATION NOTES:

Organization and management of the research

Resources

Human

The resources that will be part of this project are:

The researcher authoress Maryuri Angamarca Figueroa

The 8th year students of Basic Education , parallel “A” at Unidad Educativa
“Manuel Cabrera Lozano”

Material

The material resources that we will be used are:

Worksheets

Book

Charts

Board

Markers

Technical

Computer

Flash memory

Projector

Printer

Internet

g. TIME LINE

PHASES	ACTIVITIES	2015												2016			
		Feb	Mar	Apr	May	Jun	Jul	Aug	Sept	Oct	Nov	De	Jan	Feb	Mar		
PROJECT	Project presentation	x															
	Appointment of the teacher advisor		x														
	Project approval		x														
	Appointment of thesis advisor		x														
INTERVENTION/ ACTION	Application of the instruments		x														
	Act-observe			XXXX	XXXX												
THESIS PROCESS	Data organization and tabulation					XX											
	Interpreting and reflecting					XX											
	Writing up and reporting						XX										
	Presenting the thesis report						X										
	Thesis revision						X										
	Submission of the folder									XXXX	XXXX	XXXX					
	Thesis presentation												XXXX				
	Private review and thesis approval													XXXX			
	Corrections														XXXX		
	Public presentation and incorporation																XXXX

h. BUDGET AND FINANCING

Budget

RESOURCES	COST
Internet	\$ 20.00
Print of the reports	\$ 120.00
Print of the project	\$ 40.00
Print of the final report and thesis	\$ 150.00
Unexpected expenses	\$ 20.00
Total:	\$ 350

All the expenses related to the present work will be assumed completely by the researcher conducting the investigation.

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ANNEXES



UNIVERSIDAD NACIONAL DE LOJA ÁREA DE LA EDUCACIÓN EL ARTE Y LA COMUNICACIÓN ENGLISH LANGUAGE CAREER

PRE-QUESTIONNAIRE AND POST-QUESTIONNAIRE

As an undergraduate of the English language career, the researcher is doing an action research work about: Re-teaching activities to improve reading comprehension among students of 8th year of Basic Education at Unidad Educativa “Manuel Cabrera Lozano” in Loja city, academic period 2014-2015. This study will help you to improve your reading comprehension at the English language learning. For that reason I ask you politely the question in real and responsible way.

1. – Do you consider Re-teaching activities are helpful to improve English Reading Comprehension?

Yes

No

2. – Does your teacher use Re-teaching activities in the classes?

Yes

No

3. – In your opinion, reading comprehension through re-teaching activities is_____.

a boring activity

a regular activity.

a great activity.

4. – Re-teaching activities allows you to understand_____.

everything you read.

some of what you read.

none of what you read.

5. – After using re-teaching activities, you consider yourself as a-
_____.

poor reader.

good reader.

very good reader.

THANKS FOR YOUR COLLABORATION



UNIVERSIDAD NACIONAL DE LOJA
ÁREA DE LA EDUCACIÓN EL ARTE Y LA COMUNICACIÓN
ENGLISH LANGUAGE CAREER

Student: _____ Date: _____ Year: ____

Parallel: __

PRE & POST-TEST

Literal comprehension

1) Read the following paragraph and write true T or false F (4 points)

Lupita's Day



Hello. My name is Lupita Gonzalez. I work in a large company in Monterrey, Mexico. We make bottles and cans for soft drinks. I am a secretary. I answer the telephone and take messages. I also use a fax machine and a computer. My first language is Spanish but sometimes I speak English. Many of our clients are from the United States. My supervisor is Mr. Torres. He is an engineer. I start work at 8:00. I usually drive to work. I have lunch from 1:00 to 2:00. I finish work at 5:30. I go home and help my mother prepare dinner. We have dinner at 9:00. After dinner I usually watch television a while. I usually go to bed at 11:00.

- a) *Lupita works in a small company.* (.....)
- b) *Lupita is an engineer.* (.....)
- c) *Mr. Torres is Lupita's supervisor.* (.....)
- d) *Lupita doesn't watch television.* (.....)

Inference

2) Read again the paragraph about Lupita's day and answer the following questions (3points)

a) *Who lives with Lupita?*

.....

b) *What time does she leave her office?*

.....

c) *What does Mr. Torres do?*

.....

Prediction

3) Read the paragraph about Lupita's day again and make predictions bellow. (2points)

a) *Before she goes to bed, Lupita*

.....

b) *Lupita speaks Spanish, but*

she

Personal response

a) *Do you like Lupita's life? Why? (1point)*



Lesson	
Activity	



Thanks for your collaboration!

RESEARCHER FIELD DIARY

Objective:						
Materials:						
Timing						
Procedure						
Grouping						
Do students like it?	Yes		For a while		Not really	
Are they bored?	Yes		No			
Do they make an effort?						
Comments						

OBSERVATION SHEET

OBSERVER:		DATE:		
THINGS TO BE OBSERVED	ACTIVITIES	YES	NO	REMARKS
Do they understand all the reading activity?				
Is the text reading appropriate for the level of reading they have?				
Were the objectives for the activities accomplished?				
Suggestions to the activities done				



UNIVERSIDAD NACIONAL DE LOJA
ÁREA DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN
ENGLISH LANGUAGE CAREER

Grading scale for Reading Comprehension

ASPECTS	GRADING SCALE				
	Poor	Low	Adequate	Good	Excellent
Literal comprehension <i>/2.5/</i>	0	1	1.5	2	2.5
Inference <i>/2.5/</i>	0	1	1.5	2	2.5
Prediction <i>/2.5/</i>	0	1	1.5	2	2.5
Personal response <i>/2.5/</i>	0	1	1.5	2	2.5

Expected level: 8/10

Adapted from: Egmon (2008)

MATRIX

THEME: RE-TEACHING ACTIVITIES TO IMPROVE THE ENGLISH READING COMPREHENSION AMONG STUDENTS OF 8TH YEAR OF BASIC EDUCATION, AT UNIDAD EDUCATIVA “MANUEL CABRERA LOZANO” IN LOJA CITY, ACADEMIC PERIOD 2014-2015.

Problem	Objectives	Theoretical framework	Methodological design (Action Research)	Instruments
<p>Main (Research) problem: How do re-teaching activities improve English reading comprehension among students of 8TH year of Basic Education, at Unidad</p>	<p>General To improve English reading comprehension through re-teaching activities among students</p>	<p>Reading comprehension Definition Types of reading comprehension Importance of Reading</p>	<p>Preliminary investigation -Observing the English classes</p>	<p>Questionnaires Tests Diary Observation sheet</p>

<p>Educativa “Manuel Cabrera Lozano” in Loja city, Academic period 2014-2015?</p>	<p>of 8th year of basic education parallels at Unidad Educativa “Manuel Cabrera Lozano” in Loja city, academic period 2014-2015.</p>	<p>Comprehension How to teach reading comprehension. How to assess reading comprehension. Questions to assess reading comprehension.</p>	<p>-Stating the background of problem -Describing current situation</p>	
<p>Sub-problems</p> <ul style="list-style-type: none"> • What kind of theoretical references about English reading comprehension and Re-teaching activities 	<p>Specific</p> <ul style="list-style-type: none"> • To investigate the theoretical references about English reading 	<p>Re-teaching activities Definition Re-teaching components When and where to use Re-teaching. Re-teaching activities</p>	<p>-Locating and reviewing the literature -Creating a methodological</p>	

<p>are effective to help 8th year students of Basic Education, at Unidad Educativa “Manuel Cabrera Lozano” in Loja city, Academic period 2014-2015?</p> <ul style="list-style-type: none"> • What are the difficulties that limit the students’ improvement of reading comprehension among 8th year students of Basic Education, at Unidad 	<p>comprehension in the English language and re-teaching activities to help students.</p> <ul style="list-style-type: none"> • To diagnose the problems that limits the reading comprehension of 8th year students through the use of a pre-test. 	<p>Elements for successful language learning (ESA)</p>	<p>framework for research</p> <ul style="list-style-type: none"> -Preparing an intervention plan -Intervention and observation. -Applying, observing and monitoring students’ performance 	
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<p>Educativa “Manuel Cabrera Lozano”?</p> <ul style="list-style-type: none"> • What kind of resources could be helpful to contribute to improve the English reading comprehension among students of 8th year students of Basic Education, at Unidad Educativa “Manuel Cabrera Lozano”? 	<ul style="list-style-type: none"> • To design an intervention plan with re-teaching activities to improve students reading comprehension. 		<p>according to the intervention plan</p> <p>Presentation of research findings.</p> <p>-Reflecting, analyzing and answering the proposed inquiries.</p> <p>-Organizing the final report.</p>	
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<ul style="list-style-type: none"> • Which re-teaching activities are implemented to improve the English reading comprehension among the students of 8Tth year of Basic Education, at Unidad Educativa “Manuel Cabrera Lozano”? • What was the effect that re-teaching activities had on the improvement of the reading comprehension among students of 8th year 	<ul style="list-style-type: none"> • To apply the intervention plan as a part of the classroom activities in order to solve the limitations in the improvement of the reading comprehension. • To evaluate the usefulness that re-teaching activities had inside the class to improve student´s 			
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of Basic Education at Unidad Educativa “Manuel Cabrera Lozano”?	reading comprehension.			
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