



UNIVERSIDAD NACIONAL DE LOJA

FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN
ENGLISH LANGUAGE DEPARTMENT

TITTLE

THE IMPROVEMENT OF READING SKILLS
THROUGH ACTIVE LEARNING STRATEGIES
AMONG STUDENTS OF TENTH YEAR OF BASIC
EDUCATION "C", MORNING SESSION AT 27 DE
FEBRERO HIGH SCHOOL IN THE LOJA CITY,
DURING THE 2018 – 2019 ACADEMIC PERIOD

This thesis is a previous requirement to obtain the Bachelor's Degree in Science of Education, English Language Specialization.

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LOJA– ECUADOR

2019

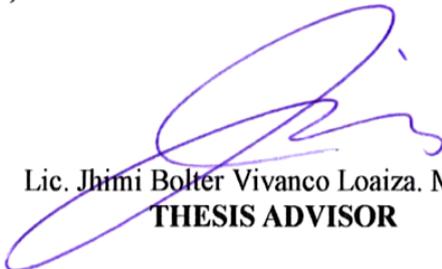
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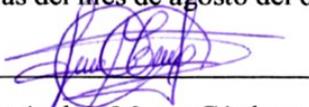
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ACKNOWLEDGMENTS

My warm thanks to the Universidad Nacional de Loja, the place where I developed as a professional, and to the Facultad de la Educación, el Arte y la Comunicación. Moreover, to the professors of the English Language Department and all the staff who taught me many skills day by day.

Last but not least, to Colegio 27 de Febrero which was the place that opened its doors to allow me to develop my thesis. To Mg. Galo Guaicha Guaicha who was always ready to help me, to Lic. Paulina Montalvo who was the monitor of the class and to the students of this institution for their cooperation at the moment of carrying out my thesis.

Finally, I am infinitely grateful to Lic. Jhimi Bolter Vivanco Loaiza who guided me and supported my thesis with his wise knowledge allowing me to conclude my research work.

THE AUTHOR

DEDICATION

First, I dedicate this research work to the unique woman who believed in me, my mother. She helped and supported me every day with her advice. Also, to my siblings who were in the most difficult moments; to my grandmother because she always was giving me her advice when I was young. For her love and words of encouragement when she was alive which, helped me to be the person who I am now.

CRISTIAN ANDRÉS

MATRIZ DE ÁMBITO GEOGRÁFICO

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BIBLIOTECA: FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN											
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TESIS	<p>CRISTIAN ANDRÉS MACAS CÓRDOVA</p> <p>THE IMPROVEMENT OF READING SKILLS THROUGH ACTIVE LEARNING STRATEGIES AMONG STUDENTS OF TENTH YEAR OF BASIC EDUCATION "C", MORNING SESSION AT 27 DE FEBRERO HIGH SCHOOL IN THE LOJA CITY, DURING THE 2018 – 2019 ACADEMIC PERIOD.</p>	UNL	2019	ECUADOR	ZONA 7	LOJA	LOJA	SAN SEBASTIÁN	LA TEBAIDA	CD	LICENCIADO EN CIENCIAS DE LA EDUCACIÓN, MENCIÓN IDIOMA INGLÉS.

MAPA GEOGRÁFICO Y CROQUIS
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a. TITLE

THE IMPROVEMENT OF READING SKILLS THROUGH ACTIVE
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EDUCATION “C”, MORNING SESSION AT 27 DE FEBRERO HIGH SCHOOL
IN THE LOJA CITY, DURING THE 2018 – 2019 ACADEMIC PERIOD

b. RESUMEN

El presente trabajo de investigación tuvo como objetivo general mejorar las habilidades lectoras mediante estrategias de aprendizaje activo en los estudiantes de décimo año de Educación General Básica “C”, sección matutina del colegio 27 de Febrero durante el periodo académico 2018-2019. Los métodos de investigación usados fueron: científico, descriptivo, analítico – sintético y estadístico los cuales ayudaron a obtener, describir, analizar y representar los datos obtenidos. Se aplicaron pruebas y cuestionarios a 30 estudiantes para determinar su nivel y comprensión lectora, el uso de sub estrategias para la lectura. Hojas de campo y fichas de observación fueron usadas para documentar la descripción de los eventos. Los resultados obtenidos mostraron que los estudiantes mejoraron de manera aceptable sus habilidades lectoras. En conclusión, las estrategias de aprendizaje activo ayudaron a los estudiantes a interactuar entre ellos, compartir ideas y conocimientos, su interés por leer aumentó ya que se sintieron cómodos leyendo textos complejos.

ABSTRACT

The main objective of the present research work was to improve reading skills through active learning strategies among students of tenth year of basic education “C”, morning session at 27 de Febrero High School in the Loja city, during the 2018 – 2019 academic period. The research methods used were: Scientific, Descriptive, Analytical - Synthetic and Statistical which helped to get, describe, analyze and represent the data gathered. Tests and questionnaires were applied to 30 students to determine their level in reading comprehension and the use of sub strategies for reading. Field notes and observation sheets were used to record the description of the events. The results obtained showed that the students improved their reading skills in an acceptable way. In conclusion, active learning strategies helped students to interact each other, share ideas and knowledge, and their interest increased since they felt more comfortable reading complex text.

c. INTRODUCTION

Reading is a productive skill that needs to be developed in students who are learning English. As a skill, reading plays an excellent role in becoming a good reader. Students must be motivated to read, and they need to read what they like or what interest them. Reading development is not carried out in a correct way because, students cannot find specific information or get the principal idea of any reading using the sub-skills such as: making inferences, predicting, scanning, and skimming. As a result, they do not understand the message of the reading.

After many hours of observation in tenth year of basic education “C” at Colegio 27 de Febrero it was noticed that reading skills were being developed without the use of any active learning strategies and consequently, students could not identify the main idea in a passage. Also, students do not apply the correct strategies to develop their reading skills such as scanning, skimming, making inferences and predicting. Thus, it was necessary to formulate the question; how do active learning strategies improve reading skills among students of tenth year “C”, morning session at 27 de Febrero High School in the Loja city during the 2018 – 2019 academic period?

One of the best solutions is the implementation of active learning strategies to improve reading skills. These strategies were chosen to support them at the moment to develop this productive skill since, reading has been developed without the use of any strategy. Active learning strategies are intended to make the students active

(rather than passive) participants in learning. Also, they motivate and engage students in the reading process.

To carry out this research work it is necessary to accomplish some specific objectives. They were: to find out the theoretical and methodological references about active learning strategies for improving reading skills, to determine the issues that limit the improvement of reading skills, to construct an intervention plan based on the use of active strategies to improve reading skills, to apply the most appropriate active learning strategies to improve reading skills and finally, to evaluate the results obtained after the application of active learning strategies to improve reading skills among students in tenth year of basic education “C”, morning session at 27 de Febrero High school in the Loja city, during the 2018 – 2019 academic period.

Some methods were used in this action research. Firstly, the scientific method which facilitated the study of the active strategies as an educational resource to improve reading skills also, it helped to support the analysis of the gathered data.

Next, the descriptive method which helped to describe the kind of resources used (field notes, questionnaires, etc.), to explain and analyze the object of the investigation. Also, to describe the obtained results with the instruments application, to describe the variables as independent and dependent variable, it was useful to describe the stages of the research work and the strategies applied. After that, the analytic-synthetic method used to make the quantitative and qualitative statistical analysis of the data obtained from all collecting data instruments to redact

the conclusions. Finally, the statistical method was helpful to make the quantitative and qualitative statistical and logical analysis of the data collected to draw up the findings. Also, to represent the results in graphs and tables.

The structure of this research work was described in the following way: firstly, the Abstract where the general objective, the methodology, instruments, population, main resources and conclusions were defined. Secondly; the Introduction where exists the contextualization of the problem, the reasons about the strategies were chosen, the specific objectives, the methodology and the content of the thesis. After that, the Literature Review which involves essential information about the two variables of the research. After that, the Materials and Methods, which contains the design of the research, materials used during the intervention, methods, and instruments and the population who participated in the application of this research work. Then, the Results obtained from the application of the tests and questionnaires are clearly organized in tables and figures, each result has a logical analysis and interpretation. Later, the Discussion, which includes the major findings of the research, the meanings behind the results, and reasons why the findings are relevant. Afterward, the Conclusions which announce the findings that researcher achieved in this case the effectiveness of the active learning strategies to improve reading skills. These interpretations were drawn up considering the results collected from the tests and questionnaires applied to students. Finally, the Recommendations, which include the suggestions as a guide for possible future researchers in this field.

d. LITERATURE REVIEW

Active Learning Strategies

According to Eison (2010) active learning strategies are activities that share the common element of involving students in doing things and thinking about the things they are doing.

Active learning strategies can be created and used to engage students in:

- Thinking critically or creatively
- Speaking with a partner, in a small group, or with the entire class
- Expressing ideas through writing, exploring personal attitudes and values
- Giving and receiving feedback
- Reflecting upon the learning process.

It should also be noted that active learning strategies can:

Be completed by students either in-class or out-of-class

Be done by students working either as individuals or in group, and

Be done either with or without the use of technology tools. (p.1)

Benefits

According to Telljohann , Anspaugh, 2007 (as cited in Buehl, 2013) the primary benefits of active learning is the opportunity for the integration of reading, writing, listening, and speaking. Some active learning activities may involve all four of these language and communication skills in a single activity. As with many teaching

techniques, practice and repetition often result in greater teacher skill in delivering the technique. Planning and implementing active learning activities is no different. Teachers should not be afraid to alter or change the activity. Early on, many students often need practice to become more proficient at active learning. (p.167)

According to Adams (as cited in Eison, 2010), the articles by Charles Bonwell, James Eison, and other professional educators familiar with active learning research attribute the following benefits to active learning strategies:

- Creates greater student interest and motivation than traditional lecture.
- Involves students in learning-process activities rather than passive listening.
- Provides more frequent and immediate feedback to students.
- Promotes development of student skills in critical thinking.
- Improves writing and speaking skills.
- Increases individual accountability.
- Provides students with an opportunity to think about, talk about, and process course material.
- Improves recall of information.
- Emphasizes student-centered learning.
- Develops expertise in collaborative learning and teamwork.
- Creates opportunities for differentiated instruction.
- Promotes understanding. Note: Confucius stated, “I hear and I forget. I see and I remember. I do and I understand.” (p.3)

Characteristics

According to Adams (2016) some of the characteristics to implement active learning strategies in the classroom:

- Reinforces important material, concepts, and skills.
- Provides more frequent and immediate feedback to students.
- Addresses different student learning styles.
- Provides students with an opportunity to think about, talk about, and process course material.
- Creates personal connections to the material for students, which increases their motivation to learn.
- Allows students to practice important skills, such as collaboration, through pair and group work.
- Builds self-esteem through conversations with other students.
- Creates a sense of community in the classroom through increased student-student and instructor-student interaction. (p.4)

According to Wandberg & Rohwer (2010) active learning is all about student engagement in education topics and issues. Active learning strategies helps to get any learning experience other than independently and passively reading, completing a worksheet, or listening to a lecture. During active student learning, the role of the teacher changes from leader and presenter to coach and facilitator. Active student learning implies that students are doing most of the work. They

diverse classrooms, students should have frequent and multiple opportunities to read, write, listen, and speak in the context of education content. (p.185)

Guidelines

According to Telljohann and Anspaugh, 2007 (as cited in Buehl, 2013) exist nine guidelines are suggested to assist teachers on how to introduce and use active learning activities in their education classrooms:

1. Vary the small group or partner teams. Some teachers choose to randomly identify teams, such as drawing names, to create the teams or partners; some teachers choose to have a systematic scheme for identifying teams, such as a specific rotation schedule.
2. Vary the required team techniques and tasks.
3. Clearly identify the role of each team member.
4. Clearly state the purpose and outcome of the team's task.
5. Clearly state the time allotment for the task.
6. Have all necessary instructional materials ready.
7. Determine how students will be graded on this task.
8. Start early and small. Begin some brief active learning activities early in the term.
9. Determine a signal indicating when students should stop talking. (p.166)

Types of Active Learning Strategies

Group Summarizing

It is a strategy that asks students, in small groups, to summarize any reading or observation (e.g., magazine article, text section, and video). Students may need predetermined summarizing categories, such as major topics, concepts, facts, and time lines. Summaries may be described in text or graphic format. (Wandberg & Rohwer, 2010, p. 173)

Read Aloud

“Choose a small text (500 words or less) to read aloud, and ask students to pay particular attention during this phase of lecture. A small text read orally in a larger lecture can focus attention”. (University of South Florida, 2018)

Tag the Gap

Students work individually with their assigned text/reading material. After reading their text, students use one color of post-its mark what they don't understand.

Students use a second color to mark what they need/would like more information on. The teacher can see where the gaps in understanding are and adjust teaching accordingly.

Students can be strategically paired to help each other with what they don't understand. Center activities can be planned to allow students to research areas where they need/would like more information. (Sanchez, 2010, p 100)

Jigsaw Readings

The teacher identifies an article or other reading related to the topic under study. This selection should have delineated sections, chapters, or natural breakpoints that would allow for sectioning the reading.

Students work in groups.

Each group receives one portion of the class reading selection.

The group is responsible for reading that portion and then teaching it to the class.

The group reads its selection, either by having each member read individually, by doing paired reading, or by selecting a group reader.

Following the reading, the group engages in a discussion of the reading. As part of the group discussion, the group identifies the main points (3-5 key ideas) of the reading.

The group then uses a graphic organizer to chart their selection, including the following:

The key ideas;

A graphic representation of the ideas;

An indication of how the information confirms, illustrates, or contradicts some personal experience of the group;

A suggestion for how the group will be able to apply these learnings.

The group plans its “teaching” strategies for sharing their information with the class, as well as an “assessment” strategy to determine whether they are successful, i.e., whether the class LEARNS what they teach. Each group presents its lesson.

(Sanchez, 2010, p. 120)

Reading Skills

Buehl (2013) says that reading as an activity that focuses on the ability to identify written words, recognizes the meanings, and comprehend an author's message. Yet, if reading is considered in its broader meaning, resulting that reading is a process that involves strategic examination of some array of information to achieve an understanding. Reading to make sense of what are observing. Making sense of human interactions, of weather patterns, of a competitor's moves, of facial expressions, and of course, of written language is the purpose of reading.

Students in 21st-century classrooms are expected to read from an impressive array of written texts on a daily basis. It is sometimes easy for students, and their teachers, to lose sight of why they read. Students do not read to complete assignments, they do not read to be prepared for tests, and they do not read to meet standards. They read to understand. (p. 100)

Referring to English as a Foreign Language for sub level superior of EGB (2016) Reading is an active skill, in which learners consciously and subconsciously apply various sub skills: guessing meaning, predicting content, checking these guesses against the text and then verifying and rectifying them by asking oneself questions. If learners want to become independent readers, they should be taught from early on how to approach and consider a text. This includes practicing various reading strategies in class such as skimming and scanning, underlining ideas and boxing supporting details, predicting answers to pre-reading questions using title and pictures and inferring the writer's intention.

The reading is a meaningful receptive skill and so important because it helps to students to develop the language itself with a correct pronunciation, fluency, and the other fields about reading. (p. 10)

Importance of Reading

Manaj (2015) mentions reading is fun-way to knowledge hunt. We read or see innumerable quotes and proverbs on reading. How far is it true?

It is true reading brings wisdom. Through reading, students learn a lot and it is the most prominent language skill. But the fact of making a reading habit or being good at it is the question here. For now, students, adults and even educators read very less. It is a well-known fact that when there were no televisions or computers or other forms of entertainment, reading was a primary leisure activity among the educated lot. People would spend hours reading books and travel to lands far away or enjoy love, cherish victorious moments and live history-in their minds. The tragedy is that, with time, people have lost their skill and passion to read. Reading has declined among every group of people in today's world of technology and entertainment.

There are many other exciting and thrilling options available, aside from books. And that is a shame because reading offers a productive approach to improving language- vocabulary and word power for example. When you possess rich vocabulary, you listen better as you understand more; then you can write better with more words to choose from; obviously you can speak better because of your intense word power. It is advisable to indulge in at least half an hour of reading a day to

keep abreast of the various styles of writing and new vocabulary. Thus, the need to develop a habit to read is very important. Well, the skills will hopefully jump in automatically once the strong genuine habit has been established. The best and easiest approach is however, to make a small effort to read a piece a day... you will surely succeed. (p. 2)

The Reader Role

According to Buehl (2013) teachers know that every student brings certain skills as a reader to the classroom. Too often, they might attribute comprehension breakdowns to skill deficits: word identification (e.g., “This student does not apply phonics skills.”), fluency (e.g., “This student is a slow, labored, or word-by-word reader.”), or reading technique (e.g., “This student lacks study skills.”). Although each of these is certainly a facet of what it means to be a reader, it is too simplistic to focus solely on whether students have developed specific reading skills. Because comprehension relies on a mental construction that assimilates what is on the page with what is already known, the background knowledge and experiences of the reader are primary determinants of how a text will be understood.

The more students already know about a topic, the better they will be able to comprehend texts about that topic. If their background knowledge includes much of the content vocabulary that appears, for instance, in a passage on medieval cathedrals or in an article on creatures that live in arid regions, then comprehension is enhanced correspondingly. Additionally, students may have developed the facility to read materials typical of some academic disciplines but may struggle with

texts in other subject areas. Finally, comprehension is influenced greatly by personal reasons for reading a particular text and the willingness or motivation to do so. (p. 7)

Reading Comprehension

Reading comprehension is a process in which the reader constructs meaning using as the building materials the information on the printed page and the knowledge stored in the reader's head. It involves intentional thinking, during which meaning is constructed through interactions between text and reader. Reading is comprehension. Comprehension is what reading is all about. Decoding without comprehension is simply word barking being able to articulate the word correctly without understanding its meaning. Effective comprehenders not only make sense of the text they are reading, they can also use the information it contains. (Duke & Pearson, 2001, p. 3)

Fielding and Pearson (as cited in Duke & Pearson, 2001) affirm reading comprehension develops over time as students engage in the process. Allocating ample time for actual text reading and ensuring that students are actually reading text during that time are among the teacher's most vital tasks in comprehension instruction. Unfortunately, many children, especially struggling readers, often "fake it." Students must be reading and rereading books that they can read ("just right" books) to improve comprehension. Through extensive reading, students' vocabulary and background knowledge improve, which results in improved comprehension. (p. 9)

Assessing Reading Comprehension

Comprehension is a mental process, it can only be observed and assessed indirectly. We cannot get inside a reader's head to observe comprehension, but students can infer comprehension strategies or make them more visible

Listening and reading comprehension can be inferred and assessed through

Oral or written retellings

Read-aloud (e.g., Informal Reading Inventories, or IRIs) and think aloud.

Answering questions

Filling in missing words in a cloze: Is the word defensible?

The arts/acting out stories through puppet plays or Readers' Theater; art

Peer and self-assessments

Questionnaires

Interviews

Audiotapes of children's readings. (Duke & Pearson, 2001, p. 19)

Sub-skills

Scanning

According to Jeffries (2012) scanning and skimming are often confused and are sometimes taught as the same thing, they are quite different skills. Skimming involves the processing of text for ideas, which requires complex thinking skills

and for that reason. Scanning, on the other hand, is a somewhat simpler skill that mainly involves a visual search for a specific item on a page, though it does require the reader to sort through the visual information to some extent.

Scanning for Information

Apart from the fact that scanning is a useful skill in itself, one that we frequently use in daily life, another reason for asking students to practice scanning is to help them develop flexibility in their eye movements as they read. When you scan a text for a certain piece of information, you have an image in mind of what you are looking for. It may be a certain kind of information (a date, a number, a name), or a specific word or phrase. As you scan, you try to match the image in your mind with something on the page.

This kind of matching of expectations about a text with the visual information presented in the text is in fact a fundamental aspect of the reading process. Finally, another reason why it can be useful to do scanning exercises in “authentic” material is to help students further build confidence in their ability to get information from text. (Jeffries, 2012)

Scanning for Key Words

Writers often repeat words related to the topic many times in order to help the reader follow the ideas. Practice in scanning for key words can help students become more aware of how writers make use of key words as a cohesive strategy. It can also be useful for students when they are learning how to skim for the gist, since those words may help point the reader to the important ideas.

Making inferences

Good readers are in fact making inferences all the time when they read. One goal is to make students aware of what it means to make an inference and how it is an essential part of reading. Another goal is to help students gain confidence in their ability to use all the information at their disposal from the text as well as from their own store of knowledge to make about meaning that is not explicitly stated, so that they will be more willing to depart from literal interpretations when they are reading.

Skimming

Skimming is more complex and challenging compared with scanning. In scanning, readers usually need to recognize only the word or piece of information they are looking for. In skimming, however, they need to process more of the text, not just on a visual level, but also conceptually. Effective skimming also often requires the reader to make inferences. Because less of the text is sampled than in normal reading, there are inevitably large gaps in meaning that must be filled by inferring information and ideas from the sampled text. (pp. 3-4)

Predicting

Predicting is an important reading strategy. It allows students to use information from the text, such as titles, headings, pictures and diagrams to anticipate what will happen in the story. When making predictions, students envision what will come next in the text, based on their prior knowledge. Predicting encourages children to actively think ahead and ask questions. It also allows students to understand the

story better, make connections to what they are reading, and interact with the text. (Bailey, 2015)

Making connections

According to Buehl (2013) researchers argue that prior knowledge—what a person already knows—may be the most important variable for reading comprehension. A mental search for meaningful connections activates previous learning and taps into past experiences, enabling a reader to understand new information and establish interest, motivation, and purpose for reading a specific text.

Proficient readers constantly size up how their background knowledge might be mined to make sense of what an author is saying. Instructional practices that help students bridge their existing knowledge about a topic with the knowledge demands presented by an author, especially before they start to read, can support effective reading of even confusing or challenging material. (pp. 21-23)

How to teach Reading

As your students' progress in their English language skills, the readings you give them should be more authentic, more difficult and have vocabulary that is more complex. Beginning students, on the other hand, need readings that are structurally simple and not weighed down with vocabulary complexity. With such variety in ESL materials, how does the teacher present reading material in a way that reaches all of her students? Simply follow these steps no matter what your material is, and your students will have a successful learning experience in your next reading class.

1. **Get Ready.-** To make sure your students understand everything the text has to offer, get them thinking about the topic before you even open the reading text. The easiest way to do this is by giving small groups of student's discussion questions that touch on the topic they will be reading about. The point is to get students thinking about what they already know about the topic, also known as activating the schemata. If this previous knowledge is brought to the forefront before the students read, they will be able to retain the new in- formation in the text with greater ease since they will be connecting it with in- formation they already possess.
2. **Introduce Vocabulary.-** Your students need to learn the skills that native speakers employ without even noticing: guessing the meaning of words from their context. If your students will encounter new vocabulary in the reading selection you are using in class, give them a chance to preview the vocabulary in their isolated sentences, taken directly from the text. Simply type out the sentence or two which includes each new vocabulary word, and give your students a chance to guess the meaning with a partner. There is no need to use bilingual dictionaries for this. Just ask your class about each of the sentences, and your students will probably articulate a meaning close enough to the actual definition for the words to make sense in context.
3. **Read.-** Now has come the time to read the text. For the most part, reading aloud holds little linguistic value since it is not a real life language skill, so have your students read the text at home. If you must cover the material in class, make the experience as communicative as possible. Have different students read different

pieces of the text and then share those pieces with their classmates. This is known as a jigsaw. Then assign your students to read the entire text at home on their own time rather than during valuable class time.

4. **Check Comprehension.-** You will need to check that your students have understood what they have read, and there are many ways to do this. You may decide to use written methods. Have your students write a summary of what they read or answer questions, even write out their own questions. You can also use a more artistic and interactive approach. Have students act out the story, retell it to you or in small discussion groups, or draw pictures that explain what they read. You can also have your students quiz one another or present what they read to the class. Remember, people learn more when they teach material than just read it, so get your students in front of the classroom whenever you can.

5. **Apply Skills.-** Now that your students have read and understood your selected text, use that text as an example as you teach language skills. You should point out specific grammatical structures that the author uses. For beginning level students, you can point out things like verb tenses or prioritizing adjectives. Even the most simple of texts will have grammar skills you can stress. For more advanced readings along with their students, you may show your students how the author uses relative clauses, dependent clauses or literary elements.

If you teach grammar to this same group of students, you will know the structures they are studying in that class. If another teacher has them for grammar, however, it may be good to have a quick word with that teacher so

you have a clear understanding of what the students are learning. Even if you cannot coordinate reading class and grammar class, reviewing grammar is helpful for your students.

6. **Extend the activity.-** What next step can you and your students take when it comes to the subject matter they have read? Can they reenact what happened in the story? Can they give a value judgment on that about which they read? Can they connect with native speakers and see if they agree on a theme the reading presented? Close out your reading unit with some activity that applies the information in the reading to a broader situation.

Discussion questions are an easy go to, but surveys, debates, and additional research are among the many ways to creatively extend the reading activity. (How to teach reading like a pro, 2010, p. 3)

e. MATERIALS AND METHODS

Materials

This research had the application of three different kinds of resources, these were: first, the human resource, which was composed of the researcher who applied and executed the intervention plan, students of tenth year of Basic Education, parallel “C” and the English teacher who supported the researcher in controlling students’ discipline. Second, the material resources, which included office supplies as worksheets, printed material, flashcards, questionnaires, tests, and quizzes.

Finally, the technical resource which were used during the research work such as a laptop/computer where the researcher typed all the information, internet access to search significant information which supports the research, flash memory and cellphone to keep all information and the last one, the printer which helped to the researcher print all the needed material.

Design of the research

The present research work was based on the action research proposed by Kemmis & McTaggart, 2010 which was executed to understand, assess and change a situation, involving the researcher into the teaching practice. This design includes a self-reflective cycle which starts with an observation to identify a problem. Then, plan a solution in order to solve the problem, apply the strategies that the researcher suggested, evaluate the strategies for finally get the findings. Moreover, this design enabled the researcher to apply Active learning strategies to the improvement of reading skills.

Methods

During the development of this research the following methods were applied: the first method was the Scientific Method which provided the contextualization about Active learning strategies as an educational resource to improve reading skills also, it helped to support the analysis of the gathered data.

Second, the Descriptive Method, which helped to describe the kind of resources applied, to explain and analyze the object of the investigation. Also, to describe the obtained results with the application instruments, to describe the variables as independent and dependent variable, it was useful to describe the stages of the research work and the strategies applied

The Analytic-synthetic method was used to make the quantitative and qualitative statistical analysis of the data obtained from all collecting data instruments to redact the conclusions.

The Statistical method was helpful to make the quantitative and qualitative statistical and logical analysis of the data collected to draw up the conclusions. Also, to represent the results in graphs and tables.

Techniques and Instruments

Collecting data was a process in which there was the design of many resources such as: tests (pre/post), questionnaires (pre/post), field notes, and observation sheets. These resources were applied at the beginning, during and after the application of the intervention plan.

Test

Two kinds of tests were applied. The pre-test was composed of five questions, four of them were closed questions in order to develop reading comprehension and one open-ended question consisted about the identification of the main idea where students needed to use the sub-skills of reading such as: making inferences, predicting, scanning and skimming. The same pre-test was applied as post-test and carried out at the end of the intervention plan, to obtain information about students' progress on the improvement of reading skills.

Questionnaire

A pre and post-questionnaire consisting of five multiple choice questions were applied to collect qualitative information of students' opinions about Active learning strategies in order to know if students noticed positive or negative changes in their development of reading skills and its comprehension.

Field Notes

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

Population

The students of tenth year of Basic Education "C" at 27 de Febrero High School participated in the development of this action research. The participants were thirty students conformed by sixteen boys and fourteen girls. They were between fourteen and sixteen years old. The students received five hours of English per week with a certified English teacher.

f. RESULTS

This section details how the objectives were accomplished.

The first objective was verified through the reading of many educational books, articles and the search of the theoretical references that contains significant information about Active learning Strategies and Reading skills, which was the support to design the intervention plan, analyze the results and make the instruments.

The second objective was accomplished with the pre-test results, which allowed to diagnose students' difficulties and limitations in reading skills.

The third objective was fulfilled through the design of the intervention plan carried out during two months. It consisted of eight lessons. The lessons contained different active learning strategies to improve reading skills which were developed following three steps: activation, connection and affirming.

The fourth objective was accomplished by the application of Active learning strategies, as an educational tool to improve reading skills, it was verified with the pre and post-questionnaires results.

The fifth objective was reached with the interpretation of post-test results, which allowed to verify the students' improvement on reading skills and the effectiveness of Active learning strategies.

Pre-Test Results

Objective two: To determine the issues that limit the improvement of reading skills among students in tenth year of basic education “C”, morning session at 27 de Febrero high school in the Loja city, during the 2018 – 2019 academic period.

a. Table 1

Pre-test Scores of the Tenth Year Students in Reading Skills

Students' code	SK /2	SC /2	MC /2	P /2	RC /2	TOTAL /10
CVF 001	0.50	2.00	2.00	2.00	1.00	7.50
CVF 002	0.00	0.00	2.00	0.50	0.00	2.50
CVF 003	1.00	1.00	2.00	1.00	0.00	5.00
CVF 004	2.00	1.50	0.00	2.00	0.30	5.80
CVF 005	0.50	2.00	0.00	0.50	1.00	4.00
CVF 006	1.50	1.00	0.00	2.00	1.00	5.50
CVF 007	0.00	0.50	2.00	0.00	2.00	4.50
CVF 008	0.50	0.50	0.00	1.00	2.00	4.00
CVF 009	1.00	0.50	0.00	1.00	2.00	4.50
CVF 010	0.50	1.50	2.00	1.00	0.00	5.00
CVF 011	0.50	0.50	2.00	1.00	0.00	4.00
CVF 012	0.00	0.50	0.00	0.00	0.00	0.50
CVF 013	0.00	0.00	2.00	0.50	0.00	2.50
CVF 014	0.00	1.50	0.00	0.50	2.00	4.00
CVF 015	1.00	1.00	2.00	0.50	0.00	4.50
CVF 016	0.50	0.00	0.00	0.50	0.00	1.00
CVF 017	1.00	1.50	0.00	1.00	0.00	3.50
CVF 018	0.50	1.50	0.00	0.50	2.00	4.50
CVF 019	1.00	1.00	0.00	1.00	0.00	3.00
CVF 020	0.50	2.00	0.00	2.00	2.00	6.50
CVF 021	1.00	1.50	0.00	2.00	0.00	4.50
CVF 022	1.50	0.50	0.00	1.00	2.00	5.00
CVF 023	1.00	1.00	2.00	1.00	0.00	5.00
CVF 024	1.00	2.00	0.00	2.00	0.00	5.00
CVF 025	1.00	1.50	0.00	1.00	2.00	5.50
CVF 026	1.00	1.00	2.00	0.00	2.00	6.00
CVF 027	1.00	2.00	0.00	0.50	2.00	5.50
CVF 028	0.50	0.00	0.00	0.50	0.00	1.00
CVF 029	1.00	2.00	2.00	1.00	0.00	6.00
CVF 030	1.50	0.50	0.00	0.00	0.00	2.00
Mean	0.77	1.07	0.75	0.92	0.78	4.26

Note. CVF= Colegio 27 de Febrero; 001= Students' code; SK= Skimming; SC= Scanning; MC= Making Connection; P= Predicting; RC= Reading comprehension.

b. Interpretation and analysis

The information gathered in Table 1 shows that students got the total mean score 4.26/10, which corresponds to the failing level (see p.132). The highest mean score gathered was 1.07/2 in *Scanning* indicator (SC), which means they could find specific information referring to dates and hours but they struggled in recognizing information about quantities and also because they did not understand the question. On the other hand, the lowest mean score achieved was 0.75/2 in the aspect of *Making Connections* (MC). They were not able to correctly connect the situation with the reading theme, which means they did not connect the text with another reading studied before or with their own background.

Clearly, students have some limitations finding specific information, identifying the main idea, predicting what the reading is about and understanding the message of the reading.

In reference to the aspects mentioned above, Buehl (2013), states that reading is an activity that focuses on the ability to identify written words, recognizes the meanings, and comprehend an author's message. Yet, if reading is considered in its broader meaning, resulting that reading is a process that involves strategic examination of some array of information to achieve an understanding. (p.100)

Comparison of the Pre and Post Questionnaire Results

Objective four: To apply the most appropriate active learning strategies to improve reading skills among students in tenth year of basic education “C”, morning session at 27 de Febrero high school in the Loja city, during the 2018 – 2019 academic period.

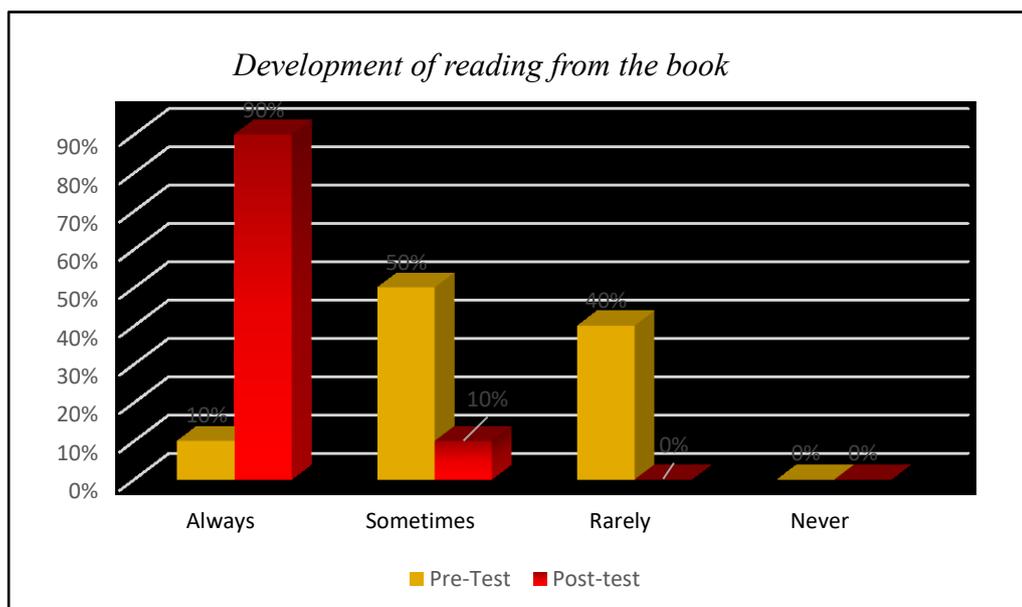
Question 1: How often does your teacher develop the reading from the book?

a. Table 2

Development of reading from the book

Options	Pre - Questionnaire		Post – Questionnaire	
	f	%	f	%
Always	3	10	27	90
Sometimes	15	50	3	10
Rarely	12	40	0	0
Never	0	0	0	0
Total	30	100	30	100

b. Figure 1



c. Interpretation and Analysis

The Table 2 results show that before the application of the intervention plan, 50% of students answered that their teacher sometimes develops the reading from the book. This indicates, the students practice was not helping to develop the elements to understand the whole text. So, students showed difficulty to understand the text and to distinguish between main idea and supporting details. However, after the application of the intervention plan 90% of students answered that their teacher always developed their reading skills, which shows students understand short readings and identify the main idea and supporting details easily.

Buehl (2013) indicates “students in 21st-century classrooms are expected to read from an impressive array of written texts on a daily basis. It is sometimes easy for students, and their teachers, to lose sight of why they read”. (p. 100)

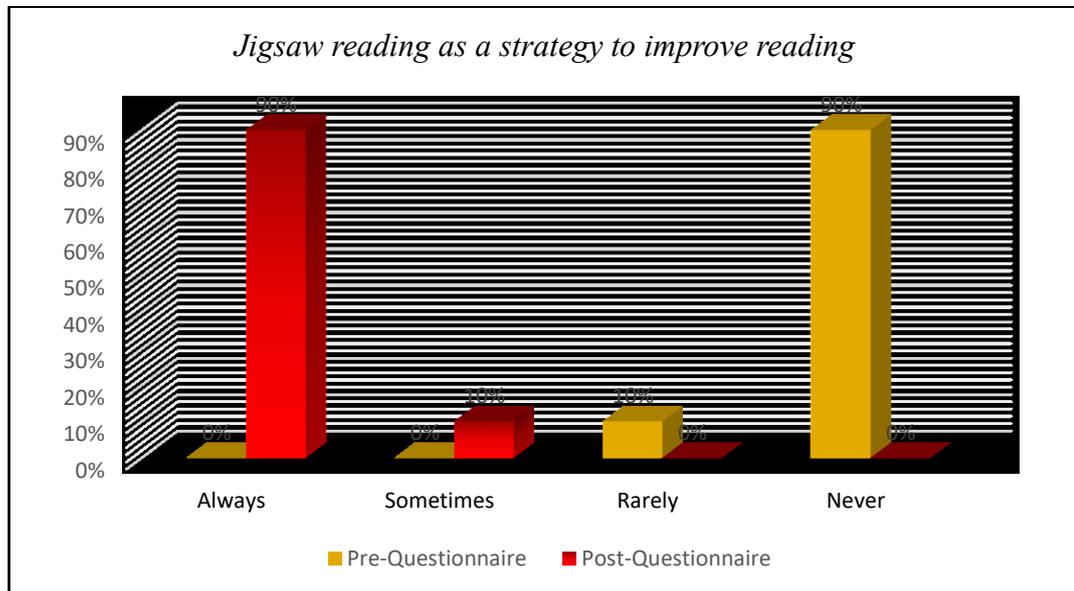
Question 2: How often does your teacher use strategies as Jigsaw reading (Break it up in parts or sections) to improve reading?

a. Table 3

Jigsaw reading as a strategy to improve reading

Options	Pre - Questionnaire		Post – Questionnaire	
	f	%	f	%
Always	0	0	27	90
Sometimes	0	0	3	10
Rarely	3	10	0	0
Never	27	90	0	0
Total	30	100	30	100

b. Figure 2



c. Interpretation and Analysis

The Table 3 indicates that before the application of the intervention plan, 90% of students said that their teacher never uses Jigsaw reading as a strategy to improve reading skills. This indicates students only listened to the teacher when she read orally which did not help students to understand the message from the reading and predict what the reading is about. Nevertheless, after the application of the intervention plan, 90% of students said their teacher always use active learning strategies as Jigsaw reading to improve students’ reading skills.

Jigsaw reading engage student’s attention and students share some new knowledge with a group. The learning task or text is divided so that no one learner completes the whole task or reads the whole text; all students are responsible for others’ learning. (Groves, 2003, p. 2)

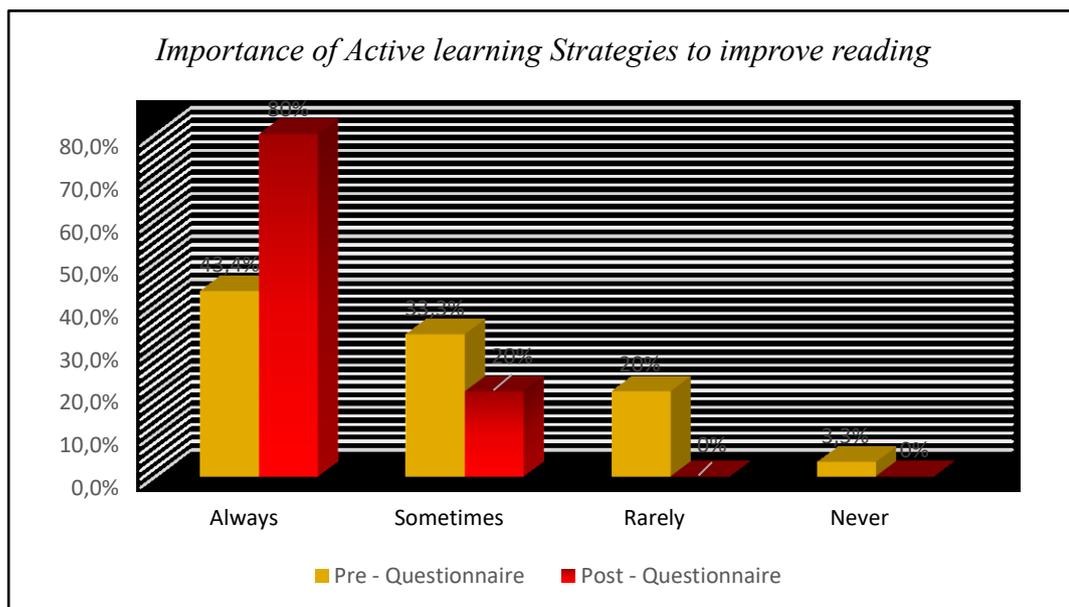
Question 3: How frequent is important the use of active learning strategies as Jigsaw reading to improve reading?

a. Table 4

Importance of Active learning Strategies to improve reading

Options	Pre - Questionnaire		Post - Questionnaire	
	f	%	f	%
Always	13	43,4	24	80
Sometimes	10	33,3	6	20
Rarely	6	20	0	0
Never	1	3,3	0	0
Total	30	100	30	100

b. Figure 3



c. Interpretation and Analysis

The data in the Table 4 indicates that 43,3% of students answered that active learning strategies as Jigsaw reading are always important to improve reading skills. Students think that the frequent use of these strategies allowed them to improve reading skills. But, they did not develop their abilities to read and comprehend texts.

However, after the application of the intervention plan this percentage went out to 80% where students kept this answer that active learning strategies as Jigsaw reading are important to improve reading skills predicting the reading and applying the skills.

According to Manaj (2015), it is a well-known fact that when there were no televisions or computers or other forms of entertainment, reading was a primary leisure activity among the educated lot. When you possess rich vocabulary, you listen better as you understand more; then you can write better with more words to choose from. Thus, the need to develop a habit to read is very important. Well, the skills will hopefully jump in automatically once the strong genuine habit has been established. The best and easiest approach is however, to make a small effort to read a piece a day, you will surely succeed. (p. 2)

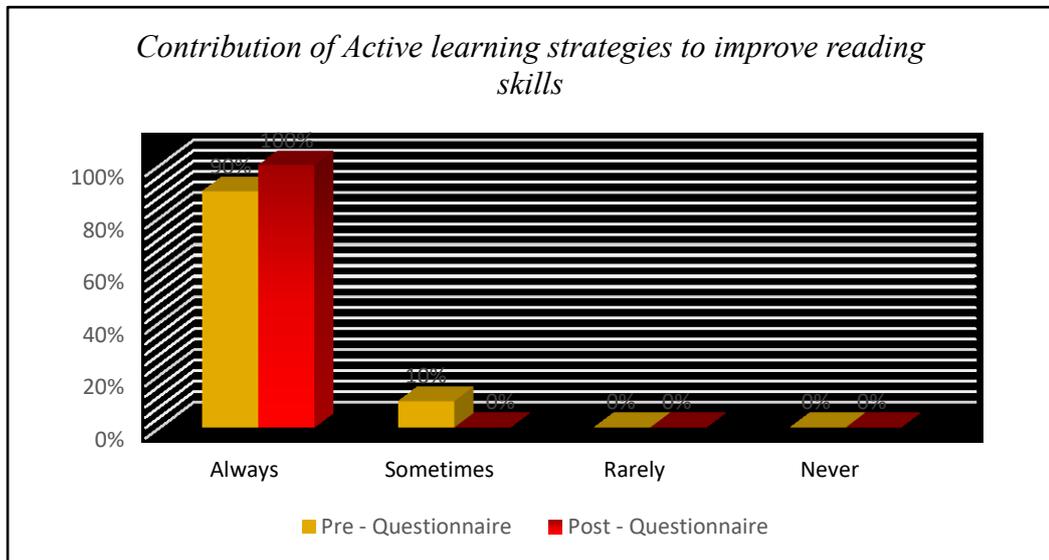
Question 4: How often Active learning strategies as Jigsaw readings contribute to improve reading skills?

a. Table 5

Contribution of Active learning strategies to improve reading skills

Options	Pre - Questionnaire		Post - Questionnaire	
	f	%	f	%
Always	27	90	27	100
Sometimes	3	10	3	0
Rarely	0	0	0	0
Never	0	0	0	0
Total	30	100	30	100

b. Figure 4



c. Interpretation and Analysis

The data in Table 5 shows that 90% of students think that active learning strategies always contribute to the improvement of reading skills. This means these strategies helped students to understand the main idea and supporting details from a reading and make connections between the reading and their prior knowledge. But, after the intervention plan, all students (100%) answered that active learning strategies contribute to improve their reading skills, since they make appropriate connection and the students have the opportunity to integrate the four English skills to read appropriately.

According to Telljohann , Anspaugh, 2007 (as cited in Buehl, 2013) “one of the primary benefits of active learning is the opportunity for the integration of reading, writing, listening, and speaking. Some active learning activities may involve all four of these language and communication skills in a single activity”. (p. 167)

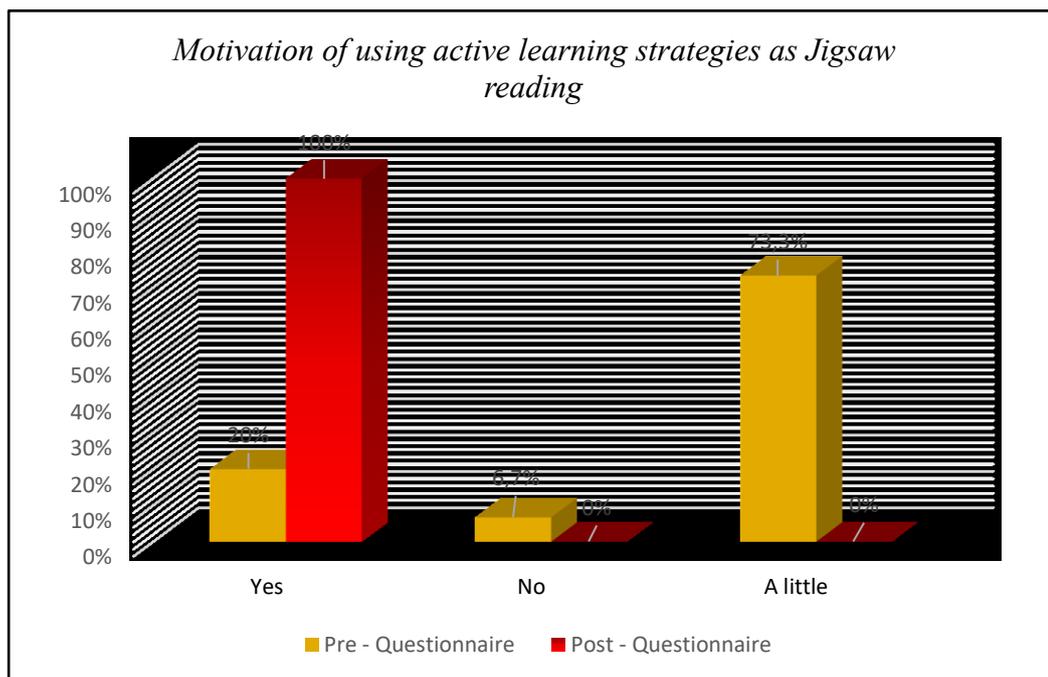
Question 5: Do you feel motivated to read using active learning strategies as Jigsaw readings?

a. Table 6

Motivation of using active learning strategies as Jigsaw reading

Options	Pre - Questionnaire		Post - Questionnaire	
	f	%	f	%
Yes	6	20	30	100
No	2	6,7	0	0
A little	22	73,3	0	0
Total	30	100	30	100

b. Figure 5



c. Interpretation and Analysis

The data gathered from table 6 demonstrates that the 73,3% of students feel a little motivated to read through active learning strategies. This means, active learning strategies are not being applied in an appropriate way and the reading

topics are not according to their needs or interest. Nonetheless, after the application of the intervention plan, student's opinion increased to 90%, where they felt motivated to read since their instruction was clear, the material was according to their needs. So, it was easier to understand the texts.

According to Adams (2016), active learning strategies attribute the following benefits to active learning strategies: Creates greater student interest and motivation than traditional lecture; involves students in learning-process activities rather than passive listening; provides more frequent and immediate feedback to students; promotes development of student skills in critical thinking; improves writing and speaking skills; increases individual accountability. (p. 3)

Post Test Results

Objective five.- To evaluate the effectiveness of the application of active learning strategies to improve reading skills among students in tenth year of basic education “C”, morning session at 27 de Febrero High school in the Loja city, during the 2018 – 2019 academic period.

a. Table 7

Post-test Scores of the Tenth Year Students in Reading Skills

Students' code	SK /2	SC /2	MC /2	P /2	RC /2	TOTAL /10
CVF 001	2.00	2.00	2.00	2.00	2.00	10.00
CVF 002	1.50	1.00	2.00	2.00	2.00	8.50
CVF 003	1.50	1.50	2.00	2.00	2.00	9.00
CVF 004	1.50	2.00	2.00	2.00	2.00	9.50
CVF 005	2.00	1.00	2.00	2.00	2.00	9.00
CVF 006	2.00	2.00	2.00	2.00	2.00	10.00
CVF 007	2.00	2.00	0.50	2.00	2.00	8.50
CVF 008	2.00	1.00	2.00	2.00	2.00	9.00
CVF 009	2.00	1.50	2.00	2.00	2.00	9.50
CVF 010	2.00	1.50	2.00	2.00	2.00	9.50
CVF 011	2.00	0.50	2.00	2.00	0.00	6.50
CVF 012	0.50	1.00	1.00	2.00	2.00	6.50
CVF 013	1.50	1.00	2.00	2.00	0.00	6.50
CVF 014	1.50	0.50	2.00	2.00	2.00	8.00
CVF 015	1.50	1.00	1.00	2.00	0.00	5.50
CVF 016	2.00	1.00	2.00	2.00	0.00	7.00
CVF 017	2.00	1.50	1.00	2.00	0.00	6.50
CVF 018	2.00	1.00	2.00	2.00	2.00	9.00
CVF 019	2.00	1.00	2.00	2.00	2.00	9.00
CVF 020	2.00	1.50	2.00	2.00	2.00	9.50
CVF 021	2.00	1.50	2.00	2.00	2.00	9.50
CVF 022	2.00	2.00	2.00	2.00	2.00	10.00
CVF 023	2.00	1.00	1.00	2.00	2.00	8.00
CVF 024	2.00	1.00	2.00	2.00	0.00	7.00
CVF 025	2.00	1.50	2.00	2.00	2.00	9.50
CVF 026	2.00	1.50	0.50	2.00	2.00	8.00
CVF 027	2.00	1.00	2.00	2.00	2.00	9.00
CVF 028	2.00	1.00	1.00	2.00	2.00	8.00
CVF 029	2.00	1.50	2.00	2.00	2.00	9.50
CVF 030	1.00	1.50	2.00	2.00	2.00	8.50
Mean	1.82	1.30	1.73	2.00	1.60	8.45

Note. CVF= Colegio 27 de Febrero; 001= Students' code; SK= Skimming; SC= Scanning; MC= Making Connection; P= Predicting; RC= Reading comprehension.

b. Interpretation and Analysis

The results in Table 7 show the total mean score of the Post-Test was 8.45 over 10, which corresponds to the average level (see p. 132). The highest mean score was in the indicator of Predicting (**P**), in which students got the mean score of 2 over 2 placing students in the highest level. This means, students can guess what might happen in the text, reading briefly, watching title and subtitles or watching pictures in any text. However, the lowest score that students got was in scanning indicator (**SC**), students got 1.30 over 2. Students need to work more in finding specific information from a reading, they still misunderstood some words.

According to Wandberg & Rohwer (2009) active learning is all about student engagement in education topics and issues. Active learning strategies helps to get any learning experience other than independently and passively reading, completing a worksheet, or listening to a lecture. During active student learning, the role of the teacher changes from leader and presenter to coach and facilitator. Active student learning implies that students are doing most of the work. They diverse classrooms, students should have frequent and multiple opportunities to read, write, listen, and speak in the context of education content. (p. 185)

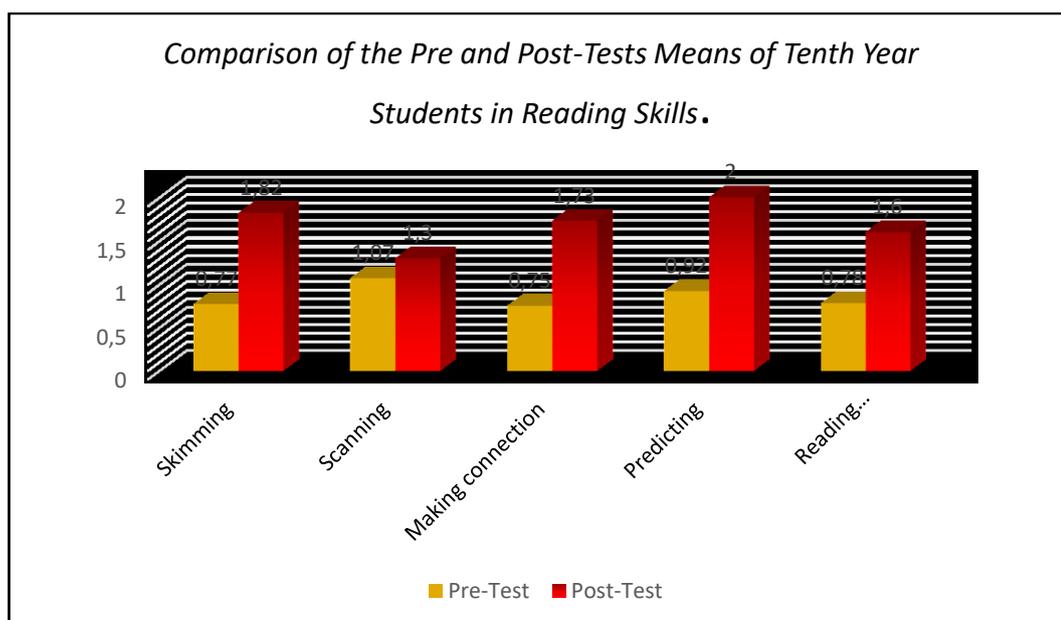
Comparing Pre and Post-Tests Means

a. Table 8

Comparison of the Pre and Post-Tests Means of Tenth Year Students in Reading Skills.

	Pre-test /10	Post-test /10
Skimming	0.77	1.82
Scanning	1.07	1.30
Making connection	0.75	1.73
Predicting	0.92	2.00
Reading comprehension	0.78	1.60
Total	4.26	8.45

b. Figure 7



c. Interpretation and Analysis

The data gathered from Table 8 and Figure 7 indicates that the active learning strategies applied during the development of this research work helped to the significant improvement of reading skills, which is interpreted by the difference

between the pre-test mean score of 4.26/10 and the post-test mean score of 8.45/10. It demonstrates that students through active learning strategies improved reading skills because students understand written words in a text, identify main idea and supporting details, try to infer what might happen in the story, and make connections with their background or prior knowledge. Nevertheless, students still struggle finding specific information from text. Students still need to read more to have more practice. So, students get better vocabulary and understand the whole text.

g. DISCUSSION

The implementation of active learning strategies improve the reading skills among students of tenth year of basic education “C”, morning session at 27 de Febrero High School in the Loja city, during the 2018 – 2019 academic period. The use of active learning strategies improved reading skills in the students. The intervention plan was elaborated taking into account four active learning strategies (Jigsaw reading, Tag the gap, Group summarizing and Read Aloud), which helped students to achieve an acceptable change on their reading skills. This change was positive throughout all the sub-skills: scanning, skimming, making connections, and predicting to get a satisfactory reading comprehension. All these parameters are corroborated in the increase of the pre-test mean, which was originally 4.26 over 10. But, after the intervention plan, the final post-test mean was 8.45 over 10. This improvement is represented statistically. According to Telljohann & Anspaugh, (cited by Buehl, 2013) “one of the primary benefits of active learning is the opportunity for the integration of reading, writing, listening, and speaking to get a satisfactory students level”. (p. 167)

The pre-test showed that the majority of students had problems in the evaluated aspects. Referring to skimming and scanning, students could not find specific information accurately in an English text. In predicting, it was difficult for students to determine what might happen next or after a story. In making connections, they were not able to connect the reading with their previous knowledge. Finally, in reading comprehension, they were not able to identify the main idea and

misunderstood the whole text. But, after the intervention plan, the post-test showed better findings, which indicates that the knowledge in the aspects mentioned before has changed in an acceptable way. Students are able to understand the text identifying the main idea and some of them find specific information in the text such as dates, time, years, facts and locations.

At the beginning of the application of active learning strategies, students felt confused and uncomfortable because they did not understand very well the process of execution of these strategies, additionally, these strategies were difficult to apply, for their inexperience working with them. Inconformity appeared when students had to work in groups since they used to work individually most of the time, they struggled working together because they felt scared of expressing their ideas or thoughts and some students got distracted easily. Nevertheless, at the end of the intervention plan, there was a huge change in their behavior because they finally felt comfortable working in groups, and they could share their ideas with their classmates without fear.

During the application of the intervention plan there were many strengths and limitations which helped interrupt the student's process respectively. The main strength was the available material in each class, the teacher was collaborative with all the planned activities. The limitations were: the time, because students took much time to get together in groups, and they looked the way of working just with close friends. Some students did not cooperate in the group, they only expected the other students complete the tasks.

Additionally, it is important to mention that at the beginning and at the end of the intervention plan, there was a significant change in student's knowledge of reading skills shown in the results of tests and questionnaires, because they could identify the main idea and supporting details from a short reading, Also, they could find specific information from a reading, predict what might happen in the reading and make a good connection with their prior knowledge.

h. CONCLUSIONS

The issues that limited the improvement of reading skills in the students of tenth year of basic education “C”, at 27 de Febrero high school were: the difficulty they had making the correct connections between the reading with their prior knowledge or readings studied before, they had limitations in identifying the main idea and supporting details to understand texts, another limitation was finding the specific information from readings, and the methodology teacher used was not appropriate to students get interested in reading.

The application of active learning strategies (Jigsaw Reading, Tag the Gap, Group Summarizing and Read Aloud) as an educational tool helped students to reduce their limitations in finding the main idea, supporting details and specific information, and students increased their vocabulary knowledge. Also, students made an appropriate connection between the text and the prior knowledge; they were able to predict what may happen in the reading. Another positive change students had was in their ability to summarize texts correctly. Finally, students were interested and felt motivated to read different kinds of texts.

The implementation of active learning strategies (Jigsaw Reading, Tag the Gap, Group Summarizing and Read Aloud) was significant. These strategies helped students interact with each other, share ideas and knowledge, and their interest increased since they felt more comfortable reading complex text.

i. RECOMMENDATIONS

Teachers should make students practice more reading from the book, these readings have to be of different kind of texts. So, students practice and are encouraged in self-reading skills into the reading learning process.

Teachers should apply appropriate strategies such as Active learning strategies to teach in an interesting, fun and interactive way. So, students are engaged and interact in the development of reading skills.

Teachers in addition to the readings from the book they should use more readings that catch the student's attention and make them have fun. In this way, students feel comfortable and encouraged when they read. Also, students need to learn at the beginning of any reading program the sub-skills of readings such as scanning and skimming.

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k. ANNEXES



1859

UNIVERSIDAD NACIONAL DE LOJA

FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN
ENGLISH LANGUAGE DEPARTMENT

THEME

THE IMPROVEMENT OF READING SKILLS THROUGH ACTIVE LEARNING STRATEGIES AMONG STUDENTS OF TENTH YEAR OF BASIC EDUCATION “C”, MORNING SESSION AT 27 DE FEBRERO HIGH SCHOOL IN THE LOJA CITY, DURING THE 2018 – 2019 ACADEMIC PERIOD

AUTHOR

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LOJA– ECUADOR

2019

a. THEME

THE IMPROVEMENT OF READING SKILLS THROUGH ACTIVE LEARNING STRATEGIES AMONG STUDENTS OF TENTH YEAR OF BASIC EDUCATION “C”, MORNING SESSION AT 27 DE FEBRERO HIGH SCHOOL IN THE LOJA CITY, DURING THE 2018 – 2019 ACADEMIC PERIOD

b. PROBLEM STATEMENT

Background

The present educational research will be carried out at 27 de Febrero High school during the academic year 2018- 2019. The 27 de Febrero Technical Female High School of the Loja City, was created on October 22nd in 1958, through the Ministerial Agreement No. 1002 which first name was “Dolores Gangotena de Ponce” and which purpose has been to educate the women of Loja in Handicraft field. Some years later, The Provincial Department of Education, through Resolution N0002, gave the authorization that the Colegio Técnico Femenino 27 de Febrero, work as mixed (males and females) from 2009-2010. In 2012 through Ministerial Agreement N0 0407-12, this high school changed its name as Colegio de Bachillerato 27 de Febrero. Since April 23, 2015, the 27 de Febrero High school is authorized by the Ministry of Education to offer the Program of Diploma of Baccalaureate International, signed by the Directorate General of the International Baccalaureate Organization.

It is located in the city of Loja, Canton of Loja, Parish “San Sebastián”, “La Tebaida” neighborhood, Pablo Palacio 21 - 51 and Jhon F. Kennedy Street, It has two educational levels, EGB and Bachillerato, its escolar system is public, face-to-face format, number of students is one thousand-one hundred-eighty one (1181), high school code is 050570, it has two sessions: morning and evening.

In these days the main authority of the institution is Mgs. Galo Guaicha Guaicha, this institution offers from the Beginner Level to the Basic Level and High School. Nowadays, this high school is conformed for eighty teachers, who six are English teachers. In order to carry out this research work, the researcher has considered taking into account the tenth year of Basic Education “C”, there are twenty five students who are between 15 to 20 years old.

Current situation of the research problem.

The research will be focused on the use of active learning strategies to improve reading skills. Active learning strategies are meant to foster cooperative and collaborative learning, meaningful engagement, reflection, and deeper student learning.

Reading besides being an important skill to teaching English is a receptive skill through it students receive information. Moreover, the complex process of reading also requires the skill of speaking, so that students can pronounce the words that they read. In this sense, reading is also a productive skill in that students are both receiving information and transmitting it.

One way to improve students' reading skill is by using some active learning strategies which promotes student engagement. There are many active learning strategies such as: Reading Aloud, Jigsaw readings, Making connections, guided reading which works together of scanning and skimming, they are strategies of fast reading.

In the institution where the research is going to be carried out, the researcher through observations realized that reading skill is being developed through repetition or the students read alone, it is not a skill in which teachers focus on to enhance this ability, furthermore the use of resources as active learning strategies is not used frequently.

Students about their graduation in third of Bachillerato are expected to reach at least the level B1 according to Common European Framework of Reference (CEFR). Therefore the tenth year “C” students are expected to reach the A.2 level CEFR, but with the observation before mentioned, the researcher realized students need to improve all the skills to achieve this required level. Reading is the skill that they need to work on it the most in spite of they do not read very well the teacher needs to develop this skills using active learning strategies.

There are several difficulties that learners face in the area of reading for example when they do not know about the meaning of any word they only ignore it, another point is when they do not pronounce a word very well they only read it as in their target language, in fact, they are reading in an inadequate way.

As students have not been developed reading skills, this research project will be addressed on active learning strategies to improve reading skills in the students because in spite of reading and pronouncing correctly they are interacting among them.

Research problem

Considering the elements before mentioned, it is essential to research the following problem:

HOW DO ACTIVE LEARNING STRATEGIES IMPROVE READING SKILLS AMONG STUDENTS OF TENTH YEAR “C”, MORNING SESSION AT 27 DE FEBRERO HIGH SCHOOL IN THE LOJA CITY DURING THE 2018 – 2019 ACADEMIC PERIOD?

Delimitation of the research

Timing

This research work will be carried out during the academic period 2018 – 2019.

Location

It will be carried out at 27 DE FEBRERO High-school, which is a public high school located in the city of Loja at “La Tebaida” Neighborhood.

Participants

The participants in this project will be the students of 10th year of Basic Education “C”.

Sub problems

- What theoretical and methodological references about active learning strategy are adequate for improving reading skills among students of tenth year of basic education “C”, morning session at 27 de Febrero high school in the Loja city, during the 2018 – 2019 academic period?
- What are the issues that limit the improvement of reading skills among students of tenth year of basic education “C”, morning session at 27 de Febrero high school in the Loja city, during the 2018 – 2019 academic period?
- What are the phases of the intervention plan that address the current issues to improve reading skills among students of tenth year of basic education “C”, morning session at 27 de Febrero High school in the Loja city, during the 2018 – 2019 academic period?
- Which active learning strategies are implemented to improve reading skills among students of tenth year of Basic Education “C”, morning session at 27 de Febrero high school in the Loja city, during the 2018 – 2019 academic period?
- How effective was the application of the intervention plan about active learning strategies to improve reading skill among students in tenth year of basic education “C”, morning session at 27 de Febrero high school in the Loja city, during the 2018 – 2019 academic period?

c. JUSTIFICATION

The present thesis project was selected after many hours of observation in the 27 de Febrero high school where the main problem detected was the lack of active learning strategies when reading skills is developed. Thus, the purpose that the researcher has is the improvement of reading skills using some active learning strategies.

The researcher as a student of seventh cycle of English Language Department at Universidad Nacional de Loja, and as future English Teacher is interested in helping to the society to face and solve any kind of problems such as improving reading skills at the moment to teaching English using the four skills.

Regardless, level of students, all of them need to develop the four skills in an active way where students besides learning English, they interact among them. As a result they got knowledge in a way where they do not get bored or only repeat the same every day.

Currently, four skills are being developing without using an active way for this reason the researcher will carry on this project focusing on improving reading skills.

The researcher will use some active learning strategies in the classroom at the moment that students read in order the reading is more understandable way. As a result students interact among them and the most meaningful aspect is they learn in an appropriate way.

d. OBJECTIVES

General Objective

- To improve reading skills through active learning strategies among students of tenth year “C”, morning session at 27 de Febrero high school in the city of Loja during the 2018 – 2019 academic period.

Specific Objectives

- To find out the theoretical and methodological references about active strategies and its application for improving reading skills among students in tenth year of basic education “C”, morning session at 27 de Febrero high school in the Loja city, during the 2018 – 2019 academic period.
- To determine the issues that limit the improvement of reading skills among students in tenth year of basic education “C”, morning session at 27 de Febrero high school in the Loja city, during the 2018 – 2019 academic period.
- To design an intervention plan based on the use of active strategies to improve reading skills among students in tenth year of basic education “C”, morning session at 27 de Febrero high school in the Loja city, during the 2018 – 2019 academic period.

- To apply the most appropriate active learning strategies to improve reading skills among students in tenth year of basic education “C”, morning session at 27 de Febrero high school in the Loja city, during the 2018 – 2019 academic period.
- To evaluate the effectiveness of the application of active learning strategies to improve reading skills among students in tenth year of basic education “C”, morning session at 27 de Febrero High school in the Loja city, during the 2018 – 2019 academic period.

e. THEORETICAL FRAMEWORK

Active Learning Strategies

According to Hermin & Toth, (as cited in Buehl, 2013), active learning refers to the level of academic student engagement in and out of the classroom. These teaching techniques are intended to make the students active (rather than passive) participants in learning. Learning skills and important knowledge is not unlike learning many new skills, be it a physical skill (e.g., kicking a ball), a mental skill (e.g., decision making), or a social skill (e.g., communication). Many individuals learn best and become proficient in skills by practicing them rather than merely being a spectator to the skill, such as listening to teachers talk about the skill, reading about the skill, or watching others perform the skill.

According to Eison J. (2010), active learning strategies include a wide range of activities that share the common element of involving students in doing things and thinking about the things they are doing.

Active learning strategies can be created and used to engage students in:

- Thinking critically or creatively
- Speaking with a partner, in a small group, or with the entire class
- Expressing ideas through writing, exploring personal attitudes and values
- Giving and receiving feedback
- Reflecting upon the learning process.

It should also be noted that active learning strategies can:

Be completed by students either in-class or out-of-class

Be done by students working either as individuals or in group, and

Be done either with or without the use of technology tools.

When an instructor employs active learning strategies, he or she will typically spend greater proportion of time helping students develop their understanding and skills (promoting deep learning) and a lesser proportion of time transmitting information (i.e., supporting surface learning). In addition, the instructor will provide opportunities for students to apply and demonstrate what they are learning and to receive immediate feedback from peers and/or the instructor.

According to Robert Wandberg and John Rohwer (2009), active learning is all about student engagement in education topics and issues. Active learning strategies helps to get any learning experience other than independently and passively reading, completing a worksheet, or listening to a lecture. During active student learning, the role of the teacher changes from leader and presenter to coach and facilitator. Active student learning implies that students are doing most of the work. They diverse classrooms, students should have frequent and multiple opportunities to read, write, listen, and speak in the context of health education content.

Advantages to use Active Learning Strategies

Active learning strategies are designed to take students out of their books, sometimes out of their seats, sometimes out of the classroom, sometimes out of their school, and sometimes out of their familiar ways of thinking. Active, hands-on

teaching strategies and learning activities are intended to make students active participants in their own learning (Robert Wandberg and John Rohwer, 2009).

Teaching Active learning Strategies refers to the structure, system, methods, techniques, procedures, and processes that a teacher uses during instruction. These are strategies the teacher employs to assist student learning. Learning activities refer to the teacher-guided instructional tasks or assignments for students. These are student activities.

The terms teaching strategy and learning activity do not exclusively imply active or passive instruction. For example, a teacher may select a lecture teaching strategy where the students are expected (as their learning activity) to simply listen.

Conversely, a teacher may select a problem-based teaching strategy where the students are expected (as their leaning activity) to discover that they need to learn something in order to solve the problem.

Positive Results of Using Active Teaching Strategies

According to Telljohann S., 2004; Anspaugh, 2007 (as cited in Buehl, 2013) research continues to consistently support and demonstrate that students learn better if they are actively engaged in the education content they are being taught So, why then are there educators who continually avoid engaging students with active learning activities?

Some of the reasons teachers choose to stay with lecture methods and other traditional teaching strategies rather than using active learning teaching strategies include the following:

If they students spend time in class on active learning exercises, they will never get through the education content that they are expected to cover.

If teachers do not lecture, teacher will lose control of the class.

Teachers have difficulty getting their students to work in teams. Some students do all the work and some do none at all. How do teachers grade them?

Students do not know how to deal with higher-level questions. They just want to give simple, low-level answers.

Students do not like active learning; they would rather just listen and take notes.

Teachers have some special education and ELL students in class. They do not know what to do with them during group or other active learning activities.

Nine guidelines are suggested to assist teachers on how to introduce and use active learning activities in their education classrooms:

- Vary the small group or partner teams. Some teachers choose to randomly identify teams, such as drawing names, to create the teams or partners; some teachers choose to have a systematic scheme for identifying teams, such as a specific rotation schedule.
- Vary the required team techniques and tasks.
- Clearly identify the role of each team member.

- Clearly state the purpose and outcome of the team’s task.
- Clearly state the time allotment for the task.
- Have all necessary instructional materials ready.
- Determine how students will be graded on this task.
- Start early and small.
- Begin some brief active learning activities early in the term.
- Determine a signal indicating when students should stop talking.

One of the primary benefits of active learning is the opportunity for the integration of reading, writing, listening, and speaking. Some active learning activities may involve all four of these language and communication skills in a single activity. As with many teaching techniques, practice and repetition often result in greater teacher skill in delivering the technique. Planning and implementing active learning activities is no different. Teachers should not be afraid to alter or change the activity. Early on, many students often need practice to become more proficient at active learning.

According to Adams. M., (2016), she mentions that the Elaboration on the nature of active learning, the purpose of active learning, considerations for integrating active learning, techniques for incorporating active learning, and suggestions for covering content when using active learning are addressed in Active Learning, from the Center for Teaching Excellence at Cornell University. This “Active Learning” material included the following reasons for incorporating active learning techniques in the classroom:

Research suggests that audience attention in lectures starts to wane every 10-20 minutes. Incorporating active learning techniques once or twice during a 50-minute class (twice or thrice for a 75-minute class) will encourage student engagement.

Active learning also:

Reinforces important material, concepts, and skills.

Provides more frequent and immediate feedback to students.

Addresses different student learning styles.

Provides students with an opportunity to think about, talk about, and process course material.

Creates personal connections to the material for students, which increases their motivation to learn.

Allows students to practice important skills, such as collaboration, through pair and group work.

Builds self-esteem through conversations with other students.

Creates a sense of community in the classroom through increased student-student and instructor-student interaction.

Types of Active Learning Strategies

Group Summarizing

It is a strategy that asks students, in small groups, to summarize any reading or observation (e.g., magazine article, text section, and video). Students may need

predetermined summarizing categories, such as major topics, concepts, facts, and time lines. Summaries may be described in text or graphic format. (Robert Wandberg; John Rohwer, 2010).

Can You See It?

Duke and Pearson (2001) says that: In this activity, two students work together. One reads a story or poem while the other child

- shuts his or her eyes
- listens to the story or poem
- creates a picture in his or her head
- sketches the picture

The reader rereads the text while the buddy listens again, visualizing and listening for more detail to add to the picture.

Read Aloud

Choose a small text (500 words or less) to read aloud, and ask students to pay particular attention during this phase of lecture. A small text read orally in a larger lecture can focus attention. (Academy for Teaching & Learning Excellence, 2018)

Sticky Note Discussions

Divide students into cooperative groups and have them read individually. Ask them to use sticky notes to mark places that they want to talk about in the text. Then direct them to reread as a group and discuss the parts they have marked.

Two-Way Task - Timeline

Each student receives a paper strip containing a line or paragraph that refers to a particular aspect or event of the reading (literature or content reading). Students arrange themselves in a line so that they are sequenced according to the events described in their strips of paper.

Tag the Gap

Students work individually with their assigned text/reading material. After reading their text, students use one color of post-its mark what they don't understand.

Students use a second color to mark what they need/would like more information on.

The teacher can see where the gaps in understanding are and adjust teaching accordingly.

Students can be strategically paired to help each other with what they don't understand.

Center activities can be planned to allow students to research areas where they need/would like more information.

SQP2RS Survey, Question, Predict, Read, Respond, Summarize

SURVEY: Students preview the assigned text: Title, Headings, Picture/Photo Descriptions, Captions, and Italicized Words.

QUESTION: Students turn the heading into a question before reading the selection.

They generate questions that can be answered after reading.

PREDICT: Students predict one to three things they expect to learn from reading the text.

READ: Students read the selection, looking for answers to their questions.

RESPOND: Students respond to the questions they initially generated. They determine which were answered in the text. They develop new questions. They continue surveying.

SUMMARY: After finishing the entire reading assignment, students summarize the selection orally and in writing.

Guided reading

Introducing the Book

Decide on the focus.

Select the appropriate materials.

Determine skills and strategies the group will address in the lesson.

Introduce book and predict text.

Encourage students to share prior knowledge of topic.

Make connections to similar books and situations.

During Reading

Ask questions that clarify meaning and encourage reading.

Provide prompts that support self-monitoring

Check for comprehension.

Encourage participation and attending to text.

Return to the Text

Gain more information and clarity.

Practice fluency and pronunciation.

Review difficult vocabulary and structures.

Revisit text/dialogue for enjoyment.

Compare and contrast predictions.

Responding to the Text

Encourage deeper levels of thought.

Maximize speaking, listening, reading, and writing activities.

Extend reading or exploration of related topics.

Evaluate difficulty of selection and instructional level.

Allow students to gain further understanding through discussion.

Jigsaw Readings

The teacher identifies an article or other reading related to the topic under study. This selection should have delineated sections, chapters, or natural breakpoints that would allow for sectioning the reading.

Students work in groups of four.

Each group receives one portion of the class reading selection.

The group is responsible for reading that portion and then teaching it to the class.

The group reads its selection, either by having each member read individually, by doing paired reading, or by selecting a group reader.

Following the reading, the group engages in a discussion of the reading. As part of the group discussion, the group identifies the main points (3-5 key ideas) of the reading.

The group then uses a graphic organizer to chart their selection, including the following:

The key ideas;

A graphic representation of the ideas;

An indication of how the information confirms, illustrates, or contradicts some personal experience of the group;

A suggestion for how the group will be able to apply these learnings.

The group plans its “teaching” strategies for sharing their information with the class, as well as an “assessment” strategy to determine whether they are successful, i.e., whether the class LEARNS what they teach.

Each group presents its “lesson.”

Key words notes

Teacher selects a reading or text and divides it into four smaller segments

Students are asked to create a frame on their paper that resembles the one below.

Individually or in pairs, students read the first segment, and in the first space in their frame, write one word that captures the key focus of the reading.

Students continue to read the remaining segments, repeating this process.

Once the last segment has been completed, students are asked to write a sentence that captures the essence of the full reading/text.

Students share their work in small groups and discuss differences and similarities in their words and sentences, and why.

Summary ball

After reading a narrative, the teacher or group leader writes the questions WHO, WHAT, WHERE, WHEN, WHY, and HOW on an inflated beach ball, using a permanent marker.

The students then toss around the ball in a small group.

Each student who catches the ball looks to see which word is closest to his/her right thumb and answers that question with regard to the text just read.

If more than one student gets the same question, the first student answers the question, and subsequent students elaborate on what the first student said about that topic.

The teacher or the recorder records the students' responses on chart paper in list format, to provide a group story summary. Now, students re-read the text and reflect on the summary created. The teacher can prompt the group by asking, "How did creating a group summary support your understanding of the story students read?"

Reading Skills

Referring to Buehl, D. (2013) says that Reading as an activity that focuses on the ability to identify written words, recognizes the meanings, and comprehend an author's message. Yet, if reading is considered in its broader meaning, resulting that reading is a process that involves strategic examination of some array of information to achieve an understanding. Reading to make sense of what are observing. Making sense of human interactions, of weather patterns, of a competitor's moves, of facial expressions, and of course, of written language is the purpose of reading.

Students in 21st-century classrooms are expected to read from an impressive array of written texts on a daily basis. It is sometimes easy for students, and their teachers, to lose sight of why they read. Students do not read to complete

assignments, they do not read to be prepared for tests, and they do not read to meet standards. They read to understand.

According to Tindale J, (2003) mentions that Reading is a complex cognitive task, seen variously (depending on the theoretical approach) as being dependent on either:

Information processing/decoding skills (bottom-up skills)

Background knowledge (top-down skills)

An interaction between bottom-up and top-down skills, or a complex mix of top-down and bottom-up skills combined with social experiences (new literacy approaches).

Referring to EFL for sub level superior of EGB mentions that Reading is an active skill, in which learners consciously and subconsciously apply various sub skills: guessing meaning, predicting content, checking these guesses against the text and then verifying and rectifying them by asking oneself questions. If learners want to become independent readers, they should be taught from early on how to approach and consider a text. This includes practicing various reading strategies in class such as skimming and scanning, underlining ideas and boxing supporting details, predicting answers to pre-reading questions using title and pictures and inferring the writer's intention.

The reading is a meaningful productive skill and so important because it helps to students to develop the language itself with a correct pronunciation, fluency, and the other fields about reading.

According to Glenn (2016) mentions reading is important because it develops the mind. The mind is a muscle. It needs exercise. Understanding the written word is one way the mind grows in its ability. Teaching young children to read helps them develop their language skills. It also helps them learn to listen. Everybody wants to talk, but few can really listen. Lack of listening skills can result in major misunderstandings which can lead to job loss, marriage breakup, and other disasters - small and great. Reading helps children [and adults] focus on what someone else is communicating. It is how students discover new things. Books, magazines and even the Internet are great learning tools which require the ability to read and understand what is read. A person who knows how to read can educate themselves in any area of life they are interested in. People live in an age where they overflow with information, but reading is the main way to take advantage of it. Reading develops the imagination. TV and computer games have their place, but they are more like amusement. Amusement comes from two words "a" [non] and "muse" [think]. Amusement is non-thinking activities. With reading, a person can go anywhere in the world...or even out of it! They can be a king, or an adventurer, or a princess, or... The possibilities are endless. Non-readers never experience these joys to the same extent. In line with the above, reading develops the creative side of people.

The Reader

According to Buehl, D. (2013) says Teachers know that every student brings certain skills as a reader to the classroom. Too often, they might attribute comprehension breakdowns to skill deficits: word identification (e.g., “This student

does not apply phonics skills.”), fluency (e.g., “This student is a slow, labored, or word-by-word reader.”), or reading technique (e.g., “This student lacks study skills.”). Although each of these is certainly a facet of what it means to be a reader, it is too simplistic to focus solely on whether students have developed specific reading skills. Because comprehension relies on a mental construction that assimilates what is on the page with what is already known, the background knowledge and experiences of the reader are primary determinants of how a text will be understood. The more students already know about a topic, the better they will be able to comprehend texts about that topic. If their background knowledge includes much of the content vocabulary that appears, for instance, in a passage on medieval cathedrals or in an article on creatures that live in arid regions, then comprehension is enhanced correspondingly. Additionally, students may have developed the facility to read materials typical of some academic disciplines but may struggle with texts in other subject areas. Finally, comprehension is influenced greatly by personal reasons for reading a particular text and the willingness or motivation to do so.

Reading Comprehension

Reading comprehension is a process in which the reader constructs meaning using as the building materials the information on the printed page and the knowledge stored in the reader’s head (Samuels, “The Method of Repeated Readings” 169). It involves intentional thinking, during which meaning is constructed through interactions between text and reader (Comprehension Strategies 137). Reading is comprehension. Comprehension is what reading is all

about. Decoding without comprehension is simply word barking being able to articulate the word correctly without understanding its meaning. Effective comprehenders not only make sense of the text they are reading, they can also use the information it contains. (Duke and Pearson, 2001).

Reading comprehension develops over time as students engage in the process. Allocating ample time for actual text reading and ensuring that students are actually reading text during that time are among the teacher's most vital tasks in comprehension instruction (Fielding and Pearson 1994, 62). Unfortunately, many children, especially struggling readers, often "fake it." Students must be reading and rereading books that they can read ("just right" books) to improve comprehension. Through extensive reading, students' vocabulary and background knowledge improve, which results in improved comprehension.

However, reading comprehension is a natural co-developing process, which can (and often must) be enhanced by appropriate strategy instruction (Reading Comprehension strategies that work, 2001).

The Sub-Skills of Reading

Synthesizing

Referring to Buehl, D. (2013) says Synthesizing is the culmination of comprehension; to synthesize, learners must connect to their knowledge, raise questions, create mental images, make inferences, and determine importance. Synthesis represents those "Aha! I get it!" moments, when readers develop personal interpretations of an author's message and establish their take on a text's meaning.

Because of the transcendent nature of synthesizing, most students find summarizing to be a difficult process. Instructional practices that engage students in summarizing what they read into personal understandings are absolutely necessary if learners are to reduce a mass of material into a manageable distillation: an explanation, a generalization, an interpretation, or a conclusion.

Vocabulary Development and Background Knowledge

Referring to Buehl, D. (2013) says "It is well established that good comprehenders generally have good vocabularies. And beyond that, there is evidence that teaching students vocabulary, in fact, increases their comprehension abilities" (Pressley 2002, 293). Although vocabulary can be taught, most vocabulary words are learned through reading. That is why people who read a great deal generally have large vocabularies. Prior knowledge affects comprehension. The more one already knows, the more one comprehends, and the more one comprehends, the more one learns new knowledge to enable comprehension of an even broader array of topics and texts (Fielding and Pearson 1994, 62).

Assessing Reading Comprehension

Because comprehension is a mental process, it can only be observed and assessed indirectly. We cannot get inside a reader's head to observe comprehension, but students can infer comprehension strategies or make them more visible (Rhodes and Shanklin 213).

Listening and reading comprehension can be inferred and assessed through

Oral or written retellings

Read-aloud (e.g., Informal Reading Inventories, or IRIs) and thinkalouds

Answering questions

Running records: Do miscues make sense?

Filling in missing words in a cloze: Is the word defensible?

The arts/acting out stories through puppet plays or Readers' Theater; art

Written responses

Group discussions (e.g., book clubs, Author's Chair)

Peer and self-assessments

Questionnaires

Interviews

Audiotapes of children's readings

Scanning

According to Jeffries L. (2012) though scanning and skimming are often confused and are sometimes taught as the same thing, they are quite different skills. Skimming involves the processing of text for ideas, which requires complex thinking skills and for that reason. Scanning, on the other hand, is a somewhat simpler skill that mainly involves a visual search for a specific item on a page,

though it does require the reader to sort through the visual information to some extent.

Scanning for Information

Apart from the fact that scanning is a useful skill in itself, one that we frequently use in daily life, another reason for asking students to practice scanning is to help them develop flexibility in their eye movements as they read. When you scan a text for a certain piece of information, you have an image in mind of what you are looking for. It may be a certain kind of information (a date, a number, a name), or a specific word or phrase. As you scan, you try to match the image in your mind with something on the page. This kind of matching of expectations about a text with the visual information presented in the text is in fact a fundamental aspect of the reading process. Finally, another reason why it can be useful to do scanning exercises in “authentic” material is to help students further build confidence in their ability to get information from text. Though some of the material in these exercises may contain quite a lot of difficult vocabulary, students will find that they do not need to know all the words in order to answer the questions.

Scanning for Key Words

Writers often repeat words related to the topic many times in order to help the reader follow the ideas. Practice in scanning for key words can help students become more aware of how writers make use of key words as a cohesive strategy. It can also be useful for students when they are learning how to skim for the gist, since those words may help point the reader to the important ideas.

Making inferences

Good readers are in fact making inferences all the time when they read. One goal is to make students aware of what it means to make an inference and how it is an essential part of reading. Another goal is to help students gain confidence in their ability to use all the information at their disposal from the text as well as from their own store of knowledge to make about meaning that is not explicitly stated, so that they will be more willing to depart from literal interpretations when they are reading..

Skimming

Skimming is more complex and challenging compared with scanning. In scanning, readers usually need to recognize only the word or piece of information they are looking for. In skimming, however, they need to process more of the text, not just on a visual level, but also conceptually.

Effective skimming also often requires the reader to make inferences. Because less of the text is sampled than in normal reading, there are inevitably large gaps in meaning that must be filled by inferring information and ideas from the sampled text.

Predicting

Predicting is an important reading strategy. It allows students to use information from the text, such as titles, headings, pictures and diagrams to anticipate what will happen in the story (Bailey, 2015). When making predictions, students envision

what will come next in the text, based on their prior knowledge. Predicting encourages children to actively think ahead and ask questions. It also allows students to understand the story better, make connections to what they are reading, and interact with the text.

f. METHODOLOGY

Design of the Research

Action research in education is one of the most helpful research when exist the necessity of solving a problem in educational field using some methods and instruments which help to the researcher to carry out the research. This is an interactive method of collecting information which is used to search teaching topics, curricular development and student's behavior in the classroom.

According to Lesha J. (2014) says Action research is actually suitable for any person who wishes to improve his or her performance; or any group or organization who hopes for doing the same. As a matter of fact, action research is widely used in education, especially by teachers who use it to improve their teaching. Teachers from all over the world have employed action research as a part of their teaching and research. Obviously, action research well matches with education and benefits both teachers and students in their teaching and learning since it meets the need of education and enables continuity in research with its cyclic process. The suitability of action research to education reveals in its nature, characteristics, "circle within circle" process, etc.

Action research is a model of professional development that promotes collaborative inquiry, reflection, and dialogue. "Within the action research process, educators study student learning related to their own teaching. It is a process that allows educators to learn about their own instructional practices and to continue to

monitor improved student learning” (Rawlinson & Little, 2004 as cited in Lasha, 2014).

This action research has the aim of improving reading skill through the use of some active strategies in the classroom, Besides, this study is an applied educational research work because it is a practical action research that will allow to the teacher candidate to study aspects, analyze and reflect on the results that will be derived of the application active strategies for improving reading skill.

Methods, techniques and Instruments

Methods

To carry out this research work it is important to consider the most appropriate methods, which will guide the researcher to use and applied them in the different action research steps. They are the following:

The Scientific Method

The Scientific Method will facilitate the study of the active strategies as an educational resource to improve reading skill. It will help the teacher candidate to develop the phases in the observations before and during the intervention. Also, this method will assist during the prediction of the possible solution; it will assist with gathering data to make relevant predictions and the analysis of it.

The Descriptive Method

The Descriptive Method will enable the researcher to describe the different stages of the study and the kind of resources used. It will also serve to explain and analyze the object of the investigation. Also, it will help teacher candidate to pick up the information, describe the obtained results with the instruments application, describe the variables as independent and dependent variable and all information which must need be described as results and conclusions, techniques that the teacher candidate will use to improve reading skill.

The Statistical Method

The Statistic Method will be used to make the quantitative and qualitative statistical analysis of the data obtained from all collecting data instruments. When the teacher candidate is collecting, summarizing, analyzing, and interpreting numerical data this method will be used. Also, at the moment to use any formula for gather any result.

The Analytic/Synthetic Method

The Analytic/Synthetic Method will help the teacher candidate to analyze all the information found through of the observation checklist, questionnaires and the pre and post-test, and then to make the interpretation and logical analysis of the data and to draw up the conclusions.

Techniques and Instruments

Data Collection

It is the gathering of information which could be quantitative (numbers) or qualitative (words). Quantitative research considers variables and statistics while qualitative research considers the comprehension of words or actions. The teacher candidate will gather the fundamental information from quantitative-qualitative data collection instruments such as test, questionnaires and observations sheets.

Tests

The tests will refer to numerical score by which the researcher will calculate the mean to compare the pre-test and pro-test results. Test will allow to teacher candidate collect data for the research study. It is a cognitive instrument since allow the teacher candidate measure to students of tenth year of EGB at 27 de Febrero High school the knowledge reflecting in a numeral way about the reading and of this way diagnose strengths and weaknesses themselves.

Pre- test / Post-test

They will be applied at the beginning and at the end of the intervention plan; at the beginning it will be called pre-test where will provide a measure on the performance of reading skills before the participants (tenth-year “C” students at 27 de Febrero High school) receive a treatment through the intervention plan designed in this research project, and at the end to measure the performance of reading skill after the intervention plan in this state the teacher candidate will apply the post-test

wich measure again the performance of the reading skills in order to make a pre-test / post-test comparison of the cognitive dimension of the performance of reading skills of the tenth year of EGB student at 27 de Febrero High school “C” morning session.

Questionnaires

A researcher-made questionnaire will be administered to the students to answer questions related to their attitudes and feelings toward the active strategies as an educational learning strategy. Likewise the tests, a pre and post questionnaire will be administered in order to make a comparison between the results. Furthermore, the data collected by the questionnaires will support the test results.

Observation

Observation is the first step to carry in the classroom which helps teacher candidate to know the facts in a participative and non-participative way. The observation will be developed through an observation sheet and a field note sheet. The observation will be during a natural environment as lived by the tenth year of EGB “C” students at 27 de Febrero High school during their English classes. Teacher candidate will apply two different types of observation detailed below:

Nonparticipant observation

In nonparticipant observation, the teacher candidate is not involved in the situation which is being observed. The teacher candidate observers to students of tenth year of EGB “C” at 27 de Febrero High school passively from a distance

without participating in the students activities. The objective of this nonparticipant observation is to identify the issue for this action research project which will be supported through the participant observation (Gay, Mills, Airasian, 2012). The instrument for the nonparticipant observation is called observation sheet in which the teacher candidate record the students' behavior shown on the performance of reading skill; this observation sheet is a self-developed instrument that describes accurately and comprehensively the indicators all the relevant aspects of the dependent variable.

Participant observation

The researcher will become a part and a participant in the situation which is being observed. The researcher will participate deliberately in the problematic situation by using active strategies as a educational learning strategy to improve reading skill amongst the tenth year of EGB students at 27 de Febrero High school during the academic period 2018-2019. The instrument of this participant observation is the field note sheet in which the teacher candidate records a description of the events, activities, and so on. The researcher will record the participants' behaviors, attitudes and feelings toward the treatment to improve the reading skill through of active strategies usage.

Population

The students of tenth year of EGB "C" at 27 de Febrero High school will participate in the development of this action research. The participants of the study are formed as follows: 15 men and 17 women that added are 32 students they are

between fourteen and sixteen years old. The parallel receives five hours per week with a certified English teacher.

Intervention Plan Description

The intervention plan is designed based on a lesson plan model that contains three stages: Activation (before), Connection (during), and Affirmation (after) (Herrera, Holmes, & Kavimandan, 2012). These lesson plans will cover 40 hours of Instruction in 8 consecutive weeks of treatment. The development of the class is made of the following way:

Activation

In this stage the objective is to create an environment where the students feel safe and comfortable themselves throughout this process the teacher candidate uses any warm-up to catch the attention of students. As a result teacher candidate takes account what students know and what they ignore about the topic. Also, this stage include the explanation of the topic and the way how it will be carry out.

Connection

In the connection stage students will carry out the development of reading skill using active strategies. Each reading will be developed using any active strategies. Also, teacher acts as facilitator helping students in the construction of meaning and knowledge teacher must to be clear and transparent explaining the purpose of the lesson and what they can hope to accomplish focus on concepts according age and topic. Here students make connections between their background knowledge and

unknown, this connection give the students more opportunities to practice and talk making sense of content and teacher identify if they are understanding in other case teacher guide them (Herrera, Holmes, & Kavimandan, 2012). Some of the activities that are will be develop during this phase are: pair work, group work, individual work.

Affirming

The last phase of the lesson plans will be the affirmation. In this stage teacher candidate encourage students' knowledge that was acquired during the process in which teacher uses an authentic assessment to evaluate this. In the last phase students celebrate their learning while teacher acts as affirmer in the classroom (Herrera, Holmes, & Kavimandan, 2012). Here teacher evaluate the reading comprehension using assessment instruments such as questionnaires, tests, fill in blanks, oral assess and so on.

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INTERVENTION AND OBSERVATION PLAN WEEK 1

INFORMATION DATA

INSTITUTION	: Colegio 27 de Febrero	PARTICIPANTS	: 10 th “C” EGB
TEACHER	: Lic. Paulina Montalvo	SCHOOL YEAR	: 2018 - 2019
TEACHER CANDIDATE	: Cristian Andrés Macas Córdova	TOPIC	: Hobbies

RESEARCH PROBLEM: HOW DO ACTIVE LEARNING STRATEGIES IMPROVE READING SKILLS AMONG STUDENTS OF TENTH-YEAR “C”, MORNING SESSION AT 27 DE FEBRERO HIGH SCHOOL OF THE CITY OF LOJA DURING THE 2018 – 2019 ACADEMIC PERIOD?		
GOAL: By the end of the Intervention plan the students will able to improve reading skills through: making connections, scanning, skimming, predicting, reading comprehension.		
LEARNING OBJECTIVES: By the end of this lesson students will able: <ul style="list-style-type: none"> • To identify specific details from a recording. • To mention important tips to take up a hobby. • To use the imperative in affirmative and negative form. 		
CONTENTS	IMPLEMENTATION PLAN	RESOURCES AVAILABLE / NEEDED
Imperative form	<p>ACTIVATION</p> <ul style="list-style-type: none"> • WARM UP ACTIVITY: Teacher candidate brings ten flash cards about hobbies that are common in people’s lives. Then tells students to rank them in order to find the common hobby in the class. Finally, Teacher candidate 	<ul style="list-style-type: none"> • Flashcards • English book level A2.1 (Teenagers) • Worksheets • Students book A2.1 • English notebook

<p>GRAMMAR: Imperative forms Compound words</p> <p>KEY VOCABULARY: ask about, make, join, put, place, keep, bring, wear, dress up, belt, crowd, stage, ballet dancing, coin collecting, jewelry making, plasticine modeling</p>	<p>works on a categorization of hobbies that are for children, teenagers and adults.</p> <ul style="list-style-type: none"> • Teacher candidate explains about the usage of Imperative form, then provides examples on the board. • Teacher candidate explains how compounds word are conformed, then provides examples on the board. <p>CONNECTION</p> <ul style="list-style-type: none"> • Students develop activities from their book • Read Aloud. – Teacher asks to students read aloud the conversation in pairs randomly on page 36, if a students have a mistakes they correct by themselves. • Jigsaw Readings.- Students make groups of 5 members, then the teacher candidate give them a reading divided in 4 parts, students try to guess the sequence of the reading and finally they read the correct reading aloud. • Students switch the roles during the reading on page 37, then discus about the sequence of the reading. • Students read aloud the correct sequence according them, finally the teacher 	
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	<p>candidate read the final reading to corroborate what they did.</p> <p>AFFIRMING</p> <ul style="list-style-type: none"> • Teacher candidate makes questions to students to check the reading student's comprehension. • Students complete the list of Do's and Don'ts to attend concerts. • Students develop activities on worksheets. 	
<p>MONITORING PLAN: Data source 1:Pretest, Pre Questionnaire Data source 2:Observation sheet and field notes</p>		
<p>SUPPORT: Coaching and guidance from the thesis advisor.</p>		
<p>DATE / TIME: November 19th to November 23rd, 2018</p>		

Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S. Teacher Education. FIRE: Forum for International Research in Education, USA, Kansas state University. Sanchez F. (2010) Interactive Classroom Strategies & Structures for Success focus on English Learners, USA, San Francisco Unified School District

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INTERVENTION AND OBSERVATION PLAN WEEK 2

INFORMATION DATA

INSTITUTION	: Colegio 27 de Febrero	PARTICIPANTS	: 10 th “C” EGB
TEACHER	: Lic. Paulina Montalvo	SCHOOL YEAR	: 2018 - 2019
TEACHER CANDIDATE	: Cristian Andrés Macas Córdova	TOPIC	: Father and son

RESEARCH PROBLEM: HOW DO ACTIVE LEARNING STRATEGIES IMPROVE READING SKILLS AMONG STUDENTS OF TENTH-YEAR “C”, MORNING SESSION AT 27 DE FEBRERO HIGH SCHOOL OF THE CITY OF LOJA DURING THE 2018 – 2019 ACADEMIC PERIOD?		
GOAL: By the end of the Intervention plan the students will able to improve reading skills through: making connections, scanning, skimming, predicting, reading comprehension.		
LEARNING OBJECTIVES: By the end of this lesson students will able: <ul style="list-style-type: none"> • To express advice and opinions in oral interactions. • To express obligation, advice and emphatic opinions in written texts with the use of modal verbs. 		
CONTENTS	IMPLEMENTATION PLAN	RESOURCES AVAILABLE / NEEDED
Modal verbs	ACTIVATION <ul style="list-style-type: none"> • WARM UP ACTIVITY: Teacher candidate asks students about the do’s and don’ts of social networks. Then teacher candidate writes their ideas on the board so that teacher candidate can review the use of the imperative. 	<ul style="list-style-type: none"> • Questionnaire • Worksheet • English notebook • English book level A2.1 (Teenagers) • Students book level A2.1

<p>GRAMMAR: should + infinitive have to + infinitive must + infinitive</p> <p>KEY VOCABULARY: account, terrific, contact, social network, hopefully, rules, friendship, virtual, real</p>	<ul style="list-style-type: none"> • Teacher candidate explains about the usage of modals verbs and provide examples on the board. <p>CONNECTION</p> <ul style="list-style-type: none"> • Making Connections.- Students put in groups of four students and they read the Mike’s father reading on page 38 which is divided in four parts. • Students switch the roles during the reading. • Students make 2 different connections about the reading with their personal life, the world with many similitudes. • Students develop the book’s activities (Unscramble the words and complete the sentences, Match the situations on the left with their corresponding comments on the right.) • Students fill in the gaps with the verb forms have to, must or should. Students read aloud the complete reading. <p>AFFIRMING</p> <ul style="list-style-type: none"> • Students develop a quiz about the reading on page 38 to check their comprehension. 	
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	<ul style="list-style-type: none"> Students develop the worksheet about making connection. 	
MONITORING PLAN: Data Source 1: Quiz Data Source 2: Students' written samples.		
SUPPORT: Coaching and guidance from our thesis advisor.		
DATE / TIME: November 26th to November 30th		

Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S. Teacher Education. FIRE: Forum for International Research in Education, USA, Kansas state University. Sanchez F. (2010) Interactive Classroom Strategies & Structures for Success focus on English Learners, USA, San Francisco Unified School District

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INTERVENTION AND OBSERVATION PLAN WEEK 3

INFORMATION DATA

INSTITUTION	: Colegio 27 de Febrero	PARTICIPANTS	: 10 th “C” EGB
TEACHER	: Lic. Paulina Montalvo	SCHOOL YEAR	: 2018 - 2019
TEACHER CANDIDATE	: Cristian Andrés Macas Córdova	TOPIC	: Choice and Commitment

<p>RESEARCH PROBLEM: HOW DO ACTIVE LEARNING STRATEGIES IMPROVE READING SKILLS AMONG STUDENTS OF TENTH-YEAR “C”, MORNING SESSION AT 27 DE FEBRERO HIGH SCHOOL OF THE CITY OF LOJA DURING THE 2018 – 2019 ACADEMIC PERIOD?</p>		
<p>GOAL: By the end of the Intervention plan the students will able to improve reading skills through: making connections, scanning, skimming, predicting, reading comprehension.</p>		
<p>LEARNING OBJECTIVES: By the end of this lesson students will able:</p> <ul style="list-style-type: none"> • To determine details and/or examples that help to develop the main idea in a paragraph. 		
CONTENTS	IMPLEMENTATION PLAN	RESOURCES AVAILABLE / NEEDED
<p>Main idea Supporting details</p>	<p>ACTIVATION</p> <ul style="list-style-type: none"> • WARM UP ACTIVITY: Teacher candidate asks students what they consider as important when taking up a new hobby giving them some clues such as time and dedication. Then write up a particular hobby students have. Teacher candidate tells them to list activities that are optional or obligatory. After this, mention hobbies such as: karate, taekwondo or puzzles. Teacher candidate asks students how much freedom or dedication these hobbies imply. 	<ul style="list-style-type: none"> • Worksheet • English book level A2.1 (Teenagers) • English notebook • Students book level A2.1

<p>KEY VOCABULARY:</p> <p>hobbies, truly, punches, schedule, commitment, puzzles, seniors, creatively, age, consider, match, dedication, discipline, fighting techniques, attend, demand, kick, training, self-defense, wooden panels, bricks, resistance, skills, logical, challenging, piece together</p>	<ul style="list-style-type: none"> • Teacher candidate explains about the main idea and supporting details in a reading and how is important to comprehend it. • Teacher candidate tells students that different texts have information organized in particular ways. In the case of a narrative, for example, events are divided into beginning, middle and end. In the case of an expository text, the ideas try to achieve a purpose, like in this reading where there are some main ideas supported by details and/or examples. <p>CONNECTION</p> <ul style="list-style-type: none"> • Skimming.- Students read fast the reading on page 40 and find the main idea and supporting details. • Guided Reading.- Students read the reading on page 40 individually following instructions that the teacher says. <p>Pre-Reading</p> <ul style="list-style-type: none"> • Teacher candidate tells students to answer the questions and share their answers with their peers. Discuss some of the students' answers so that you progressively lead them to the reading about choice and commitment. Teacher candidate asks 	
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	<p>students if they feel a physical activity requires more effort than a mental one. Teacher candidate asks students what the title of the reading suggests. Record their ideas so that they can either confirm them or discard them after the reading.</p> <p>While-Reading</p> <ul style="list-style-type: none"> • Students close their books to listen to the reading. Teacher candidate tells students to pay attention to the ideas containing the vocabulary they already learned. • The second time they listen to the text, they can follow the ideas more precisely so that they are ready to answer the exercise that follows. • Books open • You may also have students do the reading out loud in order to check their reading fluency and pronunciation. <p>Post-Reading</p> <ul style="list-style-type: none"> • Students look back at the reading and find some supporting ideas or examples associated with the main ideas below. <p>AFFIRMING</p> <ul style="list-style-type: none"> • Students look back at the reading and find some supporting ideas or examples associated with the main ideas. 	
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	<ul style="list-style-type: none"> • Students say orally what is the main idea and supporting details of the reading. • Students develop the assessment sheet about main ideas and supporting details. • Students develop a worksheet. 	
MONITORING PLAN: Source 1: Assessment sheet.		
SUPPORT: Coaching and guidance from the thesis advisor.		
DATE / TIME: December 3rd to December 7th, 2018		

Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S. Teacher Education. FIRE: Forum for International Research in Education, USA, Kansas state University. Sanchez F. (2010) Interactive Classroom Strategies & Structures for Success focus on English Learners, USA, San Francisco Unified School District

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INTERVENTION AND OBSERVATION PLAN WEEK 4

INFORMATION DATA

INSTITUTION	: Colegio 27 de Febrero	PARTICIPANTS	: 10 th “C” EGB
TEACHER	: Lic. Paulina Montalvo	SCHOOL YEAR	: 2018 - 2019
TEACHER CANDIDATE	: Cristian Andrés Macas Córdova	TOPIC	: Feeling Alive

<p>RESEARCH PROBLEM: HOW DO ACTIVE LEARNING STRATEGIES IMPROVE READING SKILLS AMONG STUDENTS OF TENTH-YEAR “C”, MORNING SESSION AT 27 DE FEBRERO HIGH SCHOOL OF THE CITY OF LOJA DURING THE 2018 – 2019 ACADEMIC PERIOD?</p>		
<p>GOAL: By the end of the Intervention plan the students will able to improve reading skills through: making connections, scanning, skimming, predicting, reading comprehension.</p>		
<p>LEARNING OBJECTIVES: By the end of this lesson students will able:</p> <ul style="list-style-type: none"> • To find out the meaning of idioms. • To use idioms in personalized conversations. • To give an oral presentation with the help of visual aids. • To evaluate cooperative work. 		
CONTENTS	IMPLEMENTATION PLAN	RESOURCES AVAILABLE / NEEDED
<p>Imperative Form</p>	<p>ACTIVATION</p> <ul style="list-style-type: none"> • WARM UP ACTIVITY: Teacher candidate talks to students about activities that people do different from work or study. Teacher candidate asks them about places such as gyms or cinemas. Students talk about the most popular activities. Teacher candidate 	<ul style="list-style-type: none"> • Printed material • English book level A2.1 (Teenagers) • English notebook • Students book level A2.1

<p>KEY VOCABULARY: to be in full swing to be the life and soul of the party to be/feel in one's element to blow away cobwebs to make a big thing of something</p>	<p>says that these activities make people feel alive.</p> <ul style="list-style-type: none"> • Teacher candidate explains to students about the use of colloquial expressions in English • Teacher candidate explains about the meaning of colloquial expressions (to be in full swing, to be the life and soul of the party, to be/feel in one's element, to blow away cobwebs, to make a big thing of something) <p>CONNECTION</p> <ul style="list-style-type: none"> • Predicting.- Students join in groups of 5 members, each group has 5 pieces of ads. They predict its correct ads with the hobby and they collocate on the board according they infer about the activity 1 on the page 42, then, Students match the ads with the hobbies according they think. • Read aloud.- Students read the correct ads with its hobby. • Teacher candidate gives the correct answer. • Students have all the correct ads according its hobby will win. 	
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	<p>AFFIRMING</p> <ul style="list-style-type: none"> • Students write a sentence using the last ads and join with a partner according their ad and read and compare sentences. • Students develop an assessment sheet according the colloquial expression that they learned. 	
<p>MONITORING PLAN: Source 1: Assessment sheet</p>		
<p>SUPPORT: Coaching and guidance from the thesis advisor.</p>		
<p>DATE / TIME: December 10th to December 14th, 2018</p>		

Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S. Teacher Education. FIRE: Forum for International Research in Education, USA, Kansas state University. Sanchez F. (2010) Interactive Classroom Strategies & Structures for Success focus on English Learners, USA, San Francisco Unified School District

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INTERVENTION AND OBSERVATION PLAN WEEK 5

INFORMATION DATA

INSTITUTION : Colegio 27 de Febrero **PARTICIPANTS** : 10th “C” EGB
TEACHER : Lic. Paulina Montalvo **SCHOOL YEAR** : 2018 - 2019
TEACHER CANDIDATE : Cristian Andrés Macas Córdova **TOPIC** : Amazing Facts around the World

RESEARCH PROBLEM: HOW DO ACTIVE LEARNING STRATEGIES IMPROVE READING SKILLS AMONG STUDENTS OF TENTH-YEAR “C”, MORNING SESSION AT 27 DE FEBRERO HIGH SCHOOL OF THE CITY OF LOJA DURING THE 2018 – 2019 ACADEMIC PERIOD?		
GOAL: By the end of the Intervention plan the students will able to improve reading skills through: making connections, scanning, skimming, predicting, reading comprehension.		
LEARNING OBJECTIVES: By the end of this lesson students will able: <ul style="list-style-type: none"> • To categorize words about specific geographical landmarks. • To use formulaic expressions to keep the flow of a conversation. • To compare geographical landmarks and their specific characteristics. • To create dialogs giving their opinion about landmarks around the globe. 		
CONTENTS	IMPLEMENTATION PLAN	RESOURCES AVAILABLE / NEEDED
Comparative forms of adjectives. adj + er than... (taller than) more + adj + than (more interesting than)	<p>ACTIVATION</p> <ul style="list-style-type: none"> • WARM UP ACTIVITY: Teacher candidate write some names of countries, planets, rivers and mountains and ask to students they classify according they think in a graphic organizer. • Teacher candidate explain about the usage of comparative form of adjectives. • Teacher explain how comparative forms of adjectives are formed and provide examples on the board. 	<ul style="list-style-type: none"> • Worksheet • Printed material • English book level A2.1 (Teenagers) • English notebook • Students book level A2.1

<p>GRAMMAR Comparative forms of adjectives.</p> <p>KEY VOCABULARY: Countries: Brazil, Mexico, United States. Planets: Venus, Earth, Mars Rivers: Nile, Amazon, Missouri Mountains: Aconcagua, McKinley, Everest</p>	<p>CONNECTION</p> <ul style="list-style-type: none"> • Students develop the activities on the book • SQP2RS Survey, Question, Predict, Read, Respond, Summarize.- Teacher candidate make groups of 6 people and assign roles (Surver, Questioner, Predictor, Reader, Responder, Summarizer) to each students, then according their role students develop the reading on page 47. • Students make sentences comparing landmarks and then write them on the board. <p>AFFIRMING</p> <ul style="list-style-type: none"> • Students develop a questionnaire about the reading to check their comprehension. • Students develop a worksheet about comparative forms of adjectives. • Students work in couples, they think of two places and then, they talk comparing the 2 places using comparative forms of adjectives. 	
<ul style="list-style-type: none"> • MONITORING PLAN: Source 1: Questionnaire 		
<p>SUPPORT: Coaching and guidance from the thesis advisor.</p>		
<p>DATE / TIME: December 17th to December 21th, 2018</p>		

Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S. Teacher Education. FIRE: Forum for International Research in Education, USA, Kansas state University. Sanchez F. (2010) Interactive Classroom Strategies & Structures for Success focus on English Learners, USA, San Francisco Unified School District

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FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN
ENGLISH LANGUAGE DEPARTMENT

INTERVENTION AND OBSERVATION PLAN WEEK 6

INFORMATION DATA

INSTITUTION	: Colegio 27 de Febrero	PARTICIPANTS	: 10 th “C” EGB
TEACHER	: Lic. Paulina Montalvo	SCHOOL YEAR	: 2018 - 2019
TEACHER CANDIDATE	: Cristian Andrés Macas Córdova	TOPIC	: Some Countries and Their Records

RESEARCH PROBLEM: HOW DO ACTIVE LEARNING STRATEGIES IMPROVE READING SKILLS AMONG STUDENTS OF TENTH-YEAR “C”, MORNING SESSION AT 27 DE FEBRERO HIGH SCHOOL OF THE CITY OF LOJA DURING THE 2018 – 2019 ACADEMIC PERIOD?

GOAL: By the end of the Intervention plan the students will able to improve reading skills through: making connections, scanning, skimming, predicting, reading comprehension.

LEARNING OBJECTIVES: By the end of this lesson students will able:

- To identify and use the superlative form of adjectives.
- To express ideas about places using the superlative form of adjectives.
- To use their knowledge of vocabulary and structures to play a language game.

CONTENTS	IMPLEMENTATION PLAN	RESOURCES AVAILABLE / NEEDED
<p>Superlative forms of adjectives.</p> <p>GRAMMAR</p>	<p>ACTIVATION</p> <ul style="list-style-type: none"> • WARM UP ACTIVITY: Teacher candidate asks to students write the five continents on a piece of paper. Then, tells students that teacher candidate is going to read out the names of some countries and students have to classify them according to their continents. Once they finish, give them feedback • Teacher candidate explain about the usage of superlative form of adjectives. 	<ul style="list-style-type: none"> • Worksheet • Printed material • English book level A2.1 (Teenagers) • English notebook • Students book level A2.1

<p>Superlative forms of adjectives.</p> <p>KEY VOCABULARY: Finland, Iceland, Japan, the United States, Canada</p>	<ul style="list-style-type: none"> • Teacher explain how superlative forms of adjectives are formed and provide examples on the board. <p>CONNECTION</p> <ul style="list-style-type: none"> • Students listen to some record announcements. The, students write the country for each one of the records they hear. Finally listen again and complete the grammar chart. • Students develop the activities on page 52 (Unscramble these sentences, Listen to your teacher for the game instructions.) • SQ3R .- Students make groups of 5 members and give the roles (Survey, Question, Read, Recite, Review). Then, they carry on their roles to develop a reading. • CRITICAL THINKING.- Students give their point of view about the reading <p>AFFIRMING</p> <ul style="list-style-type: none"> • Students develop a questionnaire about the reading to check their comprehension. 	
<p>MONITORING PLAN: Source 1: Questionnaire</p>		
<p>SUPPORT: Coaching and guidance from the thesis advisor.</p>		
<p>DATE / TIME: January 7th to January 11th, 2018</p>		

Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S. Teacher Education. FIRE: Forum for International Research in Education, USA, Kansas state University. Sanchez F. (2010) Interactive Classroom Strategies & Structures for Success focus on English Learners, USA, San Francisco Unified School District

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ENGLISH LANGUAGE DEPARTMENT**

INTERVENTION AND OBSERVATION PLAN WEEK 7

INFORMATION DATA

INSTITUTION	: Colegio 27 de Febrero	PARTICIPANTS	: 10 th “C” EGB
TEACHER	: Lic. Paulina Montalvo	SCHOOL YEAR	: 2018 - 2019
TEACHER CANDIDATE	: Cristian Andrés Macas Córdova	TOPIC	: Guinness World Records

<p>RESEARCH PROBLEM: HOW DO ACTIVE LEARNING STRATEGIES IMPROVE READING SKILLS AMONG STUDENTS OF TENTH-YEAR “C”, MORNING SESSION AT 27 DE FEBRERO HIGH SCHOOL OF THE CITY OF LOJA DURING THE 2018 – 2019 ACADEMIC PERIOD?</p>		
<p>GOAL: By the end of the Intervention plan the students will able to improve reading skills through: making connections, scanning, skimming, predicting, reading comprehension.</p>		
<p>LEARNING OBJECTIVES: By the end of this lesson students will able:</p> <ul style="list-style-type: none"> • To identify cognates. • To determine whether words are either true or false cognates. • To summarize the content of a paragraph. • To uses graphic organizers to categorize key information in texts. 		
CONTENTS	IMPLEMENTATION PLAN	RESOURCES AVAILABLE / NEEDED
<p>True cognates in English and Spanish</p>	<p>ACTIVATION</p> <ul style="list-style-type: none"> • WARM UP ACTIVITY: Teacher candidate brings sample pictures or shows students photos online of people who have won Guinness World Records. Then, Asks students if they know what these people are 	<ul style="list-style-type: none"> • Assessment sheet • Printed material • Flash cards • English book level A2.1 (Teenagers) • English notebook • Students book level A2.1

<p>GRAMMAR: True cognates in English and Spanish</p> <p>KEY VOCABULARY: humanity - humanidad idea - idea popular - popular process - proceso adjudication- adjudicación licence - licencia</p>	<p>famous for. Finally, Listens to their ideas and write them on the board. Provide new vocabulary so that the formulation of ideas is successful.</p> <ul style="list-style-type: none"> • Teacher candidate explain about cognates in English and Spanish. • Teacher candidate gives some cognates word in both languages. <p>CONNECTION</p> <ul style="list-style-type: none"> • Scanning.- Teacher candidate asks to students to scan in the reading to find the words that they think are cognates. • Identify cognates: words that look similar in English and Spanish. These words may be true when their meanings coincide, but they may be false if their meanings are different. Teacher candidate ask to students they find word which are cognates and then, do the comparison in order to realize if the answers were correct or not. • Students develop the activities on page 53 (Answer the following questions based on the information in the text, Complete this paragraph about the “Guinness Book of Records.) 	
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	<p style="text-align: center;">AFFIRMING</p> <ul style="list-style-type: none"> • Students use graphic organizers (Main map) to summarize key information. • Students develop an assessment sheet where they find cognates words 	
MONITORING PLAN: Source 1: Assessment sheet		
SUPPORT: Coaching and guidance from the thesis advisor.		
DATE / TIME: January 14th to January 18th, 2018		

Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S. Teacher Education. FIRE: Forum for International Research in Education, USA, Kansas state University. Sanchez F. (2010) Interactive Classroom Strategies & Structures for Success focus on English Learners, USA, San Francisco Unified School District

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ENGLISH LANGUAGE DEPARTMENT**

INTERVENTION AND OBSERVATION PLAN WEEK 8

INFORMATION DATA

INSTITUTION : Colegio 27 de Febrero **PARTICIPANTS** : 10th “C” EGB
TEACHER : Lic. Paulina Montalvo **SCHOOL YEAR** : 2018 - 2019
TEACHER CANDIDATE : Cristian Andrés Macas Córdova **TOPIC** : Finding one’s Match

RESEARCH PROBLEM: HOW DO ACTIVE LEARNING STRATEGIES IMPROVE READING SKILLS AMONG STUDENTS OF TENTH-YEAR “C”, MORNING SESSION AT 27 DE FEBRERO HIGH SCHOOL OF THE CITY OF LOJA DURING THE 2018 – 2019 ACADEMIC PERIOD?		
GOAL: By the end of the Intervention plan the students will able to improve reading skills through: making connections, scanning, skimming, predicting, reading comprehension.		
LEARNING OBJECTIVES: By the end of this lesson students will able: <ul style="list-style-type: none"> • To define idiomatic expressions. • To use idiomatic expressions in daily conversations. • To give an oral presentation. • To evaluate cooperative work. 		
CONTENTS	IMPLEMENTATION PLAN	RESOURCES AVAILABLE / NEEDED
Colloquial expressions	<p>ACTIVATION</p> <ul style="list-style-type: none"> • WARM UP ACTIVITY: Teacher candidate brings pictures of famous athletes or even celebrities. Teacher candidate motivates students to talk about each one of them. • Teacher candidate explains the meaning of the colloquial expression. Then, provides examples on the board. <p>CONNECTION</p>	<ul style="list-style-type: none"> • Assessment sheet • Printed material • Flash cards • English book level A2.1 (Teenagers) • English notebook • Students book level A2.1

<p>KEY VOCABULARY: to be a class act to be head and shoulders above to go places to find one's match to not to be in the same league</p>	<p>Two-Way Task – Timeline.- Students receive strip lines about the reading they link them according what they think.</p> <ul style="list-style-type: none"> • Can You See It?.- Students work in pairs; one student read the reading while the second one imagine and her/his mind the story. • Inferring.- Guess the meaning of the expressions.Students <p>AFFIRMING</p> <ul style="list-style-type: none"> • Tell students to go to the dialogs and complete them using the idioms. Then have them role-play the short conversations. • Students develop an assessment sheet. • Students develop the final Quiz 	
<ul style="list-style-type: none"> • MONITORING PLAN: Source 1: Post-test/Post-Questionnaire Source 2: Quiz/ Assessment sheet 		
<p>SUPPORT: Coaching and guidance from the thesis advisor.</p>		
<p>DATE / TIME: January 21th to January 25th, 2018</p>		

Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S. Teacher Education. FIRE: Forum for International Research in Education, USA, Kansas state

University. Sanchez F. (2010) Interactive Classroom Strategies & Structures for Success focus on English Learners, USA, San Francisco Unified School District

ORGANIZATION AND MANAGEMENT

Resources:

Human

- The researcher: Cristian Andrés Macas Córdova
- Students of tenth year EGB at 27 de Febrero High school, 2018 – 2019 academic period.

Material

- Printed materials (worksheets, assessment sheets, questionnaires, flashcards)
- English Book level A2.1 (Teenagers) – Teacher’s book- tenth year EGB
- Sheets of paper
- Markets

Technical

- Computer
- Printer
- Internet connection
- Pen drive

g. TIMELINE

ACTIVITIES	2018																2019																																			
	MONTHS																																																			
	OCT				NOV				DEC				JAN				FEB				MAR				APRIL				MAY				JUN				JULY				AUG				SEP				OCT			
PHASE I: PROJECT	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Presentation of the Project	X	X																																																		
Designation of the Project Advisor			X	X																																																
Project revision and Approval					X	X	X																																													
Designation of Thesis Advisor									X	X																																										
PHASE II: ACTION PLAN																																																				
Application of instruments									X	X																																										
Act and observe									X	X	X	X	X	X	X	X	X	X	X	X																																
PHASE III: THESIS PROCESS																																																				
Tabulation and elaboration of tables and Graphs													X	X																																						
a. Theme		X															X																																			
b. Introduction													X	X																																						
c. Summary													X	X																																						
d. Review of Literature			X	X	X								X	X																																						
e. Material and methods																	X																																			
f. Results (interpretation and analysis)													X	X	X	X																																				
g. Discussion																	X	X																																		
h. Conclusions																					X																															
i. Recommendations																					X																															
j. Bibliography and Annexes																	X	X	X																																	
PHASE III: REVISION AND APPROVAL																																																				
Thesis revision																																																				
Thesis presentation																					X	X	X																													
Thesis approval																									X	X																										
PHASE IV: PHASE OF INCORPORATION																																																				
Presentation of documents																									X	X	X	X	X	X	X	X	X	X	X	X																
Private review																																	X	X	X	X																
Corrections																																					X	X	X	X												
Public sustentation and incorporation																																									X	X	X	X								

h. BUDGET AND FINANCING

Resources	Cost
Printing of the projects	\$ 20.00
Internet connection	\$ 60.00
Print and copies of materials	\$ 30.00
Print of final report and thesis	\$ 50.00
Transportation	\$ 120.00
Unexpected expenses	\$ 50.00
TOTAL	\$ 330.00

Financing

All expenses related to the present research will be assumed entirely by the researcher who conducts the investigation.

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ANNEXES

Annex 1: Observation sheet



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ENGLISH LANGUAGE DEPARMENT**

DATA COLLECTION SOURCE: OBSERVATION SHEET

Researcher: Cristian Andrés Macas Córdova

Year: Tenth year “C” of Basic Education (fourteen – fifteen years old)

Date:

Code:

OBSERVATION SHEET					
Observation #: Topic: Objective of the session:	Date/Time: Participants: Students of Tenth year “C” & The researcher			Role of the researcher: Nonparticipant observer Duration of the observation:	
Things to be observed	Levels of Acceptability				Remarks
	Perfectly Acceptable	Acceptable	Unacceptable	Totally Unacceptable	
Making connections					
Scanning					
Skimming					
Predicting					
Reading comprehension					

Annex 2: Field notes



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DATA COLLECTION SOURCE: FIELD NOTES

FIELD NOTES		
<p>Observation #:</p> <p>Topic:</p> <p>Objective of the session:</p>	<p>Date/Time:</p> <p>Class size:</p> <p>Participants: Students of Tenth year "C" & The researcher</p>	<p>Role of the researcher: Participant observer</p> <p>Duration of the observation:</p>
<p>Description of the event</p>		<p>Reflective Notes</p>

Annex 3: Pre and Posttest & Scoring Guide (Rubric)



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ENGLISH LANGUAGE DEPARTMENT
PRE AND POST-TEST

Student: _____ **Date:** _____
Year: _____ **Parallel:** _____

You have 30 minutes to solve the following questions. Concentrate, read and analyze carefully. Good luck.

1.- Read the following text and answer the questions

Mount St. Helens

May 18, 1980, started out like many other days at the lodge at the foothills of Mount St. Helens clear and calm.

Some folks had lived the last fifty years on the shores of Spirit Lake in this beautiful area of Washington State. But this day was to change the face of the land to something unrecognizable. There had been warnings of a possible eruption and many people had left the area. At 8:32 am an earthquake triggered a landslide on the sleeping giant. Gases and magma trapped in the mountain suddenly had an escape route! In barely a blink of an eye, Mount St. Helens exploded with the force of 500 atomic bombs. A huge cloud of super-hot gases, rock, steam, and ash spewed out, disintegrating the top of the mountain and surrounding area. Then a moving wall of debris came down the mountain, wiping out everything in its path. The lake was emptied. And the lodge? Buried under 40 feet of ash and mud. The blast zone covered an area of more than 230 square miles, leaving vast stretches of leveled trees and barren land.



A. What is the main idea of the Reading? (2p)

B. Skim and answer the question: (2p)

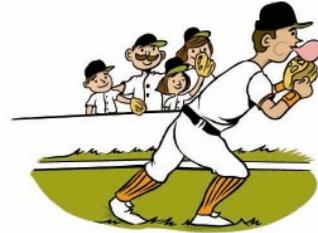
	ANSWER
Where is Mount St. Helens located?	
Why had many people left the area before the eruption?	
What finally triggered the blast?	
What did trap in the mountain?	

C. Scan and answer the question: (2p)

	ANSWER
How many years have lived the folks?	
What time have left the area the people?	
How much force did use when exploded the Mount St. Helens?	
How many miles did cover the zone the eruption?	

D. What most likely happened next (2p)

My family went to the first baseball game of the season. We sat near the field and the action was very close. Suddenly, the ball came towards us. Luckily, my sister and I brought our gloves.



- They caught the ball ()
- The ballgame ended ()
- They went to go to buy popcorn. ()
- They call their parents ()

E. Match the correct making connection according the reading themes (2p)

- It reminds me when I visited to my grandma in her town. The story of Red Riding Hood.
- This is so similar to Ecuador Independence The star wars movie
- This makes me think about Mars Planet when the first astronaut visited it The Zoo
- This is like my trip to the zoo and I could see many kinds of wild animals The apes' planet book

Test Scoring Guide (Rubric)

1.- Read the following text and answer the questions (10p)

- A. Mount St. Helens exploded with the force of 500 atomic bombs in May 18, 1980 (2p)
- B. Skim and answer the question:
- Washington, D.C. (0.5p)
 - They'd been warned. (0.5p)
 - Landslide (0.5p)
 - Gases and magma (0.5p)
- C. Scan and answer the question:
- 50 years (0.5p)
 - At 8:32 a.m. (0.5p)
 - Mount exploded with the force of 500 atomic bombs (0.5p)
 - The zone covered an area of more than 230 square miles (0.5p)
- D. What most likely happened next?
- a) They caught the ball (2p)
- E. Match the correct making connection according the reading themes
- The story of Red Riding Hood. (0.5p)
 - The star wars movie (0.5p)
 - The Zoo (0.5p)
 - The apes' planet book (0.5p)

Annex 4. Pre and Post Questionnaire



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ENGLISH LANGUAGE DEPARTMENT
PRE AND POST-QUESTIONNAIRE

As an undergraduate of the English language department is doing an action research work about: Active learning strategies to improve reading skills among students of 10th year of Basic Education at 27 de Febrero High school in Loja city, academic period 2018-2019. This study will help you to improve your reading skills at the English language learning. For that reason is necessary you politely and honest and responsible way answer these questions.

a. How often does your teacher develop the reading from the book?

Always ()

Sometimes ()

Rarely ()

Never ()

b. How often does your teacher use strategies as Jigsaw readings (Break it up in parts or sections) to improve reading?

Always ()

Sometimes ()

Rarely ()

Never ()

c. How frequent is important the use of active learning strategies as Jigsaw reading to improve reading?

Always ()

Sometimes ()

Rarely ()

Never ()

d. How often Active learning strategies as Jigsaw readings contribute to improve reading skills?

Always ()

Sometimes ()

Rarely ()

Never ()

e. Do you feel motivated to read using active learning strategies as Jigsaw readings?

Yes ()

No ()

A little ()

Annex 5: Research Matrix

MATRIZ

THEME: THE IMPROVEMENT OF READING SKILLS THROUGH ACTIVE LEARNING STRATEGIES AMONG STUDENTS OF TENTH YEAR OF BASIC EDUCATION “C”, MORNING SESSION AT 27 de Febrero HIGH SCHOOL IN THE LOJA CITY, DURING THE 2018 – 2019 ACADEMIC PERIOD.

PROBLEM	OBJECTIVES	THEORETICAL FRAME	METHODOLOGICAL DESIGN (ACTION RESEARCH)	TECHNIQUES AND INSTRUMENTS
<p>General</p> <p>How do active learning strategies improve reading skills among students of tenth year “C”, morning session at 27 de Febrero High school of the city of Loja during the 2018 – 2019 academic period?</p>	<p>General</p> <ul style="list-style-type: none"> To improve reading skills through Active learning strategies among students of tenth year “C”, morning session at 27 de Febrero High school of the city of Loja during the 2018 – 2019 academic period. 	<p>INDEPENDENT VARIABLE</p> <p>Active Learning Strategies</p> <ul style="list-style-type: none"> Active Learning Strategies Positive results of using active Learning Strategies Importance Teacher motivation Student motivation 	<p>Preliminar investigation</p> <ul style="list-style-type: none"> Observing the English classes. Stating background of the research problem. Describing the current situation. Locating and reviewing the literature. 	<ul style="list-style-type: none"> Observation sheet Pre and Post test Pre and Post questionnaire. Field Notes

<p>Specific</p> <ul style="list-style-type: none"> • What theoretical and methodological references about active learning strategy are adequate for improving reading skills among students of tenth year of basic education “C”, morning session at 27 de Febrero high school in the Loja city, during the 2018 – 2019 academic period? 	<p>Specific</p> <ul style="list-style-type: none"> • To find out the theoretical and methodological references about active learning strategies for improving reading skills among students in tenth year of basic education “C”, morning session at 27 de Febrero High school in the Loja city, during the 2018 – 2019 academic period 	<ul style="list-style-type: none"> • Types of active Learning Strategies <p>DEPENDENT VARIABLE</p> <p>Reading skills</p> <ul style="list-style-type: none"> • Reading skills • Importance • The reader • Reading comprehension • Synthetizing • Assesing reading comprehension • Pronuntiation • Scanning • Skimming 	<ul style="list-style-type: none"> • Creating a methodological framework for the research. • Designing an intervention plan. <p>Intervention and Observation</p> <ul style="list-style-type: none"> • Administering test and questionnaires • Observing and monitoring student’s performance according to the intervention plan. • Presentation of the research findings
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<ul style="list-style-type: none"> • What are the issues that limit the improvement of reading skills among students of tenth year of basic education “C”, morning session at 27 de Febrero high school in the Loja city, during the 2018 – 2019 academic period? • What are the phases of the intervention plan that address the current issues to improve reading skills among students of tenth year of basic education “C”, morning session at 27 de Febrero High 	<ul style="list-style-type: none"> • To determine the issues that limit the improvement of reading skills among students in tenth year of basic education “C”, morning session at 27 de Febrero High school in the Loja city, during the 2018 – 2019 academic period • To construct an intervention plan based on the use of active strategies to improve reading skills among students in tenth year of basic education “C”, morning session at 27 de Febrero High school in the Loja city, 		<ul style="list-style-type: none"> • Reflecting, analyzing and answering the proposed inquires. • Organizing the final report. 	
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<p>school in the Loja city, during the 2018 – 2019 academic period?</p> <ul style="list-style-type: none"> • Which active learning strategies are implemented to improve reading skills among students of tenth year of Basic Education “C”, morning session at 27 de Febrero high school in the Loja city, during the 2018 – 2019 academic period? effective • How efficient was the application of the intervention plan about active learning strategies 	<p>during the 2018 – 2019 academic period.</p> <ul style="list-style-type: none"> • To apply the most appropriate active learning strategies to improve reading skills among students in tenth year of basic education “C”, morning session at 27 de Febrero High school in the Loja city, during the 2018 – 2019 academic period • To evaluate the results obtained after the application of active learning strategies to 			
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<p>to improve reading skill among students in tenth year of basic education “C”, morning session at 27 de Febrero high school in the Loja city, during the 2018 – 2019 academic period?</p>	<p>improve reading skills among students in tenth year of basic education “C”, morning session at 27 de Febrero High school in the Loja city, during the 2018 – 2019 academic period.</p>			
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Annex 6. Grading Scales

Reading skills

Quantitative score range	Qualitative score range
10	Superior
9	Excellent
7-8	Average
5 - 6	Below average
1 - 4	Failing

Active learning Strategies

Quantitative score range	Qualitative score range
81-100	High level of effectiveness about Active learning strategies
61-80	Expected level of effectiveness about Active learning strategies
41-60	Moderate level of effectiveness about Active learning strategies
21-40	Unexpected level of effectiveness about Active learning strategies
01-20	Low level of effectiveness about Active learning strategies

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