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Eclectic Strategies for the Improvement of Reading Skills in 7th Grade Students at Isaac Jesus Barrera High School of Otavalo During the Academic Period 2020-2021.

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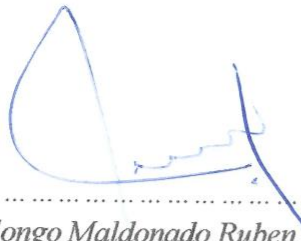Nombre: Taimal Chandy Erick Paúl

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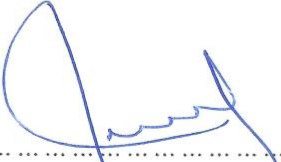
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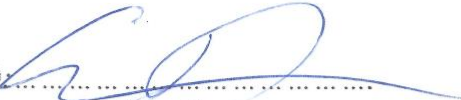MSc. Congo Maldonado Ruben Agapito
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DEDICATION

The present work is dedicated to God for giving me health and welfare, the courage and perseverance to achieve my goals during my whole life. To my parents, who have always supported me with advice, actions, and instructions since I was a child. And to my teachers, who shared their knowledge with me through their experience.

To my brother and sister, who foster me in achieving my dreams and staying with me even in the worst moments. And to my girlfriend, with whom I share moments of love, wisdom, and confidence. At the same time, to her family, who helped me with my decisions and gave me some advice.

I dedicate each page of this work to all of them because I achieve this objective in my academic life.

Erick Taimal

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RESUMEN

A lo largo de los años, muchos investigadores estudiaron cómo abordar una clase, aplicar estrategias prácticas a los métodos de enseñanza y cómo los materiales pueden ser esenciales en el proceso de enseñanza-aprendizaje. Este trabajo de tesis refleja el uso de algunas estrategias basadas en el Eclecticismo. El problema está relacionado con el proceso de enseñanza, la falta de nuevas metodologías para enseñar y aprender inglés, y cómo lo perciben los estudiantes, es decir, qué tan bien se desempeñan en el idioma inglés, especialmente en la habilidad lectora. El objetivo principal es determinar algunas Estrategias Eclécticas para el mejoramiento de las habilidades lectoras en los alumnos de 7° grado de la Unidad Educativa Isaac Jesús Barrera. Así, el estudio percibe una investigación mixta y documental basada en las habilidades lectoras, los hábitos de lectura y las estrategias que utilizan los docentes en sus aulas. De esta forma, la información se recopiló mediante dos encuestas, una para profesores y otra para estudiantes. Así, los estudiantes consideran que leer en inglés es demasiado difícil; pueden leer, pero no entienden ni comprenden un texto. Por otro lado, los profesores desean una educación flexible porque el nivel de inglés que los estudiantes deben alcanzar al final del año está por debajo de lo esperado. Se concluye que el Eclecticismo debe ayudar a los estudiantes a desarrollar habilidades de lectura debido al conjunto de estrategias que incluyen en una actividad considerando todas las necesidades de los estudiantes y utilizando menos las estrategias tradicionales.

Palabras clave: Eclecticismo, Estrategias Eclécticas, Habilidad lectora, Estrategias Tradicionales

ABSTRACT

Through the years, many researchers studied how to approach a class, apply practical strategies to teaching methods, and how materials can be essential in the teaching-learning process. This thesis work reflects the use of some strategies based on Eclecticism. The problem is related to the teaching process, the lack of new methodologies for teaching and learning English, and how students perceive it, in other words, how well they do in the English language, especially in the reading skill. The main objective is to determine some Eclectic strategies for the improvement of reading skills in 7th grade students at Isaac Jesus Barrera High school. Thus, the study perceives mixed and documental research based on reading skills, reading habits, and strategies teachers use in their classrooms. In this way, the information was collected using two surveys, one for teachers and the other for students. Thus, students consider reading in English too difficult; they can read but not understand or comprehend a text. On the other hand, teachers claimed flexible education because the level of English that students must reach at the end of the year is below average. Finally, Eclecticism must help students develop reading skills because of the branch of strategies they include in one task considering all the students' needs and using less the traditional strategies.

Keywords: Eclecticism, Eclectic Strategies, Reading skill, Traditional Strategies

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LIST OF ABBREVIATIONS

EFL: English as a Foreign Language
TEFL: Teaching English as a Foreign Language
ESL: English as a Second Language
CEFR: Common European Framework
TS: Traditional Strategies
ES: Eclectic Strategies
Ss: Students
Ts: Teachers

INTRODUCTION

Nowadays, English is considered an essential key in a globalized world that is competitive in different areas such as economy, politics, education, medicine, and more. A globalized world needs progress, and in this situation, people have to adapt to some changes regarding some advances. It is a long process in which people challenge themselves. In the same way, education takes this process to have teachers adapt to the new education tendencies and make the teaching and learning process more suitable for learners. This factor makes English take an essential role in society.

In education, English is the central pillar in society; without it, people do not have the opportunity to study or be formed academically. Thus, it is necessary to learn English; just basic vocabulary could be enough, especially if people want to communicate with others. However, it is a systematic process that involves three areas: educative, professional, and social. English as a language includes some specific skills and subskills to be learned. There are four principal skills: Speaking, related to how people communicate or share ideas. Writing is related to words and how people share ideas in a written way. Listening involves hearing to produce oral patterns. Finally, Reading is related to some of the motor and learning skills. They can be improved from the early years. For example, it is much easier for children to acquire a new language. "It is like a chance for children to develop essential life skills by learning English in a creative and stimulating atmosphere and gaining the confidence to fulfill their potentials as learners" (Al-Jarrah, Alkhanous, Talafhah, & Al-Jarrah, 2019)

Some researchers have characterized language teaching as a procedure in which teachers play an essential role in using appropriate ways of teaching, especially those that are helpful inside the classroom. Teachers and students have to be prepared to answer every question in which they demonstrate or identify different instructional strategies and methods in the school regarding specific aspects that involve the knowledge in language teaching, the effectiveness of different ways of learning, and approaches regarding assessment and evaluation. According to Richards & Rodgers (2001), language teaching came into its profession in the twentieth century. The whole foundation of contemporary language teaching was developed during the early part of the twentieth century.

Teachers have been trying to discover several teaching methods to improve the teaching/learning process through the years. However, as time passed, teachers would be free to select their techniques according to students' needs or interests. Nevertheless, during the process, a new method was born. It was the Eclectic method or Eclecticism. Li (2012) explains that there is not a single way of teaching which works in teaching all skills and to find the specific needs of the students; therefore, it is necessary as a teacher to take an Eclectic view, which uses many activities involving various skills to motivate students learning.

The importance of using the Eclectic Method creatively, combining a variety of teaching techniques, is carried out by some eclectic strategies in which both teachers and students could be involved in the whole class. This mixed view would be one using a variety of these strategies. As said, Mwanza (2017), the Eclectic Approach combines the best elements of several methods selected to meet the academic goals of the instructional situation and the needs of the students. Applying these eclectic strategies using creative activities allows beginners to acquire the language by creating a comfortable environment. One of the goals is to show how its application motivates beginner students to learn and makes them feel comfortable when learning English as a foreign language. Suleman & Hussain (2016) presented a paper on the "Effect of Eclectic Teaching Strategies Utilizing British Poetry in Developing Students' Reading Proficiencies in the English Language" in "The European Conference on Education 2013" and found that using eclectic reading strategies via poetry, with its aesthetic values, have developed the students' reading proficiencies and the poems' texts have developed students' vocabularies as well as their ability to understand what they were reading.

On the other hand, talking about its procedure, teachers have to be the person who changes the way of knowing where students experiment with the practice of teaching. Students have to consider some changes to realize something innovative instead of traditional. Students have to consider some changes to see the education as a perspective that allows them to develop or improve something in the learning process, "the eclectic approach reveals such an attempt by the teachers to deal with complex teaching situations" (Al-Jarrah, Alkhanous, Talafhah, & Al-Jarrah, 2019). According to the leading proponent of the eclectic approach, Rivers (1981), a mixed approach allows language teachers "to absorb the best techniques of all the well-known language-teaching methods into their classroom procedures, using them for the purposes for which they are most appropriate." It also allows students in their academic achievement, which could be defined as self-perception and self-evaluation of students' objective academic success (Shobhna & Rekha, 2009). Evaluations and continuous assessment commonly measure academic achievement, but there is no general agreement on testing or which aspects are most important. However, skills or declarative knowledge such as facts are immersed in scientific examinations (Ward, Stoker, & Murray-Ward, 1996).

The academic achievement could be defined as self-perception and self-evaluation of one's objective success and students' perspectives. The teacher must have prior enough knowledge of various methodologies to use and manner correctly the Eclectic strategies. Billah (2015) and Kumar (2013) support Eclecticism for teaching English. Therefore, one of the roles of EFL teachers is to provide various strategies to address all of the skills related to reading necessary to develop the students' language and their academic learning in class and give them tools to use English independently outside of the course. Whether the teacher does not teach students something according to their needs and includes diverse activities to develop their learning styles individually, they may not feel confident to practice or be motivated to learn English. These are essential factors and reasons for applying many different strategies and activities in an English language classroom (Li, 2012).

Justification

Reading skills are one of the main aspects of learning, manner, and understanding a new language. It is one of the first steps to understand any text or conversation better in English. Currently, most teachers think about applying something new successfully inside the class and contrast whether strengths and weaknesses allow students to know what they will learn and how.

This work will help teachers and students apply Eclectic strategies to develop reading skills. Most High schools have their way of teaching; teachers have to follow a curriculum to achieve the institution's perspectives. Ecuador has established an educational law teaching English from the earliest levels to learn and acquire it step by step. These Eclectic strategies are part of the "Eclecticism," which takes something from different methods and approaches to make the lesson and the educational environment appropriate for the teaching and learning process. In this case, these strategies are for reading skills development regarding the acquisition or other factors that can appear during its application.

Nationally, it will improve the educational process and a general view of learning English to avoid misconceptions about what should be an appropriate way of teaching or why it is essential to study another language. It is related to taking the language only as a subject without considering its importance. Through the years, Eclecticism was a way to face personal dogmas about teaching; it was a solution in language teaching by incorporating more creative and new ways of presenting and developing a class. Nowadays, technology is obstructing each traditional method of education, and this is not an exception. We always have to evolve with time, incorporating something new or taking something beneficial. Eclectic strategies must follow just what is required for the whole process, and it needs to be focused on each learner's needs and styles. Thus, it will solve reading problems in this area, enrich English studies, and help students from schools in Otavalo. It would be shared and used by the school to practice whether the institution needs some changes. Teachers and students are the first who are benefited, and the school and the area are the second.

Finally, it does not have an economic purpose; it is just to help students, in part, to motivate them to see English as a functional language in their life. The institution can see the progress of its students and check what is good or bad. Students will be the main participants during the whole process; 7th-grade students will be the ones who at least help to achieve this work by sharing experiences with the teacher, participating actively, doing the activities, using the information and material exposed, and following all the instructions.

OBJECTIVES

General Objective

o Determine the Eclectic strategies for the improvement of reading skills in 7th grade students at Isaac Jesus Barrera High school.

Specific Objectives

o Analyze the eclectic strategies that might help improve reading skills in 7th grade students.
o Compare the eclectic strategies with some traditional ones used in class to improve reading skills.
o Suggest a guide of eclectic strategies to improve reading skills.

CHAPTER I: THEORETICAL FRAMEWORK

1.1. Learning theories

Language teaching started with learning theories concerning rationalism and empiricism from ancient Greek philosophers. By this assumption, in the 19th century, psychologists tried to answer how humans learn, and they used scientific studies to understand it and develop new teaching models. Teachers and professionals in education consider understanding different teaching and learning methods to help students find success in this process. Teachers who understand learning theories can apply different and innovative kinds of learning in class. The following learning theories are the ones centered on the learner (learner-centered theories):

1.1.1. Cognitivism

It was developed in the 1950s and understands how students think and process information. In other words, this theory considers the way students are influenced by internal and external aspects during learning. According to Western Governors University (2020), this theory helps students learn because of the impact of understanding their thought process (mind's role in learning).

1.1.2. Constructivism

This theory is based on students' previous experiences to create their own learning. Learning is an active process where students use the input to construct an output. Being an active process also means that students must learn actively and construct meaning. Some activities include experiments and problem-solving puzzles. Furthermore, the knowledge is constructed, which means that one knowledge builds another.

1.1.3. Humanism

It focuses on creating an environment for self-actualization. In other words, it focuses on students' needs to find the best version of themselves. Students' needs are met, and they are then free to determine their own goals while the teacher assists in meeting those learning goals. However, students are encouraged to control their academic decisions and achievements. It motivates them, and teachers have more self-motivated students where learning is more important than grading.

1.2. Methods and Approaches in Language Teaching

Through the years, methods and approaches have changed according to what teachers need to improve in their classes. At the same time, these ways of teaching tried to involve students' needs in the process to achieve their goals. In the twentieth century, language

teaching was considered in the educational area. Language teaching has a long history starting from traditional methods applied in World War II. For example, there was a need for new ways of teaching oral skills. The thing is that army must learn foreign languages to understand immigrants. In the 1950s, large-scale movements of people caused immigration and globalization of education, creating language programs. Traditional methods include the Grammar Translation Method (GTM), the Direct Method (DM), the Situational Language Teaching (SLT), the Audiolingual Method (ALM), and the Cognitive Code Learning (CCL). Teachers, linguists, and others tried these teaching methods to develop new principles and procedures to design teaching methods and materials for what was taught and what will be taught inside classrooms.

After a period appeared, the designer methods, which are complex methodologies based on the previous ones, consider teachers' and students' needs. These include the Community Language Learning (CLL), the Total Physical Response (TPR), the Silent Way (SW), Suggestopedia, and the Natural Approach. They reflect changes in the language teaching goals; for example, move from oral proficiency rather than reading comprehensions as the aim of an academic unit. According to Richards & Rodgers (2001), from a historical perspective, the concerns that have prompted recent innovations in language teaching are the Task-Based Language Teaching and Content and Language Integrated Learning (CLIL). Here is where Eclecticism takes part because it takes something from the previous methods and new methods to incorporate one innovative way of teaching

Currently, globalization, the Internet, and the spread of English are reasons to reassess the language teaching methods Teachers are challenged to find the appropriate teaching methods to apply them in class. It is necessary to begin to conceptualize new ways of understanding language to be effective in the teaching-learning process where both teachers and students are involved.

1.2.1. Method, approach, and technique

In 1963 the linguist Edward Anthony identified three levels of conceptualization and organization, which he defined as approach, method, and technique. Anthony (1963, pp. 63-70) in Richards & Rodgers (2001, pp. 21) stated:

> The arrangement is hierarchical. The organizational key is that techniques carry out a method which is consistent with an approach…
> …An approach is a set of correlative assumptions dealing with the nature of language teaching and learning. An approach is axiomatic. It describes the nature of the subject matter to be taught…
> …Method is an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon, the selected approach. An approach is axiomatic, and a method is procedural. Within one approach, there can be many methods…

…A technique is implementational- that which actually takes place in a classroom. It is a particular trick, stratagem, or contrivance used to accomplish an immediate objective. Techniques must be consistent with a method, and therefore in harmony with an approach as well.

Anthony's model explained that approach is where assumptions about language and its learning are determined. The method is where theory is put into practice to identify which skills and skills will be taught. Finally, a technique is where classroom procedures are described.

1.3. Eclecticism

Eclecticism was a response to teaching methods and approaches in the 1970s, and in the early 1980s, disagreement was often found in applying new strategies. The idea of choosing from different ways to the set for one's teaching aims and other situations is not new. For example, the Memorandum on the Teaching of Modern Languages published in 1929 based on a British study recommended the eclectic "compromise method" to solve the language teaching debate (Stern, 1983). Teachers started using this view; they applied a mixed method of teaching and learning in an activity in which they could quickly adapt to the needs of education to achieve those teaching objectives or goals (Rabu, 2012).

Therefore, Eclecticism was born to solve the disappointments of using a single method or approach. Since each way of learning and its contexts could be different (no one learns in the same way), the method of instruction must be pedagogically unacceptable. In this way, Eclecticism responds to the diversity that teachers face in the classroom or different learning contexts.

1.3.1. Definition

Eclecticism is defined as teachers' descriptions and use of various language teaching methodologies and approaches. Teachers decide what method or approach to use depending on some lesson aims and the learners in the group. In other words, Eclecticism is a combination of different methods and learning approaches in the teaching and learning process. It can involve principles where Eclecticism is characteristically desirable, coherent, and pluralistic to language teaching.

Eclecticism provides a new choice for teachers because it mixes different aspects from a traditional and cognitive view delivered on their strengths. Content integration, knowledge construction, equity pedagogy, prejudice reduction, and empowerment of competitive aptitudes are involved in the process. Students can see their progress, and teachers should manage it. The advantage of this theory is that learners have a clear vision of what they are learning.

According to the leading proponent of Eclecticism Rivers (1981), a mixed teaching method allows professional educators to absorb all the well-known language-teaching methods' best techniques. These are enormously inside its classroom procedures, using them for specific purposes in which they are most appropriate. It is necessary and essential because "faced with the daily task of helping students to learn a new language cannot afford the luxury of complete dedication to each new method or approach that comes into vogue" (Suleman & Hussain, 2016). One disapproval regarding the Eclecticism usage explains, "it does not offer any guidance on what basis and by what principles aspects of different methods can be selected and combined" (Stern, 1983).

1.3.2. Eclecticism principles and features

a) Principles

According to Salazar & Batista (2005), "an eclectic view adaptation for teaching a foreign language have to consider particular criteria which make it more formal and scientific from teachers' position regarding their freedoms and individualities in the educational paradigm." When choosing a convenient strategy, teachers consider essential responsibility principles to share the selected process results. These are the following principles:

- *Selection:* It illustrates the correct teaching strategies based on students' needs and interests regarding individual or group characteristics. It requires a previous diagnostic study about each student's diversity related to the language knowledge and different realities in the students' background. The different learning styles applied in the assistants are analyzed. The tactic linked to the context conditions is examined, while an educational environment such as the classroom would affect selecting the teaching procedure for its implementation.
- *Sequence:* The strategy's selection to implement leads to the organization's orderly process, starting from familiarizing the tactics to including new ones. This procedure may select the materials and content frequency for teaching previously established in the study program. The group's requirements are considered to determine the sequence, which can be recurrent, retake, deepen, and expand content assimilated in different stages of the process.
- *Pertinence:* It is linked to applying strategies that satisfy the needs detected in the educational field; that is, it is related to the usefulness of implementing an unscheduled course of action. The relevance is given because the selected strategy allows solving the students' problems, complemented with the theories' vast knowledge, such as the teacher's value judgments.
- *Coherence:* It is determined when the strategy applied to more than being relevant is congruent to the learning scenario; that is, the requirements are adjusted with the student's reality. It involves a knowledge of the social structure so that the experiences received can be immediately applied, confirming the coupling between what has been learned and the actual application's possibility.

b) Features

Eclecticism is regarded as one of the best ways of teaching in EFL. Teachers will evidence a successful teaching and learning process if they use an Eclectic view in English language classrooms.

Ali (1981) lists the following ones:

a) The teacher can choose different teaching techniques to reach the lesson's aims in each class period.
b) There is flexibility in selecting any aspect or method suitable for teaching inside classrooms.
c) Students can see different teaching techniques, using different materials to make lessons more appropriate and better understand tools.
d) To solve possible difficulties from the presentation of the textbook materials.
e) Finally, it saves both time and effort in producing language activities.

1.3.3. Eclecticism in Language Teaching

Eclecticism is helpful in teaching languages comprehensively because it integrates all methods, approaches, and techniques and applies a particular strategy, process, or design suitable to the classroom environment. In ELT, Eclecticism is being used by the language teachers, and it has successfully achieved the objectives in English Language classrooms.

Listening and speaking skills are integrated by teachers while teaching English grammar by using the Eclectic view. In listening and speaking activities, teachers focus on the speaking abilities of students by teaching critical grammatical aspects such as parts of speech, concord, voice, sequencing of words, comprehension of sentences, and sequential order of thought in vocabulary, as well as the ability to interpret and make a critical evaluation in the course of listening. ELT focuses on a discourse-based approach rather than sentence-based activities. Teachers do the teaching of reading skills by implementing Eclecticism inside classrooms. In fact, in reading tasks, students are divided into groups, and each one has to get a standard answer to the previously assigned task. Students are expected to exchange ideas regarding the context with others and transform the sentences. Concluding, students are motivated to do the reading tasks in groups.

The idea was to give and make valuable information to the learners. It was about grammar and some structures of the language through various exercises. Thus, Eclecticism about Pluralism provides the freedom to choose teaching methodologies that fit learning and students' needs, inviting them to communicate using their learning abilities. In this way, Tate, Rupiper, Schick, & Hessler (2013) argued that the Eclectic Approach in teaching writing composition fascinates learners. It enhances small group discussion and peer response in which students individually draft an assigned paper, and then classmates respond, making suggestions for improvement." It is also called collaborative pedagogy, a part of Eclecticism.

English writing can be helpful and functional if the social, creative, and cognitive aspects are appropriately understood. It includes a variety of selected teaching approaches. Only then the teaching of writing achieves its underlying goal.

1.3.4. Eclecticism in teaching English to children

Teaching English to children has always been a challenge because of the variety of factors involved during the acquisition process. However, the teaching-learning process has evolved because of the needs of students and the teachers that need to adapt their methods based on the different contexts they face. Teachers in the United States recognized that almost all students coursing the primary school could not read. By facing this alarming problem, it forced the teacher to examine their teaching methods and techniques, as well as the curriculum for the entire educational process (it involved the entire American education). Thus, the researcher Alvarez Harvey (1974) pointed out that the students who scored the lowest in reading readiness in the first grade should slightly improve in the seventh grade. Unfortunately, further studies showed that the inability to read was one of the causes of high school dropout rates.

Furthermore, while the problem continued emerging, teachers started trying unsuccessfully new methodologies with attention on phonics and grammar, so the verbal approach, the kinesthetic approach, and other traditional approaches had been tried and tested, but the result was not the best. From this event, American education tried the Eclecticism view being the most effective method, but teachers needed to overcome some biases regarding the new pedagogy to treat students equally.

Indeed, Eclecticism may use all styles and ways in the classroom; its management still rests with the teacher. According to Alvarez Harvey, the success of a student's ability to be an independent adult depends mainly on the teacher's attitude towards them in class (1974, pp. 8). Thus, teachers found how Eclecticism can be applied in the classroom. It successfully incorporates and adapts easily to the variations in students' emotional, physiological, and psychological needs, being why Eclecticism has become a comfortable fixture in the teaching of reading from the beginning throughout the student's early education.

1.3.5. Eclectic Strategies

Eclectic strategies are derived from Eclecticism. The principal idea is to mix and use different designs from different methods or approaches. Furthermore, Eclecticism is a flexible approach where teachers and students must find the best and appropriate teaching-learning process.

1.3.6. ES to improve reading skills

Eclectic strategies are based on some students' needs and interests. Most of these strategies come from Eclecticism to mix one method and various methods as a complex one.

Otherwise, these strategies must complement each aspect from different methods to make it appropriate to the teaching-learning process.

a. Strategy 1: Level 1

o *Pre-reading questions, Visualizing and Responding to Text*

This strategy is a mixture of three main points from some methods or approaches: a reader-response approach, a communicative way, and some aspects from the traditional method. Pre-reading questions are an activity that can be implemented before reading, where problems are merely connected to the text or description. Ajideh (2006) says, "Some pre-reading activities simply consist of questions to which the reader is required to find answers from the text" (pp. 6). Therefore, when using pre-questions for the students, the teacher can create questions about the reading. Vacca, Vacca, & Mraz (2017) say, "Teaching students to generate their questions about the material, which is going to be read, is one of the major instructional goals of pre-reading preparation." (pp. 146).

While students are reading, they will do the next part of the strategy, which relates to the reading by visualizing. This strategy is appropriate to improve students reading comprehension achievement. "Visualization is being read by drawing and speculating what may happen in our mind, to help students develop their ability" (Harvey & Goudvis, 2000). In the visualization strategy, students need to make sense of the text by drawing in their minds, and it can make the students focus on what they read, and they begin to form a visual representation of what they are reading. Also, students can visualize the content, comparing and predicting ideas and information in the text.

Finally, responding to a text is a collaborative learning strategy used before or after an assigned reading. The process involves students working in groups to generate and record ideas on chart paper. Good readers' wake up' and use their information about a topic to understand their reading (Tovani, 2000).

b. Strategy 2: Level 2

o *Extending vocabulary, Reading Between the Lines (inferences), and Drawing Conclusions*

A Word Wall is an example of extending vocabulary activities. It is defined as "the literacy tool composed of an organized collection of words presented in large visible letters on a wall, bulletin board, or another display surface in a classroom" (Wilsana, Marhum, & Kamaruddin, 2015). It helps students improve their vocabulary, which is an essential part of reading, considering it suitable for any subject and grade level. It has been proven to be beneficial learning and teaching tool (Allen, 1999). If teachers have their classrooms, they can create word walls. Word walls come in many varieties. They are most often arranged

alphabetically but can just as easily be arranged by topic or classes of a word. Pictures can also be included next to comments.

In the case of while reading, students can use a helpful way to determine what is happening in the reading activities (lectures, stories). It uses some inferences, defined as the ability to connect what is in the text with what is in mind to create an educated guess (Beers, 2003). Making inferences from words that are read or spoken is a crucial comprehension skill, and students may miss vital information if they fail to make appropriate inferences.

Finally, by doing the previous steps, students will draw their conclusions. Readers can draw conclusions based on the information and ideas that they read from one or more sources. In this way, providing a word wall before reading helps students organize their thinking to analyze, make inferences, and conclude after reading.

c. Strategy 3: Level 3

o *Previewing a Text, Most/Least Important Idea(s) and Information, and Making Judgements*

Previewing is a preparation strategy to improve our ability to focus on and remember our assignments. Previewing takes 5 minutes, and with improved concentration, students would spend less time reading. The concentration process can be more fully because students actively think, process, and store their read information. In this way, they can understand what they are reading instead.

In the second stage, taking most or least essential ideas and information is presented as part of the strategy to engage during reading. Reading a problem is not the same as understanding a problem, and not understanding a problem is not alleviated by merely reading it over again, more carefully and slowly. Students will be able to separate important information from the worst one. This information could be divided into organizers, tables, or diagrams, guiding readers from print to understand both the data and the question contained within a word problem.

Finally, students can judge what they have read or think will happen. Teachers can evaluate it; thus, students can improve some skills, especially when reading and critically thinking about a particular text. Students can "make value judgments about the accuracy and validity of the ideas and information, the logic of a writer's argument, the quality of a writer's style, the reasonableness of events and actions, the effectiveness of the text organization, and more" (Molina, 2018). By making judgments, students can ask questions to process information, assess its importance and relevance, and apply it in a new context.

d. Strategy 4: Level 4

o *Anticipation Guide, Lexical and Syntactic focus, and Summarization*

Anticipation Guides by Carlisle-Steingass (2004) are typically a list of statements related to a topic that supports students' understanding of the text. Students show and consider if they agree or disagree with each idea. These activate knowledge and help students connect new information with what is already known. Using it, they can start setting a purpose for reading (students read to gather data that will confirm their beliefs or cause them to rethink each one). They can also encourage discussions before and after reading, helping students consider the lesson's conceptual message.

A lexical and syntactic focus part from the "simple" view of syntactic complexity evident in readability formulas such as the Flesch Ease of Reading formula holds that "the fewer words in a sentence, the less complicated it is for readers to comprehend" (Kamil, Pearson, Birr Moje, & Afflerbach, 2011). However, this perspective may be misleading; more words may simply be an alias for more ideas or, even more likely, more complex ideas. Word frequency is strongly correlated with word knowledge, which is a crucial aspect of reading comprehension

"Summarization is considered the most significant and encompassing of all reading strategies available to the learner for effective studying and comprehension" (Cordero-Ponce, 2000, pp. 330). The process of Summarization focuses attention on the significant points of the texts and provides the reader with a conceptual framework that accelerates both memory and comprehension. Summarization is based on Strategy Intervention Model (SIM), which considers students' difficulties by instructing them on utilizing strategies (Khoshsima & Tiyar, 2014). Finally, students will use a summarization technique to evidence what they have learned.

1.3.7. Advantages of using Eclectic strategies

As this phrase, "Novelty is the spice of life," people want changes, and they try to make changes and find solutions. It is the same in the English language teaching and learning process (Srinivas, 2018). For this purpose, the language teachers use the advantages of different methods, approaches, and techniques and make the learners learn the language in a congenial and friendly atmosphere.

Students agree that there are many advantages or strengths in applying Eclecticism, which opens the language teacher and students to various alternatives and invites them to develop all four language skills: speaking, reading, writing, and listening. Brown (2002) claims that the eclectic approach is essential because it gives the teacher the freedom to choose appropriate dynamic teaching contexts. Kumar (2013) mentions the following advantages:

a. Students can understand the language of the text in its cultural context
b. It blends listening, speaking, reading, and writing

c. The teacher can teach effectively by drawing on the strength of various methods and avoiding their weaknesses
d. Use real situations in the classroom for learning.

1.3.8. The role of the teacher

Teachers play the roles of a facilitator of learning and a guide. The teacher mobilizes resources and organizes the class. Li (2012) claims that the teacher is the organizer and focuses on the learning process. The teacher will facilitate learning, organizing resources, and being the resource by himself. The teacher also evaluates the performance of the study by giving a written exercise. Teachers also provide feedback at the end of the lesson depending on the class's objective and content.

Besides, Wali (2009) suggests that teachers should be well prepared to be organized and flow smoothly. Kumaravadivelu (2005) adds that the teacher should ensure learner autonomy and that the topic is socially relevant. The classroom activities and their aims should be relevant to the culture of the students. It implies that teachers should be researchers and be aware of the learners and the community's culture. Further, the teacher should foster language awareness among learners. Richards & Rodgers (2001, pp. 251) refers to the eclectic approach as the personal approach and advise the teacher to:

a. Engage all learners in the lesson
b. Make learners the focus of the lesson
c. Provide maximum opportunities for student participation
d. Develop learner responsibility
e. Be tolerant of learners' mistakes
f. Develop learners' confidence
g. Teaching-learning strategies
h. Consider the learners" difficulties and build on them
i. Use a maximum amount of student-to-student activities
j. Promote cooperation among learners
k. Practice both accuracy and fluency
l. Address learners' needs and interests

1.3.9. The role of students

Under Eclecticism, the learner's role is active in the learning situation. The learner is an individual, pair, group, and class member. S/he is considered a passive recipient of knowledge and active participants who contribute to knowledge creation, dissemination, and reception. The learner is the focus and center of learning and whose interests the teacher set out to meet. Li (2012) summarizes the roles of the learner as follows:

Learners have multiple roles. As individuals, they are active participants of the activity, explorers of the language, negotiators, and evaluators of the learning

process. Their needs and interests influence the course. As a group member, the learner is the source of the input and part of a support system. Students work cooperatively in classroom activities, and their output is the others' input. They help each other solve problems rather than depending wholly on the teacher. We can use group discussion in solving the issues to encourage independence. In a word, the learner takes the initiative in the classroom (pp. 170).

1.3.10. Selection from methods

The teachers' expertise allows them to identify these methods' positive factors to develop a foreign language's specific skill. However, using a mixed way does not mean mixing up methods by chance. Billah (2015) stated, "there must have some philosophical backgrounds and some systematic relation among different activities" (pp.1). The idea is to mix operational approaches with those communicative language activities; all the principles related to linguistic, cognition, and affection need to be considered. According to Marcillo & Palacios (2017), all the methods have similarities, so they might be classified according to their features as follow:

- o A. language-centered methods
- o B. learner-centered methods
- o C. learning-centered methods.

They state that language-centered methods emphasize grammatical structures. According to these methods, the learning process happens intentionally instead of incidentally. In other words, L2 adults need to make a special effort to reach the goal.

One example is when teachers select grammatical structures and vocabulary items, from simple to complicated. Most teaching processes are based on "explicit introduction, analysis, and explanation of linguistic systems." On the other hand, the learner-centered methods motivate meaningful activities through selected, sequenced grammatical structures and communicative functions. They give significance to using the language in a real context, encouraging interaction and fluent communication. Furthermore, the learning-centered methods focused on learning might help them academically and personally. They start to impulse the problem-solving tasks and use communicative activities to facilitate interaction. In the case of Eclecticism and how teachers select from methods, Wali (2009) summarizes it when he stated that:

> ...one of the premises of eclecticism is that teaching should serve learners, not methods. Thus, teachers should feel free to choose techniques and procedures inside the classroom. There is no ideal approach to language learning. Each one has its merits and demerits. There is no royalty to specific methods. Teachers should know that they have the right to choose the best methods and techniques in any method according to learners' needs and learning situations. Teachers can

adopt a flexible method and technique to achieve their goals. They may choose whatever works best at a particular time in a particular situation (pp.40).

However, many studies in language teaching showed a relationship between traditional and current teaching methods. This relationship is linked to similarities across all methods, which teachers can use in their classrooms. The thing is that teachers decide which method or approach is used in their classroom by identifying what works with their students and their objectives. Thus, Eclecticism allows teachers to encourage students to participate in class, do the activities, and, apart from getting good grades, improve their English level. Eclecticism, as a new way of teaching, also allows experienced teachers to refuse weak aspects from each method they used to create their own applicable teaching method. It is an effective way for teachers to create a variety of lessons and activities to discover the different learning styles of their students.

1.4. English as a Foreign Language (EFL)

With globalization and the rise of the Internet globally, people started to find communication mediums. Most people speak Mandarin (Chinese language) globally; English has been named the global language because Mandarin is mainly spoken only in limited countries. Therefore, now Chinese people are learning English to increase their business trade in more world regions. In this way, English is not the most spoken language globally, but it is considered the unique common language to communicate among people in different countries. English is the language that is almost used between an agent and an international company. English is considered the first world language and is the first global lingua franca. It is the most widely used language in international trade, diplomacy, mass entertainment, international telecommunications, scientific publications, and publishing newspapers and other books (Srinivas, The role of English as a Global Language, 2019, pp. 65-79).

Furthermore, English has become an important tool for those who wish to work in a foreign country. English is also mainly used on the internet, such as electronic media and press. Indeed, 85% of the scientific journals are published in English, also called the unique scientific language

1.4.1. Teaching English as a foreign language (TEFL)

People always considered English a second language because they learned another language apart from their mother tongue or first language (L1). However, English is a foreign language in the rest of the world. In other words, in other countries, English does not play an important role in society. Talking about Latin countries such as Ecuador or Peru, Spanish and Quechua are communication languages among people. In the case of Asian countries like Japan or China, Japanese and Chinese are the mediums of communication. English is a universal language taught around the world in many schools and other institutions. Although it is taught in many countries, it depends on the geographical location and political influences to learn American English or British English. For example, countries like Mexico or other

Latin ones prefer to learn American English, and in the case of Europeans, they tend to learn British English.

TEFL considers the four English skills: speaking, listening, reading, and writing. However, it is essential to have continuous exposure to the language to acquire and improve these skills. Broughton, Brumfit, Flavell, Hill, & Pincas (1980) divided the skills as follows:

a) *Productive skills:* Speaking and Writing
b) *Receptive skills:* Listening and Reading

1.4.2. The Common European Framework (CEFR)

According to the Council of Europe (2001):

It provides a common basis for elaborating language syllabuses, curriculum guidelines, examinations, textbooks, etc., across Europe. It describes comprehensively what language learners must learn to use a language for communication and what knowledge and skills they must develop to be able to act effectively. The Framework also defines levels of proficiency which allow learners' progress to be measured at each stage of learning and on a life-long basis (pp. 1).

In the case of the reading skill, the standard qualifies the following aspects (see them in Appendix 6):

o Overall reading comprehension
o Reading correspondence
o Reading for orientation
o Reading for information and argument
o Reading instructions

1.4.3. Reading definition

Reading is defined as how something is interpreted or understood. Schoenbach, Greenleaf, Cziko, & Hurwitz (1999) define it as identifying and recognizing printed or written symbols that serve as a stimulus for recalling meaning build-up through past experiences.

Furthermore, Irmawan (2018) states that reading puts the reader in contact and communication with ideas. It is an active and cognitive process of interacting with print and monitoring comprehension to establish meaning. In contrast, the reader reaches and interprets print from his knowledge base. Based on the description above, reading is the interaction process between the writer and the reader. The writer conveys a message or idea through written form, and the reader receives it through his comprehension; it is important to consider that while the process concludes that reading must develop, the reader can understand the

meaning of the passage and catch the meaning of the text. In other words, reading is a cognitive process that could help readers to create meaning from text.

1.4.4. The purpose of reading

Like any language skill, the purpose of reading is comprehension and creating meaning, which involves combining the reader's background knowledge and the information in the text. Someone may read to get information or verify some previous knowledge; also, for enjoyment, or to enhance knowledge of the language that will be read or who was being read. According to Grabe & Stoller (2002), the purpose for reading includes six categories which are:

o *Reading to search for simple information:* It is a common reading ability; some researchers see it as a relatively independent cognitive process because of its usage. It is used sometimes in reading tasks where the reading ability could be seen and improved.
o *Reading to skim quickly:* As part of many reading tasks, it is seen as a helpful and valuable skill by itself. It includes a branch of strategies to find the important essence in the text, so students must use basic reading comprehension skills until they get the principal idea of the full text.
o *Reading to learn from the text:* It is essential to understand the text in academic and professional contexts. In the process, students need to learn a considerable amount of information from a text to remember the main ideas, recognize and build them to link the text to the reader's perception.
o *Reading to integrate information:* It emphasizes the use of previous knowledge. It means readers can restructure a new text or reading section getting information from multiple sources or putting it into a context with what readers know or are related to.
o *Reading to write and reading to critique texts:* The purpose of reading likely is to integrate information. It means that readers must improve their critical thinking and the skills involved. In this case, both require abilities to compose, select, and critique information from a text.
o *Reading for general comprehension:* It emphasizes using the readers' skills. The process of understanding a text must carry comprehension skills like processing of words, strong skills in forming a general meaning representation of the main idea, and efficient coordination of many processes under a minimal time constraint.

1.4.5. The importance of reading

Reading is part of the necessary English skills for success. It is not easy as the other skills, but it has to be well organized to understand the primary meaning. In children's reading, the early ability to understand language and use or manipulate language expressively is essential (Lonigan & Whitehurst, 1998). Complementing its importance, according to Niklas, Cohrssen, & Tayler (2016), "the initial stages of linguistic development and identifying aspects of early literacy experiences that support children's later reading

proficiency present opportunities to have a positive impact on early linguistic skills of very young children."

Landauer, McNamara, Dennis, & Kintsch (2014) pointed out that "reading strategies are more useful and beneficial for learners who show lack of knowledge in the domain of reading, as well as those with lower reading skill, these kinds of learners, are strongly needed to these strategies to achieve reading comprehension" (pp. 218). Therefore, the use of reading strategies will allow readers (students) to become skilled, and later they will be able to manner the reading skills acquired without problems or effort.

1.4.6. Reading stages

English reading skill is one of the productive skills in the language. When it involves teaching, there are some steps, in this case, some stages that need to be applied by teachers to achieve students' academic aims and make them good readers. Thus, the following are the three stages of teaching reading:

o *Pre-reading (warm-up, into, before reading):* This reading stage is intended to activate the students' interest. It includes activities to introduce students to a particular text, provide appropriate previous knowledge, and activate necessary schemata (Toprak & Almacıoğlu, 2009). In other words, Pre-reading is based on the students' experience or knowledge.

o *While-reading (during, through reading):* This reading stage is intended to keep information from the text and use it to do any activity. During it, the teacher gives the task before the students read the text. It is called the "surface problem." Then, when students read the whole text, they can do the task. Thus, exercises from tasks help students develop reading strategies, improve their control of the foreign language, and decode problematic text passages. In other words, students are "reading to learn" instead of "learning to read."

o *Post-Reading (after, follow-up, beyond reading):* The final stage where students produce what they got from the reading; could be defined as a final activity where students use the language. Thus, in this stage, students develop comprehension. In the case of teachers, they should consider if the class knows the lesson's objectives, so students must cover it. Also, according to Toprak & Almacıoğlu (2009), teachers focus on fluency, understanding richer vocabulary, and comprehension of various texts.

1.4.7. Reading as the ability of comprehension

Reading is the ability to understand a text or the act of understanding what has been read. It is defined as an interaction between thought and language. Comprehension involves understanding vocabulary, seeing the relationship among words and concepts, organizing ideas, recognizing the author's purpose, making judgments, evaluating, and more.

According to Nunam (2003), reading comprehension combines information from the text and the previous knowledge to understand the meaning or the essence of a text. However, there are some aspects in which comprehension can be obstructed, and teachers must consider better reading instruction. Anderson & Pearson (1984) stated that lack of comprehension of a given passage might be accounted for in at least three ways which are:

- o A. The reader does not have appropriate representations
- o B. The clues provided by the author are not sufficient to suggest the appropriate schemata
- o C. The reader finds a consistent interpretation that the author does not intend.

1.4.8. Reading strategies

Reading strategies are defined as the process involving approaches, actions, and procedures used to improve reading comprehension, helping the source get new experience and better understand the world surrounding us (Jaramillo, Vargas, Cabrera, Vivanco, & Zuniga, 2019). Additionally, Tercanlioglu & Demiroz (2015) has used the term reading strategy as "the cognitive operations that take place when readers approach a text with the purpose to make sense of what they read. In this sense, reading strategies are as the comprehension processes that readers use to make sense of what they read" (pp. 286-295). Thus, reading strategies are effective techniques that EFL learners use to succeed in reading comprehension. On the other hand, we cannot exclude the role of EFL teachers who should be both aware of the use of reading strategies and should teach learners how to use these different strategies successfully.

1.4.9. Traditional strategies to improve reading skills

Souhila (2014) states that some of the most valuable strategies that will enable EFL learners to achieve an adequate reading comprehension level include skimming, scanning, inferring, and guessing meaning. It is essential to consider that when teachers use the appropriate strategies, learning becomes a mindful process controlled and improved through extensive reading.

a. Skimming

Skimming is considered a type of reading that makes our senses go quickly. Watch while the lesson sprints over the text to discover the main idea. Halimatul, Sundari, & Sukmaantara (2015) state that skimming refers to the ability to get an overall impression by finding general ideas or information. Cramer (1998) claimed that skimming is reading as fastest as possible to get information quickly, which means that it is a process of looking at the whole reading page without reading every word.

Warren R (2016) added that: "skimming is reading that looks only for the general idea of reading material. It is just like what the word is; you are just reading parts of the story,

article, or report in a generalized manner. It is used when the selected material for reading is quite long."

b. Scanning

Scanning is a reading strategy that a reader needs to read quickly to answer the given question. The reader needs to get the main idea concerned with the given problem. Scanning deals with finding specific information without reading the full text and considering a particular point to be found. Despite these differences, skimming and scanning share similarities; both help readers extract information rapidly (Berregui & Boulaachab, 2017).

Donoghue (2008) explained the scanning strategy as "scanning involves rapid reading to locate answers to particular questions about matters such as names, dates, or telephone numbers." Berregui & Boulaachab (2017) added that scanning is also a skill to answer questions from reading quickly. Warren R (2016) argued that "scanning maybe like skimming, but you are mainly looking at facts in the text. You are not reading text at all, but instead, you are only reading specific information." In other words, in scanning, you look for a particular word or a set of words, ignoring all else, and looking over the page rapidly.

c. Inferring

Inferring is how students can understand a message that has been introduced implicitly in the text instead of being directly stated (Jaramillo, Vargas, Cabrera, Vivanco, & Zuniga, 2019). Bailey (2019) says that the inferencing strategy permits readers to combine previous personal knowledge with what they read to understand the text. Students can play an essential role in reading skills because it challenges them to think when reading any material critically.

e. Previewing

Previewing, sometimes called "predicting," is no more than reviewing a simple, compelling reading that involves skimming the assigned reading before starting a reading. The strategy helps students connect with what they read by creating a purpose and context and activating their knowledge to allow comprehension. In a general view, this strategy sets a purpose for reading. Maslakhatin (2016) added that previewing encourages students to interact with the text and their prior learning; thus, they become interested in reading.

f. Guessing meaning from context

Jaramillo, Vargas, Cabrera, Vivanco, & Zuniga (2019), as in Mart (2012) explained, one of the adequate vocabulary learning is guessing the meanings of words from context. It involves a cognitive usage where if readers do not understand the meaning of words, they might use the context to clarify what the text means. In this way, students can better understand putting the word in a different context to find its definition.

CHAPTER II: METHODS AND MATERIALS

This chapter presents the research methods, techniques, and instruments used for this project, in response to the research hypothesis for the topic "Eclectic Strategies for the Improvement of Reading Skills in 7th Grade Students at Isaac Jesus Barrera High School During the Academic Period 2020-2021." Therefore, it shows some data regarding the school, such as the participants and the procedure.

2.1. Type of investigation

The process has considered mixed-method research, qualitative research, and at the same time, a quantitative one. As in Creswell (1994), Williams states that qualitative research is described as "an unfolding model that occurs in a natural setting that enables the researcher to develop a level of detail from high involvement in the actual experiences." Thus, Posso (2013) states that qualitative research is oriented to discover and understand social actions through meaning and sense. That is why some aspects during the whole process were studied using this way of describing, explaining, and interpreting collected data.

Considering qualitative research, it adapted action research because it used a survey with some open questions where teachers and students gave opinions to collect data related to the material and even teaching strategies for developing reading skills. These strategies had to be improved and implemented to diagnose students' weaknesses and strengths.

In another way, it used quantitative research, which "involves the collection of data so that information can be quantified and subjected to statistical treatment to support or refute "alternate knowledge claims" (Creswell, 2003, pp. 153). Regarding the students' reading skills, this research showed how many students can improve their skills and how many cannot, how many Eclectic strategies can be helpful, or how many difficulty levels had each one. Starting from the research design, contrasting some traditional strategies with some Eclectic ones, finally analyzing the whole process. It took an active role in using mathematical models as the data analysis methodology. The final product contrasted statistical patterns with some opinions from qualitative research.

2.2. Methods, techniques, and instruments

2.2.1. Methods

a. Inductive method

It was used to differentiate the principal causes of the problem: asking for Traditional and Eclectic reading strategies for developing reading skills on 7th-grade students at Isaac Jesus Barrera High school.

b. Deductive method

It was used as a source of information during the process and to analyze educative facts and phenomena that flows from general aspect to specific ones.

c. Analytic method

It showed specific real information to make an analysis based on the results gotten from the survey application

d. Synthesis method

It was used to link the information from the teacher's and student's surveys and identify the area that needs improvement by choosing appropriate eclectic strategies to suggest an academic guide.

2.2.2. Techniques and Instruments for data collection

a. Documental

It is a technique based on collecting information from previous studies gathered indirectly. In this case, the information obtained was related to different studies about developing reading skills in children. Being documental also means using the previous studies and information to contrast with the new data gathered through the instrument.

b. Survey

Data were collected through two surveys (teachers and students) regarding traditional reading strategies used in class. In addition, it also aimed to identify the teaching process carried out in the school, especially that one used with 7th-grade students for developing reading skills. The surveys were revised by the thesis tutor and the English coordinator at the High school. For the most significant reason, like the pandemic, the survey was taken online, and it means that it was developed in Google Forms to share a link with the teachers and students respectively to have access. Furthermore, the researcher and one teacher in each course applied the survey. Both surveys have open questions, making the process mixed research.

o *Teachers' survey:* It was in English and contains 11 questions; some are open questions, and some have options to choose from. The survey collected information regarding the strategies used in class to develop reading skills at Isaac Jesus Barrera High school. Data collected were quantitative for the percentages and qualitative for the opinions.

o *Students' survey:* It was in Spanish because of the English level. The survey aimed to collect reading habits, reading instruction and learning, and the strategies students know to improve reading skills. The survey contains 12 questions; some are open

questions, and some have options to choose from. As for the teachers' survey, the data collected were quantitative for the percentages and qualitative for the opinions.

2.3. Research questions and hypothesis

2.3.1. Research questions
o How can Eclectic strategies improve reading skills in children?
o What are the benefits of applying Eclectic strategies?

2.4. Participants

This study was applied at Isaac Jesus Barrera high school in Otavalo. This school educates 2794 students divided into three academic journals. For this project participated 7th-grade students from different courses: these include A, B, C, D courses, with a total of 85 students being the reason why it was not necessary to apply a statistical formula. As same as them, teachers were part of this research process. The school has about 110 teachers in total, but in the case of the English area and 7th grade courses, there are 5 English teachers in charge.

Table 1: Teacher's data

English Teachers

Participants	English Teachers	English Area Coordinator
Total	4	1

Note: Researcher elaboration   Source: Isaac Jesus Barrera High School

Regarding the number of teachers who participated in this project, there were five, four women, and one man; among them, there was one indigenous teacher (plurilingual teacher). As shown in the table above, one of them was the English Coordinator, and he was the person who allowed the project to be socialized with the English teachers. Each teacher participated actively, giving specific information about the institution, the English curriculum, and the number of students from each course (7th-grade students).

Table 2: Students' data

Students

Courses			
A	**B**	**C**	**D**
21	22	21	21
Total			**85**

Note: Researcher elaboration   Source: Isaac Jesus Barrera High School

In the case of students, most students are from the indigenous places in Otavalo. In this way, 85 would be part of this project, 51 were women, and 34 were men; however, only 53 students participated actively during the process. As the table above shows, four courses participated in the process. In course A, only 11 students participated, 8 were women, and 3

were men. In course B, only 13 students participated, 9 were women, and 4 were men. In course C, 17 students participated, 11 were women, and 6 were men. Finally, only 12 students participated in course D, 8 were women, and 4 were men.

2.5.Procedure

There were two surveys, one for teachers and one for students, as explained before. They contain a branch of questions, where some are open ones allowing teachers and students to give some opinions. It made the process follow a mixed methodology.

In the case of the students' survey, after approving all the permissions required. With the help of English teachers from the High school, the survey was applied in two days. It was online, and that is why the teacher explained to students what the survey was about. Students have only two days to respond to the survey. In this case, the researcher closed the survey for not receiving more responses after the time proposed.

On the other hand, teachers' surveys were applied after the English coordinator allowance. It was taken in one day; teachers must respond to the survey from 7:00 a.m. to 10:00 p.m. It was online as the students' survey; however, it was compulsory.

To sum up, the information gathered from the first survey (students survey) is to see whether eclectic strategies work in the students' academic achievement and development and contrast them with traditional strategies usage. The thing is that teachers' survey is related to their way of teaching, their reasons to motivate students to read, and their opinions about students' reading level. Moreover, in the case of students' survey considers questions related to how they perceive English, how much time they spend on reading, why they read, and if they like/enjoy the way of teaching that their teacher uses in class, especially in reading instruction.

CHAPTER III: ANALYSIS AND RESULTS

This chapter aims to analyze and describe the results obtained from teachers' and students' surveys at Isaac Jesus Barrera High School of Otavalo.

3.1.Students' results

Regarding the number of participants, only 53 out of 85 students answered it because of the lack of internet connection and some medical problems presented during the pandemic.

1. Do you like reading? Why?

Figure 1: Question 1
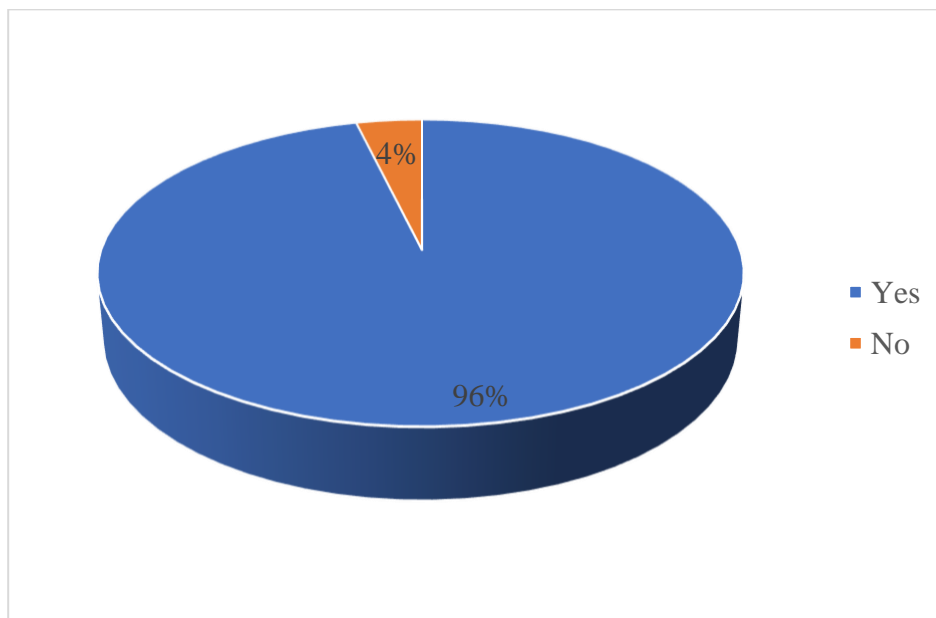
Note: Researcher Elaboration   Source: Ss survey 2021

According to the pie chart most students (96%) like reading. As it is known, children are curious, and sometimes they want to look for something interesting for them. Most responses are related to the students' interests. They said they like reading because they can learn new things and increase their creativity and imagination. Thus, teachers must consider students' interests and needs to find out reading preferences. However, the environment needs to be considered, and it means how the child is involved in reading. Mwoma (2017) stated that having access to reading resources and having books of their interests has also been positively related to children's reading and reading skills achievement.

2. How many times do you read a week?

Figure 2: Question 2
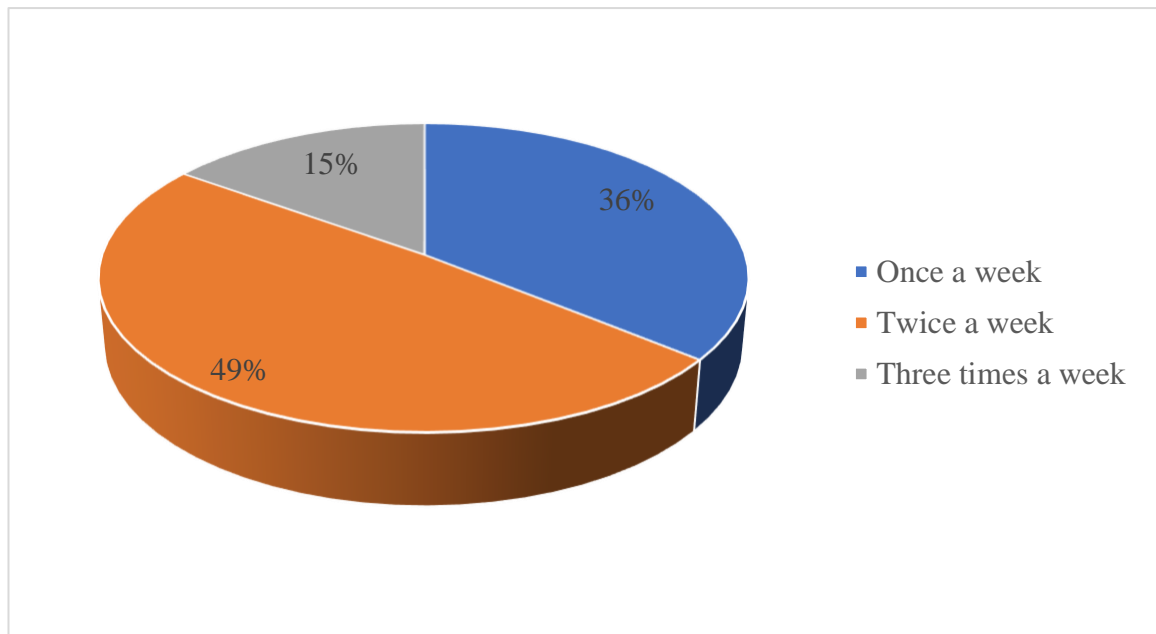
Note: Researcher Elaboration   Source: Ss survey 2021

Nearly a half of students (49%) read something twice a week. It can be presented as the percentage where students read something as homework and like reading. On the other hand, almost a quarter of students (36%) read-only once weekly. Teachers mentioned that it is because students have to do something extra at home like working or helping their parents; most of the time, it is related to socioeconomic factors. These factors have also been found to influence children's reading. Children from lower socioeconomic backgrounds have been read less for enjoyment than children from more privileged social classes (Clark & Rumbold, 2006). Finally, a few students (15%) answered that they read more than three times a week. It is expected that they like reading and know its benefits.

3. **How much time a week do you read?**

Figure 3: *Question 3*
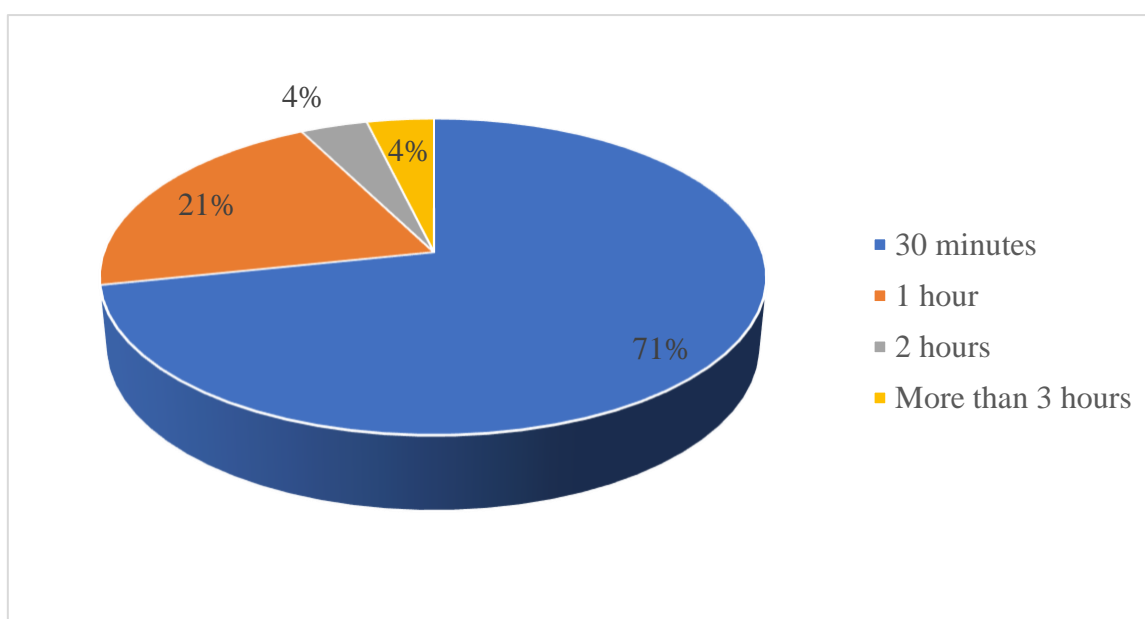
4%

4%

21%

71%

■ 30 minutes

■ 1 hour
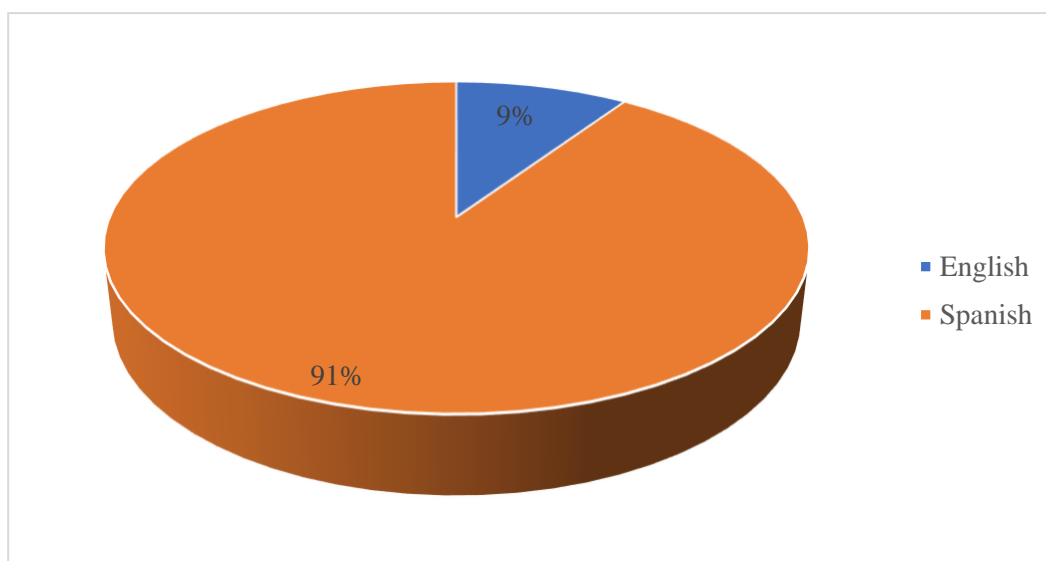
■ 2 hours

■ More than 3 hours

Note: Researcher Elaboration   Source: Ss survey 2021

According to the pie chart, most students (71%) spend 30 minutes reading something in English. It is related to their activities as part of class reinforcement or homework. On the other hand, a group of students that represents 21% read for 1 hour. They said that their parents make a schedule for reading based on activities as homework and preparation for tests or exams. Finally, a small group of students with the same percentage (4%) read for 2 hours and more than 3 hours, respectively. Those students are likely to increase their reading level because of their time doing that. According to Locher & Pfost (2019), reading is essential for participation in cultural, political, and economic life. Reading itself is one of the most influential factors that might increase reading abilities. Thus, the time spent on reading or reading and reading skills (e.g., reading comprehension) has been limited to childhood and adolescence since there is no motivation to read.

4. **Do you prefer to read in English or Spanish? Why?**

Figure 4: Question 4

According to the pie chart, most students prefer to read in Spanish, showing a significant percentage representing 91%. The thing is that students are involved in a Spanish environment. Moreover, it is a basic level of education, so the English level is not expected to be as high as in other countries. However, there is a minority that likes reading books in English, which is important for their academic development and future. They said they like reading in English because they can choose books from their interests. "Students who are more interested in the topic of the reading process the reading information in a deeper thinking-related process, and this deeper processing helps them to understand the text better than students who are less interested in the reading topic" (Rachman, 2018, pp. 38). It is also found that topic interest influences the quality of L1 reading understanding and the type of learning. Students must consider that most of the information available in different sources is in English.

**5. From the following options, which one (s) motivate you to read?**
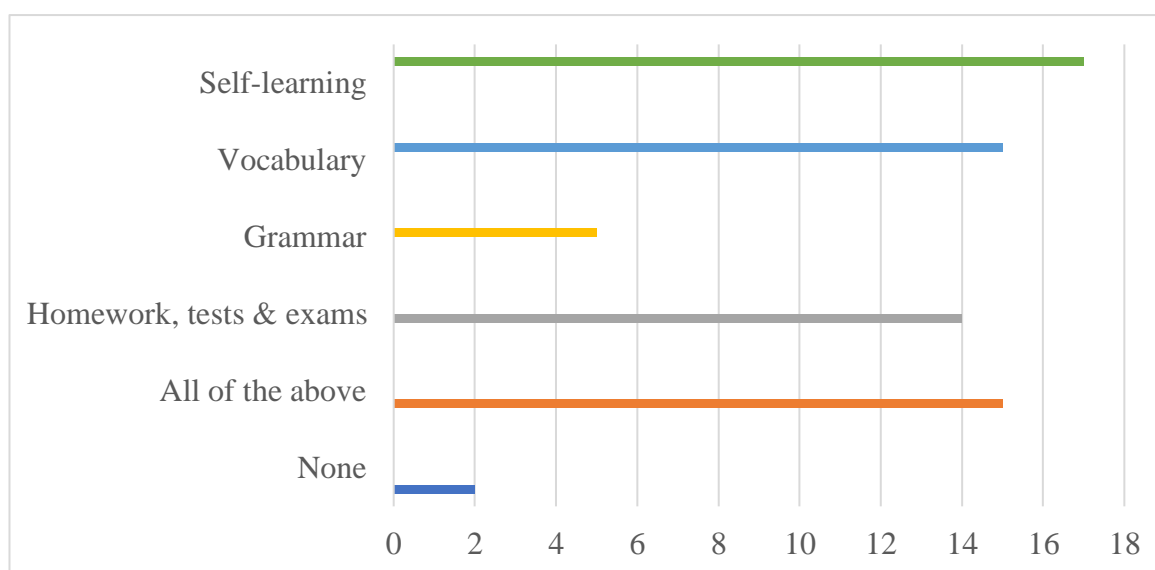
Note: Researcher Elaboration   Source: Ss survey 2021

As seen in the bar chart, most students read for self-learning. Sagitova (2014) stated that self-education is the extent to which in the teaching-learning relationship, it is the learner rather than the teacher who determines the goals, the learning procedures and resources, and the evaluation decisions of the learning program. Currently, it is compulsory because the pandemic makes educational institutions cover academic hours by self-learning, where students must feed their knowledge by themselves. On the other hand, another group read to acquire some vocabulary. English lexicon is necessary while studying because of the significant support to create and have more ideas and grammar, which a few students represent. In the case of homework, tests, and exams, some students are motivated by that; the thing is that they need to get good grades and pass the next academic year. However, some students consider that all the options are part of academic development that is why they feel motivated to read. Finally, a minority consider that not all the options motivate them or are important to succeed.

6. **For you, learning English is easy, difficult, or very difficult. Explain why?**

Figure 6:Question 6
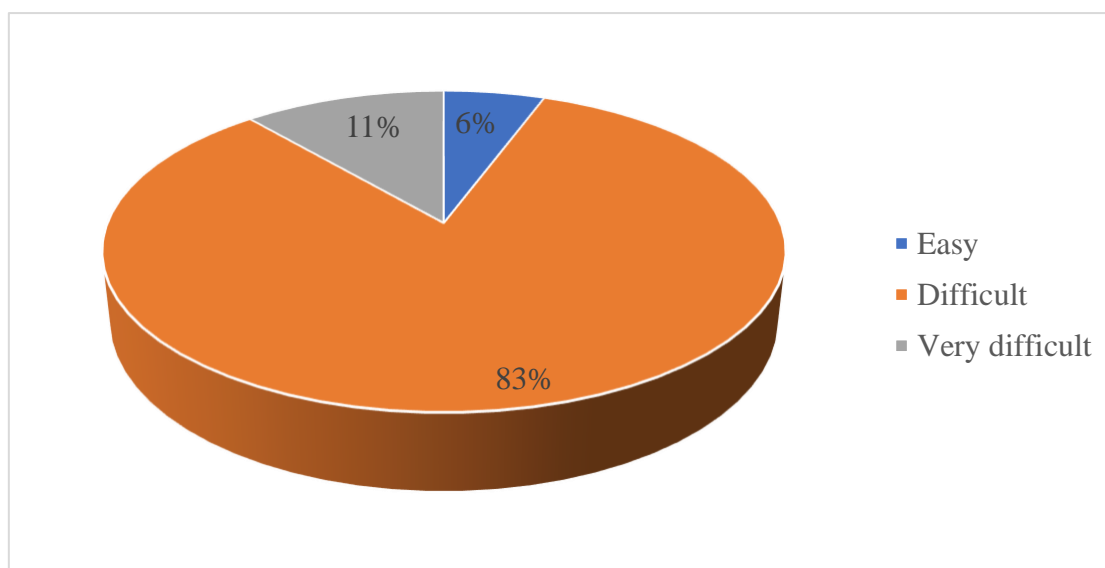
Note: Researcher Elaboration   Source: Ss survey 2021

Most students consider reading difficult. It could be understood because of the English level they are involved in. On the other hand, a few students consider it very difficult, probably related to the way of teaching, or other reasons like the environment, grammar, pronunciation, motivation, anxiety, and other factors that do not allow education. Bernal & Bernal (2020) stated that reading could be the most crucial skill to develop when learning a language and teaching ESL/EFL courses. However, there is a minority who consider reading easier than the other English language skills, especially the productive ones such as speaking and writing.

7. If your answer is difficult or very difficult, what is the possible reason (s) for your answer

Figure 7: *Question 7*
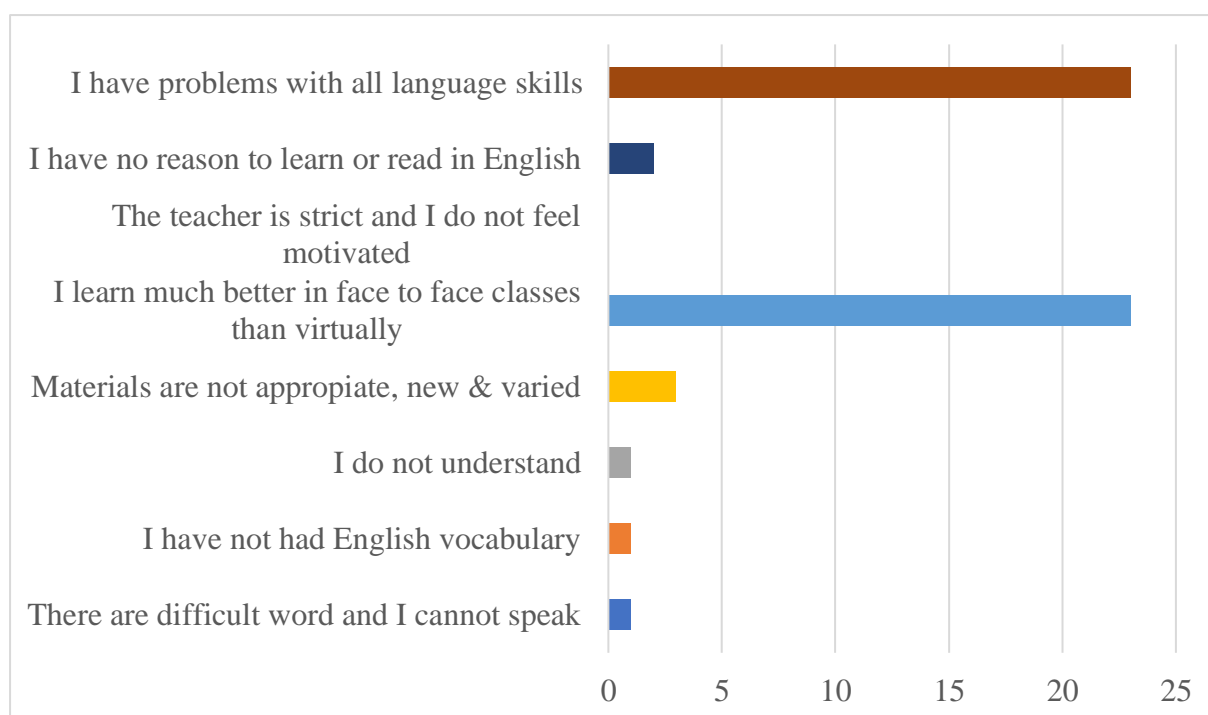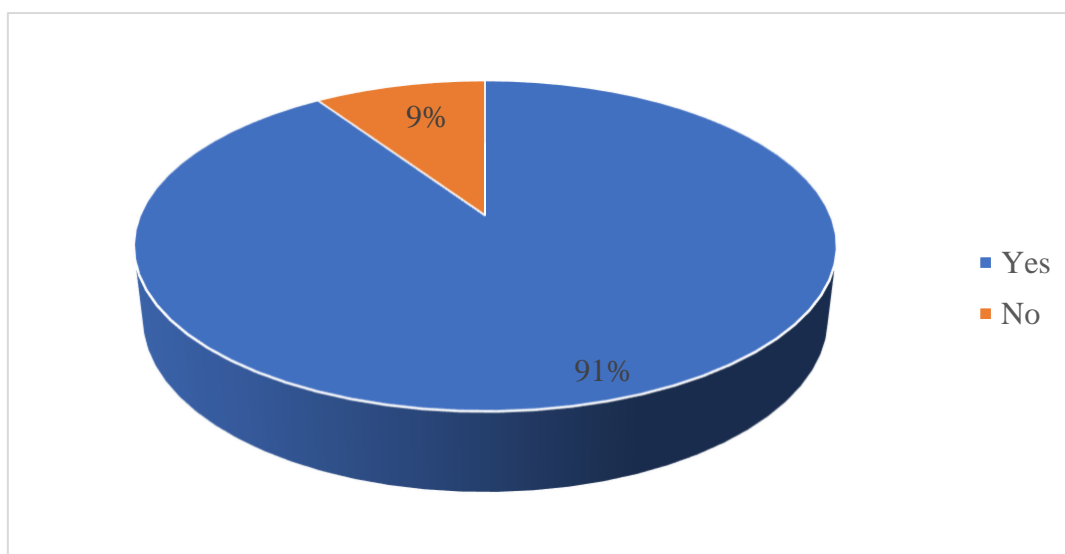

Note: Researcher Elaboration   Source: Ss survey 2021

As it can be seen in the bar chart, almost half said that they have problems with all English skills, at the same time, it is related to it when they learn much better in face-to-face classes than virtually. The pandemic made the teaching and learning process a new opportunity to use technology, so virtual education has advantages and disadvantages. In the case of disadvantages, it is important to consider that no one has the same opportunities (internet connection, technological resources, etc.), which means everyone has a different background. However, there are some advantages. According to Yusnilita (2020), one of the benefits is related to the flexibility it has for students because the teacher or the school does not choose the material; it is chosen by students to obtain their own requirement of knowledge according to the activities proposed in class.

On the other hand, a minority claimed that materials are not appropriate, new, or varied. It is because of the method the teacher uses inside the class. Some students get bored, or the materials are not good enough to develop the whole class. A few students conclude that they do not understand, do not have a good English vocabulary, and cannot speak. It could be because they do not like reading and do not consider English as important as other academic subjects.

8. **Do you consider that the methods, strategies, and materials that your teacher uses are helpful and innovative, especially for developing the reading skill? Why?**

***Figure 8:** Question 8*
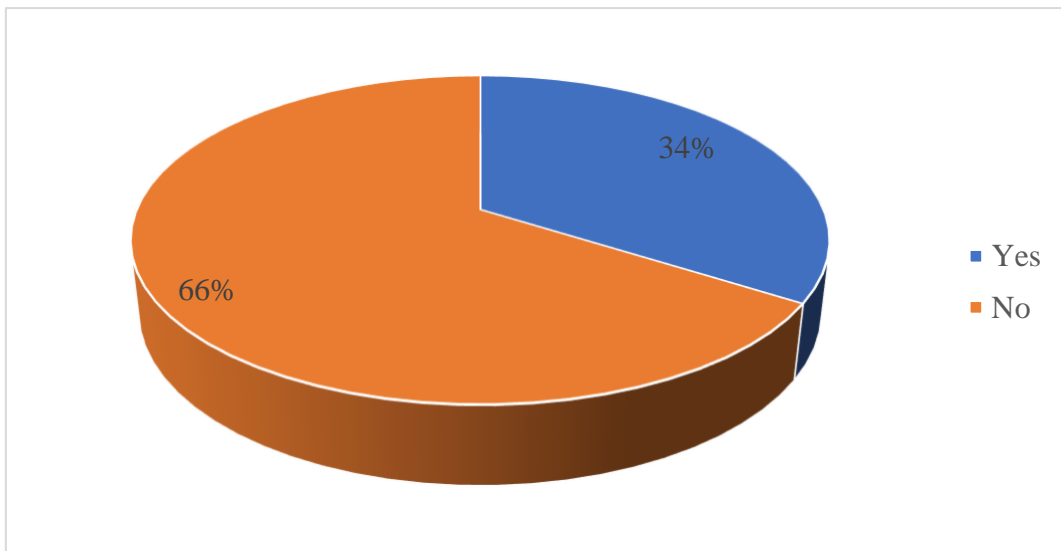

Note: Researcher Elaboration   Source: Ss survey 2021

      Most students consider that the methods, strategies, and materials help teach English and develop its skills. The teacher's way of teaching considers students' needs as well as their interests. Most of the time, the teacher has to take risks because of the different realities in the classroom. Darling-Hammond & Baratz-Snowden (2005) stated that "effective teachers engage students in active learning, debating, discussing, researching, writing, evaluating, experimenting, and constructing models, papers, and products in addition to listening to and reading the information, watching demonstrations, and practicing skills" (pp. 112). The thing is that no one learns in the same way, and teachers must apply what the best to everybody is.

      On the other hand, a few students consider that teaching is not helpful; they said that teacher works on the language skills. However, some activities do not help students in developing them. However, it could be related to the teaching experience rather than the way of teaching and the type of education (face-to-face classes & virtual education).

**9. Do you know any strategy to develop reading in English? Why?**

Note: Researcher Elaboration   Source: Ss survey 2021

Most students (66%) do not know about the reading strategies. They gave some reasons like the lack of information and teachers' use of these strategies in a class. Furthermore, there is an important factor related to the level of the students. Most of them conclude that it is difficult, so they do not understand, making them more confused when they understand a text. Another aspect is related to the strategies that teachers use in class. Most students say that there are no strategies that can help them with a problem in their academic achievement. However, some students (34%) know about it. They said they have heard about it on the internet, and some others have read it in books.

10. Which of the following strategies do you know or hear about?

Figure 10: Question 10
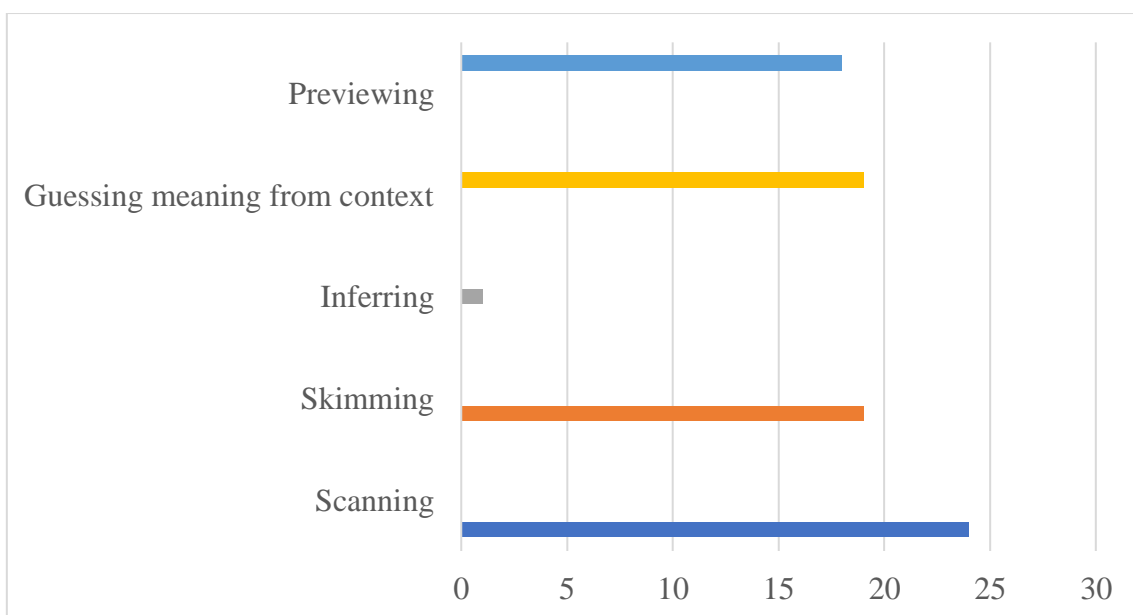
Note: Researcher Elaboration   Source: Ss survey 2021

Based on the bar chart, most students know or hear more about four strategies: Scanning, Skimming, Guessing meaning from context and Previewing. According to Fauzi (2018), many studies about Scanning and Skimming strategies were carried out. They proved that both could improve students' academic achievement, their comprehension of texts, and better speed rates in reading. That is why Scanning and Skimming are the ones that students know about. Most students conclude that the teachers use these five strategies in class and activities to develop reading skills or have only seen them on books or the internet. However, only with 1% percentage below is the Previewing strategy which is also very common to be used in class; but Inferring is the one which is used less.

11. Do you know about Eclecticism and its reading strategies? Why?

Figure 11: Question 11
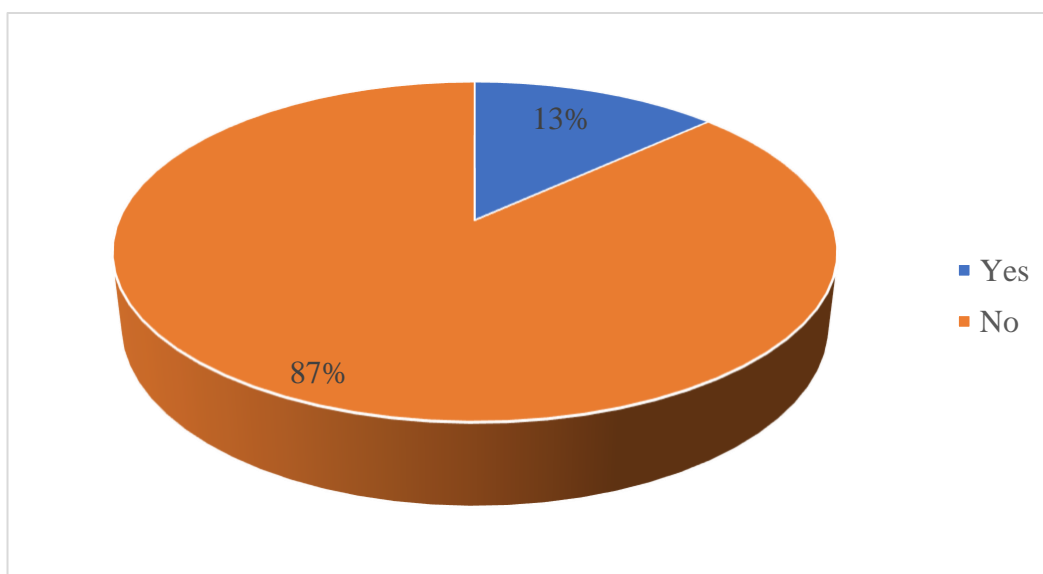
Note: Researcher Elaboration   Source: Ss survey 2021

According to the pie chart, most students (87%) do not know about Eclecticism and its reading strategies. It is because of the lack of information about new methodologies. Thus, students are more familiar with traditional strategies than new ones, affecting reading comprehension. For example, students read in English and consider their mistakes (pronunciation, grammar, etc.), but only a few understand the text. Iskandar (2017) said that sometimes students still have difficulties comprehending what they read in English, so the teacher must help them comprehend the text by using a strategy that offers a simple lesson design and can drill them to memorize the text. However, a few students (13%) know or hear something about Eclecticism. The thing is that they search on the internet and the parents of some students are teachers, so they use or explain it to them.

12. Most time in the classrooms, the teacher uses traditional teaching strategies to develop English skills. Would you like to use new strategies to develop your skills, especially to develop the reading one? Why?

Figure 12: Question 12
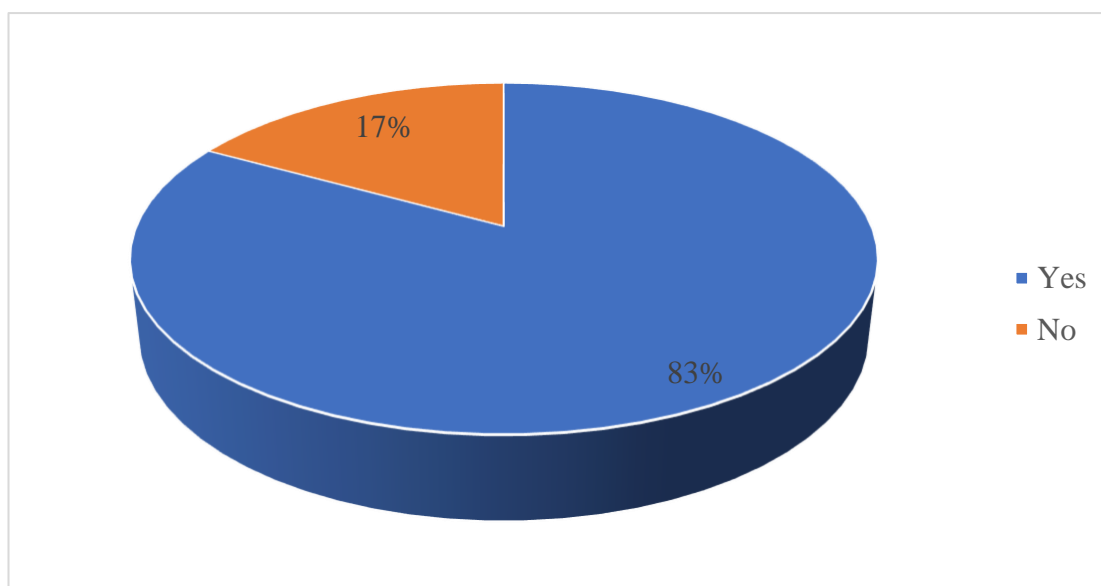
Most students (83%) agree with applying new strategies to develop reading skills. It means that students agree to try Eclectic Strategies to improve their reading. They said that passing the scholar year is not enough to get and achieve what they want for their academic life. This project will cover all the research questions, and the guide as a proposal could help teachers and students in the English classroom. The thing is that students want to try something new; in this case, they will try eclectic strategies as a solution for reading achievement. On the other hand, just 17% of students are comfortable using the traditional strategies. They said they tried enough to pass the scholar year, considering English as a subject instead of something important.

3.2.Teachers' results

Regarding the number of teachers, all participated in the survey, showing their interest in the study, expressing their opinions, performing their experiences as teachers, and helping the process solve the problem stated in this thesis work.

1. Do you use academic activities to develop reading skills? Why?

Figure 13: Question 1
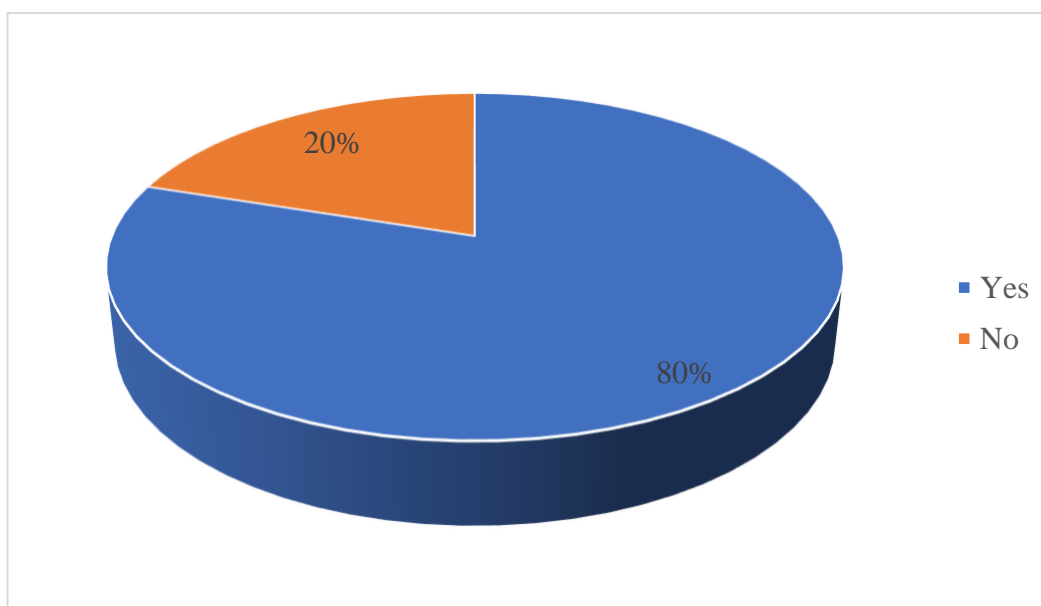
Note: Researcher Elaboration   Source: Ts survey 2021

The pie chart above shows if teachers use academic activities to develop reading skills. Indicated that 80% of teachers use these activities in their classrooms. According to the teachers, they use them for many reasons; it includes teaching English better than other years to help in sub-skills like vocabulary and pronunciation and internalizing learning. Lopez, Feriz, Campoverde, & Lopez (2017) stated that educational activities using instructional resources allow students to understand real life to get familiar with the teaching methods and increase their learning. On the other hand, 20% of teachers do not use them, predicting that they focus on other English skills such as writing, listening, and speaking. It means that not only the reading skill is developed by most teachers.

2. **Why do you motivate your students to read? Choose one option**
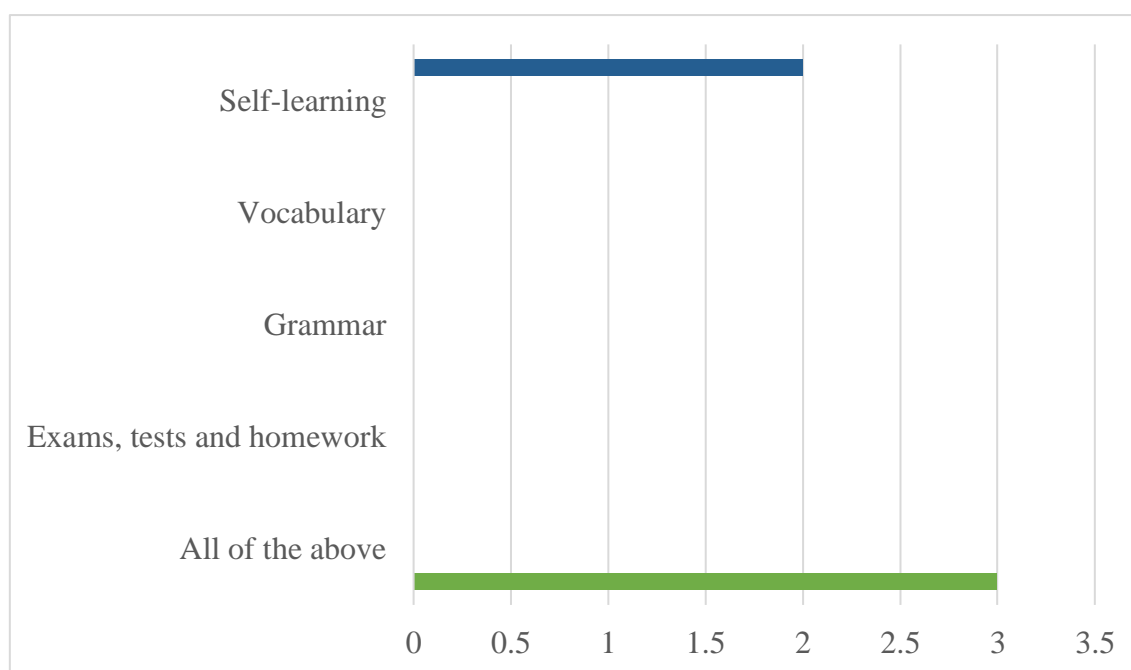
Note: Researcher Elaboration   Source: Ts survey 2021

The bar chart above shows the academic reasons why teachers motivate their students to read. More than a half (60%) chose the option "all of the above." They motivate students for self-learning, vocabulary, grammar, and exams, tests, and homework. They said that all the reasons are necessary while students are learning English. In the case of reading, it helps improve all the aspects of this skill. According to Ahmadi (2017), motivation is an important aspect that helps students read more; at the same time, it has a relationship with reading and recognizing texts. On the other hand, some teachers (40%) prefer to motivate their students just for self-learning. They said that self-learning motivates students to choose what they want to read and fulfill their needs and interests.

3. **Which are the most common difficulties that your students have while reading?**

Figure 15: Question 3
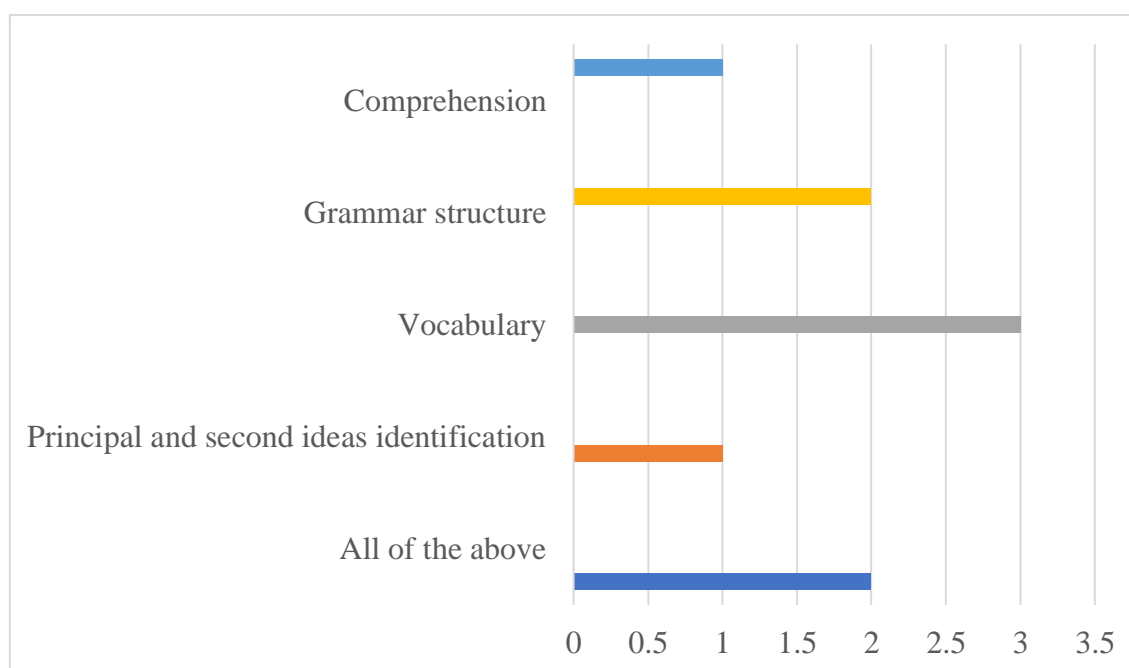
Note: Researcher Elaboration   Source: Ts survey 2021

According to the bar chart, vocabulary is the most common difficulty students have while reading. Most teachers (60%) said that when students are reading, they do not understand a text because they do not know the meaning of some words, so they look for them in the dictionary. On the other hand, some teachers (40%) consider that grammar is students' common difficulty while reading. However, the same percentage considers that all difficulties (comprehension, grammar structure, vocabulary, principal, and second ideas identification) need to be considered when students read. Yaseen (2013) said that many reading difficulties could be corrected at the beginning, which means correction and feedback are accessible in the initial stages. Finally, a minority (20%) said that comprehension and principal and second ideas identification need to be considered because of their importance in the following levels of English. According to cita de la imporatancia de comprehension y la idetificacion de ideas.

4. **Do you consider that your teaching method, activities, and material are helpful and innovative in your classes? Why?**

Figure 16: *Question 4*
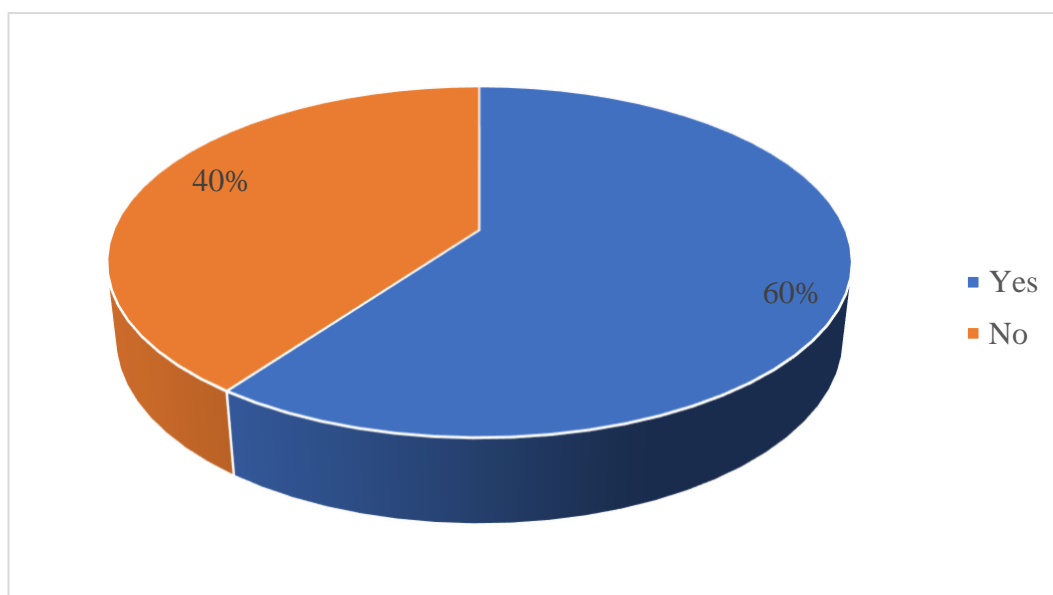
Note: Researcher Elaboration   Source: Ts survey 2021

The pie chart above shows if teachers consider their methodology valuable and innovative for their students. More than half (60%) consider it. Thus, Oliver & Reschly (2007) pointed out that effective teachers with appropriate instructional strategies have higher positive student responses to their instruction. They said that students are likely to learn with that method; thus, teachers catch their students' attention while boredom is not involved in the class. However, some teachers (40%) do not think the same. They do not consider their way of teaching too helpful for their students. They said that it could be better if schools started to use technology in classrooms, not only in the lab. Another aspect they considered is related to the material where there is no variety and students' responsibility to improve one of the English skills.

5. Which strategies for developing reading do you use with your students?
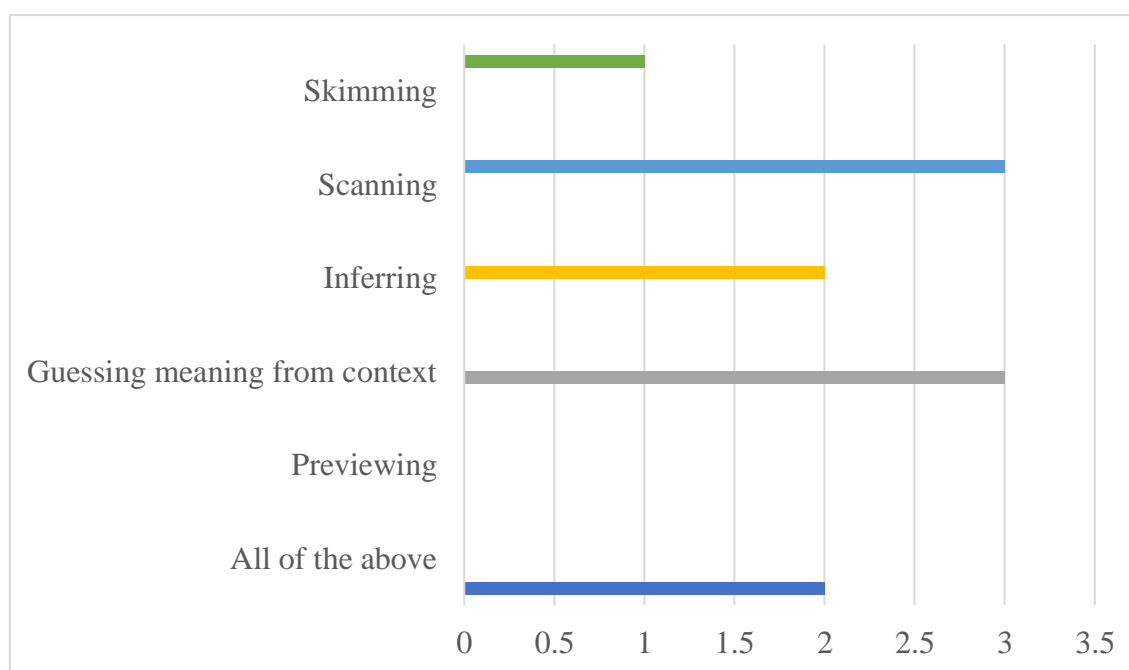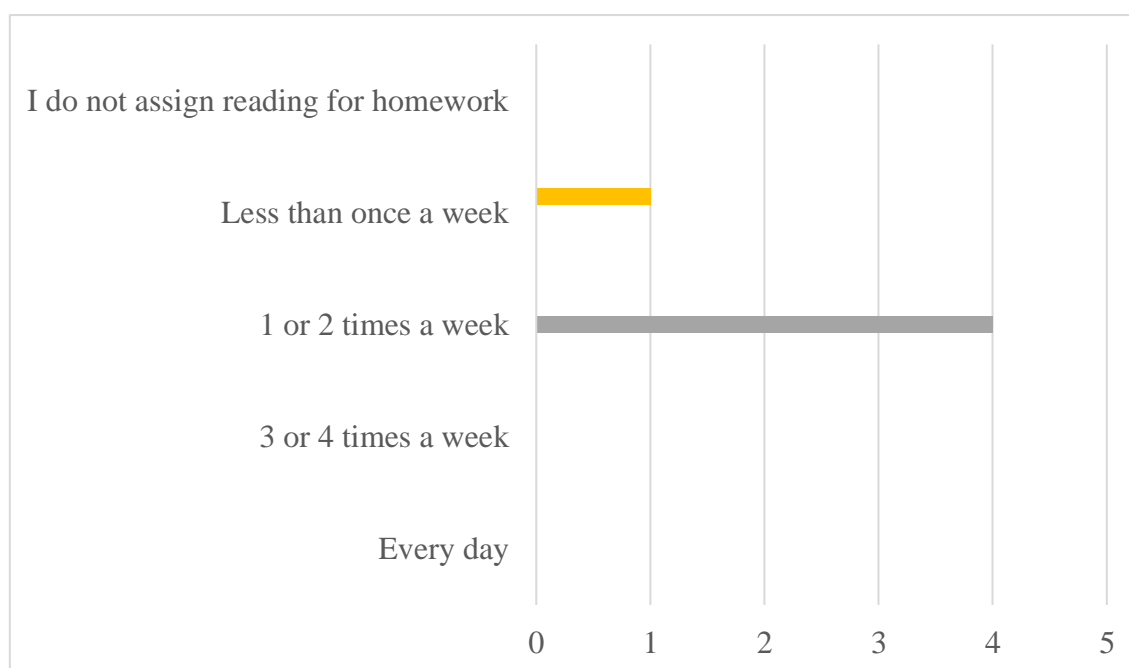
Note: Researcher Elaboration   Source: Ts survey 2021

The bar chart above shows the reading strategies that teachers use with their students. Most teachers (60%) use Scanning and Guessing meaning from the context in reading activities. They said that Scanning, which is no more than reading rapidly to find specific words, is used to give a quick answer to a question, so students look just for specific information. In the case of Guessing meaning from context, students find the meaning of new words with the clues used in context so that they can answer some questions too. On the other hand, some teachers (40%) said that Inferring is used as an appropriate strategy; by using it, students make inferences about what will be the reading or how it ends.

On the other hand, the same percentage of teachers said they use all the proposed strategies. Finally, Skimming tells you what general information is within a section, and it means that students look for information among paragraphs.

6. How often do you assign reading as part of homework?

Figure 18: Question 6
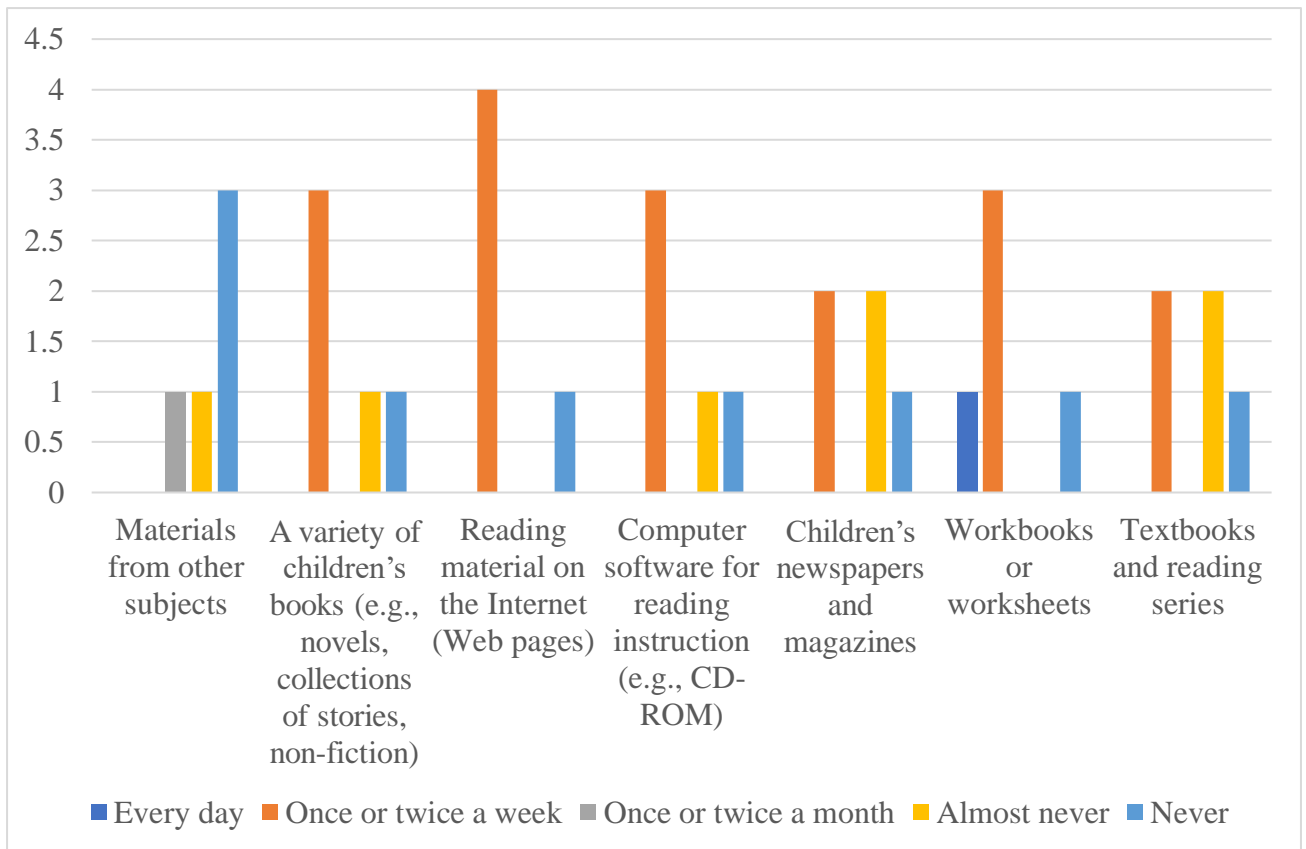
Note: Researcher Elaboration   Source: Ts survey 2021

The bar chart above shows that most teachers (80%) assign reading as homework one to two times a week. They consider it a good range of time to work on one skill, in this case, reading. It means that teachers work in reading and other English skills such as writing, listening, and speaking. Homework is important to keep students' learning active. In the case of learning a language, it emphasizes keeping the language patterns to gain acquisition. Thus, "homework helps students learn and potentially increases their learning achievements" (Songsirisak & Jitpranee, 2019, pp. 3).

On the other hand, a few teachers (20%) consider that assigning reading as part of homework less than once a week is enough to improve reading in students. However, they said that it could vary because the other skills are involved too. For example, some students are good at reading, some at listening, some at writing, and some at speaking.

7. **How often do you use the following resources when you give reading instruction and do reading activities with the students? Put a tick.**
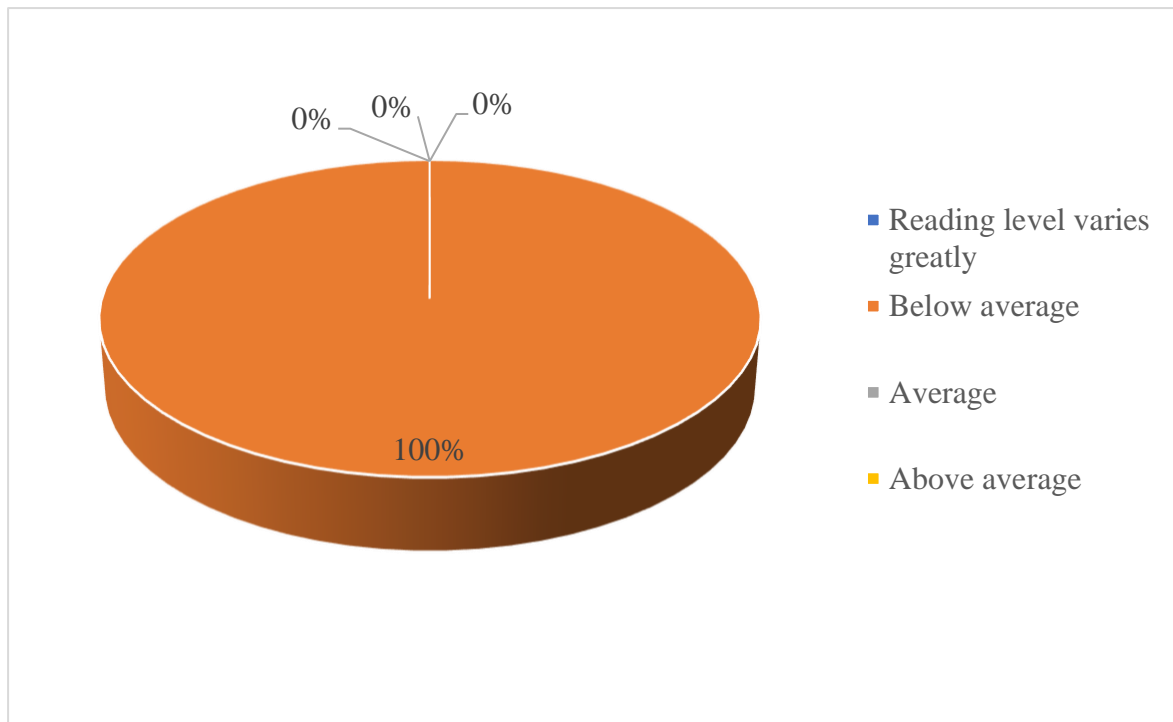
Note: Researcher Elaboration   Source: Ts survey 2021

The bar chart above shows teachers' resources when they give reading instruction or do reading activities. As it shows, most teachers use these resources once or twice a week. It means that a variety of children's books (novels, collections of stories, non-fiction, etc.) (60%), reading material on the internet (80%), computer software for reading instruction (60%), children's newspaper and magazines (40%), workbooks or worksheets (60%), and textbooks and reading series (40%) are used respectively as the percentage shows. Only materials from other subjects are not involved frequently because they are used once or twice a month by 20% of teachers. Another aspect to consider is that workbooks or worksheets are used every day by 20% of teachers. However, it is evidenced that all the resources have a negative aspect which is related to the frequency they are used, for example as it can be seen there is a percentage which shows that each resource is never used, being 20% of teachers who do not use them in most of the options.

8. **According to your experience, how would you describe the reading level of the 7th-grade students in this class?**

Figure 20: Question 8

Note: Researcher Elaboration   Source: Ts survey 2021

The pie chart above shows the reading level of the 7th grade students at Isaac Jesus Barrera High School. All teachers (100%) said it is below average, evidenced when evaluating their students. Teachers said that students do not consider English to improve their academic achievement, but they see it only as a subject. Another aspect is related to how students perceive English, and it means that they consider it very difficult. However, teachers said it could change if they motivate students to learn English by considering their learning interests and needs. According to Mineduc (2012), in Ecuador, the level of English must be A1 at the end of 9th grade, where students have to understand and identify simple informational, transactional, and expository texts—a single phrase at a time—picking up familiar names, words, and basic phrases and rereading as required. However, it does not happen as it is evidenced. Some teachers claim that teaching just basic English, such as "Present Simple," is enough for students to communicate.

9.   Do you know anything about Eclecticism?
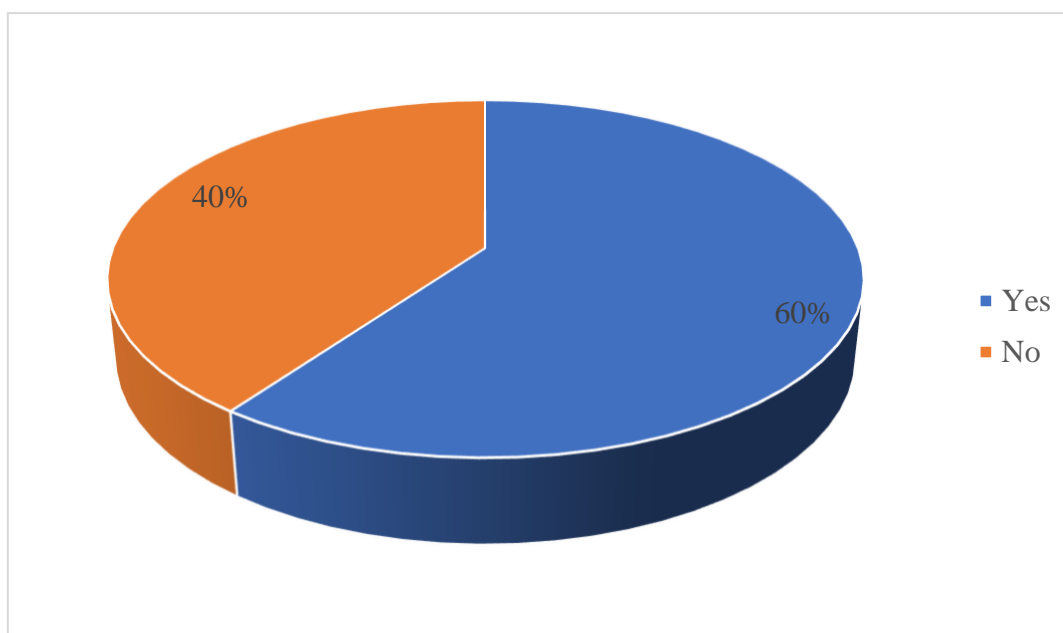
Note: Researcher Elaboration   Source: Ts survey 2021

According to the pie chart, more than a half of teachers (60%) know about Eclecticism. They said it is important to consider aspects from different methods or approaches to make the learning environment appropriate for students. They said that Eclecticism helped them choose innovative strategies to catch students' attention. In fact, Eclecticism makes the class more flexible for teachers because it has a pluralistic academic view which involves all the students' needs considering their backgrounds and interests. As exposed in the previous chapter, Eclecticism has more advantages than disadvantages in reading. On the other hand, some teachers, 40%, do not know about Eclecticism. They are expected to continue using the traditional way of teaching instead of trying a new one.

10. **The following strategies are part of Eclecticism, and it follows the three reading stages (pre-reading, while reading, and post-reading). Have you ever applied any strategy from this list? Mark the one you have used.**
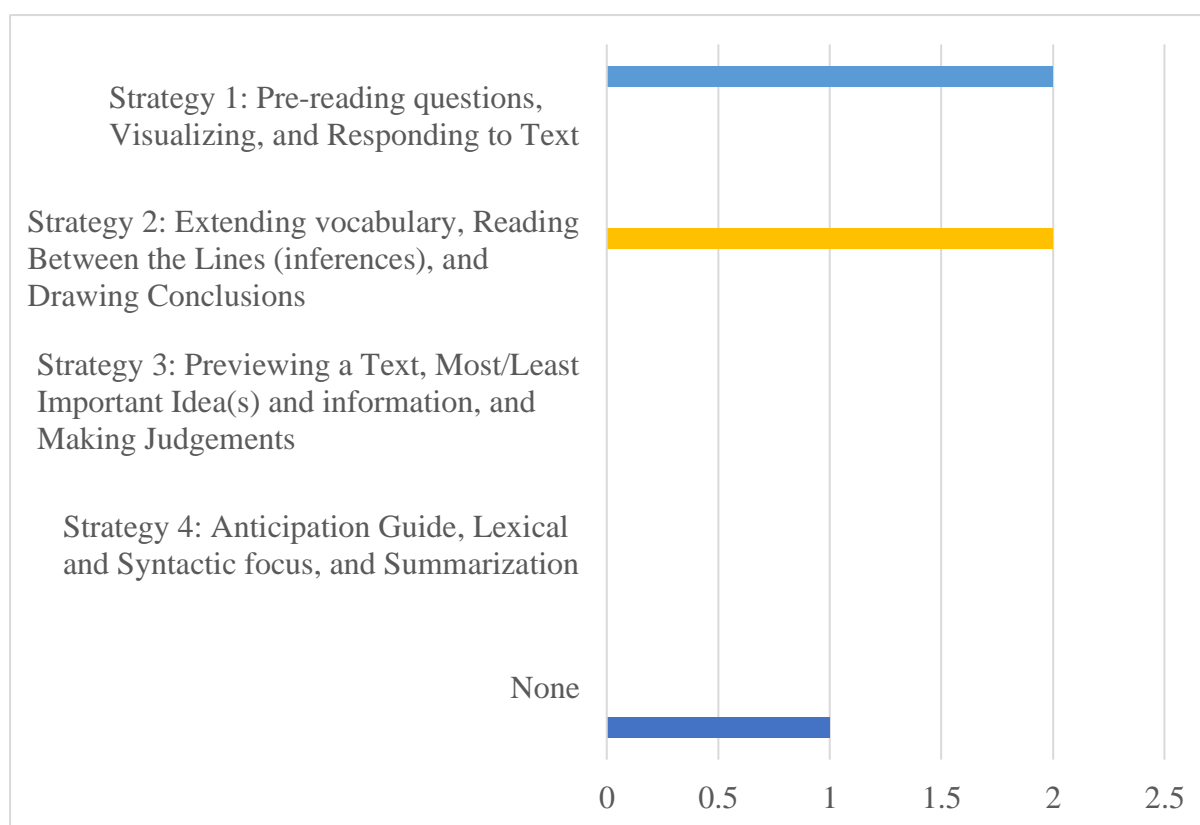
Note: Researcher Elaboration   Source: Ts survey 2021

The bar chart above shows if teachers have applied one of the Eclectic strategies proposed in the list. Hence, 40% of teachers tried the first strategy (Pre-reading questions, visualization, and Responding to Text) in their classroom. They said that it is more effective applying some strategies during one reading activity instead of using only one. In fact, according to Roit (2016), students need to learn how to use a branch of strategies independently, recognize and solve problems, and delve deeper into the text to make sense of it. However, with the same percentage (40%) teacher applied the second one (Extending vocabulary, Reading Between the Lines, and Drawing Conclusions). It means that teachers tried mixing methods and approaches to improve reading successfully, so they tried something from Eclecticism. On the other hand, a minority (20%) never tried them.

11. **Most of the time, teachers use traditional strategies for teaching English instead of innovative ones such as Eclectic strategies. Thus, would you like to use any of these eclectic strategies stated above for developing reading skills? Why?**
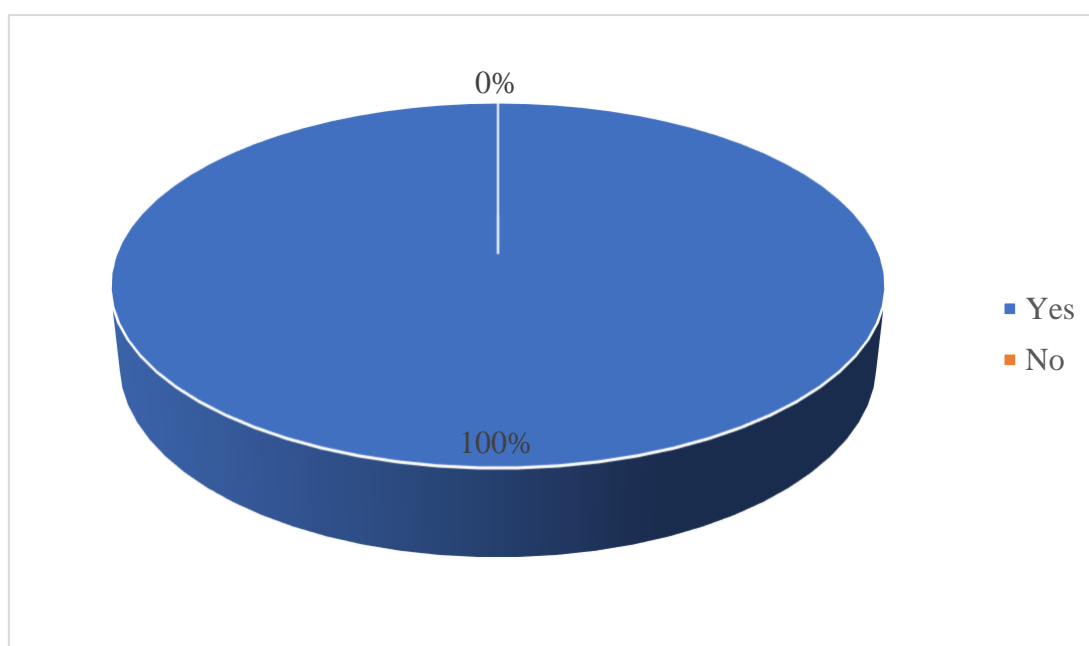
Note: Researcher Elaboration   Source: Ts survey 2021

The pie chart above shows that all teachers (100%) agree in applying the Eclectic strategies to improve reading skills in their class. Teachers said that Eclecticism might allow the language teacher to use the techniques and activities drawn from various language teaching approaches and methodologies. Thus, it would help students to internalize learning and motivate them to read from an early age.

3.3. Discussion

Considering all the answers gathered from both surveys (teachers and students) applied at Isaac Jesus Barrera High School and previous studies, most participants provided important data to this investigation process. In fact, all participants collaborated in filling and answering the survey with specific information due to each question. However, a significant limitation, the global pandemic COVID-19, made the process virtually to prevent students from getting infected. In this way, Ecuadorian education and many countries worldwide were challenged in trying virtual education.

Among important findings, the data collected was enough to understand how they perceive reading in a general view. For example, students like reading, and their time is expected to increase according to their level and interests. Another important aspect of the survey is that they like reading, but in Spanish, because they consider English very difficult, just a few students read in English. They said that they are taking courses in private institutions. On the other hand, some students consider not effective the way of teaching that their teacher uses in class, as well as prefer face-to-face classes instead of virtual education. Finally, students know about reading strategies, but they do not know how to apply them in real situations that help their academic achievement.

In the case of the teachers' survey, they said that students do not like to be assessed traditionally, but when they try to apply a new way of teaching, students get a little confused and take time to make strategies reachable for students. Teachers use academic reading activities to make students familiar with new tasks. However, students always have some difficulties while doing reading activities or only when reading. These difficulties include reading comprehension, vocabulary, and more. Thus, teachers tried traditional strategies and asked students to do reading activities as part of homework, which was not effective because the reading level is below average, according to teachers. Another aspect to consider is that teachers use traditional strategies, particularly while reading instruction. However, they use some Eclectic strategies, but indirectly. In other words, they have tried almost three Eclectic strategies without knowing that they come from Eclecticism.

CHAPTER IV: PROPOSAL

4.1.Title

Eclectic Strategies for Developing Reading Skills in 7th Grade Students.

4.2.Introduction

Using appropriate methods, approaches, and strategies in teaching English is one of the challenges in education. Language acquisition needs to be a process where students feel motivated and involved. However, what if the process does not fill the students' needs and interests? Teachers must find and identify what strategies help develop the language skills and sub-skills. In the case of reading, it is one of the receptive skills in English. Thus, while teaching reading, it is necessary to identify students' reading habits and their level of comprehension to adapt the strategies that might help them in their reading achievement. On the other hand, teachers must evolve with new methodologies and resources available to teach English, especially reading skills.

This guide leads practitioners through the key reciprocal reading skills to build confidence in reading comprehension and provides templates and models of how comprehension lessons can be structured.

4.3.Justification

The present guide has an educational purpose, which was developed based on the needs and problems regarding reading skills and the lack of innovative methodological resources for their development in 7th grade students at "Isaac Jesus Barrera" High school of Otavalo. Its purpose was to identify the students' academic reading level and the teachers' strategies to adapt the guide based on some eclectic strategies to perform reading comprehension and critical thinking skills. The present guide was based on a survey conducted to teachers and students, which contained topics regarding reading strategies students use and their reading habits; thus, the results could be included to develop the present guide.

Furthermore, these aspects are an essential part of relating some reading strategies with the way of teaching. In this case, the eclectic ones with the content, textbooks, and activities during the whole process were useful to adapt it to students' needs. In fact, some principles of Eclecticism, such as taking different aspects from different methods and involving students' needs and interests, were helpful to reinforce long-term memory and increase the level of concentration while reading. Besides the above, this guide invites teachers to build confidence in teaching reading lessons and provides how they can be structured.

4.4. Objectives

4.4.1. General Objective

o   Improve English reading skills in seventh-grade students by using a branch of Eclectic Strategies in some reading activities.

4.4.2. Specific Objectives

o   Learn about some Eclectic strategies that might help reading skills development and academic achievement.
o   Incorporate critical thinking and building knowledge to reinforce reading comprehension by implementing a branch of Eclectic reading strategies in one task.
o   Produce input and output about using some Eclectic strategies with some reading activities based on the pre-reading, while reading and post-reading stages to perform reading development.

4.5. Units

4.5.1. Unit 1: Level 1
Pre-reading questions, Visualizing and Responding to Text

4.5.2. Unit 2: Level 2
Extending vocabulary, Reading Between the Lines, and Drawing Conclusions

4.5.3. Unit 3: Level 3
Previewing a Text, Most/Least Important Idea(s) and Information, and Making Judgements

4.6. Location

The Isaac Jesus Barrera High School is in Otavalo (Imbabura-Ecuador) in the San Luis parish. Located near the city center, it is in the Roca and Rocafuerte (324) streets. This public institution combines three institutions where kindergarten, elementary, middle, and high school are delivered, respectively. This study was guided for 7th-grade students, including classes A, B, C, and D for middle school.

4.7. Development

It will be divided into three units, each one with different strategies where students might challenge themselves by applying each strategy on different tasks. The information from the survey reveals a vast disparity in mastery and a precise concentration at the most basic levels, being the levels reached by students Beginner. People with this specific level can

only use English in simple contexts, and regarding reading comprehension, students can understand basic instructions and comprehend basic information. However, this guide is expected to be applied as an extra resource during online classes until students come back to classrooms (face-to-face classes)

ECLECTIC STRATEGIES FOR DEVELOPING READING SKILLS IN 7TH GRADE STUDENTS

By Erick Taimal

1

INTRODUCTION

This is a complete guide which has been created throughout a study about the use of methods, approaches, strategies and even techniques that teachers use in class for developing the English language skills in students, especially children.

Due to the problems identified and the surveys carried out at the High school, this guide was created as a resource to reinforce reading activities and to develop the reading skill. Thus, the language acquisition must be covered with helpful strategies to develop not only the reading skill, but also some sub-skills, such as grammar or English lexicon. In the case of

reading, it was necessary to identify students' habits on reading as well as their level of comprehension to adapt the strategies that might help them in their reading achievement. In the other hand, teachers must consider that no one can learn in the same way; they must include innovative ways of teaching such as using Eclectic strategies to develop reading skills.

2

PRESENTATION

This is a collection of reading eclectic strategies, where seventh grade students will reinforce them as a principal way of learning. The strategies include Pre-reading questions, Visualizing, Responding to Text, extending vocabulary, Reading Between the Lines, Drawing Conclusions, previewing a Text, Most/Least Important Idea(s) and Information, Making Judgements, Anticipation Guide, Lexical and Syntactic focus, and Summarization. It is important to. mention that these strategies can help students to improve vocabulary, grammar, and logical thought ability.

Research shows that proficient and confident readers employ several strategies to achieve comprehension of text. Once decoding, fluency and automaticity (the ability to do things without occupying the mind, usually achieved through learning, repetition and practice) have been addressed, children need to be taught a range of strategies for comprehension. Most versions select prediction, questioning, identifying (or clarifying) and summarizing, though more recent studies have demonstrated and subsequently promote the importance of visualization.

CONTENT

UNIT 1: LEVEL 1
- o Pre-reading questions, Visualizing and Responding to Text
- o *Activity*
- o *Worksheet*

UNIT 2: LEVEL 2

- o Extending vocabulary (creating a word wall), Reading Between the Lines (inferences), and Drawing Conclusions
- o *Activity*
- o *Worksheet*

UNIT 3: LEVEL 3
- o Previewing a Text, Most/Least Important Idea(s) and Information, and Making Judgements
- o *Activity*
- o *Worksheet*

OBJECTIVES

GENERAL OBJECTIVE

- Improve English reading skills in seventh-grade students by using a branch of Eclectic Strategies in some reading activities.

SPECIFIC OBJECTIVES

Learn about some Eclectic strategies that might help reading skills development and academic achievement.

Incorporate critical thinking and building knowledge to reinforce reading comprehension by implementing a branch of Eclectic reading strategies in one task.

Produce input and output about using some Eclectic strategies with some reading activities based on the pre-reading, while reading and post-reading stages to perform reading development.
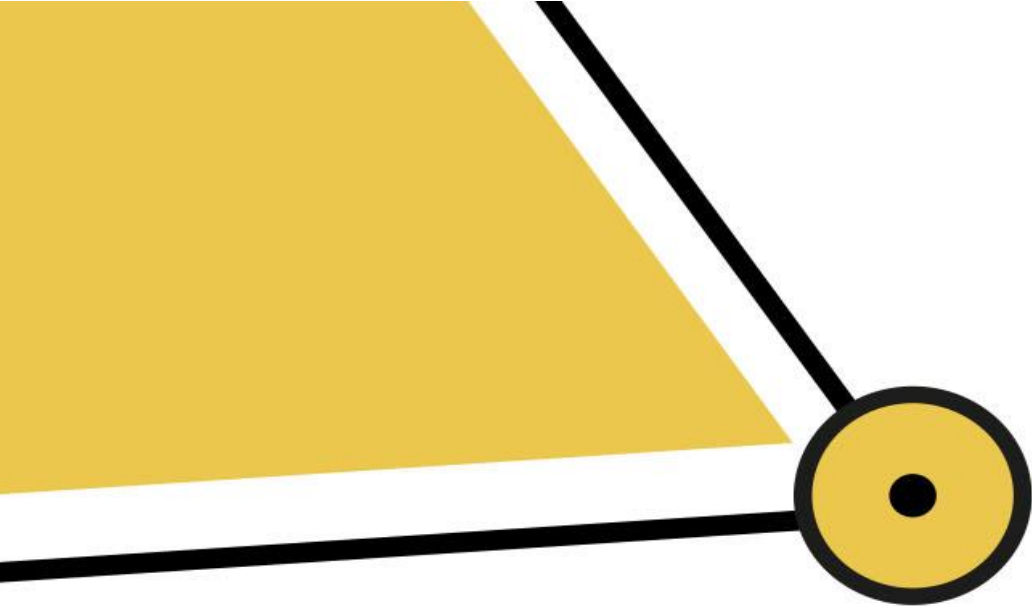
UNIT 1: LEVEL 1
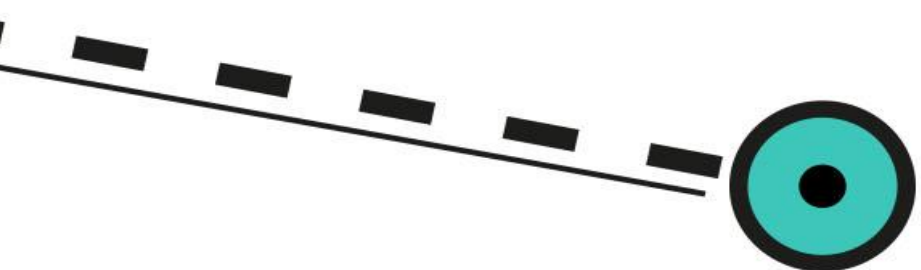
PRE-READING QUESTIONS,
VISUALIZING AND
RESPONDING TO TEXT
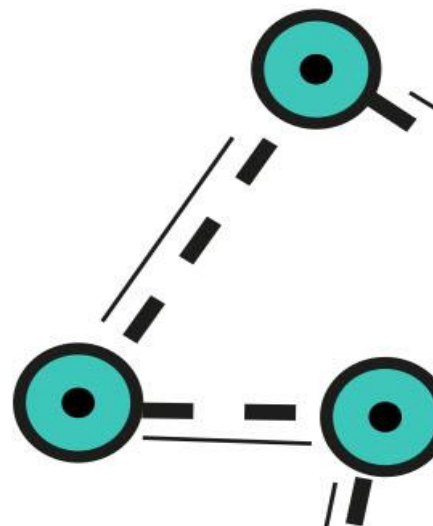
PRE-READING QUESTIONS

Retrieved from Code with Ivy

o Draw connections to what students already know and understand the purpose of reading a text.

o Help to activate students Background Knowledge.

o Use the following questions, words, and phrases to help:

- Who?
- What?
- Why?
- Where?
- How?
- When?

VISUALIZING

Retrieved from Discovery Eye

Foundation

o Students are encouraged to translate their understanding of text into pictures by creating a mental image.

o Creation of visual patterns:

- Charts (graphic organizers)
- Timelines
- Illustrations
- Pictures

RESPONDING TO TEXT

Retrieved from Therapy & Online Training Academy

o The process involves students working in groups to generate and record ideas on chart paper.

o Conclude from the text that students have read.

o The ideas could contain the following ideas:

- My conclusion…

- To sum up…

- The idea of the text is…

ACTIVITY 1

CLASS PLAN

DETAILS

Topic: Making decisions

Materials: -pen/pencil
              -worksheet
              -dictionary

Time: 40 minutes

Learning outcomes: Students will find a particular piece of information, reading from top to down the text quickly to understand it and get specific data.

Level: A1-Beginner

PROCEDURE

BEFORE READING

Teachers	Students
o Present the topic and the objective of the class. o Share students the worksheet and explain (Mother tongue can be used just for instructions). o Introduce some new vocabulary before starting the reading. o Start reading aloud. o Ask students to participate	o Pay attention to the topic, objective, and instructions. o Do the before-reading part in the worksheet. o They can ask some questions if they do not understand the task. o Participate in class

Eclectic Strategy: Pre-reading questions

WHILE READING

Teachers	Students
o Guide the class (teacher as a guide) o Tell students to read in silence in order to comprehend the text. o Explain some vocabulary by using the context of some words in the reading. o Ask students to participate	o Read in silence the poem to comprehend it. o Do the while reading part in the worksheet o Students have to draw the writer perspective about decisions o Participate in class

Eclectic Strategy: Visualizing

AFTER READING

Teachers	Students
o Monitor the class (teacher as a monitor) o Explain and give instructions about the final task o Ask students to participate in class o Give positive feedback to the whole class	o Produce what they learn from the reading o Think about another title that fills the essence of the text. o Participate in class

Strategy: Responding to text

WORKSHEET 1

NAME: _____

DATE: _____

LEVEL: _____

Read and do the activities related to the reading. Good luck!

BEFORE READING

(Pre-reading questions)

1. **Answer the following questions.**
   - What is the best decision you make during your life?

     _____
     _____
     _____
     _____

   - What is the worst?

     _____
     _____
     _____
     _____

   - Have you ever regretted making bad decisions?

     _____
     _____
     _____
     _____

   - How can your decisions affect people?

     _____
     _____
     _____
     _____

The Road Not Taken
by Robert Frost

Two roads diverged in a yellow wood,
And sorry I could not travel both
And be one traveler, long I stood
And looked down one as far as I could
To where it bent in the undergrowth;

Then took the other, as just as fair,
And having perhaps the better claim,
Because it was grassy and wanted wear;
Though as for that the passing there
Had worn them really about the same,

And both that morning equally lay
In leaves no step had trodden black.
Oh, I kept the first for another day!
Yet knowing how way leads on to way,
I doubted if I should ever come back.

I shall be telling this with a sigh
Somewhere ages and ages hence:
Two roads diverged in a wood, and I—
I took the one less traveled by,
And that has made all the difference.

VOCABULARY

wood: the hard material that trees are made of.

undergrowth: short plants and bushes that grow around trees.
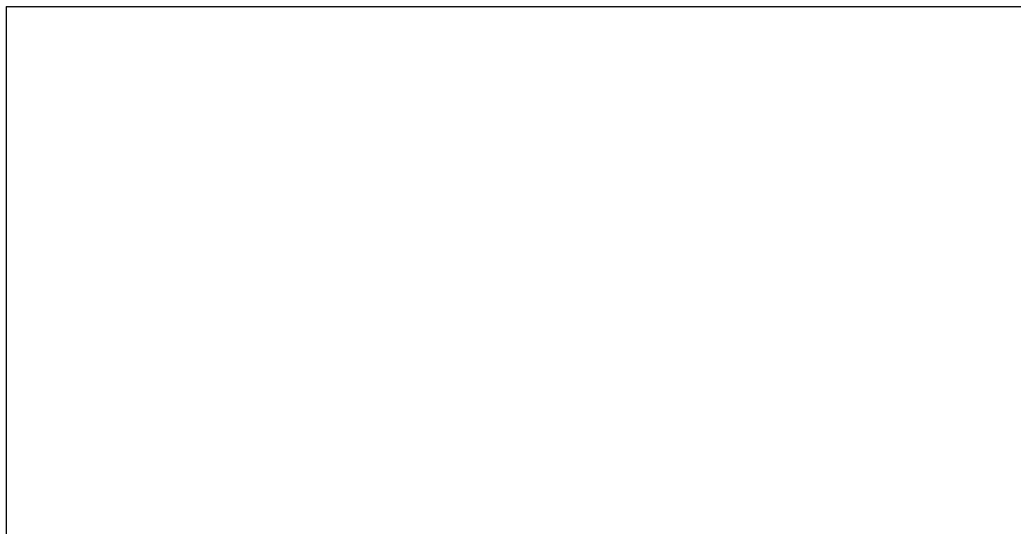
sigh: to make a noise when you breathe out, often because you are sad

hence: that is the reason or explanation for

WHILE READING
(Visualizing)

2. **Based on the reading, draw how the writer explains the way of making decisions.**

AFTER READING
(Responding to text)

3. **Which could be another title for the poem above (reading)? Give some reasons from your perspective and personal experiences.**
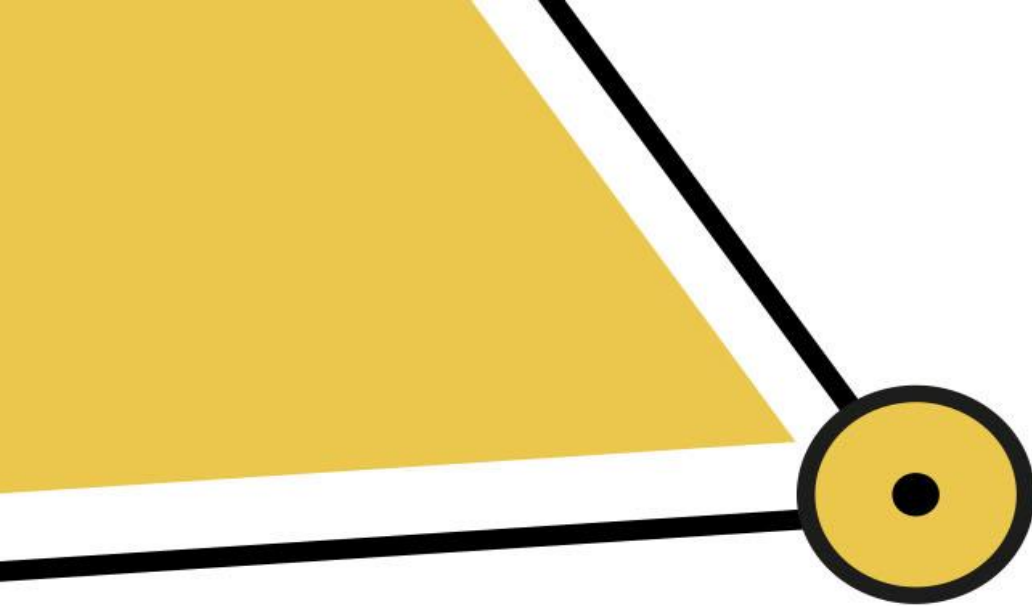
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UNIT 2: LEVEL 2
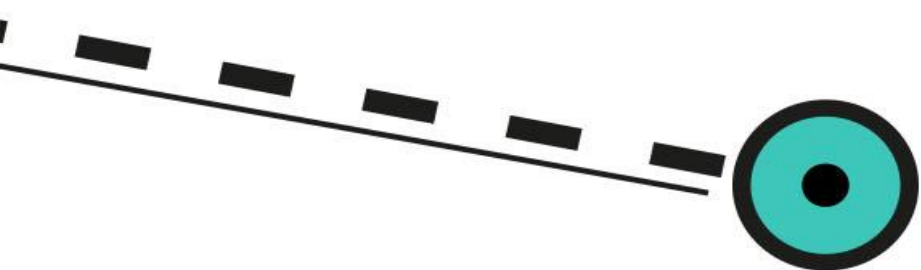
EXTENDING VOCABULARY
(CREATING A WORD WALL),
READING BETWEEN THE LINES
(INFERENCES), AND DRAWING
CONCLUSIONS
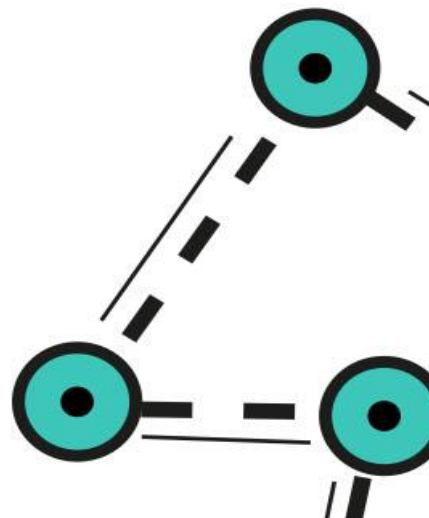
EXTENDING VOCABULARY (WORD WALL)
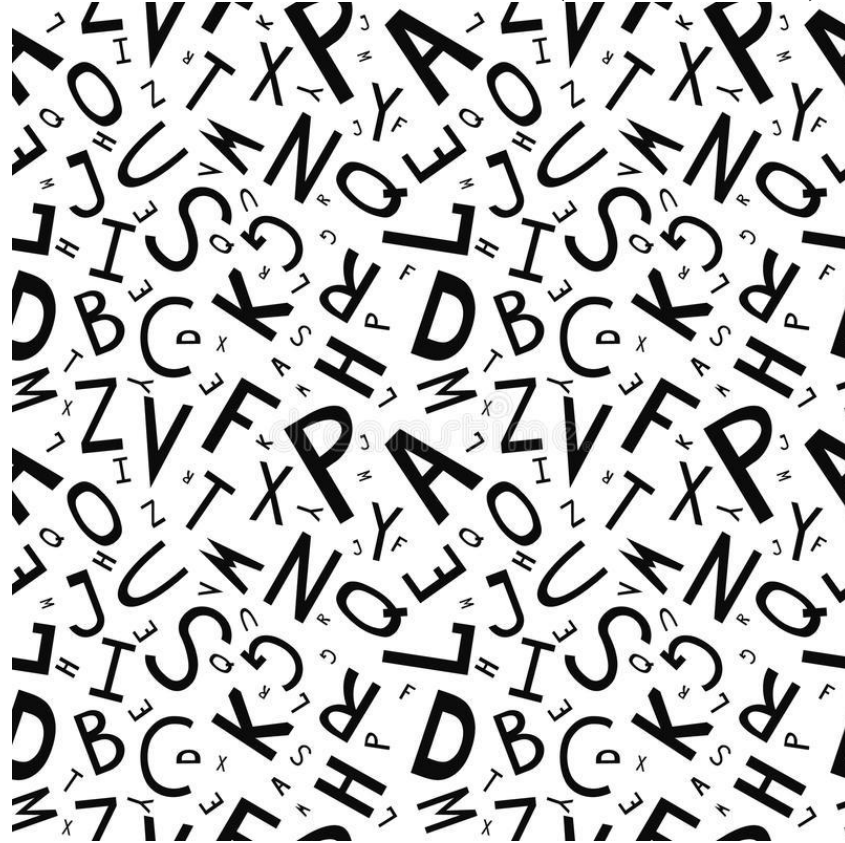
Retrieved from Dreamstime

o Create an educational environment where students post their ideas using words (sometimes they can use pictures).

o Allow students to have an organized collection of words to learn by spelling them.

o Activities include:

- Guessing

- Snapping

- Writing

READING BETWEEN THE LINES (INFERENCES)
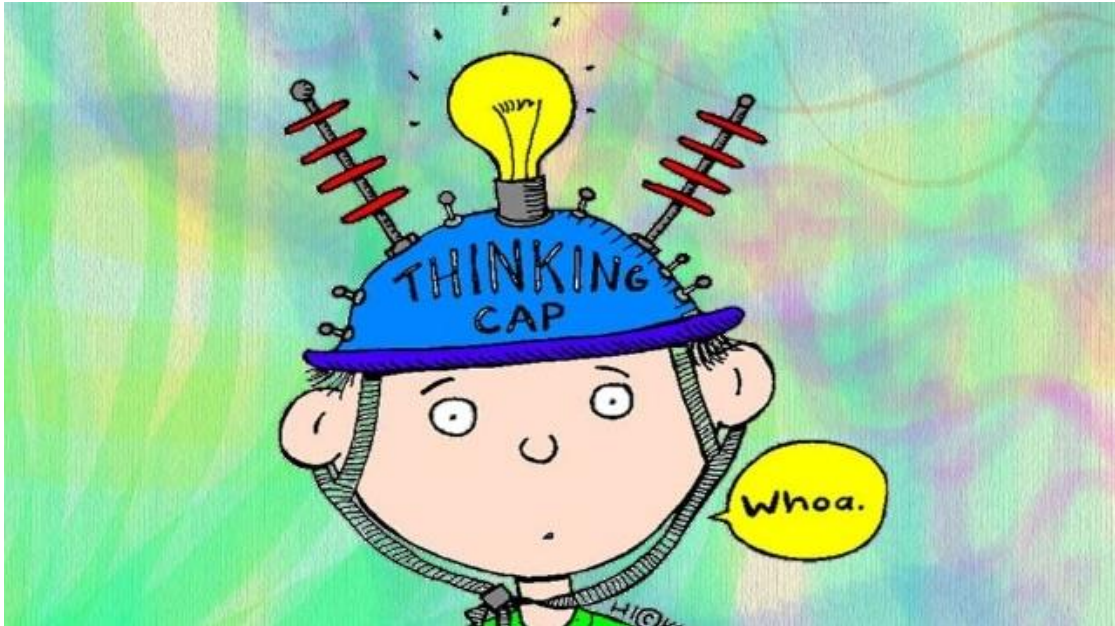
Retrieved from SlideShare

o "Read between the lines" to make connections about the text's meaning and purpose.

o Students make inferences about the information they have read and answer inferential questions.

o Use logical skills and develop critical thinking by text comprehension.

DRAWING CONCLUSIONS

Retrieved from Science A-Z

o It uses critical thinking skills based on the clues that students must find in the text.

o Students draw their own conclusions if the book does not provide them.

o Students give some reasons that support their conclusion

ACTIVITY 2

CLASS PLAN

DETAILS

Topic: Animals
Materials: -pen/pencil
                -worksheet
                -dictionary
Time: 40 minutes
Learning outcomes: Students will develop some sense of the meaning of keywords before reading the words in context and develop greater awareness that texts can be understood from simple to complex ones.
Level: A1-Beginner

PROCEDURE

BEFORE READING

Teachers	Students
o Present the topic and the objective of the class. o Share with students the worksheet and explain the first activity (Mother tongue can be used just for instructions). o Introduce some new vocabulary before starting a reading.	o Pay attention to the topic, objective, and instructions. o Do the before-reading part in the worksheet. o They can ask some questions if they do not understand the task.

Eclectic Strategy: Extending Vocabulary (Word Wall)

WHILE READING

Teachers	Students
o Direct students to read the passage in the worksheet. o Engage students in a discussion about what inferences are. o Explain some vocabulary by using the context of some words in the reading.	o Individual reading o Infer meaning from the clues in each case. o Participate in class

Eclectic Strategy: Reading Between the Lines (Inferences)

AFTER READING

Teachers	Students
o Review the information got from the reading and look for some similarities and differences. o Ask students to get a conclusion based on the reading. o Discuss possible conclusions o Ask students to share their conclusions. o Give positive feedback to the whole class.	o Identify some specific information, similarities, and differences in the reading. o Draw a conclusion based on the information gathered. o Compare the conclusion with a classmate.

Strategy: Drawing Conclusions

WORKSHEET 2

NAME: _____

DATE: _____

LEVEL: _____

Read and do the activities related to the reading. Good luck!

BEFORE READING
(Extending Vocabulary-Word Wall)

1. **Look at the picture and write the name of the animals in each column.**

Mammals	Birds	Reptiles	Fish	Amphibians	Insects
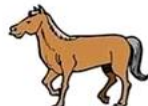
Retrieved from English-Your way!

Singers at Sea

Read.

Did you know that some whales can sing? Some humpback whales make sounds that are like songs. They moan and grunt and squeak. A whale might sing for twenty minutes. Some whale songs can be heard miles away. Not all humpback whales sing. Only the male whales sing. They sing mostly in the winter. No one knows for sure why they sing. Some people think singing is their way to talk to other whales. Many people like to hear the songs. They think they are pretty!
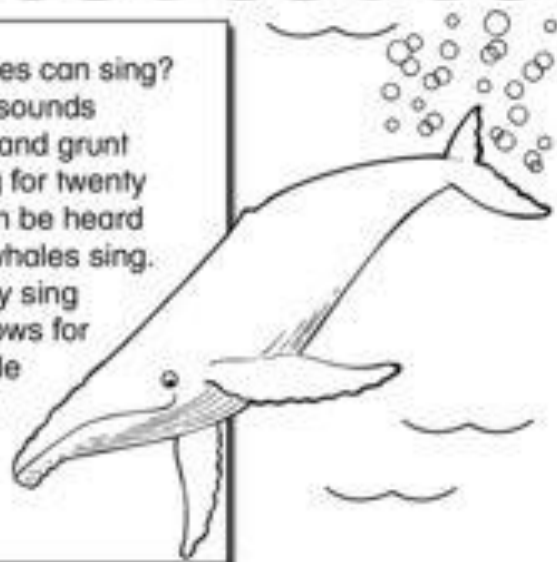
VOCABULARY

whale: a very large animal that looks like a fish and lives in the sea

humpback: a back with a hump.

moan: to make a long low sound

pretty: nice to look at or attractive

WHILE READING
(Reading Between the Lines-Inferences)

2. **Read and understand the following passage. You are going to make Inferences based on the reading.**

o **CASE 1:** Imagine that you are on the beach and see some whales in the sea. You cannot swim, but you want to see them, so you go to the sea. What could happen?

_____
_____
_____
_____
_____
_____

o **CASE 2:** Imagine that you are a whale, but you cannot sing like those in the reading. What could happen?

_____
_____
_____
_____
_____

BEFORE READING
(Drawing Conclusions)

3. **Fill the following table according to what you read and the class about animals in general.**

What did I read in the text?	What do I already know about this topic?	This is my conclusion
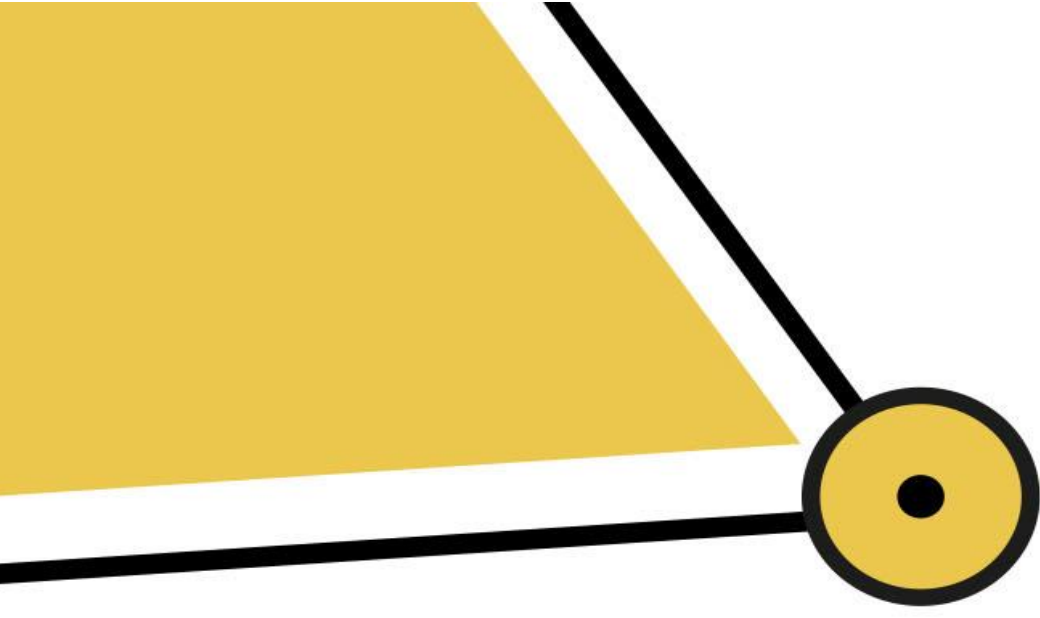
UNIT 3: LEVEL 3
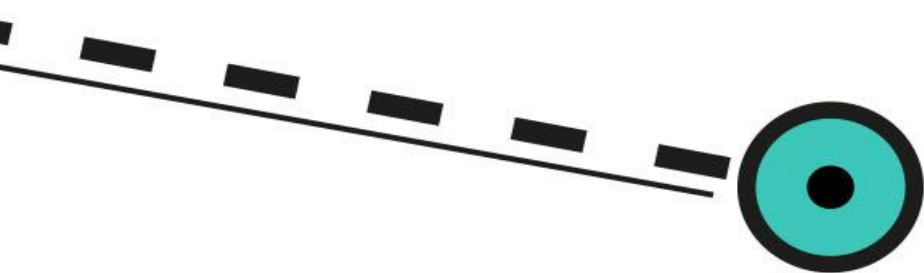
PREVIEWING A TEXT,
MOST/LEAST IMPORTANT
IDEA(S) AND INFORMATION,
AND MAKING JUDGEMENTS
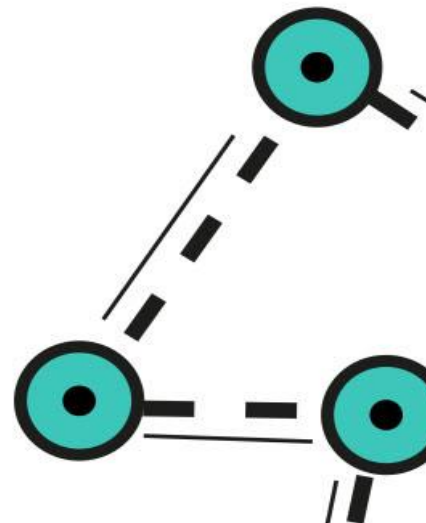
PREVIEWING A TEXT

Retrieved from Diario Occidente

o Look for various features and information that will help students as they return to read it in detail later.

o Set a purpose for reading.

o If previewing was successful, students should be able to answer:

- What is it about?

- How is it organized?

- What is important?

MOST/LEAST IMPORTANT IDEAS AND INFORMATION

Retrieved from Concepto

Definición

o Help students focus their learning and comprehend a text.

o By determining the most/least important ideas in a text, students can make sense of reading and move toward insight.

o Students need to consider:

- Main ideas are often in the first sentences

- The ideas which support the main ideas have a common goal or purpose in the reading.

MAKING JUDGEMENTS

Retrieved from SlideShare

o Students can ask questions to process information, assess its importance and relevance, and apply it in a new context.

o Develop critical thinking skills and solving problems skills.

o Phrases that can be used are:

- I agree…

- I think…

- For me…

ACTIVITY 3

CLASS PLAN

DETAILS

Topic: Places

Materials: -pen/pencil
-worksheet
-dictionary

Time: 40 minutes

Learning outcomes: Students will develop critical thinking skills to become familiar with the text and judge the content.

Level: A1-Beginner

PROCEDURE

BEFORE READING

Teachers	Students
o Present the topic and the objective of the class. o Share students the worksheet and explain (Mother tongue can be used just for instructions). o Introduce some new vocabulary before starting a reading. o Start reading some prompts related to the reading (text search)	o Pay attention to the topic, objective, and instructions. o They can ask some questions if they do not understand the task. o Note the text features that might be useful in completing the task.

Eclectic Strategy: Previewing a Text

WHILE READING

Teachers	Students
o Guide the class (teacher as a guide) o Explain some vocabulary by using the context of some words in the reading. o Reread the passage aloud while thinking about some least important and most important ideas.	o Read individually o Write most important and least important ideas on a "T" chart. o Participate in class

Eclectic Strategy: Most/least Important Ideas and Information

AFTER READING

Teachers	Students
o Ask students to sum up the information from the reading. o Ask students to provide ideas from the reading. o Ask students to share their decisions and state some reasons. o Ask students to write responses to the question/statement proposed o Ask students to participate in class o Give positive feedback to the whole class	o Listen to classmates' summaries and compare them with their own. o Make a judgment based on the information gathered and their knowledge and experience o Develop an opinion (it must have some reasons)

Strategy: Making Judgements

WORKSHEET 3

NAME: _____

DATE: _____

LEVEL: _____

Read and do the activities related to the reading. Good luck!

BEFORE READING

(Previewing a text)

1. **Complete the following tasks**

   - Underline the title of the reading
   - In the reading, scan the words with capital letters.
   - Circle the word "Grand Canyon" in the reading. How many words did you find?
   _____
   __

   - Look at the two pictures in the reading; what is the purpose of these features?
   _____
   _____
   _____
   _____

   - In the fourth paragraph, which words help you identify the climate in that place?
   _____
   _____
   _____
   _____

The Grand Canyon

The Colorado River formed the Grand Canyon.

The Grand Canyon is a large river canyon in Arizona. It is over 220 miles long and over a mile deep in some places. Its widest point is 18 miles wide. The canyon is considered one of the Seven Natural Wonders of the World.

Over millions of years, the Colorado River wore away rocks as it passed through the area. Slowly, the river made the path deeper and deeper. Now, the canyon is surrounded by steep walls on either side, while the river continues to flow at the bottom of the canyon.

Besides its large size, the Grand Canyon is also known for its magnificent colors. The canyon is made of layers of rock, and each layer of rock has a different depth and color. Geologist have identified almost 40 different layers of rock exposed by the river's erosion.

Aerial view of the Grand Canyon

The climate in canyon area is primarily desert, with both high and low temperatures. The upper rims of the canyon often receive snowfall. The air quality is usually very high, although dust storms and smoke from fires can change the air.

The Grand Canyon is home to variety of plants and animals. Plants range from various species of cactus to pine forests. Many types of animals live in the area, including the bald eagle, bobcats, bats and gila monsters. Six different kinds of rattlesnakes have been identified in the area.

Native Americans have inhabited the area for around 3,000 years. Spanish conquistadors first explored the area in 1540. Later, Spanish priests and explorers returned in 1776. However, they did not stay, as they found the canyon impassable.

Arizona became part of the United States in 1848, and the first geological studies were completed on the Grand Canyon in 1856. Today, the canyon is part of the Grand Canyon National Park. About five million tourists visit the park each year.

VOCABULARY

canyon: a deep valley with very steep sides

deep: having a long distance from the top to the bottom or from the front to the back

path: a long, thin area of ground for people to walk on

layer: something that covers a surface, or something that is between two things

rim: the edge of something round

WHILE READING

(Most/least important ideas and information)

2. **Fill the most/least important ideas "T" chart according to the reading above.**

MOST IMPORTANT IDEAS AND INFORMATION	LESS IMPORTANT IDEAS AND INFORMATION

KEY IDEAS FROM THIS PASSAGE

BEFORE READING

(Making judgments)

3. **Fill "BSC" (Both Sides Chart) to make a judgment based on the question proposed in the activity.**

BOTH SIDES CHART		
Evidence that Supports	**Is the Grand Canyon a safe place to visit?**	**Evidence that Opposes**
Decision		
Reasons		

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

o The language teachers should use diverse methods in one to teach. In teaching reading skills, teachers should follow a unifying way of teaching that integrates all methods, approaches, and techniques. Undoubtedly, the Eclectic Approach serves the purpose and encourages students to learn the language systematically and allows teachers to involve students' needs considering all of them in class.

o Eclecticism is an integral part of the total learning process. Learning should be comprehensible; that is why teachers must control and break any difficulties students have, so the limitation of any method could be considered and discussed when teachers try it again. Taking things in the right manner and awareness of proper learning style need to be extended. That is the case of using activities that contain a branch of strategies to be completed, allowing 7th grade students (children) to improve the language skills they want.

o Students' EFL reading habits are very weak despite believing that reading is an important aspect of English. Even though students perceive reading as an essential skill, most do not master strategies to help them understand the main ideas and relevant details from context. For this reason, they read just because they need to accomplish academic tasks, but it is not a reason why they want to improve it. Moreover, there is an exceptional case in which students need to get a level according to the Ecuadorian education standards. However, most teachers consider that those are not reachable because of the limitations that they and their students have.

Recommendations

o Teachers must adapt new teaching-learning strategies to acquire significant knowledge of new sources and educational processes in the current era. It is important to consider if methods, approaches, and techniques evolve; the teacher must evolve too. In other words, teachers must find new and innovative ways of teaching to maintain students learning during the whole academic year.

o Some reading strategies help students in their academic achievement. The challenge of teachers is to find which strategies fit with their students to identify weak points and try to develop the strong ones. However, it is important to consider that strategies must be applied according to the students reading level and the facilities that the educational institution, teachers, and students have.

o Use the didactic guide of Eclectic Strategies in English developed to improve the English Language teaching quality, significantly improving children's reading skills.

The variety of strategies must help students be familiar with each one to choose the best for them and foster self-learning. Thus, students will see English as a necessary tool during their academic life.

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ANNEXES

Isaac Jesus Barrera High School Authorization
(Appendix 1)

UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA
DECANATO

Oficio 283-D
Ibarra, 09 de junio de 2021

Magíster
Luis Fernando Orbe Cárdenas
RECTOR DE LA UNIDAD EDUCATIVA ISAAC JESÚS BARRERA

De mi consideración:

A nombre de la Facultad de Educación, Ciencia y Tecnología, reciba un cordial saludo, a la vez que le auguro el mejor de los éxitos en las funciones que viene desempeñando.

Me dirijo a usted con la finalidad de solicitarle de la manera más comedida, se brinde las facilidades necesarias, al señor Taimal Chandy Erick Paúl, estudiante de octavo nivel de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, portador de la cédula de ciudadanía 1004596308, para que obtenga información y desarrolle el trabajo de grado con el tema: "Eclectic strategies for the improvement of reading skills in 7th grade students at Isaac Jesus Barrera High school of Otavalo, during the academic period 2020-2021".

Por su favorable atención, le agradezco.

Atentamente,
CIENCIA Y TÉCNICA AL SERVICIO DEL PUEBLO

Mgs. Raimundo Alonso López Ayala
DECANO FECYT

UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA
CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

STUDENTS' SURVEY

Estimados estudiantes,

La siguiente encuesta tiene como objetivo recolectar información relacionada al habito de lectura, su enseñanza y aprendizaje y las estrategias que usted utiliza o conoce para el desarrollo de la habilidad de lectura en Ingles.

Instrucciones: Lea detenidamente cada pregunta y marque con una X su respuesta. Responda con sinceridad.

1. ¿Le gusta leer?

   Si ☐   No ☐

   ¿Por qué? _____

2. ¿Cuantas veces lee en la semana?

   a. Una vez ☐

   b. Dos veces ☐

   c. Mas de tres veces ☐

3. Basado en la pregunta anterior ¿Cuánto tiempo a la semana le dedica a la lectura?

   a. 30 minutos ☐

   b. 1 hora ☐

   c. 2 horas ☐

   d. Mas de 3 horas ☐

4. ¿Prefiere leer en Ingles o Español?

   Ingles ☐   Español ☐

   ¿Por qué? _____

5. De las siguientes opciones ¿Cuál o cuales le motivan a leer?

    a. Autoaprendizaje   ☐

    b. Vocabulario   ☐
    c. Gramática

    d. Deberes, pruebas y exámenes   ☐

    e. Todas   ☐

    f. Ninguna   ☐

6. ¿Cree usted que aprender a leer en Ingles es?

    a. Fácil   ☐

    b. Difícil   ☐

    c. Muy difícil   ☐

    ¿Por qué? _____

7. En el caso de que su respuesta sea difícil o muy difícil, ¿cual es la posible razón o razones de su respuesta?

    a. Tengo problemas con todas las habilidades del idioma   ☐

    b. No encuentro la necesidad de aprender o leer algo en ingles   ☐

    c. El profesor es muy estricto y no me siento motivado   ☐

    d. Aprendo mejor de forma presencial que virtualmente   ☐

    e. Los materiales no son adecuados, nuevos ni variados.   ☐

    f. Otra _____

8. ¿Considera que los métodos, estrategias y materiales usados por el profesor son útiles e innovadores, especialmente para mejorar la habilidad de Reading?

    Si   ☐   No   ☐

    ¿Por qué? _____

9. ¿Conoce usted alguna estrategia para mejorar la lectura en ingles?

    Si   ☐   No   ☐

¿Por qué? _____

10. ¿Cuál de las siguientes estrategias de lectura conoce o ha escuchado? Señale hasta dos opciones

    a. Scanning (Búsqueda de información específica)   ☐

    b. Skimming (Lectura rápida)   ☐

    c. Inferring (Inferencias)   ☐

    d. Guessing meaning from context (Significado mediante el contexto)   ☐

    e. Previewing (Conocimiento previo)   ☐

11. ¿Conoce acerca del Eclecticismo y sus estrategias de lectura?

Si ☐   No ☐

¿Por qué? _____

12. La mayoría de las veces en las aulas se utilizan estrategias tradicionales de enseñanza para desarrollar las habilidades de lectura en ingles. ¿Le gustaría usar las estrategias del Eclecticismo para el desarrollo de su habilidad lectora?

Si ☐   No ☐

¿Por qué? _____

Students' survey online version

(Appendix 3)

STUDENTS' SURVEY

Estimados estudiantes,

La siguiente encuesta tiene como objetivo recolectar información relacionada al habito de lectura, su enseñanza y aprendizaje y las estrategias que usted utiliza o conoce para el desarrollo de la habilidad de lectura en Ingles.

Instrucciones: Lea detenidamente cada pregunta y marque con una X su respuesta. Responda con sinceridad.

1. ¿Le gusta leer? *

○ Sí

Teachers' survey

(Appendix 4)

UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA
CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

TEACHERS' SURVEY

Nota: Cuestionario Revisado el viernes 4 de junio a las 11:45 am

Dear teacher,

The following survey tries to collect information regarding the strategies used in class to develop reading skills at Isaac Jesus Barrera High school. It emphasizes the use of some eclectic strategies and motivates teachers to try them in class.

Instructions: Complete all the questions, read them carefully, and mark or put a tick on each square. Answer sincerely.

1. Do you use academic activities to develop reading skills?

Yes ☐   No ☐

Why? _____

2. ¿Why do you motivate your students to read? Choose one option

    a. Self-learning ☐

    b. Vocabulary ☐

    c. Grammar ☐

    d. Exams, tests, and homework ☐

    e. All of the above ☐

    f. Other / which? _____

3. Which are the most common difficulties that your students have while reading?

    a. Comprehension ☐

    b. Grammar structure ☐

    c. Vocabulary ☐

    ☐

d. Principal and second ideas identification

e. All of the above ☐

4. Do you consider that your teaching method, activities, and material are helpful and innovative in your classes?

Yes ☐   No ☐

Why? _____

5. Which strategies for developing reading do you use with your students?

a. Skimming ☐

b. Scanning ☐

c. Inferring ☐

d. Guessing meaning from context ☐

e. Previewing ☐

f. All of the above ☐

6. How often do you assign reading as part of homework?

a. I do not assign reading for homework ☐

b. Less than once a week ☐

c. 1 or 2 times a week ☐

d. 3 or 4 times a week ☐

e. Every day ☐

7. How often do you use the following resources when you give reading instruction and do reading activities with the students? Put a tick.

	Every day	Once or twice a week	Once or twice a month	Almost never	Never
Textbooks and reading series					
Workbooks or worksheets					
Children's newspapers and magazines					
Computer software for reading					

instruction (e.g., CD-ROM)					
Reading material on the Internet (Web pages)					
A variety of children's books (e.g., novels, collections of stories, non-fiction)					
Materials from other subjects					

8. According to your experience, how would you describe the reading level of the 7th grade students in this class?

   a. Above average ☐

   b. Average ☐

   c. Below average ☐

   d. Reading level varies greatly ☐

9. Do you know anything about Eclecticism?

   Yes ☐   No ☐

10. The following strategies are part of Eclecticism, and it follows the three reading stages (pre-reading, while reading, and post-reading). Have you ever applied any strategy from this list? Mark the one you have used.

    a. Strategy 1: Pre-reading questions, Visualizing, and Responding to Text ☐

    b. Strategy 2: Strategy 2: Extending vocabulary , Reading Between the Lines (inferences), and Drawing Conclusions ☐

    c. Strategy 3: Previewing a Text, Most/Least Important Idea(s) and information, and Making Judgments ☐

    d. Strategy 4: Anticipation Guide, Lexical and Syntactic focus, and Summarization ☐
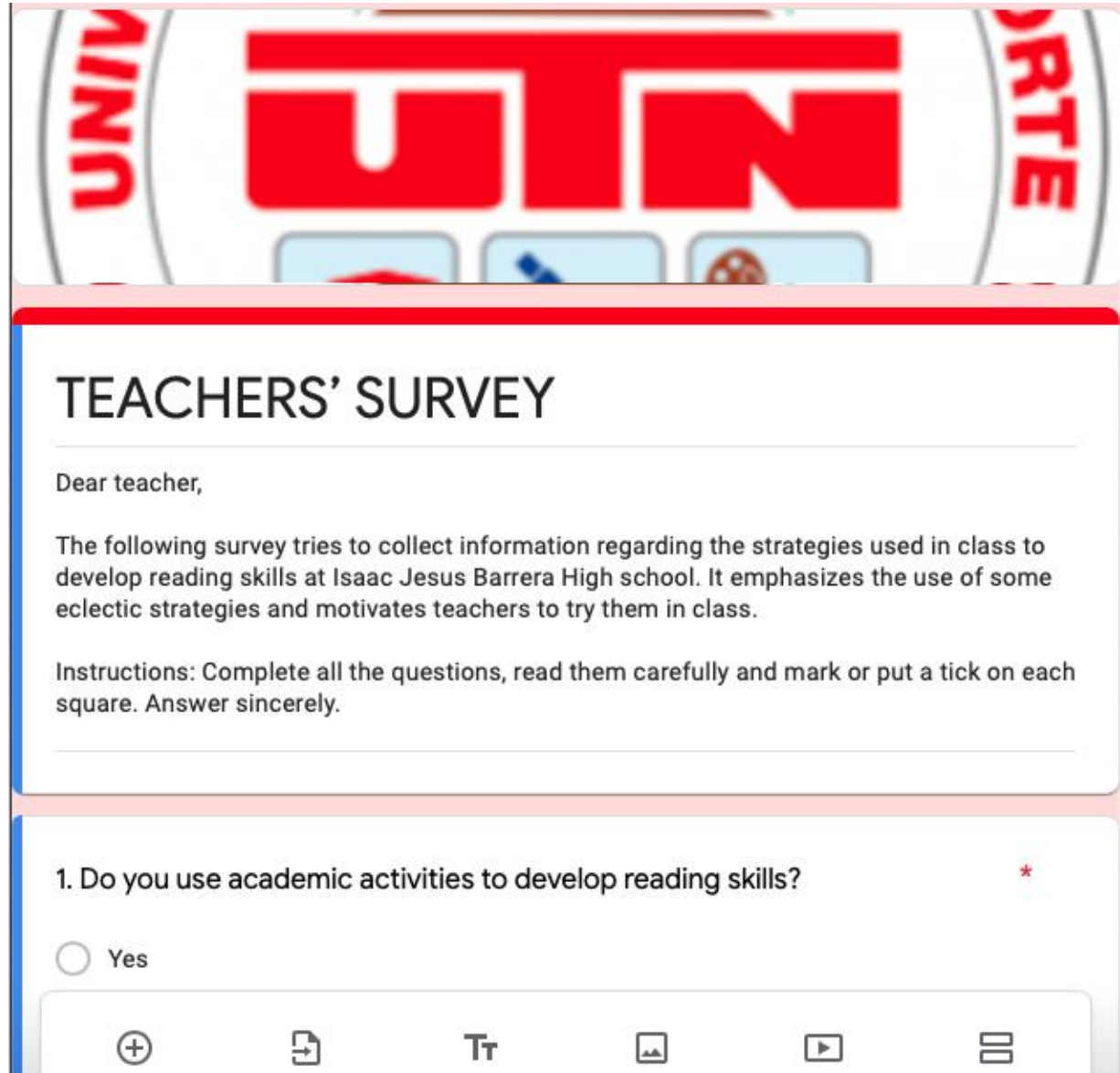
    e. None ☐

11. Most of the time, teachers use traditional strategies for teaching English instead of innovative ones such as Eclectic strategies. Thus, would you like to use any of these eclectic strategies stated above for developing reading skills?

    Yes ☐   No ☐

    Why? _____

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Teachers' survey online version

(Appendix 5)

TEACHERS' SURVEY

Dear teacher,

The following survey tries to collect information regarding the strategies used in class to develop reading skills at Isaac Jesus Barrera High school. It emphasizes the use of some eclectic strategies and motivates teachers to try them in class.

Instructions: Complete all the questions, read them carefully and mark or put a tick on each square. Answer sincerely.

1. Do you use academic activities to develop reading skills? *

◯ Yes

Common European Framework for reading

(Appendix 6)

	OVERALL READING COMPREHENSION
C2	Can understand and interpret critically virtually all forms of the written language including abstract, structurally complex, or highly colloquial literary and non-literary writings. Can understand a wide range of long and complex texts, appreciating subtle distinctions of style and implicit as well as explicit meaning.
C1	Can understand in detail lengthy, complex texts, whether or not they relate to his/her own area of speciality, provided he/she can reread difficult sections.
B2	Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. Has a broad active reading vocabulary, but may experience some difficulty with low frequency idioms.
B1	Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension.
A2	Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language.
	Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.
A1	Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and rereading as required.

	READING CORRESPONDENCE
C2	As C1
C1	Can understand any correspondence given the occasional use of a dictionary.
B2	Can read correspondence relating to his/her field of interest and readily grasp the essential meaning.
B1	Can understand the description of events, feelings and wishes in personal letters well enough to correspond regularly with a pen friend.
A2	Can understand basic types of standard routine letters and faxes (enquiries, orders, letters of confirmation etc.) on familiar topics.
	Can understand short simple personal letters.
A1	Can understand short, simple messages on postcards.

	READING FOR ORIENTATION
C2	*As B2*
C1	*As B2*
B2	*Can scan quickly through long and complex texts, locating relevant details.* *Can quickly identify the content and relevance of news items, articles and reports on a wide range of professional topics, deciding whether closer study is worthwhile.*
B1	*Can scan longer texts in order to locate desired information, and gather information from different parts of a text, or from different texts in order to fulfil a specific task.*
	Can find and understand relevant information in everyday material, such as letters, brochures and short official documents.
A2	*Can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus, reference lists and timetables.* *Can locate specific information in lists and isolate the information required (e.g. use the 'Yellow Pages' to find a service or tradesman).* *Can understand everyday signs and notices: in public places, such as streets, restaurants, railway stations; in workplaces, such as directions, instructions, hazard warnings.*
A1	*Can recognise familiar names, words and very basic phrases on simple notices in the most common everyday situations.*

	READING FOR INFORMATION AND ARGUMENT
C2	*As C1*
C1	*Can understand in detail a wide range of lengthy, complex texts likely to be encountered in social, professional or academic life, identifying finer points of detail including attitudes and implied as well as stated opinions.*
B2	*Can obtain information, ideas and opinions from highly specialised sources within his/her field.* *Can understand specialised articles outside his/her field, provided he/she can use a dictionary occasionally to confirm his/her interpretation of terminology.*
	Can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints.
B1	*Can identify the main conclusions in clearly signalled argumentative texts.* *Can recognise the line of argument in the treatment of the issue presented, though not necessarily in detail.*
	Can recognise significant points in straightforward newspaper articles on familiar subjects.
A2	*Can identify specific information in simpler written material he/she encounters such as letters, brochures and short newspaper articles describing events.*
A1	*Can get an idea of the content of simpler informational material and short simple descriptions, especially if there is visual support.*

	READING INSTRUCTIONS
C2	*As C1*
C1	*Can understand in detail lengthy, complex instructions on a new machine or procedure, whether or not the instructions relate to his/her own area of speciality, provided he/she can reread difficult sections.*
B2	*Can understand lengthy, complex instructions in his field, including details on conditions and warnings, provided he/she can reread difficult sections.*
B1	*Can understand clearly written, straightforward instructions for a piece of equipment.*
A2	*Can understand regulations, for example safety, when expressed in simple language.*
A2	*Can understand simple instructions on equipment encountered in everyday life – such as a public telephone.*
A1	*Can follow short, simple written directions (e.g. to go from X to Y).*