



# **TECHNICAL UNIVERSITY OF COTOPAXI**

## **GRADUATE SCHOOL**

### **MASTER'S DEGREE IN APPLIED LINGUISTICS TO TEACHING**

#### **ENGLISH AS A FOREIGN LANGUAGE**

#### **MODALITY: RESEARCH REPORT**

**Theme:**

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**Cueing System in the Reading Development of A1 level students at the Language Center of the Technical University of Cotopaxi**

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Research dissertation before obtaining the Master's degree in Applied Linguistics to Teaching English as a Foreign Language

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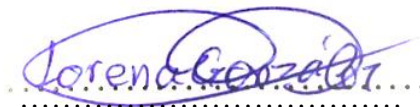
## **TUTOR'S ENDORSEMENT**

In my capacity as a Supervisor of the Research dissertation titled CUEING SYSTEM IN THE READING DEVELOPMENT OF A1 LEVEL STUDENTS AT THE LANGUAGE CENTER OF THE TECHNICAL UNIVERSITY OF COTOPAXI investigated by Beltrán Semblantes Marco Paúl, for obtaining the master's degree in Applied Linguistics to Teaching English as a Foreign Language.

### **I CERTIFY THAT:**

This research dissertation has been fully revised and has the requirements and merits to be submitted for evaluation by the assigned Revision Committee and its presentation and public defense.

Latacunga, June, 23rd, 2021



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## COMMITTEE APPROVAL

This research dissertation: Cueing System in the Reading Development of A1 level students at the Language Center of the Technical University of Cotopaxi, has been revised, approved and authorized for printing and binding, before obtaining a Master's degree in Applied Linguistics to Teaching English as a Foreign Language; This meets the substantive and formal requirements to hand in for the presentation and defense.



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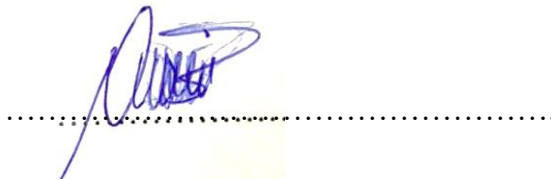
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## **DEDICATION**

I want to dedicate my thesis to my family because they have been my support during my studies. I love you: Anita, Andrés and Nicolás.

Marco Paúl Beltrán Semblantes

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My thanks to the Technical University of Cotopaxi for giving me the opportunity to continue my professional training. To Phd. Lorena Gonzalez for her permanent support and advice during the development of the thesis.

Marco Paúl Beltrán Semblantes

## **AUTHORSHIP**

I, Beltrán Semblantes Marco Paúl declare to be the author of the concepts, procedures, and findings in this research dissertation.

Latacunga, June, 23rd, 2021



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## COMMITTEE PRESIDENT'S APPROVAL

I, Rodrigo Vicente Tovar Viera Mg. , declare that this research dissertation Cueing System in the Reading Development of A1 level students at the Language Center of the Technical University of Cotopaxi, has the corrections and comments suggested by the members of the committee in the scientific session.

Latacunga, July, 2nd, 2021

A handwritten signature in blue ink on a yellow background. The signature is cursive and appears to read 'Rodrigo Vicente Tovar Viera Mg.'. Below the signature is a horizontal dotted line.

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# **TECHNICAL UNIVERSITY OF COTOPAXI**

## **GRADUATE DEPARTMENT**

### **MASTER'S DEGREE IN APPLIED LINGUISTICS TO TEACHING ENGLISH AS A FOREIGN LANGUAGE**

#### **THEME: CUEING SYSTEM IN THE READING DEVELOPMENT OF A1 LEVEL STUDENTS AT THE LANGUAGE CENTER OF THE TECHNICAL UNIVERSITY OF COTOPAXI**

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#### **ABSTRACT**

Reading is one of the most important skills in English, since through it we can understand the information; however, how to achieve an adequate development of this skill depends on the appropriate method that complies with a process and allows the reader to correctly understand what is said in a text. In addition, the role of teachers is fundamental since they are in charge of guiding this process with the use of strategies, methods and techniques that motivate students in reading, but students do not have adequate activities that motivate the development of reading. The general objective was to design a pedagogical proposal based on the Cueing System for the development of reading. This research was descriptive and qualitative because it allows to identify and describe the characteristics of the reading development process and based on this to be able to select adequate activities that contribute to this purpose. The results achieved and with the criteria of experts demonstrate the importance of the proposal presented, since the interest and motivation generated in the students with respect to each of the activities, they all like the stories, then the degree of personal interest shown by the students for the different activities and finally with the results obtained we can say that the proposal is fully applicable and can contribute to the development of reading.

**KEYWORDS:** Cueing System; Reading; Development, Comprehension, Semantic; Syntactic; Graphophonic.

# **UNIVERSIDAD TÉCNICA DE COTOPAXI**

## **DIRECCIÓN DE POSGRADO**

### **MAESTRÍA EN LINGÜÍSTICA APLICADA A LA ENSEÑANZA DEL IDIOMA INGLÉS COMO LENGUA EXTRANJERA**

**Título: CUEING SYSTEM EN EL DESARROLLO DE LA LECTURA DE  
LOS ESTUDIANTES DEL NIVEL A1 DEL CENTRO DE IDIOMAS DE LA  
UNIVERSIDAD TÉCNICA DE COTOPAXI.**

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#### **RESUMEN**

La lectura es una de las habilidades más importantes del inglés, ya que a través de ella podemos comprender la información; sin embargo el cómo lograr un adecuado desarrollo de dicha habilidad depende del método apropiado que cumpla con un proceso y que permita al lector comprender correctamente lo que se dice en un texto. Además, el papel de los docentes es fundamental ya que son los encargados de guiar este proceso con el uso de estrategias, métodos y técnicas que motiven a los alumnos en la lectura, pero los estudiantes no cuentan con actividades adecuadas que motiven el desarrollo de la lectura. El objetivo general fue diseñar una propuesta pedagógica basada en el Cueing System para el desarrollo de la lectura. Esta investigación fue descriptiva y cualitativa porque permite identificar y describir las características del proceso de desarrollo de la lectura y en base a ello poder seleccionar actividades adecuadas que contribuyen con este propósito. Los resultados alcanzados y con el criterio de expertos se demuestra la importancia de la propuesta presentada, ya que el interés y la motivación que se genera en los alumnos con respecto a cada una de las actividades, a todos les gustan los cuentos, luego el grado de interés personal que muestran los alumnos por las diferentes actividades y finalmente con los resultados obtenidos podemos decir que la propuesta es totalmente aplicable y puede contribuir al desarrollo de la lectura.

**PALABRAS CLAVE:** Cueing System; lectura; desarrollo, comprensión, Semántico; Sintáctico; Grafofónico.

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## INTRODUCTION

### **Background**

Through reading, human beings as such develop the ability to communicate with each other around the world because knowing information about what happens in each place allows us to be in permanent interaction, so people acquire greater knowledge. Therefore, this research work is framed in the line of research of the Technical University of Cotopaxi: Education and Communication for human and social development.

This line of research corresponds to the research topic, which focuses on the development of reading in the English language since it directly contributes to the development process of the human being by improving its communication process since it is an active part of the society to which it belongs.

Regarding the sub-line of research, this work focused on Applied Linguistics, which is the science that studies language with the purpose of being applied in the learning of a foreign language. According to Souza (2013), Applied Linguistics seeks to create critical thinking in teachers from the point of view of improving their teaching process, which allows improving learning.

Applied linguistics from the point of view of learning a foreign language is related to research since it describes the syntactic, semantic, phonological rules, among others that participate directly in English and that help us to understand and use them properly.

In addition, the research is framed in the Organic Law of Higher Education (LOES in Spanish), where the following is stated:

According to the Organic Law of Higher Education, article 124 it establishes that:” It is the responsibility of the institutions of the higher education system to provide those who graduate from any of the careers or programs with effective knowledge of their duties and rights as citizens and of the socioeconomic, cultural and

ecological reality of the country; the mastery of a foreign language and the effective use of computer tools (LOES, 12-oct-2010, art 124). This article is very important because it describes the importance of learning a foreign language and the institutions must ensure that students achieve this mastery. Therefore they must have a correct development of language skills.

With the aforementioned background and based on the rights that all human beings have in relation to education, reading plays a fundamental role in improving the quality of life as well as communication within a society. Therefore the **problem statement** arises considering that, reading is one of the most important English skills since through it we can understand information. However how to achieve an adequate development of that skill depends on the appropriate method which complies with a process and that allows the reader understand correctly what is said in a text.

According to Amin (2019), reading is a receptive skill, which is developed using memorization of words since only words are read in a text, many times leaving aside the correct pronunciation as well as the meaning that must have within a sentence. This causes the students to fail to understand properly what is being read. Consequently misunderstandings occur and in the end it is not possible to catch up the real message of the text.

In addition, the role of teachers is fundamental, since they are responsible for guiding this process with the use of strategies, methods and techniques that motivate the students in reading. For that reason the **problem formulation** mentions that students do not have adequate activities to motivate reading development.

Akyol, Cakiroglu, & Kuruyer, (2014) say that reading is an interactive process that consists of the use of various skills, such as inference, correct pronunciation as well as comprehension what is being read in such a way that a good reader must have these characteristics. Otherwise students will be unable to comprehend what is read and the meaning of the text will be lost.

According to Johnson (2016), within the act of reading we utilize the information put away in our cortex to continually reach out and foresee the meanings of words

within the sentences we are almost too perused. Cueing System gives the brain cues as to what the word or sentence could be. Our brain employs three cues to form these predications: semantic, syntactic and graphophonic.

Taking into account those references, the following **General Objective** was proposed: To design a pedagogical proposal based on the Cueing System for the development of reading in A1 English learners.

The specific objectives were: **To analyze the Cueing System influence in the reading development.** It will allow finding out if the use of Cueing System helps reading development. Taking into account those theoretical knowledge, it was necessary **to identify important elements about the teaching and learning process of reading in A1 level students at Technical University of Cotopaxi.** Once these elements were identified, **didactic activities based on the Cueing System for the reading development were selected and designed.** Finally, it was important **to validate the pedagogical proposal through experts and user's criteria.**

To meet these objectives a system of tasks was developed, the same as detailed in the table below:

Table 1. *Tasks system in relation to the objectives set.*

Objective	Activity (Tasks)
Objective 1. To analyze the Cueing System influence in the reading development	Task 1. Bibliography search. Task 2. Systematization of the bibliography. Task 3. Analysis of the bibliography. Task 4. Comparison of the bibliography. Task 5. Writing the bibliography.

<p>Objective 2. To identify important elements about the teaching and learning process of reading in A1 level students at Technical University of Cotopaxi.</p>	<p>Task 1. Elaborate a check list that allows us to identify elements related to the development of reading.</p> <p>Task 2. Apply the check list to A1 level students and teachers.</p> <p>Task 3. Analyze the information gathered to support the proposal.</p>
<p>Objective 3. To select and design didactic activities based on the Cueing System for the reading development</p>	<p>Task 1. Define the objective of the proposal.</p> <p>Task 2. Design the proposal</p> <p>Task 3. Design the activities to be included in the proposal.</p>
<p>Objective 4. To validate the pedagogical proposal through experts and user's criteria.</p>	<p>Task 1. Obtain the validation on the submitted proposal with experts in the field and English teachers from A1 level.</p> <p>Task 2. Apply the activities with the students.</p> <p>Task 3. Apply a survey to students to know their criteria on the proposed activities.</p> <p>Task 4. Analyze the results of the proposal application.</p>

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The research problem has evolved following two stages, the same ones that are described in the table below:



Table 2. *Stages*

Stage	Description
<p>Stage 1. Methodology of teaching reading in the English language.</p>	<p>The process of teaching students to read in a foreign language has evolved over time. In the past, the translation method was used to understand the texts, leaving aside aspects such as structure, meaning and correct pronunciation of the words. With the passing of time this method was losing validity and began with activities tending to repetition in which emphasis was placed on the pronunciation of the words, but other elements that prevented a proper understanding of the readings were still left aside. With the passage of time and the increasing globalization has generated the need to develop in an adequate degree the understanding of the texts as they are necessary to develop in activities such as academia and the labor market, so it has been considering the importance of the structure of the texts as well as the meaning, elements that promote a good development of reading, so today there is a need to unite these elements and help develop in the student a correct reading in the English language.</p>

<p>Stage 2. Teaching process of reading with the Cueing System.</p>	<p>The application of the Cueing System as a method to contribute to the development of reading in the English language considers three important elements: the syntactic, the semantic and the graphophonic, which applied in a logical sequence can generate positive results. The application of this method allows the reader with a first activity to discover the structure of the sentences used in a text, then with a second activity to understand the text using the Schema theory as well as the mental representations. Finally, once these two phases are completed, the reader must know the correct pronunciation of the words that make up the reading, in such a way that a total understanding of what is read is achieved.</p>
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The present research work is **justified** based on the premise that reading is one of the most important skills in the English language directly related to the productive ability to speak, since it increases the level of vocabulary and therefore the understanding of texts. Therefore, it is necessary to know how this process of learning to read is developed, under what conditions and with what methodology students are taught to read effectively and that leads to the improvement of that.

This research at the beginning analyzed the process by which reading in the English language is developed. After that a foundation with which was possible to clearly understand its strengths and weaknesses. Finally, based on that the main objective

was to propose the use of Cueing System as a suitable method for the developed of the ability to read.

This system has three components: the semantic, the syntactic and the graphophonic that together and applied in an appropriate way will provide the possibility of improving the reading process in the students of the first levels (beginners) of the English Language Learning Program from the Technical University of Cotopaxi. With the application of this method, students will be able to develop a process that allows them to work reading appropriately since knowing the meaning, structure and sounds of the words that make up a given text will motivate students to continue improving their process, taking note that they will be able to understand in detail what the text says.

The impact that its application will have will be mid-term since understanding and correctly using each component of the Cueing System involves permanent work which will only improve with the practice and permanent use of the system by the students.

Hempenstall (2014) mentions that the use of the Cueing System in reading stories based on various activities with the use of syntactic, semantic and Graphophonic cues allows students to develop an adequate reading process, however develop the semantic and syntactic cues take longer as Graphophonic are easier to understand with the help of words and graphics that can be provided students.

The Technical University of Cotopaxi, through its Language Center offers its inhabitants students the Learning of the English language in three levels, however those who enter in the first level face serious problems with the reading ability, since they have a textbook with several reading activities that are not one hundred percent understood due to the poor development of this skill, students do not clearly understand the message and cannot answer questions based on the text as they find certain words that they do not know, therefore they are not able to participate in the class.

This research work be developed according to the following **methodology**:

The following research project is qualitative and descriptive because this work allowed identifying and describe the characteristics of the reading process that are used in the teaching of reading in beginner students, and with this support to be able to develop the proposal based on the Cueing System method with the primary objective of improving the process of reading.

First of all, it was necessary to identify some specific characteristics of the teaching and learning process of reading in English with the students and teachers of the A1 level of the English language learning program. For this purpose, a checklist (See appendix 1) of 5 questions was elaborated, which were structured taking into account the experience of the teacher-researcher. This data collection instrument was applied with both teachers and students working with the A1 level of the English language program at the Language Center of the Technical University of Cotopaxi at the beginning of the research process.

Once these elements inherent to reading were known, appropriate activities were selected and designed to develop reading in A1 level students, the activities were totally focused on the three components of the Cueing system.

With the objective of knowing the criteria of native speakers experts in the teaching area in relation to the activities proposed for the development of reading based on the Cueing System, an instrument of validation of experts was elaborated, whose format was suggested by the tutor of the research work, this instrument values in a scale of 1 to 5 elements such as the argumentation, structure, logic, importance and the facility of implementation of the proposed activities.

Once the experts' evaluation of the proposed activities was known, we proceeded with the evaluation of the users, who are the teachers and students of level A1. The same instrument used for the experts' evaluation was applied to know the teachers' criteria. Finally, the reading activities were applied with the students and once concluded, a survey of 4 questions was designed by the research teacher and validated by the research tutor. The main objective was to know the opinion of the students in relation to the activities developed for the improvement of reading in the English language.

To select participants of this research project, the following sample was taken:

Table 3. *Sample*

<b>Indicator</b>	<b>Population</b>	<b>Sample</b>
A1 level students from Language Center.	1000 students	58 students
English professors from Language Center.	14 professors	4 professors

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## **CHAPTER I. THEORETICAL FRAMEWORK**

### **1.1 Research Background**

From the review carried out in the digital repositories of various universities, the following research works were found, which are related to the present work.

Silva (2016) from California State University, in this study a proposal was made to know the effectiveness of the use of syntactic as well as phonology in the development of reading, for this the ordering of words was carried out, in which the students made use of their knowledge in grammatical structure comply with the proposed activities. For this study a single subject research was used, the students who participated were part of the first and second year of school in the urban sector with which the reading process has already reached an adequate development to be able to apply the ordering of words according to their understanding and knowledge of grammar. The dynamic indicators of basic early literacy skills and the oral reading fluency were used in this study. The data obtained was recorded by means of a check list based on the main components of word ordering, and the information was collected from February to March 2015.

The study was basically developed in two phases, the first one called Baseline Phase, in this phase the students received a series of texts to read. In this part, recordings were made with the number of words read by each of the students, to know how many of the words read were correct and how many were not, the information obtained was compiled in a matrix designed to collect the words read within each text.

The second phase, called intervention, and taking into account the information from the first phase, different sets of words that had the letters with pronunciation problems underlined were used. As a final result of this intervention, it was concluded that the use of word ordering effectively favors the reading process.

This study is a valuable contribution to the present research, since it describes the application of two of the components of the Cueing System, the syntactic and the phonological, and how these, with the application of appropriate activities, help to improve reading. The information gathered was an important source for decision making at the moment of choosing the activities for the development of reading, considering the inherent aspects of each element of the system.

Bender (2018), from the University of Oregon, in his study, he explored the linguistic aspects of instructional language used in read-aloud in the early years of study. For this study, 20 teachers were assigned to the treatment group and 19 teachers to the control group. The study considered within its analysis different linguistic attributes such as the number of words, words per minute as well as the number of forgotten statements, such as unknown words, words that do not know the pronunciation, that is, those related to the syntactic part of the language.

In this study, an exploratory design was applied to evaluate the grammatical lexicon of the use of instructional language used by the teacher during the reading aloud activities. The purpose of the study of reading aloud was to measure the results in students based on the impact of the use of didactic comprehension strategies. Through descriptive statistics it was possible to describe the main linguistic characteristics related to reading comprehension, in relation to vocabulary it was determined that it has a positive impact, which is related to the number of words per minute that the teacher uses, which must be in relation to the cognitive resources used for information processing.

With regard to the forgotten statements, it was determined that if the teacher does not pronounce a word correctly or ignores it and omits an explanation of it, this causes a negative effect on the development of reading comprehension, since it leaves gaps in the understanding of a text by the student.

This research provided the analysis of the linguistic elements, which are necessary to develop the ability to read with students because if they understand them properly, they will be able to fully understand what they are reading, which will be reflected in a gradual increase of their vocabulary, as well as a substantial improvement in reading motivation. Likewise, their contribution to the present research is valuable since it ratifies the fact that the appropriate use of the semantic and syntactic aspects of the English language progressively improves the understanding of texts and therefore the ability to read.

Similarly, Jones (2018) from North Carolina State University, carried out an analysis regarding the phonological part (pronunciation) in students with reading disabilities. For the same, the qualitative method was used, examining how the scaffolds could support the reading development of children in the first years of school.

For this analysis, Jones, J. worked in small groups in which short texts were used, which the students had to read and based on this, the main problems that occurred in terms of the reading process were determined. The final results showed that most of the students had difficulties in the semantic as well as in the phonological part, which greatly influenced the understanding of the text. With the data obtained, it was possible to conclude that the scaffolding applied in the class must take into account a part of correct pronunciation of the words, as well as the identification of their meaning, this contributes to the students being able to adequately develop reading since they clearly understand the text.

In the work of Landon (2017) from George Washington University, the researcher examined the application of a Simple View of reading (SVR), which is a theory of reading comprehension focused on word recognition and linguistics comprehension in students of the third and fifth grades of school who learn the English language.

The two components analyzed were: oral language and word-level decoding. The results found showed that the word-level decoding is one of the most important factors in development of reading, in the same way the phonological aspect plays a very important role in the adequate understanding of the words that make up a text with which the learner is able to fully understand what the students are reading.



According to Peñafiel (2014) for the development of reading skills several strategies can be applied, which are a function of the motivation that students have to improve their reading since students who are going to obtain a third level degree must obtain proficiency in the English language to complete their studies.

This study was conducted with students of the Universidad Politécnica Estatal de Carchi and its main objective was to know the problems they have to develop their reading skills with the application of several activities which were focused on the syntactic and semantic part of the language. In order to obtain data, several types of texts were applied in which students had to use their knowledge to understand the text and then respond to the proposed activities. The results showed that university students, despite their training during their years of study, do not have an adequate level of English that allows them to accurately understand the information they have to read.

According to Molina (2018), the use of reading development strategies focused on activities that allow students to identify semantic elements of the readings that are used by public schools to teach English as a foreign language are very important because they progressively improve the understanding of the readings that are used in the classroom.

For this work the researcher implemented two workshops based on reading strategies that took as a primordial element the reading of texts with different topics of interest for the students to achieve an understanding, taking the semantic part of the English language as the primordial element to develop the ability to read.

The research data were collected through interviews with the students and also by using a reading comprehension test. The results showed that the proposed reading activities were relevant as they were related to interesting topics and represented challenges for the students, which allowed them to be involved in the process of reading texts in English.

In a research conducted by Garzon (2018) reading activities were applied taking into account the Schema theory which allowed developing the syntactic and semantic part of the English language with students of a university in Colombia,

who were proposed the reading of texts focused on social issues such as poverty, mistreatment, migration, among others. From the researcher's point of view, this generated in the first instance the motivation for the students to participate effectively in the resolution of the activities.

The proposed activities were designed based on the following elements: planning, monitoring, problem solving, evaluation and reinforcement. These activities allowed the students to read texts and based on the semantic aspect to understand what was being read in the first instance and later in the monitoring phase the students, accompanied by the teacher, received a more focused orientation to the syntactic part, which allowed them to develop their reading skills in a better way. At the end of the study, it was concluded that the students liked this type of activities with social themes as part of the Schema theory making use of their previous knowledge and this allowed them to reach a better reading level in the English language.

Taking into account the research carried out in countries such as Ecuador and Colombia, from which positive results have been obtained regarding the application of activities that consider the elements of the Cueing System, it can be said that a design and application of reading activities with the use of the semantic and syntactic part of the English language favor the progressive development of the ability to read, in addition to the fact that the activities are focused on topics of interest to students, which increase their motivation.

Another element of utmost importance is the theory under which the reading activities are applied with the students, which consider the Schema theory as well as the theory of mental representations, which are directly linked to the student's previous knowledge that helps him/her to better understand different types of texts.

Finally, it should be considered that the activities proposed in these previous studies have considered two of the three constitutive elements of the Cueing System, leaving aside the graphophonic part. Under this premise, the present research work seeks to make use of the three elements, that is, the syntactic, the semantic and the graphophonic, in order to present effective activities for the development of reading skills, taking into account both the Schema theory and the theory of mental

representations, which as we have already seen are fundamental when designing reading activities.

## **1.2 Epistemological Foundation**

### **Receptive skills in English**

In English the skills are divided into two groups, the first one is receptive skills (Reading and Listening), and the second is productive skills (Speaking and Writing). According to Demirbas (2013) in language educating, the receptive skills are those abilities where significance is extricated from the spoken or composed talk.

### **Reading**

Sheth (2015) states that reading is multi-faceted in nature and in this manner who so ever a peruser be, he must be talented to infer meaning from printed text precisely and productively. Reading, created as an expertise escalates one's information, comprehension and insight. A person must read the printed lines, just as between the lines, behind the lines and past the lines for emblematic implications, hidden implications and amusing implications obviously just as denotatively.

According to Sheth (2015), a successful reading involves a dynamic reading, subsequently one should know the drive and intent. Since reading is considering beneath the boost of the printed page, it may be a psycholinguistic guessing game, readers must focus on this intellectual soft ability which may be a confusing and profitable action for a present day to induce victory in his career. To read word by word moderate eye development, complex words in a text and need of concentration are major obstacles confronted by understudies when they are reading. In expansion, meaning is not at all inalienable within the words of the content, when students are reading. They try to get it from their own viewpoint within the setting of their past or show information of the content. Since reading is an active prepare, a person who is reading can get it a content as it were when he effectively puts to utilize his mental faculties, based on this interaction a reader translates it and develops implications in the process, what he builds depends on not as it were what the author composes but moreover on what the reader brings to the content.

This is why according to Parab (2020), reading is an intuitively and problem-solving process prepare making meaning from the content. It has the taking after characteristics: could be a dialect expertise that can be developed through orderly hone; could be a two-way prepare that includes the communication between the creator and the reader; is visual which involves the transmission of message through optic nerves and requires great visual perception; may be a profitable process that has reason whether scholastically, actually, or professionally, and finally reading is the establishment of great composing. Etymologists attest that one of the foremost compelling implications of creating composing abilities is to be a great reader because through that he picks up information on lexemes, sentence structure, morphology and orthography.

### **Reading comprehension**

According to Abbas (2016), comprehension is the method of evoking and making meaning through interaction and inclusion with composed dialect emphasized that this handle may be an assignment of both reader and content variables that happen inside a bigger social setting because readers make meaning by connection with content through the combination of prior knowledge and past involvement, data within the content, and the sees of readers related to the content.

Related to Reading comprehension, Rodríguez (2017), states that is superior respected as an intelligently handle as well, instead of a specific results or item, through which a reader is interatomic with a content to construct meaning. Subsequently, the meaning a reader infers from a content is affected by the reader's claim information, involvement, and reason for reading. Also he mentions about three-phase strategies in the contemporary reading assignments: the pre-, the whereas and the post reading stages, so comprehension is encouraged by explicitly introducing schemata through pre-reading activities , during the whereas reading arrange (or intuitively handle) is to create student's capacity in handling writings be creating their etymological and schematic information, and finally in the post reading different activities which upgrade learning comprehension through the utilize of coordinating works out, cloze exercises and others.

Regarding the development of reading Oakhill, Cain & Elbro (2019) state that language comprehension is well created when children begin school. So, in starting readers the variety in comprehension is nearly indistinguishable to the variety in word reading. As children gotten to be competent at translating the word, great language comprehension will be more significant to their by and large reading comprehension than word acknowledgement.

### **Kinds of reading**

There are two kinds of reading: extensive and intensive reading.

#### **Extensive reading**

According to Mart (2015) Extensive reading is characterized by reading expansive amounts of simple dialect materials for comprehension without performing any activity after reading. It focuses on meaning instead of the dialect, in this manner, reading is done for general understanding.

In addition Sujeta (2018), states that there are some principles into this kind of reading: a) to read this kind of text is easy; b) the center is the amount that is to read as much as conceivable; c) the reading activity is done independently and frequently noiselessly; d) it centers on the meaning and fluency; e) learners ought to examined fast; f) learners can choose what to examined; g) learners examined for pleasure, and finally; h) professors gotten to be the part demonstrate for their students. It is important to take into account those principles because they explained the main characteristics of the extensive reading

#### **Intensive reading**

On the other hand, Mart (2015), states that intensive reading centers on exactness instead of familiarity by emphasizing nitty gritty ponder of lexicon and linguistic use, this kind of guided reading in the class makes a difference students improve accomplishment, point by point investigation of the texts by intensive reading permits learners to ace the dialect viably.

Sujeta (2018), mentioned that in intensive reading students are to recognize the main thought of the content, discover the points of interest almost the content, get it the content structure and scrutinize the meaning of the words in setting as well as

figure the obscure lexicon to discover the referents that is why it is defined as reading carefully. Instructors for the most part center on all the aptitudes and methodologies required to get it a text. They will provide a near direction in examining the content to guarantee the learners precisely comprehend the content.

### **Models of reading process**

In English language there are three models in the reading process: the bottom-up model, the top-down model and the interactive model.

#### **The bottom-up model**

Abbas (2016), says that this model focuses on the littler units of a content such as letters, words, expressions and sentences. In this process the reader reads each word in a phrase or sentence some time recently understanding it. The bottom-up model begins with interpreting the littlest phonetics units, especially phonemes, graphemes and words, after that makes meaning from the littlest to the biggest units. The person who is reading employs her or his foundation information to the data that they discover into the writings.

According to Shahnazari & Dabaghi (2014), the person who reads interprets the content which has been already encoded by the author. Interpretation of the content incorporates a visual center on the identification of the letters, taking note the combination of the letters. Acknowledgment of the words, building up sentences by means of their syntactic structures and at last joining sentences into coherent talk until the meaning of the content is inevitably decided. The reader's world knowledge, contextual data and other handling procedures play a minor part, especially at starting stages, in handling data in this model.

Park (2017), states that the vocabulary plays a very important role in the reading process because when the readers know a lot of words they can recognize immediately and correctly the text. When learners have a wealthy lexicon, they get to be able to interpret more words automatically. Consequently, they can spare their constrained cognitive assets for the reason of understanding the by and large meaning of a content. In other words, in spite of the fact that readers might precisely recognize various words, on the off chance that that they spend as much vitality and

time on the method of word distinguishing proof, a breakdown in comprehension can happen. Hence, in order to become fluent readers, they have to increment their lexicon. This can be most viably accomplished through repeated presentation to the same word various times.

### **The top-down model**

According to Abbas (2016), reading is a psycholinguistics speculating game in which learners apply their past information to relate with a content and to associate these to modern data found within the content in order to get it. The learners do not read each word of a content but they centre on recognizing the other words. They attempt to figure the meaning of words and expressions. Learners start determining from the title of a text that permits them to limit the scope of their reading. At that point they accept the message, the author needs to exchange and alter their speculations based on what they studied within the content. Comprehension begins with higher levels of handling and proceeds to the application of the lower levels.

Shahnazari & Dabaghi (2014), state that in the top-down model, it is expected that the comprehension prepared is not mechanical, but effectively controlled by the person who reads. The advocates of this model recommended that handling of a text starts within the intellect of the person who reads with meaning -driven forms, or a presumption around the meaning of a content. From this perspective, readers distinguish letters and words as it were to confirm their presumptions almost the meaning of the content. In this model, the essential reason is inferring meaning from the content instead of authority of letters, letter-sound correspondence and words.

Readers are assumed to utilize meaning and linguistic signals to distinguish new words, and they are able to comprehend a text even in case they do not recognize every single word. In this see, the meaning of a text, which is considered an imperative objective to attain, is gotten to by the reader's enactment of earlier information of semantic, pragmatic, syntactic and discourse components. At that point she or he will be able to foresee and induce the meaning of basic suggestions and words.

### **The interactive model**

Abbas (2016), states that a correct reading process needs both: bottom-up and top-down models because people who are learning how to read can utilize the top-down reading to create up for shortfalls in bottom-up. To get meaning, they apply their schemata to form up for the nonattendance of bottom-up information. This show is based on data from different sources like orthographic, lexical, syntactic, semantic information, and schemata. Whereas people are reading interpreting forms to support each other. When readers have problems understanding the text, they ought to apply their past information to help them. The learners, who are subordinate on top-down show utilize printed signs and gather the meaning but they ought to make up for lack like shortcomings in word distinguishing proof and need of successful bottom-up handling.

This model comes about within the most successful handling of writings. Instructors ought to discover reading informational concurring to this show to boost second language learners' skills. The shared teaching method is based on the combination of them and is called interactive.

### **Theories of reading comprehension**

In order to understand the reading comprehension, we are going to analyze the main theories, which provide important information about how readers learn to read, so we are going to check the theory of mental representations, the theory of content literacy, the theory of cognitive processes and the schema theory.

### **Theory of mental representations**

Abbas (2016), states that when someone is reading, she or he can make a mental representation of the content that clarifies how the person who is reading gets the content. A parcel of investigates backed the numerous levels of representation are included in building meaning. When a person is reading a content, three different levels of mental representation are made. The first is the surface component, then the text-base and the situation model. When the words and expressions and not the meaning of the words and expressions are encoded within the mental representation, this can be characterized as the surface component. The text-based demonstrates the meaning of the content and is composed of those parts and



connections that are emerged from the text itself without expanding anything that is not clearly recognized within the content. The text-based can be made without any memory of the precise words or expressions from the content because the reader uses past information to make a more idealize and reliable mental representation. The situation model uses a combination of the text-based and the previous reader' knowledge.

### **Theory of Content literacy**

According to Abbas (2016), this theory involves the capacity to read, get it and learn from writings from a specific matter. There are three sorts of content literacy, the first is common education capacities, and the other is content-specific proficiency capacities and the past information of substance. The common and the content-specific education capacities demonstrate a few more common sort of information that does not pivot on the point by point substance of a specific content. This information is connected to form a text-based within the mental representation. Past information of substance is the information that is related to the substance of a specific content and is connected to form a circumstance show within the mental representation.

### **Theory of Cognitive processes**

The syntactic and the semantic rules application beside the enactment of more previous information happens consequently and unwittingly. Different cognitive forms are more or less cognizant. Recognition is characterized as the exceedingly programmed and oblivious forms. For occurrence, when we see a puppy and straightforwardly know it is a canine; we are cognizant of the result of the method but there are not any dynamic and cognizant thought forms for this recognizable proof. Issue understanding bargains with dynamic considering when we need to keep in mind the title of an individual we see and know. In like manner, when we examine a content without having any troubles in comprehending what we studied, the method is related to perception rather than issue understanding since the method of comprehending is oblivious. Typically comprehension is found some place between discernment and issue fathoming. (Abbas, 2016)

### **Schema Theory**

Novary (2017), characterize schemata as summed up information around objects, circumstances and occasions. Activation of schema concurring to them, can dramatically influence comprehension, inferences, consideration allotment and memory of what is examined. The title of entry can moreover actuate schemata. In relation to the reading, agreeing to schema theory, a content as it were provides directions for people who read as to how they ought to recover or build meaning from their possess already procured knowledge. The already obtained information is called the reader's background knowledge, and its structures are called schemata. At that point, on the premise of this hypothesis, comprehending a content is intuitively handled between the reader's foundation information and the text. Proficient comprehension, then requires the capacity to relate the literary materials to one's claim knowledge. Comprehending words, sentences, and entire writings includes more than fair depending on one's knowledge about linguistics.

### **Strategies for reading**

According to Abbas (2016), reading strategies are deliberate and cognitive activities that learners take when they study to help them in making and keeping meaning. All of the activities are cognizant behaviours that readers utilize some time recently, during, and after reading to urge meaning from the content. They are specific learned methods that are utilized by learners to advance dynamic, competent, and deliberateness reading. They are too cognizant of plans and exercises that help learners create and control their comprehension of writings. Reading comprehension techniques are cognizant plans that fruitful learners utilize to get content.

There are different types of reading strategies, for instance: activating and using background knowledge, generating and asking questions, making inferences, lexical inference, predicting, summarizing, visualizing, comprehension monitoring and others. So, we are going to give some information about the most important.

### **Activating and using background knowledge**

Abbas (2016), states that in this strategy learners enact their foundation information and apply it to help them comprehend what they are reading. This information

comprises individuals' encounters with the world alongside their concepts for how composed content works, including word acknowledgment, print concepts, word meaning, and how the content is shaped. Schema theory is exceptionally vital in comprehension. This hypothesis is based on how individuals frame and activate their past information. This hypothesis clarifies that as people learn around the world, they make an arrangement of information structure or mappings. These patterns create and move as the people learn modern data through encounter and experience. Cognitive researchers expressed that effective readers forever relate their earlier information to the unused information they confront in writings. Great readers actuate their construction when they begin reading. The primary construction impacts how readers comprehend and respond to a text. Schemas are especially noteworthy to reading comprehension. When learners have information about a text's organization, this will offer assistance to them to understand the text in a better way.

### **Generating and asking questions**

According to Ness (2016), this kind of strategy is useful because learners use different questions about the text, for example: when, why, how, who and it helps them to understand the text.

### **Making inferences**

Meniado (2016), states that this strategy gives to the readers information that they can use in order to make inferences which help them to join that information with the knowledge that they have about the text.

### **Lexical Inferencing**

According to Buslon & Alieto (2019), lexical inference plays a central part in reading since at whatever point one seriously gets composed materials translating the meaning of difficult words gets to be significantly vital. The reason for typically the reality that a composed content contains a number of new words that got to be comprehended. It must be famous that new words posture issue in reading comprehension. This need of lexical information requests the need for readers to determine the meaning of the troublesome word through work of different strategies. One way of doing that is the utilization of lexical inference which may

be a procedure utilized to decide the meaning of new words through the utilization of relevant clues.

### **Predicting**

In this methodology, readers are able to pick up meaning from a content by making taught guesses. Successful readers apply determination to form their existing information to unused information from a content to get meaning from what they studied. Sometime recently reading, readers may apply what they know about an author to estimate what the content will be approximately. The title of a content can work can recollections of writings with the same substance, allowing them to figure the substance of an unused text. During reading, fruitful readers can make forecasts about what will occur next, or what conclusions the author will offer to bolster a dialog. Readers attempt to assess these forecasts ceaselessly and alter any forecast that is not affirmed by the reading (Abbas, 2016).

### **Summarizing**

In this strategy readers combine data in a content to expound in their words what the content is about. Summarizing could be a critical technique that permits readers to keep in mind content quickly. In this strategy, readers can be mindful of content structure, of what is noteworthy in a content, and of how suppositions are related to each other. Viable summarizing of illustrative content incorporates things like condensing the steps in a logical preparation, the steps of advancement of an craftsmanship development, or the scenes that result in certain imperative chronicled happenings. Successful summarizing of story content incorporates things such as interfacing happenings in a story line or recognizing the components that invigorate a character's exercises and conduct. (Ness, 2016)

### **Visualizing**

According to Abbas (2016), using this strategy readers can make mental pictures of a content to comprehend forms they have when they are reading. This ability appears when a reader sees a content. Readers who frame a mental picture as they read are way better able to keep in mind what they have examined than those who do not picture. Visualizing is exceptionally imperative when it is utilized for

account writings. When readers read narrative writings, they can effortlessly get what is happening by visualizing the place, characters or operations.

### **Comprehension Monitoring**

When readers are using this strategy they have the capacity to know when they comprehend what they read, when they do not see, and to apply suitable methodologies to form superior understanding. Successful readers know and check their thought forms as they examine them. Methodologies that effective readers utilize to move forward their understanding are called fix up procedures. Specific repair procedures include rereading, reading ahead, clarifying the words by looking them up in a dictionary or inquiring somebody for help. (Abbas, 2016)

### **Cueing System**

Debbie (2017), states that the importance of a content depends no more on the information and thought with which it has been composed than it does on the information and thought with which it is read. Undoubtedly readers can translate and assess an author's message from the print on the page as it were to the degree that they have an call forward the lexicon, syntactic, explanatory, topical, analytic and social information and sensitivities on which the meaning of the content depends.

According to Greaney (2011), the Cueing system is an approach which helps readers with the identification of the words because using it the students can predict or guess the meaning of the words that they do not know. In this system there are three cues: the first one is the Semantic, the second is the syntactic and the last one is the graphophonic. And it is important to mention that all of them have a very important role in reading development because they work together in order to help the reader to improve the reading skill. Within the act of reading we utilize the information put away in our cortex to always reach out and foresee the meanings of words within the sentences we are approximately to read. Prompting frameworks give the brain clues or cues as to what the word or sentence may be. Our brain employs the cueing system to form these predictions.

From the socio-psycholinguistics view argues that readers may utilize a combination of complementary cues to assist distinguish words and make meaning from the content. The five sorts of socio-psycholinguistic cues that will be displayed and talked about here incorporate graphophonic, syntactic, semantic cues. (Rodriguez, Fregeau, Moskal & Leier, 2017).

### **Semantic Cues**

Johnson (2016), mentions that the semantic cues are the foremost proficiency of the three in terms of speed and space required in working memory to recognize words. Semantics are related to the meaning. As you read, you employ setting and foundation information to identify words and figure out what the other word may well be. For instance: The garden has \_ \_ \_ \_ \_ .

When the readers read the sentence they most likely know what the other word is between the sentences over. As the brain examined the sentence it centered on the word garden and has. This contracted the conceivable outcomes of the word to something gardens have. Based on that information and gardens generalizations, the reader likely embedded the word flowers. If the reader does not have that word, his or her brain would have at that point utilized the primary letter to figure it out. In the event that the word flowers fit with what went some time recently and after the reader would have proceeded. We utilize the information in our head to foresee implications and affirm implications or make corrections amid the reading handle. (Johnson, 2016).

### **Syntactic Cues**

According to Johnson (2016), the syntax cue needs to do with the syntactic structure of the dialect. When the brain is reading all readers utilize the language structure, sentence structure, word arrange, tense, prefixes and suffixes, nouns and verbs. It is usually considered as the second most productive cues.

Rodriguez, Fregeau, Moskal & Leier (2017), says that the syntactic cues are related to the order of the words, this order may give prompts approximately the word to be decoded, as well as its meaning. In the last example, and using the Mental

Representation Theory , the student can imagine the place and based on that he can complete the sentence with an appropriate word.

So, in the example: the garden has \_\_\_\_\_ the person who is reading can decide that the word to complete the sentence is flowers because this is the mental representation that the student make about the garden and the first idea that this person has is the place has those type of things.

### **Graphophonic Cues**

This last cue is related to the letters and the sounds because Grapho means symbol and phono means sounds. Using this cue the person who is reading can guess what word can be next. (Johnson, 2016).

Rodriguez, Fregeau, Moskal & Leier (2017), state that second language readers , especially the beginners , depend more on graphophonic cues than do their monolingual English talking peers. This is often due to a lack of English semantics and background knowledge that will not be reflected in content. This influences reading comprehension, which in turn influences comprehension and lexicon advancement. Graphophonic cues are more reliable with short-vowel words, for instance: pet, pot, etc. This consonant-vowel-consonant design is exceptionally unsurprising and loans itself well to interpreting (reading) and encoding (spelling) words. Long- vowel words have more variations, but indeed those have a few rules related to them. For case, a closed-syllable (where a consonant sound is listened at the end of the syllable) long A word contains ai, and an open-syllable (where a vowel sound is listened at the end of the syllable) long A word contains ay. An illustration of each would be rain and ray.

### **1.3 Foundation of the state of the art.**

Marull (2017), in her research she performs the analysis of the syntactic part as well as the semantic, and its importance in understanding texts in the English language. For this the researcher carried out the design of activities based on stories in which the use of various exercises related to the grammatical structure can be made, such as completing specific words. The activities of completing sentences was one of the

most important components of the tasks designed since they were focused so that the reader develops linguistic aspects of the language, in such that the reader can make predictions within a text in a coherent way and making use of his or her knowledge.

It is really important to mention that, in the case of the participants who were considered for the study, they were people who finished their secondary studies and some of them with university studies, which represents a favorable point because it shows that the age to learn a second language is not a limitation on time to develop receptive skills, in this particular case reading.

In addition, with the results, the researcher refers to the importance of the syntactic and semantic aspects in the development of reading since they are two key elements that people who are reading use in order to understand precisely what they are reading. The study confirms the importance of both (semantic and Syntactic), since they are two linguistic components that the learners must develop during their learning process, and that activities such as the use of stories that attract the attention of learners can contribute significantly to achieve the purpose that a student can understand what is reading without leaving aside any element that may cause a loss of motivation and therefore misunderstandings that cause that a person who is reading loses interest in reading. (Marull, 2017).

In the research carried out by Gutterud (2015), focused on determining which are the best strategies to teach reading, an analysis was carried out with several teachers who teach the English language in different educational institutions in the United States. This study was highly impactful as it collected critical information regarding how English language teachers work with their students. The most important data show that the phonological part plays a fundamental role in the development of reading since the student understands the words of a text when they are heard and when they are pronounced in the correct way, that is, the use of the phonological part helps the student develop the ability to understand words that help them to understand the entire text that is being used as a resource to develop reading.

In the same way, in the information collected from the teachers, they mention the importance of grammar and its correct use within the reading process, since it helps



to improve the understanding of texts that they are used within classes, in addition students with sufficient knowledge of grammatical structure can read and understand precisely what is being read.

In the research conducted by Matute (2014), aspects related to the syntactic and semantic part were evaluated in exercises to improve reading with high school students, who performed various activities such as completing texts with specific words, as well as analyzing a text in a general way and finally making short summaries using words from the assigned text. This research determined after the analysis of the proposed activities that stories are an adequate resource to develop the ability to read since they motivate the student.

This research was developed with two groups of students, a control group and a group with which the story-based activities were applied. The activities applied were based on the Schema theory, under which the student's prior knowledge is very important to better understand a text. After this research, a significant difference was obtained regarding the development of reading skills, since the experimental group showed a better development and a high degree of motivation regarding the proposed activities.

The research carried out is important for the development of the present work taking into account two elements: the first one is that the proposed activities are based on the Schema Theory, which has also been considered within the activities of the proposal for the development of reading skills and the other important element is the use of stories to carry out activities focused on the syntactic and semantic part that are also part of the Cueing System.

## **1.4 Chapter I Conclusions**

1.- The Cueing System is a method that covers the three most important aspects for a correct development of reading in English as a foreign language because it considers the syntactic, semantic and graphophonic elements of the language, and makes the student use them in such a way that he/she can adequately understand what he/she is reading.

2.- The use of activities based on the Cueing system should always consider each element that forms it because in an adequate sequence in a period of time it will be possible to obtain the progressive improvement of reading. Taking into account that, the student will have the capacity to understand in a better way what he reads and will be able to solve exercises regarding the readings. Finally using that will increase in a substantial way his vocabulary and his motivation to reach an adequate level.

3.- Regarding the integration of the Cueing system within the process of teaching reading, it is important to mention that in no research work has the use of the three components of the system been integrated. The research has been based on the use of the semantic and of the syntactic, but and very few in the phonological aspect.

## **CHAPTER II. PROPOSAL**

### **2.1 Proposal Topic**

Stories with practical activities based on the Cueing System for the development of the reading skill.

### **2.2 Objectives**

- To create new stories on topics related to the contents reviewed by the students of the A1 level of the English Language Learning Program.
- To design three activities on the created stories taking into account the syntactic, semantic and graphophonic cues of the Cueing System.
- To contribute with the development of the Students' reading skill of the first level of the English Language Program of the Technical University of Cotopaxi through the application of several activities based on the Cueing System.

### **2.3 Justification**

According to the results obtained in the checklist applied to teachers and students of the first level of the English Language Learning Program answer the following:

As far as teachers are concerned (Appendix 1), 2 teachers that represent the 100% of them agree that their students have problems in developing their ability to read in the English language. Regarding the techniques or methods that teachers use to

teach their students to read, 2 teachers who represent 50% do not use any particular technique or method, 1 teacher who represents 25% uses scanning and 1 teacher who represents the other 25% uses skimming. These are the only techniques applied by two teachers to teach reading.

As for the frequency with which teachers perform reading exercises, four teachers who represent 100% do so sometimes, and also four teachers who represent 100% use stories as the main material to develop reading exercises with their students.

Finally, it was very important to know what the teacher's criteria are regarding student comprehension with respect to the reading that is done in the first level. According to this, three teachers who represent 75% consider their students' reading comprehension to be bad, and only one teacher who represents the 25% considers it to be good.

The results of the checklist applied to the English language teachers who work with the first level students show some of the problems that occur in terms of reading development, especially regarding the lack of adequate comprehension of the students, which makes it impossible for teachers to correctly apply the proposed exercises that are in the accordance with the level in which the students are. Similarly, the lack of use of techniques and methods that help develop reading in an appropriate manner means that teachers do not apply reading exercises with their students more frequently, since they do not manage to clearly understand all that is required. It was also very important to know that the reading activities that students prefer are related to stories, since they mostly call their attention and encourage reading.

In conclusion, from the teachers' point of view, it is important to have an adequate method or technique that allows them to help permanently improve the reading skills of students who are in the first level of the English language. Therefore, we can consider the use and application of activities based on the Cueing System will be very useful to accomplish this purpose.

Regarding to the checklist applied to the students (Appendix 2), the following information was obtained: 48 students who represent 83% in the first level like to

read in English, and they do so for two main reasons, the first is because they find reading very interesting and the second because with reading they learn more vocabulary, only 10 students who represent 17% do not like reading and do not have a precise explanation as to why.

Regarding the level of reading comprehension, 43 students who represent 74% say they have problems in clearly understanding what they read, and 15 students who represent 26% say they have no major difficulty. In terms of recognizing the type of words within a reading, 57 students who represent 98% of first level students say they do not know what type of words they find within a text they should read; only 1 student who represent 2% is clear about what type of words a reading can contain.

With respect to word pronunciation, 58 students who represent 100% say they do not know to pronounce correctly all the words in a reading on their level.

Finally, a very important fact to consider is that 55 students who represent 95% prefer to do the reading of stories because they are attractive and they develop more interest in the students.

The results of this checklist agree with the information gathered in the first instance from the teachers, which ratify two fundamental aspects: The first is that although students like reading in English, they show problems in terms of effective comprehension of the reading that are made, therefore they do not develop the ability to recognize the different types of words that make up in a text, that is, they do not recognize nouns, adjectives, adverbs, verbs, which can be found within the reading activities that they have to do, and to this we add the fact that they cannot pronounce correctly each of the words they read and finally as for the type of reading they prefer to do there is total agreement with the teachers, as they show their interest in the stories.

To summarize, as far as the students are concerned, the application of activities based on the Cueing System would be of great help since there would be pertinent exercises according to the level in which they are, which would have as a fundamental axis the development of the students' reading.

Once determined the elements related to the actors of the process of teaching and learning of the English language, we can say that the proposal designed for the development of the skills of reading is totally appropriate and responds to the particular needs of both teachers and students, who are the direct beneficiaries of that, and the design of the activities are focused on the three elements of the Cueing System, which are: the syntactic, the semantic and the graphophonic.

## **2.4 Proposal development**

### **2.4.1 Proposal components**

This proposal basically contains three elements, which are directly connected to the three constituent elements of the Cueing System. Depending on the results obtained in the checklist applied to both students and teachers of the first level of the English Language. According to this information the readings focused on the most important times studied in the first level were used in 5 stories related to topics of the students' daily life.

The first component of the proposal and based on the written stories, a first activity was developed that considers the syntactic part of the Cueing System by means of completion exercises.

The second component of the proposal considers gamification, which according to Arnold (2014) is a useful tool that favors the learning process, as well as the semantic part of the Cueing System, which is directly related to the meaning of what is read. Taking into account this premise, a game will be developed with the use of the Mobbyt application, which allows the personalized creation of vocabulary games with multiple choice questions as well as other games that can favor student learning.

The third component of the proposal is related to the graphophonic part, with the use of the PowerPoint tool, known and used by the students, and that offers a wide range of possibilities that can be applied in benefit of the learning of a foreign language, and that will be focused on the application of pronunciation exercises.

The selection of the activities included in the proposal is based on the following criteria:

- According to the criteria of Mart (2015) who describes both extensive and intensive types of reading, which in the first case put more attention to the meaning and in the second case to the structure of the text being read.

- The interactive model has also been considered, which is a combination of bottom-up and top-down models, since according to Abbas (2016) it helps with the development of reading because the first model considers the minimum units of a text, such as words, expressions, etc. while the second model does not require accuracy in the minimum units of the text but the reader can use prediction and what he/she knows beforehand to understand the text.

- The activities are also based on what is described in the theories of Mental Representation and Schema Theory, since according to Abbas (2016), the first emphasizes what the reader can represent graphically in his mind the text and this helps him to understand it because in order to understand a text, a reader have to use more than the individual words on a page, readers integrate general knowledge in long term memory with the written message to form a unified, coherent representation of text. On the other hand, according to Novary (2017), the Schema Theory considers important the reader's background knowledge because comprehending a text is an interactive process between the reader's background and the text since it is required the ability to relate the material to one's own knowledge consequently the more knowledge one has, the better comprehension he gets about the text.

To understand a text you must recognize the type of word it contains, therefore content and function words were included in the activities taking into account that the first ones by themselves have a meaning, for example verbs, adjectives and adverbs, and the function words allow us to join words in a sentence, so we have prepositions, pronouns, etc.

## 2.4.2 Proposal explanation

The proposal of this research and the activities proposed for the application of the three components of the Cueing System revolve around five stories created and related to topics of interest to students' daily lives. The grammatical structures used within the stories are those that the students of the first level learn.

The stories have been distributed in 5 lessons, which have a learning objective and consist of three activities based on the syntactic, semantic and graphophonic aspects of the Cueing System. The following is a description of the five stories, which have a catchy title that will give the student a general idea of the structures.

### LESSON 1: MY HOME ENVIRONMENT

**Learning Objective:** At the conclusion of this activity students will be able to identify information about family members.

The following is a story, which is related to home environment. Read it carefully in order to solve the activities based on the story.

#### STORY I. I PRESENT TO YOU ALL MY FAMILY

My name is Mark and I want to tell you about my family. In my family there are many people, it is a very big family. I am going to start by telling you about my father, his name is Rodrigo but everyone calls him Llogo. He is a thin man, he is 60 years old, is a little serious and he does not like lies and people talking badly about others. He is a small and very active man, he likes to run a lot and he also likes to exercise. My father likes cars a lot, in fact in his whole life he has had more than 20.

Secondly, I am going to tell you about my mother, her name is Blanca, but everyone calls her Marinita, she is 58 years old, she is a beautiful woman, she is small and very hardworking, she likes the countryside, that is why she has many animals such as cows, bulls, guinea pigs, rabbits, roosters and chickens. She has long hair and is



funny, she is an excellent cook and prepares delicious meals. She likes to watch soap operas and also likes to walk.

Now, I want to tell you about my brother and sisters. My sister's name is Lorena, but everyone calls her Lora because she talks a lot. She is 36 years old and married. She has two children and she loves them very much. She is a nurse's aide but she does not have a job in a hospital because there are not enough jobs for this profession. Now she has a shoe store and they are very cheap, that is why she has a lot of clients and she is getting ahead for her children.

My only brother's name is Galo, but the whole family calls him Llogo like my father. He is 35 years old and has a son. He is an engineer and his job is to design plans for the industry. My second sister is Patricia, but everyone calls her Lulú. She lives with my parents and is single, she is small and although she is very funny and sentimental, she is also very angry. My last sister is Gisela, we all call her Churomina, she is 21 years old and she is studying to be a Lawyer, she loves to go out with her friends and she is a little lazy, she has a cat called Tommy and she always causes problems because she is very angry.

**Activity 1:** Once the stories have been reviewed and they have captured the students' attention, the first activity will begin, which has as its main objective to use the syntactic component of the Cueing System, it has an exercise to complete words in certain parts of the story, at the same time these words must be classified into three categories: verbs, adjectives, prepositions, pronouns and adverbs.

### ACTIVITY I. I PRESENT TO YOU ALL MY FAMILY

**Instructions:** Read the story, then complete the next sentences with an appropriate word.

- a) Mark has a very \_\_\_\_\_ family.
- b) Mark's father \_\_\_\_\_ cars a lot.
- c) Mark's father does not like talking \_\_\_\_\_ badly about others.
- d) Mark's mother is a \_\_\_\_\_ woman.
- e) Patricia is \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.

**Instructions:** Using the words from the first exercise classify them in the table according to the type of word.

<i>Verbs</i>	<i>Adjectives</i>	<i>Prepositions</i>	<i>Pronouns</i>	<i>Adverbs</i>

**Activity 2:** After this first exercise, which will allow students to recognize the type of words they have in each story, by answering simple questions, students will be able to perform the vocabulary game, which is based on the semantic part of the Cueing System

To develop this activity, students must enter with the link of the game and have fun learning with the vocabulary of the stories

### GAME I. I MEETING MY FAMILY

**Instructions:** Read carefully each of the questions in the game, then choose a correct answer. I hope you enjoy and at the same time learn.



**Link:** <https://mobyty.com/videojuego/educativo/?Id=155276>

**Activity 3:** Finally, in order to put the Graphophonic part into practice, students will have to work on a word recognition and pronunciation activity, which was reviewed in the stories. For this activity students will have a Power point presentation for each story.

**STORY I. I PRESENT TO YOU ALL MY FAMILY**

Read the words, then make clic to the speaker in order to listen the correct pronunciation

1.- everyone	🔊	5.- bull	🔊
2.- serious	🔊	6.- enough	🔊
3.- whole	🔊	7.- although	🔊
4.- can	🔊	8.- angry	🔊

## LESSON 2: MY ROUTINE

**Learning Objective:** At the conclusion of this activity students will be able to identify aspects related to people's daily routine.

The following is a story, which is related to daily routines. Read the story carefully in order to solve the activities based on the story.

### STORY II. BE SURPRISED BY EVERYTHING I DO

My name is Mark and I am going to tell you about the things I do, you are going to be surprised. Well I am a very organized person, in fact I like things to be planned to avoid inconveniences. I am an engineer and I am also a teacher, I like the countryside and that is why I want to build a house in a place far from the city, I want to have a very big garden with different types of plants. I also want to have a soccer field and a bread oven. I am a very hardworking and responsible man and every day I do several activities:

My day starts very early, in fact I always wake up at 5 in the morning and the first thing I do is prepare breakfast, then I take a shower and I dress quickly, I am a

formal man and that is why I always wear a suit. As soon as I am ready, I start my car and go to my work, which is a little far from my house, so it takes me one hour to get there. My classes start at 7 and end at 3 in the afternoon. After 3 I go back to my house and the first thing I do is to fix it because I like it to be clean and tidy. After fixing my house I usually prepare dinner, I love to cook and my favorite dish is rice with fried chicken and French fries. After dinner I always prepare my classes for the next day, I am an innovative teacher and I like to surf the internet to find new activities for my students. I always work from 6 to midnight.

On weekends I like to go to the countryside because it is a place where I can relax. I usually work in the field planting and caring for a vegetable garden. I also take care of my dogs, bathe them, do their hair and feed them. I like plants a lot, that is why I always plant trees, my favorite one is the pine tree because it is very big and it reminds me of Christmas. Finally before the end of Sunday I iron all the clothes I wear during the week and I buy everything I need to prepare my food.

That is my routine every week, there are many activities but I love to do them.

**Activity 1:** Once the stories have been reviewed and they have captured the students' attention, the first activity will begin, which has as its main objective to use the syntactic component of the Cueing System, it has an exercise to complete words in certain parts of the story, at the same time these words must be classified into three categories: verbs, adjectives, prepositions, pronouns and adverbs.

### ACTIVITY II. BE SURPRISED BY EVERYTHING I DO

**Instructions:** Read the story, then complete the next sentences with an appropriate word.

- a) Mark is a very \_\_\_\_\_ person.
- b) Mark is a very \_\_\_\_\_ and \_\_\_\_\_ man.
- c) Mark always \_\_\_\_\_ at 5 in the morning.
- d) Mark \_\_\_\_\_ works in the field planting and caring for vegetable garden.
- e) Mark wants to have a very \_\_\_\_\_ garden.

**Instructions:** Using the words from the first exercise classify them in the table according to the type of word.

<i>Verbs</i>	<i>Adjectives</i>	<i>Prepositions</i>	<i>Pronouns</i>	<i>Adverbs</i>

**Activity 2:** After this first exercise, which will allow students to recognize the type of words they have in each story, by answering simple questions, students will be able to perform the vocabulary game, which is based on the semantic part of the Cueing System

To develop this activity, students must enter with the link of the game and have fun learning with the vocabulary of the stories

### GAME II. SURPRISE YOURSELF WITH EVERYTHING I DO

**Instructions:** Read carefully each of the questions in the game, then choose a correct answer. I hope you enjoy and at the same time learn.



**Link:** <https://mobyty.com/videojuego/educativo/?Id=155293>

**Activity 3:** Finally, in order to put the Graphophonic part into practice, students will have to work on a word recognition and pronunciation activity, which was reviewed in the stories. For this activity students will have a Power point presentation for each story.

**STORY II. BE SURPRISED BY EVERYTHING I DO**

Read the words, then make clic to the speaker in order to listen the correct pronunciation

1.- avoid	🔊	5.- quickly	🔊
2.- inconvenience	🔊	6.- suit	🔊
3.- field	🔊	7.- innovative	🔊
4.- oven	🔊	8.- vegetable	🔊

### LESSON 3: WHAT I AM DOING

**Learning Objective:** At the conclusion of this activity students will be able to identify things that are happening at that moment with the use of the present progressive tense.

The following is a story, which is related to something that is happening. Read the story carefully in order to solve the activities based on the story.

#### STORY III. WHAT IS HAPPENING AROUND ME RIGHT NOW

The world is living in a very difficult situation since the appearance of the Coronavirus. Now all the people are using masks, alcohol and disinfectant gel because they are taking care not to get infected. I live in Ecuador and the situation we are facing is sad because many things are changing, but the things that have affected me the most are the following:

When everything was normal we used to hug each other when we said hello and now we are all saying hello with our arms and legs or we are simply moving our heads. Before we used to go to the malls and stores in the city to buy the things we

needed, now we are all buying and selling things on the internet because it is safe and avoids moving to another place. All activities and businesses are changing to protect people from the virus.

When we go into a place, the people in charge are disinfecting us and also taking our temperature to know that we are okay. To avoid contagion we are walking away from other people and when we are waiting in a place we stay at least 2 meters away from those who are in the same place. We are all changing to protect ourselves from the virus so that sometime we will see each other again and somehow resume our daily activities.

**Activity 1: Once the** stories have been reviewed and they have captured the students' attention, the first activity will begin, which has as its main objective to use the syntactic component of the Cueing System, it has an exercise to complete words in certain parts of the story, at the same time these words must be classified into three categories: verbs, adjectives, prepositions, pronouns and adverbs.

**ACTIVITY III. WHAT IS HAPPENING AROUND ME RIGHT NOW**

**Instructions:** Read the story, then complete the next sentences with an appropriate word.

- a) The world is \_\_\_\_\_ in a very difficult situation for the Coronavirus.
- b) People are \_\_\_\_\_ masks, alcohol and disinfectant gel.
- c) Now we are saying hello with \_\_\_\_\_ arms and legs.
- d) Things are changing to protect people \_\_\_\_\_ the virus.
- e) When we go \_\_\_\_\_ a place, people are disinfected.

**Instructions:** Using the words from the first exercise classify them in the table according to the type of word.

<i>Verbs</i>	<i>Adjectives</i>	<i>Prepositions</i>	<i>Pronouns</i>	<i>Adverbs</i>

**Activity 2:** After this first exercise, which will allow students to recognize the type of words they have in each story, by answering simple questions, students will be able to perform the vocabulary game, which is based on the semantic part of the Cueing System

To develop this activity, students must enter with the link of the game and have fun learning with the vocabulary of the stories

### GAME III. OUR LIVES ARE CHANGING

**Instructions:** Read carefully each of the questions in the game, then choose a correct answer. I hope you enjoy and at the same time learn.



**Link:** <https://mobbyt.com/videojuego/educativo/?Id=155295>

**Activity 3:** Finally, in order to put the Graphophonic part into practice, students will have to work on a word recognition and pronunciation activity, which was reviewed in the stories. For this activity students will have a Power point presentation for each story.



**STORY III. WHAT IS HAPPENING AROUND ME RIGHT NOW**

Read the words, then make clic to the speaker in order to listen the correct pronunciation

1.- appearance	🔊	5.- safe	🔊
2.- alcohol	🔊	6.- business	🔊
3.- disinfectant	🔊	7.- virus	🔊
4.- hug	🔊	8.- temperature	🔊

#### LESSON 4: MY PAST

**Learning Objective:** At the conclusion of this activity students will be able to recognize the difference between the present tense and the past tense.

The following is a story, which is related to the past. Read the story carefully in order to solve the activities based on the story.

#### STORY IV. THE PAST DOES NOT COME BACK

There is a saying that the past stays in the past and will never come back, and now I can say it is true. The appearance of the coronavirus caused all human beings to change radically. Hugs and kisses when greeting each other are a thing of the past, even if they are our closest relatives like our parents and siblings, we should stay away from them to be calm and not to get infected.

A year ago, I used to travel a lot to the beach. I love Salinas, it is my favorite place, but now I cannot go because I am afraid of the amount of people who go there and do not take care of themselves, so I just stay in the city where I live and I think I will not go to the beach for a long time. Last Christmas was spectacular, I enjoyed a lot with my friends and family, I received many presents, my students, my parents, my brothers and all those who used to share with me gave me something, from the

simplest candy to the biggest gifts, it was like I knew something would change, and it did.

Last year I had many parties in my family, my parents used to organize a dinner and they prepared a lot of food especially traditional food. Besides, my uncles and godparents used to invite me to different celebrations, they used to organize dance and card game contests, as I miss those times full of happiness and joy, those times that will not come back because we will be different human beings.

**Activity 1:** Once the stories have been reviewed and they have captured the students' attention, the first activity will begin, which has as its main objective to use the syntactic component of the Cueing System, it has an exercise to complete words in certain parts of the story, at the same time these words must be classified into three categories: verbs, adjectives, prepositions, pronouns and adverbs.

**ACTIVITY IV. THE PAST DOES NOT COME BACK**

**Instructions:** Read the story, then complete the next sentences with an appropriate word.

- a) The past stays in the past and will \_\_\_\_\_ come back.
- b) We should \_\_\_\_\_ away from others to be calm and not to get infected.
- c) Last Christmas the main character in the story \_\_\_\_\_ many presents.
- d) Last year the main character of the story \_\_\_\_\_ many parties.

**Instructions:** Using the words from the first exercise classify them in the table according to the type of word.

<i>Verbs</i>	<i>Adjectives</i>	<i>Prepositions</i>	<i>Pronouns</i>	<i>Adverbs</i>

**Activity 2:** After this first exercise, which will allow students to recognize the type of words they have in each story, by answering simple questions, students will be able to perform the vocabulary game, which is based on the semantic part of the Cueing System

To develop this activity, students must enter with the link of the game and have fun learning with the vocabulary of the stories

#### GAME IV. THE PAST THAT WILL NOT RETURN

**Instructions:** Read carefully each of the questions in the game, then choose a correct answer. I hope you enjoy and at the same time learn.



**Link:** <https://mobbyt.com/videojuego/educativo/?Id=155297>

**Activity 3:** Finally, in order to put the Graphophonic part into practice, students will have to work on a word recognition and pronunciation activity, which was reviewed in the stories. For this activity students will have a Power point presentation for each story.

## STORY IV. THE PAST DOES NOT COME BACK

Read the words, then make clic to the speaker in order to listen the correct pronunciation

1.- knew	5.- should
2.- being	6.- ago
3.- radically	7.- afraid
4.- even	8.- amount

### LESSON 5: SHOPPING

**Learning Objective:** At the conclusion of this activity students will be able to describe the things you can do when you are shopping.

The following is a story, which is related to shopping. Read the story carefully in order to solve the activities based on the story.

#### STORY V. A CHAOTIC DAY OF FOOD SHOPPING FOR THE FAMILY

The celebration of Christmas is very close and in my family we have a tradition, every year a different person must offer the Christmas dinner, this year it is my turn and I am very worried because I am single and I live alone and I have no one who can help me. There are many things that I have to buy to prepare the dinner and I do not know how much I should ask for, much less where I can find all the ingredients that my family includes in the different dishes. The shopping days during these festivities are chaotic because there are a lot of people shopping and the products sell out very quickly, but I am going to make it because I want to be a good host and I want to offer the best dinner in the world.

The first dish I am going to prepare is turkey, for that I need garlic, onions and many condiments, so the first place I will visit will be the city market, there I will be able to find everything I need and at very good prices. After the market I will go to the supermarket to buy a 15 kilo turkey because there are many people who will come to the dinner, there I will also buy the wine, the mushrooms, the rice, the grapes and the apples that I will use for the stuffing of the turkey. I must also buy chocolate and sugar, which will serve me to prepare the traditional Christmas chocolate, and by the way I must buy the marshmallows that my nephews put in their cups, it is not a tradition in my family, but they watch many American movies and that is why they like to do this. For my part I want to please my whole family and of course I will buy them.

Finally I must prepare the famous Christmas fritters that have been a tradition for decades in my family. For this I need 4 pounds of flour, I need to buy honey and I also need a dozen eggs. My shopping day was very tiring because I had to go in and out of many places, I also had to carry many bags with everything necessary for dinner, as if that was not enough I had to fight with some ladies for some ingredients, it was a different day, doing different things, but I feel happy because I will be able to offer my family all the special things we eat for Christmas dinner.

**Activity 1: Once the** stories have been reviewed and they have captured the students' attention, the first activity will begin, which has as its main objective to use the syntactic component of the Cueing System, it has an exercise to complete words in certain parts of the story, at the same time these words must be classified into three categories: verbs, adjectives, prepositions, pronouns and adverbs.

#### **ACTIVITY V. A CHAOTIC DAY OF FOOD SHOPPING FOR THE FAMILY**

**Instructions:** Read the story, then complete the next sentences with an appropriate word.

- a) The main character of the story \_\_\_\_\_ alone and is single.
- b) The main character \_\_\_\_\_ to be a good host.
- c) The character's shopping day was very \_\_\_\_\_.
- d) The main character had to go \_\_\_\_\_ and \_\_\_\_\_ of many places.

**Instructions:** Using the words from the first exercise classify them in the table according to the type of word.

<i>Verbs</i>	<i>Adjectives</i>	<i>Prepositions</i>	<i>Pronouns</i>	<i>Adverbs</i>

**Activity 2:** After this first exercise, which will allow students to recognize the type of words they have in each story, by answering simple questions, students will be able to perform the vocabulary game, which is based on the semantic part of the Cueing System

To develop this activity, students must enter with the link of the game and have fun learning with the vocabulary of the stories

### GAME V. I WILL SURPRISED EVERYONE WITH MY CHRISTMAS DINNER

**Instructions:** Read carefully each of the questions in the game, then choose a correct answer. I hope you enjoy and at the same time learn.



**Link:** <https://mobbyt.com/videojuego/educativo/?Id=155298>

**Activity 3:** Finally, in order to put the Graphophonic part into practice, students will have to work on a word recognition and pronunciation activity, which was reviewed in the stories. For this activity students will have a Power point presentation for each story.

**STORY V. A CHAOTIC DAY OF FOOD SHOPPING FOR THE FAMILY**

Read the words, then make clic to the speaker in order to listen the correct pronunciation

1.- dozen		5.- host	
2.- dinner		6.- nephew	
3.- worried		7.- father	
4.- ingredient		8.- mushroom	

### **2.4.3 Premises for its implementation**

In order to develop in an adequate way the activities proposed for the development of the reading skill with the application of the three fundamental elements of the Cueing System, which are the syntactic, semantic and graphophonic, a reading activity will be carried out every two days. Each story applied to the students will have the three described activities: word exercise, vocabulary game and pronunciation practice.

## **2.5 Chapter II Conclusions**

- The stories created are closely related to activities that students usually perform, which makes the story interesting and allows the student to perform the proposed activities.
- The activities proposed for the development of the reading skill are directly related to the three components of the Cueing System, the sequential form in which the resolution of each one of the activities allows the students to review in a detailed way everything related to the story that was created in relation to the topics of interest and that are necessary for the student who studies the first level of learning of the English language.
- This proposal seeks to contribute to the development of reading with the use of a different method and modern applications that are easily accessible to both students and teachers. The current world forces us to be innovative and seek new methodologies that are beneficial to those learning a foreign language.



## **CHAPTER III. APPLICATION AND/OR VALIDATION OF THE PROPOSAL**

### **3.1 Experts' evaluation**

In order to evaluate the proposal presented in Chapter II, two important elements were taken into account; the first is related to the degree of expertise of the experts in relation to knowledge in the area of linguistics as well as in the area of education; the second element that is an important value for this validation refers to the level of English language, therefore native speakers residing in the United States were considered.

For the validation, the expert criteria instrument was used (Appendix 3), in which parameters of the proposal were evaluated, such as: argumentation, structuring and internal logic of the proposed activities, also the importance of the proposed activities for the future development of the ability to read, the ease of implementation and finally an integral evaluation of the proposed activities. The evaluation indicators were: Excellent, Very good, Good, Fair and Insufficient.

In this evaluation we had the following experts:

Megan Kenny who has a degree in Linguistics and is a graduate student in Speech Language Pathology at Monmouth University (Appendix 4). She has 8 years of experience in the educational field and in the area of Linguistics as well as in dealing with students' language problems. She is doing an internship at an

elementary school treating children with speech and language disorders. This expert rated the proposal as excellent, considering that the activities as well as their order and degree of initiative are of great importance and usefulness in the field of education and specifically in the development of reading in the English language.

Likewise, Meilin Chong, a teacher at Joseph Hurley School in Boston, has a Bachelor's of Science in Counseling Psychology, Bachelors of Science in Early Childhood Education and M. S. Ed in International Education development, she has a teaching experience of 6 years, in which she has worked in bilingual teaching with children from United States nationality as well as Latino origin, with whom she has developed English language skills, especially, reading. The expert valued the proposal as excellent, considering that the proposed activities have a logical order, and that one of the activities is a game, which represents a very useful element since it motivates students to develop their reading skill, in addition to the pronunciation exercises that encourage the permanent practice of the language. (Appendix 5)

### **3.2 Users' evaluation**

The activities designed are focused on improving the reading skill with the A1 level, who will use and develop the activities, for this reason and with the objective of complying with the part corresponding to the evaluation of users, four teachers from the Language Center of the Technical University of Cotopaxi, who work with the students of the first level of the English language Learning Program, contributed to this process using the same instrument of user criteria user for the evaluation of experts, since it considers the main elements of the proposal, in which the following were considered: argumentation, structuring and internal logic of the proposed activities, also the importance of the proposed activities for the future development of the ability to read, the ease of implementation and finally an integral evaluation of the proposed activities. The evaluation indicators were: Excellent, Very good, Good, Fair and Insufficient.

The teachers considered for this evaluation were selected taking into account the following factors: years of experience in education as well as their level of

knowledge and training and above all, the fact that their work is focused on teaching English to the first level students for whom the proposal described in the previous chapter was designed.

In this evaluation we had the following experts:

Bolivar Cevallos, an English teacher with a Master's Degree in Education and a Master's degree in Applied Linguistics for Teaching English as a Foreign language, has more than 15 years of experience in teaching English at different levels, as well as experience in the field of secondary and higher education, The teacher values as excellent the proposal from the point of view of the application of the linguistic part in the activities suggested for the development of reading, which are reflected in the logical sequence that they have starting from the activities that are made based on the reading of the stories created on the basis of the contents that are reviewed in the first level. (Appendix 6)

Alison Mena, an English teacher with a Master's degree in Education and more than 20 years of experience in the area of English, qualifies the proposal as excellent because it provides students with reading material based on stories created in the context of their learning, and also mentions as an important element the development of a game, which motivates students to develop the reading in order to properly complete the activity. (Appendix 7)

Ivone Tituaña, English and French language teacher, with a Master's degree in Education and more than 10 years of experience values the proposal as very good because she considers that the application of the activities requires a permanent practice by the students and an appropriate development of the ability to read. The teacher considers that the order of the activities is logical and that the designed game is a favorable element for learning since it is in accordance with the current world in which the students develop. (Appendix 8)

Finally, Fernanda Aguaiza, an English language teacher with a Master's degree in Applied Linguistics in English language teaching and more than 2 years of experience as a teacher and translator for a foreign law firm values the proposal as excellent in all the elements considered in the activities proposed for the

development of reading based on the Cueing System, which are activities that consider the syntactic, semantic and phonological elements of the language and that are structured in a logical way. (Appendix 9)

### 3.3 Impact or results evaluation

It is important to mention that the same proposal applied in the long term can be analyzed from a different point of view and in greater detail, in which real data can be obtained and verified on a substantial improvement in the development of the students' reading skills.

### 3.4 Proposal results

In order to know the results of the application of the proposal with the A1 level students, a survey (Appendix 10) was conducted to determine the most important elements of the activities for the development of the reading based on the Cueing System.

The results are summarized in the table below:

Question	Results
1.- Did you like the stories created to develop the reading skill?	100% of the students liked the story.
2.- How do you rate the activities proposed for each story?	68% of the students think the activities were easy. 18% of the students think the activities were a little difficult. 14% of the students think the activities were very difficult.
3.- Which activity did you like the most?	57% of the students liked the game activity. 28% of the students liked the questions. 15% of the students liked the pronunciation activity.
4.- Do you think these activities can contribute to improving your reading in English?	100% of the students think these activities can contribute to improving their reading.

Created by Marco Beltrán, 2021

The results shown in the table demonstrate the importance of the proposal presented, since it shows the interest and motivation generated in the students with respect to each of the activities. In the first instance, they all like the stories created for the development of the three activities based on the three components of the Cueing System. Then the degree of personal interest shown by the students for the different activities, which represents a factor that teachers should consider when choosing activities for our students, and finally with the results obtained we can say that the proposal is fully applicable and can contribute to the development of reading.

### **Chapter III Conclusions**

- In order to have a value criterion with respect to the proposal presented, it was necessary to count on the criterion of experts related to the area of education and linguistics who, with their contribution, corroborated that the proposed activities complied with what was necessary to be applied in order to develop the ability to read.
- The contribution given by the experts as well as the users of the proposal allow us to determine that the proposal can be applicable to A1 level students of the English language, since they have logical order and are activities according to the needs of the context in which the students are learning the language.
- It should be considered that an application over a longer period of time can generate results of greater impact in relation to the improvement of reading comprehension, since specific elements can be determined about the difficulties that the students have.

## **General Conclusions**

- With the contribution of the bibliographic review and taking into account the constituent elements of the Cueing System, activities were designed that consider the syntactic, semantic and graphophonic parts of the English language.
- According to national and international studies, the Cueing System method can contribute significantly to the development of reading skills, but it must be considered that all the elements of the system must be present in a logical sequence and with activities that promote the use of each element.
- Once the elements of the Cueing System were identified, the activities to be included in the proposal were selected taking into account the type of exercise that can comply with each element. It was also important to consider that the model, the theory and the types of readings that can be performed to comply with these activities should be taken into account.
- An important aspect that support the proposal presented is the validation of experts, which in this case were people related to the field of education, as well as in the area of linguistics and especially people who master the English language as they are native speakers.

## **Recommendations**

- In order to continue improving the reading skills of A1 level students, the sequence of activities should be maintained and carried out with a longer period of application, with which more and more impact results can be achieved, therefore, the use of the proposed activities should be maintained in such a way that results can continue to be obtained with more value can be given to the proposal presented.

- Not all the activities that are usually applied for the development of reading are adequate for the level of the students, that is why it is important to choose a type of reading that is supported by a good model and a theory, which offer the possibility of contributing in an adequate way to the progressive development of the ability to read.
- It is necessary to continue with the application of this type of activities based on research conducted in an appropriate context, i.e. as a foreign language, as this will generate results of greater impact, which will allow to suggest the implementation of the same on a larger scale.

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### III. APPENDIXES

#### Appendix 1. Checklist applied to the teachers who work with A1 levels of English.

CHECKLIST - ENGLISH TEACHERS - LEVEL A1																				
N o	NAME			1.- Do you think your students are having trouble developing their reading skills		2.- What kind of technique or method do you use to teach reading to your students?					3.- How often do you do reading exercises with your students?			4.- What type of reading do you prefer for your students?				5.- How do you think is your students reading comprehension?		
				Yes	No	Scannin g	Skimmin g	Phonemi c method	An y	Other s	Alway s	Sometime s	Neve r	Paper s	Storie s	Documentarie s	Other s	Excellen t	Goo d	Ba d
1	AGUAIZA	IZA	MARIA FERNANDA	X		X						X			X				X	
2	CEVALLOS	GALARZA	BOLIVAR MAXIMILIANO	X			X					X			X				X	
3	MENA	BARTHELOTT Y	ALISON PAULINA	X					X			X			X				X	
4	TITUAÑA	DIAZ	NANCY IVONE	X					X			X			X				X	
				100	0	25	25	0	50	0	100			100				25	75	

**Appendix 2. Checklist applied to the students from A1 level of English.**

CHECKLIST																
No	NAME			1.- Do you like reading in English?			2.- Do you have problems in reading comprehension ?		3.- What type of reading do you prefer?				4.- When you are reading do you recognize what kind of words are in the text?		5.- Can you pronounce correctly each word found in a text?	
				Yes	No	Why?	Yes	No	Papers	Stories	Documentaries	Others	Yes	No	Yes	No
1	AGUIRRE	BALSECA	LESLIE ARIANNA	X		Interesting	x			x				x		x
2	ALBAN	QUISPE	MARIA FERNANDA	X		Interesting	x			x				x		x
3	ARCOS	DIAZ	DOMENICA ALEJANDRA	X		Interesting	x			x				x		x
4	ARIAS	PINCHA	KATHERYN JHOANNA	X		Interesting	x			x				x		x
5	ATAVALLO	PULLOPAXI	JENIFER FERNANDA		X		x			x			x			x
6	ATIAJA	ACOSTA	GABRIELA MISHHELL		X		x			x				x		x
7	BARAHONA	TUTILLO	NADIA MISHHELL	X		Learn new vocabulary	x			x				x		x
8	BASTIDAS	FREIRE	SANTIAGO DAVID	X		Learn new vocabulary	x			x				x		x
9	BUITRON	OLIVO	OLIVIA ESTEFANIA	X		Learn new vocabulary	x			x				x		x
10	BURBANO	TRAVEZ	MAYTE DAYANA	X		Learn new vocabulary	x			x				x		x
11	CACPATA	TIPANGUANO	DIEGO ARMANDO	X		Learn new vocabulary		x		x				x		x
12	CAIZA	ASHQUI	JOSELYN CRISTINA	X				x		x				x		x
13	CHANGOLUISA	GUANOCHANGA	ODALYS JAZMIN		X			x		x				x		x
14	CHICAIZA	PEREZ	CARMEN LUCIA		X			x		x				x		x

15	CHILIUQUINGA	GUATO	ALEXANDRA ELIZABETH	X		Learn new vocabulary		x		x				x		x
16	CHOLOQUINGA	CHANALUISA	MANUEL CRUZ	X		Learn new vocabulary	x	x		x				x		x
17	CONSTANTE	CRUZ	CRISTOPHER JOEL	X		Learn new vocabulary	x			x				x		x
18	CUCHIPE	CUCHIPE	JESSICA MAGALY	X		Learn new vocabulary	x					x		x		x
19	EIVAR	TORRES	ALISSON NICOLE	X		Learn new vocabulary	x			x				x		x
20	FARINANGO	FARINANGO	MILENA KATHERIN	X		Learn new vocabulary	x			x				x		x
21	GANCINO	MEJIA	JAIME MAURICIO	X		Learn new vocabulary	x			x				x		x
22	GAVILANES	COLLAY	CLARA JOHANNA	X		Learn new vocabulary	x			x				x		x
23	GONZALEZ	GOMEZ	ERIKA LIZBETH	X		Learn new vocabulary	x			x				x		x
24	HEREDIA	TAIPE	VICTOR SANTIAGO	X		Learn new vocabulary	x			x				x		x
25	HERRERA	CHACON	DANNY PAUL		X		x			x				x		x
26	HINOJOSA	BERRAZUETA	WIDNIE ESTEFANIA	X		Learn new vocabulary	x			x				x		x
27	HUERTAS	TOAQUIZA	JENIFER ALEXANDRA		X		x			x				x		x
28	JIMENEZ	LOOR	OMAR ANDRES		X		x	x		x				x		x
29	LAPO	SATIAN	JOHANNA MARIBEL		X			x		x				x		x
30	LOPEZ	RONQUILLO	JORGE LUIS	X		Learn new vocabulary		x		x				x		x
31	LUJE	CAIZA	MARJORIE DAYANNA	X		Learn new vocabulary	x			x				x		x
32	MATA	MUELA	JAHAIRA LISBETH	X		Learn new vocabulary	x			x				x		x
33	MEDRANDA	MEDINA	YULIANA ALEXANDRA	X		Learn new vocabulary	x			x				x		x
34	MOLINA	QUIMBITA	JENIFER ANABEL	X		Learn new vocabulary	x			x				x		x
35	MOLINA	VILLAMARIN	PLINIO ALEXANDER	X		Learn new vocabulary	x			x				x		x
36	MOROCHO	IMBA	KEVIN SANTIAGO	X		Learn new vocabulary	x			x				x		x
37	MURILLO	PROANO	MARJORIE ELIANA	X		Learn new vocabulary	x			x				x		x
38	PANCHI	ALVARES	KEVIN DANILO	X		Learn new vocabulary	x			x				x		x
39	PARRENO	TIPANLUISA	KAREN NATASHA	X		Learn new vocabulary	x					x		x		x
40	PUGA	MADRID	KEVIN BRYAN	X		Learn new vocabulary	x			x				x		x

41	PUPIALES	COLLAGUAZO	DANNY XAVIER	X		Learn new vocabulary	x			x				x		x
42	QUEVEDO	ANTE	LIZBETH NOELIA	X		Learn new vocabulary	x			x				x		x
43	QUILLE	CAIZA	AYLLY MIREYA	X		Learn new vocabulary	x			x				x		x
44	RAMIREZ	PARRA	MONICA MISHHELL	X		Learn new vocabulary	x			x				x		x
45	RAURA	DOICELA	NATALY SILVANA	X		Learn new vocabulary	x			x				x		x
46	RAURA	DOICELA	SEGUNDO LUCIANO	X		Learn new vocabulary	x			x				x		x
47	REASCO	BOYA	MARIA JOSE	X		Learn new vocabulary	x			x				x		x
48	REMACHE	GUANOLUISA	MARJORIE LIZETH	X		Learn new vocabulary	x			x				x		x
49	SALAZAR	GUAMAN	MILTON GERMANICO	X		Learn new vocabulary	x			x				x		x
50	SARANGO	JACOME	DARA ANNABELLA	X		Learn new vocabulary	x			x				x		x
51	SOLEDISPA	PAZMINO	JOHANNA VALERIA	X			x			x				x		x
52	TOMALO	TOAPANTA	CRISTIAN DAVID		X		x			x				x		x
53	TORRES	JUMBO	JAIRO GIOVANNY	X		Learn new vocabulary	x	x		x				x		x
54	VALLADARES	ONA	GABRIELA STEFANIA	X		Learn new vocabulary		x		x				x		x
55	VEGA	ORTEGA	SILVIA MARIBEL		X			x		x				x		x
56	VELA	FLORES	DIANA CAROLINA	X		Learn new vocabulary		x		x				x		x
57	YANEZ	ZAPATA	ALEX VINICIO	X		Learn new vocabulary		x		x				x		x
58	ZURITA	MARTINEZ	KENNY DANIELA	X		Learn new vocabulary		x		x				x		x

48	10					43	15	0	55			2	1	1	57	58
8	1															
3	7					74	26		95			3	2	2	98	0 100

### **Appendix 3.**

**Instrument applied to collect information, applying the user's criteria.**

#### **GUIDANCE FOR USERS TO ISSUE THEIR CRITERIA**

You have been selected to rate the proposal: “Stories with practical exercises based on the Cueing System for the development of the reading skill” according to your functions as a teacher.

In this guide there is a group of aspects that make up the proposal on which you must give a grade to each aspect, for this you will use a scale from 1 to 5, where **1: Insufficient; 2: Fair; 3: Good; 4: Very good and 5: Excellent.**

Stories with practical exercises based on the Cueing System for the development of the reading skill.

**Teacher's name:** \_\_\_\_\_

**Fourth level degrees:** \_\_\_\_\_

**Management role or position:** \_\_\_\_\_

**Years of experience in higher education or English language teaching:** \_\_\_\_\_

- I. ( ) Argumentation of the proposed activities.
- II. ( ) Structuring of the proposed activities
- III. ( ) Internal logic of the proposed activities
- IV. ( ) Importance of the proposed activities for the future development of the ability to read.
- V. ( ) Ease of implementation.
- VI. ( ) Integral evaluation of the proposed activities.

Thank you for your collaboration

**Signature**

**ID.**



## Appendix 4.

**Instrument applied to collect information, applying the expert's criteria.**

### **GUIDANCE FOR USERS TO ISSUE THEIR CRITERIA**

You have been selected to rate the proposal: "Stories with practical exercises based on the Cueing System for the development of the reading skill" according to your functions as a teacher.

In this guide there is a group of aspects that make up the proposal on which you must give a grade to each aspect, for this you will use a scale from 1 to 5, where *1: Insufficient; 2: Fair; 3: Good; 4: Very good and 5: Excellent.*

Stories with practical exercises based on the Cueing System for the development of the reading skill.

**Name:** Megan M. Kenny

**Degrees:** Bachelor's degree in Linguistics, Masters degree in Speech-Language Pathology.

**Management role or position:** -

**7 Years of experience in higher education or English language teaching: 1 year of experience as a Fulbright English Language Assistant**

- I. ( 5 ) Argumentation of the proposed activities.
- II. ( 5 ) Structuring of the proposed activities
- III. ( 5 ) Internal logic of the proposed activities
- IV. ( 5 ) Importance of the proposed activities for the future development of the ability to read.
- V. ( 5 ) Ease of implementation.
- VI. ( 5 ) Integral evaluation of the proposed activities.

Thank you for your collaboration

Megan M. Kenny

## Appendix 5.

**Instrument applied to collect information, applying the expert's criteria.**

### **GUIDANCE FOR USERS TO ISSUE THEIR CRITERIA**

You have been selected to rate the proposal: "Stories with practical exercises based on the Cueing System for the development of the reading skill" according to your functions as a teacher.

In this guide there is a group of aspects that make up the proposal on which you must give a grade to each aspect, for this you will use a scale from 1 to 5, where *1: Insufficient; 2: Fair; 3: Good; 4: Very good and 5: Excellent*

Stories with practical exercises based on the Cueing System for the development of the reading skill.

**Name:** Meilin Chong

**Degrees:** B.S. Early Education development; B.S. Counseling Psychology; M.S.Ed. International Education Development.

**Management role or position:** Bilingual teacher

**Years of experience in higher education or English language teaching:** 6

- I. ( 5 ) Argumentation of the proposed activities.
- II. ( 5 ) Structuring of the proposed activities
- III. ( 5 ) Internal logic of the proposed activities
- IV. ( 5 ) Importance of the proposed activities for the future development of the ability to read.
- V. ( 5 ) Ease of implementation.
- VI. ( 5 ) Integral evaluation of the proposed activities.

Thank you for your collaboration

  
Signature Meilin Chong  
ID.

## Appendix 6.

**Instrument applied to collect information, applying the user's criteria.**

### **GUIDANCE FOR USERS TO ISSUE THEIR CRITERIA**

You have been selected to rate the proposal: "Stories with practical exercises based on the Cueing System for the development of the reading skill" according to your functions as a teacher.

In this guide there is a group of aspects that make up the proposal on which you must give a grade to each aspect, for this you will use a scale from 1 to 5, where *1: Insufficient; 2: Fair; 3: Good; 4: Very good and 5: Excellent*

Stories with practical exercises based on the Cueing System for the development of the reading skill.

**Teacher's name:** Bolívar Maximiliano Cevallos Galarza

**Fourth level degrees:** Master's Degree in Education

**Management role or position:** Teacher

**Years of experience in higher education or English language teaching:** 7 years

- I. ( 5 ) Argumentation of the proposed activities.
- II. ( 5 ) Structuring of the proposed activities
- III. ( 5 ) Internal logic of the proposed activities
- IV. ( 5 ) Importance of the proposed activities for the future development of the ability to read.
- V. ( 5 ) Ease of implementation.
- VI. ( 5 ) Integral evaluation of the proposed activities.

Thank you for your collaboration

**Signature**

**ID. 0910821669**

## Appendix 7.

**Instrument applied to collect information, applying the user's criteria.**

### **GUIDANCE FOR USERS TO ISSUE THEIR CRITERIA**

You have been selected to rate the proposal: "Stories with practical exercises based on the Cueing System for the development of the reading skill" according to your functions as a teacher.

In this guide there is a group of aspects that make up the proposal on which you must give a grade to each aspect, for this you will use a scale from 1 to 5, where *1: Insufficient; 2: Fair; 3: Good; 4: Very good and 5: Excellent*

Stories with practical exercises based on the Cueing System for the development of the reading skill.

**Teacher's name:** Alison Mena ~~Barthelotty~~

**Fourth level degrees:** Magister ~~en Ciencias de la Educación~~

**Management role or position:** Language Center Teacher

**Years of experience in higher education or English language teaching:** 20 years

- I. ( Excellent ) Argumentation of the proposed activities.
- II. ( Excellent ) Structuring of the proposed activities
- III. ( Excellent ) Internal logic of the proposed activities
- IV. ( Excellent ) Importance of the proposed activities for the future development of the ability to read.
- V. ( Very good ) Ease of implementation.
- VI. ( Excellent ) Integral evaluation of the proposed activities.

Thank you for your collaboration



MSc. Alison Mena ~~Barthelotty~~

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## Appendix 8.

**Instrument applied to collect information, applying the user's criteria.**

### **GUIDANCE FOR USERS TO ISSUE THEIR CRITERIA**

You have been selected to rate the proposal: "Stories with practical exercises based on the Cueing System for the development of the reading skill" according to your functions as a teacher.

In this guide there is a group of aspects that make up the proposal on which you must give a grade to each aspect, for this you will use a scale from 1 to 5, where *1: Insufficient; 2: Fair; 3: Good; 4: Very good and 5: Excellent*

Stories with practical exercises based on the Cueing System for the development of the reading skill.

**Teacher's name:** NANCY TITUAÑA\_\_\_\_\_

**Fourth level degrees:** MASTER DEGREE\_\_\_\_\_

**Management role or position:** TEACHER\_\_\_\_\_

**Years of experience in higher education or English language teaching:** 10 YEAR\_\_\_\_\_

- I. ( 5 ) Argumentation of the proposed activities.
- II. ( 5 ) Structuring of the proposed activities
- III. ( 5 ) Internal logic of the proposed activities
- IV. ( 5 ) Importance of the proposed activities for the future development of the ability to read.
- V. ( 4 ) Ease of implementation.
- VI. ( 4 ) Integral evaluation of the proposed activities.

Thank you for your collaboration

**Signature**

**ID.**

## Appendix 9.

**Instrument applied to collect information, applying the user's criteria.**

### **GUIDANCE FOR USERS TO ISSUE THEIR CRITERIA**

You have been selected to rate the proposal: "Stories with practical exercises based on the Cueing System for the development of the reading skill" according to your functions as a teacher.

In this guide there is a group of aspects that make up the proposal on which you must give a grade to each aspect, for this you will use a scale from 1 to 5, where *1: Insufficient; 2: Fair; 3: Good; 4: Very good and 5: Excellent.*

Stories with practical exercises based on the Cueing System for the development of the reading skill.

**Teacher's name:** Maria Fernanda Aguaiza

**Fourth level degrees:** Studying Master's Degree in Applied Linguistics

**Management role or position:** Teacher

**Years of experience in higher education or English language teaching:** 2 years

- I. ( 5 ) Argumentation of the proposed activities.
- II. ( 5 ) Structuring of the proposed activities
- III. ( 5 ) Internal logic of the proposed activities
- IV. ( 5 ) Importance of the proposed activities for the future development of the ability to read.
- V. ( 5 ) Ease of implementation.
- VI. ( 5 ) Integral evaluation of the proposed activities.

Thank you for your collaboration



Signature

**ID. 050345849-9**

## Appendix 10. Students' survey results

CHECKLIST													
No	NAME			1.- Did you like the stories created to develop the reading skill?		2.- How do you rate the activities proposed for each story?			3.- Which activity did you like the most?			4.- Do you think these activities can contribute to improving your reading in English?	
				Yes	No	Easy	A little difficult	Very Difficult	Questions	Game	Pronunciation	Yes	No
1	AGUIRRE	BALSECA	LESLIE ARIANNA	X		X			X			X	
2	ALBAN	QUISPE	MARIA FERNANDA	X		X			X			X	
3	ARCOS	DIAZ	DOMENICA ALEJANDRA	X		X				X		X	
4	ARIAS	PINCHA	KATHERYN JHOANNA	X		X				X		X	
5	ATAVALLO	PULLOPAXI	JENIFER FERNANDA	X		X				X		X	
6	ATIAJA	ACOSTA	GABRIELA MISHHELL	X			X				X	X	
7	BARAHONA	TUTILLO	NADIA MISHHELL	X		X				X		X	
8	BASTIDAS	FREIRE	SANTIAGO DAVID	X			X			X		X	
9	BUITRON	OLIVO	OLIVIA ESTEFANIA	X		X				X		X	
10	BURBANO	TRAVEZ	MAYTE DAYANA	X			X			X		X	
11	CACPATA	TIPANGUANO	DIEGO ARMANDO	X				X		X		X	
12	CAIZA	ASHQUI	JOSELYN CRISTINA	X				X	X			X	
13	CHANGOLUISA	GUANOCHANGA	ODALYS JAZMIN	X			X		X			X	
14	CHICAIZA	PEREZ	CARMEN LUCIA	X			X		X			X	

15	CHILQUINGA	GUATO	ALEXANDRA ELIZABETH	X		X			X			X	
16	CHOLOQUINGA	CHANALUISA	MANUEL CRUZ	X		X			X			X	
17	CONSTANTE	CRUZ	CRISTOPHER JOEL	X		X			X			X	
18	CUCHIPE	CUCHIPE	JESSICA MAGALY	X		X			X			X	
19	EIVAR	TORRES	ALISSON NICOLE	X		X			X			X	
20	FARINANGO	FARINANGO	MILENA KATHERIN	X		X				X		X	
21	GANCINO	MEJIA	JAIME MAURICIO	X		X				X		X	
22	GAVILANES	COLLAY	CLARA JOHANNA	X		X				X		X	
23	GONZALEZ	GOMEZ	ERIKA LIZBETH	X			X			X		X	
24	HEREDIA	TAIPE	VICTOR SANTIAGO	X			X			X		X	
25	HERRERA	CHACON	DANNY PAUL	X			X			X		X	
26	HINOJOSA	BERRAZUETA	WIDNIE ESTEFANIA	X			X				X	X	
27	HUERTAS	TOAQUIZA	JENIFER ALEXANDRA	X			X			X		X	
28	JIMENEZ	LOOR	OMAR ANDRES	X			X			X		X	
29	LAPO	SATIAN	JOHANNA MARIBEL	X			X			X		X	
30	LOPEZ	RONQUILLO	JORGE LUIS	X		X			X			X	
31	LUJE	CAIZA	MARJORIE DAYANNA	X		X				X		X	
32	MATA	MUELA	JAHAIRA LISBETH	X		X				X		X	
33	MEDRANDA	MEDINA	YULIANA ALEXANDRA	X		X					X	X	
34	MOLINA	QUIMBITA	JENIFER ANABEL	X		X				X		X	
35	MOLINA	VILLAMARIN	PLINIO ALEXANDER	X		X				X		X	
36	MOROCHO	IMBA	KEVIN SANTIAGO	X		X				X		X	
37	MURILLO	PROANO	MARJORIE ELIANA	X		X					X	X	
38	PANCHI	ALVARES	KEVIN DANILO	X		X			X			X	
39	PARRENO	TIPANLUISA	KAREN NATASHA	X		X				X		X	



40	PUGA	MADRID	KEVIN BRYAN	X			X			X		X	
41	PUPIALES	COLLAGUAZO	DANNY XAVIER	X				X		X		X	
42	QUEVEDO	ANTE	LIZBETH NOELIA	X				X			X	X	
43	QUILLE	CAIZA	AYLLY MIREYA	X		X				X		X	
44	RAMIREZ	PARRA	MONICA MISHHELL	X		X			X			X	
45	RAURA	DOICELA	NATALY SILVANA	X		X			X			X	
46	RAURA	DOICELA	SEGUNDO LUCIANO	X		X				X		X	
47	REASCO	BOYA	MARIA JOSE	X		X				X		X	
48	REMACHE	GUANOLUISA	MARJORIE LIZETH	X		X					X	X	
49	SALAZAR	GUAMAN	MILTON GERMANICO	X		X					X	X	
50	SARANGO	JACOME	DARA ANNABELLA	X		X				X		X	
51	SOLEDISPA	PAZMINO	JOHANNA VALERIA	X		X			X			X	
52	TOMALO	TOAPANTA	CRISTIAN DAVID	X		X				X		X	
53	TORRES	JUMBO	JAIRO GIOVANNY	X		X				X		X	
54	VALLADARES	ONA	GABRIELA STEFANIA	X		X					X	X	
55	VEGA	ORTEGA	SILVIA MARIBEL	X		X				X		X	
56	VELA	FLORES	DIANA CAROLINA	X		X					X	X	
57	YANEZ	ZAPATA	ALEX VINICIO	X				X		X		X	
58	ZURITA	MARTINEZ	KENNY DANIELA	X		X			X			X	

58	0	40	10	8	16	33	9	58	
100	0	68	18	14	28	57	15	100	0

## Appendix 11. URKUND report



### Document Information

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<b>Analyzed document</b>	Tesis_URKUND.docx (D101397798)
<b>Submitted</b>	4/12/2021 7:11:00 PM
<b>Submitted by</b>	Olga Gonzalez
<b>Submitter email</b>	olga.gonzalez@utc.edu.ec
<b>Similarity</b>	3%
<b>Analysis address</b>	olga.gonzalez.utc@analysis.arkund.com

### Sources included in the report

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**J** **How Can Students Improve Their Reading Comprehension Skill?**  
URL: 5b309f75-12d1-441b-af63-235003777118  
Fetched: 4/11/2019 12:23:50 AM

