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

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

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

**Theme:**

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**Three Cueing System to Develop Reading in EFL**

**at Dr. Antonio Ante school addressed to elementary teachers**

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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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**2021**

## **TUTOR'S ENDORSEMENT**

In my capacity as a Supervisor of the Research dissertation titled THREE CUEING SYSTEM TO DEVELOP READING IN EFL AT DR. ANTONIO ANTE SCHOOL ADDRESSED TO ELEMENTARY TEACHERS investigated by Lcdo. Pacheco Guano John Luis, 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.

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## COMMITTEE APPROVAL

This research dissertation: THREE CUEING SYSTEM TO DEVELOP READING IN EFL AT DR. ANTONIO ANTE SCHOOL ADDRESSED TO ELEMENTARY TEACHERS, 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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## DEDICATION

I dedicate this research work to my God and my mother due to the fact that they have always been such great support, demonstrating care and love for me and being such great support for achieving my goals.

*John*

## ACKNOWLEDGEMENT

Thanks to God for giving me the strengths to end up this process and also aiding me to overcome problems. Special thanks to all the teachers whose comments and advice were the crux of this research dissertation since they all shape this work into a reliable one.

*John Luis*

## **AUTHORSHIP**

I, Pacheco Guano John Luis declare to be the author of the concepts, procedures, and findings in this research dissertation.

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**TECHNICAL UNIVERSITY OF COTOPAXI  
GRADUATE DEPARTMENT**

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

**Theme: THREE CUEING SYSTEM TO DEVELOP READING IN EFL  
AT DR. ANTONIO SCHOOL ADDRESSED TO ELEMENTARY  
TEACHERS.**

**Author:** John Luis Pacheco Guano

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**ABSTRACT**

The research focused on the knowledge of reading skill of English teachers at Dr. Antonio Ante School, as a study case. The school is located at Cotopaxi province, Pujili Canton, El Tingo Grande zone where despite the use of well-known reading strategies and methodologies, a reading comprehension deficit was obvious in students. As a result, the research project considered that it is critical to examine and advocate the use of the three-cueing system, which is given as an intriguing and successful idea for the development of reading skills. The main goal was analyzed the improvement of reading skills through the three-cueing system. The study was feasible, as evidenced by the discovery of important bibliographic information in renowned research books for the development of the diagnosis and implementation of the study findings. The qualitative paradigm was used in the methodological design. It was required to grasp how the three-cueing system works, as well as collect, analyze, and comprehend some significant facts about the inquiry. The study was designed in a basic but detailed manner, with an overview of reading and the three-cueing system included. This last one, is an appropriate alternative for identifying certain properties of the phenomenon under investigation. The results of the proposal were significant and beneficial within the educational research field, which were evidenced and validated by experts. Thus, readers have the opportunity to learn the essential linguistic elements that are part of the three-cueing system, which focus on topics such as syntactics, semantics and phonetics.

**KEYWORD:** Cueing, reading, skills, system, study.

**UNIVERSIDAD TÉCNICA DE COTOPAXI**  
**DIRECCIÓN DE POSGRADO**

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

**Título: SISTEMA DE TRES PISTAS PARA DESARROLLAR LA LECTURA EN INGLÉS COMO LENGUA EXTRANJERA EN LA ESCUELA DR. ANTONIO ANTE DIRIGIDO A PROFESORES DE PRIMARIA.**

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**RESUMEN**

La investigación se centró en el conocimiento de habilidades lectoras de los maestros de inglés de la escuela Dr. Antonio Ante, como tema de estudio. La escuela está ubicada en la provincia de Cotopaxi, cantón Pujili, El Tingo Grande, donde a pesar del uso de estrategias y metodologías reconocidas, un déficit de comprensión lectora fue evidenciado en los estudiantes. Como resultado, el proyecto de investigación consideró fundamental examinar y promover el uso del sistema de tres pistas, que se presenta como intrigante y exitoso para el desarrollo de habilidades de lectura. El objetivo principal fue analizar la mejora de habilidades lectoras a través del sistema de tres pistas. El estudio fue factible, como lo demuestra la información encontrada en importantes libros de investigación para el desarrollo del diagnóstico e implementación de los hallazgos de estudio. Se utilizó el paradigma cualitativo en el diseño metodológico. Era necesario comprender el sistema de tres pistas, así como recopilar, analizar y comprender algunos hechos importantes sobre la investigación. El estudio fue diseñado de una manera básica pero detallada, con una descripción de la lectura y el sistema de tres pistas, como una alternativa adecuada para identificar determinadas propiedades del fenómeno investigado. Los resultados de la propuesta fueron significativos y beneficiosos dentro del campo de la investigación, los cuales fueron evidenciados y validados por expertos. Así, los lectores tienen la oportunidad de aprender los elementos lingüísticos esenciales que forman parte del sistema de tres pistas, que se enfoca en temas como sintáctica, semántica y fonética.

**PALABRAS CLAVE:** Pistas, lectura, habilidades, sistema, estudio.

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## **INTRODUCTION.**

Talking about reading, it was mentioned as a complex process, on which some researchers have developed and recommended various methods, strategies, notions, etc. on the process and advancement of reading to obtain a better understanding. As the world progresses, it is necessary to continue looking for new strategies or methods that can benefit teachers in the process of reading. So, teachers can help students if they have difficulties on reading. Therefore, the study of linguistics is a significant aspect, since the more knowledge one has about the development of reading process, the more effective will be the solutions that the teacher can provide to the students. Consequently, they can address themselves in a better way during the reading process.

“An infant does not need to know any linguistics to use language to understand, but educators need to be familiar with some linguistics aspects if they want to comprehend how the progression takes place or what is going defective when it does not” (Halliday, 1981, p. 9 as cited in Freeman, 2004)

For that reason, the three-cueing system presented in this research adheres to the research line, referring to Education and communication for human and social development. Similarly, this research analyzed the linguistic aspects about reading development, and it was associated with the subline of Applied Linguistics. The three-cueing system’s research topic to develop reading skills was directly related to the lines and sub-lines of research mentioned above.

Also, it maintained a relationship with the human and social progress, it involved in fundamental cognitive learning theory and in the complex process of teaching reading. También está relacionado con el primer objetivo del “Plan de Desarrollo Nacional Toda una Vida 2017-2021 del Ecuador”: “Asegurar una vida digna, con igualdad de oportunidades para todos, en la cual se menciona el desarrollo humano desde su infancia como una etapa relevante: durante este período las nociones básicas son adquiridas para un futuro socio-afectivo y cognitivo en el desarrollo de las personas Cepal, (2016)”.

Finally, the research work maintained a mutual relationship with the new English curriculum in 2016 as a Foreign Language on the Ecuadorian educational system. The same one had tried to support reading skill development in English language. The teacher had been trained on how to teach this complex cognitive process about reading. So, he or she could guide students in the autonomous construction of the knowledge in a text. Codifying, decoding and communicating the information, was more effective on written and spoken language.

Moreover, the **problem statement** mentioned that there are still some difficulties in reading skills with some students in the English Language in some Educational Institutions of the Ecuadorian Educational System. Like the case with some students from Dr. "Antonio Ante" school, which is located in Cotopaxi Province, Pujili Canton where despite the application of some strategies and reading methods already known, the problem on reading comprehension continued in students. So, it was necessary to find a strategy that helps students to develop better reading comprehension in English Language. Therefore, it was crucial to analyze and recommend the application of the three-cueing system, which is presented as an effective strategy for performing acceptable reading skills.

With all the aspects mentioned above, the following problem was formulated: How does the three-cueing system develop the reading skill at Dr. Antonio Ante School, that is located in Cotopaxi Province, Pujilí Canton.? Besides, the following **General Objective** was sat: To analyze the improvement of reading skills through the three-cueing system. And, these were the **specific objectives**:

To perform the literature review about three-cueing systems in order to develop the reading skill. To plan a training program based on the three-cueing system to develop reading skills for the teachers' professional development at "Dr. Antonio Ante" school. To determine the impact of the research proposal based on the three-cueing system.



**Table 1** Task system concerning the specific objectives.

<b>Objectives</b>	<b>Activities (Tasks)</b>
<b>1.</b> To perform the literature review about three cueing systems to develop the reading skill.	<b>1.</b> Search bibliographic sources about the three-cueing system, reading methods and strategies, reading comprehension, and aspects related to linguistics.
<b>2.</b> To plan a training program based on the three-cueing system to develop reading skills for the teachers' professional development at “Dr. Antonio Ante” school	<b>2.</b> Perform a workshop based on the three-cueing with teachers.
<b>3.</b> To determine the impact of the research proposal based on the three-cueing system.	<b>3.</b> Validation of the application of proposed research through the criteria of qualified professionals.

*Produced by: Pacheco, J. (2020).*

The problem has gone through the following stages, which are detailed below:

**Table 2** Stages of the research problem.

Stage	Description
<p><b>Stage 1.</b> Beginning</p>	<p>Children instructed themselves with reading. First, they acquired letters sounds. Then, they formed short syllables and their modifications, and finally, they began to write and read, syllable by syllable. Furthermore, they have implanted the forms of words firmly in their minds, and whenever children took a book in their hands, they go through it with some stumbling about facility and speed. (Mathews, 1966, p. 6, as cited in Lamb, P., &amp; Arnold, R. 1988).</p>
<p><b>Stage 2.</b> Traditional</p>	<p>Children focused always on making sense of the text. Attention was on meaning, and also on letters, words, and grammar. These aspects got full attention on reading process to get the meaning. This process of teaching reading continued for a long time. Thus, this position was frequently referred to the "meaning-emphasis". Teachers reduced the need to rely on graphophonic information and sound-letter relationships. They thought reading process did not begin with the letters. They focused always on the pursuit of meaning. (Goodman et al., 1987, p. 207, as cited in Lamb, P., &amp; Arnold, R. 1988).</p>
<p><b>Stage 3.</b> Modern</p>	<p>Children require intensive direct instruction. Since, reading is a complex process made up of several interlocking skills. So, the teacher needs to understand the crucial elements (The three-cueing system) of reading instruction, skills, and strategies employed before, during, and after reading because students who have a reading difficulty will need help during all the process. (Tankersley, 2003, as cited in Wawryk-Epp, L. 2004).</p>

*Produced by: Pacheco, J. (2020)*

This research work has its **justification** and importance since it is important day after day to look for tools, strategies, or methods that help to contribute to the development of different skills in teaching and learning the English language, and even more so to emphasize the development of reading skills. So, to resolve some difficulties in reading skill with some students from Dr. "Antonio Ante" school, belonging to the Cotopaxi Province, Pujilí Canton in English Language, it is so important to analyze and recommend the application of the three-cueing system, which presents an exciting and effective strategy for the development of good reading skill.

Thus, the main idea is to supply and propose some useful strategies to contribute to teachers and also students on the teaching-learning process of reading. Observing a short-term educational impact with some beneficial changes, in response to the problem of reading, detected in the Dr. Antonio Ante school. Later, in the medium term to continue obtaining improvements concerning the problem already mentioned and finally to a long term get the desired results, as is better development in reading skill. In the world context, the issue of how to develop reading skills is always being investigated by many researchers.

Moreover, a reference of these investigations worldwide is Marilyn Adams, who has made many contributions in the field of reading and who in her books "Beginning to Read" and "Literacy for all" back in the 90s, mentions this interesting strategy called the three-cueing system, not very well known in Latin America with this name. However, it is known by other names, such as reading learning cues or multiple reading strategies, while at the national level, the three-cueing system's strategy is empirically carried out within the classroom, without fully knowing its scientific foundation.

For this reason, it is interesting to focus on the study of the three-cueing system as a motivating strategy to develop the reading skill of the students from Dr. "Antonio Ante" school and to be able to benefit with encouraging results and flattering for both teachers and students. The research focuses on understanding and comprehending the three-cueing system: how it works, analyzing its components, and developing didactic activities based on them, intending to try to

solve reading comprehension problems and obtain a better development in reading skills. Within this investigation, exploratory research played a significant role to carry out the problem posed in the case study.

The project's research was viable, finding relevant bibliographic information, especially in books of excellent research renown for the development of the diagnosis and application of the research work. Since, the problem statement describes the need to improve reading skills. Through an innovative proposal described in one of the specific objectives, the authority approved this research work's execution. On the **methodological** design, the qualitative paradigm was applied, because it was necessary to understand how the three cueing system works. Besides, for collecting, analyzing and understanding some relevant information about the research. The investigation was basic and descriptive because the goal was described the situation about reading and the three-cueing system. It was an appropriated choice to identify some characteristics of the phenomena on study.

A case study was taken, as a research method, for describing, understanding and evaluating some different aspects about the research problem. Since, the object under study sought to be described and understood about how the application of the three-cueing system worked on the reading skills. During the investigation, data collection was carried out within a limited group (object of study). So, it was worked with a population of thirty-five students, eight teachers, and one authority belonging to the educational institution. The survey was also selected as a technique to collect data and the questionnaire as a support instrument. The research problem aimed to improve the development of reading skills by students and strengthen the knowledge of teachers who teach this challenging subject. In this way, the relationship between the variables were identified to confirm the hypothesis.

The investigation procedures were carried out as follows:

- Observation of the problem.
- The diagnosis of the causes where the problem occurred.

- Analysis of the variables obtained.
- Comprehension of significant aspects related to the two variables.
- Selection of the appropriate instruments to obtain results.
- Proposal of an alternative solution that develops reading skills.

Dependent variable: The three cueing-system.

On the first stage, the idea of teaching the letters and syllables were a traditional method to form words and finally complete phrases and sentences. After, acquire the knowledge to write and read, trying to read a book with difficulty, and with a slow speed. (Mathews, 1966, p. 6, cited in Lamb, P. and Arnold, R. 1988). In this empirical way and without realizing it, the three-cueing system appeared in the reading process.

On stage two, some points of view focus that the reading process does not start with the letter; they reduce the need to depend on the graphical information. The aim is more on the search for meaning. The reader's focus is on making sense of the text. Words, or grammar, only got full attention when the reader had trouble understanding the meaning. (Goodman et al., 1987, p. 207, cited in Lamb, P. and Arnold, R. 1988). Thus, other aspects related to the three-cueing system appeared, obviously without realizing that the system was developing step by step.

Finally, on stage three, a stage still unknown to many, it is essential that the teacher understands the crucial elements of reading instruction, the skills, and strategies employed through the three-cueing system. Reading is a complex process made up of several intertwined skills and processes (Tankersley, 2003, cited in Wawryk-Epp, L. 2004).

Dependent variable: to develop reading in EFL.

“Reading is a flexible way of activity that involves the use of a variety of cognitive skills. It is a complex activity, and therefore, there are no simple solutions to how to teach reading. Requires knowledgeable practitioners who appreciate its complexity and are willing to take a flexible approach to teach if it is to be taught well”, Browne, A. (1998).

## **Chapter I. Theoretical framework.**

### **1.1. Research background.**

After reviewing some digital investigative works, the same ones that are in the repositories corresponding to their institutions, the following investigations were found which show a certain link with the present investigative work.

Alvarez J. (2020) from the University of Cuenca developed an investigation about reading comprehension development through the use of authentic materials, with the aim of critically analyzing the work that has been done previously, to look for possible inconsistencies and debatable issues , as well as to investigate research areas that have not been investigated before, for which was carried out an exploratory bibliographic research, which included an analysis of 15 primary research study cases published between 2013 and 2018, concluding that:

- The use of materials can have several benefits in reading skills and reading comprehension.
- Employing specific reading strategies can, in the long term, support students' extensive reading on their own.
- Authentic materials also motivate students to read for different reasons, such as enjoyment, self-education, and information.

In the same way, Balón J. (2015) from The Peninsula of Santa Elena State University performed a research on "Interactive reading activities to strengthen English comprehension in students of eight year at Unidad Educativa Santa Rosa in Salinas, Santa Elena Province, school year 2014 – 2015", with the aim of strengthening English reading comprehension by applying interactive reading activities in students of eight year at Unidad Educativa Santa Rosa, identifying

students comprehension level in English reading classes, analyzing student skills for reading and applying interactive activities for increasing the level of reading skill, the research was carried out using the quantitative and qualitative method and getting the following conclusions:

- The teachers do not use the sufficient recourses to apply the adequate strategies and appropriate method to encourage students to improve their knowledge and to accomplish their learning goals.
- The interactive reading is an essential skill that the student needs to increase their understanding and capacity to improve communicative expression in our society.
- The students do not have the sufficient encouragement for developing the English reading skill it should be performed a great variety of activities which can help students to develop the ability of express them with fluency.
- It is indispensable to teach students through familiar methods and techniques to improve their comprehension when reading a text in English and can express their own ideas.
- It is necessary that student's approach to the practice and other important activities that help to develop the communication of interactive reading comprehension.

It is essential to develop reading skills in the English language, not only looking for strategies or didactic materials for their better development, but also understanding the linguistic aspects that are presented within the reading process. It is essential to know and handle the linguistic elements that take part in the development of reading.

According to Deleg R. (2017) in his research work on "Methodological strategies to develop" linguistic skills based on reading promotion, in third grade students of the Julio Maria Matovelle basic education school, from Cuenca Canton, in the period 2016 - 2017" proposes as a primary objective to develop methodological strategies to stimulate and strengthen language skills based on the reading

promotion of students, using a practical and dynamic methodology, which allowed to reach the following conclusions:

- Students must enjoy the reading process, for this, they must be motivated through daily reading and work with innovative ideas.
- The creativity of each teacher must emerge when they are working with their students, adding values that didactics brings to the science of education.

In summary, the process of reading comprehension is a fundamental factor that teachers must take into account during the development of reading. It is vital to identify the linguistic aspects that play a very elementary role in this delicate process of reading.

## **1.2. Epistemological foundation.**

The research is based on theoretical foundations, which support and evidence what has been investigated about this work and that of course also has its scientific support.

Halliday (1981) writes, “A child does not need to know any linguistics to use language to learn; but a teacher needs to know some linguistics if he wants to understand how the process takes place or what is going wrong when it does not” (p. 9).

### **1.2.1. Understanding Reading.**

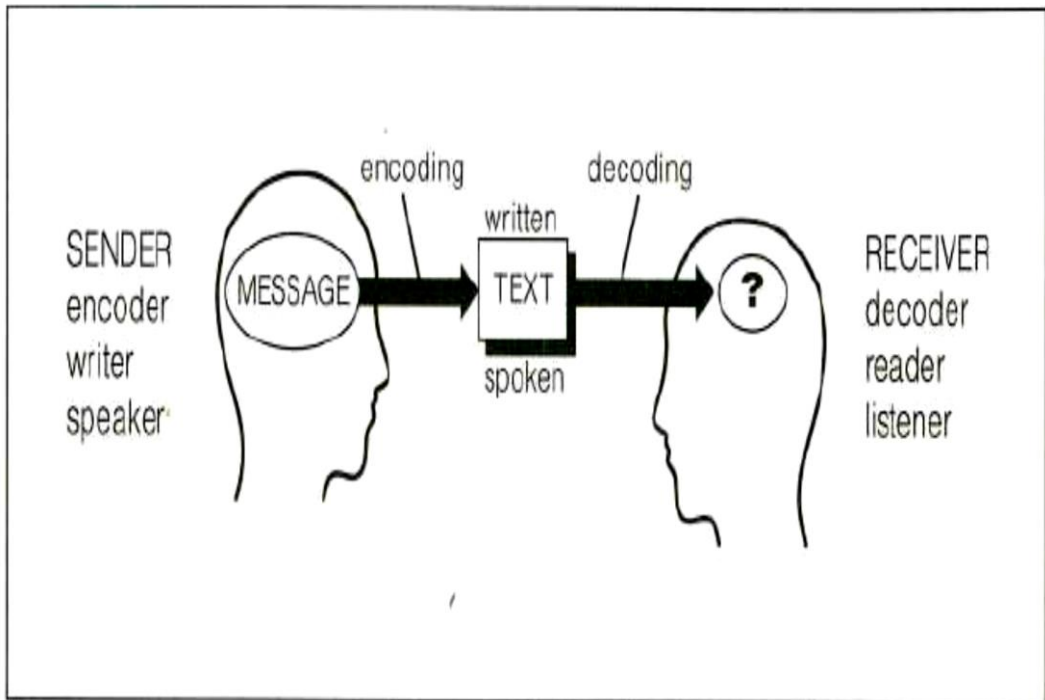
According to some research (Watkins, 2017, p. 14, 15), reading is complex, made up of vastly different processes that occur very quickly and simultaneously. When a child reads, he decodes the letter combinations quickly and match the pattern that emerges from the decoding with his lexical knowledge. When a child reads, he also uses his knowledge of grammar to group words into sentences and make connections. Furthermore, he infers something that is not explicitly stated from what he has already understood. All these knowledge bases are constantly used as he processes the text and the deeper lexical, phonological, grammatical and



speech awareness, the easier the reading task becomes.

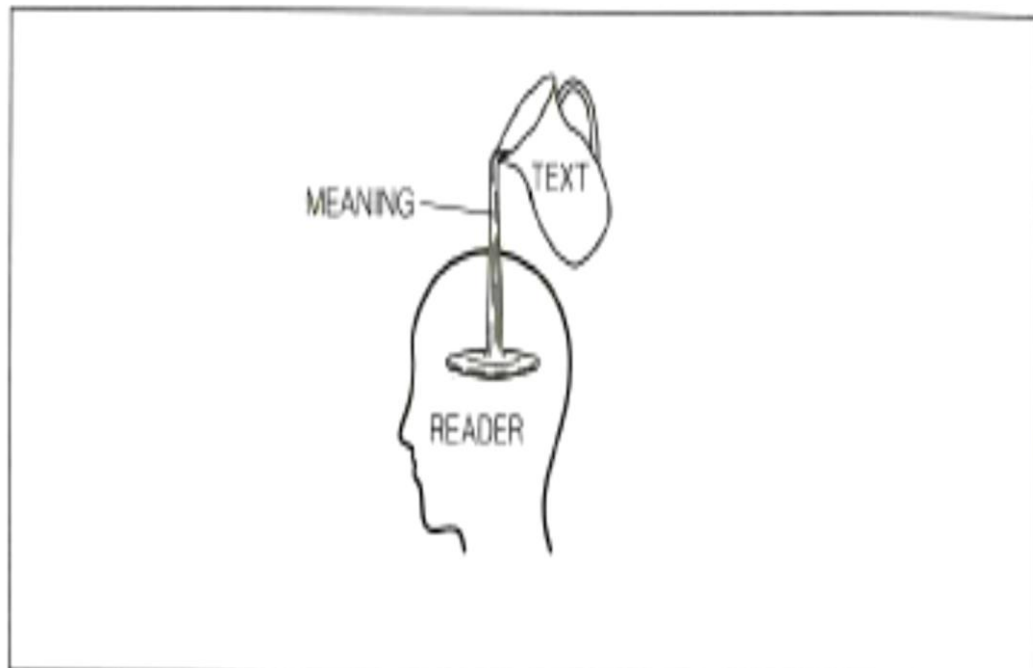
Besides (Schmitt & Rodgers, 2020, p. 260), understanding reading is a process that requires visual and semantic processing and the construction of a summary of main ideas or narrative episodes. Understanding reading is also a process that requires a summarized version of what the text means, the creation of a series of elaborate relationships between the sets of information that are processed, it is possible to say that "understanding occurs when the reader extracts and integrates diverse information from the text and combines it with what is already known". A reading requires some recognition that a reader engages in these main levels of processing: linguistic processing at the phonological, morphological, lexical, syntactic, semantic, and speech levels.

In conclusion, the aforementioned by the authors points out and teaches us that in order to understand a reading, it is essential and fundamental to take into account some linguistic elements, such as syntactic, semantic and phonological. In addition, these linguistic elements will not only help us to understand the reading process, but also to be able to identify and discover certain problems that may occur during reading. Undoubtedly, it is necessary to have fundamental knowledge and a basic handling of linguistics, since they will help us, in order to better instruct our students in this challenging skill such as reading.



**Figure 1** Understanding Reading view one.

*Created by Nuttall, C., & Alderson, J. (1982).*



**Figure 2** Understanding Reading view two.

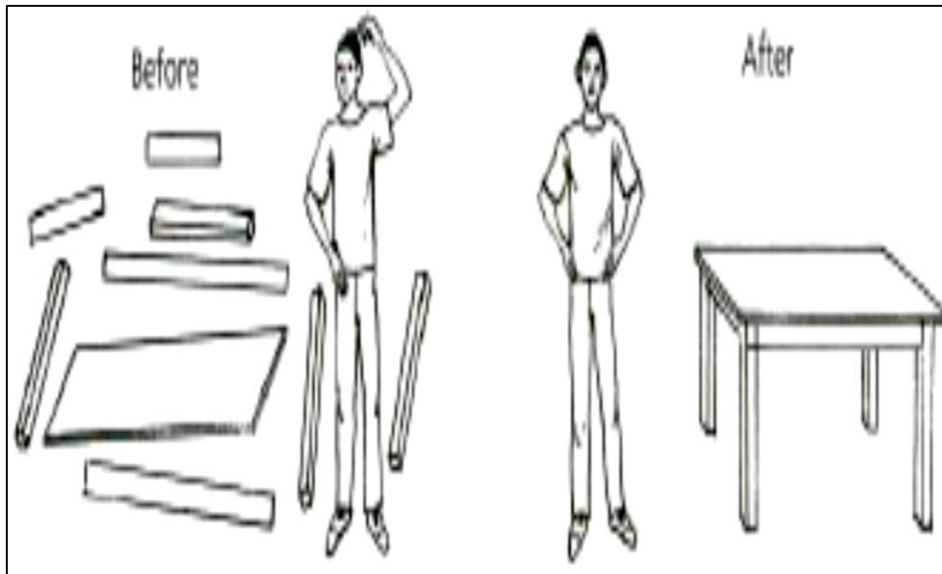
*Created by Nuttall, C., & Alderson, J. (1982)*

### **1.2.2. Reading comprehension.**

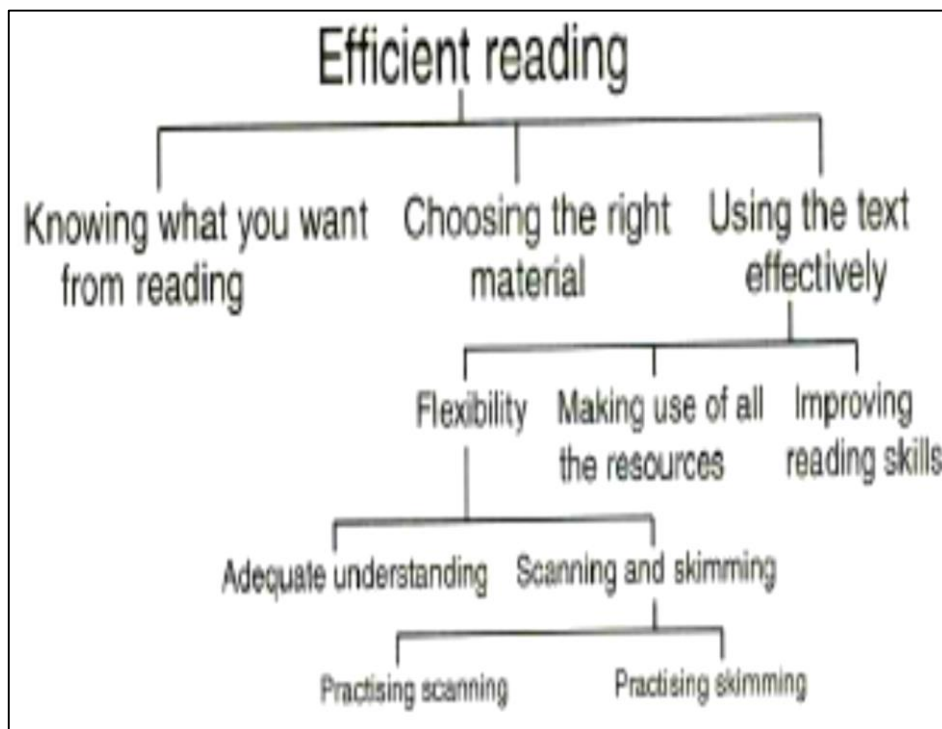
Goodman stressed that reading is a psycholinguistic receptive language process, in the sense that it begins with a representation of the linguistic surface encoded by a writer and ends with the meaning that the reader constructs. Therefore, there is an essential interaction between language and thought in reading. Furthermore, a reader maintains a constant focus on the construction of meaning throughout the process, always looking for the most direct path to meaning, always using strategies to reduce uncertainty, always being selective in the use of the available keys. and based deeply on previous concepts and lines of linguistic competence. An efficient reader minimizes dependence on visual detail. The competence of any reader is variable according to the semantic background contributed by the reader to some given reading task. (Carrell, et al, 1988, p.10),

According to some research (Harmer, 2007, p.99), Reading is helpful for language acquisition. As long as the student understands more or less what he read, the more he reads, the better he becomes. Reading also has a positive effect on students' vocabulary knowledge, spelling, and writing. Reading texts also provides good models for writing in English. At different times, the teacher can encourage students to focus on vocabulary, grammar, or punctuation. The professor can also use reading material to demonstrate how he constructs sentences, paragraphs, and whole texts. Then the students have good models for their own writing. The teacher needs to search for the best method, approach and strategy to help students to read, but the most important to help them to comprehend what they are reading.

In conclusion, reading is a complex process that involves some essential elements of linguistics. And these elements must be understood and handled in depth by those who carry out this teaching process. Without a doubt, the teacher can mention that there is no magic theory, method or strategy that it mentions: how to teach reading. However, if the educator can investigate and analyze, the fundamental elements that intervene within the reading process, in a scientific way, and through the study of these fundamental elements, he will be able to carry out better reading compression results, because reading comprehension is the result of linguistic processes carried out carefully within the teaching process.



**Figure 3** Reading comprehension.  
*Created by Nuttall, C., & Alderson, J. (1982).*



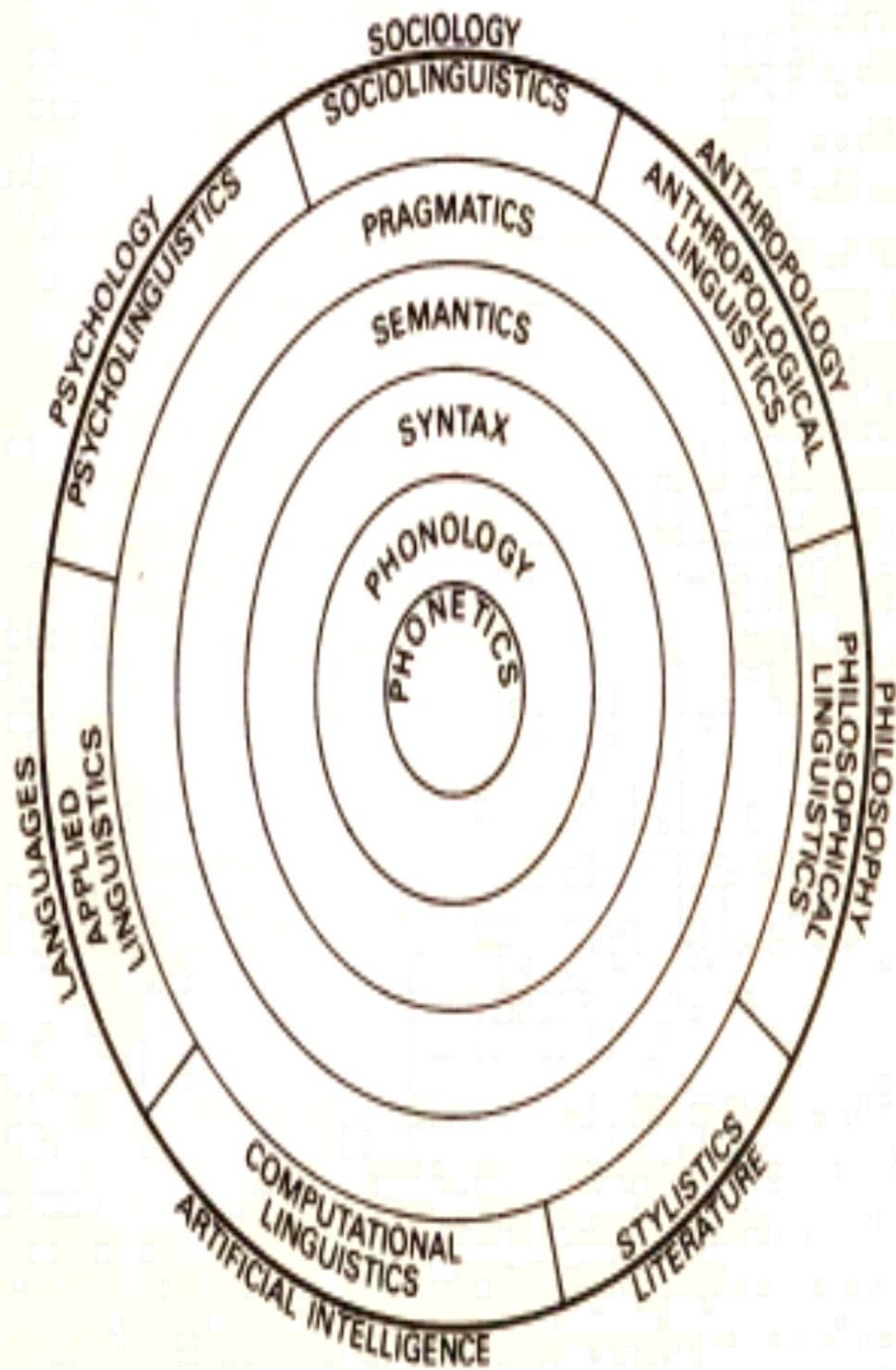
**Figure 4** Reading comprehension .  
*Created by Nuttall, C., & Alderson, J. (1982).*

### **1.2.3. Linguistic views of Reading.**

Two current views of reading correspond to the distinction between learning and acquisition. The first refers to a word recognition point of view and the second to a socio-psycholinguistic point of view. The first is based on the belief that written language must be learned. On the contrary, the second is based on the assertion that the ability to use written language is to some extent innate and can be acquired. Those with word recognition vision believe that the main task during reading is to identify words. A reader combines the meanings of individual words to make sense of what he read. The socio-psycholinguistic view, on the other hand, emphasizes that reading is a process of construction of meaning. A reader uses their prior knowledge and cues from three language systems to make sense of texts. (Freeman, 2004, p.24).

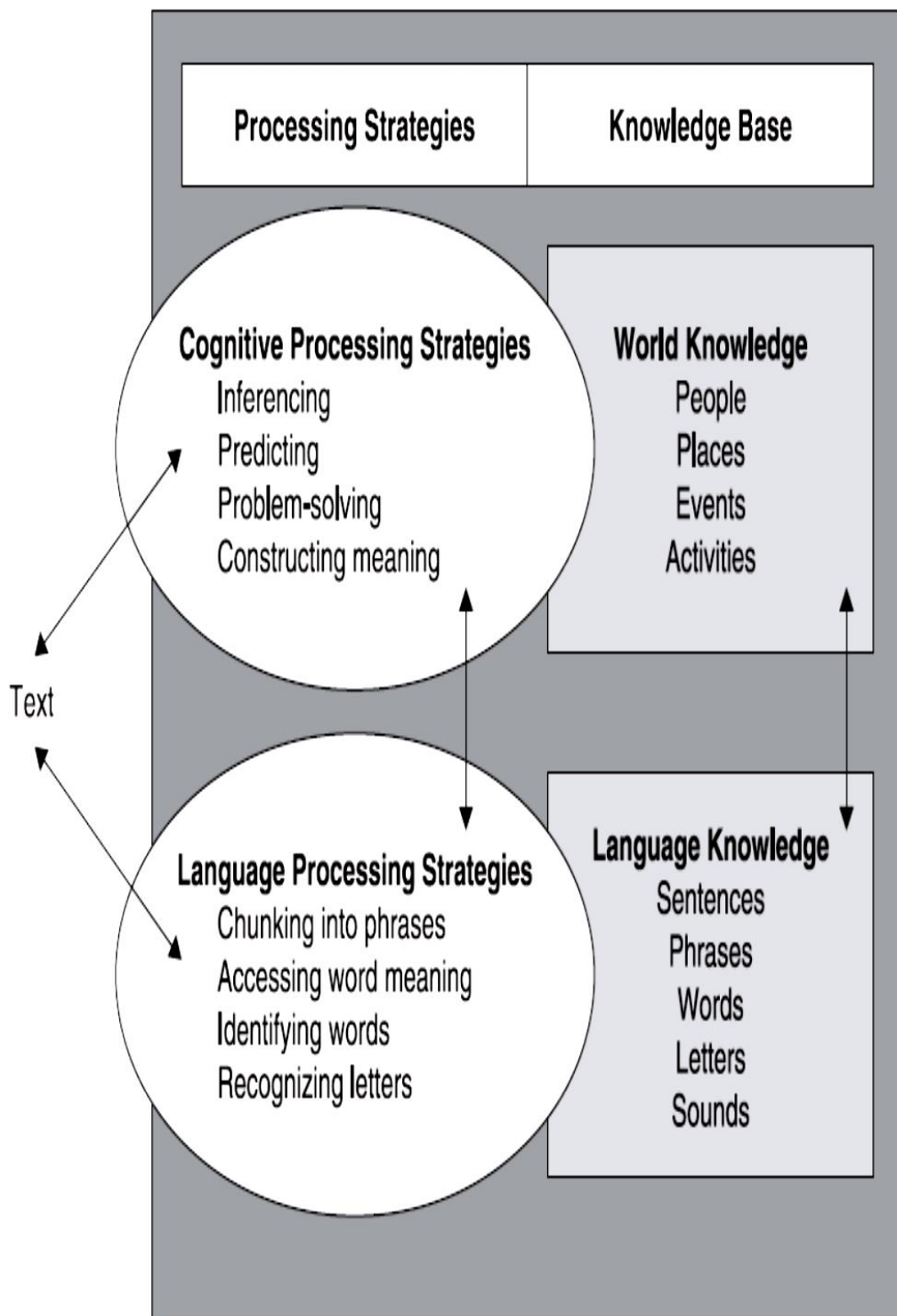
Indeed, reading is a "psycholinguistic process", that is to say, a complex cognitive process that consists of weighing the importance of different information to arrive at the best answer; the metaphor is based on the notion that a reader uses a small number of textual clues and his own knowledge to "guess" what the text message is. On the other hand, the metaphor of the reader as an expert in decision making refers to the information processing model, in which good readers effectively use their knowledge and high- and low-level processing strategies to assign meaning to letters, words, sentences, paragraphs, etc., by making informed decisions at strategic points. In reading, decoding or recoding is the processing of writing symbols with strategies based on facts, patterns. (Birch, 2015, p. 7,8)

In conclusion, these two linguistic theories presented by the aforementioned researchers play a very important role on the point of view of how the teaching-learning process of reading develops. Obviously, each theory with its respective characteristics, each one defending its point of view, according to its beliefs and its empirical or scientific foundations. However, up to the present time, it has not been possible to determine with certainty which of the two theories has the absolute truth, but if each of these theories has been put into practice, leaving the analysis of the results and the conclusions to all those who have experienced the reading process taking into account these two linguistic theories.



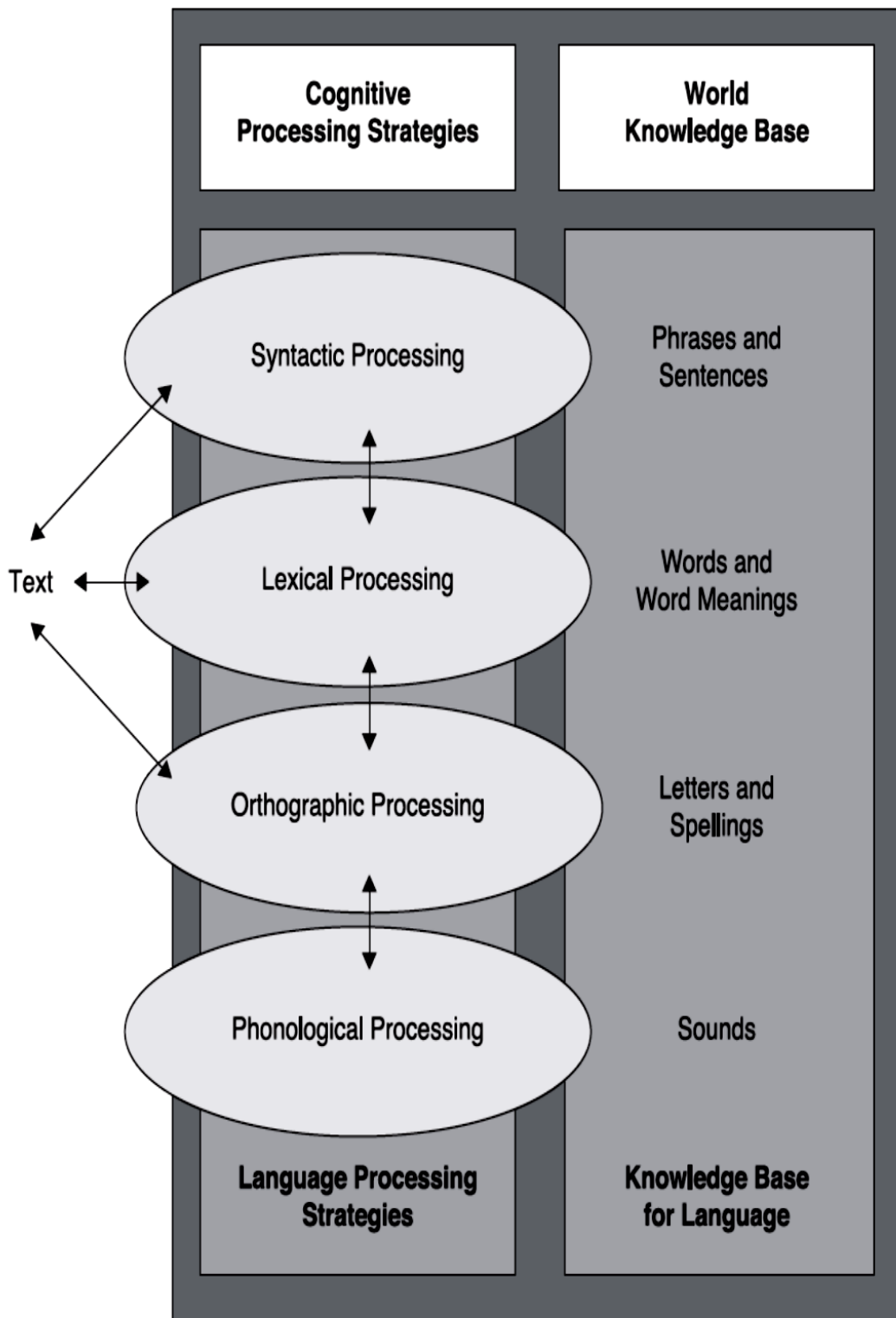
**Figure 5** The scope of Linguistics.

*Created by Aitchson, J. (1992).*



**Figure 6** View of Reading process one.

*Created by Birch, B. (2015).*



**Figure 7** View of Reading process two.

*Created by Birch, B. (2015).*



#### **1.2.4. Reading models.**

The different ways to understand the reading process have been summarized in a series of models. Each model describes and attempts to explain how different emphasis can be given to the skills and processes that are involved in the reading. The teaching of reading is influenced by the conscious or unconscious assumptions that the teacher has about what learning to read involves, and these assumptions can be adjusted to various models of reading. The model that a teacher uses during the reading process itself will define the skills and strategies that are carried out during the teaching-learning process of reading. (Browne, 1998, p. 8).

In fact, reading is a complex process, which is often explained and understood through various reading models that have been developed through some research. And these models are simply ways of organizing and presenting the information we know about the process that takes place within reading. However, some reading models are more useful than others. For this reason, it is essential to think of reading first as a kind of information processor and second as a kind of expert in decision-making, because these concepts capture some basic and essential characteristics of the reading process. (Birch. 2015, p. 2)

In conclusion, the reading process has been tried to translate into various models, the same ones that help us to try to understand how reading should develop. A standard model has not yet been discovered, or a model that is the magic recipe to teach reading in an effective way and that solves all the difficulties encountered during the development of reading. However, different models have been proposed that have contributed to the educational and research field in order to understand the complex process of reading. Among some of these models a teacher can mention the bottom-up model and the top-down model, which are the most representative reading models.

#### **1.2.5. Reading skills and strategies.**

The terms skills and strategies are used frequently. However, reading skills and

reading strategies are different. Strategies are defined as deliberate, goal-directed attempts to control and modify the reader's efforts to decode text, understand words, and construct meanings from text. In contrast, reading skills are automatic actions that result in decoding and comprehension with speed, efficiency, and fluency and generally occur without awareness of the control components involved. In other words, a reading strategy is characterized by deliberate control of the reader, his goal orientation, and awareness of his reading behaviors, while reading skills occur as a habit and function automatically without the reader's awareness. (Zhang. 2018p. 13, 14)

In fact, reading strategies are specific learned procedures that encourage active, competent, self-regulated, and intentional reading. It has been identified that a good reader tends to plan, monitor and evaluate his reading behavior effectively and has a series of flexible and adaptable strategies that a reader uses before, during and after reading to maximize his comprehension. Common strategies that can be usefully incorporated into reading instruction include previewing, predicting, checking predictions, posing questions, finding answers to posed questions, connecting text to prior knowledge, summarizing, making inferences, paying attention to the structure of the text, rereading, guessing the meaning of context words, repairing comprehension gaps and talking with classmates about how to understand texts when there are comprehension difficulties. (Schmitt & Rodgers, 2020, p. 260),

In conclusion, we must give importance to the skills and strategies that a reader uses during the reading process. But it is not enough just to ratify its importance, but also to be able to identify which strategies are the most useful when reading a text. It is therefore essential to have some knowledge of linguistic reading strategies, such as text decoding, word understanding and meaning construction, but this linguistic knowledge must be assumed by the teacher in order to guide those students who show difficulty during the reading process. Reading strategies from the linguistic point of view contain fundamental aspects that must be managed by the teacher and obviously applied with the students in order to obtain the desired results during the development of reading.

### **1.2.6. Crucial aspects on reading.**

According to some research (Wawryk-Epp, 2004, p. 35) it is essential that the professor understands the fundamental elements of reading instruction in order to guide the reading instruction that includes some strategies and linguistic aspects as: strategies for reading comprehension; strategies for constructing meaning, using the signs and conventions of language, including phonological awareness, phonemic awareness, phonetics, vocabulary development, awareness of sentence structures, awareness of text structures and organizational patterns, and text pragmatics; and fluency in reading.

Moreover, reading is a complex skill, made up of crucial elements within different processes that occur rapidly and simultaneously. Thus, the teacher must have the knowledge about decoding and combination of letters, the lexical knowledge, knowledge of grammar to group words into sentences. Also, inferring, that is, what the reader has already understood, using his general prior knowledge of the subject and the type of text. All these knowledge bases are called as crucial aspects on reading and they are constantly used in the process of reading, so the deeper our lexical, phonological, grammatical and speech awareness, the easier reading comprehension becomes. (Watkins, 2017, p. 14),

In conclusion, the graphophonic cueing system that refers to letters' sounds, also known as decoding process, the semantic cueing system which involve with the meaning of the words, phrases and sentences, and the syntactical cueing system that makes reference to the sentence structure, that is to say, word order, are the most essential linguistic elements that a teacher needs to know, manage and dominate to guide students on the complex process of reading. So, if the teacher knows how to do on the reading process, he will get better results from the student, and the student will develop a better reading comprehension.

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

The present research work indicates relevant publications that are closely related to the research topic and that cover some theoretical aspects concerning this

investigation. The present state of the art shows some studies by leading authors within the research theme and who until now carry out several analysis and examinations work in order to discover, suggest and apply new methods, techniques or strategies that help the reader to develop a better reading comprehension.

Schmitt & Rodgers (2020) in their recent researching work called "An Introduction to Applied Linguistics" point out that "a reader reads for a variety of purposes, and he varies the cognitive processes and knowledge resources he uses. Although, the resources are based on the same cognitive processes and knowledge resources, but with different emphasis on processes and resources. As the reader reads for different purposes, such as: skim, scan, read for general understanding, read to learn, read to integrate information, and read critically. The reader changes the way he uses his cognitive processes and knowledge resources. And to better understand these purposes, The teacher needs to determine how cognitive processes and resources are systematically related to the ability to achieve these purposes" (p. 260).

The results of this research work were productive and beneficial, it provided a complete, wide and updated description of essential factors within the reading process from a linguistic point of view. In addition, the impact of this research was highly successful and practical for the educational community in general, and for all those teachers who are always refreshing their knowledge about language and the teaching-learning process. The investigative work also covered a description of language and the use of language; as well as it also made reference in essential areas of investigation; and the four skills. The effect of this research falls specifically on the lecturers with key questions and recurring themes; offering expanded studies of core elements of applied linguistics.

The investigative work of Schmitt and Rodgers has a close relationship with the present investigation, since it is not only framed in reading as the main theme, but also makes a broad and complete analysis of language. It is worth mentioning that when referring to the reading process, the research emphasizes linguistic aspects of fundamental importance in order to understand how the reading process is

carried out. The research advances made on reading in this research work show us that linguistics as a scientific study of language takes on an essential importance within the role of the teacher. And applied linguistics is the most effective way to try to solve some educational problems that arise around the teaching-learning process of reading, through research.

Zhang (2018), in his research work "metacognitive and cognitive strategy use in reading comprehension" mentions that: "reading comprehension consists of understanding the main ideas, important facts and details, understanding the implicit meanings of the texts and inferring the opinions and attitudes of the authors, allowing to measure and evaluate the ability of students to capture written information through reading. Reading comprehension presents three main types of specific skills in the process of reading, such as the skills to distinguish and understand the main ideas. The linguistic skills, that is, to understand the meaning of words according to the information provided in the context, to know the relationships between sentences, to understand the relationships between the different parts of the passage. And special reading skills, which include skimming through the passage to get the main idea and scanning the passage for particular information" (p. 6).

The main objectives of the study were to examine and identify the strategic patterns of the readers for the reading comprehension test; and examine the relationships between the use of metacognitive and cognitive strategies in testing situations. Within this research, the author performed a factor analysis to determine the common characteristics of some observed variables, the researcher also used a correlation procedure to develop exploratory analysis. In other words, the researcher analyzed which factors were correlated and which factors were observed, in order to test certain investigative unknowns. Finally, the author concluded that the purpose of the study was to investigate the relationships between the use of cognitive and metacognitive strategies by readers and their performance on reading tests. Likewise, the researcher concluded that the research on reading determined that comprehension cannot occur without a successful lower-level processing operation, such as word knowledge, parsing, and coding of

semantic sentences.

This essential investigative work, carried out by Zhang, showed us how language skills are a fundamental part of the reading process. A reader needs to know how to identify meanings, code words, put words together, and form sentences; so that the reader can develop adequate comprehension reading skills. These language skills should be guided by teachers, who are responsible for guiding beginning readers. For this reason, it is essential that the teacher has basic knowledge of some linguistic aspects of the language. It is necessary to handle basic knowledge about semantics, syntactics and phonology, branches of the scientific study of language, the same that will help readers to get a better understanding, and how to guide the reading process and obtain satisfactory reading comprehension results. The skills and strategies that the teacher guides his little readers will help him to better decode and interpret any reading text, in which the reader feels attracted to learn.

Watkins (2017) in his book called "Teaching and Developing Reading Skills", declares that: "it can be argued that the current teaching of reading is too evidence-based and not doing enough to promote teaching reading. Find or create strategies to make students more likely to become better readers of a second language. An essential objective during the reading process should be to develop students' ability to transfer reading skills from mother tongue to second language. It is fundamental for this to build an extensive visual vocabulary of the second language. And, it is vital to have a critical knowledge of the second language, and that the knowledge is mainly of a lexical nature. There is a strong argument that one of the best ways to help a student to read more effectively is to teach more vocabulary" (p.23).

Watkins' research work aimed to support the teacher during the reading process, in order to obtain a successful teaching of reading, through various activities and practices related to the development of reading within the classroom. His research work, embodied in his book called "Teaching and Developing Reading Skills", presented a general introduction that provides an overview of reading and how reading tends to be taught. In addition, within his research work, each chapter of it

showed a brief introductory section that highlighted the key and relevant issues that should be taken into account during the teaching-learning process of reading. Also, within his work he indicates brief theoretical outlines that aim to help the teacher to link his own experiences in the classroom to essential theory.

The results achieved in this research are directly focused on benefiting teachers with new knowledge, on essential factors that the teaching-learning process of reading implies. Showing a positive effect on the development of educational research, and very particularly on the development of comprehensive reading within the classroom. The impact of this research is also reflected in the great importance of searching for and developing new strategies that allow the teacher to understand, handle and apply new ways of learning during the reading process. It is necessary to understand the various factors that involve learning in a second language, and when the professor talks about the teaching-learning process of reading in a second language, these factors to understand will necessarily be linguistic elements.

#### **1.4. Chapter I Conclusions.**

- Reading plays a fundamental role within the teaching-learning process and the linguistic elements that accompany it, are essential to understand how to carry out the reading process in a better way,
- Halliday, Watkins, Rodgers Birch, and others researchers provide fundamental research papers, which allow the teacher to understand how the teaching-learning process of reading must be developed.
- The essential study of some linguistic elements mentioned by the researchers is fundamental to perform the proposal of this research, in order to develop the strategy of the three-cueing system.

## **Chapter II. PROPOSAL.**

### **2.1 Proposal topic.**

Workshop for teachers to reinforce reading comprehension through the three-cueing system.

### **2.2 Objective:**

To enhance the process of teaching reading through the use of the three-cueing system.

### **2.3. Justification.**

By means of the diagnostic result made to the authority and teachers of the Institution, the limited knowledge of linguistic aspects can be evidenced to adequately develop the ability of reading within the classrooms in the English language. The basic knowledge of certain linguistic elements is essential for the teacher, in order to structure and develop the teaching-learning process of reading. When the teacher is well trained, it is easy to detect or guide certain errors that are made during the development of the teaching-learning process of reading, either by the teachers themselves or by the students, and these errors can be spelling, meaning, phonetics, grammar, etc.

The research proposal performed a training about the fundamental linguistic elements that are part of the three-cueing system, to carry out a didactic instruction to those teachers who experience difficulties when teaching students to read, and even more in a foreign language like the English Language. The research presents a general description of phonetics, semantics, and syntax which



is helpful for the success of any reading program in which the teacher is immersed. The problems found in students when teaching them to read are very diverse, the problems can be receptive problems, phonological problems, visual processing problems, etc. and the knowledge and the use of the three-cueing system is essential to carry a better process in teaching-learning reading.

#### **2.4. Proposal development.**

The knowledge and management of linguistic aspects have become a fundamental need to know and understand the characteristics of language, as well as the branches of linguistics which allowed the teacher to know, to manage and to suggest the three-cueing system to develop reading in EFL. The proposal was developed through a workshop, in which the linguistic elements that are part of the three-cueing system were addressed, that is, the workshop was performed on linguistic aspects such as: phonetics, semantic and syntactics, the same ones that are part of the three-cueing system. Obviously, the workshop started by asking the teachers if they had ever heard of the three-cueing system. Later, the development of the workshop was focused on explaining what the three-cueing system refers to and giving an explanation about the linguistic elements that structure the three-cueing system and suggesting how it could be applied.

##### **2.4.1. Proposal components.**

The proposal is made up of three fundamental linguistic elements, such as phonetic awareness, semantic awareness and syntax awareness in reading instruction. These linguistic elements compose and are part of the three-cueing system that an educator needs to know for getting an adequate reading process.

##### **Fundamental linguistic elements.**

Wawryk-Epp, L. (2004). Mentions that: "It is essential that educators understand and manage the critical elements of reading instruction. Teachers must have the knowledge and ability to manipulate the fundamental elements of reading instruction, including: various strategies for reading comprehension; as well as

strategies for constructing meaning using the signs and conventions of language, which include phonological awareness, phonemic awareness, phonetics, vocabulary development, awareness of sentence structures, awareness of text structures and patterns organizational and the pragmatics of the text; and finally the fluency in reading.” (p.35).

Browne, A. (1998). Points out: “A teacher must be able to handle linguistic knowledge as a professional who dedicates a large part of his working hours to teaching children to read. An educator must bear in mind that the teaching-learning process of reading is fundamental, since it provides many benefits to the reader over the knowledge itself. The teacher must be well trained to teach reading, and go beyond the starting point of common sense and develop a deeper appreciation for reading so that the teacher is in a position to teach all children to read whatever his experience. As part of his professional understanding, the teacher should have reflected on the many reasons for becoming a reader and the variety of ways in which reading can be used, as well as knowing how to teach reading.” (p.2).

Wawryk-Epp, L. (2004). “The linguistic elements that are part of the three-cueing system are not taught in isolation. The teacher curricula should focus on teaching students through an integrated process to help them understand the relationship between the elements and how they relate to the ultimate goal of obtaining an adequate comprehensive reading. Educators should know that receptive and expressive oral language provides the foundation for these elements, and these foundational elements must be taught explicitly and intensively for students to become proficient readers and writers. Students who are at risk of failing to read require direct instruction through a systematic format as suggested by the three-cueing system.” (p.35).

Birch, B. (2015). Declares that: “the processing strategies work together in parallel, that is, at the same time, with access to the knowledge base to allow the reader to construct ideas and meanings from the printed text. When someone is reading, he or she needs both the information that flows up from the bottom up and the information that flows down from the top down to successfully understand

the meaning. For example, our perception and recognition of letters leads to our recognition of words, from which he or she constructs meanings. In the other direction, contextual information, inferences, and knowledge of the world can influence processing strategies at lower levels. Knowing the world can affect our expectations of words and meaning, which can allow us to recognize some words faster than others or understand some meanings faster than others. " (p.4).

It is substantial for an educator to get enough knowledge about how to teach reading, the teacher must know enough about some aspects related to strategies for reading comprehension, strategies for building meaning, also the teacher needs to know about the use of the cues, that is to say, to know about phonological, phonemic and phonics awareness. Besides, an educator also needs to have knowledge of how to develop vocabulary, how to structure sentences and organizational patterns and finally how to lead and get reading fluency. For this reason, it is significant to understand that these linguistic elements, such as: phonetics, semantics and syntax are not taught in isolation.

Many investigations related to how to teach reading show that phonetics, semantics and syntax are the fundamental linguistic elements that every teacher must know and handle with some expertise. In addition, all these elements are explicitly related to oral language and cover closely related topics, such as: phonetics, lexical development, reading comprehension and reading fluency. Also, it is worth mentioning that when these linguistic elements are properly learned by the teacher, he has the opportunity to be able to successfully carry out the reading process, and to identify early some difficulties that students present during the teaching-learning process of reading.

Harmer J., (2010) states that: "Reading is useful for language acquisition, and in students it is beneficial, as long as students understand more or less what they read from any text, if a student reads the most, he will become better at reading skills. Reading also allows the development and knowledge of a better and wide vocabulary, it also develops a better spelling and adequate writing. When a student reads texts in English, he also develops good models of grammatical structure for writing in English. At all times, the teacher must encourage students

towards the habit of reading and focus on learning vocabulary, grammar, and punctuation. The teacher must use appropriate reading material to reinforce language reading skills and demonstrate the way in which sentences, paragraphs, and complete texts are constructed. In this way, the student will learn good reading strategies to develop his own writing. " (p.99).

The three linguistic elements that are part of the three-cueing system are the fundamental components within the proposal, that is, the teacher must know in depth vocabulary teaching strategies, strategies for word recognition, strategies for the construction of sentences, among other strategies and skills necessary at the time of teaching to read. The teacher must be well trained to have a clear idea of the difference between what reading skills mean and what reading strategies mean. Remember that a skill refers to a type of innate ability, that is, something that you develop automatically, while strategy refers to the fact that something has been planned in advance.

One of the components that is part of the three-cueing system and that the teacher should take into account in the teaching-learning process of reading is the phonemic linguistic component, knowing about this component allows the teacher to have the ability to assimilate and differentiate the phonetic sounds of the English alphabet, that is, associating letters with sounds. In addition, with phonological awareness, the teacher will be able to know how language works, and be able to understand the aspects that intervene in oral language. It is important to mention that through phonological awareness, the teacher is able to guide students in the reading process, teaching them to assimilate sounds, to identify syllables, to recognize words and finally to pronounce sentences.

What many teachers know as vocabulary teaching is related to the linguistic component of semantics, which has to do with the meaning of words, predictions of meaning, as well as the mental representation of meaning. In addition, the teaching of vocabulary is a fundamental factor for the development of adequate reading comprehension. The knowledge of semantics allows the teacher to be able to monitor the understanding from the students when they are acquiring knowledge of the meaning of words. The teacher must understand that vocabulary

learning and reading comprehension development is developed after students have learned the sounds and the names of each letter.

In the process of teaching reading, once the teacher is consolidating the knowledge of the three-cueing system, in order to guide the students in the complex process of teaching to read, the teacher should also be involved in syntactic awareness, that is, in addition to know how to teach the sounds of letters and to teach vocabulary, it is also essential to know how to teach to form sentences. The student should be properly guided so that he can structure sentences when he begins to learn basic sentence patterns. After, the student will have the ability to structure more complex sentences. With syntactic knowledge, the teacher is not only able to teach to structure sentences, but also to teach to recognize the functions of words and to form sentences according to the order of each word.

Finally, it is necessary to mention that the elements that form this proposal work and which are the main structure of the three-cueing system, not only covers phonological awareness, semantic awareness and syntactic awareness, but also covers wide topics related to reading comprehension, language conventions, among other. However, the main focus of the proposal was to know these three linguistic elements that are part of the three-cueing system. And the proposal research performed the workshop about the use of this knowledge, in order to be well trained to assume the process of teaching reading.

#### **2.4.2. Proposal explanation.**

The study of linguistics is very broad, to a certain extent a teacher could say that it is infinite, but the teacher must be well trained on certain linguistic elements that are very fundamental in the teaching of reading. For this reason, the primary objective of the proposal research was to enhance the process of teaching reading through the use of the three-cueing system. Besides, to benefit English teachers with certain linguistic knowledge regarding the three-cueing system that will contribute to having more qualified teachers and with adequate knowledge about phonetics, semantics and syntax, knowledge that help the teacher to perform

better in the complex process of teaching to read.

In the results of the survey applied to the teachers of the Dr. Antonio Ante school, it was evident that many of them lacked knowledge about applied linguistics to the English language. Moreover, teachers had some lack of knowledge about the fundamental linguistic elements that intervene in the process teaching-learning of reading. In the diagnosis, it was also possible to show the ignorance of the three-cueing system to carry out the process of teaching reading. As well as, it was possible to show that there was no deep knowledge related to phonetics, semantics and syntax. The in-depth lack of this knowledge could have become an obstacle to handle properly the teaching of reading.

For this reason, the workshop on the fundamental linguistic elements that intervene in the teaching-learning process of reading and the same ones that are part of the three-cueing system, recommended for the development of an adequate comprehensive reading is beneficial, not only for teachers or students, if not also for the educational community in general. The teaching-learning process of English teachers was strengthened through the knowledge of the critical linguistic elements that intervene when teaching to read. As well as, English teachers were benefited with the knowledge about applied linguistics in English language, to finally enhance the process of teaching reading through fundamental knowledge of phonetics, semantics and syntax.

There is no one hundred percent effective and successful methodology when teaching reading, but it can be successful when the teacher is well trained to carry out a process as complex as teaching reading. The teacher has to believe that he can make a difference and that he can search and find the best strategy within the laboratories called classrooms. He must create teaching possibilities and strategies that benefit the students. The three-cueing system gives the possibility for the teacher to be able to respond effectively to the needs of the students and to successfully analyze and monitor the improvement of the students during the reading process. This means, in summary, that the teacher can solve the reading problem by applying the knowledge of the fundamental linguistic elements such as phonetics, semantics and syntax.

The workshop instructed teachers to be careful when teaching reading, the more knowledge the teacher has about how to carry out the reading process, the easier it will be for the teacher to identify a number of difficulties that the student could face in the process of learning to read. The student may have receptive skills problems, phonological problems, or visual problems, as well as some deficiency in the areas of attention, memory, metacognition or organizational study skills, among others. For that reason, the workshop provided useful knowledge and reminded the teacher that it is essential to diagnose and monitor each student individually when the student is learning to read.

In fact, the proposal presented to the educators through the workshop, showed a description of the basic processes that must be taken into account when teaching the students to read. Moreover, it described practical instructions for the development of an adequate reading comprehension. It is not only important to know the concepts or definitions of phonetics, semantics or syntax, in order to teach reading, it is more than that, it means finding practical solutions based on this knowledge, so that the teacher can solve the deficiencies found in the students during the process of learning to read. It is very advantageous to have access to linguistic knowledge and to be able to apply it.

The purpose of the workshop is also to provide relevant information to teachers about this novel three-cueing system. Through the workshop, teachers gained an understanding of the fundamental linguistic elements that teachers must know in order to teach the students to read in a more adequate way. The topics of phonetics, semantics and syntax were essential to have the ability and linguistic knowledge that allows teachers to develop better in the classroom. In addition, the topics were intended to awaken the interest of teachers to learn more and to learn about new knowledge that increases the curiosity of knowing how to handle them and how they can help improve teaching and learning to read.

Teachers found the workshop very interesting and beneficial, since it explained the basic concepts of the linguistic elements that the three-cueing system generally uses. In addition, teachers found some comfortable ideas to handle the process of teaching reading in a more adequate way. Also, the workshop

suggested, not be afraid to use the three-cueing system to know how to teach our children to read and understand the English language. The investigative work covered a basic research, through magazines and books related to reading comprehension. Indeed, the proposal investigation gave to the teachers a compilation of essential information on linguistic elements, commonly associated with the three-cueing system.

### 2.4.3. Premises for its implementation.

To implement the premises, the following work schedule is structured.

<b>THREE-CUEING SYSTEM WORKSHOP</b>				
<b>Topic</b>	<b>Date</b>	<b>Time</b>	<b>Objective</b>	<b>Trainer</b>
three-cueing system	22 <sup>th</sup> March 2021.	09h00 to 11h00	To explain about the linguistics elements that are part of the three-cueing system and how it works.	Lic. Pacheco J.
Phonetics	23 <sup>th</sup> – March 2021.	09h00 to 11h00	To reinforce the knowledge and understand the significance of phonetics as a linguistic element on oral language production.	Lic. Pacheco J.



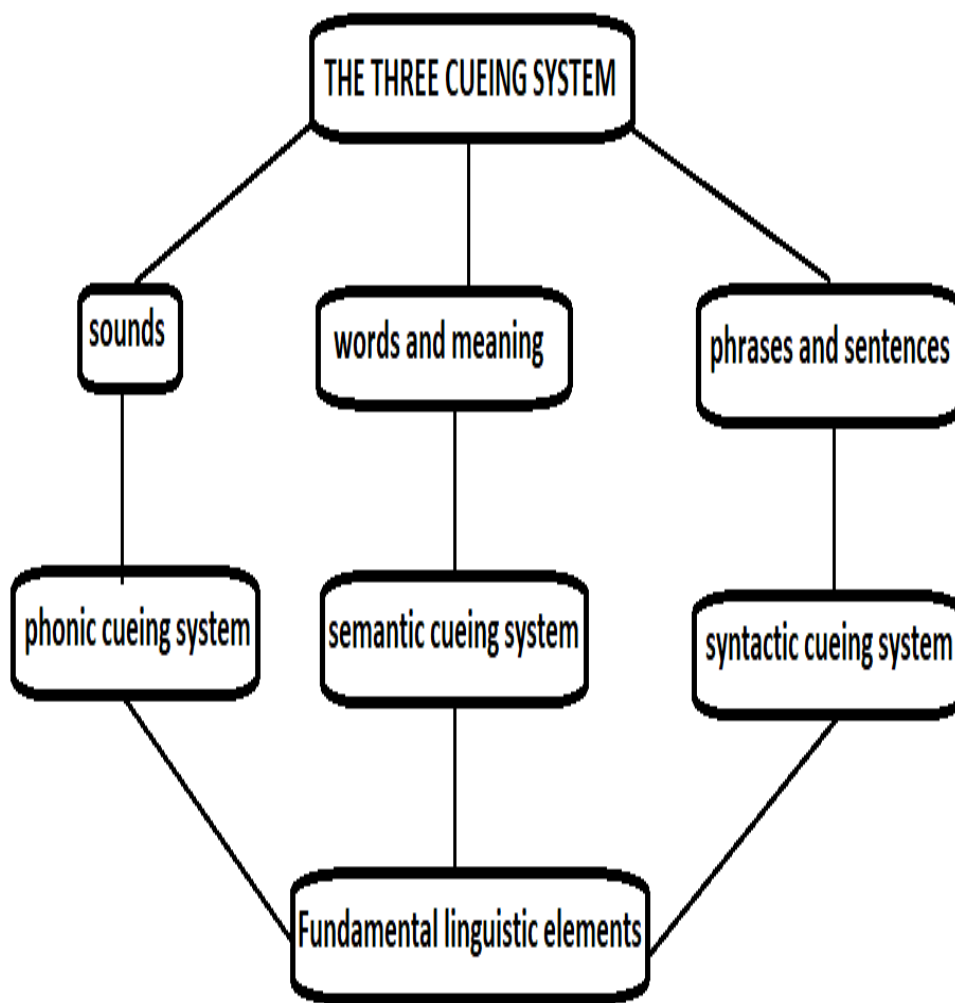
Semantics	24 <sup>th</sup> March 2021.	–	09h00 to 11h00	To consolidate the understanding about semantics as a fundamental linguistic element, that is, the meaning of the words, their denotation and connotation.	Lic. Pacheco J.
Syntax	25 <sup>th</sup> March 2021.	–	09h00 to 11h00	To strengthen the knowledge about syntax as a linguistic element and guide teachers on how words are arranged to construct sentences with a coherent meaning.	Lic. Pacheco J.

### **Workshop N° 1. Three-cueing system.**

The objective of this first workshop topic was to explain about the linguistics elements that are part of the three-cueing system and how it works to improve the process of reading in English as a foreign language. Also, the workshop shared some knowledge about how the teaching-learning process of reading in English as a foreign language has been carried out. As well as, the workshop was perfect to share experiences about reading problems. Furthermore, in this first workshop, the teacher found out how much educators knew about the three-cueing system. Besides, how much the professors knew about linguistics. It was essential to know how much information or knowledge the teacher had about the three-cueing system, or in fact, he or she may never had heard anything about this system.

The workshop on the three-cueing system was be very beneficial for the teacher, since in it, the teacher assimilated new knowledge that will help him or her in the process of how to teach reading, especially how to teach the students to read in English as a second foreign language. In fact, certain fundamental linguistic elements were exposed at the time of carrying out the teaching-learning process of reading. The workshop was not only focused on giving concepts and definitions of certain areas of linguistics, which are very essential to know in order to develop better within our experimental laboratory, called a classroom, but it also shared new ideas suggested by the three-cueing system.

Adams, J. (1990) states that: "The subject in question is the reading of words. However, the teacher must understand that the ability to read words quickly, accurately, and effortlessly is critical to skillful reading comprehension of obvious forms and various more subtle forms. Skillful reading is not a unit skill. It is a complex system of skills and knowledge. Within this system, the knowledge and activities involved in the visual recognition of individual printed words are useless in themselves. They are valuable and, in a strong sense, possible only if they are guided and received by complementary language comprehension knowledge and activities. On the other hand, unless the processes involved in recognizing individual words are working properly, nothing else in the system can." (p. 3).



**Figure 8** Three-cueing system.

*Created by Pacheco, J.(2020)*

## **Workshop N° 2. Phonetics.**

The objective of the second workshop topic was to reinforce some knowledge and to understand the significance of phonetics as a linguistic element on oral language production, that is, how sounds are developed. Through this knowledge, the teacher will be able to guide the oral communication of students in a more adequate way, The educator is able to understand that sounds form syllables, and syllables form words, and words form phrases, and phrases form sentences. Learning to manage phonetics knowledge is substantial for teachers, so that the professor can teach students to articulate sounds in an almost exact way to the native sounds of the English language. The teacher needs to teach students to play with sounds, to establish new words and to be able to structure communicative words or phrases.

Johnson, W., Reimers, P. (2010) state that: "The objective of the phonetic study is to present a general description of the patterns observed in the development of phonology. The intention is to give clues about the problems that may arise in the study of phonological acquisition. The phonetic study concentrates on the normal acquisition of phonetic sounds and it has been avoided, as far as possible, to talk about phonetic disorders, although there are studies of children with delayed acquisition. Phonological acquisition and development in children have long been the subject of research, considered from various theoretical and disciplinary perspectives. Diverse information has been gathered through various investigations, on how children begin to produce sounds naturally, which is attributed to various linguistic theories."

Thornbury, S. (2007), writes "phonetics is an approach to teaching reading in the first language that is based on the principle of identifying the relationships between sound and letter and using this knowledge to pronounce unfamiliar words when reading. Phonics has been criticized because it encourages an exclusively "bottom-up" approach to reading, ignoring the value of recognizing whole word forms or using contextual clues to decode new words. Phonics contrasts with more holistic and "top-down" approaches to teaching literacy, such as those recommended in comprehensive language learning. Typical top-down activities

include: to be reading while the reader follows the words on the page, or reading aloud with the help of an adult or a slightly more competent classmate. Today, literacy often involves a combination of approaches, in which the sound of words is just one of several effective reading strategies. In second language teaching, the debate over phonetics is less of a problem since most adult learners learning a second language are already literate. Where it may still be relevant is in the teaching of young students. " (p.163).

Adams, J. (1990) states: "There are various problems during the learning process of reading that many students experience. For example, students who cannot quickly recognize the letters within any text, who cannot automatically identify patterns of words and meanings, obviously, presents great obstacles, which do not allow them to obtain an adequate reading comprehension, much less could lead to achieve acceptable reading fluency. If the reader's word recognition skills are not working properly, they will most likely choose not to read at all. Similarly, texts that are unfamiliar in concept or difficult for students to interpret will require active and individualized teacher attention for understanding. Only the ability of the reader to recognize and capture the meaning of words on a page is fast, effortless and automatic, the reader will have available the cognitive energy and resources on which understanding depends. " (p. 4,5).

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## Vowels and diphthongs

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1	i:	as in	<i>see</i>	/si:/	11	ɜ:	as in	<i>her</i>	/hɜ:/
2	ɪ	as in	<i>sit</i>	/sɪt/	12	ə	as in	<i>about</i>	/əbaʊt/
3	e	as in	<i>ten</i>	/ten/	13	eɪ	as in	<i>face</i>	/feɪs/
4	æ	as in	<i>sat</i>	/sæt/	14	əʊ	as in	<i>home</i>	/həʊm/
5	ɑ:	as in	<i>arm</i>	/ɑ:m/	15	aɪ	as in	<i>alive</i>	/əlaɪv/
6	ɒ	as in	<i>got</i>	/gɒt/	16	aʊ	as in	<i>now</i>	/naʊ/
7	ɔ:	as in	<i>saw</i>	/sɔ:/	17	ɔɪ	as in	<i>coin</i>	/kɔɪn/
8	ʊ	as in	<i>foot</i>	/fʊt/	18	ɪə	as in	<i>near</i>	/nɪə(r)/
9	u:	as in	<i>too</i>	/tu:/	19	eə	as in	<i>hair</i>	/heə(r)/
10	ʌ	as in	<i>but</i>	/bʌt/	20	ʊə	as in	<i>fewer</i>	/fjuə/

---

## Consonants

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21	p	as in	<i>pot</i>	/pɒt/	33	s	as in	<i>same</i>	/seɪm/
22	b	as in	<i>bad</i>	/bæd/	34	z	as in	<i>zoo</i>	/zu:/
23	t	as in	<i>tin</i>	/tɪn/	35	ʃ	as in	<i>she</i>	/ʃi:/
24	d	as in	<i>dog</i>	/dɒg/	36	ʒ	as in	<i>measure</i>	/meɪʒə/
25	k	as in	<i>cat</i>	/kæt/	37	m	as in	<i>more</i>	/mɔ:/
26	g	as in	<i>got</i>	/gɒt/	38	n	as in	<i>no</i>	/nəʊ/
27	tʃ	as in	<i>chin</i>	/tʃɪn/	39	ŋ	as in	<i>bring</i>	/brɪŋ/
28	dʒ	as in	<i>jump</i>	/dʒʌmp/	40	l	as in	<i>last</i>	/lɑ:st/
29	f	as in	<i>fall</i>	/fɔ:l/	41	r	as in	<i>right</i>	/raɪt/
30	v	as in	<i>vote</i>	/vəʊt/	42	w	as in	<i>waste</i>	/weɪst/
31	θ	as in	<i>think</i>	/θɪŋk/	43	j	as in	<i>yes</i>	/jes/
32	ð	as in	<i>that</i>	/ðæt/	44	h	as in	<i>house</i>	/haʊs/

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**Table 3** English phonemes

*Created by Kennedy, G. (2003).*

## THE INTERNATIONAL PHONETIC ALPHABET (revised to 2015)

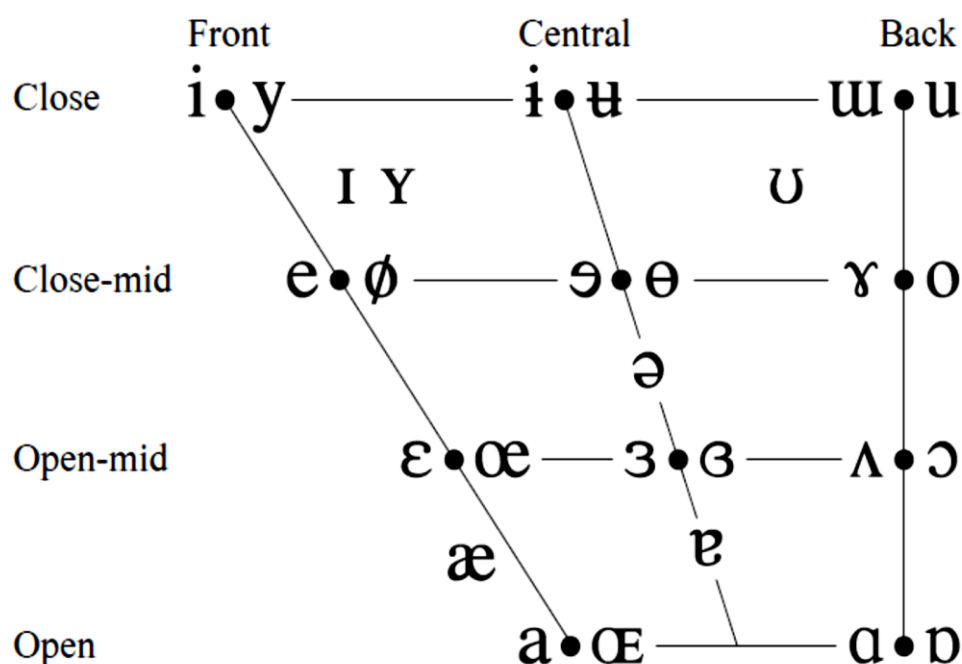
CONSONANTS (PULMONIC)

© 2015 IPA

	Bilabial	Labiodental	Dental	Alveolar	Postalveolar	Retroflex	Palatal	Velar	Uvular	Pharyngeal	Glottal
Plosive	p b			t d		ʈ ɖ	c ɟ	k ɡ	q ɢ		ʔ
Nasal	m	ɱ		n		ɳ	ɲ	ŋ	ɴ		
Trill	ʙ			ɾ					ʀ		
Tap or Flap		ⱱ		ɽ		ɽ					
Fricative	ɸ β	f v	θ ð	s z	ʃ ʒ	ʂ ʐ	ç ʝ	x ɣ	χ ʁ	ħ ʕ	h ɦ
Lateral fricative				ɬ ɮ							
Approximant		ʋ		ɹ		ɻ	j	ɰ			
Lateral approximant				l		ɭ	ʎ	ʟ			

Symbols to the right in a cell are voiced, to the left are voiceless. Shaded areas denote articulations judged impossible.

### VOWELS



Where symbols appear in pairs, the one to the right represents a rounded vowel.

Table 4 IPA.

Created by The International Phonetic Association. (2015).

Murray, D. E., & Christison, M. (2010). " The International Phonetic Alphabet (IPA) is a consistent set of symbols to represent sounds. IPA originated in France in 1886 with a group of language teachers who formed an association called the Phonetic Teachers Association. About a decade later, in 1897, the group changed its name to the International Phonetic Association and has retained that name to this day. IPA provides a way to transcribe words using a one-to-one correspondence between a sound and a symbol. Although linguists use several different systems to represent sounds in a language, it has chosen to use IPA to represent English speech sounds in this table because it is the most widely used system in the English language teaching profession. The table provides a list of IPA symbols for English consonants and vowels, as well as the keywords in which those sounds occur. " (p.73).

### **Workshop N° 3. Semantics.**

In the third workshop, the objective was to review and consolidate the understanding about semantics as a fundamental linguistic element, that is, the meaning of the words, their denotation and connotation. The trainer talked about semantics, another of the fundamental linguistic elements of the three-cueing system. The trainer showed a revision about the meaning of the words, their denotation and connotation. Semantic knowledge enables the teacher to develop word meaning recognition strategies. The educator must have sufficient knowledge to teach students to automatically recognize the meaning of words within a text. Semantics is one of the branches of linguistics that is very broad in its study. However, the workshop presented some basic knowledge of how to teach about labels, key words, word list, word recognition among others.

Thornbury, S. (2007), writes "Semantics is an area of linguistics. Semantics is the study of meaning, including how words relate to the things. The words refer to the real-world of things and are essential in the language teaching, is fundamental comprehend the meaning of the words, what is called semantic relationships, or sense relationships, such as similarity, that is, the synonym and antonym of opposition. The semantic meaning is often contrasted with the pragmatic meaning, the first is the literal meaning of a sentence, as Bob is your uncle, and the second



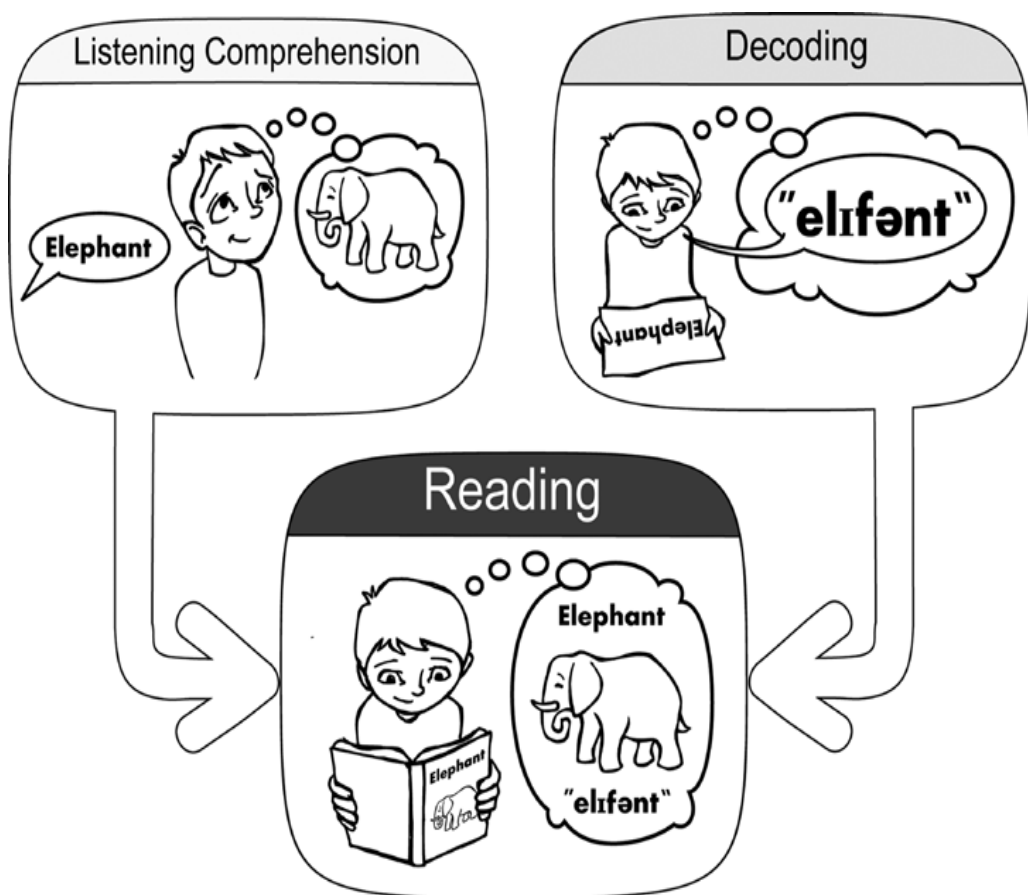
is its use in context to create a certain pragmatic effect. " (p.204).

Adams, J. (1990) states: "Productive knowledge is acquired through experience and depends on thought and understanding. The word recognition is jointly dependent on individual units and the context in which those units occur and is critically mediated by the perceiver's prior knowledge and familiarity with both. For example, a reader's identification of a printed word is solved interactively by recognizing its letters both individually and in a familiar sequence or in relation to each other. The same goes for identifying phonemes, words, and meanings. The goal of word recognition instruction is to develop the reader's familiarity with common spelling patterns to allow machine translation of spellings to meanings. " (p.9,10).

Semantic knowledge plays a fundamental role when teaching reading, and educators must seek, learn, and manage vocabulary teaching strategies. The recognition of the meaning of words within a text is essential within the teaching-learning process of reading. It is important to mention that graphics play a fundamental role when teaching our children to read, because through these graphics the students who are just learning to read, predict, induce and infer knowledge within the text. Teachers who have adequate semantic knowledge are able to teach not only vocabulary, but also how to interpret the meaning of words.

Saeed, J. (2009). States: "Semantics is the study of meaning that is communicated through language. Although this is not an introduction to a single theory, the teacher starts with a basic assumption: that a person's language skills are based on the knowledge that he has. One of the ideas of modern linguistics is that speakers of a language have different types of linguistic knowledge, including how to pronounce words, how to construct sentences, and about the meaning of individual words and sentences. To reflect this, linguistic description has different levels of analysis. So, phonology is the study of what sounds a language has and how these sounds combine to form words; syntax is the study of how words can be combined into sentences; and semantics is the study of the meanings of words and sentences. " (p.3).

Clarke, P. J., Truelove, E., Hulme, C., & Snowling, M. J. (2013). Mention that "Reading comprehension models can help us understand the different skills and processes involved in interpreting a text. The simple view of reading explained by Gough and Tunmer, in 1986, offers a useful model for characterizing successful reading. As shown in the Figure below, Gough and Tunmer propose that two skills are needed to read for meaning: the ability to recognize or pronounce words, that is, what is known as decoding, and the ability to understand the spoken language, that is, what is known as listening comprehension." (p.4).



**Figure 9** The simple view of reading.

*Created by Gough and Tunmer, (1986).*

#### **Workshop N° 4. Syntax.**

The third topic to be discussed in the workshop was syntax, the objective was to strengthen some knowledge about syntax as a linguistic element and guide teachers on how words are arranged in a certain grammatical order, in order to be able to construct sentences that have a coherent meaning. Also, the knowledge of this last syntactic cue, allows the educator to teach the students the function that each word fulfills in a certain sentence. As well as, to identify how the order of the words in the sentence determine their meaning. The knowledge of this linguistic element that is part of the three-cueing system, allows the professor to guide the students, so that the student is able to recognize that words and sentences, to identify different types of text in the teaching-learning process of reading.

Kennedy, G. (2003). States: "People sometimes say they don't know anything about syntax. But, if the teacher did not know the syntax of the language, he could not understand or speak or read or write. This knowledge of grammar is not necessarily explicit, but it is the basis of our use of language. The syntax of a language is a set of cognitive rules or principles for combining words, and parts of words, to express certain notions or ideas. In this sense, syntax is a system that allows readers to extract meaning from sound. The man bit the dog does not mean the same as: the dog bit the man, although the sounds and words are similar. The underlying grammatical systems of all languages can be thought of as related or fundamentally similar. This is sometimes called "universal grammar": that is, all languages have ways of expressing when events occurred and where they occurred; ways to compare things; ways to ask questions; ways of expressing causality; etc." (p.1).

Thornbury, S. (2007), writes " The syntax describes the rules for sequencing words to show their meaning relationships within sentences. For example, in English the syntax rules allow the placement of two nouns together, so that one modifies the other. In other languages, such as French, the syntax rules do not allow this. Also, the basic order of the elements of the clauses in English is subject-verb-object (SVO). Syntax is in contrast to morphology, which is the study of the structure of words, such as how different endings or forms of words

can change the tense of a verb. Together, syntax and morphology form what is conventionally known as grammar. " (p. 221).

Aitchson, J. (1992). Mention that: " In all languages, there are a limited number of lexical item types. These different types of words are traditionally known as "parts of speech", although in linguistic terminology the word class label is more common. The classes of words are conventionally called, such as noun, verb, adjective. Words are classified into word classes partly because of their syntactic behavior and partly because of their morphological form. That is, words of the same word class are likely to fit in the same space in a sentence and are declined in a similar way. For example, the class of words traditionally known as "verb" can be recognized as a verb in part because it appears after nouns, or phrases containing a noun, and in part because most verbs have an inflectional ending -ed to indicate last. " (p.58).

Loebner, S. (2013). Writes: " The meanings of the words in their given forms, are combined into a whole, the meaning of the sentence. This process is guided by the syntactic structure of the sentence; This is, for the most part, what grammar is good at, that is, to guide the interpretation of complex expressions. The combination of words in larger syntactic units is governed by the rules of grammar. There is a rule for combining adjectives with nouns and another rule for combining a noun, or an adjective-noun combination, with an article, the article comes first. Given such rules for forming larger syntactic units, the teacher needs the corresponding composition rules. " (p.13).

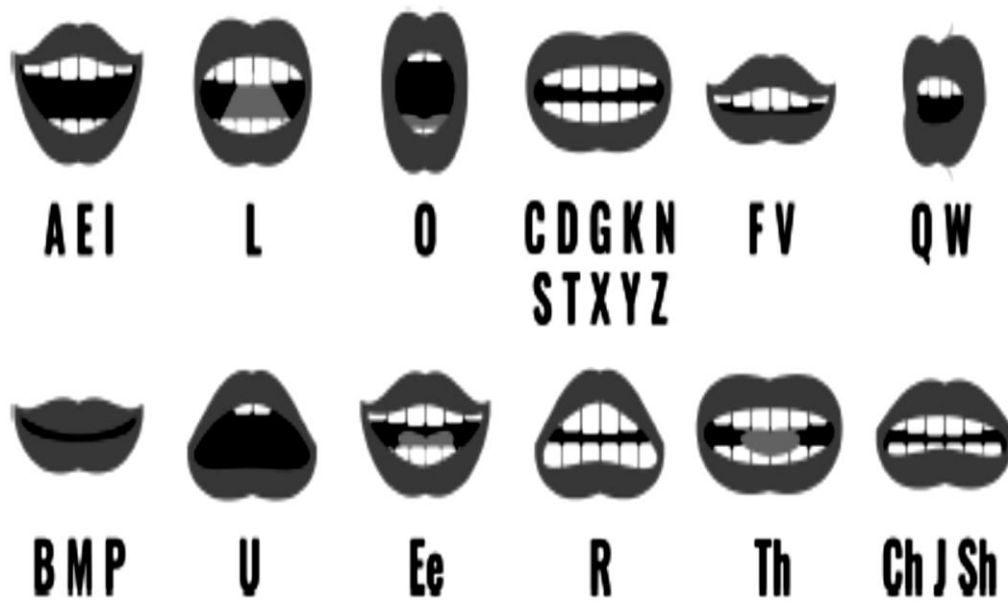
Managing syntactic knowledge allows the teacher to use the knowledge when teaching reading, when a teacher teaches to read, the teacher also teaches grammar, and during the reading process the teacher will be able to instruct their students, so that the students can identify the function that fulfills each word within the sentence. As well as, the teacher has the ability to instruct on the patterns of word formation. The teacher must be able to handle basic syntactic knowledge such as: words class, sentence patterns, parts of the speech, among others. The knowledge of this last linguistic element, that is part of the three-cueing system, allows the teacher to teach grammar in a more appropriate

pedagogical way.

Kennedy, G. (2003). States: " A pedagogical English grammar is a particular type of descriptive grammar that draws attention to those parts of English that are important to learners of English as a second or foreign language because they are especially difficult to learn or because they occur frequently. A pedagogical grammar for teachers focuses on those aspects of grammar that are sources of understanding or cause difficulties for students. The analyzes of mistakes made by English learners have helped to identify items that students find difficult. " (p.3).

### **EXAMPLE OF THE THREE CUEING SYSTEM APPLICATION.**

To show an idea of how phonetics must be carried out in a suitable way, in order to achieve a satisfactory reading process later, it is assumed that the vowel and consonant sounds have already been taught individually in previous classes, and it is also going to suppose that the teacher has already practiced the pronunciation of simple combinations between vowel and consonant sounds with the students. And now it is time to remember how to pronounce some words. Then the teacher will write on the board some words like: mum, dad, cat, dog, big, wall, lamp, rug, hall, bath, Jill, in, with, and, the, on etc. words of simple combinations between vowels and consonants. The teacher will motivate the students to pronounce these words, as many times as necessary, to remember certain sounds that are produced by combining vowels and consonants. Obviously, the teacher must model the correct pronunciation to the students before asking them to pronounce and repeat the words. Look at the pictures below.

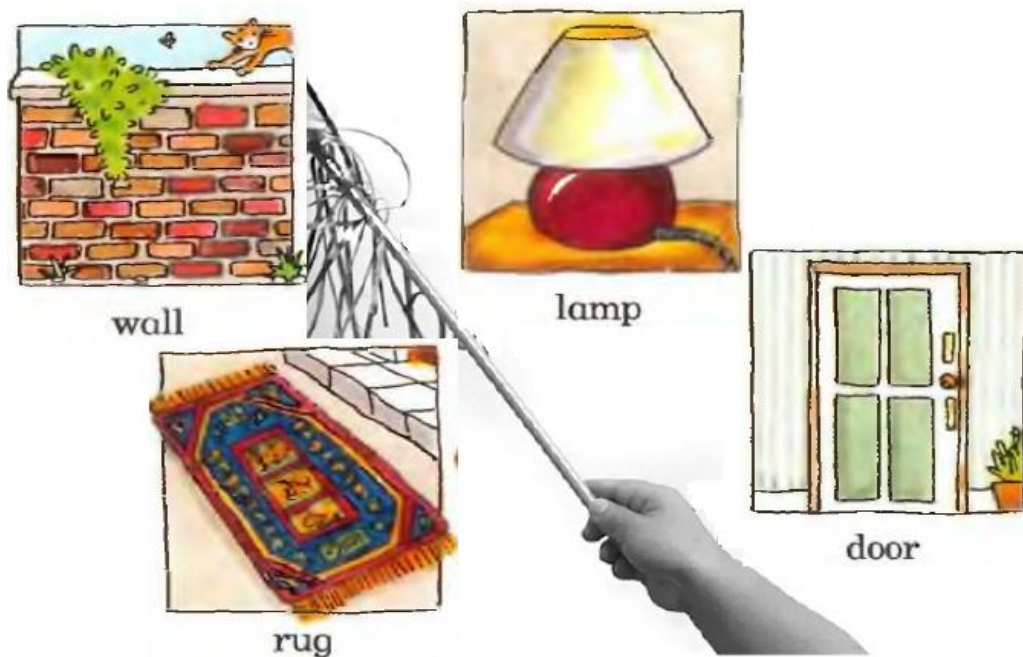


Source: *Teach Reading with Orton-Gillingham book (2021).*



Source: *Teach Reading with Orton-Gillingham book (2021).*

To continue with the aforementioned idea, now is the time to take semantics into account, making a connection between concept and image. The idea is that the teacher shows the students flashcards with pictures of some of the words learned in the previous class and also shows new words with a small degree of difficulty. The teacher should show the flashcards to the students. Teacher must model the pronunciation and must motivate the students to pronounce and repeat the words as many times as necessary. It is not necessary to review all the previous words, in this case the teacher will remember some of them such as: dad, mum, dog, cat, rug, wall, lamp, hall, bath, but new words will also be shown, in this case the following words will be taught: gate, stairs, door, window, fire, fireplace, table, chair, armchair, sofa, mirror, vase, carpet, pillow, curtain, washbasin, toilet, towel, toothpaste, toothbrush. All these words must have their corresponding picture, so that students can assimilate the meaning, and make the connection between concept and image. The idea is to teach vocabulary without carrying out a translation that involves the use of the mother tongue. Now, the teacher observes how are merging the linguistic elements that are part of the three-cueing system. Look at the pictures below.



*Source: Teach Reading with Orton-Gillingham book (2021).*

To culminate with the aforementioned idea, it is time to take into account the last linguistic element that is part of the three-cueing system, that is, the syntax. Remember that in the previous classes the teacher already made the use of the two linguistic elements of the three-cueing system, such as phonetics and semantics. Students practiced pronunciation and meaning of certain words that were introduced earlier. The next lesson or class focuses on trying to apply the syntax naturally, without the use of grammar rules. The teacher will now use his imagination and creativity to structure a reading in which some of the words that were taught in previous classes are immersed. To achieve this, it is necessary to choose a topic, in this case the teacher will choose as a topic: the house, and before presenting the reading, the students will remember some words related to the parts of the house such as: bathroom, bedroom, living room, dining room, kitchen, garage, garden, etc.

Then the teacher will present the reading to the students, but in order to obtain an adequate reading comprehension, the teacher must present flashcards of the majority of words learned previously, with their respective picture. These words can be posted on the board or they can be handed out on an extra sheet of paper. As students begin reading, students will automatically learn and recognize syntactic structures that will be assimilated naturally. Obviously, the teacher must first model aloud the correct pronunciation of each of the words found in the reading. At the end of the reading process, the teacher can observe that he has already put into practice all the linguistic elements that make up the three-cueing system, such as phonetics, semantics and syntactics.



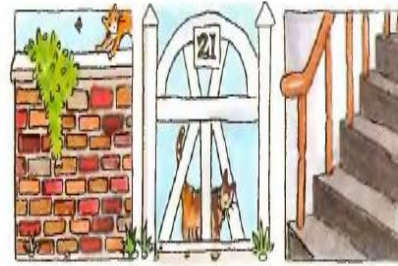
## the house

This is Jill and Mike's house. They live here with Mum and Dad, Muddy the dog, and two cats, Tabby and Leo. It's a big house. There's a wall round the garden and a white gate.

Jill is in the living room. There's a mirror over the fireplace and flowers in a vase. Jill is sitting in an armchair. The lamp is on and she is reading. Muddy is on the rug by the fire. He likes sitting on the sofa but he makes the cushions dirty.

Mike is in the dining room. He's sitting on a chair at the table. The door is open. Tabby is in the hall and Leo is on the stairs.

What's that noise? Is it Mum in the garage? No, it's Dad singing in the bath! The window is open but Dad isn't cold because the water is hot. The bath, the washbasin, and the toilet are blue. The curtains, the carpet, the towels, the toothpaste, and the toothbrushes are blue too. Everything in the bathroom is blue except Dad!



wall

gate

stairs



door

window



fire

fireplace

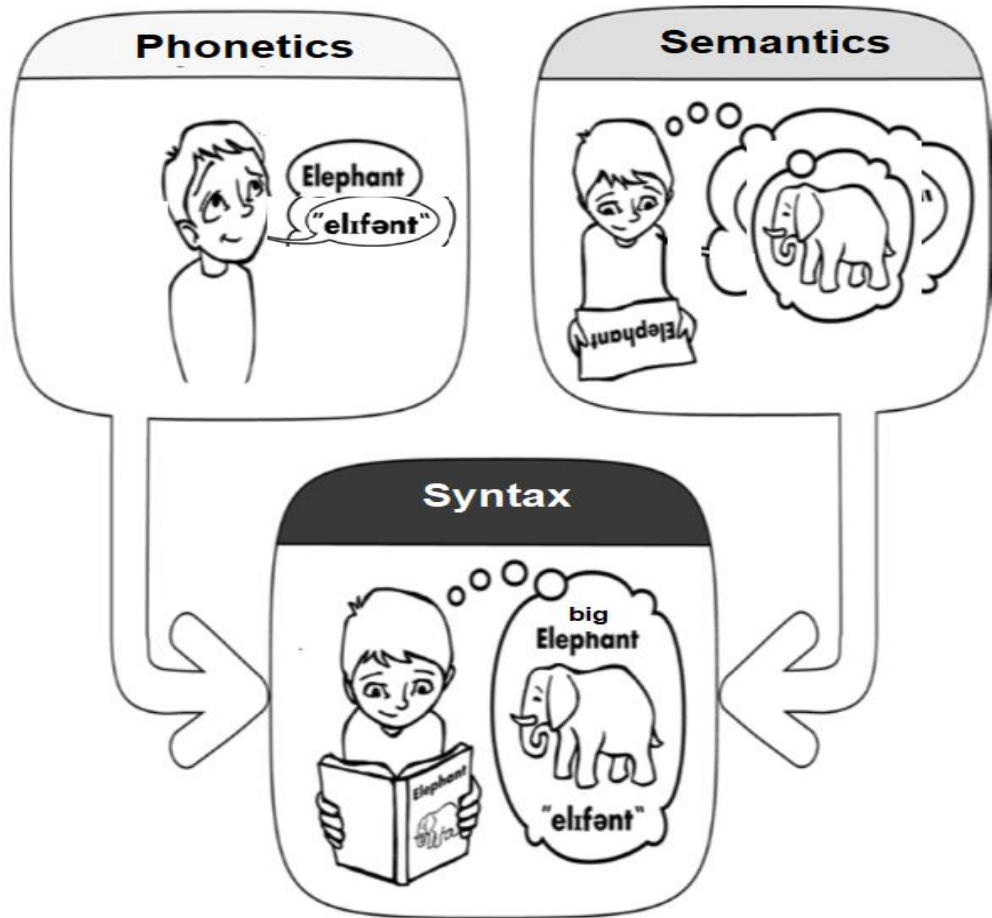
lamp



garage

Source: *Teach Reading with Orton-Gillingham book* (2021).

## THREE-CUEING SYSTEM



*The simple view of reading.  
Created by Gough and Tunmer, (1986).  
Edited by Pacheco, J. (2021).*

Maybe create a reading in which the teacher can integrate most of the words previously studied, is a complicated part of this example. However, the teacher can do a research on the internet and try to find readings that can be coupled with what has been taught before. Below the reading is presented. Also, the words and pictures that were taught previously. Now, the teacher has a clearer idea about the three-cueing system.

### Reading

#### The House.

This is Jill and Mike's house. They live here with Mum and Dad, Muddy the dog, and two cats, Tabby and Leo. It's a big house. There's a wall round the garden and a white gate. Jill is in the living room. There's a mirror over the fireplace and flowers in a vase. Jill is sitting in an armchair. The lamp is on and she is reading. Muddy is on the rug by the fire. He likes sitting on the sofa but he makes the cushions dirty. Mike is in the dining room. He's sitting on a chair at the table. The door is open. Tabby is in the hall and Leo is on the stairs. What's

that noise? Is it Mum in the garage? No, it's Dad singing in the bath! The window is open but Dad isn't cold because the water is hot. The bath, the washbasin, and the toilet are blue. The curtains, the carpet, the towels, the toothpaste, and the toothbrushes are blue too. Everything in the bathroom is blue except Dad!



wall



lamp



rug



bath



fire



fireplace



gate



stairs



door



table



chair



armchair



sofa



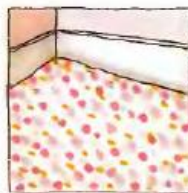
window



mirror



vase



carpet



cushion



curtain



washbasin



toilet



towel

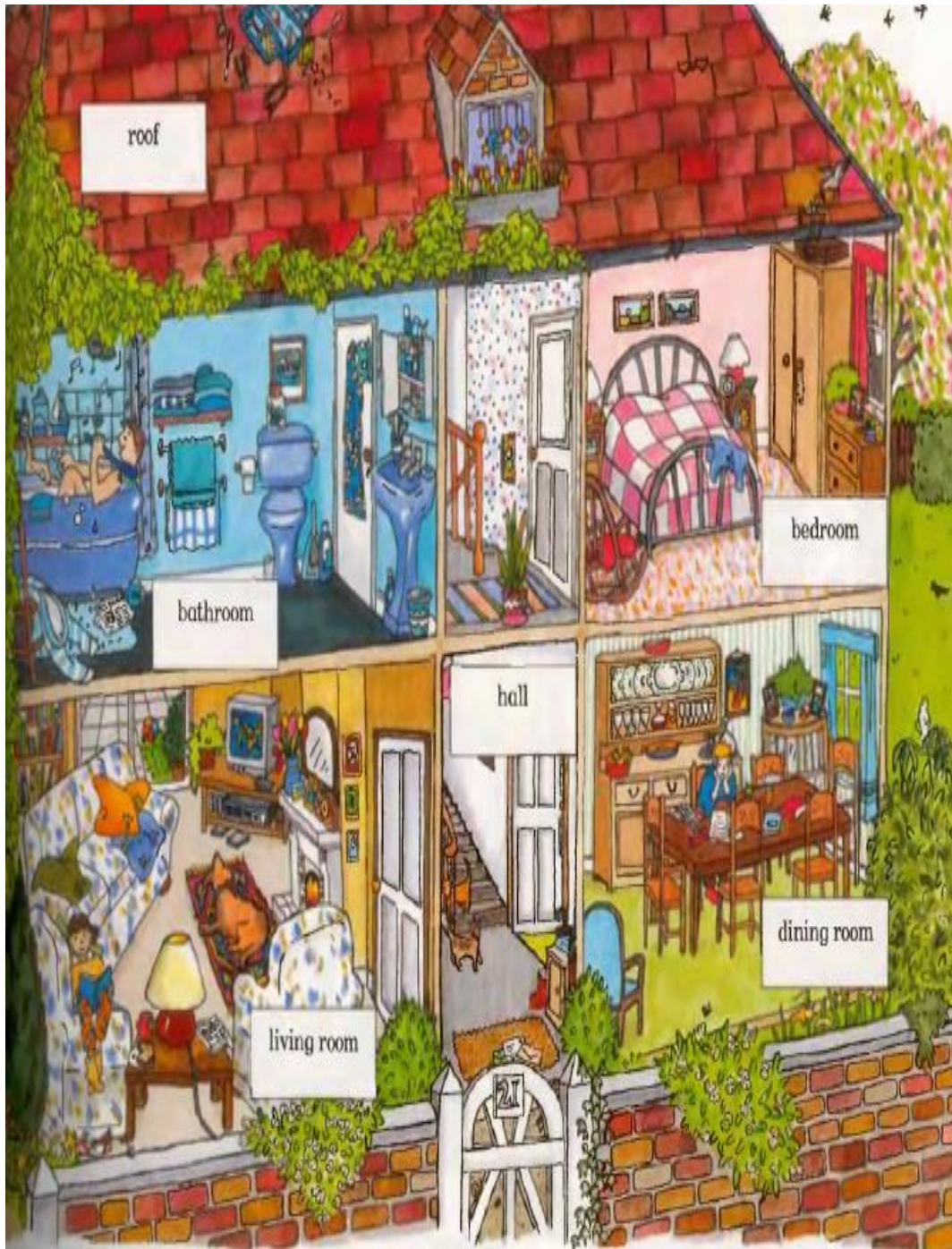


toothpaste



toothbrush

Source: *Teach Reading with Orton-Gillingham book* (2021).



Source: *Teach Reading with Orton-Gillingham book* (2021).

Obviously, the teacher can create any other type of activity in which he can integrate the linguistic elements that are part of the three-cueing system in order to achieve better reading comprehension and development. The reading and the pictures presented as an example were taken from the oxford word magic book which presents interesting readings in which the three-cueing system is present.

## **2.5. Chapter II Conclusions.**

- The use of the three-cueing system as a strategy to improve reading has linguistic foundations that validate its recommendation.
- The three-cueing system presents fundamental linguistic elements necessary to carry out the teaching-learning process of reading.
- The three-cueing system is a proposal to improve the teaching of reading in a more linguistic and pedagogical way.

## **Chapter III. APPLICATION AND VALIDATION OF THE PROPOSAL**

### **3.1 Experts' evaluation.**

The present research proposal was validated by two professional experts in the educational field. One of them, Mr. Javier Alejandro Banguera Rojas, with citizenship card: 0801418542, Msc. in Linguistics applied to English-Spanish bilingual teaching, and who is currently working at the Universidad Técnica Luis Vargas Torres. Master Banguera states that the proposal constitutes an excellent, valid, current and relevant contribution related to the research of reading in English as a foreign language. He also states that the proposal is the result of an advanced research process, which means that it shows a methodological structure according to the problem, methodology and application.

Also, Master Banguera considers that the content of the proposal is structured and written in an adequate manner to be understood and discussed not only by the educational community and researchers, but also by those professionals who have some basic knowledge of the English language. Finally, Master Banguera believes that the research proposal is a true and important contribution to the field of educational research, and that the research influences not only extends to the local, regional, and national levels, but also to the international level, since many scholars continue to place a strong focus on the study of the reading method in a scholastic setting.

In the same way, Mrs. Narcisa de Jesús Molina Molina, with citizenship card 0502662414, Msc. in educational planning and administration, and who is currently working in the Institution called Luis Fernando Ruiz Educational Unit, also contributed with the validation of the research proposal. Master Narcisa

Molina states that, of course, the proposal of this investigative work is the culmination of an exhaustive analysis process by the author, since it demonstrated an analytical framework based on the topic. In the same way, she states that, after reviewing the research carried out by the author, it can be seen that all the proposal research work is well organized and written in a coherent way and that it allows the educational public and the researchers to understand and address it.

In addition, Master Narcisa Molina states that the objective of the proposal research was adequate because there is harmony between the objectives and the results of the proposal research. Likewise, the graphic illustrations in the proposal research work, such as images and tables, were relevant, to clarify and to provide meaning to the proposal research. Finally, Master Narcisa Molina considered that the proposal research can be considered as a true and important addition of knowledge to the local, regional and national educational field. And she suggested to the author to go ahead and not stop investigating because it is important the contribution to the improvement of the educational field.

### **3.2 Users' evaluation.**

For the evaluation of users, a group of professionals was considered who are obviously immersed in the educational area and who are related to the research line, the same ones who participated in the workshop on the methodological proposal of the three-cueing system to develop reading in the English as a foreign language. The workshop was carried out with eight teachers due to the coronavirus pandemic that is affecting the entire world, and obviously respecting all the biosafety standards established by the World Health Organization. The Teachers were willing to work with the desire to acquire new knowledge that would allow them to handle the teaching-learning process of reading in a more adequate way.

The educators stated that the benefits provided by the proposal research will surely improve the quality of the teaching-learning process of reading in English as a foreign language. Since, the originality of the contributions and reflections of the author give added value to the proposal. The Users' evaluation state that the



proposal had the expected qualities for the level of training of the appropriate language, vocabulary, spelling, etc. Likewise, the proposal was substantial, with well-structured reflections and ideas, being the proposal the result of an advanced research process, and its content was the product of a complete conceptual development and critical contrast with another related research.

### **3.3 Impact.**

The impact of the proposal was significant and beneficial within the investigative educational field, the same that was evidenced and validated by the teachers and authorities of the Dr. Antonio Ante school located in Cotopaxi Province, Pujili Canton, El Tingo Grande zone. During the workshop on the proposal, held on March 22th to 26th, 2021, educators had the opportunity to know and learn more in depth about the essential linguistic elements that are part of the three-cueing system, the same that showed important results within the educational literacy context. The impact was emerging in each of these workshops, which focused on topics such as phonetics, semantics and syntactics,.

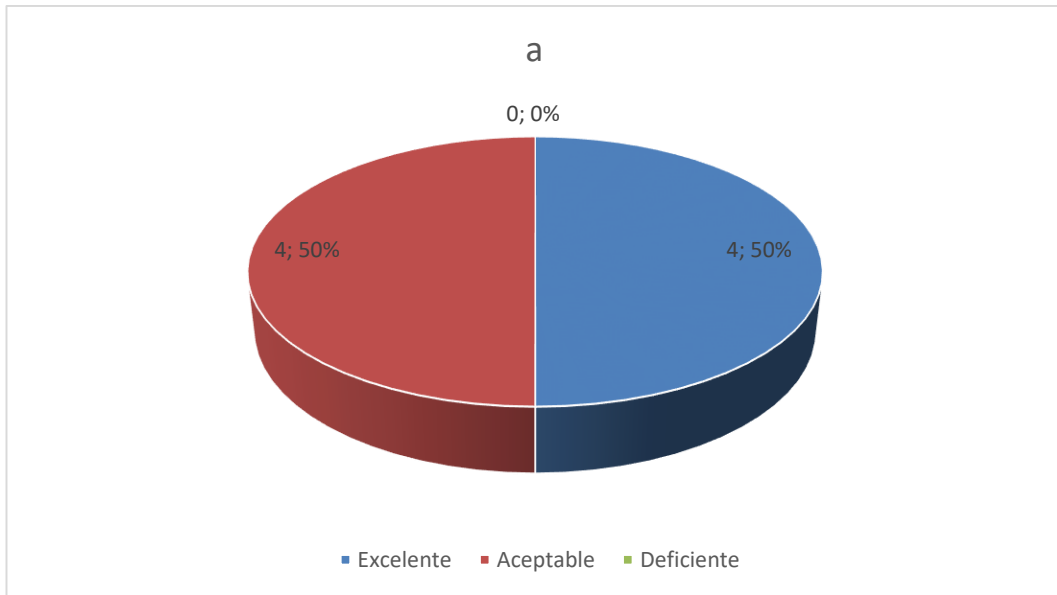
### **3.4 Proposal Results.**

The results of the proposal were evidenced by the educators who participated in the workshop and who gave their analytical opinion on the following evaluation criteria analyzed during the training workshop.

<b>Item</b>	<b>Criteria</b>	<b>Excellent</b>	<b>Acceptable</b>	<b>Deficient</b>	<b>TOTAL</b>
<b>a</b>	How the first training workshop about the introduction to the three-cueing system was performed by the trainer?	4	4	0	8
<b>Item</b>	<b>Criteria</b>	<b>Excellent</b>	<b>Acceptable</b>	<b>Deficient</b>	<b>TOTAL</b>
<b>b</b>	How the second training workshop about phonetics as an essential element of the three-cueing system was performed by the trainer?	6	2	0	8
<b>Item</b>	<b>Criteria</b>	<b>Excellent</b>	<b>Acceptable</b>	<b>Deficient</b>	<b>TOTAL</b>
<b>c</b>	How the third training workshop about semantics as an essential element of the three-cueing system was performed by the trainer?	7	1	0	8
<b>Item</b>	<b>Criteria</b>	<b>Excellent</b>	<b>Acceptable</b>	<b>Deficient</b>	<b>TOTAL</b>
<b>d</b>	How the fourth training workshop about syntax as an essential element of the three-cueing system was performed by the trainer?	8	0	0	8

**Table 5** Criteria chart.

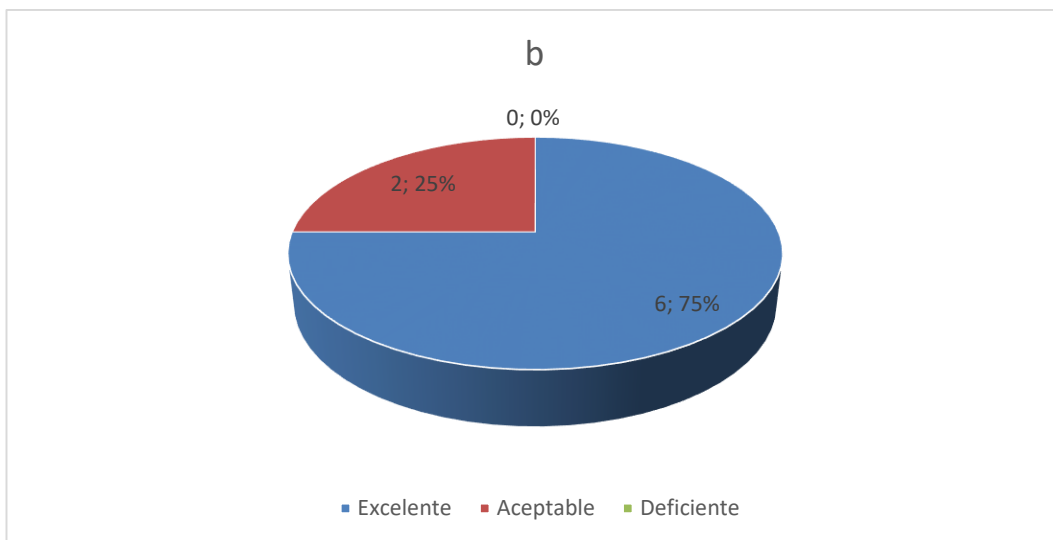
*Created by Pacheco, J. (2021).*



**Figure 10** Criteria chart's results item a.

*Created by Pacheco, J. (2021).*

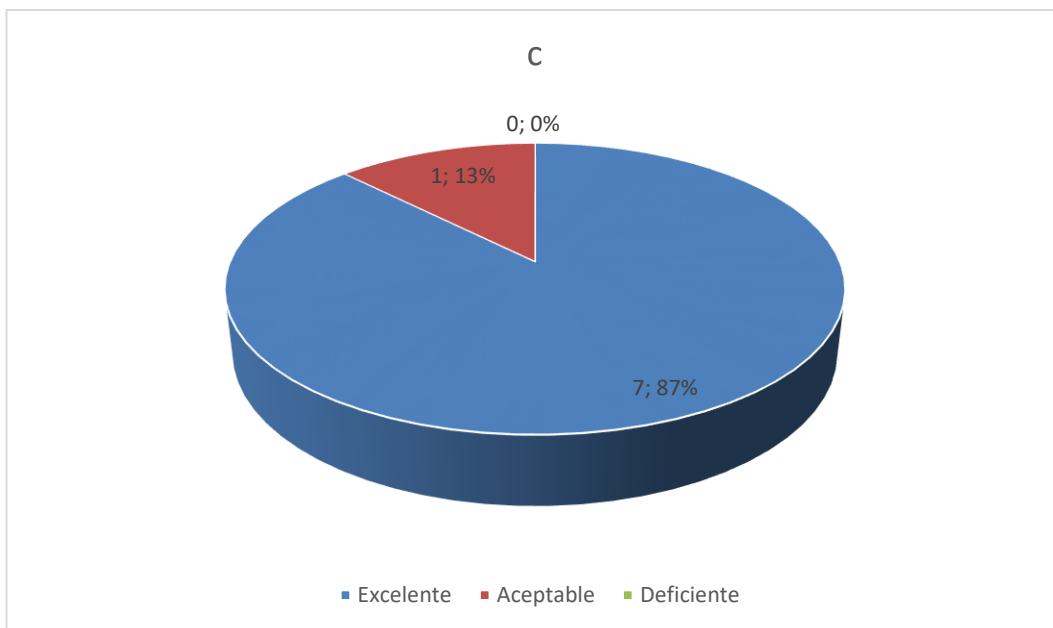
In the graph below, it can be found that some educators were skeptical about the three-cueing system because they were unaware of it. However, the teachers after having a deep information about what the three-cueing system is, four of them mentioned that the first workshop related to the three-cueing system was excellent, since the information obtained in the workshop constitutes a relevant contribution related to the research proposal. While the remaining four teachers mentioned that the knowledge assimilated in the first workshop is acceptable and that it was beneficial for the educational community. Also, teachers commented that the introduction to the workshop was fun and easy to follow, and that the knowledge presented was focused on helping teachers and students to improve their learning and enjoy reading. Teachers expressed that as educators, there is a need for continuous training not only in reading, but also in other needs of our students with learning disabilities.



**Figure 11** Criteria chart's results item b.

*Created by Pacheco, J. (2021).*

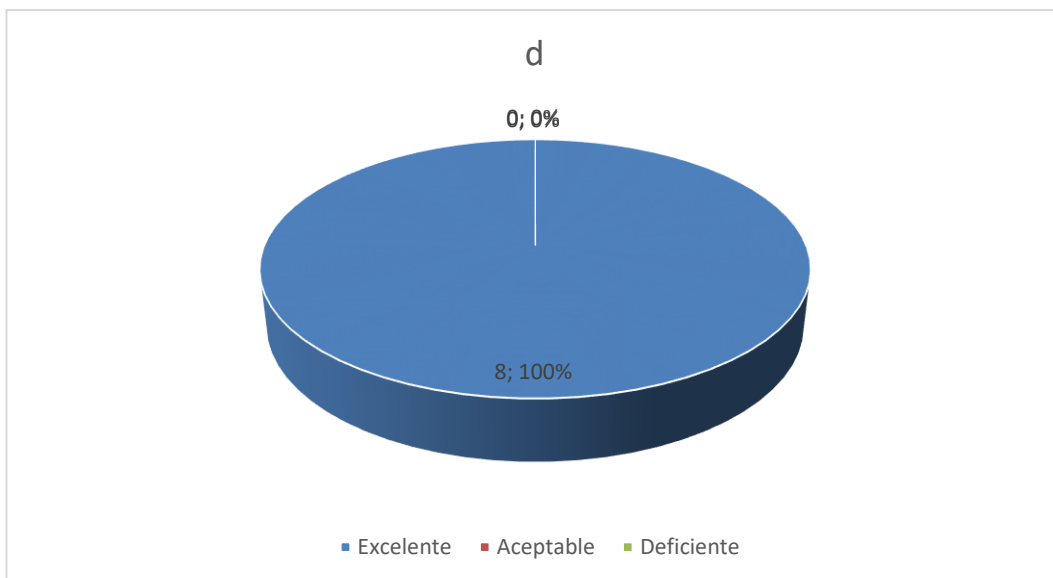
In the following graph it can be seen that six from eight teachers who participated in the training, rated the second workshop about phonetics as excellent. In addition, educators mentioned that the knowledge acquired during the workshop was significant for professional development as teachers. While two from eight teachers rated the workshop as acceptable, mentioning that the activities recommended in the workshop were very useful to improve the reading process. In addition, the teachers mentioned that sometimes the emphasis is not placed on phonetics in reading because sometimes the teacher is unconcerned as an educator. And that sometimes the books used by the ministry of education do not provide a definitive sequence for the teaching of phonetics. In addition, teachers highlighted that beginners students need to develop confidence in their ability to read, and phonics should be taught initially by using words that children know, and expanding more words to decode unfamiliar words.



**Figure 12** Criteria chart's results item c.

*Created by Pacheco, J. (2021).*

In the following graph it can be seen that seven from eight teachers who participated in the training, rated the third workshop related to semantics as excellent. They also highlighted the activities that were carried out during the training workshop by the trainer. Meanwhile, one of the teachers gave his point of view about the workshop as acceptable, and he mentioned that the knowledge of semantics is necessary to carry out an adequate reading process. In addition, the teachers mentioned that the knowledge acquired in the semantic instruction will help them to direct the reading process in a more appropriate way. And that as an educator, the teacher must strive and dedicate the time necessary to ensure that students actively participate in a variety of meaningful experiences to introduce and reinforce the semantic aspect.



**Figure 13** Criteria chart's results item d.

*Created by Pacheco, J. (2021).*

In the following graph it can be seen that all of the teachers who participated in the training, rated the fourth workshop related to syntax as excellent. Teachers mentioned that the knowledge gained from syntactic instruction will help to teach students to recognize patterns found in reading selections. In addition, they stated that the activities presented were interesting, and in conclusion the three-cueing system is attractive and interesting to perform the reading process into the class. Since, for many teachers, reading is the most important of the four skills in a second language, particularly in English as a second language or as a foreign language. Teachers also mentioned that they certainly will consider the three-cueing system as a strategy for improving the reading process in English as a foreign language.

### **3.5 Chapter III Conclusions.**

- The proposal is the product of a broad descriptive research study that enables one to comprehend its components.
- The proposal is considered valid, significant and contributes to educational research knowledge.
- The plan satisfies the requirements for the degree of research preparation which falls within the scope of the study.

#### **General conclusions.**

- The research work's extensive bibliographic analysis helps to the educators to better interpret the research idea.
- The three-cueing framework is a methodological technique for developing an effective reading teaching-learning process.
- The knowledge and management of the basic linguistic elements is essential for teachers, in order that they can understand and handle the process of teaching reading more adequately.

#### **Recommendations.**

- Teachers must investigate and learn more about the fundamental linguistic elements in order to understand and manage the method of teaching literacy.
- It is essential to continue researching innovative strategies that contribute to improving the teaching of reading in the English language.
- Learn, understand and handle basic linguistic elements that allow the teacher to understand how language works.

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## ANNEXES.

### ANNEX. 1

#### URKUND CERTIFICATE OF ORIGINALITY.



#### Document Information

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ANNEX. 2

AUTHORIZATION FOR THE DEVELOPMENT AND WORK OF DEGREE.

 **UNIVERSIDAD  
TÉCNICA DE  
COTOPAXI**

**POSGRADO**



Latacunga marzo 19, 2021  
OFIC – POS-LIN.APLI.INGLÉS -00003- 2021

Lcdo. Rodrigo Ante

**RECTOR ESCUELA DE EDUCACIÓN GENERAL BÁSICA DR. ANTONIO ANTE**

Luego de expresarle éxitos en sus funciones, me dirijo a Usted para solicitarle autorización para el desarrollo y aplicación del Trabajo de Titulación, modalidad Informe de Investigación con los docentes de Ingles del nivel elemental media y superior, con el título: "THREE CUEING SYSTEM TO DEVELOP READING SKILL IN TEFL" del postulante Lcdo. Pacheco Guano John Luis CI: 0502614803 de la maestría en Lingüística Aplicada a la Enseñanza del Idioma Inglés como Lengua Extranjera, Cohorte 2019.

Seguro de contar con su atención, me despido cordialmente.

**Mg.C. Nelson W. Guagchinga Ch.**  
**Coordinador de la Maestría en Lingüística Aplicada a Enseñanza del Idioma Inglés como Lengua Extranjera**

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### ANNEX. 3

#### SURVEY.

#### Survey for teachers.

**Objective:** To investigate and collect information for the development of the investigation.

**Instructions:** Read each question carefully and mark with an X the answer that you consider correct.

N°	INDICATORS	Yes	No	A little
1	Do you have any idea on how to improve reading skills through knowledge of applied linguistics in English language?			
2	Have you heard about the fundamental linguistic elements that intervene in the teaching-learning process of reading?			
3	Have you heard about the three-cueing system to carry out the teaching-learning process of reading?			
4	Have you heard about the study of phonetics?			
5	Have you heard about the study of semantics?			
6	Have you heard about the study of syntax?			
7	Have you participated in a workshop to improve the teaching of reading?			
8	Would you like to know any strategy that can be useful to improve reading problems?			
9	Have you had any interest in learning more about reading strategies?			
10	Have you found the appropriate strategy to carry out the reading process?			

Thank you for your cooperation.

**ANNEX. 3**  
**WORKSHOP.**



