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ELENA**

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PEDAGOGY OF NATIONAL AND FOREIGN  
LANGUAGES**

**“SOCIO-AFFECTIVE STRATEGIES FOR DEVELOPMENT  
OF READING SKILLS IN ENGLISH LANGUAGE LEARNING”**

**RESEARCH PROJECT**

As a prerequisite to obtain a:

**BACHELOR’S DEGREE IN PEDAGOGY OF  
NATIONAL AND FOREIGN LANGUAGES**

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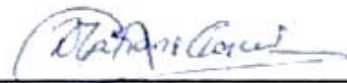
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### **ADVISOR'S APPROVAL**

In my role as Advisor of the research paper under the title “Socio-affective strategies for the development of reading skills in English language learning” prepared by Jairo Faustino Neira Rosales undergraduate student of the 8° Semester Major, School of Educational Science and Languages at Peninsula of Santa Elena State University, I declare that after oriented, studied and reviewed the project, I approve it in its entirety, because it meets the requirements and is sufficient for its submission to the evaluation of the academic tribunal.



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A handwritten signature in blue ink, appearing to read 'Jairo Neira Rosales', is written over a horizontal line.

NEIRA ROSALES JAIRO FAUSTINO

## DECLARATION

THE CONTENT OF THE FOLLOWING GRADUATION WORK IS MY RESPONSIBILITY, THE INTELLECTUAL PROPERTY BELONG TO UNIVERSIDAD ESTATAL PENINSULA DE SANTA ELENA.

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NEIRA ROSALES JAIRO FAUSTINO

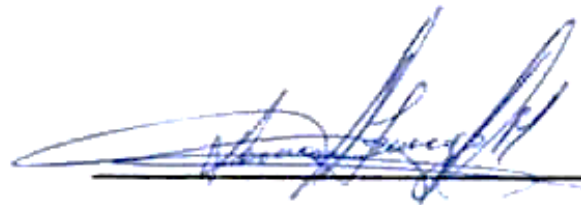
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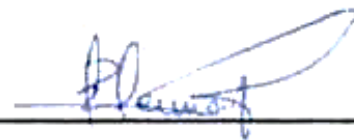
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## **ACKNOWLEDGMENT**

Thank you, God, for allowing me to get here with effort and dedication, giving me strength to move forward.

I came here with animation, to prove to the world that perfection does not exist, that flawlessness prevents us from recognizing that what we have inside is enough. During this stage, I was able to raise awareness about how important it is to maintain mental health in academics, and I will never forget my first appearance as an English teacher.

Thanks to all my teachers, today I can recognize everything I learned from them to Miss Tatiana Garcia for her patience and dedication. I would also like to thank my mom and dad for being the young man that I am because you are the parents that you are, my siblings for their mentorship, my friends, and classmates at the university for the unity.

## **DEDICATION**

I want to dedicate this research project to all the people who have been supporting me every day. Mom and dad thanks for believing in me without you I would not have achieved any of this, thanks to life for allowing me to still share this with you, to my brothers for being my fundamental rock and giving me that unconditional support, to my family "Neira Rosales" my achievements will be under our union. Thanks to my teachers for giving me the necessary knowledge to achieve this new goal. To Marilyn Rodriguez for always giving me the support I needed during these 5 years, thank you for your advice and loyalty. To Ariel Buenaño, thank you for being an inspiration, you encouraged me and gave me hope. To my friends in class, thank you for your patience, to my support group who were the fundamental pillar to not give up.

With love

**JAIRO FAUSTINO NEIRA ROSALES**

## **ABSTRACT**

The purpose of this research project is to show the different social-affective strategies that affect reading comprehension in English language learning, considering psychological and social aspects as well as theories that support the veracity and connection of this case.

In this research project we will describe the different strategies that are linked to the English language learning process such as motivation and attitude as well as study in detail the variables such as stress, anxiety, boredom, and lack of interest that are the variables that are most assimilated to the case study. The theories that will support the results of the research are of a professional nature they are theories recognized by authors who gave a spin to the teaching process and to the study of it.

**Key Words:** Motivation, Attitude, Socio-affective strategies



## **RESUMEN**

El presente proyecto de investigación enfocado en las estrategias socio afectivas será estudiado en bases con bases teóricas de autores que son reconocidos y que estudiaron acerca del proceso de enseñanza aprendizaje De una segunda lengua. las variables obtenidas serán estudiadas de manera detallada y describiremos brevemente cuáles son las problemáticas de las estudiantes enfocadas en la habilidad de la comprensión lectora.

Los puntos claves del proyecto de investigación son extraídas de un contexto socio afectivo tales como motivación y actitud, así como también estudiaremos variables como ansiedad desesperación aburrimiento y falta de interés, qué son los principales problemas de los estudiantes al momento de ver una lectura en inglés.

**Palabras claves:** Motivación, Actitud, Estrategias Socioafectivas

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## INTRODUCTION

This research paper addresses the socio-affective strategies that directly influence English language learning focused on reading comprehension skills that are directly performed by students. The main objective was to diagnose how these socio-affective strategies help to recognize shortcomings and improve learning focused on the ability of reading comprehension and how to interact if they have an English text.

Over time there has been a lot of research related to how social-affective strategies help learning. One of the research projects is the one of Maria Guadalupe (2015, pág. 1), who conducted an exploratory study about the socioemotional strategies of an English text in Mexico, this research aimed to represent the frequency of use of socioemotional strategies interacting with others, reading, controlling emotions on reading comprehension support, where a survey was conducted with closed questions to students of a school in order to demonstrate and describe all the shortcomings and emotions that students had when faced with a text that is not their mother tongue.

Whitin this qualitative approach, it seeks to establish a problem related to the shortcomings of students who study English language, to describe the problems they face every day when they feel pressure, demotivation, and lack of interest in continuing to learn English, and especially the problems that exist within the ability of reading comprehension. How the socio-affective strategies help the development of English learning skills are the key points that will be investigated in the following research project, as well as the analysis of qualitative data extracted from the opinions and feelings of the students themselves who have been chosen as the sample and the population to execute the objectives and obtain good conclusions from it.

For the purpose of this project, a focus group will be conducted with the teacher who taught the class to the chosen population, asking questions that will be interpreted

as part of the research and extracted from an analysis of the theoretical framework where will talk about the theories of many authors who have highlighted the importance of the teaching-learning of the English language.

## **CHAPTER I**

### **THE PROBLEM**

#### **Research Topic**

Productive economic development, education, communication, culture, and society

#### **Write the title of your project.**

Socio-affective strategies for development of reading skills in English language learning.

#### **Problem Statement**

Reading comprehension in the academic training of students has been considered as one of the fundamental pillars for the acquisition of knowledge in their formative process. Many experts have classified reading as a complex act whose realization is facilitated if there is prior information about its nature, its purposes, its desirable conditions of execution, the characteristics of the texts and the values expressed in them, or the knowledge and use of some recommended techniques (Calderón-Ibáñez, 2010)

Throughout time, reading comprehension has been one of the most important processes within the teaching of the educational system. From a very early age students learn to read and understand things that will be linked to their educational life all the time. Some people believe that the process of reading comprehension is very difficult and does not contribute anything to the educational process.

According to Amador Soriano Karina & Alarcón Pérez Lilia Mercedes (Mercedes, 2003), through surveys to students of the Universidad Autónoma del Estado de México, make the consideration that in the first place it is evident the low level of reading practices of the students and this has its root in the lack of habit on the part of most of them. This is an exercise that should start in childhood, in primary education and in the promotion of reading that is developed in those years.

The work of Romanes (2003, pág. 3) is the first study of reading comprehension., and in the following years occasional analyses of comprehension were made, but research on cognition in this component of reading was not systematically addressed until the 1960s.

It is essential to factor out that the contemporary relevance of comprehension withinside the subject of studying studies is a phenomenon of the remaining a long time and become in large part because of the contributions of Chomsky (1957, pág. 4) withinside the subject of Linguistics. From the paintings of this author, many others targeted their interest on sentence comprehension and from then on, studies in Psycholinguistics started out to broaden and notably stimulated the sphere of studying. However, psychologists quickly observed that Chomsky's linguistic theory, as opposed to predicting meaning, presupposed it and thus, they have been converting the orientation of studying studies again to awareness on meaning (Kintsch, 1977)

The ability to reading comprehension is one of the main roles in learning a new language, it is what drives us to better understand a particular subject or even improve certain skills and improve our intellectual capacity, because while reading something we learn something new and improve our speech level.

Within the learning of the English language there are many difficulties that students must go through when learning certain grammatical rules, vocabulary, among

others. Many students could read which implies that they are passionate about learning and acquiring knowledge through this skill, but what about those students who are not interested in reading. Many times, this is affected by the lack of interest they have or even because they never had the opportunity to have someone guide them to develop this skill, either because of neglect of their previous learning or even some emotional problem.

From a socio-affective point of view, this is referred to as the lack of motivation, attitude and personality in students, who have not had a guide to reading comprehension, it should be emphasized that it is often very difficult for students to show interest in a specific topic, that is where teachers should seek strategies that are useful to make this skill taken into account and that the student feels comfortable in doing so.

At the Universidad Estatal Peninsula de Santa Elena in the major Educacion Inicial 6/2, in English modules 3 2022-1, in the province of Santa Elena, students have this problem of reading comprehension which has been affected by the lack of motivation, attitude and personality. In the students from Educación Inicial 6/2, the weaknesses they present are seldom considered since the students are not interested in reading something to improve this skill. When students have a reading, it is very difficult for them to understand it or comprehend it, many times they do not read the whole reading or not at all. These problems are seen by the lack of interest that they have towards reading either because it bores them, or it is not a subject that interests them, or they do not like.

### **Problem question**

- How do the social-affective strategies can help the development of English language reading skills in students?

### **Specific questions**

- Why do motivation and attitude influence in the learning process?
- How do socio-affective strategies influence reading comprehension?
- How can students' weaknesses affect their learning process?

### **General Objective**

- To diagnose how the socio-affective strategies can help the development of English language reading skills in students

### **Specific objectives**

- To explain the socio-affective strategies that affect the development of reading skills in English language learning.
- To describe the weaknesses that students face on the development of reading skills from a motivation and attitude.
- To analyze the influence of motivation and attitude on the learning process focused on reading comprehension.

### **Justification**

The purpose of this research project is to show the different social-affective strategies that affect reading comprehension in English language learning, considering psychological and social aspects as well as theories that support the veracity and connection of this case.

Knowing the different deficiencies that the students of English 3 at the Universidad Estatal Peninsula de Santa Elena of Educacion Inicial 6/2 have in reading comprehension, the project will start this project by observing the modules period 2022-1. In module 3, some second language teaching strategies were applied, focusing on the four skills Listening, Speaking, Writing and Reading, in addition to the teaching of vocabulary and grammar of the level. Observing the development of learning, it realized



that reading comprehension is the least practiced and considered by the students due to the different problems mentioned above, so the main objective is to take certain guidelines and above all strategies that can define or identify as an aid for this skill to be more developed and practiced in students.

## **CHAPTER II**

### **THEORETICAL FRAMEWORK**

In this section of the project the variables will be presented, definition of concepts and theories that will be studied in this research project.

#### **OXFORD'S THEORY**

The socio-affective strategies focused on learning a new language have been studied over time by many authors, which is what helps to study what is the main relevance of the development of the target language learning. In contrast, social-affective strategies can be applied in other contexts such as reading comprehension and understanding of the target language from an English text.

Let us begin by reviewing the theoretical arguments of O'Malley and Chamot (1990, pág. 5) , as well as Oxford (1990, pág. 7), authors who have delved into the socio-affective strategies within second language learning. In their taxonomy, O'Malley & Chamot (1990, pág. 5) include the strategies of cooperation and asking for clarification. The former refers to group work and mutual assistance in sharing information or modeling a language activity. The second involves the participant's willingness to ask questions, either to the teacher or to another student, about anything that causes them doubts. In this way, they can ask for clarification of what has not been understood.

Oxford (1990, pág. 7) classifies strategies into direct and indirect strategies. Direct strategies include memory, cognitive and compensatory strategies, while indirect

strategies include metacognitive, affective, and social strategies. Oxford separates affective and social strategies. Affective strategies refer to attitudes, emotions, values, motivations, and factors that directly influence learning. For example, lowering anxiety, encouraging oneself, and taking one's emotional temperature. Therefore, a good language learner is one who knows how to control their attitudes and emotions knows how to control their attitudes and emotions.

With respect to social strategies, Oxford (1990, pág. 8) proposes three groups: asking questions, cooperating with others, and empathizing with others. For the purposes of this paper, classification has been taken as the main reference, and we have worked on the hypothesis that second language learning strategies can be transferable to the context of reading comprehension.

### **KRASHEN'S THEORY**

Krashen (1982, pág. 7) who in his hypothesis of the affective filter establishes that there is an internal barrier which interferes with second language acquisition or learning when anxiety or boredom is present? These theories consider the social and affective aspects as elemental factors in the learning of a second or foreign language.

For the linguist, learners have a low affective filter and therefore acquire a second language more easily and more effectively, when they are not concerned with the possibility of failing in language acquisition and when they consider themselves potential members of the group that speaks the target language. On the other hand, a learner with a high affective filter unmotivated, with high anxiety and low self-confidence, even if intensively exposed to the foreign language, will not reach a linguistic level like that of a native speaker.

In his theory, the American linguist Stephen Krashen attributes considerable importance to affective factors, since for him, these factors are directly related both to

the process of acquiring/learning a second language and to the results obtained throughout and at the end of this process. Learner demotivation, high anxiety and low self-confidence are elements that can, according to the researcher, hinder acquisition (Krashen, 1982)

That means, acquisition will be facilitated if there are favorable psychological conditions, motivation, low anxiety, and high self-confidence. For the author, not all input is transformed into acquisition due to the existence of what he calls "affective filter" defined as "the mental block that prevents learners from fully utilizing the comprehensible input received for language acquisition". This means that if the affective filter is high, "the learner can understand what he hears and reads, but the input will not reach the LAD (Language Acquisition Device)".

### **SOCIO AFFECTIVE-STRATEGIES**

Research by Chamot and Küper (1978, pág. 3) , as well as by Goh and Kwah (1977, pág. 45) report a low use of social-affective strategies when learning a language. In the same way, it was found that there have been few documented studies about affectivity in the performance of a second language. However, based on this theoretical framework regarding socio-affective, we cannot rule out two that play an important role in second language reading: attitude and motivation.

The importance of these strategies lies in the fact that learning develops not only from cognitive processes, but also between these processes and emotions, situations, etc. From the learner's, strong interconnected bonds are created. On the other hand, in the social aspect, thanks to these strategies, the exposure of the learners to the language is increased and its positive effects on learning are enhanced. These are the choices learners make and the behaviors they adopt to enhance the positive impact of personal and social factors on learning.

*Stephen Krashen attributes considerable importance to affective factors, since for him, these factors are directly related both to the process of acquiring/learning a second language and to the results obtained throughout and at the end of that process (1982, pág. 4)*

For reading comprehension, learners have poor emotional filters (and therefore acquire a second language more easily and effectively) when they are not concerned about failed language acquisition and when they see themselves as a potential member of the target group. language. On the other hand, a learner with a high emotional filter (fear, anxiety, low self-confidence), although highly exposed to foreign languages, will not achieve the same linguistic proficiency as native speakers of the language.

Attitude and motivation can facilitate or hinder the use of cognitive strategies and influence creativity. As for the field of translation, *"if we assume that reason is not separable from experience and emotion, then it is logical to infer that during [the process of] translation and interpretation, emotions and past experiences will be activated unconsciously, influencing the decision-making process"* (Rojo, 2017, pág. 380)

It defines "aptitude" as "a complex psychological state consisting of three distinct components: subjective experience, physiological response, and behavioral or expressive response". Although many possibilities can arise simultaneously, the descriptors used in these four basic categories are defined according to their polarity. Motivation can be internal, but it can also be an "effect to obtain the internal energy needed to achieve a goal". This external force is what they call an external motive, which can be any external motivator. For example, a good grade, award, or general recognition.

## **READING COMPREHENSION**

When we talk about reading ability in basic education, we refer to three aspects: Comprehension, Fluency and Speed. The value that each one of them has depends on their linkage, that is, to what extent one is given without affecting the other, specifically comprehension. Hence, several teachers see that neither fluency (as it is proposed to be evaluated) nor speed should be given so much importance.

*“Reading comprehension is the ability to understand what is read, both in reference to the meaning of the words that make up a text, as well as with respect to the overall understanding of the text itself” (Bitz, 2017, pág. 2)*

It is the process by which meanings are elaborated and related to concepts that already have meaning for the reader. In this way the reader "interacts" with the text. However, the message contained in the text is not always understood or may even be misunderstood. Comprehension is a complex process that involves grasping the meanings that others have conveyed through everything that surrounds it. Reading comprehension is not so simple; it is a process where the reader must identify words and meanings.

Reading comprehension is the ability to understand written language, from decoding the text to establishing a dialogue between what the author presents and the reader's previous knowledge, generating knowledge through this exchange (and not only information) and using inferences and other reading strategies. (Yaez, 2017)

## **MOTIVATION**

Motivation towards reading groups the attitudes that promote in a reader the sensation and belief that reading is entertaining, that it is useful and that one can do it. that reading is fun, that it is useful and that one has the skills to do it. this task. These

attitudes lead the reader to exhibit reading-related behaviors, such as flipping through books, reading them, talking about them, asking more questions about them (ORTEGA, 2017)

Motivation is a process that has a goal to achieve, it is a stimulus and has to do with persistence and effort, as well as organization, planning, practice, etc. Motivation within the academic context is important, since it affects new learning, as it can influence what, when and how learning takes place.

*“Motivation is distinguished into two types: intrinsic and extrinsic motivation. Intrinsic motivation refers to the performance of an activity for its own sake, based on interest and curiosity”* (HERRADA, 2017)

In the school environment and in relation to reading, this type of motivation is reflected by students, when the desire to understand what they read is present, as well as the interest to process in depth the information read; each one of the characteristics present in the motivation intrinsic motivation arise from personal reason and need. In this regard, Wigfield and Guthrie define this type of motivation as:

The intention and curiosity directed to get involved in an activity for the activity itself in a total way, reaching, in some cases, to lose the notion of the elapsed time and the attention to what is not the activity being performed. to anything other than the activity being performed (Guthrie, pág. 9).

A person who is more motivated to this task will practice more and will be more interested in understanding what he or she reads, even if the texts become more and more challenging. If the students practice more, they may eventually understand more. This makes reading motivation, reading practice and reading comprehension and

reading comprehension become elements of a virtuous circle, in which one element feeds the other and the one element feeds the other and vice versa.

## **ATTITUDE**

Individual, family, and social factors play a role. But to compensate for these disparities it is necessary to work on a positive attitude towards research and to value the abilities of each student through learning techniques. The attitude shows the will to learn, the will to progress. In the case of constructing a building, they will be to build it: no matter how many foundations and works of art, the real estate developer must have the will to build it. (Paula, 2018)

In the educational process, the attitude, which is nothing more than how we act before the situations that arise, becomes the basis for the achievement of our goals, which is why we must know our face, its pros, and cons, to respond in the most appropriate way. way. before developing our educational process.

**Proactive and positive attitude:** a person with a real vision of research, understood as a challenge and an opportunity for self-development. The student is the protagonist of the study, a computer scientist who evaluates, criticizes, expands, questions, compares, and reconstructs the information. The researcher could explore, interpret, and create. (Bamford, 2018)

**Negative Attitude:** Attitude that reflects low morale, lack of concentration, disorganization, test anxiety, memory problems, low self-esteem, and poor study habits. (Bamford, 2018)

According to this model, in the first instance, if the student enjoys reading in the first language, it is very likely that he/she will feel the same pleasure in reading in a foreign language or in beginning to read in a second language. On the contrary, if the student's attitude is negative towards reading in his or her first language, his or her attitude towards reading in a language other than his or her mother tongue may also be negative. The positive attitude to reading in the first language could have its origin in the family or in the school where reading practices are carried out. reading practices



## CHAPTER III

### METHODOLOGICAL FRAMEWORK

#### METHODS

This research project is qualitative in nature as it is a study based on a review by researchers, so their choices and opinions should be carefully considered, especially with respect to second language acquisition data focused on reading comprehension and the socio-affective strategies that influence it. It is a discipline commonly used in fields such as sociology, sociology, education, or history, among others, as it helps them to better understand complex ideas, relationships, and social practices or habits. It is also useful to consider how and why these things happen, and to help explain them and what actions to take.

Effective analysis is the collection and analysis of non-quantitative data to understand thoughts, ideas, or experiences, as well as data on life experiences, emotions or behaviors, and the descriptions people give them. For this reason, the results are expressed in words.

*“Qualitative research is inductive. Researchers develop concepts and understandings from patterns in the data and do not collect data to evaluate preconceived models, hypotheses, or theories. Researchers follow a flexible research design, beginning their studies with vaguely formulated questions.” (Bogdan, 1987)*

Qualitative research is a non-standard method of data collection and evaluation. In most cases, a small, non-representative sample is used to better understand decision criteria and motivations. In market research, qualitative research methods often include interviews, focus group discussions or qualitative observation methods. The results and responses from these methods are interpreted in context and are not expressed in

quantitative terms. As such, market research represents information that cannot be directly measured.

### **Type of Research**

#### Phenomenological Studies

According to Husserl (2008), it is a paradigm that seeks to explain the nature of things, the essence and veracity of phenomena. The objective it pursues is the understanding of the lived experience in its complexity; this understanding, in turn, seeks awareness and meanings around the phenomenon. To carry out research under this approach, it is indispensable to know the conception and principles of phenomenology as well as the method to approach a field of study and mechanisms for the search of meanings.

*“Phenomenology is a philosophy and a research method to understand the lived experiences of the human being in the world, which allows to visualize how the nurse manages to incorporate it in the care process.” (Rafael, 2017)*

Phenomenology is interested in the how and not the what of things; that is, it is interested in how things are experienced from the first-person perspective. Although the word experience is used to conduct research from other research approaches such as psychology, ethnography, narrative, etc., phenomenology distinguishes itself from them by giving importance to the experience as it is lived. While psychology seeks to study the psychological meanings that allow the construction of theory or a conceptual system that explains human behavior, ethnography seeks to understand cultural meanings, ethnomethodology seeks to understand the meanings that give meaning and produce social activity, and ethnomethodology seeks to understand the meanings that give meaning and produce social activity.

## **Data Collection Techniques**

### **Focus Group**

*“The focus group technique is an opinion space to capture the feeling, thinking and living of individuals, eliciting self-explanations to obtain qualitative data.”*

*(Krisheen, 2007)*

Focus groups are based on qualitative epistemology, and for this reason, it is convenient to point out some differences between the qualitative and quantitative approaches. The traditional version of social science research starts from the construction of a previous model based on empirical findings. Its starting point is a theoretical model from which hypotheses are derived, operationalized and tested under empirical conditions. The aim is to obtain representativeness of the data. Another purpose is to decompose complex relationships into isolated variables to test their effects, always subjecting the data to empirical analysis.

*“The technique is particularly useful for exploring people's knowledge and experiences in an interactive environment, which allows examining what the person thinks, how they think and why they think the way they do.” (Carls, 2007)*

The results of the focus group study were robust. When focus group participants are truly engaged in the study and the moderators are skilled enough, the results can be clear on key issues. Tangible data is important in business, but it does not always provide the big picture. Instead, focus groups can help companies make sense of the numbers and better understand the interviewees.

## **Instruments**

### **Questionnaire**

The questionnaire will be presented as an annex in the final part, which consists of 8 questions which are related to what we seek to find in this project, each one focused on the socio-affective strategies motivation and attitude. The questions are open-ended, meaning that the interviewees will be free to express what they think and feel as they answer the questions, based on their experiences in reading comprehension skills and how they have seen their performance throughout their second language learning process. At the beginning of the questionnaire, the main objective of this project which will be known by the interviewees to know the main motive.

*“The questionnaire consists of a set of questions, usually of various types, systematically and carefully prepared, on the facts and issues of interest in an investigation or evaluation, and can be applied in a variety of ways” (Muñoz, 2016)*

The purpose of the questionnaire is to collect in a systematic and orderly manner information about the population in which it operates, about the variables that are the subject of the survey or evaluation. When using this technique, evaluators and researchers should consider two general methodological approaches: Full confidence that the questions can be formulated with sufficient clarity to work in the individual interaction covers the questionnaire and takes all possible measures to maximize the potential of the subject.

### **Interview**

The interview is a very useful technique in qualitative research to collect data; it is defined as a conversation that has a specific purpose other than simply conversing. It is a technical instrument that takes the form of a colloquial dialogue.

*"The interpersonal communication established between the researcher and the subject of study, in order to obtain verbal answers to the questions posed about the proposed problem" (Canales, 2004)*

The questions in qualitative research consider general aspects by first defining what the purpose of the research is, in this case, socio-affective strategies focus on reading comprehension, what topics or problems it covers, what its objectives are, what the scope of the study is, what is included and what is excluded, with what degree of precision will the topics be addressed, is it a theoretical or applied research.

**TABLA 1**

**Data Collection Techniques**

<b>BASIC QUESTIONS</b>	<b>EXPLANATION</b>
<i>WHAT?</i>	Project based Approach
<i>WHERE?</i>	Universidad Estatal Península de "Santa Elena" in the major Educación Inicial
<i>WHEN?</i>	2022 – 1
<i>HOW?</i>	Focus Group
<i>WHAT FOR?</i>	To diagnose how the socio-affective strategies can help the development of English language reading skills in students.

*Note.* This table shows the process of qualitative data collection and resources will need for the realization of this research project, specifying each of the key points to achieve the objective.

## Population and Sample

The population and sample chosen for the present research work are students of the Universidad Estatal Peninsula de Santa Elena of the career of Educacion Inicial 6/2, province of Santa Elena.

## CHAPTER IV

### ANALYSIS OF FINDINGS

#### Interpretation of data from the focus group

After implementing the focus group interviews with the selected population for the collection of qualitative data for each question of the questionnaire, the interview was conducted with the help of Microsoft Forms where the interviewees expressed their ideas and experiences of the content. The qualitative data collected will be analyzed question by question, to detail with greater precision the qualities established by the students in their learning process focused on reading comprehension.

#### QUESTION #1

1.- How do you feel when the English text you are reading is not interesting, it is too long, or you just don't understand what it is all about?

**Figure 1**



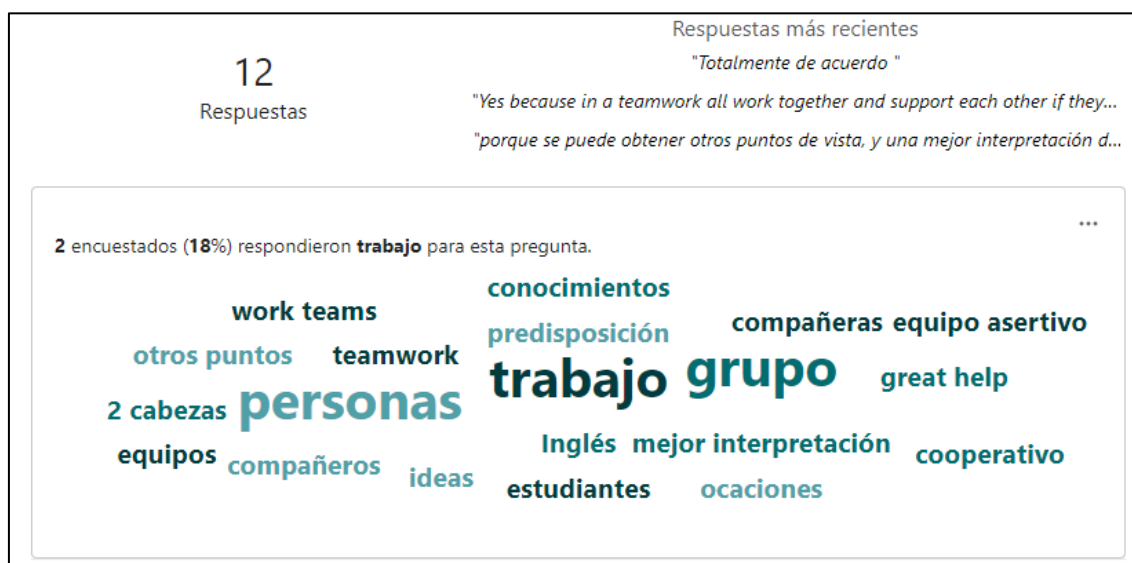
*Note.* The figure represents the data obtained from the first question of the questionnaire, where it shows the words that are repeated with greater precision.

Reading a text in English that is very long makes them lose interest in reading it, since seeing many words is tedious and a bit boring, which results in them losing interest in reading it and not understanding it. Frustration, stress, and anxiety are the most repeated variables, and in this case, these are how the students feel when they read the text and do not understand anything because it is not their mother tongue. On the other hand, this can be a bit boring because if it is not a subject that they are interested in they simply do not read it and lose interest in doing so, this causes stress by having a long text in English and not knowing what to do.

## QUESTION #2

2.- Do you think teamwork is necessary when trying to better understand a reading in English? Why?

Figure 2



*Note.* The figure represents the data obtained from the second question of the questionnaire, where it shows the words that are repeated with greater precision.

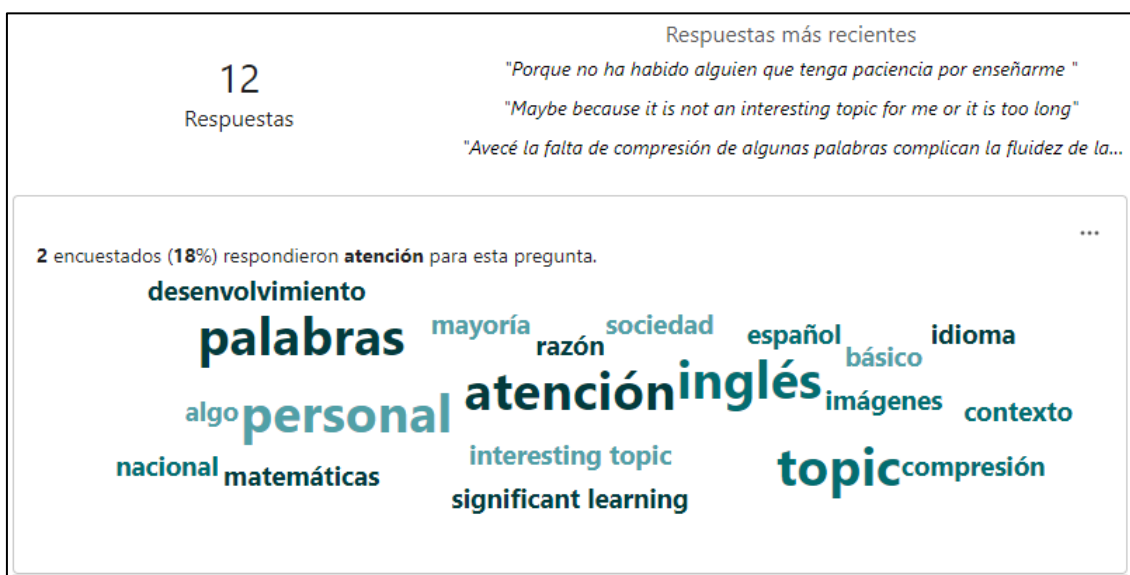
According to the interviewees, it is necessary to make work groups while reading a reading in English, because in this way they can help each other to better understand what they are reading, because if a student does not know the meaning of a word another student in the group does know it, in this way they help each other

collectively and learn from each other. On the other hand, they consider that some of the students are fluent in English, which allows them to help their classmates to better understand the reading or with the translation of it, because they all contribute their ideas and complement each other. Finally, there are students who understand more and when working in groups they can explain or give feedback to the class, it should be noted that it depends on the person, because many do not like to work this way because they are the ones who understand and do not have the predisposition.

### QUESTION #3

Why do you think you do not feel motivated to read a text in English?

Figure 3



*Note.* The figure represents the data obtained from the third question of the questionnaire, where it shows the words that are repeated with greater precision.

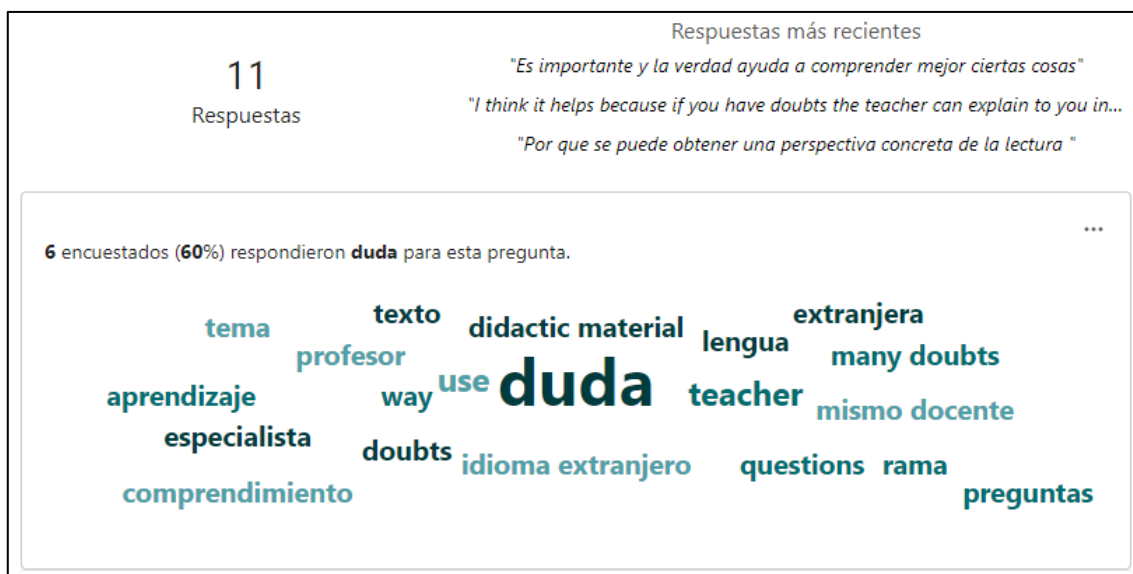
The students do not feel motivated to read a text in English first because society, educational units and many teachers do not consider the foreign language as a necessary or very important subject. On the other hand, they do not feel motivated because often what they are reading does not contain images, which takes away the interest in what they are reading, or it becomes boring for them. Others consider that the lack of



knowledge of some words makes it difficult to understand the whole reading because they lose the fluency of it and the comprehension is much more difficult.

#### QUESTIONS #4

Why do you consider that reading strategies such as asking questions to the teacher help to improve the comprehension of a text in English?



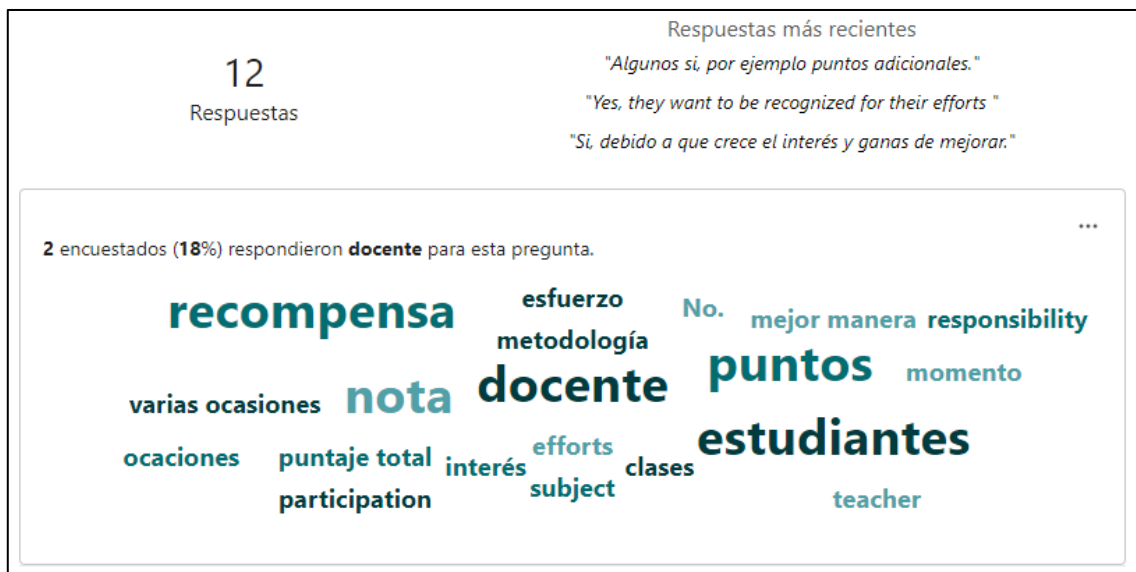
*Note.* The figure represents the data obtained from the fourth question of the questionnaire, where it shows the words that are repeated with greater precision.

According to the interviewees, the strategy of asking the teacher to help improve reading comprehension is fundamentally necessary, since the teacher is the main guide of the language, the students consider that they prefer to ask questions and clear their doubts, about words they do not understand or phrases that become somewhat difficult to understand.

#### QUESTION #5

5.- Regarding motivation, do you consider that the student expects a reward after giving a correct answer? Why?

Figure #5



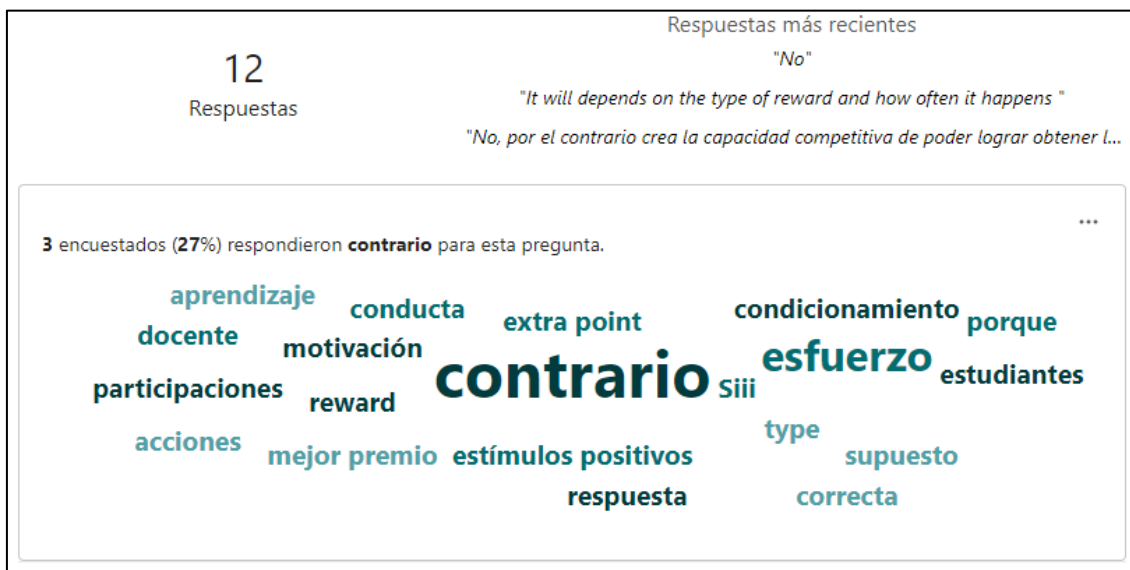
*Note.* The figure represents the data obtained from the fifth question of the questionnaire, where it shows the words that are repeated with greater precision.

Students do expect rewards after giving a correct answer as this allows students to participate much more after answering a question in an English text and helps students' academic performance if they have low grades. On the other hand, they consider that it is not necessary to expect points to motivate us, I think that if the teacher applauds or patiently corrects the students we will be motivated and will make us think that it does not matter if we make a mistake because the teacher will be ready to correct us in the best way.

### QUESTION #6

6.- Do you consider that rewarding for giving a correct answer reduces the effort needed to read a text in English?

FIGURE #6



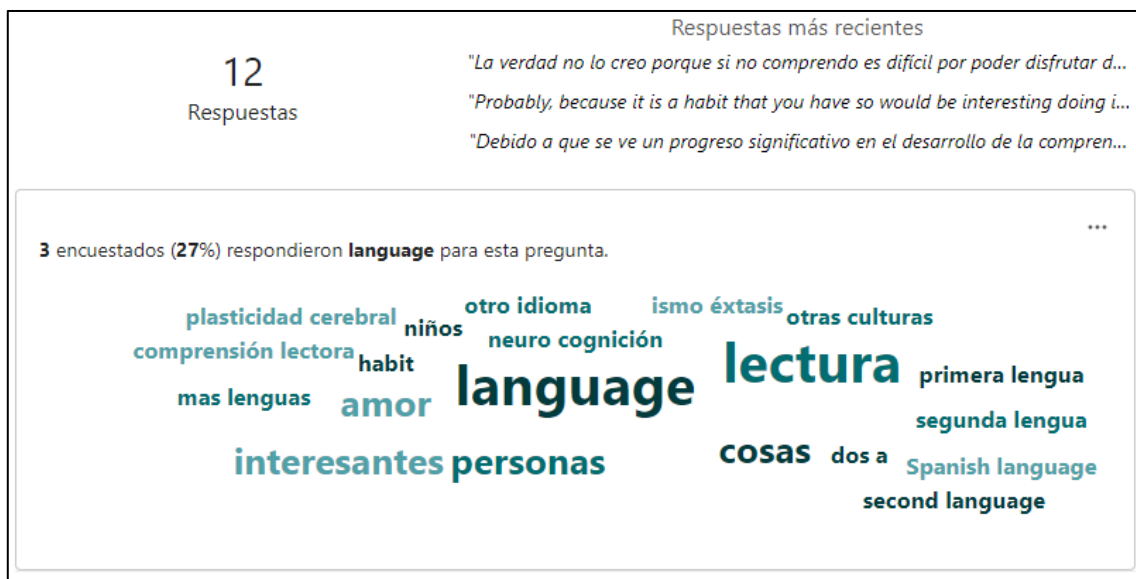
*Note.* The figure represents the data obtained from the sixth question of the questionnaire, where it shows the words that are repeated with greater precision.

Rewarding for giving a correct answer reduces the effort needed to read a text in English is necessary, because the operant conditioning to positive stimuli to repeat a good or desired behavior is positive, so that consciously or unconsciously such actions are consistent again, if the teacher is ready to correct we will feel motivated and it will not be necessary to reward, since the best reward will be the learning obtained, I think it may be that rewarding reduces the effort of the students.

### QUESTION #7

7.- Regarding attitude, do you think that if you enjoy reading in your first language, it is very likely that you will feel the same pleasure when reading in a foreign language or when starting to read in a second language? Why?

Figure 7



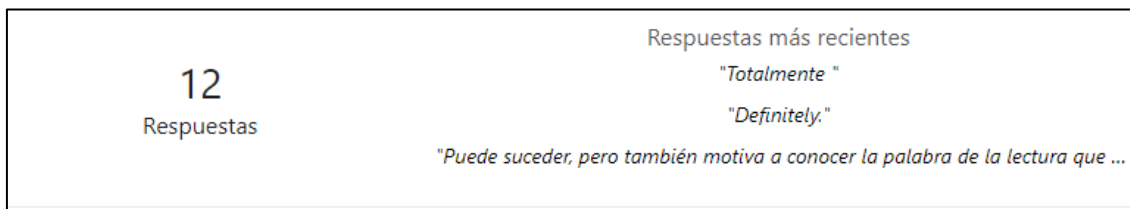
*Note.* The figure represents the data obtained from the seventh question of the questionnaire, where it shows the words that are repeated with greater precision.

According to the interviewees, if you enjoy reading in your first language, it is very likely that you will feel the same pleasure when you read in a foreign language or when you start reading in a second language, the love of reading is diverse and ambiguous, and you can acquire two or more languages during the childhood of individuals due to the brain plasticity and neuro cognition of the students, because there are usually some interesting books that are not adapted to our language, therefore, having command of English is very beneficial in such cases. On the other hand, some interviewees consider that they would not enjoy reading because for example we talk about people who do not like reading in our first language, therefore they will not enjoy reading in a second language, they can enjoy reading a lot, and in fact they would love to do it in a foreign language, because I feel that it must be the same ecstasy they feel, but unfortunately students are demotivated because they do not understand the language.

## QUESTION #8

8.- Do you think you would feel disappointed, and your attitude would be negative if sometimes you could not understand the readings in a language other than your mother tongue?

Figure #8



*Note:* The figure represents the data obtained from the eighth question of the questionnaire, where it shows the words that are repeated with greater precision.

According to the interviewees, if you would feel disappointed and your attitude would be negative if sometimes you could not understand the readings in a language other than your mother tongue, because there is frustration when you do not understand a language other than your mother tongue, because sometimes we think that the learning, we have is so basic that even so it is not enough to understand something different from what we are used to read or see in our daily lives. Rather it would be the negative attitude, since they avoid the foreign language at all costs, disappointed if perhaps the foreign language was something indispensable to learn, although it is because it opens many doors.

### **Interpretation of bibliographic review.**

Within the theories mentioned in the theoretical framework we relate some research that is focused on the process of learning a second language in the ability of reading comprehension, starting with the theory of O'Malley and Chamot with the cooperative strategies that refers to group work which can help improve the reading comprehension skills of students, such as knowing new vocabulary that other students do not know. In addition, the second strategy is to ask for clarification, which implies that students ask

teachers what their doubts and concerns about the topic are being discussed, in this case, focused on the reading comprehension of a text in English.

On the other hand, Oxford's theory also speaks of socio-affective strategies in two parts, affective and social. Affective strategies are those that refer to motivation, emotions, values, and factors that are directly related to learning, such as anxiety, self-motivation in some activity or reading exercise. Social strategies are those that focus on asking questions, cooperating with other students, and understanding others, which relates to the fact that a student learns and understands a reading better by working in a team and with others.

Krashen's theory of affective filtering refers to the acquisition of a new language focusing on the learner's anxiety and boredom. It is considered that second language learners have a low affective filter, which implies that they learn more effectively and without much effort because they are directly influenced and motivated by acquiring the new language. On the other hand, students with a high affective filter are those who do not feel motivated, despair for not understanding something, and feel anxious when reading in English. Which concludes that a student with a low affective filter causes anxiety and lack of self-confidence.

#### **Analysis and discussion of the interview or focus group vs bibliographic review.**

The theories that were mentioned earlier in the theoretical framework and reflected upon have much to do with and relate to the questions that were asked in the focus group to the population we have chosen.

In relation to the questions, they focus on Oxford's affective strategies which implies that students have a feeling of frustration and despair when they see a long text in English which is not of interest to them. The frustration is caused by the stress of not

being able to understand anything they are reading, which causes this feeling that stops some of the learning that is required to be acquired. On the other hand, it is also related to the theory of Krashen and his affective filter, which concludes that a student feels bored when looking at a text in English.

In relation to Oxford's social strategies, according to the focus group, it is necessary to do group work or help other students in the same reading because it facilitates the understanding and comprehension of the same, because if there are some students within the same group, some of them will know the meaning of a word those others do not know, which becomes a collaborative work and mutual learning.

Focused on Chamot and O'Malley's theory, one of the strategies is to ask questions, according to the interview it is necessary for the students to clear doubts with the teachers, when they do not understand or comprehend something related to the topic or the reading that the students are reading.

## CHAPTER V

### REFLEXIONS OF THE STUDY

During the research work that has been developed, explaining, and describing the socio-affective strategies and their impact on the development of English language learning focused on the ability of reading comprehension, it is concluded that:

The socio-affective strategies that affect the development of the learning of reading proficiency in English language learning are affective (mood, feelings, motivation, emotions, and values) and social (such as asking questions to teachers, collaborative work and understanding each other).

The weaknesses that students face in the development of reading competence are the lack of motivation that leads the student to frustration and to feel desperate not knowing what to do when they have a text in English and do not understand it or do not understand what it is about, with respect to attitude, students do not feel the motivation and desire to read a reading.

The influence that the motivation and personality have in the learning of a new language is that it has much to do with how the student feels and presides to acquire a new language such as English. It is important to establish that the student always feels motivated, avoid discouragement and stress, avoid routine, and always give good impression to the student of how important it is to learn the English language.

The socio-affective strategies directly influence the learning of a second language such as English. From the ability of reading comprehension, we can deduce that these strategies are linked to how the student feels when watching a reading. Within the research we investigated the variables and described each of the strategies that can



help us or identify the problems and solve the deficiencies of students learning English, from motivating and encouraging to detect boredom, anxiety, stress that a student feels, it is important to recognize that as a student feels frustration for not getting to understand anything in the teaching-learning process.

Thanks to this research project it was possible to diagnose that the socio-affective strategies help in a high index to the development of the English language in the students' ability of reading. This is because, the strategies can greatly influence the students to feel motivated, helping those students who have problems of despair, anxiety, and stress. It is important to recognize that these strategies allow us to identify all these problems. The shortcomings that exist within the students' learning, help to improve, or change the methodologies that are implemented to teach a class, or that the students better understand a text in English and, above, all understand the context.

Socio-affective strategies can help students in many ways in the development of learning a new language and focused on the skill of reading comprehension, for example, motivation is one of the main factors that allow students to concentrate and encourage them to learn the English language, thus motivating them in the development of skills and improve each of them, so that learning and effort is worthwhile. On the other hand, the social strategies that derive from asking questions to teachers about a particular topic, helps students to have confidence to clear their doubts and learn in a meaningful way with the help of the teacher, in addition to the practice of group work where a group of students learn mutually either by reading a text together, or by carrying out activities that help improve skills.

During the development of this research project, it has been possible to know the theories that are focused on the learning of a new language centered on socio-affective strategies which allows us to recognize how students feel when studying a second

language, considering the aspects of improving skills, in this case reading comprehension. The project was able to determine the impact that all these strategies have now of acquiring a language, focused on describing through questions, analysis and processes that allowed us to bring a credible and feasible conclusion, linking these theories with the reality that was experienced under the criteria of the same students that day by day are exposed to the language.

The advantages of this project were to be a participant and the main entity who asked the problem after teaching students who were in another career and were not 100% to the language, being a teacher of modules, the needs of the students were realized, the problems, difficulties and what bothered or stressed them at the time of learning the language. Being a teacher implies being aware that students can understand and comprehend what you are trying to explain, on the other hand, students often tend to let off steam by saying or asking what they do not understand or what bothers them about the class. All these aspects allowed the problem, the problem statement, and the development of the objectives to be for the same purpose which implies familiarity with the subject and having the necessary foundation to carry it out.

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La Libertad, August 9th, 2022

## ANTI-PLAGIARISM REPORT

In my role as Adviser of the research paper entitled “SOCIO-AFFECTIVE STRATEGIES FOR THE DEVELOPMENT OF READING SKILLS IN ENGLISH LANGUAGE LEARNING” prepared by JAIRO FAUSTINO NEIRA ROSALES undergraduate student of PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES Major, School of Education and Languages at Peninsula of Santa Elena State University, I declare that after having analyzed in the URKUND anti-plagiarism system, and after having fulfilled the required assessment requirements, this executed project finds 1% of the permitted assessment, therefore this report is issued.

Sincerely,

**ING. TATIANA GARCÍA VILLO MSc.**

ADVISOR

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**UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA**  
**FACULTAD DE CIENCIAS DE LA EDUCACIÓN E IDIOMAS**  
**CAREER: PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y**  
**EXTRANJEROS**



*Socio-affective strategies for development of reading skills in English language learning.*

**Objective:**

- To diagnose how the socio-affective strategies can help the development of English language reading skills in students.

**INTERVIEW:**

- 1.- How do you feel when the English text you are reading is not interesting, it is too long, or you just don't understand what it is all about?
- 2.- Do you think teamwork is necessary when trying to better understand a reading in English? Why?
- 3.- Why do you think you do not feel motivated to read a text in English?
- 4.- Why do you consider that reading strategies such as asking questions to the teacher help to improve the comprehension of a text in English?
- 5.- Regarding motivation, do you consider that the student expects a reward after giving a correct answer? Why?
- 6.- Do you consider that rewarding for giving a correct answer reduces the effort needed to read a text in English?

7.- Regarding attitude, do you think that if you enjoy reading in your first language, it is very likely that you will feel the same pleasure when reading in a foreign language or when starting to read in a second language? Why?

8.- Do you think you would feel disappointed, and your attitude would be negative if sometimes you could not understand the readings in a language other than your mother tongue?

#### ENTREVISTA:

1.- ¿Cómo te sientes cuando el texto en inglés que estás leyendo no es interesante, es demasiado largo o simplemente no entiendes de qué se trata?

2.- ¿Crees que es necesario el trabajo en equipo cuando se trata de entender mejor una lectura en inglés? ¿Por qué?

3.- ¿Por qué crees que no te sientes motivado para leer un texto en inglés?

4.- ¿Por qué consideras que estrategias de lectura como hacer preguntas al profesor ayudan a mejorar la comprensión de un texto en inglés?

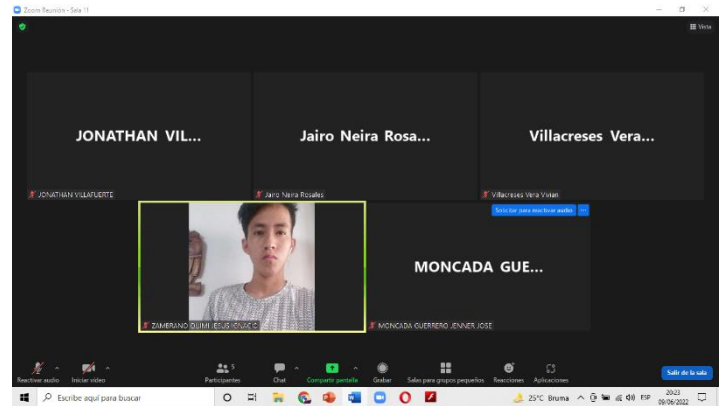
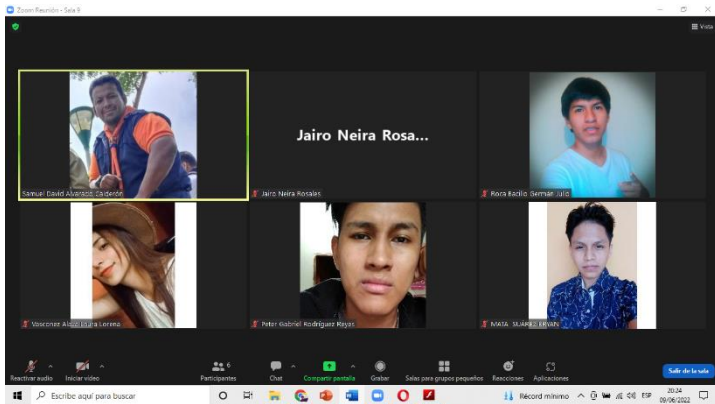
5.- En cuanto a la motivación, ¿consideras que el alumno espera una recompensa tras dar una respuesta correcta? ¿Por qué?

6.- ¿Considera que premiar por dar una respuesta correcta reduce el esfuerzo necesario para leer un texto en inglés?

7.- En cuanto a la actitud, ¿crees que, si disfrutas de la lectura en tu primera lengua, es muy probable que sientas el mismo placer cuando leas en una lengua extranjera o cuando empieces a leer en una segunda lengua? ¿Por qué?



8.- ¿Crees que te sentirías decepcionado y tu actitud sería negativa si a veces no pudieras entender las lecturas en una lengua distinta a la materna?



Forms

INTERVIEW QUESTIONS - Guardado

Vista previa Tema Recopilar respuestas

Preguntas Respuestas

INTERVIEW QUESTIONS

12 Respuestas 08:31 Tiempo medio para finalizar Activo Estado

Revisar respuestas Publicar puntuaciones Abrir en Excel

1. 1.- How do you feel when the English text you are reading is not interesting, it is too long or you just don't understand what it is all about? (0 punto)  
¿Cómo te sientes cuando el texto en inglés que estás leyendo no es interesante, es demasiado largo o simplemente no entiendes de qué se trata?

Más detalles Información

Respuestas más recientes

← Atrás Revisar respuestas

Revisión: INTERVIEW QUESTIONS

Contactos Preguntas

Encuestado 1 Anónimo 06:00 Tiempo para completar

1. 1.- How do you feel when the English text you are reading is not interesting, it is too long or you just don't understand what it is all about? Puntaje / 0 pts  
¿Cómo te sientes cuando el texto en inglés que estás leyendo no es interesante, es demasiado largo o simplemente no entiendes de qué se trata?  
Se pierde el interés de la lectura del texto, y mi atención se centra en todo, menos en comprender el texto.

2. 2.- Do you think teamwork is necessary when trying to better understand a text in English? Puntaje / 0 pts

<https://forms.office.com/r/pYTRzKP3gr>