



PENINSULA OF SANTA ELENA STATE UNIVERSITY

FACULTY OF EDUCACIÓN AND LANGUAGES

ENGLISH TEACHING CAREER

**“CONTENT-BASED INSTRUCTION TO DEVELOP FOR
READING COMPREHENSION FOR NINTH GRADES”**

RESEARCH PAPER

**AS A PREREQUISITE TO OBTAIN A:
BACHELOR’S DEGREE IN ENGLISH**

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ADVISOR'S APPROVAL

In my role as Adviser of the research paper under the title "CONTENT-BASED INSTRUCTION TO DEVELOP FOR READING COMPREHENSION FOR NINTH GRADES" prepared by SUAREZ RAMOS JONATHAN JOSUE undergraduate student of the English Teaching Major, Faculty of Education and Languages at Peninsula of Santa Elena State University, I declare that after having received this project, I approve it in its entirety, because it meets the requirements and is sufficient for its submission to The Board of Examiners.

Sincerely



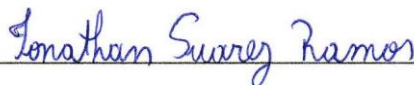
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DECLARATION

THE CONTENT OF THE FOLLOWING RESEARCH PAPER IS MY RESPONSIBILITY; THE INTELLENCTUAL PROPERTY BELONGS TO THE PENINSULA OF SANTA ELENA STATE UNIVERSITY.

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Jonathan Josue Suarez Ramos

DEDICATION I

want to dedicate this project that represents my perseverance and effort to my family, to my mother Betty who gave me life and encouraged me through this stage of my life; My little brother Bryan, my uncle Christian, thank you for supporting me in every moment of my life and never give up.

Jonathan Josue Suarez Ramos



**PENINSULA OF SANTA ELENA
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ENGLISH TEACHINH CAREER**

**“CONTENT-BASED INSTUCTION TO DEVELOP FOR READING
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ABSTRACT

The English language as a subject is currently part of the Ecuadorian national curriculum, in this case, educational institutions have integrated the subject into their educational projects and academic offer with at least a minimum of hours in order to develop skills related to the mastery of it as a foreign language. The main problem identified in the educational work and in students who attend the ninth grade, is the difficulty in developing reading comprehension ability, which is why through this research has been raised as an objective to analyze Content-based instruction as a method to develop reading comprehension for ninth grades, in order to improve the learning conditions of students. The research has a qualitative approach, for the acquisition and processing of data was resorted to field research where the interview was applied as data collection techniques. Once this instrument was applied and after the application of the proposal, it was possible to identify among the data that the students of the degree in mention of the Unidad Educativa Juan Jacobo Rousseau of the province of Santa Elena, present a difficulty in reading comprehension of the language. The conclusions reached are that with the application of strategies with content based on instruction, students can improve their learning and demonstrate it in activities related to the problem found in the first instance. The results show a significant advance so it is appropriate to execute the proposed actions to improve the learning conditions of ninth grade students.

Keywords: Comprehension reading, content, instructions, learning, method.

RESUMEN

El idioma inglés como asignatura actualmente forma parte del currículo nacional ecuatoriano, en este caso las instituciones educativas han integrado la asignatura en sus proyectos educativos y oferta académica con al menos un mínimo de horas con el fin de desarrollar competencias relacionadas con el dominio del mismo. como lengua extranjera. El principal problema identificado en el quehacer educativo y en los estudiantes que cursan el noveno grado, es la dificultad para desarrollar la habilidad de comprensión lectora, es por ello que a través de esta investigación se ha planteado como objetivo analizar la instrucción basada en contenidos como método para desarrollar la lectura. comprensión para los grados noveno, con el fin de mejorar las condiciones de aprendizaje de los estudiantes. La investigación tiene un enfoque cualitativo, para la adquisición y procesamiento de datos se recurrió a la investigación de campo donde se aplicó la entrevista como técnica de recolección de datos. Una vez aplicado este instrumento y posterior a la aplicación de la propuesta, se pudo identificar entre los datos que los estudiantes de la licenciatura en mención de la Unidad Educativa Juan Jacobo Rousseau de la provincia de Santa Elena, presentan una dificultad en la comprensión lectora del idioma. Las conclusiones a las que se llegó es que con la aplicación de estrategias con contenido basado en la instrucción, los estudiantes pueden mejorar su aprendizaje y demostrarlo en actividades relacionadas con el problema encontrado en primera instancia. Los resultados muestran un avance significativo por lo que es pertinente ejecutar las acciones propuestas para mejorar las condiciones de aprendizaje de los estudiantes de noveno grado.

Palabras clave: Lectura comprensiva, contenido, instrucciones, aprendizaje, método.

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INTRODUCTION

The development of this project was carried out at the Juan Jacobo Rosseau Educational Unit and is based on a research work carried out on content-based instruction to be developed for reading comprehension aimed at 9th grade students. Teachers play a fundamental role in the teaching-learning process, as guides, counselors and tutors, have in their hands to shape the child and adolescent helping in the development of skills, attending to their concerns, respecting their ideas and developing their skills and abilities inside and outside the classroom.

Nowadays, learning a new language could be a little difficult for people to develop essential skills to dominate the English language. Many English teachers apply strategy, different methodologies, and different ways to practice English skills, but sometimes it is impossible to achieve the goal in the class. All skills are necessary for teaching and learning in a classroom, but sometimes it is challenging to do it because students can't at the first time. One of the problems in reading comprehension is not knowing the meaning of the words and missing the information at the moment of reading.

Many English teachers use content base Instruction to apply to students from 12 to 14 years old in reading comprehension for ninth grade. Content-based instruction is connected with English for specific purposes (ESP) Many universities made a program using content-based instruction as a methodology in reading comprehension such as Canada, Colombia, French so on.

Many universities in other countries apply content- based instruction to acquire a new language, student has the opportunity to learn in a methodological way in high school and college. This program helps students to get a new language and improve the knowledge through responsibility and use currently the methodology.

According (Widdowson, 1993) author mentioned that this skill is based on attention, and practice should be more than a responsibility, practice is the key to get success. According to (Swain,1995) Swain mentioned that attention linguistics should be explicit at the moment to teach strategies in reading comprehension or in whatever skill to develop the abilities of English skills. According to (Lantolf & Pavlenko, 1995) both

authors mentioned that when a student learns something new, the knowledge grows, and in practicing the student has the opportunity to change through strategy, methodology, and support of the teacher.

Content-based instruction is specifically important in school, high school, and college because the English teacher applies the methodology in classes. Content-based instruction is a methodology that has some elements or items that English teachers should know and guess it is available in any age. Reading comprehension would be a little hard for students, at the moment to read a text or a long text, but when the English teacher applies Content-based instruction on reading skill is easier to understand and easy for the students to work in reading comprehension while the teacher applies this methodology that the text tries to say. The purposes of this project is to analyze this methodology that some teachers apply in the class for reading comprehension.

This work consists of four chapters that are detailed below:

In the first chapter, the approach to the problem is described, highlighting its relevance in the field of study, in which the difficulty presented by students in terms of reading comprehension is presented.

In the second chapter, a review is made of the relevant bibliography that serves as support to take into account the aspects that must be recognized and reflected in a proposal. The investigative advances that have been presented by other authors and that serve as a reference to locate them as the investigative principle of this academic work.

Regarding **the third chapter**, the methodology used to obtain information and the collection of the necessary data is exposed, in this section the appropriate instruments for the investigation are also described with their broad description that allow to appreciate the results achieved after the investigative process.

The so-called proposal is described in the **fourth chapter** describes the data information from focus group, the analysis of the information and the bibliographic review.

In the fifth chapter the author mentions how was the personal experience during all the research process, give to know the challenges, and what the author will do in a different way for further research about the same or similar topic.

CHAPTER I

THE PROBLEM STATEMENT

1.1. Problem statement

One of the main difficulties that students present in educational institutions when it comes to learning the English language is the development of the skill known as reading comprehension. That is why it is important to resort to different strategies that allow students to motivate themselves to achieve the development of reading comprehension. In this sense, among the different educational institutions that carry out educational activities in the province of Santa Elena, in the canton that bears the same name is the Juan Jacobo Rousseau Educational Institution. This educational institution has an operating permit to offer the educational service from the initial level to the baccalaureate.

In the academic offer, the English area has a significant workload, as provided by the Ministry of Education and in addition to the hours that have been increased as part of its educational project. Among the components that are part of the English area, reading comprehension is a skill that has the greatest difficulty to develop in students, this is demonstrated by the evaluation instruments designed and valued by teachers and are reflected among the inputs that are part of report cards.

The Unidad Educativa Juan Jacobo Rosseau is an educational entity that currently has a population of students with a medium level of learning and seeks to strengthen reading comprehension skills within the area of English. One of the points that stands out is the predisposition of students when wanting to learn a new language, but to potentiate teaching-learning in 9th grade students, it is suggested to apply certain strategies about content-based instruction methodology, which will help students to improve their academic performance inside and outside the classroom.

Pernía and Méndez (2018) consider that reading comprehension is a skill that is developed after the application and execution of different pedagogical strategies that are applied in the teaching-learning process. In the ninth grade of basic, a course that belongs to the upper basic education level, the students who go through this grade are between the ages of 11 and 14, their maturity is appropriate to understand and demonstrate that what

is read in the English language is understood, however, some factors affect learning and fail to develop this ability.

At reaching the ninth grade, students have spent between 7 and 8 school years learning the English language, where although it is true, academic activities are aimed at designing and programming strategies that allow students to acquire learning that gives rise to the development of different components of the English area, among them reading comprehension. To understand what is read it is important to emphasize the vocabulary and many times the lack of practice has meant that it cannot be developed as desired.

On the other hand, as Peña (2019) states, it is important to emphasize that each educational institution, according to its academic offer and the institutional educational project, can expand or reduce the number of hours of the subject, especially English, since this varies between 4 to 8 hours a week, likewise in public institutions they have only considered sticking to the proposal of the national curriculum, it is possible that for this reason, the problem rate of reading comprehension in the language is higher in private institutions. From what can be seen in the educational institution, the weekly hours of the subject are 6 and even so the development of the ability does not reach the expected standard.

To refer to the standard that measures the scope of the ability, it is necessary to refer to the fact that teachers take as a basis the evaluation criteria proposed by the Ministry of Education (MINEDUC), however, in terms of reading comprehension, due to the proposed activities and programmed in the institutional academic environment requires other deeper criteria, in terms of the problem situation detected, it was possible to understand an aspect that was important. To understand the language, the student must also do a good comprehensive reading in the mother tongue, according to the teachers, a factor that affects reading comprehension in students in the English language is that it is still difficult for them to understand the texts in Spanish, somehow increasing the determined problem.

According to authors such as Crespo (2019) they indicate that what happens in the lack of development of the reading comprehension skill in the English language is that often an adequate method is not applied to promote the development of the skill. Beltran (2017) affirms that reading, whatever the language, requires an appropriate method that allows the development of the skill, one of which is particularly used in the educational

institution is the question method, the same It is known as maieutical and although other research shows that it is ideal for promoting the development of the skill in question, it is possible that the process that teachers are carrying out has some flaw, so it is necessary to do a review to identify how it is affecting the method in the identified problem situation.

The English language as part of the Ecuadorian curriculum, in the last 10 years has undergone certain changes, among them mainly because in some way the number of compulsory hours could affect the teaching-learning process or in turn, when the subject in public institutions is not Mandatory due to the lack of professionals while in others located mainly in the urban area at least it must be dictated between 2 and 4 hours. On the other hand, the reality in private institutions presents a different reality since the language hours are higher.

After analyzing this reality, and observing that reading comprehension is a skill that needs to be developed in students since a percentage of them only read without understanding what they are reading, it was necessary to determine an educational institution in the province of Santa Elena that be a reference to observe and appreciate how the problem is presented in it, so that based on what is required to be demonstrated, collecting data from a private institution is taken into consideration.

The institution is called Unidad Educativa Juan Jacobo Rousseau, with an address via Santa Elena - La Libertad two blocks behind the SECAP on the left. The properties belong to the Santa Elena Canton of the Province with the same name. The AMIE Identification Code is 24H00359, its educational offer is established as regular. In this sense, it offers the 5 educational levels and sub-levels, initial education, elementary, middle school, higher education and high school.

Other characteristics of the educational institution include that it is privately supported by the secular, the school system is coastal, the modality of the operating permit is face-to-face with a morning shift, the ownership of the property is owned, the form of access is by land. Reviewing the distribution, the institution has 13 female teachers and 9 male teachers, a total of 22 with the management team. The total number of students who regularly attend the educational establishment who are legally enrolled is 268.

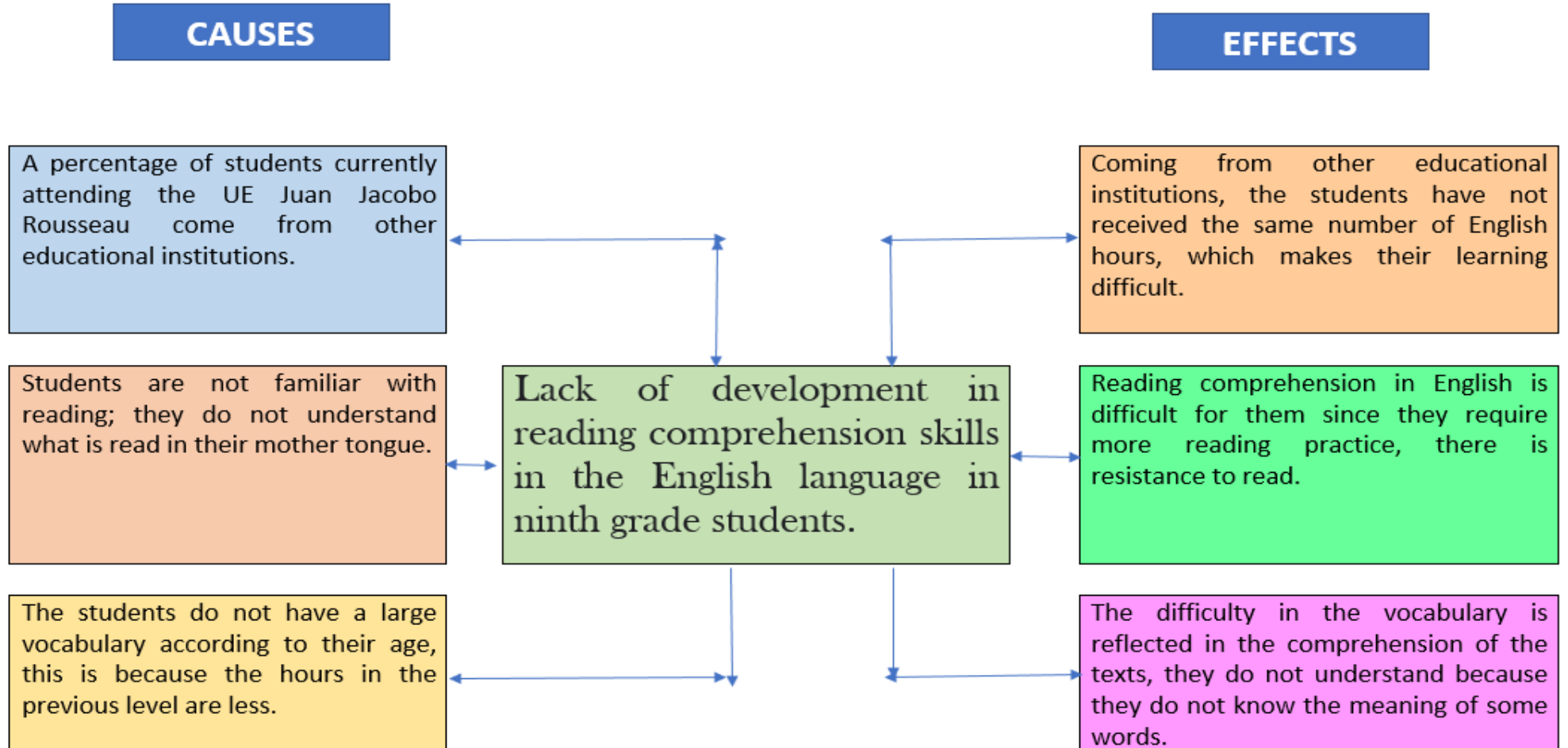
For the purposes of this study that focuses on students who are in the ninth grade, according to what was reviewed by the institution's general secretary, there are 28

students who regularly attend the classrooms of the educational establishment in the 2021-2022 school year. For the area of English there are 7 teachers distributed with workload in the subject, in this case, in higher basic education, the subject is taught by a single teacher.

1.2.1. Problem tree

Based on the information obtained, it is necessary to characterize these data and represent them in a conceptual diagram that contains those aspects that need to be relevant to the investigative process, then the ordered data:

Picture 1: Problems Tree



Source: Investigative process

Author: Suárez Ramos Jonathan Josué

1.3. Research questions

- What is the impact that content – based instruction has for reading comprehension?
- What considerations should be taken into account to achieve the development of reading comprehension ability in the area of English?
- Content – based instruction can be considered a pedagogical strategy to achieve the development of reading comprehension ability?
- Is reading comprehension important for English language proficiency?
- What are the aspects that should be considered to structure the content based on instructions and through this promote reading comprehension?

1.4. Rationale

Learning a new language could be one of the problems that avoid students would like to learn as a second language. It is clear that, when learning a new language, you need discipline, practice, and dedication every day to dominate the language and dominate the four skills of English. Many times, people think that learning a second language is difficult because their teacher taught the language badly and, as consequence the students can't learning it and maybe would consider it a boring subject.

Students in high school many times don't like the English subject. In fact, English teachers apply a different methodology in each skill of English. Sometimes the apply strategy is correct, but sometimes not because it is up to the teacher to select it. Therefore, English teachers must select carefully the methodology to be used, because it must depend on the student's age.

Content-Based instruction is a methodology used in high school and college in the reading comprehension process; this methodology, is based on the analysis of a short text or long text using strategies to understand a lecture. Generally, students can't understand vocabulary because they miss words to learn, the Content-Based instruction is a help to the

student in reading comprehension that influences some things, such as the acquisition of new vocabulary and understanding new words.

The importance of reaching this topic in education is because if the English teacher has a student or a group of students, the teacher could apply this methodology in class and get results at the end of their classes. In addition, the importance of developing this project is to describe and explore when, where, and how to use content based instruction in reading comprehension and which way The English teacher should develop reading comprehension in the students.

How could using this methodology help students to develop better reading comprehension is also a purpose to research from this project and, being able to understand better the acquisition of new words in the vocabulary section; in this way could be easier to do a better reading comprehension applying content-based instruction and can develop this essential skill.

1.5. Research objective

1.5.1. General objective

- To analyze Content-based instruction as a method by means of strategies to develop reading comprehension for ninth grades.

1.5.2. Specific Objectives

- To describe factors to intervene in Content- Based instruction in students.
- To explore the methodology in content based instruction for reading comprehension through interviews with students.
- To determine the use of this methodology to contribute to the development of reading comprehension for getting an English language proficiency.

1.6. Idea to defend

The content-based instruction contributes to the teaching-learning process of the English language, allowing the development of reading comprehension skills in ninth grade students at the Unidad Educativa Juan Jacobo Rosseau.

1.7. Scientific task

- Carry out a preliminary investigation in reliable sources.
- Review previous research related to the topic that supports the academic work.
- Establish the ideal methodology that through the content - based instruction promotes the development of reading comprehension skills in the English language.
- Implement pedagogical material that contributes to the development of reading comprehension skills through content-based instruction.

CHAPTER II

TEORETHICAL FRAMEWORK

Content based Instruction has been study for a lot of time by authors how try to give opinion, make new meaning, in this second chapter it is important to check other projects and theories by another authors.

According to Said, Bin Sihes, A& Yusof, S. M. (2018). The Contend based Instruction is a way to teach in the education for students. It is a method to help to students to improve and develop of the reading comprehension. Also, the Contend based Instruction is consider as a learning tool as a foreign language to teach and develop the skills of English. Reading is a skill very useful to understand a short or long text, to understand the meaning of words, to be clear the message of a text that try to say in a paragraph.

According to (Khusniyah, N.L &Wadi, A.S. 2020). Defined the Contend based Instruction as a method and form to learn about culture that mean it is an opportunity to get knowledge and notion at the moment to apply this methodology in class. Also apply the Contend based Instruction as a result the students can feel confident and sure with them self.

2.1 CBI Characteristics

Regardless of the different CBI models, they all share the same features as you can see, but the implementation of each of them may vary. Shaw and Jourdenais (2004) in (Jourdenais & Springer, 2005), pointed out seven characteristics:

- Learners are exposed to the language, while learning about other content areas.
- The content areas are relevant to the academic or professional needs of the learners.
- Language is contextualized across relevant content areas, and is also relevant to learners' needs.
- Support is provided for the language development of learners.
- There is a focus on academic and/or professional language development.
- Authentic materials are used to present the content.
- The use of authentic materials lends itself to: integrating skills, increasing motivation, and increasing cognitive and linguistic complexity.

As its name indicates, the CBI is based on content or information and not on formal structures of the language to be learned. This approach promotes real communication and exchange of information through thematic axes or contents typical of other areas where the teaching of grammar is relegated to an almost absent position.

The teaching of the language through the contents raises the need to carry out a significant number of both linguistic and content adaptations, especially when it is aimed at beginning students who join the educational system at any time during the school year. These adaptations are more complex the older the learners are, since their cognitive demands and interests do not coincide with the linguistic skills needed to negotiate them.

2.2 Roles of the Participants.

2.2.1 Role of the teacher.

It is the responsibility of the teacher to clearly define the objectives of content and language and to ensure that they are appropriate for the particular student body. It must also adapt the contents to the academic-linguistic needs of the students through the use of complementary material. It is important that you emphasize the keywords and the links between the personal experiences of the students and the content they are going to learn (the motivation of your students depends largely on this). Like other of its functions, it also highlights the need for the teacher to clearly explain the tasks, use visual aids and gestures, and adapt the explanations to the level of knowledge of the students.

2.2.2 Role of the student

You must participate actively, to get closer to the new language, delving into topics of an academic nature with which you are able to establish a relationship in your native language. You must master the skills of reading, listening, speaking and writing on topics of interest that motivate you to express yourself in the second language.

2.3 Models of the content-based approach

There are three traditional models of the content-based approach (Met, 1999): the sheltered model, the adjunct model, and the theme-based model. Brinton (2003) adds a new model that combines the three previous ones: the balanced model² (sustained content model).

2.3.1 The protected model.

It is characterized by the need that students of a second language have to learn the content that is offered in a certain context. This model is called "sheltered" because the teacher provides special "assistance" to students in understanding regular classes (Davies, 2003). One of the ways of working in this model is that two specialist teachers work together: one is in charge of the content part and the other of the language part. The two professors can teach the course collectively or they can divide the class time into two sessions, one for content and one for language.

2.3.2 The adjoining model.

This model is characterized by the union of a content course and a language course that helps and complements content learning. One of the main objectives of this approach is that it emphasizes the acquisition of area-specific vocabulary and different techniques such as note taking, research reading, general reading, listening, among others.

2.3.3 The subject-based model.

Proposes that regular language courses are designed with the development of language ability as one of the primary objectives. Content is selected for its language teaching potential. The way of working can include a single language teacher directing the course, or two teachers working together: one is in charge of the content part and the other one of the linguistic aspects. The course is designed around the interests of the students and the content can be chosen from a variety of topics.

2.3.4 The balanced model.

Also called the hybrid model, is characterized by the combination of the three previously mentioned models. The objective is to achieve a balance between content teaching and language teaching; students are not guided to study content topics exclusively, nor are they focused solely on language learning practices. Here the content determines what is going to be worked on in the part dedicated to the language.

Educational institutions may favor a particular approach, depending on their particular teaching needs. However, the academic discussions, the materials that are chosen, the teacher who is going to deal with the content or the language must have a transversal axis of professional development.

Reading comprehension is a ability a little hard to understand for students because the students can't understand a text or words that do not know the meaning of some words in a

reading comprehension. It has become a problem for the teacher and students, so the teacher could apply strategies to get a goal in the class. The teacher should apply questions and answers according to the reading. Use the Content based Instruction. It is easier to work with the students, in this way the students can understand a text or a reading comprehension.

According to (Zana,2017) the author mentioned that reading comprehension is an important skill in a foreign language. The author explains different techniques to work in reading comprehension. The teacher has the responsibility to teach the different types of techniques, Also the author mentioned that there are techniques that explain the summarizing as a help to students and reduction of words to get the main idea.

According to Aksoy, E. (2020) the author explains the method Content based Instruction that is based on vocabulary, in this way could be better because the vocabulary is according to the topic that can connect with the text. The acquisition of new vocabulary is the best way to begin to understand short and long text.

According to Amelia N. (2019) the author says the reading is one of the skills to work and develop our form of think to people reading help us to discover new things such as get information of a text and want to know new things. Reading comprehension active our cognitive at the moment to read magazine, article or any relevant information that help to understand the main idea of the paragraph or the text.

According to Adhikari, R. P. (2020) the author says about Content based Instruction to understand the methodology is important to consider some aspects at the moment to read something, such as watch carefully the pictures, the words that it's easy to understand or word that connect with the topic of the text, to analyze the paragraph you read. Taking those aspects could be better to understand a text.

The author emphasizes about reading and how much it is important to English language, many people feel confuse at the moment to read something because reading comprehension is the capacity to receive information while read and can understand the main idea of a text.

According to Stoller, F.L., Fitzsimmons-Doolan, S. (2017). The author mentioned that the methodology of Content based Instruction is one important element in the education because it help to students and it is a learning tool to the teacher. The Content based Instruction

pass a process in change some things in the way to learn and this methodology is use it to apply in the education.

Martinez, M. R. (2017) the author talked about how Contend -based Instruction can influence and help in education, The author Martinez took an important decision and the author wanted to analyze and explain the factors of Contend -based Instruction. Martinez took a test on the students to discover the level of English when is necessary to apply the methodology or not. Contend based Instruction, as a result after finishing the test the students can get a good score.

Mutiarani, & Rahman, I. A. (2019) the author wrote about how much important is Contend- based Instruction and if is effective to use it in class. In English is essential to dominate the four different skills in English. Reading comprehension has become an obligation and not an activity for homework for students.

In the reading skill there are some aspects to consider at the moment to practice reading. Grammar and vocabulary both of them are important because students find in a reading in a text and students can't understand the main idea or the message of the text.

According to Fristiara, C., & Rahmawati, R. (2017) the Contend- based Instruction is using in Indonesia for teaching very young learn to improve the English skill. The teacher can improve the reading skill though activities in class, check the same stories and repeat the same words.

The teacher become a researcher and decided to make decisions to investigate some components in the teaching young learners. The research was literature and the author applied the Contend bases Instruction. The result of the project is to change and improve the way how teaching young learn.

According to Akyol, H., Çakıroğlu, A., & Kuruyer, (2017) Excellent readers can understand what is the topic just reading the topic and find the main idea of text and people usually doesn't have problem to concentrate in the reading. Students is a special case and different because students don't like to read book or stories, the students get bored so fast.

Also, students have problem and distract at the moment to read because the students don't understand the text, it is difficult to find the main idea or don't concentrate. Some students don't understand the meaning of some words. The pictures could be a problem at the moment

to practice reading comprehension because it not always to read a text in a present, sometimes the time is in the past and sometimes playing with words to confuse for students.

The teacher should consider what text is better to work on in the class because it depends on the level of English. There is a way to teach how to work and learn using Content based Instruction.

2.4. Definition of key terms

2.4.1. Reading Comprehension:

A fundamental aspect in the training of students is reaching the ability to read and interpret a text, Vásquez (2022) considers that the autonomy of people is linked to understanding what they read. Understanding a text is being able to interpret, make value judgments, deduce information and transform it according to your interests. Reading is an activity that will be present in the daily life of every being, therefore it is essential to develop it from academic training.

2.4.2. Reading:

Reading is a process with mental capacity in which a person manages to decode symbols that have a meaning. According to what the University of Extremadura (2021) asserts, reading is an activity that is linked to intellectual and academic performance. It is necessary a systematic practice, care, dedication and even continuous training processes in which the difficulty in terms of vocabulary is progressive according to age.

2.4.3. Instructions

The activities of daily life generally respond to a series of steps that are acquired based on experience or various ways of processing information. In this case, the instructions are intended to order steps to follow to achieve a goal. In the Oxford dictionary it can be seen that an instruction is the action of indicating.

2.4.4. Methodology

According to Coelho (2011) this term is the product of a series of methods and techniques attached to systematic science that give rise to a process to obtain a result. In education, the methodology is the steps to follow in a teaching-learning process, the teacher

designs the educational experience according to what is required to be taught and the result is reflected in student learning.

2.4.5 Content Based Instructions

Content-Based Instruction is an approach in which instruction is organized around content. In content-based instruction, the teacher is organized around the content or information that students are to obtain, rather than a language or other program. The content is the starting point of the grade, it is said that if a content with a high level of interest is chosen, the students will possibly acquire the language of the best grade

2.4.6 Teaching strategies

It is the set of decisions that the teachers make to guide the teaching in order to promote the learning of their students. It is a pedagogical procedure that contributes to achieving student learning. It is the resource that the teacher uses to carry out the planned purposes.

2.5. Previous research

For the research design, it was necessary to resort to other investigations to obtain information related to the proposed title. Thus, at the Simón Bolívar Andean University with Headquarters in Ecuador, Crespo's research (2022) was published with the theme The development of comprehensive reading in the English language through activities that involve the use of interactive Internet pages. In this work, the author defines the importance of technology and the role it plays to obtain the stated purpose, in this sense it can be seen in the results that it was possible to verify that students significantly improve reading comprehension.

This research strengthens the intention of proposing content based on instructions with the aim of developing reading comprehension skills in ninth grade students in order to optimize time and resources that generate good performance in terms of student learning, somehow strengthening the deficiency found in the area of English in the educational institution.

Guarín and Ramírez (2017) published a scientific article certified by the Santo Tomas University where they refer to the development of reading comprehension skills in English as a foreign language in fifth grade students. The type of study determined was qualitative, with a case study approach. They addressed the model of interaction between the reader and the text. They designed activities under the instructions structure that, when reaching the conclusions,

it was shown that after the application of activities based on this methodology it was possible to improve student learning.

The Technical University of Ambato in its repository publishes the final degree report of Villamarin (2017) in this sense, the stated purpose was to obtain true results, the progress that students have after proposing strategies that allow the development of the reading comprehension skill in the English language, the population that participated were ninth grade students. The conclusion he reached is that the reciprocal teaching method is important for the development of reading comprehension. Once the favorable aspects were identified, it was possible to contain the relevant information in a scientific article detailing the improvements of the students in the problem field, reading comprehension.

Martínez and Esquivel (2017) published an article sponsored by the Universidad Veracruzana in which they refer to comprehensive reading strategies in the area of English aimed at high school graduates, considering multimedia materials. They describe that their investigative process showed that they are not definitive but that the applied correlation has had a great impact, for this they used tests and reading tests with didactic materials of multimedia origin where the main report is that there is a notable improvement in reading speed and comprehension. of texts read by students.

Reviewing these previous investigations, it is possible to appreciate that reading comprehension has been a problem in different educational contexts and that it has a great influence on the learning of English language students. Based on the results obtained in previous investigations, it is possible to say that researching and designing strategies, methodologies, and activities focused on this problem contributes to the education of the English language. The results are favorable, which is a sign that students in this condition will be able to improve and will be favorable for the educational establishment and the English area.

2.6. Philosophical basis

As a philosophical foundation, it can be indicated that education is a principle that is born from the field that covers knowledge, Morales et al (2019) distinguish that educational

institutions seek their own mechanisms that lead to guaranteeing solid knowledge in students. Formal education is committed to guaranteeing that those who pass through the classrooms have to acquire information and that they will implement it in their daily lives.

Those who go through the classrooms do so to acquire learning, however from classical to modern philosophy it is known that human beings from their experience already bring knowledge with them and these are growing according to the multiple activities they perform, both in education formal as well as practical. Cortés (2016) considers that today the efforts to strengthen education are focused on activities that promote knowledge being practical and not just theoretical.

Philosophy as a science is of great contribution to formal education, it guarantees that knowledge must be transmitted according to different currents that seek and guarantee the performance of human beings according to their needs and how they function in daily life. From the philosophical field and having appreciated these characteristics, the language as such is the encoding and decoding of information. The English language requires aspects to consider and that depending on how the learning situations are presented, the human being must develop related skills, such is the case of reading comprehension, which would only be achieved with practice.

In order for the phenomenon of increasing knowledge in a language other than that of the language, as occurs in the English language that appears as a foreign language in Ecuador, it is necessary to determine the purposes attached to the philosophy for which it should be promoted in the classrooms. . In the end, the fundamental reason why English classes are taught is because this knowledge will lead to better performance in a society in which from the advertisement to an unexpected conversation can occur and that will involve the human being.

2.7. Educational Basis

The English language is a subject that in Ecuador, is part of the national curriculum, for its learning it is structured and divided by skills is reading comprehension, another component is writing and that somehow these learning categories are related. Just as it happens in the mother tongue, it goes through a reading-writing process where whoever does not know how to read will not be able to write and vice versa.

Regarding the learning and development of the reading comprehension ability, it is necessary to take into account that the strengthening of abilities will be a response to a series of pedagogically proposed activities so that it is possible for the person to perform appropriately. As other authors have already contributed, it is necessary to state that like other learning practices, one must resort to perseverance and repetition of activities in order to achieve learning.

Learning responds to different procedures that are supported by criteria that have undergone multiple experiences and are strengthened thanks to the results represented after the application of purely educational procedures, these are accompanied by different activities linked to the educational field, thus involving pedagogy and the methodology, this gives rise to the following aspects being considered in the learning of the English language.

2.7.1. English Language Pedagogy

To define this aspect that is relevant to research, it is important to divide the word pedagogy which is a term that is essential in education. In this regard it is necessary to state that Pedagogy is a science, it studies the multidisciplinary of the methods and techniques that are put into practice when exercising teaching. The teaching of the English language, according to Ricoy and Álvarez (2016) has as a particularity to make use of mechanisms of academic activity in this area, thus presenting representative changes in order to contribute better to the teaching-learning process.

According to Peña (2017) English is one of the most spoken languages in the world, the use of it responds to the need to interact with other people from other countries, through this there is a particular connection in order to carry out a communication process. In Ecuador, the educational policy establishes that educational centers will implement strategies so that students can develop communication skills in the language.

As this is a language with particular characteristics with differences in the mother tongue, it requires a playful and practical process that requires a certain pedagogical change, the repetition that despite being considered one of the traditionalist pedagogies, in this case takes starting point. That is why, as provided in the national curriculum, it is repetitive to find related topics or contents at different educational levels. The difference that varies is the degree of difficulty.

The language is not used in everyday practice, so when referring to pedagogy it is important to encourage that in the classes there are designated hours to the laboratory in which oral and corporal expression and demonstrations of reading comprehension cannot be missing. For Schmelkes (2018) to speak of English language pedagogy is to refer to the development of skills rather than skills, although the national curriculum proposes the promotion of them, but in a more holistic way.

Instruction or following steps is a way to promote that in the classroom's spaces are generated to make pedagogical changes where in terms of comprehensive reading is inserted to maieutic as a way to demonstrate that language learners are understanding what they read and demonstrate it with their answers. The success of learning the language responds to the strategies that educational institutions put into practice at the pedagogical level, so that in addition to promoting reading, spaces for participation are generated such as discussions, dramatizations, roleplay among others that are part of the pedagogy of the language. Listening to music in English has yielded good results.

As for the pedagogy of the English language, it is necessary to state that the professional of the subject must have the ability to master it, which is why the institutions consider that the selection process must meet this fundamental criterion since this is how in the pedagogical field the students will achieve learning.

2.7.2. Methodology to learn English

The methodology, as previously mentioned, is a set of methods designed to achieve learning from science and these are visible or palpable. That is why it is worth mentioning that a methodology requires the use of strategies, techniques and activities that generate learning. Activities that can contribute to the structuring of an appropriate method for the English language include instructional activities with an emphasis on vocabulary.

For learning to be generated in the language, the method must be accompanied by activities that follow a process and this can be visible, so if the activity does not fulfill on the one hand a process and on the other the purpose is not determined, it will not be possible to achieve an appropriate methodology for learning the English language. As fundamental alternatives to be considered are to be in line with the vocabulary.

That is why involving learning activities based on instructions in a good example to put into practice methodological processes where in terms of reading comprehension other skills

related to communication are developed, so using films and series in English, music in the same language, reading of narratives with workshops give rise to generate learning.

2.7.3. Development of reading comprehension skill in English

The development of this ability goes hand in hand not only with vocabulary, but also with how much can be interpreted and understood in the use of the language. That is why among the activities that allow the development of this activity, the interpretation of symbols must be promoted, language as such is the use of symbols, so regardless of the age or grade that the student is in, one must opt for guarantee that the pictograms are interpreted, and then establish connections with the reading.

A person could read a text, but it must be guaranteed that with various practices they understand what they are reading, so students should be encouraged in the classroom to practice reading with various strategies related to question periods and thus they can expand their vocabulary. along with other skills that are related to the representation, analysis, interpretation, phonetics and pronunciation of expressions in the language.

A particularity of reading is that oral expression is accompanied by body expression, this leads to the creation of spaces where recognition of how and when to generate body communication can be practiced. One of the problems that reflects the lack of reading comprehension is that it is generated in a linear way and it is an aspect within reading that must be strengthened and not only in the English language but from an accompaniment of reading in mother language.

2.7.4. English learning process

A real process to learn English goes hand in hand with organizational qualities, in students should promote organization and planning mainly. While it is true, to learn English requires an instructor who dominates the language, who in principle must accompany the student in the translation of what he pronounces. Repeated repetitions are favorable, so from now on it is important to motivate the commitment to save information and not lose sight of the proposed objective. This is how a process for the acquisition of knowledge is proposed.

Later the students will be generating spaces where they dedicate the time to practice, in the case of compressive reading, it is required to formulate learning chains in which they practice reading more than once and develop the ability of comprehension, that is why the more

activities related to selection are generated, writing, response formulation, dramatization; They will be able to show that they are understanding what they read.

Reading and comprehension require an important aspect that is listening, therefore within the learning process listening activities must be involved, in this they can participate with the tutor with other classmates, additional dramatization, exemplification and audio notes that encourage the interrelation of skills. These principles are fundamental as they are part of this process that leads to the development of the skill.

Cabe distinguir además que en cuanto

2.7.5. Legal basis

This research is based on the Constitution of the Republic of Ecuador, Organic Law of Intercultural Education and National Plan of Good Living.

2.7.5.1. Constitution of the Republic of Ecuador.

Title: Rights of All: Section Five: Education. Art. 26. Education is a right of people throughout their lives and an obligatory duty of the State. It constitutes a priority area of public policy and state investment, to guarantee equality and social inclusion and the indispensable condition for good living. Individuals, families and society have the right and responsibility to participate in education.

Rights of priority persons and groups Section six persons with disabilities

Art. 47. The State shall guarantee the use and implementation of disability prevention policies and, together with the society and family concerned, shall ensure equal opportunities for persons with disabilities and their social integration for schools, vocational schools and technical work agencies.

Literal 7. An education that develops their potential and skills for their integration into the work environment and participation in social groups must be the same for all. Their academic training in the regular education system will be guaranteed. Regular facilities will incorporate differential treatment and those special care facilities will incorporate specialized education.

Schools must comply with accessibility standards for people with disabilities and implement a scholarship system that commensurate with the economic conditions of this group.

Literal 8 An education that develops their potentialities and skills for their integration and participation on equal terms. Your education in regular education will be guaranteed the system. Regular establishments will incorporate differential treatment and those establishments of special attention will incorporate specialized education. Schools must meet accessibility standards for people with disabilities and will implement a scholarship system that is in line with the economic conditions of this group. (constituteproject.org, 2008)

2.7.5.2 Buen Vivir National Plan 2013 – 2017

Objective 2. Promoting social and territorial equity, cohesion, inclusion and equality in diversity Policies 2.2. Ensure true equality in access to quality health care and education services for individuals and groups who require special consideration because inequalities, exclusion and discrimination persist. (National Plan for Good Living 2013-2017)

2.7.5.3. Ley Orgánica de Educación Intercultural.

The obligations of the State in relation to the right to education. Art 6. Obligations: the main obligation of the State is the full, permanent and progressive fulfillment of constitutional rights and guarantees in education subjects, and the principles and purposes established in this law. The following paragraphs affirm the obligation of the State in the framework of intercultural education:

E. Priority attention and priority and specialized integration of children and adolescents with disabilities or who suffer from highly complex catastrophic diseases;

F. guarantee that all educational institutions develop a comprehensive, co-educational system, education with a transversal vision and a rights-based approach.

N. ensure the active participation of students, families and teachers in education.

X. Ensure that the plans and programs of initial, basic and secondary education, expressed in the curriculum, encourage the development of skills and capacities to create knowledge and promote the incorporation of citizens into the world of work. (Organic Law on Intercultural Education)

CHAPTER III

METHODOLOGY FRAMEWORK

3.1. Methods

3.1.1 Qualitative Approach

The present investigation is designed from the qualitative approach, in the process observation was considered as a technique that involved the participants of the same, in this sense it was important to appreciate the behaviors, attitudes and procedures of the authorities of the educational establishment, teachers of the English area and students who are in the ninth grade of basic education.

All this was recorded in an observation sheet in which, according to the identified parameter, it was described for its subsequent analysis and considerations in the corresponding section. These first data allow to acquire a first investigative impression regarding the reading of the English language and its comprehension according to the chronological age and the educational level in which the participants are, therefore the importance of the contents considered to achieve this skill.

The design of this research was based on a qualitative research approach through an interview, the qualitative approach is based on a conversation with some students asking them some questions about the topic of this research. The interview is a focus at Unidad Educativa Juan Jacobo Rosseau for students in ninth grade. The purpose of this interview is to obtain reliable information and finding characteristics in a group of students. For this interview, there will be between eight to ten students.

Using this method, data is collected in an organized and systematic way. According to the identified problem, relevant information is taken into account regarding aspects of interest in the investigation and future proposal. In the investigation, data is taken that allows a quantifiable analysis based on a specific population, such is the case of the participants who are part of the Unidad Educativa Juan Jacobo Rousseau in Santa Elena province.

3.1.2 Type of Research

The methodological moment of our investigative work is part of the investigation applying the Field Research method, direct observation and applicable techniques in the area of Foreign Language, the same ones that are associated with the teaching-learning process adaptable to reading comprehension. In the same way, it is considered a vertical investigation since the data was collected with different techniques and instruments in the institution itself where the investigation was carried out.

The camp research has the purpose of studying and analyzing the problem at the moment to practice reading comprehension and the use of content-based instruction as a methodology applied in students at Unidad Educativa Juan Jacobo Rousseau in Santa Elena province.

3.1.3 Focus group interview

A focus group is a research method that brings together a small group of people to answer questions in a moderated setting. The group is chosen based on predefined demographic traits, and the questions are crafted with the aim of shedding light on a topic of interest.

In order to make a first-source diagnosis by children in the 9th grade, an interview was conducted in a focus group to obtain relevant information for the research work, to know the possible factors to intervene in the Content-Based Instruction. In students, explore what methodology teachers apply in the classroom and improve the quality of reading comprehension.

3.1.4 Instruments

3.1.4.1 Cell phone

The cell phone is an instrument in this interview, is to recording the conversation between the researcher and the student to get evidence and to archive their answer.

3.1.4.2 Notebook

Using a notebook, the researcher could take some ideas and keywords that are important for the research.

3.1.4.3 Questionnaire

The questionnaire is the principal instrument in this research because it is where there are will questions to ask students and a guide for the researcher and students.

3.1.5 Type of questions

The type of question that was used to obtain the necessary information was open questions where face to face with the students, they were given the opportunity to answer spontaneously without being imposed options in which they had to choose their answer. For this reason, the interview had eight questions closely linked to the problem under study. The sole objective of the interview is to obtain information on how to improve reading comprehension through the Content-Based Instruction method, what are the strategies that would help in reading comprehension and the importance of this in the acquisition of a foreign language (English).

3.1.6 Data Collection and Resources

3.1.6.1 Table # 1

DATA COLLECTION AND RESOURCES	
WHAT?	To get some information from first source.
WHERE?	At Unidad Educativa Juan Jacobo Rousseau. La Libertad – Santa Elena Province
WHEN?	January, 2023
HOW?	Interview, Questionnaire
WHAT FOR?	To make known the importance of the application of Content-based instruction as a method for the development of reading comprehension in 9th grade students.

The data collection and the resources that used for the research was described in the Table 1.

Author: Jonathan Suarez Ramos

3.2. Population and sample

3.2.1. Population

In this case, the object of study lies in the Juan Jacobo Rosseau Educational Unit, which for the research topic regarding the application of the content-based instruction method in the meaningful learning of 9th grade children, it is necessary to mention that there is only one course in this grade with 28 students, this is also considered the manager who is in charge of the educational establishment, and because it is a case that deserves potentializing, the 3 teachers of Foreign Language area were taken into account. In addition, motivation is required

to all teachers and students to put into practice the various strategies to strengthen reading comprehension.

Table # 2

PARTICIPANTES	POPULATION	SAMPLE
Students	28	8
English teachers	3	1
Principal of the Institution	1	1

The data collection and the resources that used for the research was described in the Table 2.

Author: Jonathan Suarez Ramos

3.2.2. Sample

For the present investigative work, it is clearly appreciated that the population on which the problem lies is less than 100 people, therefore carrying out a sampling activity is irrelevant since a sample is taken from a fairly large population or that at least exceeds a minimum of one hundred people, in the case in this activity it does not occur so a sample is not taken but rather works with the entire population on which a problem has been recognized, formulas are not applied.

3.3.1. Techniques

The research sources are necessary and applicable indispensable resources, since they allow to expand the knowledge about the subject that we are dealing with. To carry out a better elaboration and foundation of the problem of the surveyed institution, information was collected through sources: Primary, Secondary applying interviews to the students of 9th grade, in the same way we selected information from different authors of texts, Wikipedia editors and finally magazines and newspaper articles, giving way to truthful and convincing information.

3.3.2. Observation

The methodological moment of this research work is part of the research applying the method of Field Research, Direct Observation and Bibliographic Research and applicable techniques in research, the same ones that are associated with the adaptable learning teaching process in achieving the objective proposed.

3.3.3. Interview

According to the investigation carried out on the problem to be dealt with, we deduce that the most appropriate technique that facilitates the development of my research process, to achieve our objective, is the interview, which is what allows us to obtain data through a dialogue between two people. to get first-hand information.

3.3.4. Data collection plan

Our study is based on field research, since the data is observed and collected directly by observing the boys and girls in the ninth grade and obtaining accurate information by applying the interview technique, where the interview was developed.

For my work I also apply Bibliographic Research based on consulting books in a broad sense, to obtain information contained in documents. More specifically, the application of techniques and strategies used to locate, identify and access those documents that contain relevant information for the investigation.

3.4. Data analysis

3.4.1. Interview with the principal of the institution

Certain data can be obtained from the members of the population, the instrument that allowed obtaining important data was an interview with the principal authority of Unidad Educativa Juan Jacobo Rosseau, MSc. Susana Gomez Jurado; focused on general information such as number of teachers and English teachers, 9th grade students and the importance of the English language in students.

CHAPTER IV

ANALYSIS OF FINDINGS

4. 1 Interpretation of data from the interview or focus group

4.1.2 Students interview

The research project focused in the Content-Based instruction to develop reading comprehension for ninth grade. In the chapter 4, contains the results of an interview from eight students at Unidad Educativa Juan Jacobo Rousseau, each answer was analyzed and gave it an interpretation of the result of each question through word cloud. Also, the answer of the interview from students can show information to support this research project.

Question #1

¿Consideras complicado la comprensión lectora dentro del salón de clases?
Do you consider reading comprehension difficult in the classroom?

Interpretation: The majority of the answer of the survey wrote that the English teacher explains very well at the moment to practice reading comprehension. Besides, the teacher applies words associated with the lecture help to students to understand better the text.

Graphic #1 Better understanding

ENTENDIMIENTO
PALABRAS EXPLICITA
AYUDA PROFESORES
FACIL RESUMIDA
EXPLICAR
LECTURA

Source: Nubedepalabra.es
 Author: Jonathan Suarez Ramos

Question #2

**¿Qué factores negativos afectan al rendimiento de la comprensión lectora en el área de inglés?
What negative factors affect the performance of reading comprehension in the English area?**

Interpretation: The majority of students answer mentioned that a poor pronunciation of words affects to do not understand a text. Also, the environment is not a perfect place to practice reading comprehension specially when mean a different language to practice this skill.

Graphic #2

Pronunciation

**PALABRA
PRONUNCIACIÓN
DIFERENTE LENGUAJE
ENTORNO
EXPRESAR**

Source: Nubedepalabra.es

Author: Jonathan Suarez Ramos

Question #3

**¿Crees que es importante la comprensión lectora en el área de inglés?
Do you think reading comprehension is important in the area of English?**

Interpretation: The students answer said reading comprehension in the English language is really important because the survey meets new things, learns, travels, and understands a scientific text, and gets a new job.

Graphic #3

Reading Comprehension

**EXPRESARSE
APRENDER
PALABRAS
ANALIZAR
AYUDAR
ENTENDIMIENTO
AUMENTAR
CONOCIMIENTOS
TEXTO**

Source: Nubedepalabra.es

Author: Jonathan Suarez Ramos

Question#4

¿Cuáles podrían ser las ventajas si desarrollamos la comprensión lectora?

What could be the advantages if we develop reading comprehension?

Interpretation: The students affirm that one of the advantages is to get knowledge through the lecture, learn new words, improve vocabulary and analyze the text and can express themselves.

Graphic #4

Advantage



Source: Nubedepalabra.es

Author: Jonathan Suarez Ramos

Question #5

¿Qué tan importante crees que sean las imágenes de apoyo para la comprensión lectora?

How important do you think supporting images are for reading comprehension?

Interpretation: The use of pictures in texts for the survey is really important because it support understanding better the text. Also, the students can analyze looking the picture, that means is easier to develop reading comprehension and explain the mean idea of a text.

Graphic #5

Pictures



Source: Nubedepalabra.es

Author: Jonathan Suarez Ramos

Question #6

¿Piensas que la falta de vocabulario es una desventaja en la comprensión lectora?
 ¿Do you think that the lack of vocabulary is a disadvantage in reading comprehension?

Interpretation: The students wrote that missing vocabulary is a big disadvantage at the moment to practice reading comprehension because the interviewers cannot understand the idea in the text, and as consequence to understand could be hard.

Graphic #6
Understanding



Source: Nubedepalabra.es

Author: Jonathan Suarez Ramos

Question #7

¿Crees que el uso de las estrategias te ayudaría en la comprensión lectora?
 Do you think that the use of the strategies would help you in reading comprehension

Interpretation: The interviewers mentioned that using strategies in reading comprehension can improve and easily remember details of the texts. Also, the interviewers can connect ideas to help at the moment to practice reading comprehension.

Graphic #7
Strategies



Source: Nubedepalabra.es

Author: Jonathan Suarez Ramos

Question #8

¿Consideras que, al elegir un tema de interés personal, pueda ayudarte en la comprensión lectora?
Do you think that choosing a topic of personal interest can help you in reading comprehension?

Interpretation: The interviewers said that at the moment to choose a topic that is interesting for students, students feel concentration, and motivated, clear their ideas in an easy way to understand, and is entertaining while they learn.

Graphic #8
Concentration



Source: Nubedepalabra.es
Author: Jonathan Suarez Ramos

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

The realization of the project is aimed at the ninth grade, the specific application will be carried out in ninth grade of Unidad Educativa Juan Jacobo Rosseau and an interview was applied to the mentioned students in order to collect information about reading comprehension.

4.2.1 Reading comprehension strategies

The purpose of reading comprehension strategies is to guide students to understand what they read, which will allow them to:

- The promotion of written culture
- The cognitive independence of students
- The development of the best work initiatives
- The best quality of life.

To understand a text is to understand everything that the author communicates in it. It is understanding the meaning of words that appear in it, it is deciphering what all the sentences that appear in the text say, it is understanding each paragraph of the text.

When you don't understand what the author is saying, it can be this: a word that appears in the context, the reader must use some strategy to understand that word, in order to later achieve the overall understanding of the text. word comprehension

4.2.2 Word comprehension.

For word comprehension we use the following strategies: use of known vocabulary, use of context, family of words, and use of synonyms and antonyms.

4.2.3 Strategies for word comprehension.

Use of known vocabulary. - It consists of searching within the vocabulary you know, the meaning of the words you find in the text, what you need is to review the meaning in your mind, which will take imperceptible time.

4.2.4 Use of context.

What is the context? It is the harmonic relationship that exists between all the elements that are involved in a situation so that they can form a whole. This strategy students can sometimes use without being explicitly taught. What they do is examine the context in which the unknown word is found and, without being very aware of what

process they are following, they extract the meaning of the unknown word. But sometimes it happens that the words that accompany the unknown word do not guide them to find the meaning of said word, for which it is necessary that they know the following process:

4.2.5 Process for using context for reading comprehension

1. Identify the unknown word.
2. Choose the elements that can be related to the unknown word.
3. Establish relationships between the elements that were chosen and between them and the unknown word.
4. Propose a meaning for the unknown word.
5. Return to the sentence and locate this meaning that we proposed for the unknown word.
6. We check if the sentence has a coherent idea.

4.2.6 Word family

There is a familiarity between some words, that is, they have something in common, they belong to the same family. Words in Spanish are made up of some parts, these are: roots, suffixes and prefixes. Generally, the roots of the words carry the main meaning and the prefixes and suffixes complement the meaning.

4.2.7 Ideas for reading comprehension.

4.2.7.1. Understanding the main idea.

Helping students discover the main idea of a story or reading selection is an important comprehension objective. To teach to discover the main idea, materials such as: newspapers, comic strips and recipes can be valuable, as they demonstrate that determining the main idea is a process that is used in daily activities, the use of these activities integrated into teaching in the classroom can help students to know the importance of this reading skill, as well as to use it in their daily contact with the language.

Example:

Order of daily activities.

Give students three cards, ask them to write on one side of each card an activity they do almost every day, then number them on the back in the correct order. Ask them to mix

them up and have a partner put them in the correct order. Partners can check the order by flipping over the cards.

4.2.7.2. Understanding the details.

Details are essential facts or data in a story on which all the action is based. For the overall understanding of the reader, it is important to understand the details of the characters, scenes or events of a story. Students may need to sort through a large number of details present in a story and determine whether or not each is important to each of them, and whether each detail can be checked against other overt facts in the story. Recognizing and remembering the details of a story depends on both visual and auditory memory.

Example:

Crossword.

This activity can be done with whole groups or small groups. Ask students to give specific details of a story and write them down on the board. The groups can then create their own crossword using selected words from the story. These puzzles can be exchanged between groups.

CHAPTER V

REFLECTIONS OF THE STUDY

In this chapter you can find information related to content-based instruction as a method to develop reading comprehension, during the development of the research experiences were being acquired, assimilating information of various kinds related to the general theme, where I was able to understand how the Reading comprehension in 9th grade students is not strong, but due to the various investigations, real experiences and information that could be analyzed, it is possible to understand that students do not fully develop reading comprehension but it can be strengthened thanks to various strategies.

Content-based instruction has been widely used in the field of second language teaching because it helps students not only develop academic language but also improve the language. According to everything which was evidenced within the focus group, related to the objectives of the research, the implementation of the CBI model for the teaching of contents of the curricular mesh promotes the development of social skills in students. The development of these skills is possible because one of the main objectives of the CBI model is to promote a true communication process between students. This teaching-learning model facilitates effective communication in the classroom, thanks to the fact that the teacher's role is to create activities in which participants can exchange ideas with each other, referring to specific content that reflects real-life situations. In addition, the strategies to achieve a good reading comprehension serve to focus and maintain the attention of the students in relation to the text. They must be used continuously during the development of the class, instructing students on which points, concepts or ideas should focus their attention, coding and learning processes according to the level of learning, which in this case is 9th grade.

Within the research process it was possible to understand that, in order to develop this ability in the students, it must be based on the attention that we achieve in them and the practice that must be more than a responsibility, because this is the key to success. Reading comprehension will always offer us a broader perspective of the texts, this will not only require understanding, but also analysis; it is a tool that allows us to think, go beyond our cognitive abilities and learn. And when referring to the method of content-based instruction, it must be accompanied by various strategies that help to enhance the

reading comprehension skills of boys and girls and understand that it is not only important to read school books, but also to solve math problems, understand a news item from a newspaper or enjoy a novel. Therefore, it is a skill that can be developed and improved by following the guidelines and strategies applied as a basic pillar in student learning, a foundation without which the student will find big difficulties in developing their normal learning in all curricular areas of primary and secondary education.

Decoding, fluency, and vocabulary are necessary for reading comprehension. Being able to connect ideas within and between sentences helps children understand the text as a whole. Reading aloud and talking about experiences can help children develop reading skills. The implementation of the CBI model for the teaching of curricular contents offers several advantages in the field of education. First, the student develops cognitive abilities that allow him to present his criteria on a specific topic; additionally, the students evaluate the criteria of their classmates and explains the reason they have for making their value judgments. Second, social skills, such as communication and respect for others, are fostered in the classroom. Third, learning a foreign language makes a useful sense, and not for the simple fact of learning it. Students use the target language as a vehicle for communication in the classroom, while simultaneously developing the four language skills.

At the end of this research project, there were different difficulties such as the application of research techniques due to the fact that permission to apply the project in a fiscal educational institution was not obtained, but once the inconvenience was overcome, little by little the set goal. Likewise, looking for appropriate and specific information to take it into context and relate it to the educational part at the 9th grade level was a bit complex. The application of the interview had certain delays due to the fact that, being in the last stage of closing the school year, both teachers and students were in very important activities and I had to wait an adequate period of time to meet my objective. I had to make the respective changes given by the thesis tutor, which made it difficult for me to organize my time and obtain first-hand information, which led to restructuring my work and my time in order to fully comply with the presentation of my investigative work.

Within the institution, the teacher with I had the opportunity to talk seemed very interesting about the application of this work method that will help teachers to develop a

series of actions that promote and stimulate reading comprehension: before, during and after it and it is the teacher with the help of the children, as well as the additional work outside the educational environment by parents and family members, they must work so that these actions or reading comprehension strategies go in a clear direction , going beyond the simple meaning of words and making it possible to manage their own comprehension process; always moving away from mechanical reading.

One of the most important actions learned during the investigative process was to find a diversity of students whose reading comprehension skills were varied and that is where the importance of applying this research work lies, since a group of students have very possibly been lucky and have grown. in family or school contexts where they have been directly or indirectly stimulated to contribute strategic thinking to understand the texts they read, but for each one of them there are many more intelligent students, with less luck, who did not know or did not teach them how to do it.

Therefore, and based on the idea that in order to understand a text, the thinking of the person who reads it matters, the fact that students learn to use reading comprehension strategies is justified by the need for them to become those thinking tools of high level (cognitive and metacognitive strategies) that facilitate the process of construction of meaning, with a double benefit: 1.- They push them to go beyond the superficial meaning of words and 2.- They grant them the power to direct and manage their own comprehension process.

And it is there where the role of the teacher must be revealed to motivate their students to develop a taste for reading, in a classroom context in which they are shown that reading is a pleasant, interesting and enriching experience and even more so in a foreign language.

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4.11. Annexe


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NACIONALES Y EXTRANJEROS**

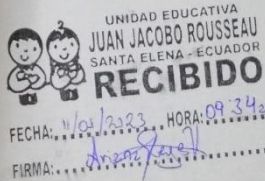
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
MSc.
Susana Gómez Jurado
Rectora
Unidad Educativa Juan Jacobo Rousseau
En su despacho.-

De mi consideración,
Por medio del presente, solicito muy comedidamente autorización para que el estudiante Jonathan Josué Suarez Ramos con cédula de identidad número 2450924762, perteneciente a la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros (PINE) de la Facultad de Ciencias de la Educación e Idiomas, del Octavo Semestre, paralelo uno, realice una entrevista a ocho estudiantes del noveno grado por motivo del trabajo de investigación que está realizando en este periodo académico, cuyo tema es "Contend-Based instruction to develop reading comprehension for ninth grade".

Particular que solicito para los fines pertinentes.

Atentamente,


 FECHA: 11/01/2023 HORA: 09:34 am
 FIRMA: *[Signature]*


 Ing. Eliana León Abad, MSc.
Directora Carrera Pedagogía de los Idiomas Nacionales y Extranjeros (e)
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Santa Elena, 9 de enero del 2023

MSc. Susana Gómez Jurado

Rectora

Unidad Educativa Juan Jacobo Rousseau

Reciba un muy cordial saludo, a través de la presente, yo Jonathan Josué Suárez Ramos estudiante de la Universidad Estatal Península De Santa Elena de la carrera de Pedagogía de los idiomas nacionales y extranjero cursante del octavo semestre paralelo uno.

Me dirijo a Ud. Para solicitarle de la forma más comedida, la autorización para realizar una entrevista en su prestigiosa institución. Esta entrevista se aplicará a ocho estudiantes de noveno año, Las respuestas que proporcionen a las preguntas serán absolutamente confidenciales, se emplearán para la recolección y análisis de datos para realizar un trabajo de investigación para realizar una tesis.

Agradezco de antemano su tiempo y disponibilidad para proporcionarme la información requerida.

Sin más que agregar, le agradezco por su atención y tiempo prestado quedo atento a su respuesta.

Atentamente,

Jonathan Suarez R.



UNIVERSIDAD ESTATAL PENINSULA
DE SANTA ELENA



Pedagogía de los idiomas naciones y extranjero

Entrevistador 2

Entrevista a los estudiantes de noveno grado

Esta entrevista tiene como fin de ámbito educativo a un proyecto de investigación y que la información será verídica en los participantes.

1) ¿Consideras complicado la comprensión lectora dentro del salón de clases?

No por que los profesores saben explicar y la mayoría de textos son de comprensión rápida

2) ¿Qué factores negativos afectan al rendimiento de la comprensión lectora en el área de inglés?

- No prestar atención
- No entender del todo el idioma

3) ¿Crees que es importante la comprensión lectora en el área de inglés?

Si, por que es lo que vamos a necesitar para el resto de nuestra vida en el trabajo, o para viajes

4) ¿Cuáles podrían ser las ventajas si desarrollamos la comprensión lectora?

Conseguir trabajo más rápido y tener más oportunidades



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Pedagogía de los idiomas naciones y extranjero

5) ¿Qué tan importante crees que sean las imágenes de apoyo para la comprensión lectora?

Es muy importante ya que si no entendemos el texto, miramos la imagen y es más fácil.

6) ¿Piensas que la falta de vocabulario es una desventaja en la comprensión lectora?

Puede ser, ya que al tener desconocimiento del vocabulario es más difícil de entender algunas palabras.

7) ¿Crees que el uso de las estrategias te ayudaría en la comprensión lectora?

Si, por que el texto se hace mas facil de comprender, usamos sinonimos o vemos el titulo directamente

8) ¿Consideras que, al elegir un tema de interés personal, pueda ayudarte en la comprensión lectora?

Si, por que al escoger mi propio tema, presto mas atención

Certificado Sistema

Anti-Plagio

En calidad de tutora del Trabajo de la! egración Curricular denominado "CONTENBASED INSTRUCTION TO DEVELOP READING COMPREHENSION FOR NINTH GRADERS" elaborado por el estudiante Jonathan Josué Suarez Ramos, de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjero, de la Facultad de Ciencias de la Educación e Idiomas, de la Universidad Estatal Península de Santa Elena, me permito declarar que una vez analizado en el sistema anti plagio ORIGINAL, luego de haber cumplido los requerimientos exigidos de valoración, el presente trabajo de investigación, se encuentra con 0 % de la valoración permitida, por consiguiente se procede a emitir el informe.

Atentamente,



MSc. Sara Gonzales Reyes

Directora

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