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**THESIS SUBMITTED TO OBTAIN THE
LICENCIATE DEGREE IN ENGLISH
LANGUAGE TEACHING**

**PROPOSITION THEORY IN THE USE OF
TEACHERS' STRATEGIES TO IMPROVE
THE EFFICIENCY IN READING
COMPREHENSION IN STUDENTS OF
ELEVENTH GRADE FROM EL CARMEN
HIGH SCHOOL DURING THE FIRST
TRIMESTER IN 2018**

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DEDICATION

I want to dedicate this study to my family, and especially to my mother, who taught me to work hard for my goals. She has always been there for me, teaching me the real meaning of hard work, dedication and courage. I am also thankful that I have my little boy that has given me the strength to keep going even when I wanted to give up.

Thank you to my sisters for loving me and for being there when I needed them the most.

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First, I am highly indebted to our God who has always guided me, for giving me wisdom and health.

I would like to thank to all my classmates from Universidad Técnica Nacional and Universidad Hispanoamerica, I have learned from each of them.

Also, I am very grateful to my dear professors of both universities, especially Zeidy Montero for being there sharing her knowledge, experience, support and words of encouragements.

CARTA DEL TUTOR

San José 25 de mayo de 2018

Señores Universidad Hispanoamericana
Licenciatura en la enseñanza del inglés

Estimados señores:

La estudiante García Barrantes Angie, cédula de identidad número 604180944, me ha presentado, para efectos de revisión y aprobación, el trabajo de investigación denominado:
PROPOSITION THEORY IN THE USE OF TEACHERS' STRATEGIES TO IMPROVE THE EFFICACY IN READING COMPREHENSION BY STUDENTS OF FIFTH GRADE FROM EL CARMEN HIGH SCHOOL DURING THE THIRD TRIMESTER IN 2018, el cual ha elaborado para optar por el grado académico de Licenciatura.

En mi calidad de tutor, he verificado que se han hecho las correcciones indicadas durante el proceso de tutoría y he evaluado los aspectos relativos a la elaboración del problema, objetivos, justificación; antecedentes, marco teórico, marco metodológico, tabulación, análisis de datos; conclusiones y recomendaciones.

De los resultados obtenidos por el postulante, se obtiene la siguiente calificación:

a)	ORIGINAL DEL TEMA	10%	10
b)	CUMPLIMIENTO DE ENTREGA DE AVANCES	20%	19
C)	COHERENCIA ENTRE LOS OBJETIVOS, LOS INSTRUMENTOS APLICADOS Y LOS RESULTADOS DE LA INVESTIGACION	30%	26
d)	RELEVANCIA DE LAS CONCLUSIONES Y RECOMENDACIONES	20%	18
e)	CALIDAD, DETALLE DEL MARCO TEORICO	20%	18
	TOTAL		91

En virtud de la calificación obtenida, se avala el traslado al proceso de lectura.

Atentamente,



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DECLARACIÓN JURADA

Yo Angie García Barrantes, mayor de edad, portador de la cédula de identidad número 604180944 egresado de la carrera de Enseñanza del Inglés de la Universidad Hispanoamericana, hago constar por medio de éste acto y debidamente apercibido y entendido de las penas y consecuencias con las que se castiga en el Código Penal el delito de perjurio, ante quienes se constituyen en el Tribunal Examinador de mi trabajo de tesis para optar por el título de licenciatura, juro solemnemente que mi trabajo de investigación titulado: Proposition theory in the use of teachers' strategies to improve the efficacy in reading comprehension by students of fifth grade from El Carmen high school during the third trimester in 2018. es una obra original que ha respetado todo lo preceptuado por las Leyes Penales, así como la Ley de Derecho de Autor y Derecho Conexos número 6683 del 14 de octubre de 1982 y sus reformas, publicada en la Gaceta número 226 del 25 de noviembre de 1982; incluyendo el numeral 70 de dicha ley que advierte; artículo 70. Es permitido citar a un autor, transcribiendo los pasajes pertinentes siempre que éstos no sean tantos y seguidos, que puedan considerarse como una producción simulada y sustancial, que redunde en perjuicio del autor de la obra original. Asimismo, quedo advertido que la Universidad se reserva el derecho de protocolizar este documento ante Notario Público; en fe de lo anterior, firmo en la ciudad de San José, a los 28 días del mes de mayo del año dos mil 18.

Angie García B.

Firma del estudiante

Cédula

CARTA DEL LECTOR

CARTA DE LECTOR

San José, 16 de Julio del 2018

Universidad Hispanoamericana
Sede Llorente
Carrera Enseñanza del Inglés
Señor Director M.Sc. Diego Torres

Estimado señor:

La estudiante Angie García Barrantes, cédula de identidad 604180944, me ha presentado para efectos de revisión y aprobación, el trabajo de investigación denominado “PROPOSITION THEORY IN THE USE OF TEACHERS' STRATEGIES TO IMPROVE THE EFFICIENCY IN READING COMPREHENSION IN STUDENTS OF ELEVENTH GRADE FROM EL CARMEN HIGH SCHOOL DURING THE FIRST TRIMESTER IN 2018”, el cual ha elaborado para obtener su grado de Licenciatura.

He revisado y he hecho las observaciones relativas al contenido analizado, particularmente lo relativo a la coherencia entre el marco teórico y análisis de datos, la consistencia de los datos recopilados y la coherencia entre estos y las conclusiones; asimismo, la aplicabilidad y originalidad de las recomendaciones, en términos de aporte de la investigación. He verificado que se han hecho las modificaciones correspondientes a las observaciones indicadas.

Por consiguiente, este trabajo cuenta con mi aval para ser presentado en la defensa pública.

Atte.

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Estimados Señores:

Yo, Nikol Gómez Cortés, portadora de cédula de identidad 6-0347-0938, profesora Licda. en Enseñanza del Inglés, manifiesto que he leído la tesis denominada **“PROPOSITION THEORY IN THE USE OF TEACHERS' STRATEGIES TO IMPROVE THE EFFICIENCY IN READING COMPREHENSION IN STUDENTS OF ELEVENTH GRADE FROM EL CARMEN HIGH SCHOOL DURING THE FIRST TRIMESTER IN 2018”**, perteneciente a la estudiante **Angie García Barrantes**, cédula número 6-418-944. Después de la lectura encuentro el documento listo para el siguiente paso.

Atentamente



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CHAPTER I
RESEARCH PROBLEM

1.1 RESEARCH PROBLEM

The present study includes students and teachers of eleventh grade of El Carmen High School during the first trimester in 2018.

1.1.1 Background to the problem

In the learning process, reading comprehension is necessary because students have to understand diverse types of texts. It allows the reader to make sense of what the text is. Consequently, it is important that students learn about reading strategies. It motivates different studies about this topic.

The first is Pedagogical strategies used by teachers in order to develop reading comprehension skills with students of module 12 III D of IPEC Puntarenas central headquarter, on the second semester of 2015” and done by Guiselle Bastos Murillo. In this job, Bastos (2015) states: “there are different reading techniques and the students should be aware of which technique is most suited, depending on the reading task required by the text” (p. 34). It means that students have to know the different reading techniques and with this information they can choose the adequate according to the assignment or reading.

Another one is the following: Inventory of didactic strategies used by English teachers to promote reading skills as a foreign language and their impact on 7th graders performance at IPEC Puntarenas on the first four Months of 2015, did by Carolina Araya Rodríguez.

According to Araya (2015): “There are many ways to teach reading skill, but a teacher has to take into account the necessities of each student and also the best way that they understand the topic” (p. 32). For instance, it is fundamental to put in practice different strategies to increase reading comprehension. Actually, the teachers can use a variety of them, depending on the kind of text and information.

The last is the Methods and techniques Reading comprehension skill in the tenth grade from Samuel Saenz Flores High School of the year 2013 done by Gladys Sánchez Arrieta.

Sánchez (2015) states:

English teachers have been required to integrate the four skills; however, the National English exam consists on just reading comprehension. Likewise, the total assigned weekly lessons do not allow the teacher to develop methods or techniques that could demand, too much time because at last all the contents should be studied and evaluated (p. 5).

In the National English Test, reading comprehension is very important, because this skill is the unique used. It means that students' fourth cycle require to develop reading abilities.

1.1.2 Problematization

Some students have difficulties with reading comprehension because they do not know what kind of strategies are useful to understand the texts. According to Rawson (2014) "in the reading comprehension, the reader employs language and visual skills to decode words and combine words and phrases that form meaning. It includes a process". (p. 49). This means that low reading skills affect both reading fluency and comprehension for students. .

Students of eleventh grade have to face the National English Test and it is conformed only to texts. For this reason, the reading comprehension is fundamental.

1.1.3 Justification

The ability to read and to extract meaning from texts is a fundamental skill necessary. In reading, the ultimate measure of proficiency is being able to comprehend a broad array of different types of texts. Consequently, comprehension is an important element during all states of literacy development. However, many students have

problems with this skill. It is shown in the Education Ministries' statistics where English is the second – lowest subject a national level.

In this aspect, Pang (2012) states:

There are some problems faced by the students in reading comprehension. Firstly, they just read a text without understanding the meaning of the content. Secondly, students still poor in vocabulary so it is very hard for them to understand the text. For this reason, strategies can be a good choice to be applied in classroom to improve reading comprehension and their reading abilities. Moreover, they are especially helpful when students read texts containing of new information (p. 8).

Students need to learn about reading strategies to face their difficulties. Actually, there are widely kind of strategies in reading comprehension. They are very useful and necessary into the learning process, but each one has its own characteristics. For this reason, it is necessary to know everyone. It gives the opportunity to choose the most appropriate according to the teaching objective.

The goal of this research is to implement strategies to improve students' reading comprehension. It gives tools to face in the reading skill, specially the use of techniques appropriately. The reading strategies are one of the most effective means of helping students to overcome them.

1.2. PROBLEM FORMULATION

It is the first step in a study. Ackoff (2012) defines “a problem formulation is a question of something you are wondering about” (p. 41).

According to Barnet (2014), “The problem formulation is based on the rationale you reached through your explorative search and may be the first thing you write related to your thesis” (p. 99).

In this study the problem formulation is:

How the implementation of strategies can improve reading comprehension by students of eleventh grade during the first trimester in 2018?

1.3 OBJECTIVES

1.3.1 General objective

Ackoff (2012) indicates: “general objective is broad goals to be achieved” (p. 56).

Consequently, the general objective describes all the research.

Simon (2011) states: The objective of research is to discover answers to questions by applying scientific procedures” (p. 101).

Barnet (2014) expresses: “It is the result sought by the researcher at the end of research process” (p.112).

In this study, the general objective is:

To apply the Proposition Theory in the use of teachers' strategies to improve the efficiency in reading comprehension by students of eleventh grade during the first trimester in 2018.

1.3.2. Specific Objectives

Ocean Dictionary (2015) defines the specific objectives: “something that one's efforts or actions are intended to attain or accomplish; purpose; goal; target” (p. 334).

To Barnet (2014) is “it is the particular purpose in the research to detail specific goal” (p. 99).

According to Ackoff (2013): “it is the way to achieve the general objective” (p. 58).

The specific objectives in this research are:

- 1. To explain the proposition theory in the improvement and efficiency in reading comprehension for a better understanding of academic texts by students.**
- 2. To identify the students' strengths and weaknesses in reading comprehension to implement the adequate actions in the development of this ability.**
- 3. To promote five strategies in reading comprehension through practices and technological resources to correct the weakness in the improvement.**

1.4 SCOPES AND LIMITATIOIN

1.4.1 Scopes

The scopes are the following:

This research is very useful to recognize the importance of reading comprehension in learning process of eleventh grade students from El Carmen High School.

To put in practice strategies to encourage the students' weakness in reading comprehension.

1.4.2 Limitations

The limitations are:

The students are not interested in the strategies of reading comprehension.

Teachers do not want to change their teaching style.

CHAPTER II
THEORETICAL CONTEXT

2.1. HISTORICAL CONTEXT

2.1.1. Institution history

El Carmen High School is a public institution and it is located in the Alajuela's first district. This institution was founded in 1973 during Figueres Ferrer administration.

Through the curricula, the aim is to promote experiential learning in order to encourage the development of an ethical, altruistic and social awareness among students. In this sense, one of the fundamental goals is to develop pedagogical activities in accordance with the educational policy and the fundamental values of Costa Rican democracy.

In addition, the teaching and learning processes must consider the particularities of each subject, as well as the professional criteria of each of the teachers in the exercise of learning strategies to be applied and the particularities of each student. For this, the institution has suitable personnel, trained and committed to establish teamwork.

2.1.2. Mission

To offer a quality education, adhering to ethical and moral principles, involving democratic values, promoting the necessary orientation that facilitates the successful integration of the student in the community, with the purpose of developing in the students: knowledge, abilities and basic skills that complement a holistic education.

2.1.3. Vision

To consolidate as a leading institution that excels in the academic, humanistic, artistic, sports and scientific areas, with the full participation of students, teachers and parents, to face of future challenges, contribute to the improvement of the quality of life and Costa Rica's society.

2.1.4. Objectives

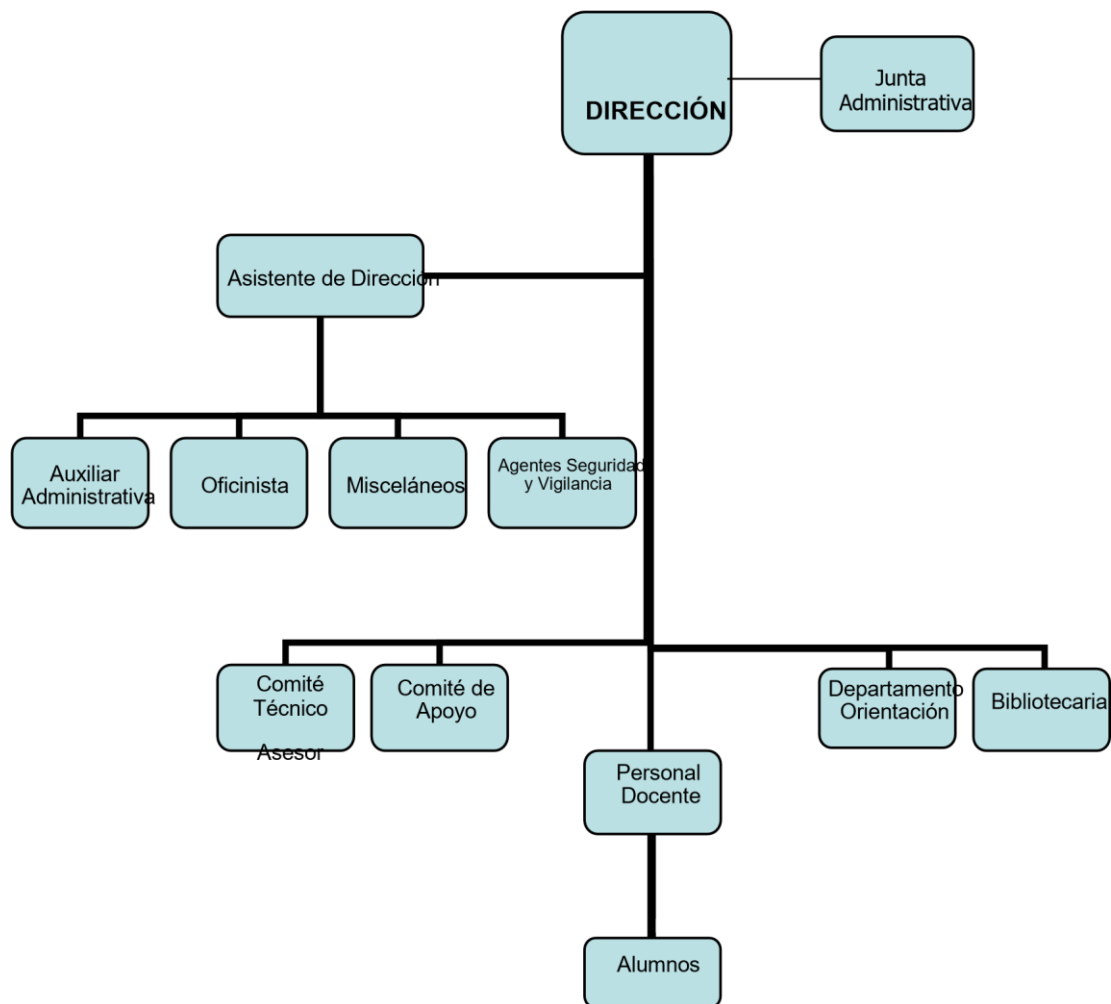
To implement the use of TICS extracurricular activities based on human development and community.

To design didactic planning and pedagogical mediation according to the principles of equity, people's rights and the fulfillment of citizens duties for a better human coexistence.

To create social and environmental protection with integrated approaches to sustainability that promote the well-being of the entire educational community and contribute to the improvement of their social and cultural context.

To provide opportunities for teachers' training in the sustainable human development.

2.1.5. Organization chart



2.2. THEOTERICAL CONTEXT

2.2.1. Reading

In the learning process, students require to read different kinds of material. Elley (2014) says that reading requires “identify the words in print, a process called recognition; construct an understanding from them, comprehension and coordinate identifying words and making meaning so that reading is automatic and accurate or fluency” (p. 135). For this reason, the reading skill is necessary into the learning process, because students must face many types of texts during their schooling.

According to the study made by Bohlmann & Pretorius (2013): “there is a significant correlation between reading ability and academic success” (p. 22). It means that students who read have more possibility in their academic grade that students who do not read. For this reason, low reading skills can affect comprehension for students. Consequently, reading is an aspect necessary in the learning process, because students have to face different texts during their scholar period and reading have different purposes. In this case, Davis (2015) indicates:

The most important purposes of reading are: to find answers to specific questions, to determine the authors aim or purpose, to find the central thought of a selection, to follow a sequence of related events, to enjoy the facts or story presented, to find the most important points and supporting

details, to select facts which related to a problem, to judge the validity of statements, to find facts supporting a point of view, to draw valid conclusions from materials read, to discover problems for additional study, to remember what is read, to determine the essential conditions of a problem, and to follow directions with reasonable speed and accuracy. (p. 33).

In the quoted above, the reading could be used to different intentions, however, it is necessary to put in practice the literacy. Students require to recognize the relevant paper of reading in the studies and practice it as part of their scholar activities. This help to decrease the students' difficulty comprehending what they read.

In this aspect Gray (2016) mentions:

First, reading is used for a surprisingly wide variety of purposes; second, the purposes of reading in one curricular field vary to a considerable extent from those in other fields; and third, the purpose changes from one's level of scholastic advancement to another (p. 58).

Those aspects ought to take into account by teachers to put students in a better position to handle later reading that their studies demand. At the end of high school, students have to face bachelor exam where they have to use reading skills.

According to Pang (2017), there are three reasons in learning reading: “firstly, reading can help the students in vocabulary. Secondly, reading can motivate the students in other skills such as listening, speaking, and writing. Finally, reading can help student in reading comprehension” (p. 6). Consequently, reading has repercussion in the learning process, because this skill is necessary in the different level of education and the students require it to develop their knowledge.

2.2.1.1. Definition

There are different concepts about reading. Some of them are the following.

According to Elley (2016) reading is “a cognitive process of decoding symbols to derive meaning from text. The act of reading is a non-linear process that is recursive and context dependent”. (p. 134). In this process the reader has to identify the meaning of the words to understand the written message because through the reading students increase their cognition.

Brunan (2011) defines reading as a “two ways interaction in which information is exchange between the reader and the author” (p. 110). The texts generate data about different topics and they are important to readers. The aim of reading is that this information can be useful to students.

Collins English Learner's Dictionary (2010) defines reading as “an act of looking at and understanding point” (p. 739). The reading entails the use of words that

gives a general understanding about the theme and makes them meaningful. It goes to each sentence in order to understand the entire text.

To Chitravelu (2015): “reading is not a single skill that we use all the time in the same way, but it is multiple skill that used differently with kind of test and fulfilling different purpose” (p. 92). The understanding of reading is necessary in the different activities especially in the bachelor tests.

Smith (2013) states: “reading is an act of communication in which information is transferred from a transmitter to a receiver” (p. 99). This means that the text is the source of information and it is reading by a receptor. The texts are full of ideas, feelings, impressions, thoughts, and so on, that they are comprehended by readers.

2.2.1.2. Importance

Reading is very important in second language’ learning; because it is very useful in comprehend ideas, follow arguments, and detect implication. In this context, Elley (2015) expresses “students who read for enjoyment every day not only perform better in reading tests than those who don’t, but also develop a broader vocabulary, increased general knowledge and a better understanding of other cultures” (p. 106). The reading plays a fundamental role in the language learning, because students have the opportunity to increase vocabulary and the constructions of meanings.

Elley (2015) mentions the reading role in the learning process and indicates the following:

The constant repetition of words and patterns in reading helps students learn and remember vocabulary and grammar structures.

Reading helps students become familiar with the rhythm of English. Over time it will start to feel natural and you will notice when a sentence or phrase doesn't seem right.

Good reading skills can improve their other language skills.

Reading is the best way to learn and remember the proper spelling of words (p. 110).

During the reading process it is necessary to take into account the scholar level and the kind of material. These aspects are fundamental so that students can deduce meaning of a new word from its context. Besides, Brunan (2011) expresses:

Through reading, the learners begin to process the information from the text into meanings and ending with the readers gains. Traditionally, reading was viewed as a passive process; however, today is describing as an active process where the readers interact with the text and construct meanings. For this reason, understanding the written word is one of the most essential of all academic skills (p. 117).

In this case, reading helps to learn new vocabulary and it is relevant to understand different texts. On the other hand, all high school tests have reading as their components as this is a critical skill required for graduation.

During the reading activities, Baileys (2015) indicates that teachers' instruction can be organized into a three-part framework, with specific activities used before, during, and after reading as following:

Before reading, the teacher may:

- Motivate students through activities that may increase their interest (book talks, dramatic readings, or displays of art related to the text), making the text relevant to students in some way.
- Activate students' background knowledge important to the content of the text by discussing what students read and what they already know about its topic and about the text organization.

Students, with some help from the teacher, may:

- Establish a purpose for reading.
- Identify and discuss difficult words, phrases, and concepts in the text.
- Preview the text (by surveying the title, illustrations, and unusual text structures) to make predictions about its content.
- Think, talk, and write about the topic of the text.

During reading, the teacher may:

- Remind students to use comprehension strategies as they read and to monitor their understanding.
- Ask questions that keep students on track and focus their attention on main ideas and important points in the text.
- Focus attention on parts in a text that require students to make inferences.
- Call on students to summarize key sections or events.
- Encourage students to return to any predictions they have made before reading to see if they are confirmed by the text.

Students, with some help from the teacher, may:

- Determine and summarize important ideas and supportive details.
- Make connections between and among important ideas in the text.
- Integrate new ideas with existing background knowledge.
- Ask themselves questions about the text.
- Sequence events and ideas in the text.
- Offer interpretations of and responses to the text.
- Check understanding by paraphrasing or restating important and/or difficult sentences and paragraphs.
- Visualize characters, settings, or events in a text.

After reading, the teacher may:

- Guide discussion of the reading.
- Ask students to recall and tell in their own words important parts of the text.

- Offer students opportunities to respond to the reading in various ways, including through writing, dramatic play, music, readers' theatre, videos, debate, or pantomime.

Students, with some help from the teacher, may:

- Evaluate and discuss the ideas encountered in the text.
- Apply and extend these ideas to other texts and real-life situations.
- Summarize what was read by retelling the main ideas.
- Discuss ideas for further reading.

These activities help students to encourage the reading as an action where the texts give them different information about varieties of topics and they can use a lot of procedures to understand aspects such as main ideas, concepts, interaction with the real life, and so on.

2.2.2. Reading comprehension

Comprehension can be defined as the ability to understand information in a text and interpret it appropriately. Consequently, reading is not only to pass the eyes in the manuscript. Shanathan (2015) states “For reading comprehension to occur, a reader must filter what has been read through their own foundation of knowledge and beliefs, use the author’s organizational structure to think about the information read and makes inferences about the author’s message” (p. 198). In other words,

comprehension is the last goal of reading. For instant, in the reading process interacting several factors to recognize the text.

To Rand (2012) comprehension is “a complex cognitive construct that consists of multiple component skills. One of the difficulties faced by secondary school teachers today is that many students come into their classrooms without the requisite knowledge, skills, or disposition to read and comprehend the materials placed before them (p. 80). These are aspects that interfere in reading comprehension and for this reason; students need to practice the reading skills to acquire the reading habit.

Kintsch (2013) asserts: “that to comprehend text, a reader needs to create a mental representation of what was read, which is dependent upon the goals, interests, and experience of the reader, and based upon the reader’s lexical and background knowledge” (p. 88). In the learning process, reading comprehension needs to be considered by teachers to help students face the demands of the texts used in the classroom. In other words, they have to emphasize that students learn to obtain meaning from sentences or paragraphs.

Respect at this topic, Elley (2015) mentions:

Text comprehension draws on many different language skills. These include lower-level lexical skills such as word reading efficiency and vocabulary knowledge, sentence-level skills such as knowledge of

grammatical structure and higher-level text processing skills such as inference generation, comprehension monitoring and working memory capacity (p. 135).

It means that in reading comprehension is necessary to have knowledge about grammar, vocabulary, lexical, and others. All those elements serve to have an understanding the texts. This ability is applicable in every subject area at every grade level.

According to Mahfoodh (2016), there are five aspects in reading comprehension, they are:

Identifying main idea: It refers to important information that tells more about the overall idea of a paragraph or section of a text. It is the most important part of the text because it tells about what the text tells about. The sentence that states the main idea is called topic sentence or topic statement and it can be located in the beginning, in the middle or in the end of the paragraph.

Finding Specific Information: supporting sentence or specific information develops the topic sentence by giving definition, examples, facts, an incident, comparison, analogy, cause and effect statistics and quotation. On the other hand, readers should be concerned on finding specific information of reading text because it is very useful when knowing exactly

what the reader is looking for in a text. Since they have a very specific goal in mind, when they read, they only read the relevant parts and ignore the irrelevant.

Making inference: inference is about guessing something from the information which we have read or know. Inference is the output of the interaction between the reader's knowledge and the information in the text. One of comprehension strategies to make a conclusion about what is not directly stated in the text based on clues.

Determining reference: reference is a relation between objects in which one object designates or acts as a means by which to connect to or link to another object. References are words or phrase used either before or after the reference in the reading material. They are used to avoid unnecessary repetition of words or phrases. It means that, such words are used, they are signals to the reader find the meaning elsewhere in the text.

Understanding vocabulary: vocabulary is all the words which exist in a particular language or subject. The ability to determine the meaning of vocabulary items from context is one of the most important aspects of successful reading. Concerning with those statements indeed vocabulary is basic for everyone who wants to develop or to produce utterances for reading. If readers cannot understand the meaning of words in the text, so they will not catch the information of that text (p.p. 20-21).

Every aspect has a great influence in reading comprehension because all are part of necessary in the understanding of the texts. With the principal idea, the readers could be in the beginning, middle or the end of the paragraph and it is the focus of the reading. The specific details help to know the details about it. However, the vocabulary is fundamental in the reading, because it helps that students understand texts.

There are some levels of reading comprehension that can be used to discover the meaning of a text. In this aspect Burns & Ross (2014) indicate that reading comprehension is divided into four levels namely: literal comprehension, interpretative comprehension, critical comprehension, and creative comprehension” (p. 177). Each one is described by the authors as following:

Literal comprehension is the most obvious comprehension involves surface meaning. At this level, teacher can ask students to find information and ideas that are explicitly stated in the text. Reading for literal comprehension is directly stated in a selection.

Interpretative comprehension includes reading between the lines or making inferences. It is the process of deriving ideas that are implied rather than directly stated. At this level, the readers go beyond what is said and read. The readers must be able to read critically and analyze what has been read. Interpretative comprehension includes the thinking process such as drawing conclusions, making generalization, and predicting outcomes.

Critical comprehension is evaluating written material which is comparing the ideas that have been discovered with known standards and drawing conclusions about their accuracy, appropriateness, and timeliness. It must be an active reader in questioning, searching for facts, and suspending judgment until all of the materials are considered. The reader must evaluate the person who wrote the material, the author's purpose, point of view, competence, styles and tone.

Creative comprehension goes beyond the materials presented by the author. It requires the readers to think as they read and also use their imagination. It is concerned with the production of new ideas, the development of new insights, fresh approaches, and original construct. When a reader reads creatively, he creates a new idea, solution to problem, and a new way of looking at something from the ideas of the text (p. 179-180).

The different stages have relation with the cognitive development and students' academic level. Teachers ought to know them and they can use distinct activities to increase reading comprehension using the stages.

2.2.2.1. Concept

There are many definitions about reading comprehension. Shanathan (2015) states:

“It is the process of understanding and interpreting information from text in order to construct meaning” (p. 200). It means that is a complex process that involved the reader, the contextual setting, and the reader ‘s background knowledge

To Sternberg (2012) “is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language” (p. 88). Learners use the words extracting and constructing to recognize the meaning of the text. For this reason, it is a skill that is crucial in the educational success because an inadequate comprehension skill, can struggle students in many subject areas.

Another definition is the given by Thompkin (2011) “the basic decoding skills that serve to attach meaning to written symbols” (p. 309). It is important to note here that reading comprehension has different phases to understand the sense of the text.

Grabe and Stoller (2012) define reading comprehension as “a set of necessary processes. The last but not the least important process is that of reading comprehension as a linguistic process. Proficient reading depends on the ability to recognize words quickly and effortlessly. It is also determined by an individual's cognitive development, which is the construction of thought processes (p. 299). It refers to the ability in interpreting the words, understanding the meaning and the relationships between ideas conveyed in a text.

All concepts are important to know the reading comprehension into the learning teaching process and that the teachers must take into account the different strategies to improve these skills in order to reinforce the aspects that students need to strength.

2.2.2.2. Strategies

One of the most common mistakes students make in reading is to try to understand each and every word they read. For this reason, students require the use of strategies to develop this skill. To Alderson (2015) teaching of reading have focused on the importance of acquiring strategies that help student to develop this skill” (p. 211). Studies about reading and comprehension have shown that learners require the use of different strategies to comprehend various types of texts.

Yang (2015) indicates: “Comprehension strategies are intentional actions students can use during reading to guide their thinking and improve their understanding and memory of text read” (p. 76). During this skill reader interacts with the text in order to develop an understanding of the information.

According to Cohen (2013), reading strategies refers “to those mental processes that learners consciously choose the use in accomplishing reading tasks” (p. 110). This means that, it is necessary an active role by students to learn how to use them correctly because the strategies require the techniques. According to Brown (2015) technique is “any of wide variety of exercises, activity or devices used

in the language classroom for realizing lesson objectives” (p. 59). There are different kinds of methods and techniques that teachers could put in practice.

Katims (2015) stated “learning strategies are techniques, or routines that enable students to learn to solve problems and complete tasks independently. A strategy is an individual’s approach to a task”. (p. 88). There are four main types of comprehension strategies and they are the following:

Preparational

Preparational strategies are those that activate prior knowledge about a particular topic. This method is used to get students thinking about the topic they are about to work on. It is much easier to retain knowledge about a subject when the student is familiar with the subject area.

A type of Preparational strategy which involves previewing parts of the text to be read. The portions of text, which are helpful in previewing, can be pictures, titles, or the cover of the book. As the students are thinking about what happens based on their knowledge of the subject and the book, they focus their thoughts on the assignment to come, which leads to better comprehension.

This study refers to the following: predicting, scanning, skimming, determining importance and main ideas

Predicting

This strategy helps students make connections between their prior knowledge and the text. Bailey (2015) states: “Making predictions is a strategy in which readers use information from a text (including titles, headings, pictures, and diagrams) and their own personal experiences to anticipate what they are about to read (or what comes next)” (p. 64). In other words, a prediction is the guessing about the topic or specific sentences, title or other aspects in the texts.

According to Bailey (2017)

This strategy also allows for more student interaction, which increases student interest and improves their understanding of the text. An important aspect in the prediction process is comparing the prediction to the outcome in the actual text. Without this aspect of the prediction process, it becomes meaningless to improving the student’s comprehension (p. 70).

Consequently, the prediction is a reading comprehension strategy where students have the opportunity to share ideas, comparing criteria or thoughts. Also, with the use of it, the students could interact with the scholar partners.

In this aspect Harvey and Goudvis (2014) mention

Predicting is an important reading strategy. When making predictions, students envision what will come next in the text, based on their prior knowledge. Predicting encourages students to actively think ahead and ask questions. It also allows students to understand the text better, make connections to what they are reading, and interact with the text. Therefore, this strategy is effective to promote readers' activation of their background knowledge, which is a fundamental part in the process of reading (p. 41).

In the use of predicting, students connect their knowledge about the topic and link it with the text. In other words, students who receive strategy generally read better than those who do not. For this reason, it is important the training students in the use of reading strategies.

In this case, Foster (2016)

There are two main functions of prediction. It makes the class to think and initiates a loud discussion. The class discusses things that are used to make predictions – what you know already, what you have seen happen before, etc. Based on their knowledge learners can make certain predictions. And also, prediction gives them a good reason to read the text till the end, because now they have the purpose to do that – to find out whether their prediction was correct or not (p. 67).

The teachers have to guide the strategy because the aim is to empower students with predicting strategies to help promote students' engagement with, and comprehension of texts. Finally, predicting as reading comprehension strategy gives the opportunity to teachers to use different activities with the purpose to reinforce students' reading habit.

Scanning

Other way uses in reading comprehension is scanning. According to Vaezi (2016): 5): "scanning is reading rapidly to find a specific piece of information (name, place, and time, etc). The readers know what they want to look for, so they are concentrating on finding a particular answer. Scanning involves moving the reader's eyes quickly down the page seeking specific information without reading the whole text". (p. 9). Through scanning readers do a quickly searching for some particular piece of information in the text.

According to Bailey (2015): "this strategy requires glancing or reading quickly through a text to search for specific information". (p. 70). It means, students look for relevant information. It can be particularly beneficial to students taking standardized tests, who can scan both the article itself and the standardized test questions before reading in earnest. When scanning is used, readers looking for at headings, scanning the body of the piece for any frequently used words or concepts, reviewing the thesis of the piece and attempting to gain a general idea of the piece's argument or focus.

To Brown (2015) scanning is “the technique for quickly finding specific information in a text while ignoring its broader meaning, it searches for keywords or idea in a written text (p0. 308).

Besides, Brown (2015) mentions:

It is appropriate and possible technique to find out the specific information such as; (1) main idea; called topic sentence or topic statement and it can be located in the beginning, in the middle or at the end of the text, (2) specific information; the topic sentence by giving definition, examples, facts, an incidents, comparison, analogy, cause and effect statistics and quotation, (3) inference; guessing something from the information which have we read or know, (4) reference; a relation between objects in which one object designates, or acts as a means by which to connect to or link to, another object, and (5) vocabulary; all the words which exist in a particular language or subject, in the text quickly without reading the whole passage.

This technique can help the students to find out specific information in the text without reading the whole text quickly. Some examples are looking up address, telephone number, timetables, schedules, catalogues, lists, population rates, and so on; because these tacks do not require read all information. However, they found crucial of difficulties in some aspects of reading comprehension, for examples, identify

main idea, identify specific information, finding reference, inference, and understanding vocabulary.

Macleod (2015) states that scanning

Is type of speed-reading technique which is used when the reader wants to locate a particular piece of information without necessarily understanding the rest of a text or passage and the reader can study the text in more the detail. In this case, the students try to anticipate how the answer will appear and what clues you might use to help you locate the answer. For example, looking for a certain date, only require a quickly read the paragraph looking only for numbers (p. 5).

This kind of technique decrease the time in reading because the readers only looking for specific information such as names, places, dates, numbers, and so on.

Skimming

Skimming refers to looking only for the general or main ideas. Bailey (2015) expresses “by skimming, readers go through the text quickly in order to get the gist of it, to know how it is organized, or to get an idea of the intention of the writer” (p. 75).

Based on the explanations above, skimming is used to recognize the main idea, theme or topic in the text. With this knowledge, they have a general impression about the reading.

Kustaryo (2014) states

It is a technique to look for the gist of what the author is saying without a lot of detail. Besides, a certain amount of practice is necessary in order to skim and fulfill the purposes. To skim by reading key words, the students should be convinced that some words can be skipped words and reading can be continued. (p. 11)

With the practice, students could recognize quickly the sense of the reading and find the information in brief period. Besides, Bailey (2015) expresses

This strategy is a good way to improve top – down reading. The goal of skimming is to focus on certain important sections of the text. It involves reading a text superficially in order to get a general idea of the content and saves time by avoiding reading unnecessary information.

For this reason, students have to select the keywords because in this technique is not necessary to read all the text. Some examples are the introduction, headings, summary and these important aspects. It gives an idea the reading purpose.

Main idea

An important task of reading comprehension is to determine the importance and meanings of individual words, sentences, paragraphs, sections, chapters, and entire texts. The main idea of a paragraph is the point of the passage, without all the details. Cohen (2013) states:

The main idea, also called the central idea or main point, is the primary concept of a passage. It represents the essential point that the author is trying to convey. The main idea may be clearly stated as a sentence. The main idea is usually reinforced by a series of other points or details which support the premise of the main idea. These are called supporting ideas and may also be stated or implied (p. 115).

In other words, it is the principal point or concept that the author wants to communicate to the readers about the topic. About it, Cohen (2013) mentions:

In a paragraph, when the main idea is stated directly, it is expressed in what is called the topic sentence. It gives the overarching idea of what the paragraph is about and is supported by the details in the paragraph. In a multi-paragraph article, the main idea is expressed in the thesis statement. (p. 117).

The main idea reveals or exposes the fundamental point of view that gives support to the reading. In other words, it is the primary and the other sentences are secondary. They give sequences or details to the topic.

2.2.3. STUDENTS WEAKNESS IN READING COMPREHENSION

The principal students' weakness is vocabulary, because they do not know the meaning of the words. Although, vocabulary is an indispensable part of a language, it is not dominated by students. In order the students to acquire reading comprehension; it is necessary that students develop their vocabulary knowledge.

The Ocean Dictionary (2015) refers vocabulary "to the words we must understand to communicate effectively" (p. 901). For this reason, vocabulary is required in the reading comprehension. If the students do not know the meaning of the words in the context, they do not develop the techniques, because the understanding of the words is necessary in reading comprehension.

Anderson (2013) adds:

Vocabulary knowledge is strongly associated with reading comprehension. Understanding the meanings of words and their relation to text comprehension has been the focus of much research. The relationship between vocabulary and reading comprehension is thought to be reciprocal, meaning that a reader who knows more words is likely to have

better reading comprehension, while a reader who is successful with comprehension and frequently will have more opportunity to learn more words (p. 66).

This is because vocabulary expands the knowledge and it is easier that students to understand the reading and they can do the activities with the different reading comprehension techniques.

To Beck (2013), "Knowing the meanings of words and their different collocations is in direct connection with reading comprehension and thus vocabulary signifies a significant element to increasing reading achievement" (p. 104). For this reason, vocabulary learning is essential to the development of language skills. One of the most effective ways of vocabulary learning is guessing the meanings of words from context.

According to Parking (2011) "The link between vocabulary knowledge and comprehension is undeniable. While wide reading increases a student's vocabulary significantly, teachers must realize that direct and explicit instruction in vocabulary must also occur daily in all classrooms." (p. 87). Vocabulary knowledge plays an extremely vital role in foreign language learning. Besides, the correlation between vocabulary knowledge and reading comprehension is elemental.

Beck (2013) indicates some suggestions that teachers could use to improve vocabulary

Focus on key vocabulary: Choose the vocabulary that your students need to know in order to support their reading development and content-area learning. Provide student-friendly definitions for key vocabulary.

Include signal and directional words: Remember that students may also need explicit instruction in signal or directional words ("because" and "explain"), in addition to key content vocabulary ("photosynthesis" and "evolution").

Use a "picture-walk" for vocabulary: Once students know a new word's definition, ask them to connect those new words to the pictures they see in the text.

Teach students to actively engage with vocabulary: Teach students to underline, highlight, make notes, and list unknown vocabulary words as they read.

Give students practice with new words: Ensure that your students can

- Define a word.
- Recognize when to use that word.
- Understand multiple meanings
- Decode and spell that word.

Incorporate new words into discussions and activities. For students to really know a word, they must use it—or they will lose it. Use new words in

class discussions or outside of class, in other contexts such as on field trips. Give the students as many opportunities to use and master the new vocabulary as possible (p. 88).

These activities are useful to increase the vocabulary and this knowledge by students is a basic element in the ability about reading comprehension. According to Nagy (2016) “fundamental to comprehending text is possessing vocabulary knowledge. As students encounter content related vocabulary without knowing the meaning, their ability to comprehend the content may be compromised”. (p. 60). Vocabulary is essential to face this skill, because it plays an important role in understanding reading. If the student population does not know the words, it is difficult who understands the meaning of the text

2.2.4. Proposition Theory

There are different theories in reading comprehension and one of them is proposition theory. Gunning (2013) explains that “it involves the reader constructing a main idea as the text is processed. These main ideas are organized in a hierarchical fashion with the most important things given the highest priority to be memorized (p. 19). In this theory, students recognize the global idea of the reading and later, the readers classify these ideas taken into account the most principal.

According to Nuttal (2016)

The Proposition theory, the student forms a mental model in the mind. Forming a schema is the most basic comprehension tool used by students. As they become more advanced, they can build on their base of schemas and create mental models throughout the reading. The most complex comprehension tool is forming a series of propositions, which are constantly updated throughout the text (p. 109).

Consequently, the paper of the teacher is to use during the class different techniques in order that students develop the mental thoughts. Through these activities the students could learn this ability and put it in practices in the reading comprehension.

To Gunning (2013):

The proposition theory suggests that readers construct and reconstruct structures of information in their heads as they read. This represents the reader constructing a main idea or macro structure as he/she processes the text. As students read, they transform text into ideas or details (propositions) which can be combined, deleted and integrated to form a macro-structure. The macro-structure is a running summary of the text. The propositions are organized according to their relative importance in a hierarchy (e.g. main ideas are organized in a hierarchical fashion with the most important things given the highest priority to be memorized). The belief of this theory is that a reader who is able to detect the main idea of a text and its supporting details will better understand and retain information

in the text than will a reader who fails to use the text's organization. Additionally, a reader who has a good sense of text structure can use as a framework for remembering it. (p. 22)

The reading comprehension is regarded as an element necessary into learning process, overall in eleventh grade students, who have to face the Bachelor Tests. This kind of evaluation is conformed only with texts where reading comprehension is the goal. For this reason, the proportional theory as reading method that gives at students the support to confront them with better tools. According the reading theories, there are four main types of comprehension strategies and they include:

Preparational, Organizational, Elaboration and Monitoring strategies.

Gunning (2013) defines each one in the following manner:

Preparational strategies as those that activate prior knowledge about a particular topic. This method is used to get students thinking about the topic they are about to work on. It is much easier to retain knowledge about a subject when the student is familiar with the subject area.

A type of Preparational strategy which involves previewing parts of the text to be read. The portions of text, which are helpful in previewing, can be pictures, titles, or the cover of the book. As the students are thinking about what happens based on their

knowledge of the subject and the book, they focus their thoughts on the assignment to come, which leads to better comprehension.

Organizational strategies as the process of selecting vital details and building relationships from them. These strategies include: identifying the main idea and topic sentences, classifying information, deciding which information is relevant, sequencing and summarizing. Each of these strategies is complex and methods for improving them need to be taught starting from basic ideas and gradually getting more difficult.

Summarizing, in particular, has been identified as a difficult skill to develop.

Elaboration as an additional processing of the text, by the reader, which may increase comprehension. It involves forming connections between the text and the reader's background knowledge of the subject. Making inferences, picturing images and asking questions are all types of elaboration strategies.

Monitoring as being aware of one's own mental process when reading. Monitoring is an advanced technique that involves a great deal of independent thinking. Monitoring occurs when a reader is aware that they do not understand what was just read. The act of monitoring is knowing how to go back and find a way to gain understanding of the topic. Monitoring is knowing when to use the three other types of reading comprehension strategies.

The use of these strategies is a process; in other words, the students have to know the first, because it is the beginning. Students are not able to apply monitoring

until they have the base of the others. It is necessary they dominate or master the previous. Each of these strategies is complex and methods for improving them need to be taught starting from basic ideas and gradually getting more difficult. In this aspect, Nuttal (2016) indicates some recommendation to teachers as:

- Teach students how to identify main ideas and locate supporting details
- Allow students to participate in activities that provide details for given ideas
- Engage students in given oral and written summaries of information
- Use concept maps to present information in a hierarchical way
- Teach students about the organizational structure of texts.

Summarizing, teachers have to implement different activities with the purpose that students increase their reading comprehension in order to learn how to use each strategy according to the texts, kind of information, details, main idea, secondaries ideas, and so on. For this reason, it is necessary teachers know about the proposition theory and how to use it for students benefit.

2.2.5. Technological resources in reading comprehension

Technology is used in many fields and education is not the exception. Now it is named as educational technology. Cheung & Slavin (2013) indicate: “educational technology is defined as a variety of electronic tools and applications that help deliver learning content and support the learning process” (p. 3).

Actually, technology is part of students' life. They use different devices and the web in a large variety of actions. About it, Cheung & Slavin (2013) express:

Technology plays a large role in the lives of students and they know very well its functions. It can be used as a tool to enhance reading comprehension. When technology is implemented correctly, it can enhance many aspects of curriculum. The use of technology tools provides practice opportunities and individualized feedback (p. 89).

Today, there are many and different technological resources that both, students and teacher can use in the teaching learning process. For example, teachers could utilize these resources during the classes, as tool to explain many aspects of the subject, because the technology is a didactic resource very useful when it has an educational purpose. In the reading comprehension, teachers can use the website to learn strategies and tasks where students have the opportunity to realize exercises or practices at home. On the other hand, teachers could use the web as tutorial classes. Also, in the web there are many programs that students can access to reinforce the reading comprehension.

Cheung & Slavin (2013) states: "There are extensive online reading programs that provide a wide student access to a wide variety of texts, organized by reading levels, age and grade levels. This program provides comprehension quizzes to assess student understanding of the texts" (p. 92).

Also, the Education Minister has a web page where students can find a lot of exercises or tutorials. Through the internet, students could increase the vocabulary with examples. It is an easy way to memorize, understand or recognize the words. There are games as puzzles, fill in blank, multiple choice exercises that are activities very useful to know unfamiliar words, the meanings and the grammar, too.

To sum up, the technology gives to students a large variety of tools in their learning process as in reading comprehension, too. Only it is necessary that students know the advantage and use them as part of the educational didactic.

2.3. HYPOTHESIS

According to Smart Dictionary (2011), a hypothesis is “a proposed explanation for a phenomenon” (p. 481). With the hypothesis, the researcher tries to clarify why some events occur.

Nevid (2014) defines hypothesis as “an interpretation of a practical situation or condition taken as the ground for action” (p. 69). In this way, it helps to understand the circumstance of the event.

Hernández, Fernández and Baptitsta (2010) indicate “a hypothesis is a tentative statement about the relationship between two or more variables. It is a specific, testable prediction about what you expect to happen in a study” (p. 148).

The hypothesis is the following:

A greater practice of different reading strategies improves the efficiency of students' reading comprehension.

2.3.1. Independent Variable

According to the hypothesis, the independent variable is reading strategies. Beck (2013) defines "reading strategies are explicit, planned actions that help translate the printed word into meaning" (p. 115). Consequently, they are proceedings that teachers put in practice to improve comprehension.

Turner (2014) says: "A reading strategy is a plan selected deliberately to accomplish a particular goal or to complete a given task" (p. 88). It includes all the step necessary to develop this ability.

Oxford (2010) explains "It is a specific action taken by the teacher to make reading easier, faster, more enjoyable and more effective" (p. 8)

2.3.2. Dependent Variable

In this case, the dependent variable is efficiency-reading comprehension. Bandura (2015) states "it is the beliefs that reading comprehension could increase if students

use strategies correctly” (p. 149). In fact, the students need to practice them to develop this skill.

To Turner (2014) is: “It is the ability to read text, process it, and understand its meaning efficiency” (p. 102). In the reading comprehension, the students require a process and it is divided in different phases.

Ocean Dictionary (2015) describe as “a general goal for comprehension appropriately” (p. 98). It means that the aim is a real text’s understanding by students.

2.4. VARIABLE OPERATIONALIZATION

The theme in this study is the application of the Proposition Theory in the use of teachers' strategies to improve the efficiency in reading comprehension. Underwood (2015) comments:

Students who have excellent reading comprehension are able to master academic content and are more likely to succeed in post-secondary goals. Unfortunately, comprehension strategy skills are not natural skills of students, but rather must be self-taught or taught by someone else. In view of the impact that reading comprehension has on secondary students’ success in content area classes, it is essential that effective comprehension strategies be taught by all secondary teachers (p. 211).

It means that in the English learning process it is necessary to develop this skill and the teachers have a responsibility to provide the tools that students require to promote the adequate strategies and give them support appropriately. Besides, the practice is fundamental, because students have to face the National Exams where reading comprehension is vital.

Hypothesis	Concepts	Variables	Indicators
A greater practice of different reading strategies improves the efficiency of students' reading comprehension.	<p>Explicit, planned actions that help translate the printed word into meaning.</p> <p>It is the ability to read text, process it, and understand its meaning efficiency</p>	<p>Reading strategies</p> <p>Reading comprehension</p>	<p>Proportional theory Reading skill Types of reading strategies</p> <p>Techniques Vocabulary Importance</p>

CHAPTER III
METHODOLOGICAL FRAMEWORK

3.1 TYPE OF RESEARCH

3.1.1 Purpose

The purpose of this study is to know how the implementation of the Proposition Theory improves abilities in the reading comprehension in eleventh grade students from El Carmen High School.

According to the purpose, the methodological research has two purposes: one is basic and the other one is applied. Airsaian (2012) defines the two concepts as “basic research is a theoretical work undertaken primarily to acquire new knowledge of the underlying foundation of phenomena and observable facts and applied research is also original research in order to acquire knowledge toward a specific practical aim or objective” (p. 111).

With the definition, this study is applied because its purpose is to know about the application of Proposition Theory in the use of teachers' strategies to improve the efficiency in reading comprehension by students of eleventh grade during the first trimester in 2018.

3.1.2 Time dimension

The time dimension is divided in cross – sectional and longitudinal research. Airsain (2012) indicates

A cross-sectional study is a research where the researcher analyses a particular context, group of people, or else a social phenomenon through a sample. A longitudinal study is an observational research method in which data is gathered for the same subjects repeatedly over a period". (p. 115).

In this study the dimension of the present study is cross - sectional, because the period is only four months and it only analyze eleventh grade students and English teachers from El Carmen High School.

3.1.3. Framework

The types of framework are mega, macro and micro studies and each of is defined according to the size of the population or context.

Mills (2011) define each one:

Mega research processes in sociological theory approach the investigation of social life as it exists in social systems, institutional structures within society, and the relationships among the various structures within society.

On the other hand, macro research analyzes the structure of different positions in a population and their constraints on social relations. Micro data can generally be described as individual level data. These data have often been collected from each individual (p. 104).

According to the definition, the framework is micro, because it only covers eleventh grade' students from El Carmen High School.

3.1.4. Nature

The type of nature research are quantitative, qualitative and mixed data. Hernández eta al (2010) indicate:

In quantitative research uses numbers, the researcher has the opportunity to use advanced and powerful statistical tests to ensure that the results have a statistical relationship and are not just a fluke observation. When using quantitative research, the researcher must define what they are measuring. The idea here is to look at a specific attribute or variable. The qualitative describes the kind and quality of a subject, while interpreting and attempting to understand an event. The qualitative uses narrative descriptions. The mixed research uses as quantitative as qualitative research. (p. 128)

With the characteristic of this research; it is mixed, because the study describes both, quantitative aspects about the reading comprehension and Proposition Theory. In addition, with the instruments apply to students and English teachers the research obtains qualitative and quantitative data of these subjects about the knowledge of the Proposition Theory, students' strengths and weaknesses in reading comprehension and strategies about reading comprehension.

3.1.5 Character

One of the way that the character is classified are: descriptive, exploratory, explanatory and correlational. Each one has its purpose into studies. Following they are explained

Airasian (2011) defines each one

Descriptive research is used to describe general or specific behaviors and attributes that are observed and measured. They are useful to meet existing situations, inquiring about them and drawing conclusions. Exploration research consists of probing a much larger portion of the search space with the hope of finding other promising solutions that are yet to be refined. This operation amounts then to diversifying the search in order to avoid getting trapped in a local optimum. By doing so, we would be doing, de facto, a global search.

Correlational research is a type of non-experimental research in which the researcher measures two variables and assesses the statistical relationship between them with little or no effort to control extraneous variables. Explanation research is the investigation of (research into) cause-and-effect relationship (p 87).

This study is descriptive because its goal is to know about the importance of the use of Proposition Theory in the teachers' strategies to improve the ability efficiency in reading comprehension in students of eleventh grade from El Carmen High School.

3.2 SUBJECTS AND INFORMATION SOURCES.

3.2.1 First hand

Schmidt (2013) notices that first hand sources are classified as "information taken directly from a person, event, location, or material at the point of occurrence" (p. 62).

In this case, the first-hand information sources used were the thesis that give important data. They are:

Author	University or organization	Country	Year
Arancibia, R.	Universidad de Chile	Chile	2010
Araya, C	Universidad Hispanoamericana	Costa Rica	2015
Bastos, G.	Universidad Hispanoamericana	Costa Rica	2015
Lipka, O.	University of British Columbia	British	2010
Lozano, C.	Universidad Hispanoamericana	Costa Rica	2013
Salas, P.	Universidad Autónoma de Nuevo León	México	2012
Sánchez, G.	Universidad Hispanoamericana	Costa Rica	2013
Shanahan, T.	Univesity of Illinois Chicago	United States	2015

Another important first-hand sources are the students and teachers involve in this study. The population of students is composed by the three groups of eleventh grade of El Carmen High School and the English teachers of this institution. The totality of students is 90 and the teachers are 4, but only 40 students are taken into account as sample.

3.2.2 Second hand.

To Schmidt (2013) secondary source of information is:

“That a person provides after he or she has gotten the information from a primary source. This might be comprised on web sites, online libraries,

articles and publications, too. One that was created by someone who did not have first-hand experience or did not participate in the events or conditions being researched” (p.64).

The secondary hand is those that provide information on the subject to be investigated, but they are not the original source of the facts or situations, but only referenced. The main secondary sources for obtaining information are books, magazines, written documents

(in general, all printed media), and documentaries. Some of them are:

Ministerio de Educación Pública. (2013). English Syllabus. San José.

González, L., Evans, R. y Pérez, D. (2017). Manual Vancouver, APA. Citas y referencias bibliográficas. San José. Universidad Hispanoamericana.

Universidad Hispanoamericana. (2017). Guía, Trabajos Finales de Graduación: Tesinas y Tesis en Ciencias Sociales. San José.

3.2.3 Third hand

This source is the one that are not books or information that can be get by first hand, it refers to articles, abstracts and so on. It presents summarized versions, like an encyclopedia, of materials as books or researchers. The Virginia Polytechnic Institute and State University (2016) defines the tertiary sources as the one that: “provide

overviews of topics by synthesizing information gathered from other resources. Tertiary resources often provide data in a convenient form or provide information with context by which to interpret it". (p. 30)

For this reason, the tertiary sources found in this document refer to all virtual sources located in the bibliography.

3.3 SELECTION OF SAMPLING.

According to Hernandez, Fernandez & Baptista (2010),

The sample is essentially a subset of the population. In fact, rarely is possible to measure the entire population, so it is necessary to select a sample and. In addition, the sample can be divided into two: probabilistic and non-probabilistic, in probabilistic sample: all elements of the population have the same chance of being chosen and obtained defining the characteristics of the population and the sample size, and through a random selection or mechanical analysis units. In no probabilistic sample, the choice of the elements does not depend on the probability, but of causes related to the characteristics of the research or who makes the sample. Here, the procedure is not mechanical, or formulas based on probability, but depends on the decision-making

process of a researcher or group of researchers and, of course, obey selected samples to other research criteria.” (p.176)

For this reason, the selection is necessary and defines the kind of it. This study uses nonprobability sampling because the subjects are only eleventh grade's students from El Carmen High School.

Chart N°1

Subject and sample

	Subject		Sample	
	AF	RF	AF	RF
Students	90	100%	40	44%
Teachers	4	100%	4	100%
Total	94	100%	44	47%

Source: Information given by administration El Carmen High School

AF = Absolute frequency

AR = Relative frequency

3.4 TECHNIQUES AND INSTRUMENTS TO COLLECT INFORMATION

In the studies, researchers can use different instrument to collect important data, because they are necessary to analyze them. The following is a description about the most common instruments.

3.4.1 Interview

Rogers (2015) defines interview:

Interviews usually involve a transfer of information from interviewee to interviewer, which is usually the primary purpose of the interview, although information transfers can happen in both directions simultaneously. One can contrast an interview which involves bidirectional communication with a one-way flow of information, such as a speech or oration. Interviews almost always involve spoken conversation between two or more parties, although in some instances a "conversation" can happen between two persons who type questions and answers back and forth (p. 129).

In this instrument a person does questions and the other gives information about the topic; express opinion, give suggestions, and so on. This kind of instrument is used in qualitative research and the researcher could obtain first hand data. This instrument is not incorporate in this study.

3.4.2 Questionnaire

To Rogers (2015), questionnaire is:

List of a research or survey questions asked to respondents and designed to extract specific information. It serves four basic purposes: to (1) collect the appropriate data, (2) make data comparable and amenable to analysis, (3) minimize bias in formulating and asking question, and (4) to make questions engaging and varied.

This instrument is very useful in researchers, because it could be applied to various persons at the same time. This is the used in this study.

3.4.3. Observation

Merrriam Webster (2016) says “observation is” an act of recognizing and noting a fact or occurrence often involving measurement with instruments. A judgment on or inference from what one has observed”. (<https://www.merriam-webster.com/dictionary/observation>). This project does not include observation as instrument research.

3.5. OPERATIONALIZATION OF VARIABLES

3.5.1. Definition: conceptual, operative and instrumental

In studies, the variables are necessary and Ocean Dictionary (2015) refers variable as: something that may or does vary or change; a variable feature or factor (p. 972).

For instance, variables are anything can affect or change the results of a study.

Into researchers, the variables are conceptual, operational and instrumental. Airasian (2011) states conceptual definition as “Contain some information about the scope of the concept” (p. 92). Consequently, the conceptual definition is the meanings.

On the other hand, the operative definition is stated by Airasian (2011): “The specific way in which a variable is measured in a particular study (p. 93) It is how the researcher decide to measure the variable in the study and usually uses scale. To this study, the operational definition is the subjects’ answers in the close questions and they are measuring with the scale from 0 to 100 and if the variable obtains 70% or more is considered positive but if it does not attain this percent, the variable is negative.

0 _____ negative - | 70+ __positivo_____ 100

The instrumental definition is defined by Airasian (2011) are

The tools or means by which investigators attempt to measure variables or items of interest in the data collection process. It is related not only to instrument design, selection, construction, and assessment, but also the

conditions under which the designated instruments are administered. (p. 95).

The instrument is the device used by investigators for collecting data. There are different instruments and in this case is the questionnaire with close and open questions from 6 to 15.

Variable	Conceptual	Operational	Instrumental
Proposition theory in the improvement and efficiency in reading.	It is a model to use in reading comprehension	There are the data obtain in the analysis of the instrument	In this case is a questionnaire with four close questions
Students' strength and weakness in reading comprehension	They are the limitations and strong that students have in reading comprehension	There are the data obtain in the analysis of the instrument	In this case is a questionnaire with two close questions and three open questions

Strategies in reading comprehension through practices and technological resources	There are the different forms that teachers put in practice the techniques to reinforce the weakness in reading comprehension	There are the data obtain in the analysis of the instrument	In this case is a questionnaire with four close questions and two open questions
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CHAPTER IV

DATA ANALYSIS

4.1. DATA ANALYSIS

This Chapter refers the analysis of the results obtained from the application of the instrument to subjects and they are students and teachers and the instrument is the questionnaire.

The data is represented through charts and graphics based in the answers of the questions of students and English teachers. The information collecting is very useful to know about the proposition theory and its implication in teachers' strategies to improve the efficiency in reading skills.

The subjects of this study are 40 students and 4 English teachers.

4.1.1. Students analysis

Chart N°2

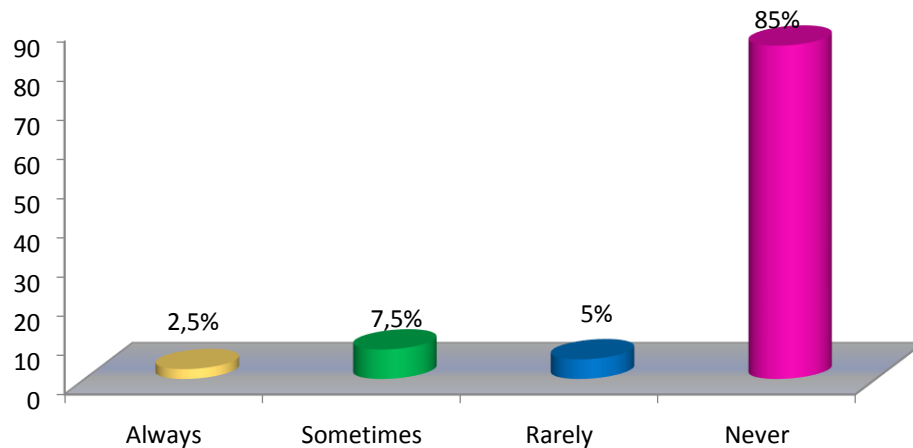
Knowing about proposition theory by students

Question	Always		Sometimes		Rarely		Never	
	AF	AR	AF	AR	AF	AR	AF	AR
Do you know the proposition theory in reading comprehension	1	2,5%	3	7,5%	2	5%	34	85%

Source: data obtain of questionnaire

Graphic N°1

Knowing about proposition theory by students



Source: Chart N°1

In question N°1: Do you know the proposition theory in reading comprehension? The 2,5% of students answer always, the 7,5% sometimes, the 5% indicate rarely and the 85% express never. In this case, many students do not have knowledge about this theory.

Chart N°3

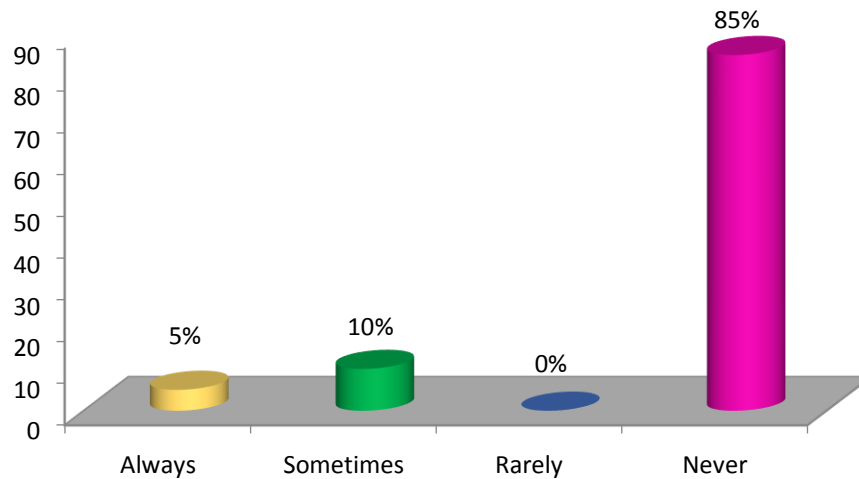
Teacher explaining about the use of proposition theory

Question	Always		Sometimes		Rarely		Never	
	AF	AR	AF	AR	AF	AR	AF	AR
Does your teacher explain the use of proposition theory to improve reading comprehension	2	5%	4	10%	0	0%	34	85%

Source: data obtain of questionnaire

Graphic N°2

Teacher explaining about the use of proposition theory



Source: Chart N°3.

The students' data in question N°2 is the following: 5% indicates that the teacher always explains the use of proposition theory to improve reading comprehension; 10% answers sometimes and 85% never. According with the answers, they do not receive information about this topic.

Chart N°4

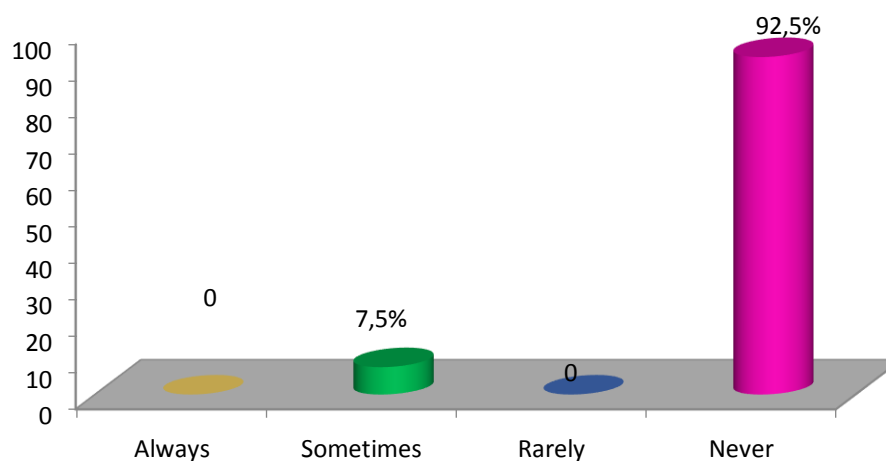
Knowing about the advantages of proposition theory

Question	Always		Sometimes		Rarely		Never	
	AF	AR	AF	AR	AF	AR	AF	AR
Do you know the advantage of this theory to understand academic texts?	0	0%	3	7,5%	0	0%	37	92,5%

Source: data obtain of questionnaire

Graphic N°3

Knowing about the advantages of proposition theory



Source: Chart N°4

According to the answers, the 7,5% of students indicate that sometimes know the advantages of this theory to understand academic texts and the 92,5% express never. In consequently, the majority does not the advantages.

Chart N°5

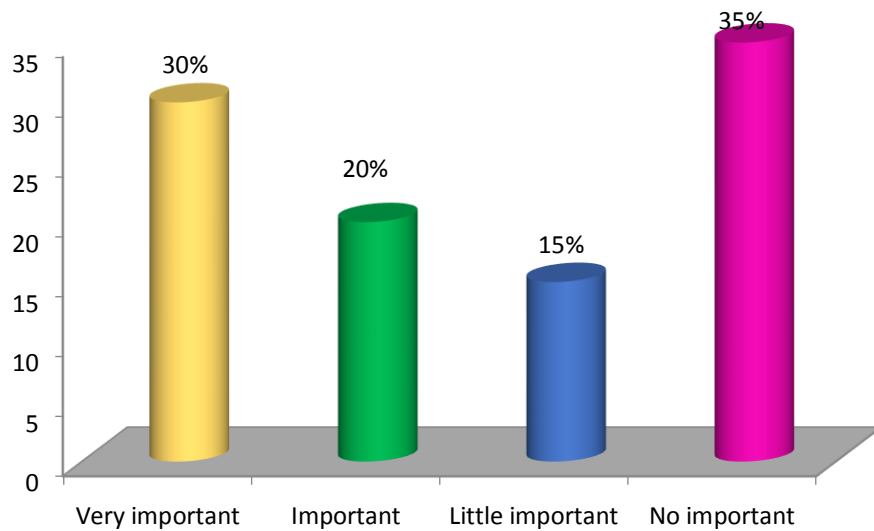
Importance of the knowledge about proposition theory

Question	Very important		Important		Less important		No important	
	AF	AR	AF	AR	AF	AR	AF	AR
How important do you consider the knowledge about proposition theory?	12	30%	8	20%	6	15%	14	35%

Source: data obtain of questionnaire

Graphic N°4

Importance of the knowledge about proposition theory



Source: Chart N°5

Respect the question: How important do you consider the knowledge about proposition theory? The 30% of students consider very important; the 20% important; the 15% answer less important and the 35% no important.

Chart N°6

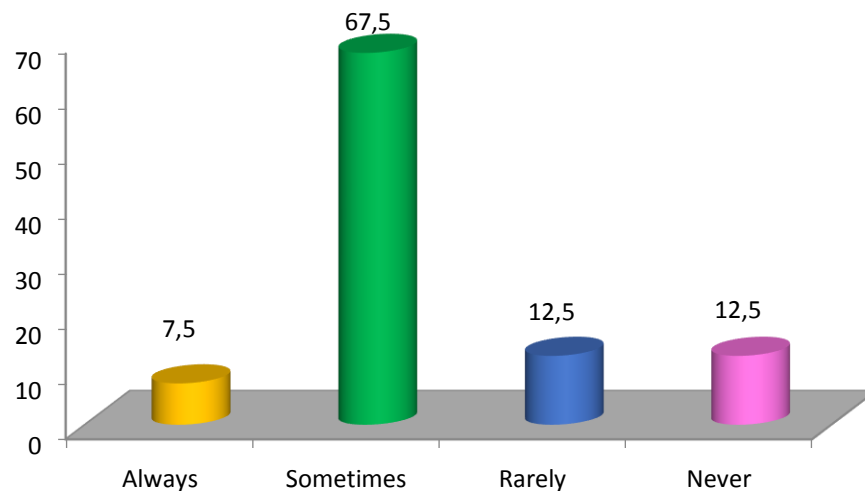
Difficulties in reading comprehension

Question	Always		Sometimes		Rarely		Never	
	AF	AR	AF	AR	AF	AR	AF	AR
Do you have difficult in reading comprehension?	3	7,5%	27	67,5%	5	12,5%	5	12,5%
								%

Source: data obtain of questionnaire

Graph N°5

Difficulties in reading comprehension



Source: Chart N°6

Respect the difficulties in reading comprehension, the 7,5% indicate always; the 67,5% sometimes; the 12,5% rarely and the 12,5% never. In this case, many students have difficulties.

The weakness in reading comprehension mentions by students are: lack of vocabulary, some of them do not like to read, do not recognize synonyms, lack of reading techniques.

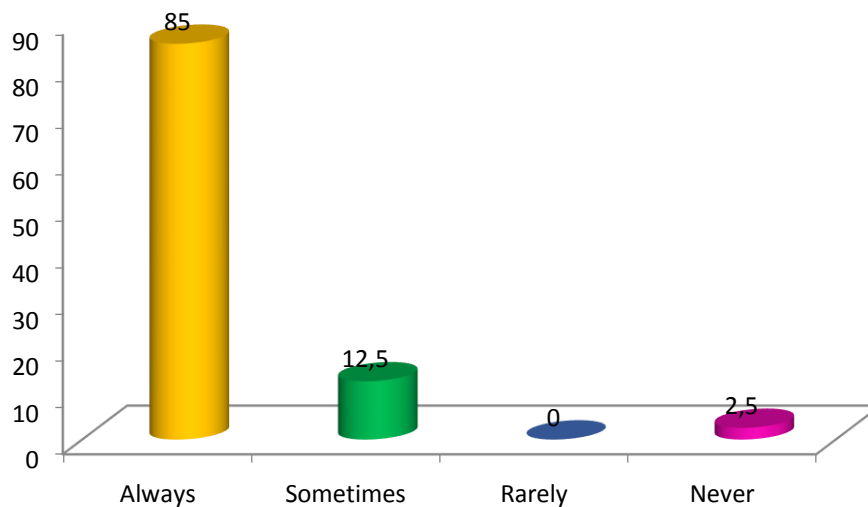
Chart N°7

Necessity to develop this ability

Question	Always		Sometimes		Rarely		Never	
	AF	AR	AF	AR	AF	AR	AF	AR
Do you believe that is necessary to develop reading comprehension?	34	85%	5	12,5%	0	0%	1	2,5%

Source: data obtain of questionnaire

Graphic N°6
Necessity to develop this ability



Source: Chart N°7

Respect at this question, the 7,5% of students answer that it is always necessary to develop this ability; the 67,5% sometimes and the 12,5% express never. The answers to the question: Why do you have difficult in reading comprehension? Students say the following:

Do not have a good preparation

Lack of practice

Don't understand the readings

It is necessary to increase vocabulary

English language is difficult

Do not know many words in the texts

Reading is boring

Some students consider that they are lazy.

Do not know how to analyze the texts

In the question: What does your teacher do to strength reading comprehension? The students' answers are:

Through practices

Teaching new vocabulary

Teaching techniques

Using the dictionary or translate unknown words

Chart N°8

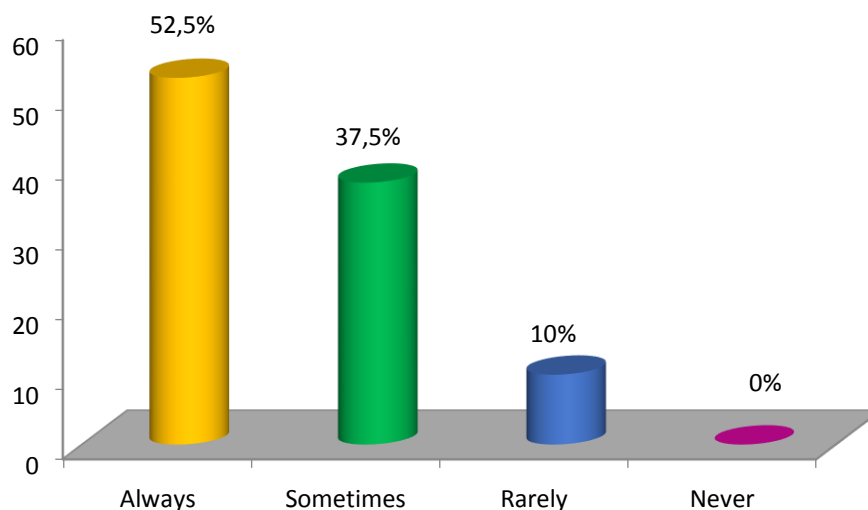
Use of different strategies in reading comprehension

Question	Always		Sometimes		Rarely		Never	
	AF	AR	AF	AR	AF	AR	AF	AR
Does your teacher use different strategies in reading comprehension?	21	52,5%	15	36,5%	4	10%	0	0%

Source: data obtain of questionnaire

Graphic N°7

Use of different strategies in reading comprehension



Source: Chart N°8

In this question, the 52,5% of the students express that the teacher always uses different strategies in reading comprehension; the 37,5% indicate sometimes and the 10% rarely. For instant, teachers put in practice strategies.

Chart N°9

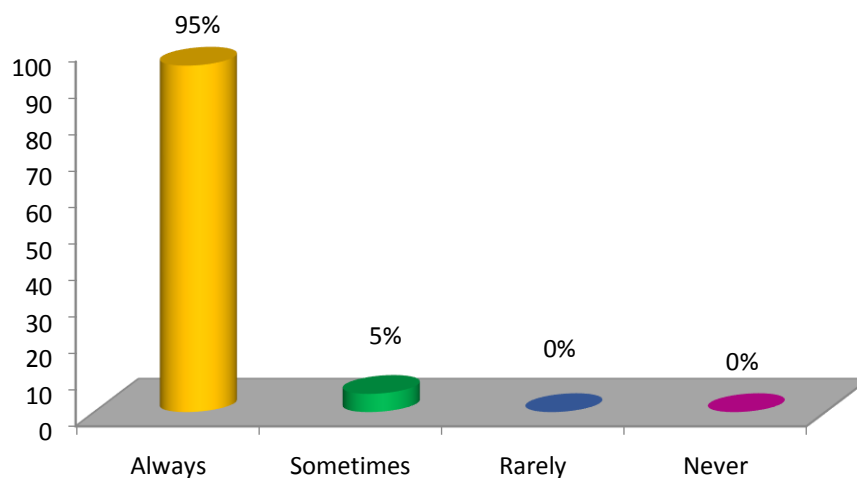
Necessity to increase vocabulary in reading comprehension

Question	Always		Sometimes		Rarely		Never	
	AF	AR	AF	AR	AF	AR	AF	AR
Do you believe that is necessary to increase your vocabulary in reading comprehension?	38	95%	2	5%	0	0%	0	0%

Source: data obtain of questionnaire

Graphic N°8

Necessity to increase vocabulary in reading comprehension



Source: Chart N°9.

The 95% of students believe that is always necessary to increase the vocabulary in the reading comprehension and the 5% says sometimes. The majority agree with the necessity to develop the vocabulary.

Into the strategies that the teacher put in practice to improve reading comprehension; students say the following:

- Teacher gives exams from previous year as practices.
- Reinforcing the vocabulary through games
- Teacher does questions about the readings
- Explains the texts
- Give advice about how to read the texts
- Uses skimming and scanning.

Chart N°10

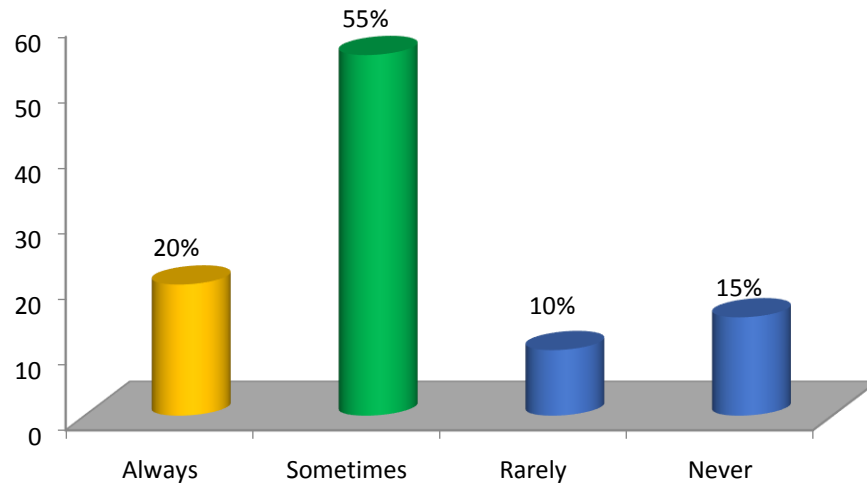
Use of technological resources to practice reading comprehension

Question	Always		Sometimes		Rarely		Never	
	AF	AR	AF	AR	AF	AR	AF	AR
Does your teacher use technological resources to practice reading comprehension?	8	20%	22	55%	4	10%	6	15%

Source: data obtain of questionnaire

Graphic N°9

Use of technological resources to practice reading comprehension



Source: Chart N°10

According to the data, the 20% express that the teacher always use technological resources to practice reading comprehension; the 55% indicate sometimes; the 10% say rarely and the 15% never. It is clear that teachers utilize this kind of resources.

Chart N°11

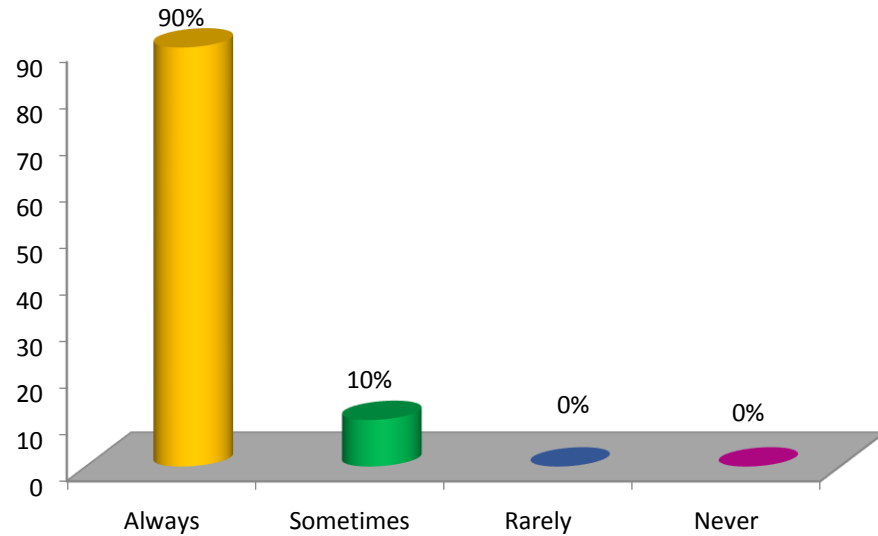
Frequency practice reading comprehension

Question	Always		Sometimes		Rarely		Never	
	AF	AR	AF	AR	AF	AR	AF	AR
How often does your teacher practice reading comprehension?	36	90%	4	10%	0	0%	0	0%

Source: data obtain of questionnaire

Graphic N°10

Frequency practice reading comprehension



Source: Chart N°11

In this question, the 90% indicate that the teacher always practices reading comprehension and the 10% sometimes. In consequently, the teachers use the practices.

Chart N°12

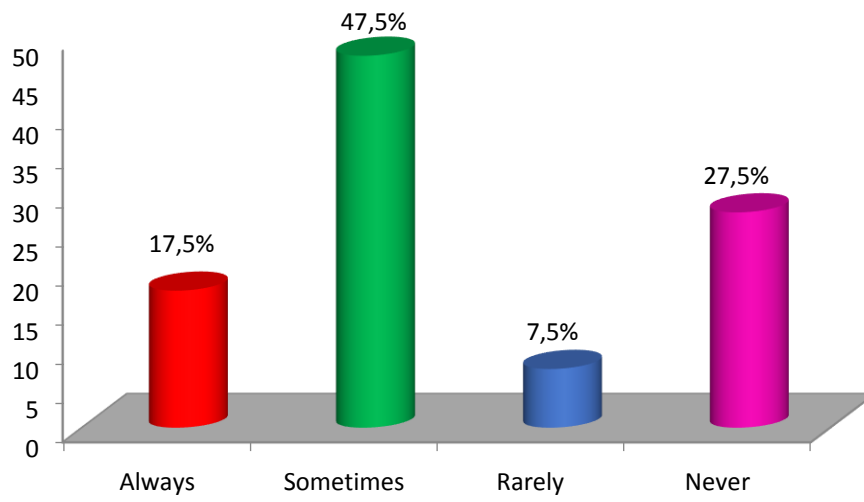
Practices reading comprehension are enough to correct weaknesses

Question	Always		Sometimes		Rarely		Never	
	AF	AR	AF	AR	AF	AR	AF	AR
Are the reading comprehension practices in English enough to correct your weaknesses?	7	17,5 %	19	47,5%	3	7,5%	11	27,5%

Source: data obtain of questionnaire

Graphic N°11

Practices reading comprehension are enough to correct weakness



Source: Chart N°12

In this question, the 17,5% answer that the practices of reading comprehension are enough to correct the weakness; the 47,5% mention sometimes; the 7,5% indicate rarely and the 27,5% say never. In this case, the students have different opinions.

In the last question: What could your teacher implement to reinforce your weakness in reading comprehension? They respond:

- Teaching techniques
- More practices
- More variability of practices.
- Giving individual attention
- More time in class to practice
- Giving vocabulary and explain grammar
- Utilizing more technological resources
- Active classes
- Less noisy into the class.
- Explain step by step, beginning with the basic about reading.
- Giving suggestion how to learn vocabulary

4.1.2. Teachers analysis

Chart N°13

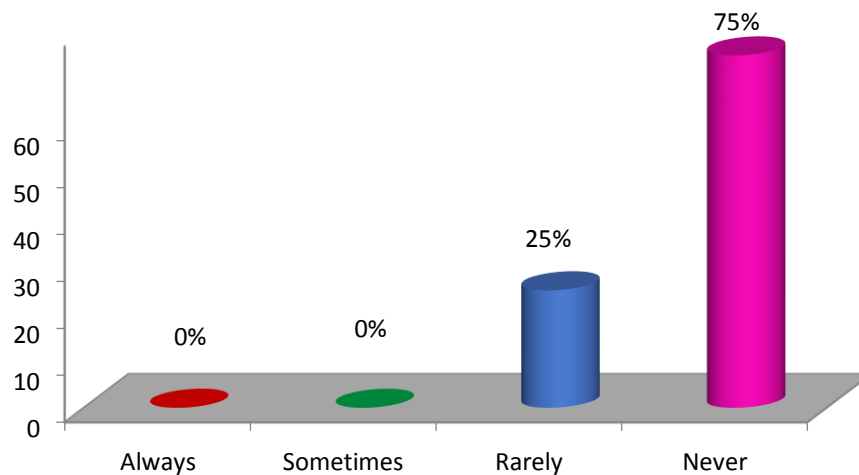
Knowing about proposition theory by teachers

Question	Always		Sometimes		Rarely		Never	
	AF	AR	AF	AR	AF	AR	AF	AR
Do you know the proposition theory in reading comprehension	0	0	0	0	1	25%	3	75%

Source: data obtain of questionnaire

Graphic N°12

Knowing about proposition theory by students



Source: Chart N°13

The teachers indicate in the 25% they rarely know the proposition theory in reading comprehension and the 75% express never. It shows that teachers do not have knowledge respect this theory.

80 -
70 -

Chart N°14

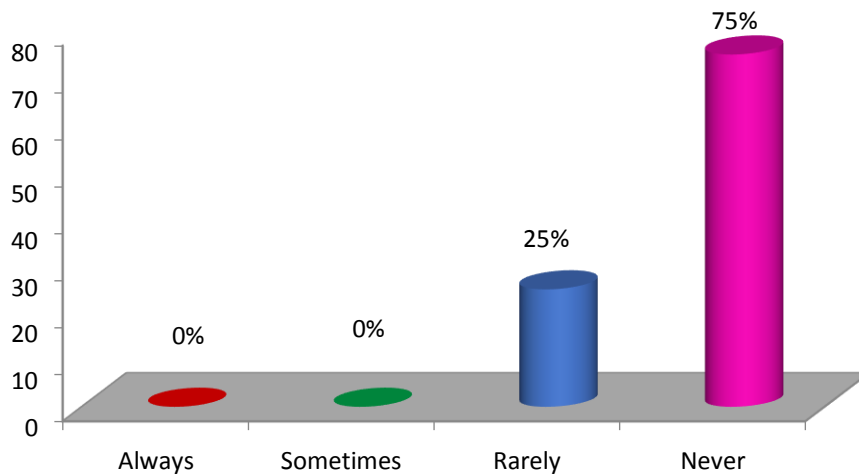
Teacher explaining about the use of proposition theory

Question	Always		Sometimes		Rarely		Never	
	AF	AR	AF	AR	AF	AR	AF	AR
Do you explain the use of proposition theory to your students?	0	0%	0	0%	1	25%	3	75%

Source: data obtain of questionnaire

Graphic N°13

Teacher explaining about the use of proposition theory



Source: Chart N°14

In this case, the 25% of teachers rarely explain the use of proposition theory to the students; the 75% express never. For instant, teachers do not have knowledge.

Chart N°15

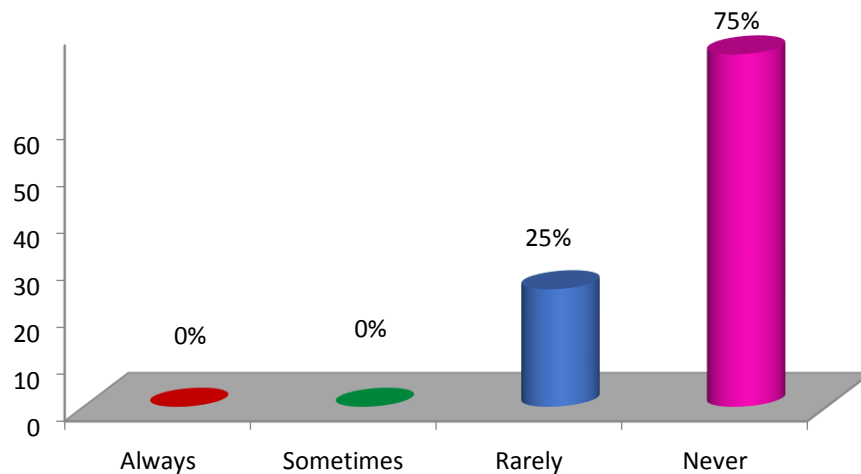
Knowing about the advantages of proposition theory

Question	Always		Sometimes		Rarely		Never	
	FA	FR	FA	FR	FA	FR	FA	FR
Do you know the advantage of this theory to understand academic texts?	0	0%	0	0	1	25%	3	75%

Source: data obtain of questionnaire

Graphic N°14

Knowing about the advantages of proposition theory



Source: Chart N°15

80 -

70 -

Teachers answer in 25% they rarely know the advantages of proposition theory and the 75% never. This means that teacher unknown it.

Chart N°16

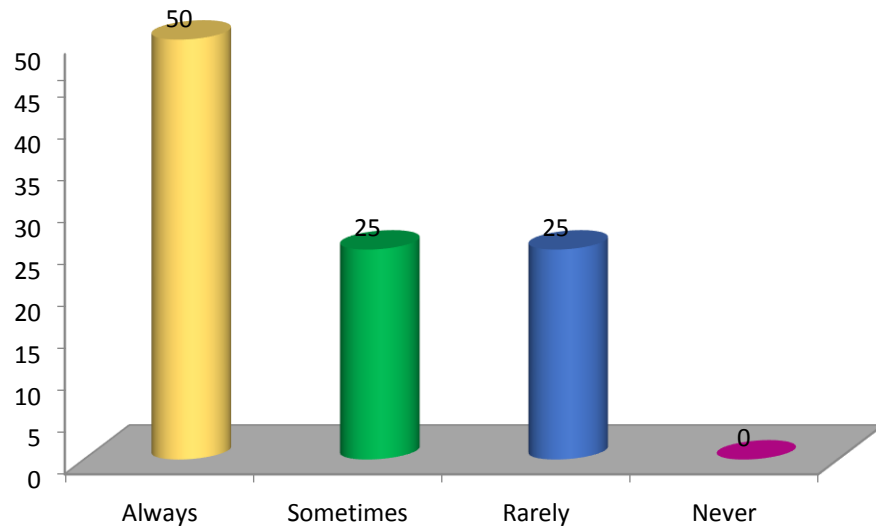
Importance the knowledge about proposition theory

Question	Very important		Important		Less important		No important	
	AF	AR	AF	AR	AF	AR	AF	AR
How important do you consider the knowledge about proposition theory?	2	50%	1	25%	1	25%	0	0%

Source: data obtain of questionnaire

Graphic N°4

Importance the knowledge about proposition theory



Source: Chart N°16

In this question, the data are: the 50% of teachers always consider important the knowledge about proposition theory; the 25% less important and the other 25% think is no important.

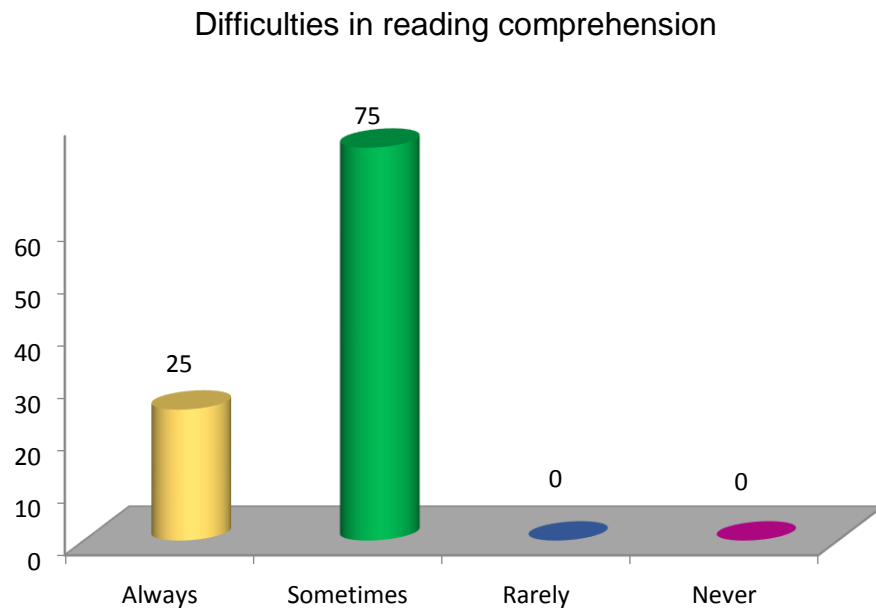
Chart N°17

Difficulties in reading comprehension

Question	Always		Sometimes		Rarely		Never	
	AF	AR	AF	AR	AF	AR	AF	AR
Do your students have difficult in reading comprehension?	1	25%	3	75%	0	0%	0	0%

Source: data obtain of questionnaire

Graph N°16



Source: Chart N°17

Based in the results, the 25% of teachers mention that students always have difficulty in reading comprehension and the 75% indicate sometimes. Therefore, according to the teachers' opinion, students have complication.

The criteria given by teachers about students' weakness in reading comprehension are the following:

- Students do not like to read
- They are lazy and they always use translator
- They have lack of vocabulary
- They do not realize practices at home.

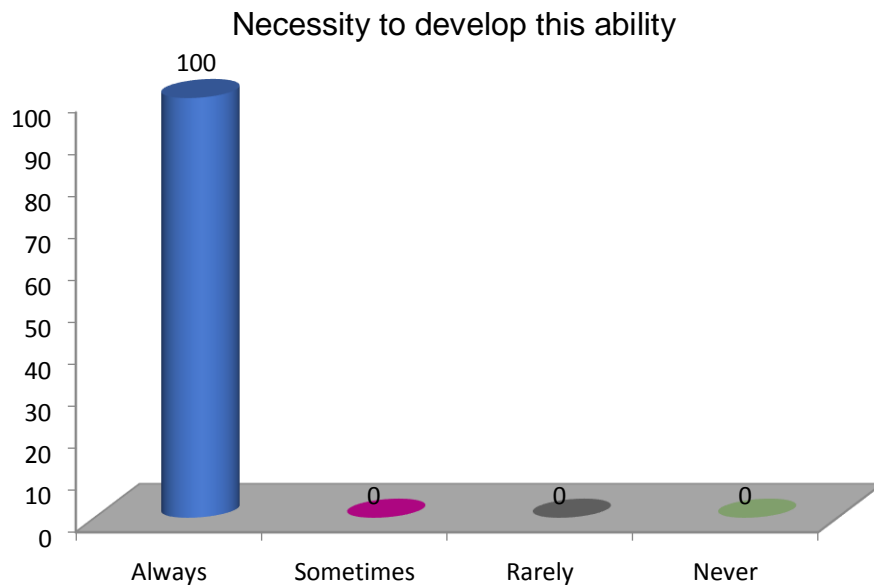
Chart N°18

Necessity to develop this ability

Question	Always		Sometimes		Rarely		Never	
	AF	AR	AF	AR	AF	AR	AF	AR
Do you believe that is necessary that students develop reading comprehension?	4	100%	0	0%	0	0%	0	0%

Source: data obtain of questionnaire

Graphic N°17



Source: Chart N°18

The 100% of the teachers believe that is necessary that students develop this ability.

The answers to the question: Why do your students have difficult in reading comprehension? Teachers answers are:

Unknowledge of vocabulary

They try to translate directly and in English language is not possible

They do not practice

They do not study vocabulary

Respect to the question: What do you do to strength reading comprehension?, teachers say the following:

Give them strategies (scanning, skimming)

Doing reading comprehension exercises

Giving vocabulary

Explaining how to uses techniques

Giving extra vocabulary

Chart N°19

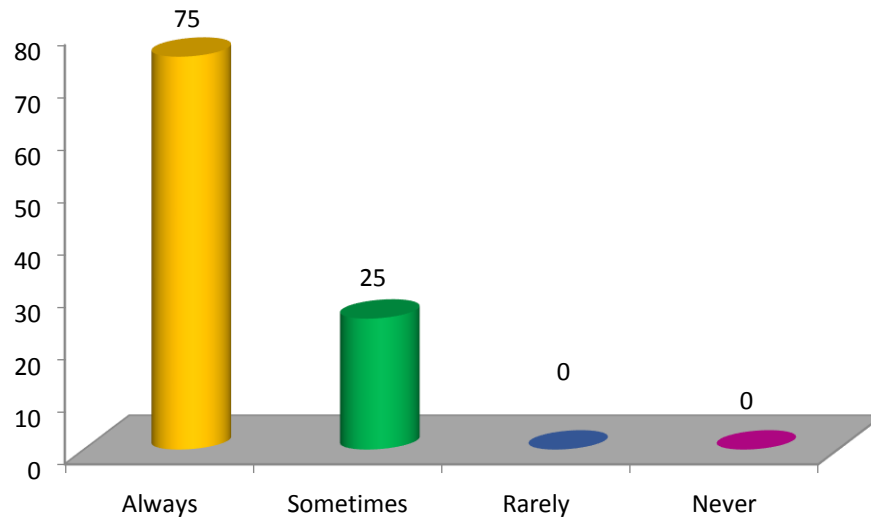
Use of different strategies in reading comprehension

Question	Always		Sometimes		Rarely		Never	
	AF	AR	AF	AR	AF	AR	AF	AR
Do you use different strategies in reading comprehension?	3	75%	1	25%	0	0%	0	0%

Source: data obtain of questionnaire

Graphic N°18

Use of different strategies in reading comprehension



Source: Chart N°19

The 75% of teachers answer that they always use different strategies in reading comprehension and the 24% mention sometimes. In consequence, it is clear that teachers utilize the strategies.

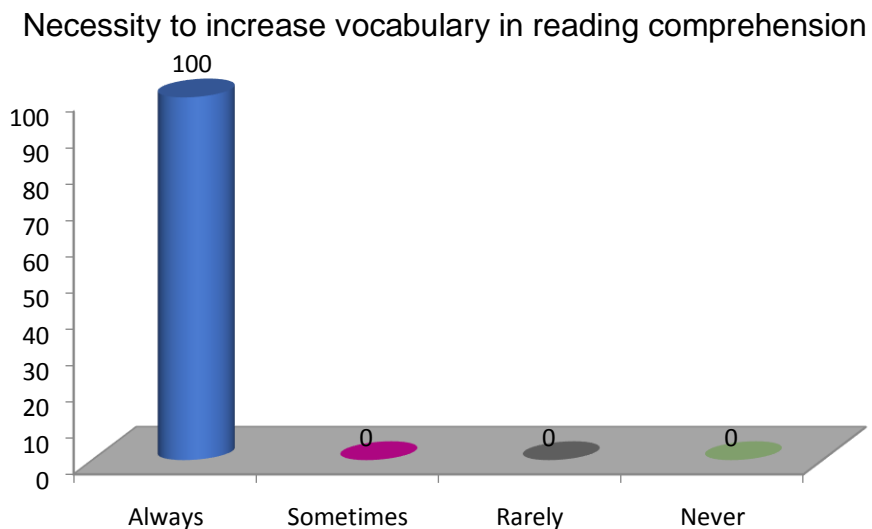
Chart N°20

Necessity to increase vocabulary in reading comprehension

Question	Always		Sometimes		Rarely		Never	
	AF	AR	AF	AR	AF	AR	AF	AR
Do you believe that is necessary to increase students' vocabulary in reading comprehension?	4	100%	0	0%	0	0%	0	0%

Source: data obtain of questionnaire

Graphic N°8



Source: Chart N°20.

In this question, the 100% of the teachers agree that it is always necessary to increase students' vocabulary in reading comprehension.

According to question N°12 the strategies that teachers put in practice to improve reading comprehension are scanning and skimming.

Chart N°21

Use of technological resources to practice reading comprehension

Question	Always		Sometimes		Rarely		Never	
	AF	AR	AF	AR	AF	AR	AF	AR
Do you use technological resources to practice reading comprehension?	1	25%	3	75%	0	0%	0	0%

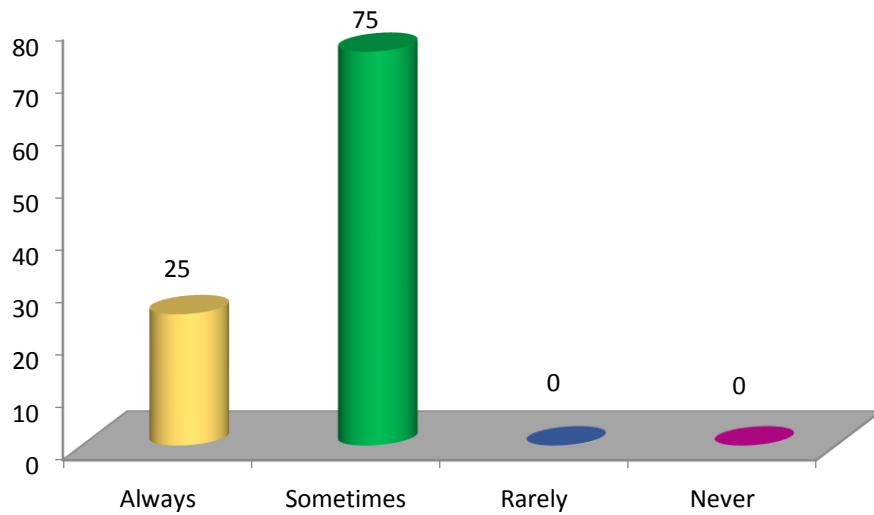
Source: data obtain of questionnaire

How often do you use practices in reading comprehension?	1	25%	3	75%	0	0%	0	0%
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Source: data obtain of questionnaire

Graphic N°21

Frequency practice reading comprehension



Source: Chart N°22

According to the data, the 25% answer they always practice reading comprehension and the 75% indicate sometimes.

Chart N°23

Practices reading comprehension are enough to correct weakness

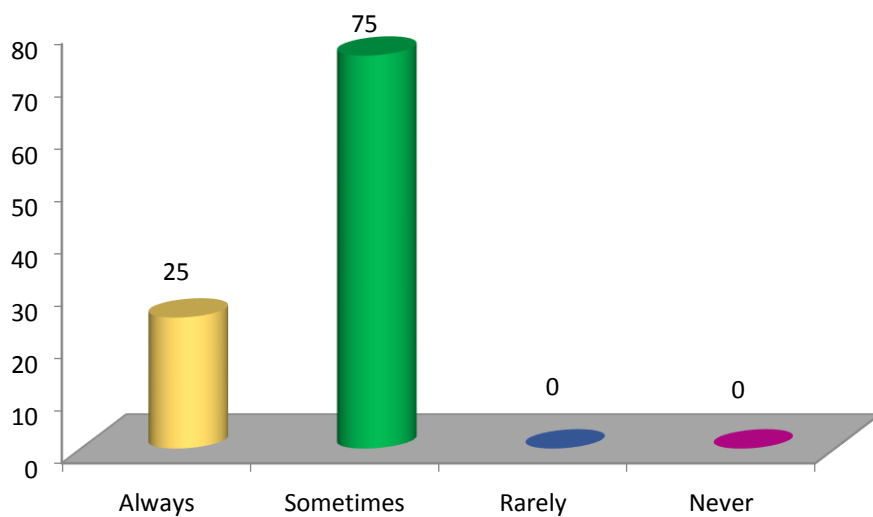
Question	Always		Sometimes		Rarely		Never	
	AF	AR	AF	AR	AF	AR	AF	AR

Source: data obtain of questionnaire

Are the reading comprehension practices in English enough to correct your weakness?	1	25%	3	75%	0	0%	0	0%
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Graphic N°22

Practices reading comprehension are enough to correct weakness



Source: Chart N°23

In this question, the 25% of teachers consider that the practices of reading comprehension are enough to correct the students' weakness and the 75% think sometimes.

In the last question: What could your teacher implement to reinforce your weakness in reading comprehension? They respond that is necessary more practices and vocabulary. Students require to practice at home, too.

CHAPTER V
CONCLUSIONS AND RECOMMENDATIONS

5.1. CONCLUSIONS

According to this study, the conclusions are:

- Reading is used in all subjects in education, because students have to read documents, books, and so on with different purposes. For this reason, through reading students understand the ideas including in texts.
- Reading is very important to increase students' vocabulary and grammatical functions. These aspects are necessary to know about the main ideas, complementary and others. Without vocabulary is difficult to recognize the meaning words.
- Reading comprehension skills promote effectiveness of reading, because students can apply what have been read and they are able to identify components and understand main idea and the details of any given text. Through these skills students make inferences from passages and the reading comprehension helps to increase critical thinking too.
- In reading comprehension is necessary the usage of different strategies. Many students have problem with comprehension of texts because they lack in reading strategies. For this reason, it is necessary that teachers promote them.

- Some of the most common reading comprehension strategies are predicting, scanning, skimming and main idea. Each one has its own characteristics and they are used in different reading contexts or purposes.
- In reading comprehension skills, there are various theories that teachers have to know to put in practice in their classes. This study is about proposition theory; in which students construct main ideas of the texts. These main ideas are hierarchical; in other words, the highest priority idea is the principal. In this theory student who is able to detect the main idea of a text and its supporting

details are capable to have a better understand and retain information in the text.

- Technological resources could be used to promote reading comprehension because the web has many sites online with reading programs that are available to students and teachers. In other way, technology serves as tool to increase vocabulary and grammar knowledge by students.
- Through technology, teachers can implement different activities and practices to promote students' reading comprehension necessary to face academic tests, specially the Education Minister evaluation. In addition, the internet provides many kinds of material useful to practice reading comprehension.
- Respect the information obtained in the questionnaire the conclusions are the following: both, students and teachers do not know about proposition theory in reading comprehension. For this reason, teachers do not how to explain this theory and the advantages. However, students do not consider important, but teachers' opinion is appositive.
-

Teachers and students agree that students have difficulty in reading comprehension because they lack vocabulary, don't like to read, lack of reading techniques. However, they consider it necessary to develop this ability.

- Students consider that they have difficulty in reading comprehension because they do not know how to analyze texts and need more practices. The teachers indicate that students do not study the vocabulary and they translate in Spanish. In this case, teachers give vocabulary and techniques to strengthen reading comprehension and explain them.
- Both, teachers and students agree that teachers give strategies in reading comprehension and all consider that it is necessary to increase the vocabulary. Some strategies given by teachers are: scanning, skimming and the reinforcement of vocabulary. Teachers give a lot of practice but students believe that these practices are not enough to correct weakness in reading comprehension.

5.2. RECOMMENDATIONS

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According to the conclusion, the recommendations are the following:

Teachers:

To explain the importance of reading to students because it is a way to increase vocabulary and understand grammar functions.

To do students' reading comprehension diagnostic with the purpose to know their principal weakness. This gives an idea to put in practice the strategies to help them to face it.

- To increase vocabulary knowledge through different exercises and practices where students have to learn and use it. Use pedagogical games as a resource to reinforce the vocabulary and grammar functions.
- To explain the components of the texts about mains ideas, details, secondary and others through questions, underlines sentences, contextual maps, inferences, schemas and others forms.

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- To explicate the different reading comprehension strategies such as: skimming, scanning, predicting, main ideas and how, where use each one according to the reading purpose.
- To investigate about proposition theory to understand how to use in reading comprehension and later implement in the English classes.

To integrate technology as resource to promote reading comprehension skills and the students can use the website and internet applications to increase this ability through exercises and practices.

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- To supervise the students' progress in reading comprehension skills to determine if the strategies are effective or to make adjustments.
- To do constant feedback in these aspects where students have difficulties to understand the strategies or techniques in reading comprehension skills.

Students:

- To recognize the importance of reading in their learning process as a part of the tasks.
- To use the data, obtain of reading comprehension diagnostic to understand their weakness in this ability and make the corrections.
- To study the vocabulary as a way to recognize meaning in the reading comprehension practices or exercises.
- To underline unknown words and later look the meaning in the dictionary as a form to increase vocabulary.
- To recognize the different components of the texts because these knowledges is useful in reading comprehension skills.

To do the practices given by teachers where have to use the different strategies such as: skimming, scanning, main ideas, predicting and others.

- To use the different website, application and technological resources that have material, exercises and practices in reading comprehension as a way to increase this ability.
- To realize all the activities that teacher brings to promote reading comprehension.

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ANNEXES

QUESTIONNAIRE

Dear students

This questionnaire has the purpose to collect information to a study. Please, answer the questions above. This information is confidential and it is used only with this objective. Thanks.

1. To explain the proposition theory in the improvement and efficiency in reading comprehension for a better understanding of academic texts by students.

Do you know the proposition theory in reading comprehension?

Always _____

Sometimes _____

Rarely _____

Never _____

Does your teacher explain the use of proposition theory to improve reading comprehension? Always _____

Sometimes _____

Rarely _____

Never _____

Do you know the advantages of this theory to understand academic texts?

Always _____

Sometimes _____

Rarely _____

Never _____

How important do you consider the knowledge about proposition theory?

Very important _____

Important _____

Less important _____

No important _____

To identify students' strength and weakness in reading comprehension to implement the adequate actions in the development of this ability.

Do you have difficult in reading comprehension?

Always _____

Sometimes _____

Rarely _____

Never _____

What is the weakness in reading comprehension?

Do you believe that is necessary to develop this ability?

Always _____

Sometimes _____

Rarely _____

Never _____

Why do you have difficult in reading comprehension?

What does your teacher do to strength reading comprehension?

To promote five strategies in reading comprehension through practices and technological resources to correct the weakness in the improvement

Does your teacher use different strategies in reading comprehension?

Always _____

Sometimes _____

Rarely _____

Never _____

Do you believe that is necessary to increase your vocabulary in reading comprehension? Always _____

Sometimes _____

Rarely _____

Never _____

What kind of strategies does your teacher put in practice to improve reading comprehension?

Does your teacher use technological resources to practice reading comprehension?

Always _____

Sometimes _____

Rarely _____

Never _____

How often does your teacher practice the reading comprehension?

Always _____

Sometimes _____

Rarely _____

Never _____

Are the reading comprehension practices in English class enough to correct your weakness?

Always _____

Sometimes _____

Rarely _____

Never _____

What could your teacher implement to reinforce your weakness in reading comprehension?

QUESTIONNAIRE

Dear teacher

This questionnaire has the purpose to collect information to a study. Please, answer the questions above. This information is confidential and it is used only with this objective. Thanks.

2. To explain the proposition theory in the improvement and efficiency in reading comprehension for a better understanding of academic texts by students.

Do you know the proposition theory in reading comprehension?

Always _____

Sometimes _____

Rarely _____

Never _____

Do you explain the use of proposition theory to your students?

Always _____

Sometimes _____

Rarely _____

Never _____

Do you know the advantages of this theory to understand academic texts?

Always _____

Sometimes _____

Rarely _____

Never _____

How important do you consider the knowledge about proposition theory?

Very important _____

Important _____

Less important _____

No important _____

To identify students' strength and weakness in reading comprehension to implement the adequate actions in the development of this ability.

Do your students have difficult in reading comprehension?

Always _____

Sometimes _____

Rarely _____

Never _____

What is the students' weakness in reading comprehension?

Do you believe that is necessary that students develop this ability?

Always _____

Sometimes _____

Rarely _____

Never _____

Why do your students have difficult in reading comprehension?

What do you do to strength students' reading comprehension?

To promote five strategies in reading comprehension through practices and technological resources to correct the weakness in the improvement

Do you use different strategies in reading comprehension?

Always _____

Sometimes _____

Rarely _____

Never _____

Do you believe that is necessary to increase students' vocabulary in reading comprehension? Always _____

Sometimes _____

Rarely _____

Never _____

What kind of strategies do you put in practice to improve reading comprehension?

Do you use technological resources to practice reading comprehension?

Always _____

Sometimes _____

Rarely _____

Never _____

How often do you practice the reading comprehension?

Always _____

Sometimes _____

Rarely _____

Never _____

Are the reading comprehension practices in English class enough to correct students' weakness?

Always _____

Sometimes _____

Rarely _____

Never _____

What could you implement to reinforce students' weakness in reading comprehension?
