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FOREIGN LANGUAGE DEPARTMENT

GRADUATION WORK:

"THE RELATIONSHIP BETWEEN MOTIVATION AND READING COMPREHENSION IN READING AND CONVERSATION STUDENTS FROM THE ENGLISH TEACHING MAJOR AT THE FOREIGN LANGUAGE DEPARTMENT OF THE UNIVERSITY OF EL SALVADOR, SEMESTER I-2017."

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"An ordinary teacher teaches how to accumulate information. A good teacher teaches how to assimilate information. A great teacher teaches how to stand up and turn every challenge into opportunities. An extraordinary teacher teaches how to be larger than life by following your own dreams, own goals and own instincts."

— **Amit Ray**, ***Walking the Path of Compassion***

Dedicated to a wonderful role model during our learning process

Jorge Homero Llanes Márquez López, M.A.

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ABSTRACT

This document is the outcome of the research carried out to diagnostic the relationship between motivation and reading comprehension of the students of the Reading and Conversation course II at Foreign Language Department of the University of El Salvador, during the semester I-2017. For this research a sample from two groups of students enrolled in the above mentioned course were selected. To this sample a questioner oriented towards motivation (H.E.M.A. questioner), a motivation and comprehension observation checklist and a reading comprehension test (Cloze Test) were administered. The results, gathered from the H.E.M.A. questioner, were compared to the ones gathered from observation checklist in order to verify if students were really motivated. Then, in order to determine if motivation have any influence in students reading comprehension, these results were contrasted to the Cloze Test results in order to establish if there is a substantial relationship between reading comprehension and motivation.

Keywords: Reading comprehension, Motivation, Cloze Test, H.E.M.A. questioner.

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CHAPTER I

INTRODUCTION

This graduation work was carried out in order to determine if there is a substantial relationship between motivation and reading comprehension among students of Reading and Conversation II course of the English Teaching Major at the Foreign Language Department during the first semester of 2017.

During the five years of study the English Teaching Major students at the FLD face several issues when trying to master English as a Second Language. However, Reading and especially Reading Comprehension is according to many students the hardest skill to master. This can be easily seen during Reading and Conversation courses where students also show lack of motivation.

In order to determine if there is a relation between Motivation and Reading comprehension, a sample from two groups of students enrolled in Reading and Comprehension courses were observed. To this sample a questionnaire towards motivation administered and data gathered from this instrument was analyzed and contrasted so that the possible relationship between Motivation and Reading Comprehension could be established.

Besides establishing the relationship between Motivation and Reading comprehension, this research project was carried out in order to give insights of the development of Reading skills among students of the FLD as well as to determine the reason affecting this development.

STATEMENT OF THE PROBLEM

Reading is defined as a thinking process which requires a response from the reader, it may be through making generalizations, drawing new inferences and planning succeeding steps based on what it is been read. "The act of reading is a process which involves steps to achieve and reinforce understanding namely; word perception, comprehension, reaction and integration (Zintz & Maggart, 1986)." Reading in fact is very important because it help us in every aspect of our daily life; we need knowledge to perform our work and vocabulary acquisition to express our very own ideas, opinions, feelings in a correct way which is gathered through reading. Therefore, reading comprehension is the act of understanding what you are reading, while the definition can be simply stated, the act is not simple to teach, learn or practice. On the other hand, without comprehension, reading is nothing more than tracking symbols on a page with your eyes and sounding them out. This means that, reading comprehension is important because without it reading does not provide the reader with correct vocabulary in order to express their thinking, emotions and intellectual personality.

Likewise, motivation is an important factor that influences students' comprehension when reading, speak about, interpreted and comprehend the meaning of the content either if is a book, novel, magazines, newspaper etc. "It has been suggested that building motivation is an essential step in developing students' abilities that will turn into readers" (Anderson, e t al., 1985). Of course, motivation may be stimulated in home and may be influenced by peers, but teachers are the main factor influencing a student's development of reading motivation. For example, one struggling reader said: "Reading is important because basically you need it for everything really. You need it like if you are going shopping, in a restaurant, obviously in education, when you are reading the newspaper, or reading a book or in

everyday life you will need it. I love reading and the feeling it gives me and I hope, I will always feel like this, willing to accept bigger reading challenges" (Barden, 2009).

Therefore, motivation to read and reading comprehension are important factors to assure the academic success of students, as well as their personal and professional development. Being reading one of the four macro skills to be developed when learning a second language, it is taught in different activities in classes. At the Foreign Language Department of the University of El Salvador, in the English Teaching Major, many subjects assess students reading comprehension at different levels and through different activities. Probably the one of the most important courses that deals with reading comprehension in this Major are Reading and Conversation courses. However, many former students from the Reading and Conversation courses I and II at the Foreign Language Department of the University of El Salvador who had shown low motivation which had a major impact in their academic performance, while highly students motivated to read are likely not only to have a better performance but, also their reading material comprehension increases.

"Students with low motivation to achieve in college most likely also have very low reading comprehension. Whether the focus of an approach is directed at parents, teachers, students or some other influence such as the curriculum or choice of text, there has always been a critical area of attention for reading comprehension. That area is the motivation of students. It seems that teachers are constantly striving to find ways to motivate students since they were very young to read" (McNinch, 1997).

For this reason, it is important to diagnose and analyze the relationship between motivation and reading comprehension in the students that are currently enrolled in the Reading and Conversation course II and to what extend low reading motivation has an influence in students' performance.

DESCRIPTION OF THE PROBLEM

In this paper, the influences of relationship between motivation and reading comprehension, it was diagnosed in the case of fourth year students of English Teaching Major enrolled in the Reading and Conversation course II at the Foreign Language Department of the University of El Salvador in the semester I-2017.

Students' previous experiences in other courses had shown that there are several issues they face when learning and developing the four macro-skill of a second language (English). Among these problems, one of the most important is English reading comprehension. Students face many difficulties during reading class activities which include class discussion about the lesson of the textbook, presentation of plot of a book or a presentation of a newspaper article or a role play about their favorite book.

In the Reading and Conversation course II, many of the students had difficulties understanding the meaning of the content materials, they also lack of vocabulary when they read. Therefore, their reading comprehension is poor. As a result, their performance is not as it should be of students belonging to fourth year of the Major in English Teaching. In order to solve this problem, it is mandatory to boost students' motivation to read.

Sadly, very few students indeed love reading either as a hobby or as a way to improve their general knowledge. As a result, when doing reading task, students without external help they are sometimes unable to successfully perform and not all of them show enough initiative for reading. In other words, even though the majority of the students seem motivated to pass the course, the tasks and the activities they do during the classes are not enough to trigger their interest. Consequently, they have low reading comprehension. But, students need to

focus in reading tasks and they need to be motivated because motivation is important to boost their academic performance and professional development.

OBJECTIVES

GENERAL OBJECTIVE

- To analyze the relationship of motivation and reading comprehension in students from Reading and Conversation II at the Foreign Languages Department at the University of El Salvador, in the Major of English Teaching during the semester I-2017.

SPECIFIC OBJECTIVES

- To investigate theories about motivation and reading comprehension, and the relationship between motivation and reading comprehension in students at the Reading and Conversation course II.

- To evaluate the relationship between motivation and reading comprehension in students of the subject Reading and Conversation II.

- To find out if lack of motivation to read has an influence in students of Reading and Conversation II performance.

RESEARCH QUESTION

- What is the relationship between motivation and reading comprehension in Reading and Conversation students from the English Teaching Major at the Foreign Language Department of the University of El Salvador, Semester I-2017?

SUBSIDIARY QUESTIONS

- To what extent to students show interests in reading activities during classes?
- To what extents are students of Reading and Conversation II are motivated to read?
- How does reading motivation influences reading performance in Reading and Conversation course II?

JUSTIFICATION

When we read, we use our eyes to receive written symbols (Letters, punctuation marks in spaces) and we use our brain to convert them into words, sentences and paragraphs that communicate something to us. Reading can be silent (in our head) or aloud (So, that other people can hear). Reading is a receptive skill and through it we receive information. But the complex process of reading is also linked the speaking skill, so that we can pronounce the words that we read. In this sense, reading is also a productive skill in which we are both receiving and transmitting information (even if it is only to us).

On the other hand, Reading comprehension is a complex process which takes place during the interaction between the reader and the author, mediated by the text in a certain situation and resulting in the production of meaning. In other words, this interaction among the reader and the author is what it is known as reading comprehension. In order for this interaction to take place, motivation to read is a major factor. But, motivation is an internal and external factor that stimulates desire and energy in people to be continually interested and committed to a job, role or subject, or to make an effort to attain a goal. Internal motivation in the students it is strongly important in their comprehension and performance during the learning process in which students acquire knowledge. Therefore, external motivation fosters students to obtain knowledge through the environment and to develop their abilities. Consequently, both internal and external motivation are essential and are closely related during the process of learning different subjects included in the English Teaching Major, more specifically the Reading and Comprehension courses at the Foreign Language Department. However, few students have a reading habit or are motivated to read in order to expand their knowledge.

In the English Teaching Major at the Foreign Language Department it has been notice that motivation decreases in some subjects specifically in the Reading and Conversation course. In fact, former Reading and Conversation II students had shown lack of motivation to read and low performance: The aim of this research is to determine if there is a relationship between motivation and reading comprehension in students enrolled in Reading and Conversation course II, semester I-2017. This is because; motivation may have a major influence in reading comprehension and their performance. Therefore, this research becomes necessary since it could be used as an assessment tool to measure student reading comprehension levels, providing the Foreign Language Department with a diagnostic of relationship between motivation and reading comprehension in the Reading and Conversation II courses, which can be used as reference for future researchers on this field.

DELIMITATION OF THE PROBLEM

In order to have a good performance, motivation is an important factor that influences reading comprehension in students of a second language. Consequently, it is important to determine the relationship between the two educational variables (Motivation and Reading Comprehension). In order to determine this relationship, students from the English Teaching Major enrolled in Reading and Conversation course II, semester I-2017, were the subjects of this research. According to the semester registration there were four groups for this course. Hence, this study was focused on 30 students, belonging to two groups who were selected randomly. This sample was representative of universe of students enrolled in the above-mentioned course. The length of this research was three months starting on March and finishing on May. During this period, observation, questioners and a reading assessment test were administered.

During the research however, there were several factors that influence the course of this investigation. One of those, the time was not enough in order to observe students' performance inside the classroom; during that limit time researchers were only able to observe students´ behavior through the use of check lists when, they worked in their reading assignments. Second, in order to administer each of the instruments H.E.MA questioner as well Cloze Test the results were not satisfactory since, the sample was not the same; few of them did not attend class they in which these instruments were administer. Thus, this affect the data analysis and probably the outcome of the research. Lastly, the sample in each groups attendance was a problem. The majority of student who belong to the sample attend their classes when there were graded assignments. For example: When they were required to do a class presentation or their mid-term exams; however, when class activities were not evaluated

some of them did not attend. It seems that many students do not seem to take seriously that aspect in their academic performance.

CHAPTER II

THEORETICAL FRAMEWORK

Nowadays, at the Foreign Language Department of the University of El Salvador, in the English Teaching Major, it is common that the students have difficulties when learning a second language (English). In fact, many of the students have encountered obstacles when developing the four macro skills (Speaking, Writing, Listening and Reading) in English. However, the skill that has the biggest impact in students´ performance, is reading skill. Especially in students from the Reading and Conversation courses because in this subject their performance is grated through reading activities.

Those situations are stressful for students especially when they have not develop enough the reading skill developing some insecurities that lead to low self-esteem and minimize the interest that the students have. "Since, reading comprehension is so critical in terms of academic success, it can be argued that motivating a student to read is equally crucial. In order to understand the significance of what is read one must be a critical reader. Critical readers have the ability to "Move forward or backward through the text... " and can "Relate different parts of the text to each other to get a better grip on understanding" **(Chapman, Making Sense. 1993).**

In other words, reading comprehension is crucial for professional and academic development. Therefore, the development of this skill is fundamental especially for student who are trying to master a second language. On the other hand, the development of reading comprehension can be influence by many different factors such as motivation or type of text to be read. However, motivation is the main factors that influence reading comprehension. According to Guthrie and Wigfield (2000), Reading motivation is the enormous quantify of motivation thus, learners should consider their positive or negative idea regarding reading.

For example, learners who read for pleasure or have an engaged approaches to support their understanding are extremely motivated readers. Learners of this kind usually consider reading to be a significant element in their daily activities, welcome challenges in the reading process and are likely to be effective readers. Furthermore, reading motivation is linked to one's own purpose, idea, and interest related to the title. To fully understand how reading can be influence by motivation it is first important to understand reading motivation.

2.1 READING

Reading is defined as a cognitive process that involves decoding symbols to arrive to meaning. Reading is an active process of constructing meanings from words. Reading with a purpose helps the reader to direct information towards a goal and to focuses their attention. Although the reasons for reading may vary, the primary purpose of reading is to understand the text. Reading is a thinking process. Which allows the reader to use what he or she may already know, also called prior knowledge to construct new knowledge. During this processing of information, the readers use strategies to understand what they are reading, the themes to organize ideas, and textual clues to find the meanings of new words.

Students at the Foreign Language Department currently enrolled in the Reading and Conversation course II, have taken different subjects which involve different types of reading, in order to acquire important vocabulary they need to understand reading resources that the teachers provide during classes. Such as: Books, articles, resolve quizzes, etc. The majority of the students are interested in the books that are not complicated for them to understand. Reading is important basically because one needs it for everything. It is need if

one as shopping, in a restaurant, obviously in education, when you're reading the newspaper, or reading a book or in almost every day life activity.

2.1.1 THE READING PROCESS

Reading is a process that involves recognizing words, leading to the development of comprehension. According to research, reading is a process that negotiates meaning between the text and its reader. Reading process involves three stages.

The first stage is **pre-reading**, which allows the reader to activate background knowledge, preview the text, and develop a purpose for reading. A strategy for students to use during this stage is to look at the title of the selection and list all the information that comes to mind about the title.

The second stage occurs **during reading**, when readers make predictions as they read and then confirms or revises the predictions. For example, double-entry journal enable readers to write the text from the reading on one side and their personal reaction on the other side.

The final stage **after reading** allows readers to retell the story, discuss the elements of a story, answer questions and compare it to another text. For example, students can create summaries, where they take a huge selection and reduce it to its main points for more concise understanding.

However, as it has been stated above, reading process varies depending on the purpose of it. Therefore, not all reading activities are the same; So that, it is important to understand these differences and how these differences affect the reading process.

2.1.2 TYPES OF READING

Intensive reading

Intensive reading involves a deep interaction that a reader has through text that an author has written. This means the reader is expose to several passages but, he or she tries to get the meaning of the content through sentences and paragraphs, looking for main ideas, making inferences through vocabulary and grammar or through background knowledge that he or she might have acquired by reading a text written by the same author or a similar text.

The goal for intensive reading is to understand content readers interpreter it whenever they are working to complete certain tasks or when he or she reads a book, magazine, articles or novels for entertainment. When intensive reading, it helps to read the text more than once to get a better understatement of the content. The aim of this type of reading is to build more language knowledge rather than simply practice the skill of reading.

Extensive Reading

Extensive reading, is carried out "To achieve a general understanding of a text which is always done to comprehend main ideas rather than specific details." Brown (1989). Extensive reading is a way of language learning, which includes foreign language learning, through large amounts of reading. Through extensive reading also, vocabulary acquisition is achieved and increase motivation through positive effective benefits. Proponents such as Krashen (1989), claims that reading alone will increase encounters with unknown words, bringing learning opportunities by inference.

It is common to use both approaches (Intensive and Extensive Reading) in the same class. For example, extensive reading is encouraged, so that students can discuss a topic or learn a specific skill such as writing an outline. In a class where intensive reading is mostly

used, students may be asked to read texts of their own choosing to report then back on, either in an oral or written format. For both approaches, rather than the nature of the skills, the results are more important.

Reading Comprehension

Comprehension is an intentional, active, and interactive process that occurs before, during and after a person reads a particular piece of writing. Reading without comprehension, is just looking at symbols on the page. In this complex process occurs an interaction between the reader and the author, mediated by the text in a certain situation, and resulting in the production of meanings. When writing, with specific objectives and intentions, the author used his/her knowledge, worldview, and the most appropriate linguistic resources and materialized them into a textual structure (Kleiman, 2007; Koch & Elias, 2006). Yet, this definition of reading comprehension may expand as: "Not only does reading comprehension at the most basic levels include mastery of the basic decoding skills that serve to attach meaning to written symbols, but it also encompasses the prior knowledge of the reader." (Wagner & Sternberg, 1987).

There are two stages in order to complete the process Reading Comprehension. The first stage is vocabulary knowledge; the reader must be able to understand the vocabulary used by the writer. The second stage is text comprehension, when the reader puts together the vocabulary and uses different comprehension strategies to develop an understanding of the text. **Comprehension**, or the mental process that allows the reader to understand the text, begins before the reader starts to read text and continues even after the reading has finished.

There are some specific strategies that can be used to boost reading comprehension:

1. Skimming, or allowing the reader to glance over the material to gain an overall idea of what the content of the text.

2. Synthesizing, or putting together information in order to analyze the content of the text.

3. Self-questioning regarding the content of the text. This occurs when reader engages him or herself in active learning.

Hence, Reading Comprehension is the ability to easily and efficiently read text in order to obtain meaning. This is the last step of the reading process taught to young adults, after they have learned phonics, fluency, and vocabulary.

At the Foreign Language Department of the University of El Salvador, an example of how to measure students reading comprehension might be through the performance, their enthusiastic and interest to participate in class discussions, when they share their opinions with their classmates as well as when they learn new vocabulary through articles, books and topics taught in classes.

There are five levels of reading comprehension that can be taught to students: Lexical Comprehension, Literal Comprehension, Interpretive Comprehension, Applied Comprehension and Affective Comprehension.

1. Lexical Comprehension: Understanding key vocabulary in the text.

   o Preview vocabulary before reading the text.
   o Review new vocabulary during or after the text.

2. Literal Comprehension: Answer What, When and Where questions.

o Look in the text to find the answers in the text.

   o Ask question from the beginning, middle, and end of the reading.

3. Interpretive Comprehension: Answer What if, Why and How questions.

   o Understand "facts" that are not explicitly stated in the text.

   o Illustrations may help to infer meaning.

4. Applied Comprehension: Related text to existing knowledge or opinion.

   o Jot down a simple question that can be marked right or wrong.

   o Challenge students to support their answer logically.

5. Affective Comprehension: Understand social and emotional aspects.

   o Preview social scripts to ensure understanding of plot development.

   o Connect motive to plot and character development.

According to Spinillo (2013), intelligence may assist comprehension, in the sense that readers apply their cognitive abilities to decode, infer, contextualize, and monitor their comprehension. In fact, Oliveira, Boruchovitch and Santos (2013) found a positive and significant correlation between intellectual verbal coefficient and reading comprehension.

2.2 Motivation

Motivation is "A psychological process in which personality traits (e.g., motives, reasons, skills, interests, expectations, and future perspectives) interact with perceived environmental characteristics" (Lens, Matos, & Vansteenkiste, 2008, p. 17); this indicates that student motivation can be affected by changes within the students themselves, in their learning environment and in their future perspective of success. Consequently, when students from the Foreign Language Department currently enrolled in the Reading and Conversation

course look forward to achieve their aims, they also take into account what motivates them to have a better future for themselves, what influences their personality, feelings and this push them to work hard in order to achieve academic success as well how is the world around them perceived. Even if it is only to have a better opportunity to obtain what they want or what is yet to come. This would help them to reach the goals they have imposed themselves for learning process since and it would become a meaningful experience in their future as professionals.

Unless one utilize a definition for motivation such as mentioned above, the danger in attempting to understand motivation lies in focusing upon the wrong aspect of behavior. "Teachers are quick to agree that motivation is evident in classroom behavior, but they tend to describe it in terms such as enthusiasm, involvement, attentiveness and joy" (Russell, 1969) While those behaviors may be indicative of a certain amount of general motivation, they do not clearly indicate a high level of motivation in terms of academic achievement. What is needed it is a clear understanding of just what that motivation is and the several factors that may determine a type of motivation, according to each context, situation and certain effects and consequences correspond to each motivation types (Guay et al. 2010; Vallerand & Lalande, 2011). Accordingly, Intrinsic Motivation offers the most positive results, and it will be gradually less effective the closer they get their goals (Vallerand & Ratelle, 2002). Researchers have shown the superiority of Intrinsic Motivation over Extrinsic Motivation, in relation to good academic performance (Guay et al., 2010; Guthrie, Wigfied & You, 2012; Wormington, Corpus & Anderson, 2011)

Therefore, motivation is an internal state that directs behavior of each student and allows them to develop different activities and can put their skills into practice; in this case

students develop their own reading habits either to acquire more knowledge or simply to pass a course. The motivation of each student will depend on the state of mind each individual according to personality, since the motivation may vary due to the environment in which the students are; some motivational factors: Classmates, Teachers, Incentives and Themselves. Self-motivation is the most important because development as student depend on it since motivation allow students to obtain better qualification and results in their exams. In addition, motivation help students adopt everyday reading habits. In other words, student will achieve a good level of motivation due to the desire to be better student in classes and with this purposes they will strive for improvement. Also, external influences that impact students' motivation must not be forgotten; among these we have contact with: Peers, Teachers and Motivational incentives, Classmates motivate students through competition; teachers are role models for students and incentives or rewards in return for good grades also motivate.

Motivation can arise through four types of motivation: **Intrinsic, Extrinsic, Integrative and Instrumental motivation.** When a student are intrinsically motivated, are motivated by the experience of the process, rather than by the achievements or results of it, which makes them to study because of the interest generated by the subject. In this case, cognitive self-regulation, independence and self-determination are evident qualities of the subject. According to Raffini (1998), intrinsic motivation is to choose to do a job for the simple satisfaction of doing it, without anything that forces or constrains us. This is what motivates us to do something, when nothing outside pushes us to do it. The opposite seeks to obtain a reward, which allows the visualization of achievement as an experience that could lead to frustration and disenchantment with a task, subject, person or specific area of knowledge that does not generate awards. On the contrary, Campanario (2002) Comments

that extrinsic motivation occurs, when the stimulus is not directly related to the developed matter, or when the motive to study is only the necessity of passing a course.

For that reason, both intrinsic and extrinsic motivation in students leads to hard work in order to achieve a goal also, the interest, desire and compromise is important because this would create on them a sense of happiness since at the end they obtain what they aim to accomplish in their academic life. It is important that students don't force themselves to accomplish their aims even if it is a job or finishing their Major. In other words, it is better when they choose to do it simply because of the gratification and happiness they will obtain through the process rather than the achievements they obtain at the end. This means that, even though a reward is obtain at the end, as student face challenges doing the objectives they have set by themselves, they will feel fulfilment after overcome those obstacles. In addition, to Intrinsic motivation, Extrinsic motivation, Integrative motivation and Instrumental motivation are an important part in the mental process. When students are integrative motivated they want to learn a language to become part of a speech community (Integrate). People who immigrate to new countries are examples of integrative motivation as they want to identify themselves with the community around them. An important aspect of this form of language learning is the use of language for social interaction. So, by being Integrative motivated, people integrate themselves within a culture becoming part of it. Researchers have discussed that students who are willing to communicate with the native speakers of the target language would likely to have a stronger desire to learn the language, and studies showed that students of this kind achieve better success in their language learning. This is the second type of language learning motivation described by Gardner and Lambert (1972) and is called integrative motivation in which they stated that Learners who are

integrative motivated want to learn the language because they want to get to know the people who speak that language.

Instrumental motivation on the other hand, is defined as wanting to learn a language for the purpose of obtaining some concrete goals such as a job, graduation, or the ability to read academic materials. Gardner and Lambert (1972) explained that instrumental motivation is related to the desire and interest for improving the opportunities of job or occupation, and is a desire for prestige. In other words, individuals who are instrumentally motivated commit themselves to a particular action because they see that particular activity as an instrument that leads them to achieve bigger rewards (which is usually related to financial situations).

For that reason, both integrative and instrumental motivation are important both in language learning and reading because through reading the students learn, memorize and acquire vocabulary, part of speech and they get to know the language as well as the culture. Besides that, it is the desire to achieve a goal either in an academically as professional in the field they choose to work what will make them strive for their own accomplishment.

In conclusion, motivation is very important factor that must be taken into account by students and teachers of Reading and Conversation course II at the Foreign Languages Department from University of El Salvador; since internal, external, integrative and instrumental motivation and are essential for the leaning process. Also, because highly motivated students of Teaching English Major, will become role models for future generations of student as well as for students who need external incentives to be able to motivate themselves internally on be able to face the challenges during their learning process and especially when they are developing their reading comprehension skills.

3. THE RELATIONSHIP BETWEEN MOTIVATION AND READING COMPREHENSION

Reading comprehension often takes one of two general approaches. Classroom instruction either focuses motivating the students to read or on various methods to make them understand the material to be read. Since a large majority of college students already have the ability to read, attention to the mechanics of reading is not needed. As it has been discussed previously, motivation is commonly thought as an inner drive, impulse, emotion, or desire that moves one to a particular action (P.A. Richard-Amato, 1988).

Reading motivation is a major factor that influences students' positive or negative idea about reading.

For instance, students who read for pleasure and employing strategies to support their comprehension are highly motivated readers. Students of this kind usually consider reading to be an important part of their daily activities, they accept challenges in the reading process and are likely to be successful readers. Additionally, reading motivation is one's own purpose, idea and desire related to the title, action and the results of the reading (Guthrie & Wigfield, 2000).

Being motivated to read is enjoying a book, being excited about an author, or being delighted by new information. In other words, being motivated to read is to show interest in the text. Researchers define this interest as intrinsic motivation, meaning something people do for their own sake. For instance, on a rainy day, we might rather read our favorite mystery than do anything else. We are not trying to get a reward (a passing score in a course) when falling into a novel. So, this kind of motivation just brings to mind the reward for success.

Reading motivation is an important factor which foster students to read more, and it has a significant relationship with their understanding texts. Accordingly, many researchers

have been well aware of the importance of motivation in target language learning and how motivation improves comprehension among language learners. In other words, students would likely to read more when they are allowed to choose their reading because, they would discover that reading is an enjoyable activity (Hairul, Ahmadi, & Pourhossein, 2012). Consequently, in the acquisition as a second language reading motivation is a essential way that students have in order to obtain necessary knowledge the language they learning.

Many teachers however, think of motivation for reading and strategies for reading as opposites. Either they teach hard academic strategies or they have a motivational day. Students benefit most when motivations and strategies are fused together. If students become excited about a book or a topic, they need strategies for learning from the book while they enjoying it fully. Conversely, if students have few effective strategies but they never use them when reading they will be bored, avoidant, or unmotivated towards reading. Therefore, teaching students to be dedicated readers requires helping them to work in a smart way through the use of reading strategies.

Morgan and Fuchs (2007) explained in their study that there is a strong relationship between motivation and reading comprehension proficiency. The results of their study indicated that reading motivation relates to all aspects of motivation and it is related to reading comprehension and facilitated reading in students of different levels. Cox and Guthrie (2001) pointed out that students' motivation positively affects their readings, it means that students with stronger reading motivation can be expected to read more and in a wider range. Accordingly, Schutte and Malouff (2007) discovered in their research that motivation is an important factor which foster students to read more, and it has a significant relationship with their understanding texts. Similarly, many researchers have been well aware

of the importance of motivation in target language learning and how motivation improves comprehension among language learners (Ahmadi & Hairul, 2012; Dornyei, 2006; Grabe, 2009).

Reading motivations relates to interest, dedication, and confidence. An interested student reads because he or she enjoys it; a dedicated student reads because believes it is important, and a confident student reads because he or she can do it. Hence, reading motivation makes students to create synergistic connections of interest confidence and dedication. Interest and confidence feed into dedication, which work together to propel students' achievement and performance. Therefore, students who are intensely motivated perceive reading task in a positive way which encourages them to endure and to perform well in their academic studies. This motivation will become a key factor for their future professional success. Not motivated students on the other hand, have a negative impression of reading task which lead to low academic performance.

CHAPTER III

RESEARCH METHODOLOGY

The Major in English Teaching at the FLD in UES is meant to instruct students to develop their language abilities, as they prepared to become professional in the English Teaching field. These students after have studied English courses from Basic, to Advanced; Reading and Conversation I and II, English Composition I and II as well the English Literature courses, are expected to reach a high level of English reading comprehension. However, there are many factors that determine reading comprehension and one of the most important is motivation. Thus, this research was designed to determine "The Relationship between Motivation and Reading Comprehension" in the Students of the FLD. With this purpose, Reading and Conversation course II, semester I-2017 Students were selected as subject of study. The reason behind the choice of this particular course was because students enrolled in this course have already studied and passed all the courses designed to develop not only their English Proficiency Level but also their English Reading Skills.

In order to establish a relationship between motivation and reading comprehension and generate a possible result, reproduction and comparison study phenomenon as well as providing interpretative richness, contextualization, details, and a fresh analysis, this research was carried out from a descriptive point of view; also, a mixed method (Qualitative and Quantitative) was implemented since both points of view were fundamental to determine a possible relationship between motivation and reading comprehension.

3.1 TYPE OF STUDY

A non-experimental study was implemented for this research. Non-experimental research is carried out in natural settings that do not involve manipulation of the situation,

event, circumstances or people´s behavior. Therefore, for this study class observation, a reading comprehension test and a "Study habits and motivation for learning" questionnaire were implemented. On the other hand, the aim of this research was to determine the relationship between motivation and reading comprehension. Thus, the data for this study was analyzed with a pragmatic approach, which allows the use any of the methods, techniques and procedures typically associated with quantitative or qualitative research. As a result, a variety of instruments were used to gather and analyzed the data.

3.2 RESEARCH DESIGN

To conduct this study and in order to establish whether there is a significant relationship between Reading Comprehension and Motivation, a non-experimental research was developed. Thus, to validate the finding of this study, a mix method (Qualitative and Quantitative) was implemented to gather the necessary data. Moreover, as it was fundamental to find evidence of relationship between Reading Comprehension and Motivation in a natural environment, instruments were administered inside the classroom, and for the purpose of the analysis of the data gathered, the following elements were taken into account: Setting, Participants, Measurements instruments, Procedure and Data analysis.

3.3 SETTING

In order to observe (In a non-intervened setting), if students were motivated to read, and if this motivation has an influence in their reading comprehension, the sample, selected from Two groups of students enrolled in Reading and Conversation course II, attending classes on the morning on the schedule from 8:00 a.m. to 10:00 a.m. was observed in the FLD classrooms at University of El Salvador. The other instruments used for this study, The

Cloze Test and the H.E.M.A questionnaire, were also administered inside the classrooms in an accessible schedule for students who belonged to the sample.

3.4 PARTICIPANTS

The participants selected for the research were parts of a sample of the students enrolled in Reading and Conversation II, groups 01 and 02 courses, in the semester I-2017 from the fourth year of the Teaching English Major. The sampling procedure was a non-random selection in the category of purposive sample. The majority of the selected population was women about 80% while, men were represented by the 20%. This sample was conformed in as follows:

GROUP 01	
Gender of students taking Reading and Conversation	
MALE	14
FEMALE	17
TOTAL	31

GROUP 02	
Gender of students taking Reading and Conversation	
MALE	11
FEMALE	25
TOTAL	36

For the purpose of this study two groups of Reading and Conversation II course taught at the FLD of the University of El Salvador, were selected. From the 60 students enrolled in this course, a sample of 15 students, representing the 25% of the universe of students enrolled and selected in this courses was randomly using to generate the sample. Regarding the age of the participants, they were in a range from 18 to 35 years.

3.5 MEASUREMENT INSTRUMENTS

With the aim to determine if Motivation has an influence in Reading Comprehension of students enrolled in the Reading and Conversation course II, semester I-2017, it was necessary to gather information through a variety of instruments. Thus, after an exhaustive research it was determined that a questioner to identify motivation (H.E.M.A. questionnaire), an Observation check list to assess motivation in classrooms and test to determine students' comprehension (Cloze test) were necessary.

The content of this instruments are explained below:

3.5.1 H.E.M.A QUESTIONNAIRE

(**Questionnaire: "Study Habits and Motivation for Learning" (H.E.M.A. was created by Montes-Iturrizaga, 2012).** For the purpose of this study H.E.M.A questionnaire was modified in order to identify motivation towards reading in students who belong to the sample. As a result, it was possible to determine attitudes and motivation towards reading. Thus, it was essential that students answer sincerely to the different items in the questionnaire. The results gathered from this instrument were analyzed in order to establish if students from the sample were indeed motivated and how this motivation was related to reading comprehension levels.

3.5.2 OBSERVATION SHEETS

An observation check list designed by Shanker Ekwall, based on other researchers' observation check list. This instrument was also modified in order to determine students' behavior and habits towards reading tasks. In other words, through the use of this instrument

motivation and reading comprehension level of students was assessed. The results gathered through it, were compared with the ones obtained in the H.E.M.A questionnaire.

3.5.3 CLOZE TEST

The Cloze test created by Wylson Taylor in 1953 measures reading comprehension of a text. One part of this instrument requires that students identified the main idea of a text. In other words, reading comprehension. Thus, in order to determine the reading comprehension of the sample, only this part of this instrument was selected. The result obtained from Cloze Test were contrasted with the H.E.M.A questionnaire and the checklist in order to establish a relationship between Reading Comprehension and Motivation.

The biggest advantage of using cloze tests is that it has certain homogeneity, for example with an assessment based questions.

Although, cloze test measures accurately Reading Comprehension levels, it has some disadvantages.

3.6 PROCEDURE

In order to establish a relationship between Reading Comprehension and Motivation there were three data collection instruments were use in this research project, HEMA questionnaire an observation check list and a test to measure Reading Comprehension were administered.

3.6.1 H.E.M.A QUESTIONNAIRE

The procedure used to administer these instruments and how the data gathered was analyzed it is explained below.

This instruments was explained in English to the students, as well as the directions and the objective of it. The administrators controlled the activity in ordered to clarify any doubt that participants might had.

The first one a modified questionnaire towards reading motivation known as "Study habits and motivation for learning" (H.E.M.A), was used as a diagnostic tool to measure motivation levels of the chosen sample from students of Reading and Conversation Course II; this was administered individually in two days during the class time. With the appropriate permission obtained from teachers before doing it so.

Data gathered from this instrument was categorized and tabulated in Microsoft Excel then put into statistic graphic for tis analysis. The final interpretation was made by the concepts mentioned above and by the overall total of the questionnaire.

3.6.2 OBSERVATION CHECKLIST

Observation sheet for Motivation and Reading Comprehension is an instrument designed by Shanker Ekwall; it is intended to diagnose the students' performance in reading task and it was carried out inside the classroom in a period of three months. During this observation, behavior and habits of the students who belonged to the sample during classes. Students in this instrument shown a high motivation to read whenever they work in their tasks and when they read attentively and analyzed the readings from books, articles or magazines.

Results gathered from the observation were categorized and tabulated into Microsoft Excel and then, contrasted with the ones gathered from the H.E.M.A questionnaire for its analysis.

At the end, the results obtained from the HEMA questionnaire and the observations was compared to in order to determine if students were really motivated. The Cloze Test the scores were contrasted with the data gathered from the HEMA questioner and Observation sheets. So that, the relationship between motivation and reading comprehension in students of Reading and Conversation II, semester I-2017 could be established.

The third instrument "Cloze Test" created by Shanker Ekwall which measures accurately the actual reading comprehension levels in students, was administered to the sample of 30 students. This instrument was explained to students in English content, objective and way to complete it. The results obtained with the aim of contrast after administered the questionnaire about motivation and the Cloze Test. In the case of the Cloze Test, the data analysis had consisted in measure the results by doing scores obtain in this test, were calculated through the use of a specific formula created for this study. Then, results were tabulated and put into statistics graphic in Microsoft Excel.

CHAPTER IV

DATA ANALYSIS

The research project "THE RELATIONSHIP BETWEEN MOTIVATION AND READING COMPREHENSION IN READING AND CONVERSATION STUDENTS FROM THE ENGLISH TEACHING MAJOR AT THE FOREIGN LANGUAGE DEPARTMENT OF THE UNIVERSITY OF EL SALVADOR, SEMESTER I-2017" was carried out in order to establish if there really is a significative relationship between reading comprehension and motivation. The findings gathered from the instruments used in this project are described below.

The first instrument used for this research project was the H.E.M.A questioner, which allows determining students´ motivation for learning. For the purpose of this study the H.E.M.A questionnaire was modified so that students' enrolled in the Reading and Conversation course II at the FLD motivation could be analyzed. The data gathered through this instrument indicates that students enrolled in the above mention course are motivated, when reading.
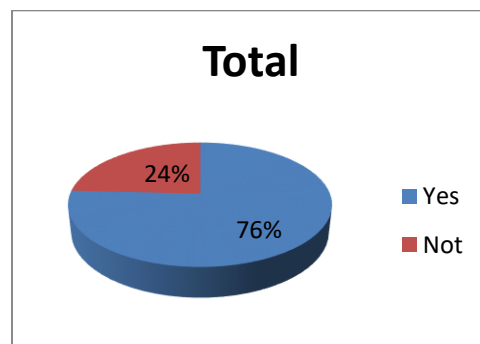
When, analyzing the result gathered from the H.E.M.A questionnaire shown that the majority of students answered positively the items contained in the H.E.M.A questionnaire, which indicate a high level of motivation to read.

Total Group 01

25%
75%

- Yes
- Not

Total Group 02

23%
77%

- Yes
- Not
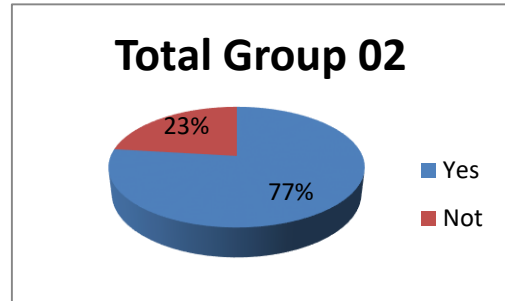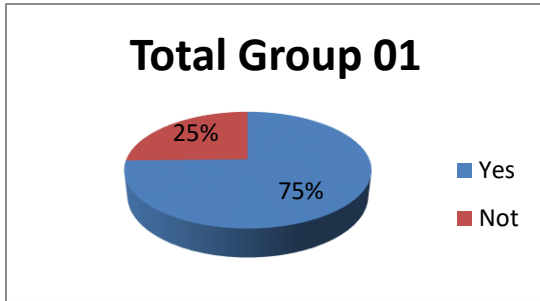
To verify these findings, the two groups of the Reading and Conversation II were observed for a period of two months beginning on the first week on March to the last week of May. In order to do so, an observation check list developed by Shanker Ekwall was modified. The aim of administering this instrument was checking the behavior and their habits. It means their motivation and reading comprehension as well as their performance during the task carried out during classes. This observation shown that students who belong to the selected sample were interested and motivated to read thus they obtain positive results during reading task.

Also, both genders were comfortable and worked actively during tasks, either individually or when they had to work in groups. This actually mean students were focused in discussing the topics, and questions related to reading passages. Hence, almost all the items contained in the observation check list were marked as positive.

Total Group 01

35%
52%
13%

- Yes
- No
- Sometimes

Total Group 02

33%
54%
13%

- Yes
- No
- Sometimes
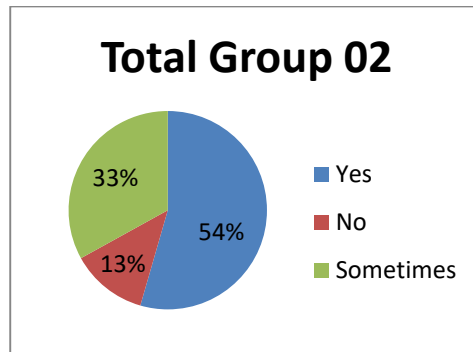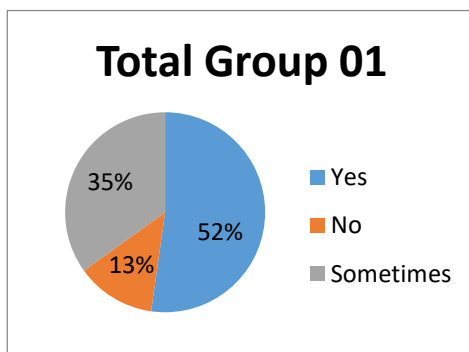
Most of the students observed had their own material and the majority of them read in close attention the passages in their books. They were also enjoying interacting and participating with their classmates and participating during the tasks.

This active behavior could be understood from two different perspectives. One, they need to participate actively because participation is part of the grade to pass the Reading and Conversation course II. Because, the topics covered during these tasks were interested for them as it is shown in the following graphic.
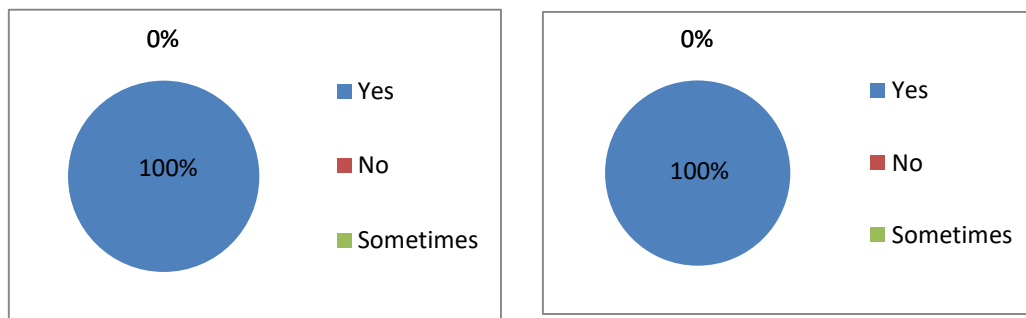
This means that students who are intensely motivated to read perceive reading task in a positive way which encourages them endure and perform well during tasks. While not motivated students, have a negative impression of reading task which lead to low academic performance.

The comparison of the data gathered from the observation checklist and the H.E.M.A questionnaire, shows that students' who belong to the selected sample were indeed motivated to read and their reading comprehension level, were in fact quite good. Hence, they obtained good result during the reading task developed in classes.

In order to verify it the data gathered from the H.E.M.A and the observation check list had an impact in Reading and Conversation course II students, an instrument to measure

the reading comprehension levels was necessary. Therefore, the Cloze Test, which is an instrument use to determine reading levels of second language students was selected and implemented. For this research, however only the reading comprehension part (Identifying the main idea of a text) was used. In other words, this test was oriented exclusively to determine if students have a significative understanding of what they read. Hence, "Cloze Test" was an essential tool in order to measure reading comprehension levels and therefore, compared them to motivation levels in students. Nevertheless, as it can be seen in the data gathered after administering the Cloze Test that the results obtained by students on it was negative.
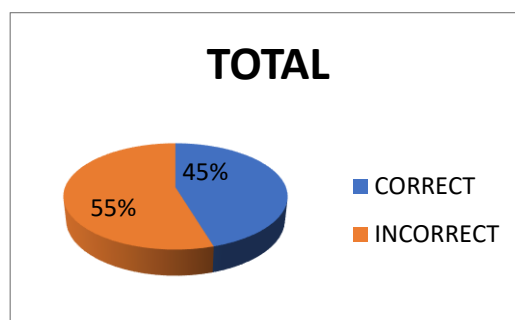
This is conversely to what H.E.M.A questionnaire and the observation check list data showed. How can this result be explained? According to literature, highly motivated to read students should reach good performance in when doing reading tasks as it was observed during this research project. Nevertheless, not even half of the students who belong to the sample passed the Cloze Test. This was probably because students were not motivated during the Cloze Test because, besides been administered after classes the score obtained in it would not become part of their final grade for Reading and Conversation course II. Thus, there was neither instrumental nor intrinsic motivation for them, which means this test was not relevant for them.

LIMITATIONS

While this research project was being carried out there were some issues that limited the development of it. These limitations are described below:

- Observation process

    For the observation stage of the Reading and Conversation courses of the group I and II, observation was only possible certain days and not every single day of classes. Thus, data gathered from the observation checklist could vary if observation was performed during every single day of the two months in which this research was carried out.

- English Composition courses

    The same amount of observations for both groups was not carried out. Due to they followed the professors' policies regarding the number of class' observation permitted. Moreover, there were some difficulties when analyzing and diagnosing students' reading comprehension. This was because depending on the group class activities and the approach towards reading task varied.

- Sample and Sampling technique

    A sample of 30 students was selected, 15 students for group 01 and group 02. These students were selected randomly, using randomizer website. The issue with the selected sample was not all students who belong to the sample attended every class.

Among the disadvantages it is that if you do not have a reference, the score obtained is difficult to interpret and gives little guidance for intervention. Students who are not used to be assessed with this format may focus on the need to fill gap and the adjacent information without using a more comprehensive strategy. Therefore, for future researchers on this topic, several test should be administered to the sample so that, they get used to the format of the test. Also, a scored chart to interpret the result of this instrument should be designed.

CONCLUSIONS

Students need to be independent in their learning process. Hence, it is necessary for them to develop their reading skills so that they can understand academic texts. These skills is quite important, especially for students of a second language because it has an impact in their performance. On the other hand, without motivation reading comprehension is probably the most difficult skill to develop, since this implies not only vocabulary and grammar knowledge but also, the ability to analyze of what is read. In order to develop reading comprehension motivation has an important role; without motivation reading becomes a difficult and dull task and comprehension even more difficult.

During this research project about the influences of the relationship between motivation and reading comprehension among students the data gathered through the H.E.M.A questioner indicates positive results regarding motivation towards reading. This was verified by means of class observation. In this stage of the research project, students participated actively during the discussion that took place, during classes showing at the same time interest in the topics discussed.

Nevertheless, the data gathered from the instrument used to diagnose reading comprehension (Cloze Test) produce negative results. In fact 70% of students whom this instrument was administered to, were not able to pass it. This means that students who were part of the sample have low levels of reading comprehension. They are aware that they have to understand the meaning from context but, it is quite difficult for them to apply this during reading tasks. They also needed plenty of time to analyze a text and thus to complete a reading task.

Regarding the relationship between motivation and reading comprehension, in students who were enrolled in Reading and conversation II, semester I-2017, through the data gathered from the instruments used in this research project, it was concluded that students are highly motivated to read. However, they present several reading comprehension issues.

RECOMMENDATIONS

Recommendations for teachers

➤ **Become aware of your current class performance.** Teachers need to plan their classes and provide students with different activities that trigger students, motivation such as interactive lessons, oral presentations, listen to recently famous audio books.

➤ **Reading resources.** The teachers need to give their students different reading resources for example: Cards, articles, magazines, newspaper, etc.

Recommendations for the students

➤ **Become initiative in reading.** Students need to be independent and look for ways to improve their reading skills. For instance, they could search for academic articles, forum about books, as well news around the world on the web. Also, they should purchase books or go to the library.

➤ **Reading performance during the classes.** Students need to concentrate, participate and show initiative during class activities for example: They should, Discus about books or extra material that the teacher provide to them; Debates, are also an alternative; forums so that they would be able to give their opinions and at the same time interact with their classmates and teachers.

➢ **Recommendations for future researchers** This topic about "The relationship between motivation and reading comprehension" it is really interesting and allows to verify the way the students creativity in their reading performance, in which is relevant for students, teachers also, for all the future students that are currently study in the University. As researchers, it can be suggested to go deeper in this type of research and there will be many interesting information.

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ANNEXES

University of El Salvador
School of Arts and Sciences
Foreign Language Department

QUESTIONNAIRE ABOUT MOTIVATION TOWARDS
READING IN STUDENTS FROM READING AND CONVERSATION II

Research Project: The relationship between motivation and reading comprehension in Reading and Conversation students from the English Teaching major at the Foreign Language Department of the University of El Salvador, Semester I-2017.

Objective: To determine reading motivation in students from Reading and Conversation II semester I-2017.

Gender: M____ F____ **Age:** 18-20____ 21-24____ 25-30____ 31-35____

Year of Study: _____

Instructions: Check with **X** the correct response for each question. Make sure that your answer reflects how you truly feel in the following situations.

	YES	NOT
1. Do you think your reading as something really personal?	◯	◯
2. Do you have confidence in your ability to read?	◯	◯
3. Do you consider what you read is related to your interests?	◯	◯
4. Do you try to understand what you read even if it is difficult to understand or accept?	◯	◯
5. Do you consider reading as an important time?	◯	◯
6. Do you try to think about how you read?	◯	◯
7. Have you thought about how to organize your time to read?	◯	◯
8. Do you tend to read personally to develop the understanding of the contents?	◯	◯
9. Do you realize that reading is a means of recreation?	◯	◯
10. Do you consider the questions in class and the realization of works as a means to encourage you to read?	◯	◯
11. Do you think that class attendance is very important to guide your reading process?	◯	◯
12. Do you consider the teacher as someone you can use to motivate you to read?	◯	◯
13. Do you try to use all the services that are at your disposal to improve your reading?	◯	◯
14. Do you try to read magazines and newspapers around the topics that you are interested in nowadays?	◯	◯
15. Have you looked for information elsewhere about the readings that interest you nowadays?	◯	◯

OBSERVATION CHECKLIST ABOUT READING COMPREHENSION TOWARDS READING IN STUDENTS FROM READING AND CONVERSATION II-2017.

Research Project: The relationship between motivation and reading comprehension in Reading and Conversation students from the English Teaching major at the Foreign Language Department of the University of El Salvador, Semester I-2017.

Objective: To determine through the use of the observation checking list if reading comprehension in students from Reading and Conversation II semester I-2017 is made.

Instructions: Please fill in with **S (Sometimes) + (Si) – (No)** the following items list above about the reading comprehension observation checklist. Make sure to check each point that its mention in the checklist.

Group Comprehension Matrix

Class: _____

Grade Level of Passage: _____   Date: _____

Participants

Reading Comprehension behavior	1	2	3	4	5	6	7	8	9	10	11	12	13	14
1-Answers factual questions about the passage														
2-Classifies, categories & summarizes														
3-Makes inferences based on the passage														
4-Makes predictions based on the passage														
5-Answers evaluative questions about the passage														
6-Critically analyzes the passage														
7-Participates in discussion														
8-Determines word meaning in context														
9-Has good comprehension after silent reading														
10-Is able to retell selection in own words														
11-Is able to read inferentially														
12-Possesses background knowledge														

Key: **+ = Yes**   **S= Sometimes**   **- = No**

Comments:

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OBSERVATION CHECKLIST ABOUT READING MOTIVATION TOWARDS READING IN STUDENTS FROM READING AND CONVERSATION II-2017.

Research Project: The relationship between motivation and reading comprehension in Reading and Conversation students from the English Teaching major at the Foreign Language Department of the University of El Salvador, Semester I-2017.

Objective: To determine through the use of the observation checking list if reading motivation in students from Reading and Conversation II semester I-2017 is made.

Instructions: Please fill in with **X** the following items list above about the reading motivation observation checklist. Make sure to check each point that its mention in the checklist. (The researcher will observe their students during a 15-minute period of silent reading. They will be looking for behaviors that indicate a lack of motivation to read and it will be mark in the tally sheet each time a listed behavior is seen.)

Observation Tally Sheet

Behavior	Frequency of Occurrence
Flipping through pages	
Tapping/beating pencil	
Staring into space	
Placing hands inside of desk	
Fidgeting	
Placing head on desk	
Saying "I'm bored"	
Getting out of seat frequently	
Lack of interest	
Complaining	
Doodling/drawing	
Not paying attention	
Doing other work	
Wasting time	
Indecisive on book selection	

Total # of tally marks: _____

Research Project: The relationship between motivation and reading comprehension in students from the Reading and Conversation class at the Foreign Language Department of the University of El Salvador, at the English Teaching Major, Semester I-2017.

Objective: To determine by the use of CLOZE Test if there is a significant reading comprehension in students of the subject from Reading and Conversation II, semester I-2017.

Gender: M_____ F_____ **Age:** 18-20_____ 21-24 _____ 25-30 _____ 31-35 _____

Year of Study: _____

Reading comprehension Exam

Instructions: Read the passage below and answer the questions that follow. The answers are provided after the reading practice test.

When Americans are bored or have too much time on their hands, an easy solution is readily available: simply turn on the tube. One thing for certain is that Americans are constantly being accosted by an overabundance of television programs. Today Americans have three national networks from which to choose: the Americans Broadcasting Corporation (ABC); the National Broadcasting Corporation (NBC) and the Columbia Broadcasting System (CBS). These networks broadcast programs free of charge to the public, relying on the support of major American commercial enterprises, such as Coca-Cola and Kimberly Clark, in the form of airtime purchased to advertise their products.

Commercial support is, by and large, intertwined with the public´s often temperamental viewing preferences. The Neilson Ratings are statistical indicators which measure such viewing trends by evaluating how many families are watching a certain program on a given network during a particular day or time. If the Nielsen Rating for a certain program is too low, a potential advertiser will be reluctant to purchase airtime during its broadcast as the advertising message will not reach the maximum number of viewers.

Firms will reach the largest audience during what is known as "Prime Time," the window of advertising opportunity from 7:00 P.M. to 10:00 P.M. talking the volume of viewers into account, commercial entities devour this airtime with alacrity. A plethora of popular situation comedies, known as "sit- coms," are aired during these evening hours. Other commercial opportunities exist during morning and afternoon broadcasts of long-running talk shows, game shows, and soap operas, now euphemistically termed "daytime dramas."

Multiple-choice

1. Which of the following statements concerning national networks is false?
   A. Networks are reliant upon businesses for monetary support.
   B. The network´s success depends upon the public´s viewing habits.
   C. The national network is also known as the National Broadcasting Corporation.
   D. Families do not pay a fee to watch national television.

2. Television programs
   A. Are few and far between.
   B. Are broadcast during purchased airtime.
   C. Are constantly being altered.
   D. Provide Americans with more than enough options from which to choose.

3. The public´s viewing habits
   A. Are assessed by the Nielson Ratings.
   B. Are constant and unwavering.
   C. Are influenced by advertising.
   D. Fluctuate in relation to commercial support.

4. An advertiser will communicate his message to the largest amount of viewers
   A. When the Nielson Rating increases.
   B. During the evening hours.
   C. In the morning.
   D. In the afternoon.

5. Commercial opportunities are
   A. Most plentiful during the broadcast of soap opera episodes.
   B. Thwarted by statistical ratios compiled by Nielson.
   C. The best during Prime Time.
   D. Greater during the morning than during the afternoon.

H.E.M.A. WHOLE

1. Do you think your reading as something really personal?
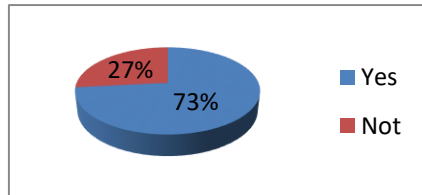
The data gathered reveals that **73%** students answered affirmatively.

2. Do you have confidence in your ability to read?
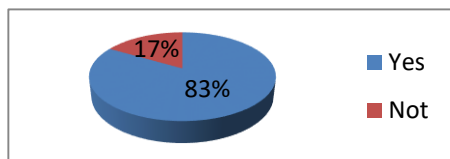
To this question **83%** students answered affirmatively.

3. Do you consider what you read is related to your interests?
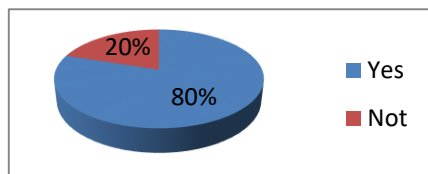
The data gathered reveals that **80%** students answered affirmatively.

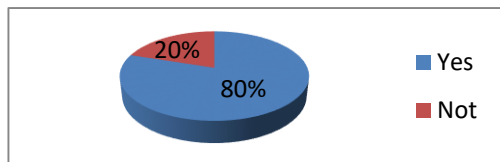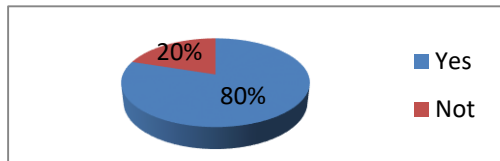4. Do you try to understand what you read even if it is difficult to understand or accept?
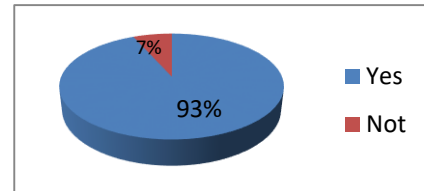
To this question **93%** students answered affirmatively.

5. Do you consider reading as an important time?
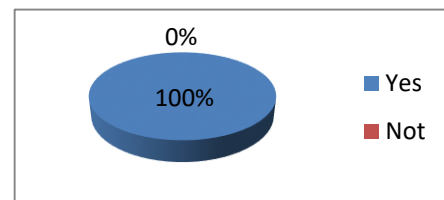
The data gathered reveals that **100%** students answered affirmatively.
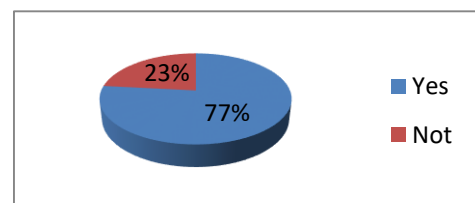
6. Do you try to think about how you read?

To this question **77%** students answered affirmatively.

7. Have you thought about how to organize your time to read?
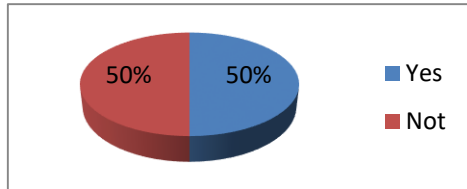
The data gathered reveals that **50%** students answered affirmatively.

8. Do you tend to read personally to develop the understanding of the contents?
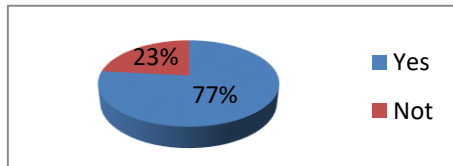
To this question **77%** students answered affirmatively.

9. Do you realize that reading is a means of recreation?
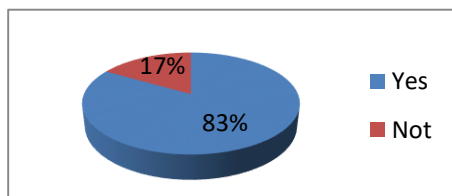
The data gathered reveals that **83%** students answered affirmatively.

10. Do you consider the questions in class and the realization of works as a means to encourage you to read?
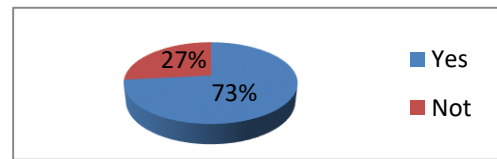
To this question **73%** students answered affirmatively.

11. Do you think that class attendance is very important to guide your reading process?
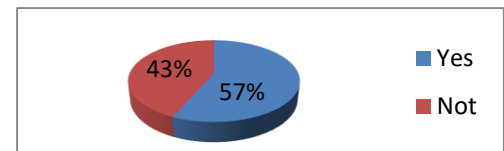
The data gathered reveals that **57%** students answered affirmatively.

12. Do you consider the teacher as someone you can use to motivate you to read?
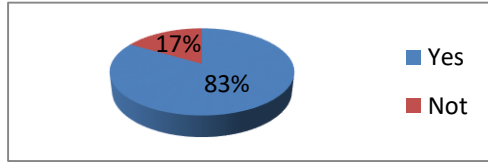
To this question **83%** students answered affirmatively.

13. Do you try to use all the services that are at your disposal to improve your reading?
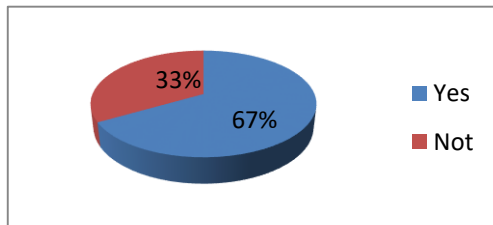
For The data gathered reveals that **67%** students answered affirmatively.

14. Do you try to read magazines and newspapers around the topics that you are interested in nowadays?
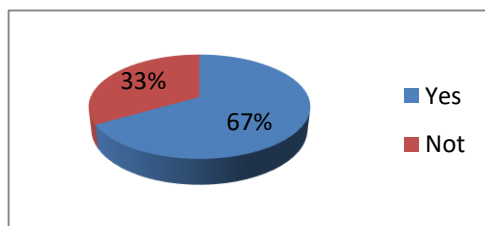
To this question **67%** students answered affirmatively.

15. Have you looked for information elsewhere about the readings that interest you nowadays?
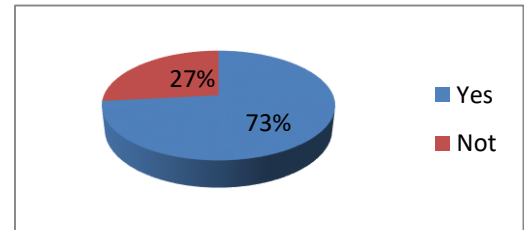
The data gathered reveals that **73%** students answered affirmatively.
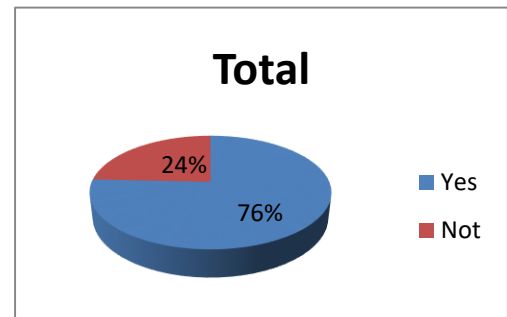
TOTAL

To this question the total results are **76%** answered affirmatively.

H.E.M.A. GENDER MALE-FEMALE

1. Do you think your reading as something really personal?
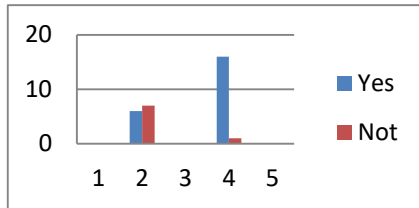
The data gathered reveals that **54%** female answered affirmatively. However, results for male students reveals that **20%** answered affirmatively.

2. Do you have confidence in your ability to read?
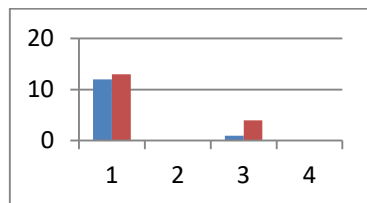
To this question **44%** female answered affirmatively about having confidence. However, results for male students reveals that **40%** answered affirmatively.

3. Do you consider what you read is related to your interests?
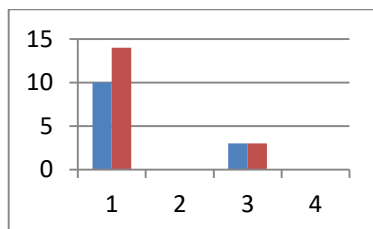
The data gathered reveals that **47%** female answered affirmatively. However, results for male students reveals that **33%** answered affirmatively.

4. Do you try to understand what you read even if it is difficult to understand or accept?
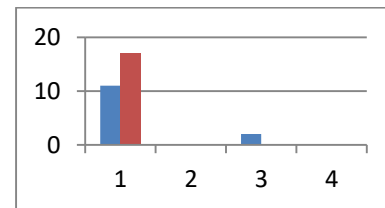
To this question **57%** female answered affirmatively. However, results for male students reveals that **36%** answered affirmatively.

5. Do you consider reading as an important time?
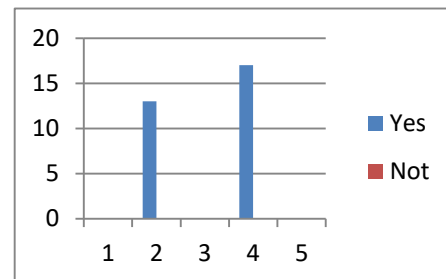
The data gathered reveals that **57%** female answered affirmatively. However, a result for male students reveals that **43%** answered affirmatively.

63

6. Do you try to think about how you read?
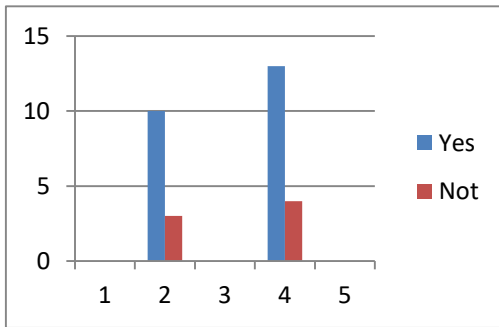
To this question **43%** female answered affirmatively. However, results for male students reveals that **34%** answered affirmatively.

7. Have you thought about how to organize your time to read?
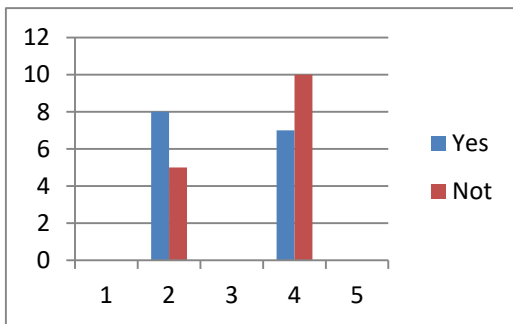
The data gathered reveals that **23%** female answered affirmatively. However, a result for male students reveals that **27%** answered affirmatively.

8. Do you tend to read personally to develop the understanding of the contents?
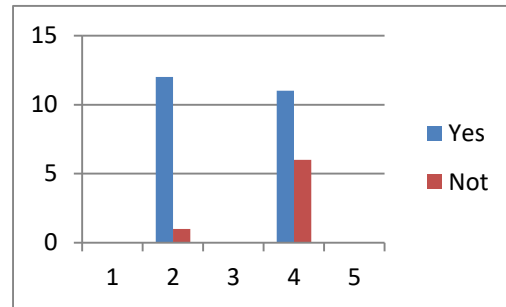
To this question **37%** female answered affirmatively. However, a result for male students reveals that **40%** answered affirmatively.

9. Do you realize that reading is a means of recreation?
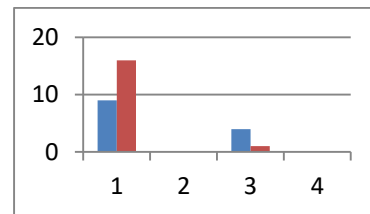
The data gathered reveals that **54%** female answered affirmatively. However, results for male students reveals that **30%** answered affirmatively.

10. Do you consider the questions in class and the realization of works as a means to encourage you to read?
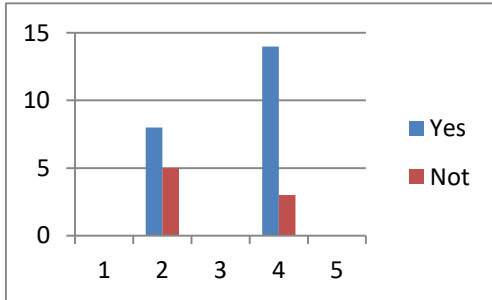
To this question **46%** female answered affirmatively. However, a result for male students reveals that **27%** answered affirmatively.

11. Do you think that class attendance is very important to guide your r0eading process?
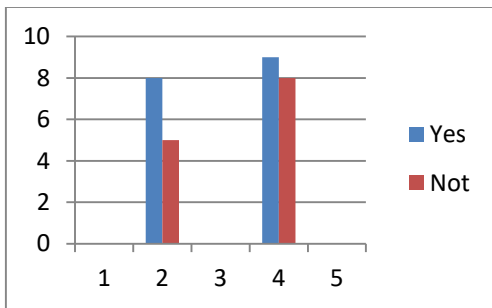
The data gathered reveals that **30%** female answered affirmatively. However, a result for male students reveals that **26%** answered affirmatively.

12. Do you consider the teacher as someone you can use to motivate you to read?
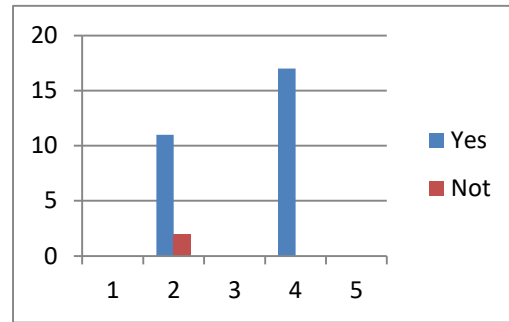
To this question **57%** female answered affirmatively. However, a result for male students reveals that **36%** answered affirmatively.

13. Do you try to use all the services that are at your disposal to improve your reading?
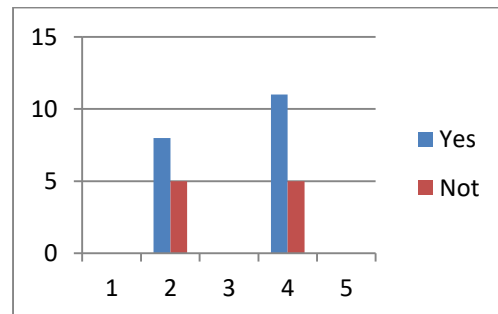
The data gathered reveals that **38%** female answered affirmatively. However, a result for male students reveals that **28%** answered affirmatively.

14. Do you try to read magazines and newspapers around the topics that you are interested in nowadays?
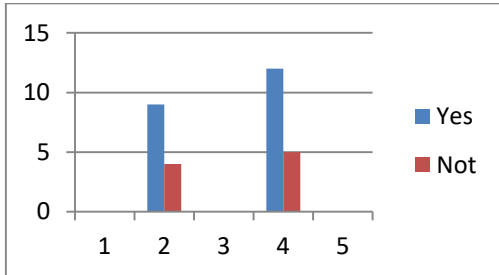
To this question **40%** female answered affirmatively. However, results for male students reveals that **30%** answered affirmatively.

15. Have you looked for information elsewhere about the readings that interest you nowadays?
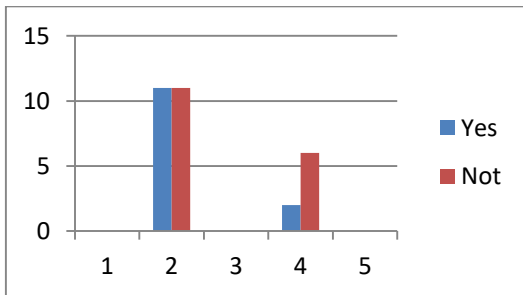
The data gathered reveals that **7%** female answered affirmatively. However, a result for male students reveals that **36%** answered affirmatively.
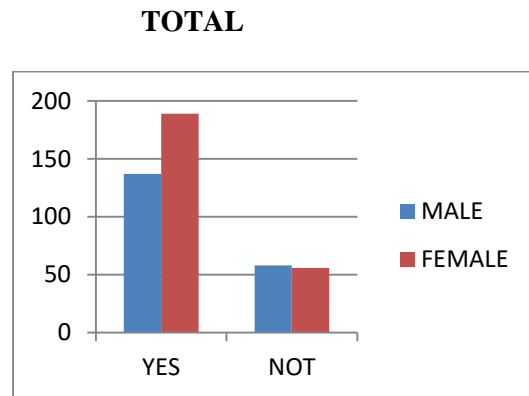
TOTAL

The data gathered reveals for total results that **7%** female answered affirmatively. However, total results for male students reveals that **36%** answered affirmatively.

1. Do you think your reading as something really personal?

The data gathered reveals in group 01

that **73%** students answered

affirmatively.

2. Do you have confidence in your ability to read?
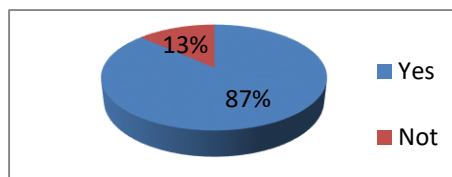
To this question in group 01 that **87%**

students answered affirmatively.

3. Do you consider what you read is related to your interests?

The data gathered reveals in group 01

that **80%** students answered

affirmatively.

4. Do you try to understand what you read even if it is difficult to understand or accept?
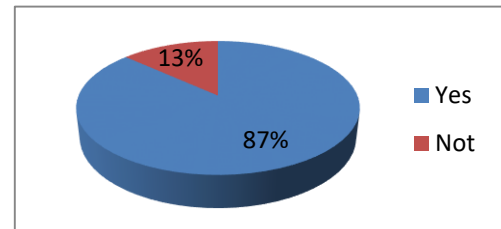
The data gathered reveals in group 01

that **87%** students answered

affirmatively.

5. Do you consider reading as an important time?

To this question in group 01 that

100% students answered
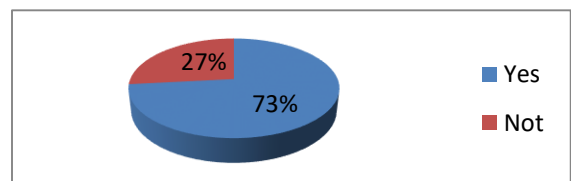
affirmatively.

6. Do you try to think about how you read?

The data gathered reveals in group 01 that

73% students answered affirmatively.

7. Have you thought about how to organize your time to read?
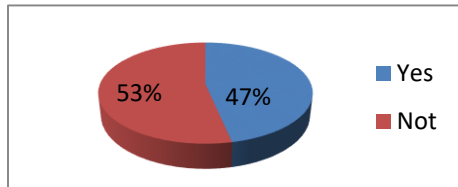
The data gathered reveals in group 01 that **47%** students answered affirmatively.

8. Do you tend to read personally to develop the understanding of the contents?
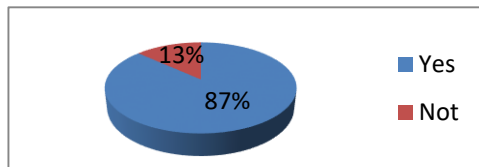
To this question in group 01 that **87%** students answered affirmatively.

9. Do you realize that reading is a means of recreation?
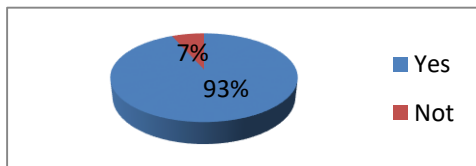
The data gathered reveals in group 01 that **93%** students answered affirmatively.

10. Do you consider the questions in class and the realization of works as a means to encourage you to read?
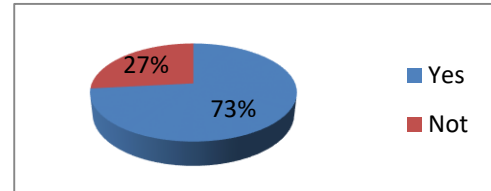
To this question in group 01 that **73%** students answered affirmatively.

11. Do you think that class attendance is very important to guide your reading process?
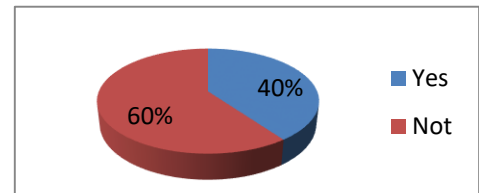
The data gathered reveals in group 01 affirmatively.

12. Do you consider the teacher as someone you can use to motivate you to read?
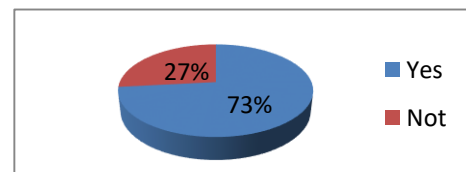
To this question in group 01 that **73%** students answered affirmatively.

13. Do you try to use all the services that are at your disposal to improve your reading?
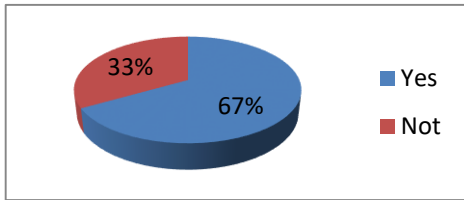
The data gathered reveals in group 01 that **67%** students answered affirmatively.

14. Do you try to read magazines and newspapers around the topics that you are interested in nowadays?
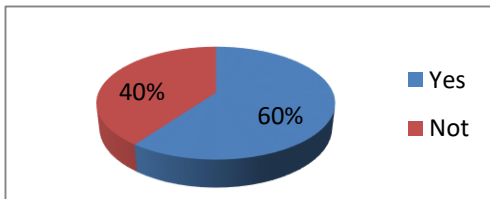
To this question in group 01 that **60%** students answered affirmatively.

15. Have you looked for information elsewhere about the readings that interest you nowadays?
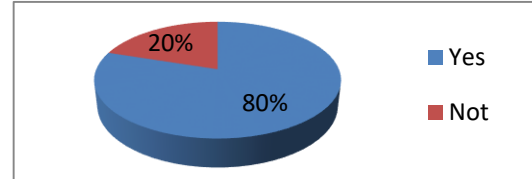
The data gathered reveals in group 01 that **80%** students answered affirmatively.
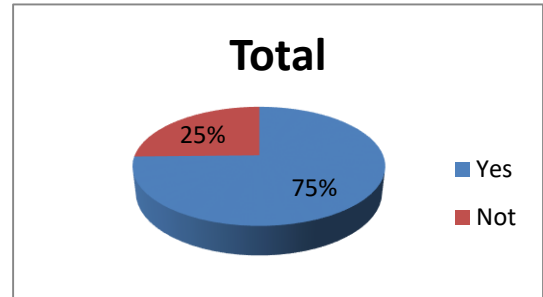
TOTAL

To this question total results reveals in group 01 that **75%** students answered affirmatively.

1. Do you think your reading as something really personal?

The data gathered reveals in group 02 that **73%** students answered affirmatively.

2. Do you have confidence in your ability to read?

To this question reveals in group 02 that **80%** students answered affirmatively.

3. Do you consider what you read is related to your interests?

The data gathered reveals in group 02 that **80%** students answered affirmatively.

4. Do you try to understand what you read even if it is difficult to understand or accept?

The data gathered reveals in group 02 that **100%** students answered affirmatively.

5. Do you consider reading as an important time?

To this question reveals in group 02 that **100%** students answered affirmatively.

6. Do you try to think about how you read?

The data gathered reveals in group 02 that **80%** students answered affirmatively.

7. Have you thought about how to organize your time to read?

To this question reveals in <u>group 02</u> that **53%** students answered affirmatively.

8. Do you tend to read personally to develop the understanding of the contents?
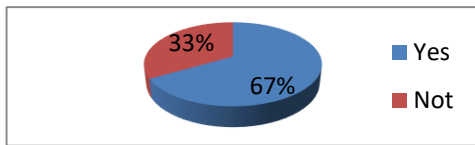
The data gathered reveals in <u>group 02</u> that **67%** students answered affirmatively.

9. Do you realize that reading is a means of recreation?
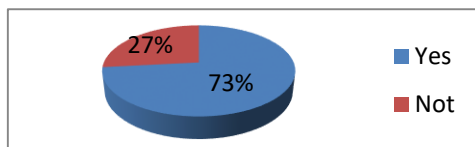
To this question reveals in <u>group 02</u> that **73%** students answered affirmatively Reading as a means of recreation while **27%** did not.

10. Do you consider the questions in class and the realization of works as a means to encourage you to read?
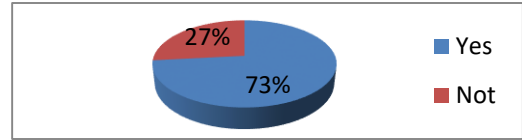
The data gathered reveals in <u>group 02</u> that **73%** students answered affirmatively works in class encourage reading while **27%** did not.

11. Do you think that class attendance is very important to guide your reading process?
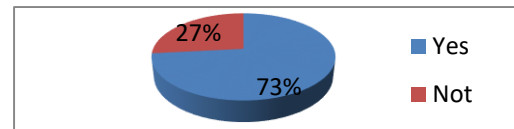
To this question reveals in <u>group 02</u> that **73%** students answered affirmatively.

12. Do you consider the teacher as someone you can use to motivate you to read?
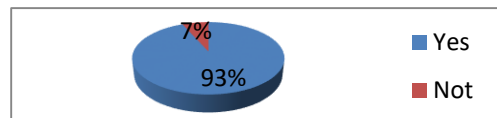
The data gathered reveals in <u>group 02</u> that **93%** students answered affirmatively.

13. Do you try to use all the services that are at your disposal to improve your reading?
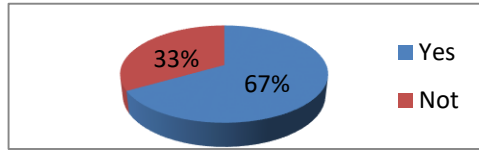
To this question reveals in group 02 that **67%** students answered affirmatively.

14. Do you try to read magazines and newspapers around the topics that you are interested in nowadays?
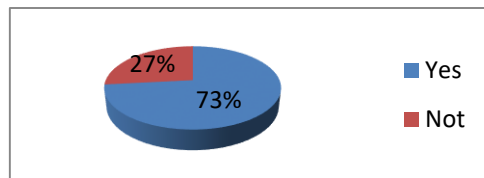
The data gathered reveals in group 02 that **73%** students answered affirmatively.

15. Have you looked for information elsewhere about the readings that interest you nowadays?
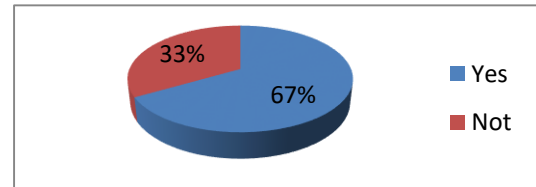
To this question reveals in group 02 that **67%** students answered affirmatively.
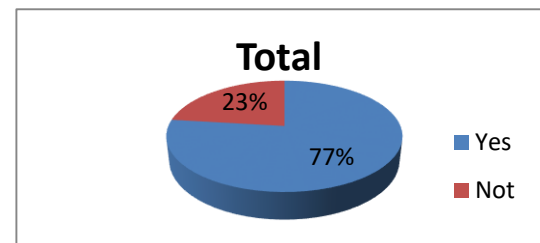
TOTAL

The data gathered total results reveals in group 02 that **77%** students answered affirmatively.

Reading comprehension behavior Whole groups

1. Answer factual questions about the passage?

Yes	No	Sometimes
49	2	7

The data gathered reveals that **85%** students answered affirmatively while **3%** do not, sometimes **12%** do.
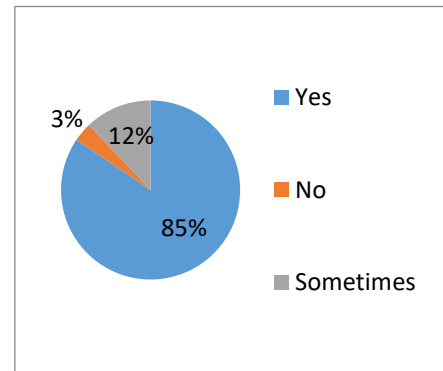
2. Classifies, categories ^ summarizes.

Yes	No	Sometimes
3	22	31

To this question reveals that **6%** students answered affirmatively while **39%** do not, sometimes **55%** do.
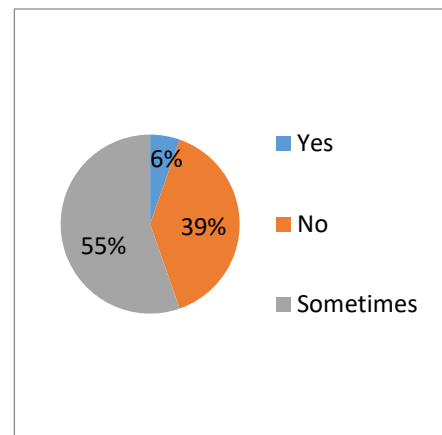
3. Makes inferences based on the passage.

Yes	No	Sometimes
40	14	2

The data gathered reveals that **71%** students answered affirmatively while **25%** do not, sometimes **4%** do.
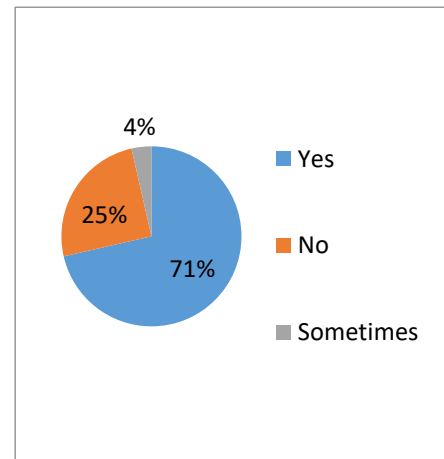
4. Makes predictions based on the passage.

Yes	No	Sometimes
52	1	3

The data gathered reveals that **93%** students answer affirmatively while **2%** do not, sometimes **5%** do.
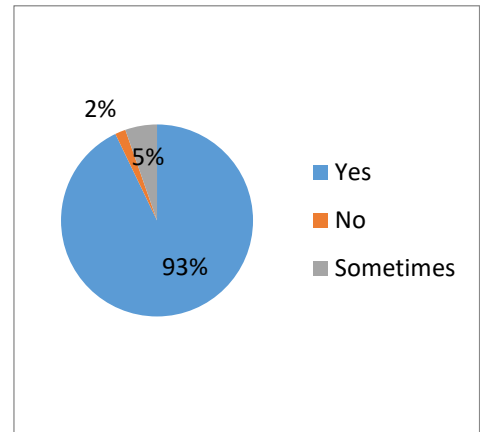
5. Answers evaluative questions about the passage.

Yes	No	Sometimes
36	6	14

To this question reveals that **64%** students answered affirmatively while **11%** do not, sometimes **25%** do.
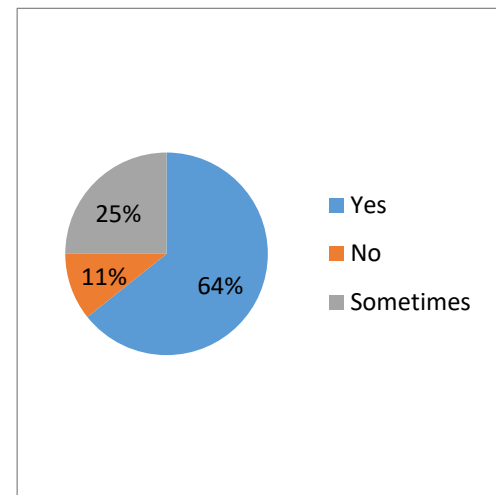
6. Critically analyzes the passage.

Yes	No	Sometimes
10	10	36

The data gathered reveals that **18%** students answered affirmatively while **18%** do not, sometimes **64%** do.
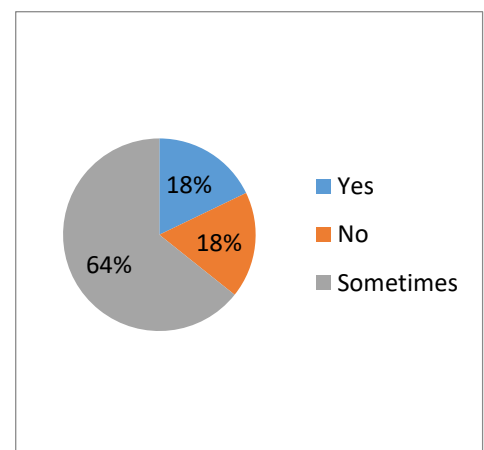
7. Participates in discussion.

Yes	No	Sometimes
56	0	0

To this question reveals that **100%** students answered affirmatively while **0%** do not, sometimes **0%** do.
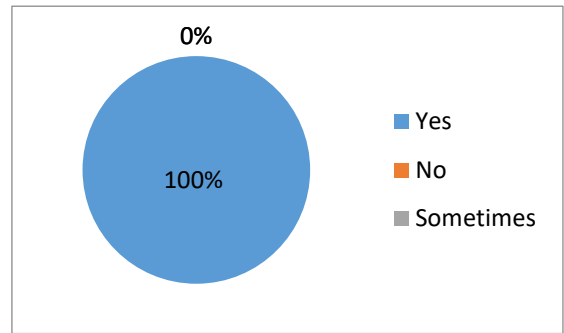
8. Determines words in context.

Yes	No	Sometimes
20	0	36

The data gathered reveals that **36%** students answered affirmatively while **0%** do not, sometimes **64%** do.
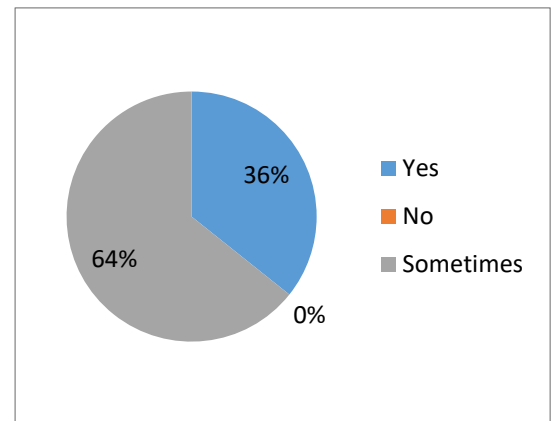
9. Has good comprehension after silent reading.

Yes	No	Sometimes
12	5	39

To this question reveals that **21%** students answered affirmatively while **9%** do not, sometimes **70%** do.
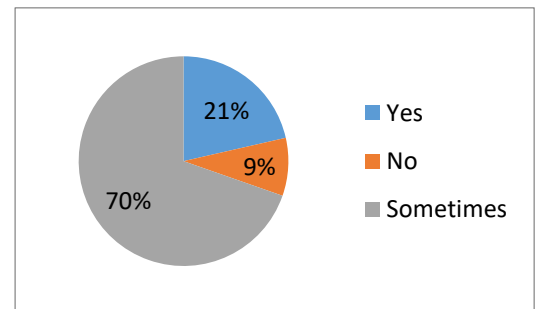
10. Is able to retell selection in own words.

Yes	No	Sometimes
4	15	37

The data gathered reveals that **7%** students answered affirmatively while **27%** do not, sometimes **66%** do.
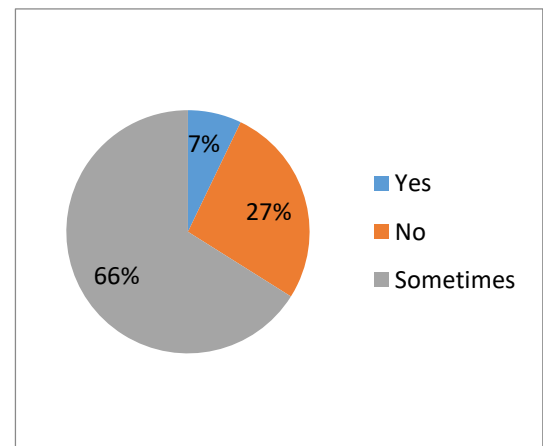
11. Is able to read inferentially.

Yes	No	Sometimes
32	0	24

To this question reveals that **57%** students answered affirmatively while **0%** do not, sometimes **43%** do.
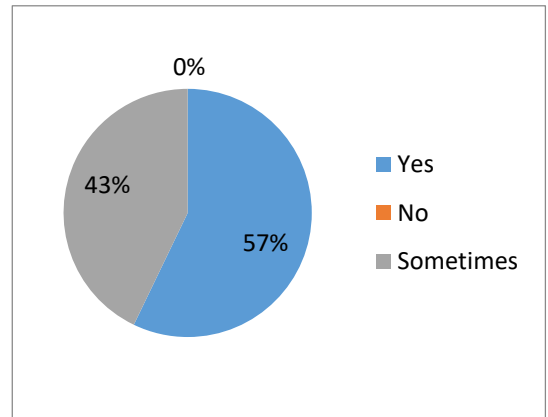
12. Possesses background knowledge.

Yes	No	Sometimes
44	11	1

The data gathered reveals that **78%** students answered affirmatively while **20%** do not, sometimes **2%** do.
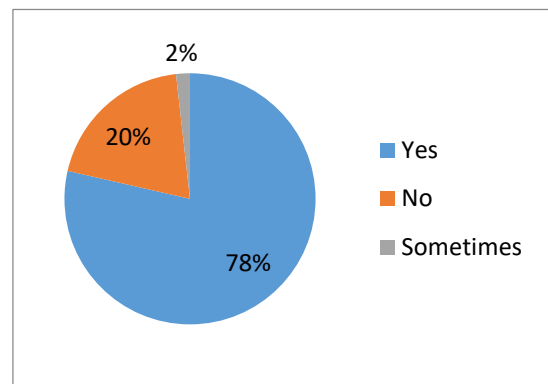
TOTAL

Yes	No	Sometimes
358	86	194

To this question reveals that **56%** students answered affirmatively while **14%** do not, sometimes **30%** do.
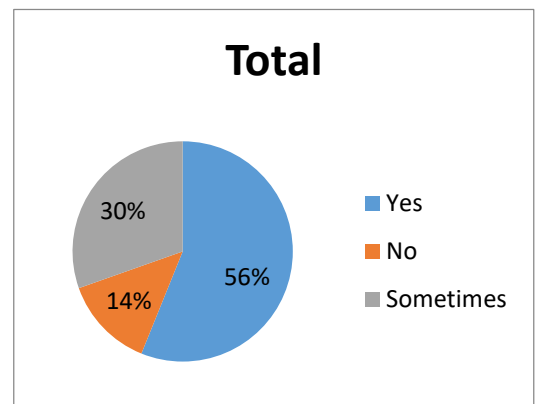
Reading comprehension behavior Group 01

1. Answer factual questions about the passage?

Yes	No	Sometimes
21	2	5
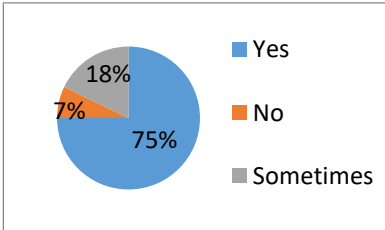
The data gathered reveals that group 01 **75%** students answered affirmatively while **7%** do not, sometimes **18%** do.

2. Classifies, categories ^ summarizes

Yes	No	Sometimes
3	9	16
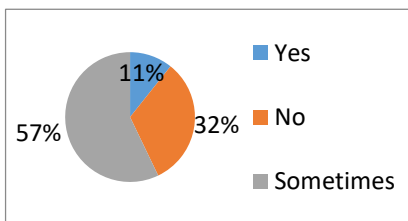
To this question reveals that group 01 **11%** students answered affirmatively while **32%** do not, sometimes **57%** do.

3. Makes inferences based on the passage

Yes	No	Sometimes
20	6	2
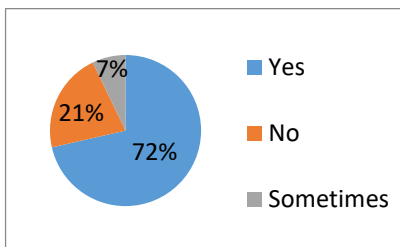
The data gathered reveals that group 01 **72%** students answered affirmatively while **21%** do not, sometimes **7%** do.

4. Makes predictions based on the passage.

Yes	No	Sometimes
24	1	3
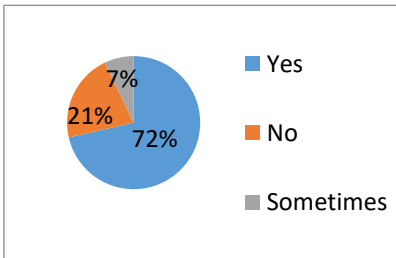
To this question reveals that <u>group 01</u> **72%** students answered affirmatively while **21%** do not, sometimes **7%** do.

5. Answers evaluative questions about the passage.

Yes	No	Sometimes
18	4	6
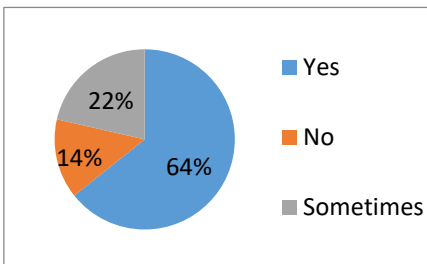
The data gathered reveals that <u>group 01</u> **64%** students answered affirmatively while **14%** do not, sometimes **22%** do.

6. Critically analyzes the passage.

Yes	No	Sometimes
6	7	15
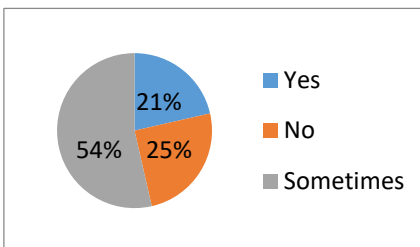
To this question reveals that <u>group 01</u> **21%** students answered affirmatively while **25%** do not, sometimes **54%** do.

7. Participates in discussion.

Yes	No	Sometimes
28	0	0
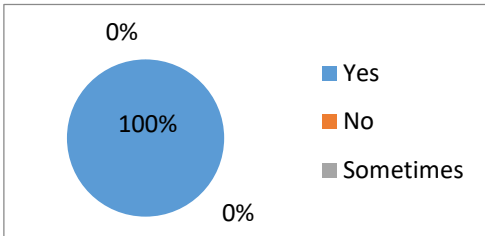
The data gathered reveals that group 01 **100%** students answered affirmatively while **0%** do not, sometimes **0%** do.
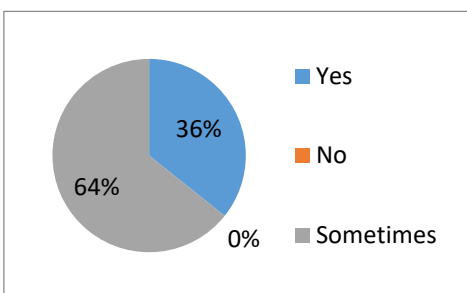
8. Determines words in context.

Yes	No	Sometimes
10	0	18
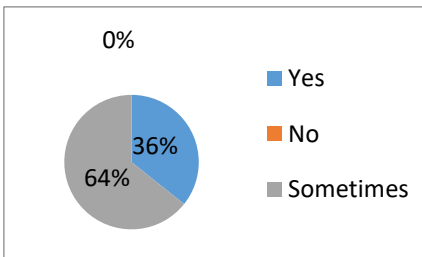
To this question reveals that group 01 **36%** students answered affirmatively while **0%** do not, sometimes **64%** do.

9. Has good comprehension after silent reading.

Yes	No	Sometimes
2	5	21
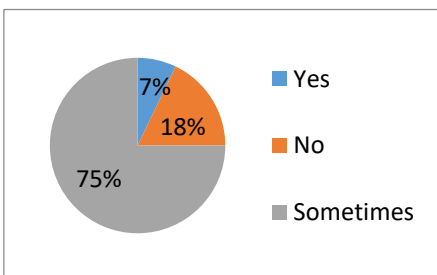
The data gathered reveals that group 01 **7%** students answered affirmatively while **18%** do not, sometimes **75%** do.

10. Is able to retell selection in own words.

Yes	No	Sometimes
4	5	18
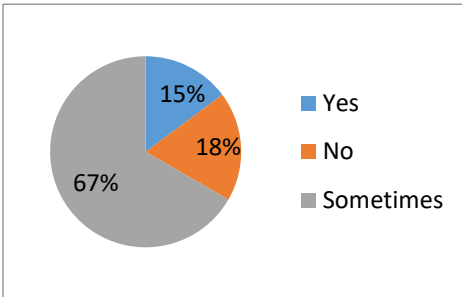
To this question reveals that group 01 **15%** students answered affirmatively while **18%** do not, sometimes **67%** do.


11. Is able to read inferentially.

Yes	No	Sometimes
16	0	12
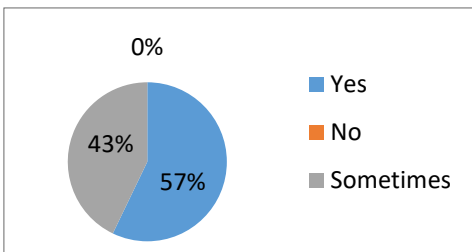
The data gathered reveals that group 01 **57%** students answered affirmatively while **0%** do not, sometimes **43%** do.


12. Possesses background knowledge

Yes	No	Sometimes
23	4	1
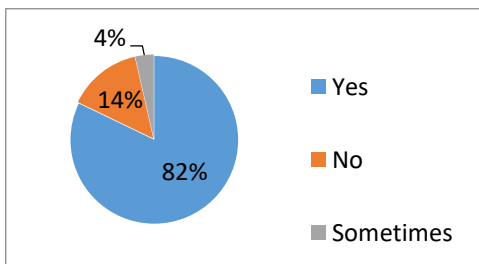
To this question reveals that group 01 **82%** students answered affirmatively while **14%** do not, sometimes **4%** do.

TOTAL

| Yes	No	Sometimes
175	43	117
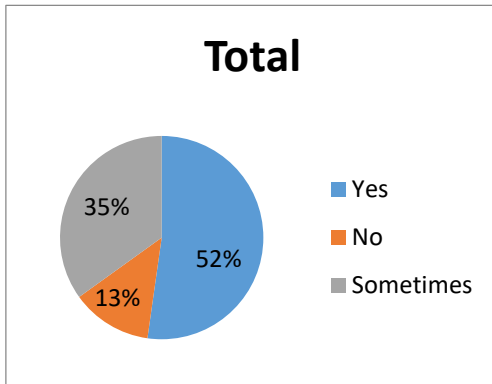
The total data gathered from group 01 reveals that **52%** students answered affirmatively while **13%** do not, sometimes **35%** do.

Reading comprehension behavior group 02

1. Answer factual questions about the passage?
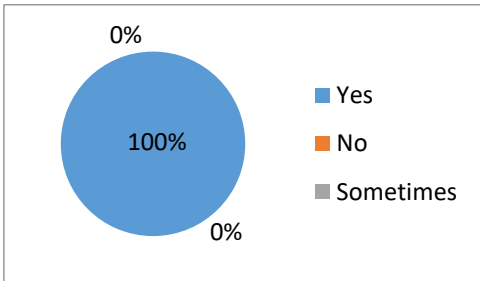
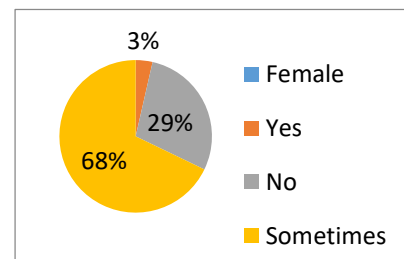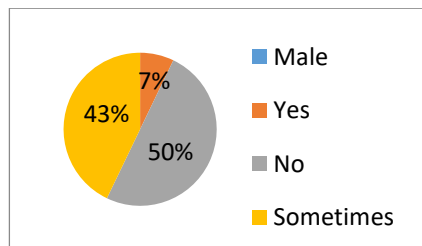| Yes	No	Sometimes
28	0	0

The data gathered reveals that group 02 **100%** students answered affirmatively while **0%** do not, sometimes **0%** do.

2. Classifies, categories ^ summarizes

Yes	No	Sometimes
0	13	15
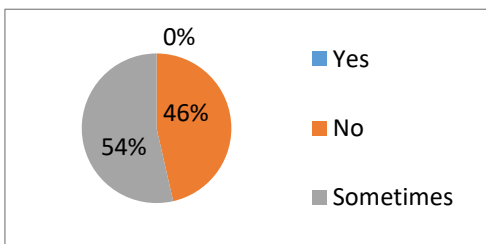
To this question reveals that group 02 **0%** students answered affirmatively while **46%** do not, sometimes **54%** do.

3. Makes inferences based on the passage.

Yes	No	Sometimes
20	8	0
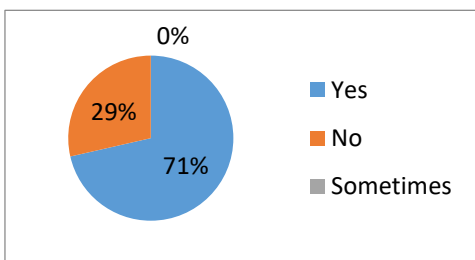
The data gathered reveals that group 02 **71%** students answered affirmatively while **29%** do not and sometimes **0%** do.

4. Makes predictions based on the passage

Yes	No	Sometimes
28	0	0
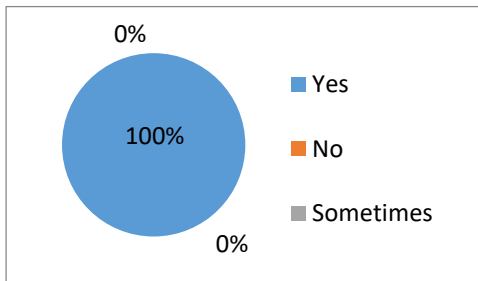
To this question reveals that <u>group 2</u> **100%** students answered affirmatively while **0%** do not and sometimes **0%** do.
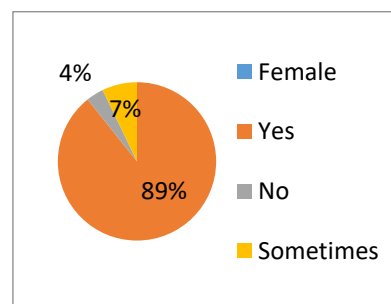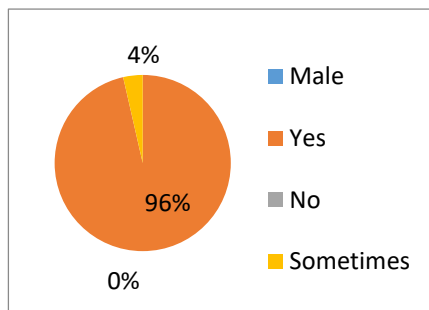
5. Answers evaluative questions about the passage

Yes	No	Sometimes
18	2	8
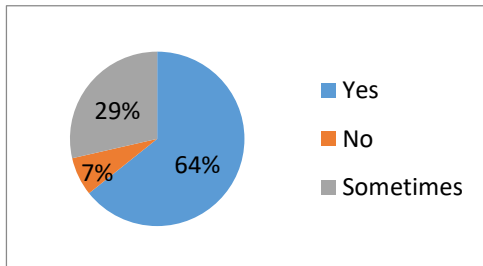
The data gathered reveals that <u>group 02</u> **64%** students answered affirmatively while **7%** do not and sometimes **29%** do.

6. Critically analyzes the passage

Yes	No	Sometimes
4	3	21
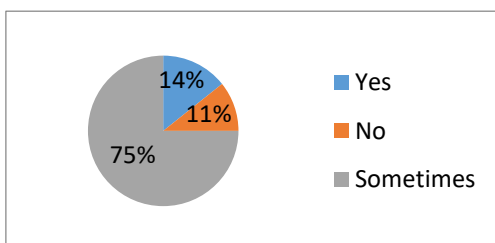
To this question reveals that <u>group 02</u> **14%** students answered affirmatively while **11%** do not and sometimes **75%** do.

7. Participates in discussion.
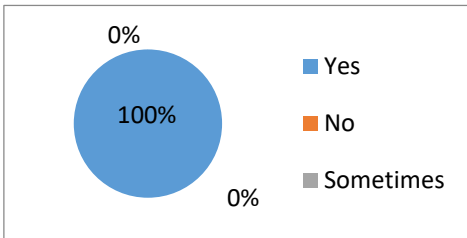
Yes	No	Sometimes
28	0	0

The data gathered reveals that group 02 **100%** students answered affirmatively while **0%** do not and sometimes **0%** do.

8. Determines words in context.
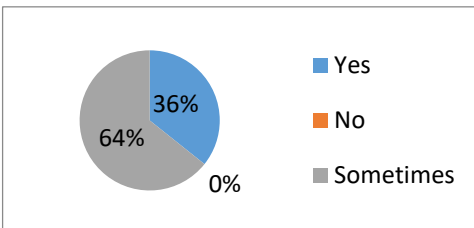
Yes	No	Sometimes
10	0	18

To this question reveals that group 02 **36%** students answered affirmatively while **0%** do not and sometimes **64%** do.

9. Has good comprehension after silent reading.

Yes	No	Sometimes
10	0	18

The data gathered reveals that group 02 **36%** students answered affirmatively while **0%** do not and sometimes **64%** do.

10. Is able to retell selection in own words.

Yes	No	Sometimes
0	9	19
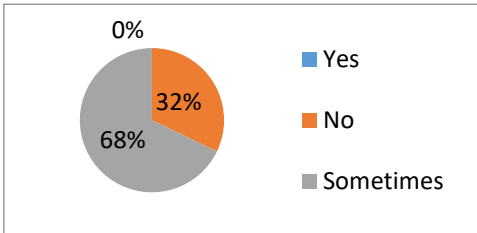
To this question reveals that group 02 **0%** students answered affirmatively while **32%** do not and sometimes **68%** do.

11. Is able to read inferentially.

Yes	No	Sometimes
16	0	12
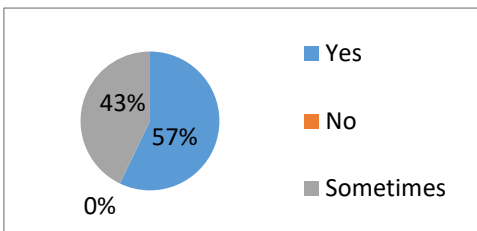
The data gathered reveals that group 02 **57%** students answered affirmatively while **0%** do not and sometimes **43%** do.

12. Possesses background knowledge.

Yes	No	Sometimes
21	7	0
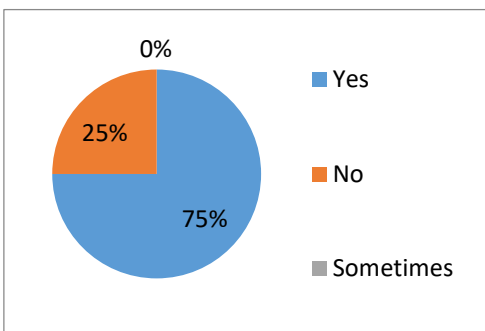
To this question reveals that group 02 **75%** students answered affirmatively while **25%** do not and sometimes **0%** do

TOTAL

Yes	No	Sometimes
183	42	111
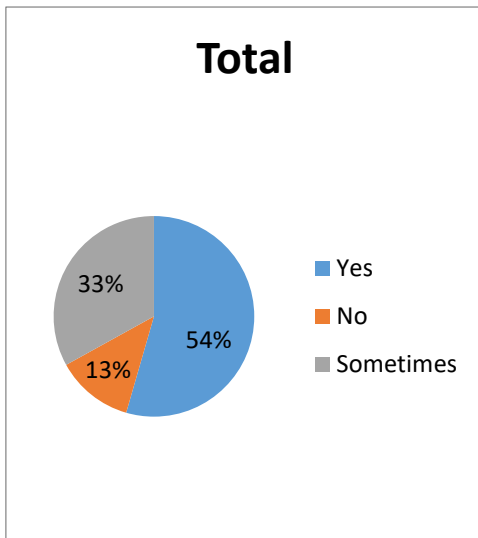
The total data gathered from <u>group 02</u> reveals total results are that **54%** students answered affirmatively while **13%** do not and sometimes **33%** do.

Reading Comprehension behavior Gender from Group 01 and 02

1. Answers factual questions about the passage.

	Yes	No	Sometimes		Yes	No	Sometimes
Male	25	1	2	**Female**	24	1	3
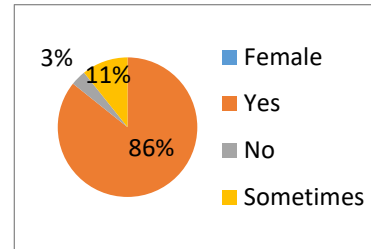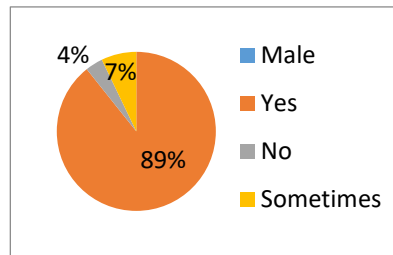
The data gathered reveals that **89%** male students answered affirmatively that the factual questions about passage while **4%** do not, however sometimes **7%** do. Regarding the same question the data gathering reveals that **86%** female students answered affirmatively while **3%** do not, however sometimes **11%** do.

2. Classifies categories & summarizes.

	Yes	No	Sometimes		Yes	No	Sometimes
Male	2	14	12	**Female**	1	8	19

To this question reveals that **7%** male students answered affirmatively that they classifies, categories and summarizes while **50%** do not, however sometimes **43%** do. Regarding the same question the data gathering reveals that **3%** female students answered affirmatively while **29%** do not, however sometimes **68%** do.
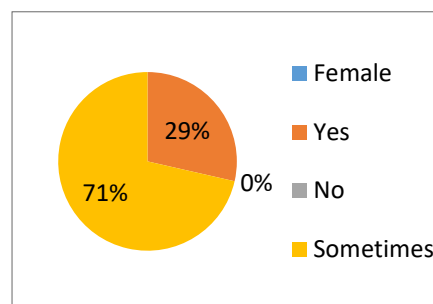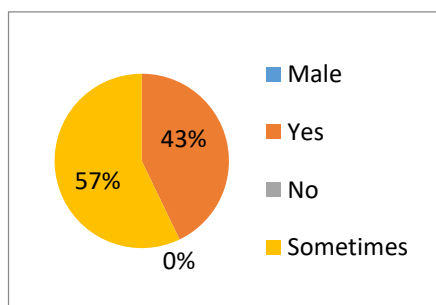
3. Makes inferences based on the passage.

Male	Yes	No	Sometimes	Female	Yes	No	Sometimes
	24	3	1		16	11	1
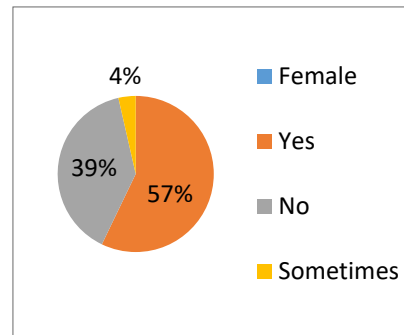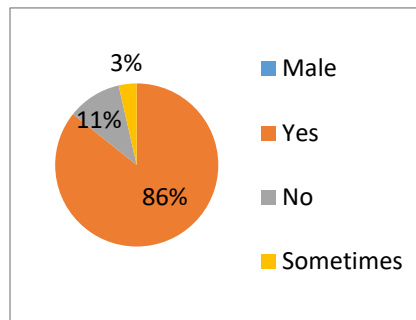
The data gathered reveals that **86%** male students answered affirmatively that they makes inferences based on passage while **11%** do not, however sometimes **3%** do. Regarding the same question the data gathering reveals that **57%** female students answered affirmatively while **39%** do not, however sometimes **4%** do.
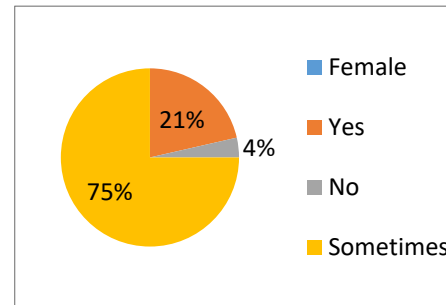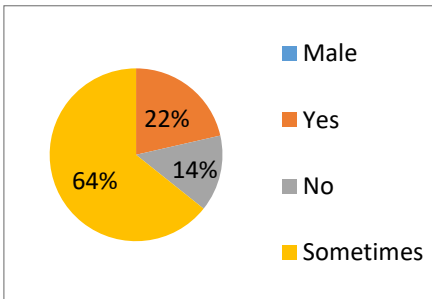
4. Makes predictions based on the passage.

Male	Yes	No	Sometimes	Female	Yes	No	Sometimes
	27	0	1		25	1	2

To this question reveals that **96%** male students answered affirmatively that they makes predictions based on passage while **0%** do no, however sometimes **4%** do. Regarding the same question the data gathering reveals that **89%** female students answered affirmatively while **4%** do not, however sometimes **7%** do.

5. Answers evaluative questions about the passage.

Male	Yes	No	Sometimes	Female	Yes	No	Sometimes
	16	5	7		20	1	7
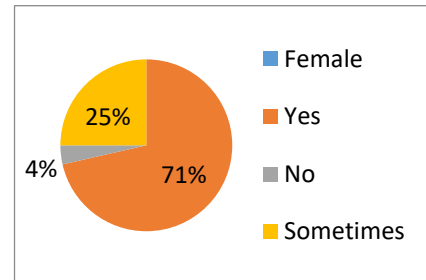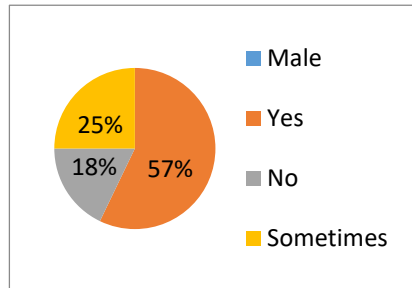
The data gathered reveals that **57%** male students answered affirmatively that they answer evaluative questions about the passage while **18%** do not, however sometimes **25%** do. Regarding the same question the data gathering reveals that **71%** female students answered affirmatively while **4%** do not, however sometimes **25%** do.

6. Critically analyzes the passage.

Male	Yes	No	Sometimes	Female	Yes	No	Sometimes
	4	2	22		6	8	14
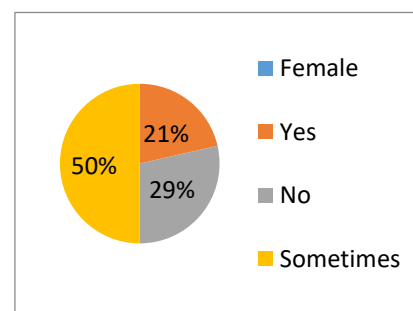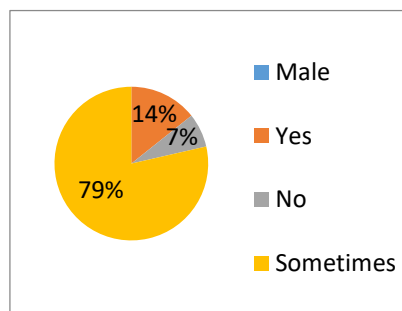
To this question reveals that **14%** male students answered affirmatively that they critically analyzes passage while **7%** do not, however sometimes **79%** do. Regarding the same question the data gathering reveals that **21%** female students answered affirmatively while **29%** do not, however sometimes **50%** do.

7. Participates in discussion.

Male	Yes	No	Sometimes	Female	Yes	No	Sometimes
	28	0	0		28	0	0
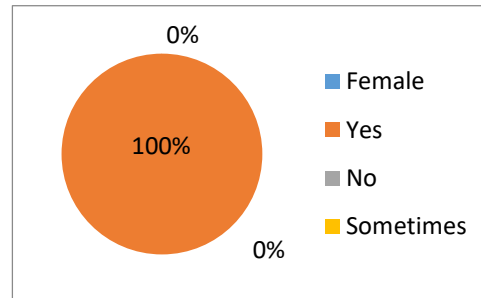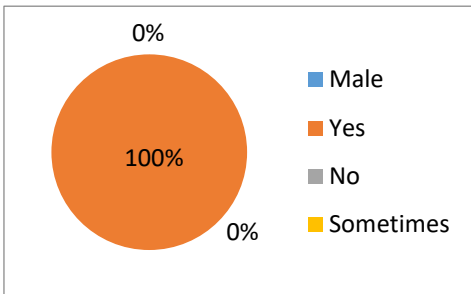
The data gathered reveals that **100%** male students answered affirmatively that they participate in discussion while **0%** do not, however sometimes **0%** do. Regarding the same question the data gathering reveals that **100%** female students answered affirmatively while **0%** did not, however sometimes **0%** do.
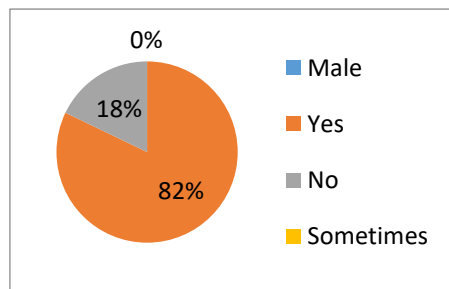
8. Determines words in context.

Male	Yes	No	Sometimes	Female	Yes	No	Sometimes
	12	0	16		8	0	20

To this question reveals that **43%** male students answered affirmatively that they determines words in context while **0%** do not, however sometimes **57%** do**.** Regarding the same question the data gathering reveals that **29%** female students answered affirmatively while **0%** do not, sometimes **71%** do.

9. Has good comprehension after silent reading.

Male	Yes	No	Sometimes	Female	Yes	No	Sometimes
	6	4	18		6	1	21

The data gathered reveals that **22%** male students answered affirmatively that they have good comprehension after silent reading while **14%** did not, however sometimes **64%** do. Regarding the same question the data gathering reveals that **21%** female students answered affirmatively while **4%** did not, however sometimes **75%** do.

10. Is able to retell selection in own words.

Male	Yes	No	Sometimes	Female	Yes	No	Sometimes
	1	10	17		3	5	20
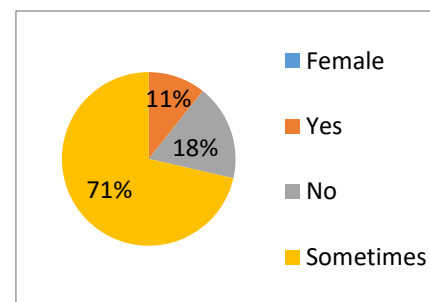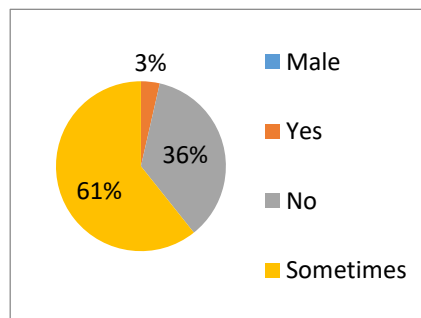
To this question reveals that **3%** male students answered affirmatively retell selection in own words while **36%** did not and sometimes **61%.** However, regarding the same question the data gathering reveals that **11%** female students answered affirmatively while **18%** did not, however sometimes **71%** do.

11. Is able to read inferentially.

Male	Yes	No	Sometimes	Female	Yes	No	Sometimes
	16	0	12		16	0	12
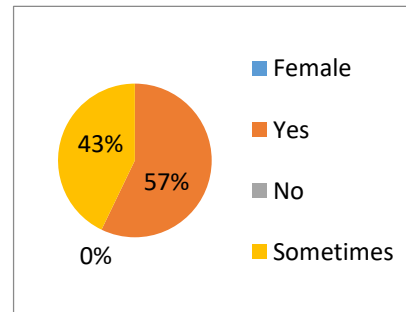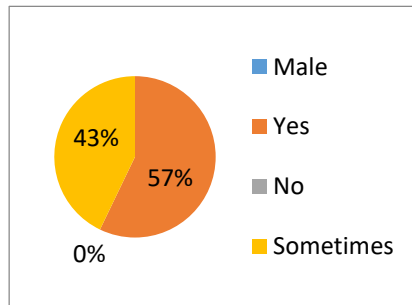
The data gathered reveals that **57%** male students answered affirmatively that they able to read inferentially while **0%** do not, however sometimes **43%.** Regarding the same question the data gathering reveals that **57%** female students answered affirmatively while **0%** do not, however sometimes **43%** do.

12. Possesses background knowledge.

Male	Yes	No	Sometimes	Female	Yes	No	Sometimes
	23	5	0		21	6	1
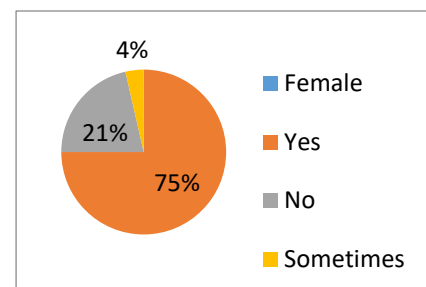
To this question reveals that **82%** male students answered affirmatively that they possesses background knowledge while **18%** do not, however sometimes **0%.** Regarding the same question the data gathering reveals that **75%** female students answered affirmatively while **21%** do not, however sometimes **4%** do.

TOTAL

Male	Yes	No	Sometimes	Female	Yes	No	Sometimes
	184	44	108		174	42	120
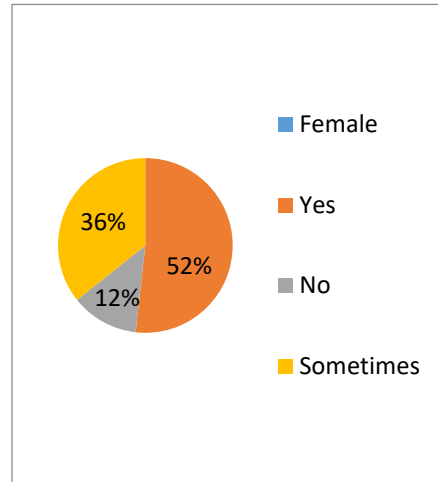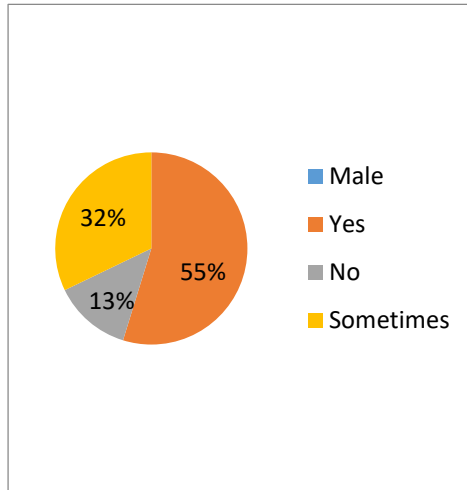
The total data gathered reveals that **55%** male students answered affirmatively while **13%** did not, however sometimes **32%.** Regarding the same question the data gathering reveals that **52%** female students answered affirmatively while **12%** do not, however sometimes **36%** do.
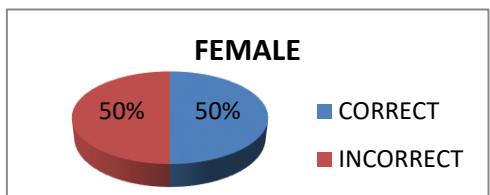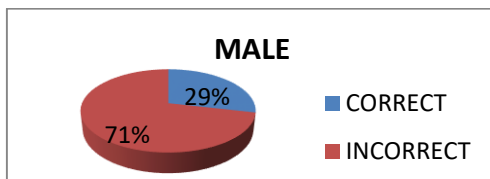
CLOZE TEST

CLOZE TEST WHOLE

1. Which of the following statements concerning national networks is false?
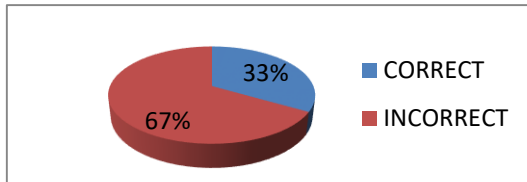
The data gathered reveals that **33%** students answered affirmatively.

2. Television programs:
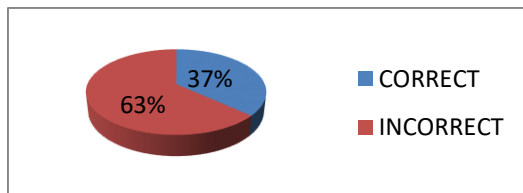
To this question reveals that **37%** students answered affirmatively.

3. The public´s viewing habits:
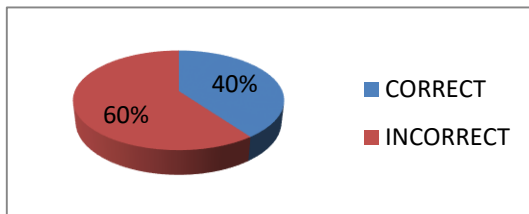
The data gathered reveals that **40%** students answered affirmatively.

4. An advertiser will communicate his message to the largest amount of viewers:
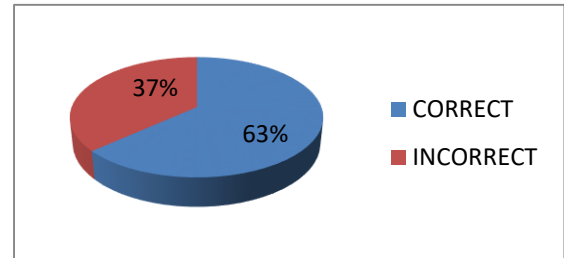
To this question reveals that **63%** students answered affirmatively.

5. Commercial opportunities are:
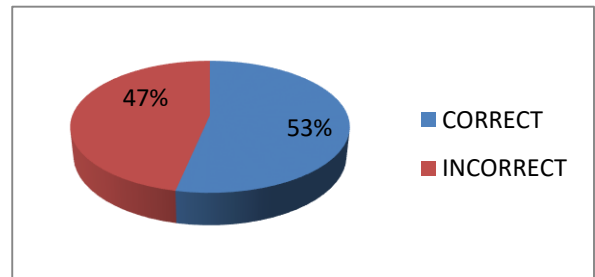
The data gathered reveals that **53%** students answered affirmatively.
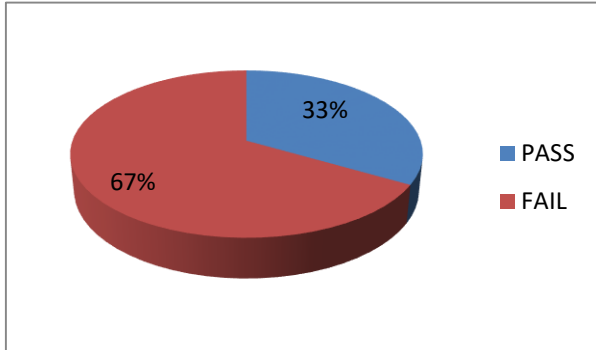
Pass and Fail

The data gathered for pass and fail results reveals that **33%** students answered affirmatively.
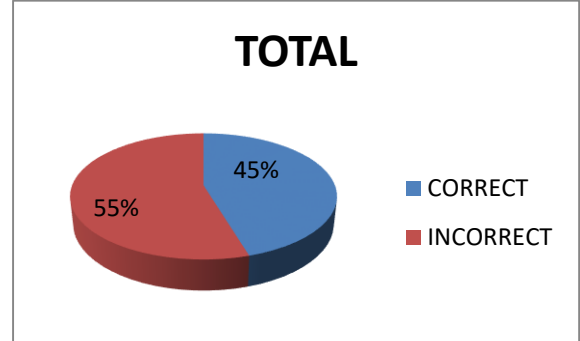
TOTAL

To this question for total results reveals that **45%** students answered affirmatively.

CLOZE TEST GENDER

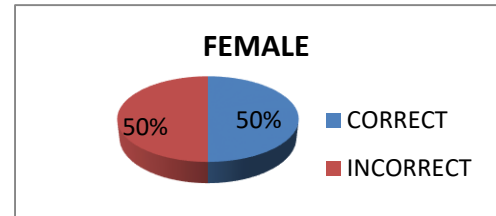1. Which of the following statements concerning national networks is false?

MALE

- CORRECT 29%
- INCORRECT 71%

FEMALE

- CORRECT 37%
- INCORRECT 63%
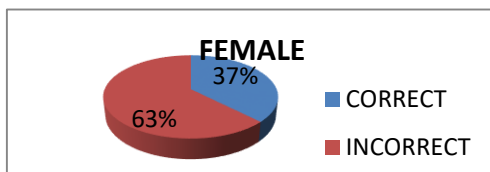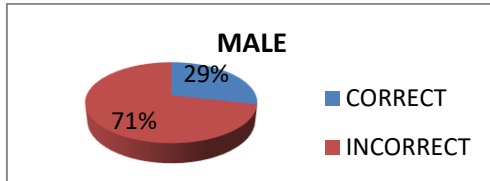
The data gathered reveals that **29%** male students answered affirmatively. However, **37%** female students answered affirmatively.

2. Television programs:

MALE

- CORRECT 29%
- INCORRECT 71%

FEMALE

- CORRECT 50%
- INCORRECT 50%

To this question reveals that **29%** male students answered affirmatively. However, **50%** female students answered affirmatively.

3. The public´s viewing habits:

MALE

- CORRECT 29%
- INCORRECT 71%

FEMALE
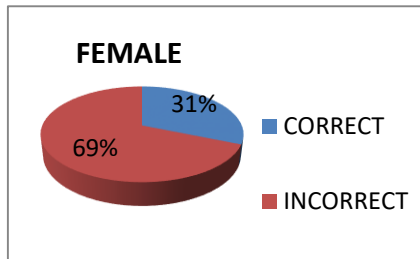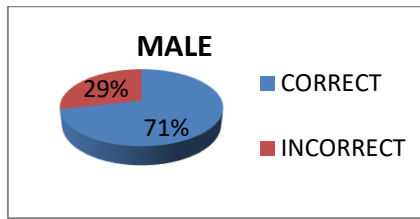

- CORRECT 50%
- INCORRECT 50%

The data gathered reveals that **29%** male students answered affirmatively. However, **50%** female students answered affirmatively.

4. An advertiser will communicate his message to the largest amount of viewers:

MALE

- CORRECT 57%
- INCORRECT 43%

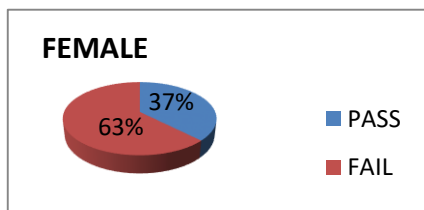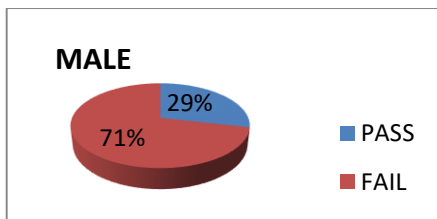**FEMALE**

- CORRECT 56%
- INCORRECT 44%
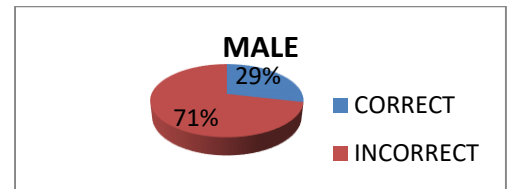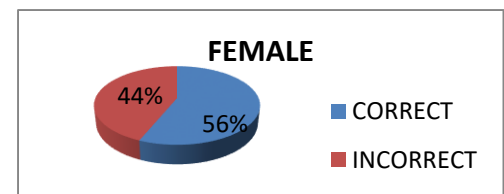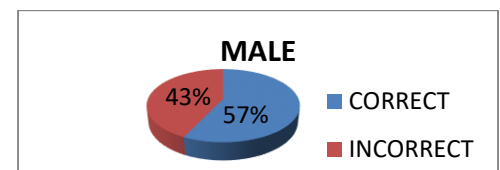
To this question reveals that **57%** male students answered affirmatively. However, **56%** female students answered affirmatively.
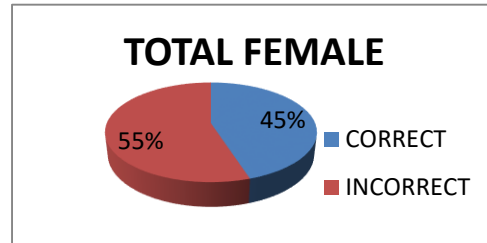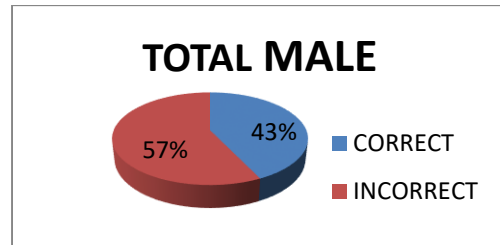
5. Commercial opportunities are:

MALE

FEMALE

The data gathered reveals that **29%** male students answered affirmatively. However, **31%** female students answered affirmatively.

Pass and Fail

MALE

FEMALE

To this question for pass and fail results reveals that **29%** male students answered affirmatively. However, regarding pass and fail reveals that **37%** female students answer affirmatively.
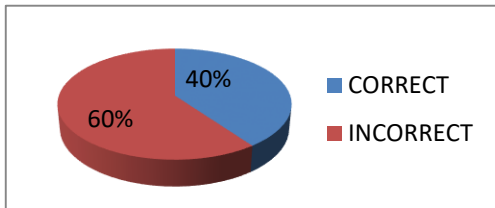
TOTAL

TOTAL MALE

TOTAL FEMALE

The total data gathered reveals that **43%** male students answered affirmatively. However, **45%** female students answered affirmatively.
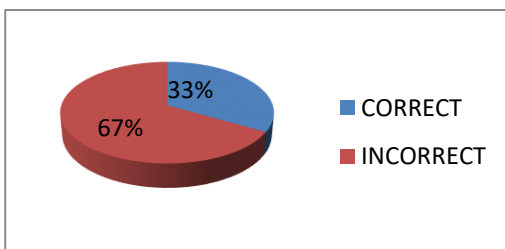
CLOZE TEST GROUP 01

1. Which of the following statements concerning national networks is false:
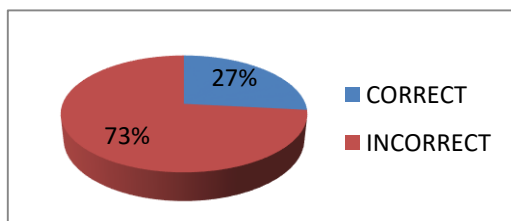

The data gathered reveals that <u>group 01</u> **40%** students answered affirmatively.
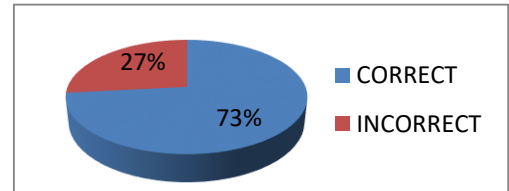
2. Television programs:

To this question reveals that <u>group 01</u> **33%** students answered affirmatively.

3. The public´s viewing habits:
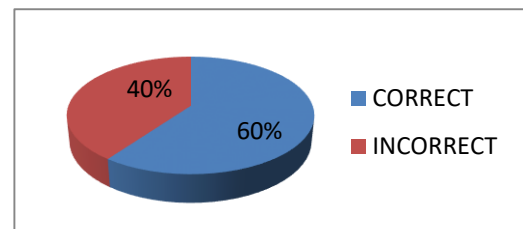

The data gathered reveals that <u>group 01</u> **27%** students answered affirmatively.

4. An advertiser will communicate his message to the largest amount of viewers:
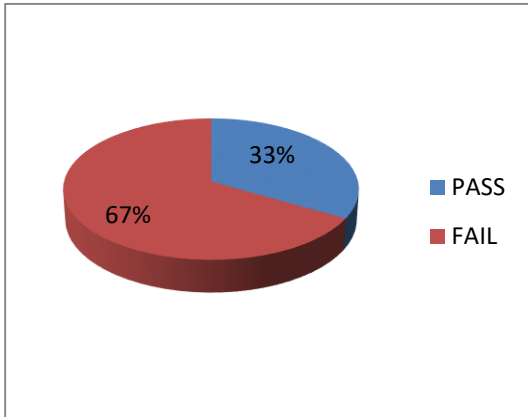

To this question reveals that <u>group 01</u> **73%** students answered affirmatively.

5. Commercial opportunities are:

The data gathered reveals that <u>group 01</u> **60%** students answered affirmatively.

Pass and Fail   **TOTAL**

The data gathered from the pass and fail results reveals that group 01 **33%** students answer affirmatively.

To this question from the total results reveals that group 01 **47%** students answered affirmatively.

CLOZE TEST GROUP 02

1. Which of the following statements concerning national networks is false? The data gathered reveals that <u>group</u>

<u>02</u> **27%** students answered affirmatively.

2. Television programs:
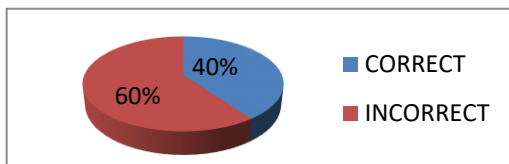
To this question reveals that <u>group 02</u> **40%** students answered affirmatively.
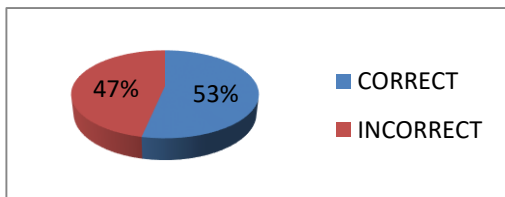
3. The public's viewing habits:

The data gathered reveals that <u>group</u> <u>02</u> **53%** students answered affirmatively.

4. An advertiser will communicate his message to the largest amount of viewers:
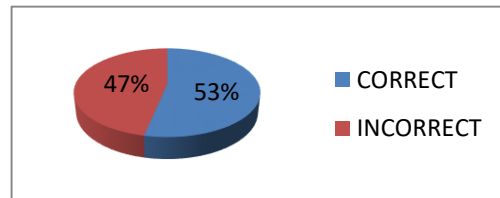
To this question reveals that <u>group 02</u> **53%** students answered affirmatively.
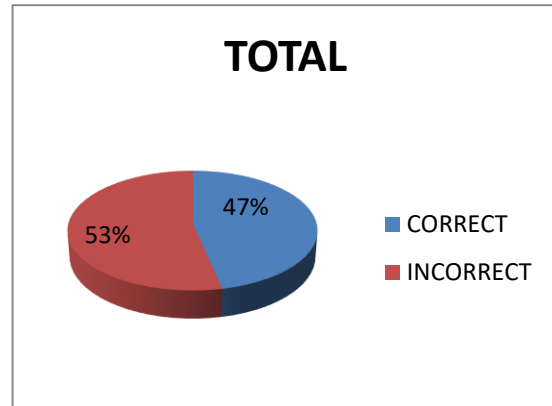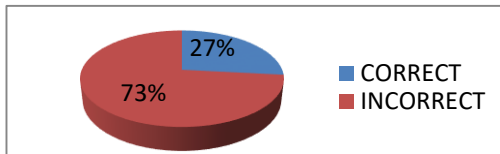
5. Commercial opportunities are:
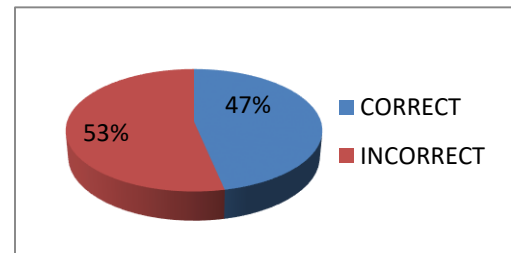
The data gathered reveals that <u>group</u> <u>02</u> **47%** students answered affirmatively.

Pass and Fail

To this question from the pass and fail results reveals that group 02 **33%** students answered affirmatively.

TOTAL

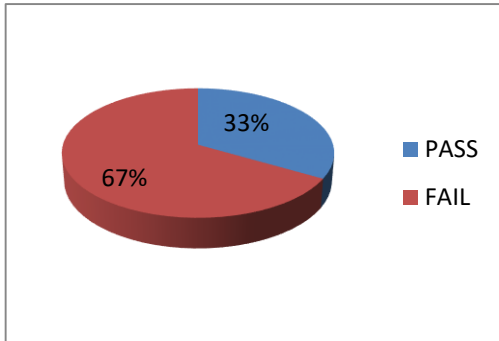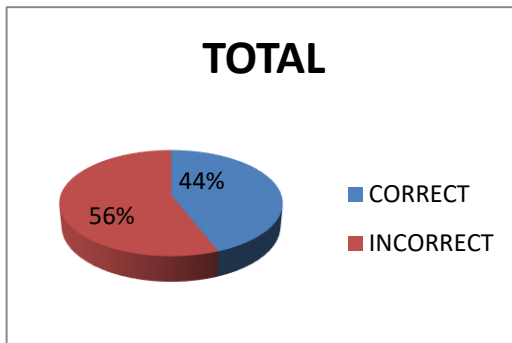The data gathered from the total results reveals that group 02 **44%** students answered affirmatively

I. TIME TABLE

ACTIVITIES	AUGUST				SEPTEMBER				OCTOBER				NOVEMBER				DECEMBER				JANUARY				FEBRUARY				MARCH				APRIL				MAY			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
1. Research topic formulating			█	█	█	█	█																																	
2. Objectives							█	█	█	█																														
3. Justification									█	█	█	█																												
4. Methodology											█	█	█																											
5. Profile presentation														█																										
6. Literature Review																█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█								
7. Sampling																														█	█	█								
8. Questioner HEMA																																								
9. Observation																									█	█	█	█	█	█	█	█	█							
10. Test cloze																																	█							
11. Contrast/Analyzes																																		█	█					
12. Introduction																																			█					
13. Research Theory																																			█					
14. Analysis /Result																																			█					
15. Conclusion																																			█					
16. Bibliography																																			█					
17. Last corrections for research proposal																																			█	█	█			
18. Final Presentation																																								█