

**UNIVERSITY OF EL SALVADOR  
SCHOOL OF ARTS AND SCIENCES  
DEPARTMENT OF FOREIGN LANGUAGES**



**RESEARCH PROJECT:**

**“ENGLISH READING PROFICIENCY LEVEL REACHED BY THE INTENSIVE  
ADVANCED ENGLISH II STUDENTS OF THE BACHELOR OF ARTS IN  
ENGLISH LANGUAGE TEACHING AT THE FOREIGN LANGUAGE  
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**PRESENTED BY:**

Chávez Cárcamo, Ana Marisol	CC12022
Colato Sierra, Brenda Maricela	CS13036
Rodríguez Orellana, Rafael Antonio	RO13010

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**ADVISOR:**

Mauricio Salvador Contreras Cárcamo, MsD

**GRADUATION COORDINATOR:**

Mauricio Salvador Contreras Cárcamo, MsD

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**COORDINADOR OF THE GRADUATION PROCESS**

MAURICIO SALVADOR CONTRERAS CÁRCAMO

**ADVISOR OF THE GRADUATION PROCESS**

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## I. INTRODUCTION

This research will be focused on English reading proficiency. Nowadays, this skill is very important because it helps people to master the language, and it helps them to improve other skills. Reading proficiency can be achieved only if there is a strong vocabulary base. Curtis (1987) claims that students' ability to acquire new knowledge could be affected if they have low vocabulary knowledge. Therefore, reading proficiency depends on the students' vocabulary size.

When learning a new language, there are many positive and negative things that students need to overcome many obstacles, but it is important to mention that there a lot of techniques and strategies that students can use in order to learn more about the language. The Foreign Language Department of the University of El Salvador prepares students to become proficient in all the skills, and in this case, the university prepares students to become highly proficient in reading; it means that students are able to manage the skill efficiently, based on the Readings and Conversation I and II syllabi.

This research work will present some theories about reading and how to teach it. It will include strategies, techniques, skills, sub-skills, theory about schema, tests, etc. The purpose of this research project will be to find out the level of proficiency that students have upon finishing Advanced Intensive English II; the researches will be working during semester I 2019. During the development of the project, the research team will administer a test to the students who are taking Intensive Advanced English II.



A final report will be presented in order to show the English reading proficiency level reached by the Intensive Advanced English II students of the Bachelor of Arts in English language teaching at the Foreign Language Department, School of Arts and Sciences, University of El Salvador, Semester I 2019.

## **II. STATEMENT OF THE PROBLEM**

English has become a global language, which makes people grow and have more success in life. As a result, learning a foreign language can benefit a person in a number of ways as stated by Cintron (1999), such as getting involved in a new culture or improving the economic situation of people. For that reason, many students have the determination to learn English by doing hard work and be persistent because they want to learn and produce English with the aim of finding new opportunities in this modern world.

Learning how to read is not as easy as people think because it represents a well-structured internal process. Bråten (1997) suggests that reading is the active creation of meaning in an interactive process between information in a text and the knowledge of the reader. Thus, reading requires to use previous knowledge and to give meaning to what is being read.

In order to become proficient in reading, tests to measure vocabulary must be administered frequently. Alderson (2000) put this as follows: "Measures of a reader's vocabulary knowledge routinely correlate highly with measures of reading comprehension, and are often, indeed, the single best predictor of text comprehension" (p. 35). Therefore, Intensive Advanced English students reading knowledge must be often tested in order to know their reading proficiency.

Measuring reading comprehension is the way to check intensive advanced English's development. Reading proficiency also requires continually reading in order to achieve it. Moktar et al., (2010) suggest that "in terms of vocabulary

development . . . poor readers read less, become poorer readers, and learn few words” (p. 78). In other words, the more you read, the more you will know. Intensive Advanced English students must consistently read in English to enrich their vocabulary.

Based on the premise above, being a poor reader enhances learning barriers in reading, reading is a highly self-motivational activity and the inability to read well may lead to a loss of motivation and increased levels of frustration which, in turn, may also result in students reading less (Ahmad, 2011; Mokhtar et al., 2010; Rochecouste, Oliver, & Mulligan, 2012). Therefore, students must feel motivated in their reading sessions in order to learn more.

To sum up, reading must be taken into account as important as the rest of the macroskills because of its function to gain vocabulary. Intensive Advanced English II's students require not only to produce language but they also need to know how reading helps them completely in order to take the next course which is Readings and conversation I as well as the rest of the subjects for next semesters.

## 2.1 Objectives

- **General:**

- ✓ To find out the reading comprehension level reached by Intensive Advanced English II students from the Foreign Language Department of the University of El Salvador after having taken the course.

- **Specific:**

- ✓ To discover how extensive reading strategies help to improve Intensive Advanced English II students' reading proficiency.
- ✓ To find out how intensive reading strategies help to improve Intensive Advanced English II students' reading proficiency.
- ✓ To identify the most common reading strategies used by students of Intensive Advanced English II in order to improve their reading proficiency.

## **2.2 Research Questions**

### **Main Research Question**

- What is the reading comprehension level reached by the Intensive Advanced English II students from the Foreign Language Department of the University of El Salvador after having taken the course?

### **Subsidiary Research Questions**

- 1- How do extensive reading strategies help to improve students' reading proficiency?
- 2- How do intensive reading strategies help to improve students' reading proficiency?
- 3- What are the most common reading strategies used by students of Intensive Advanced English II in order to improve their reading proficiency?

### **2.3 Justification**

Learning English is important and useful because of the fact that it opens many doors in the work field; acquiring a foreign language is a possibility to get something better, but students have some problems in the development of the macroskills; the research team will deal with the reading skill which is the focus on this research work.

This skill requires the mastery of reading comprehension and fluency in the language. In Intensive Advanced English II, students must become proficient readers in order to take the next class which is Readings and Conversation I; this subject requires students to know about reading strategies and to know when to use them. In addition, to approve Intensive Advanced English II is mandatory in order to take Readings and Conversation I. Therefore, mastering reading is a must in order to take Readings and Conversation I.

There are reading barriers which hinder students' learning process. For example, frustration at the moment of reading due to the lack of vocabulary. Therefore, in this research project, the research team will show the importance of reading comprehension, reading skills, word recognition and vocabulary; these aspects improve students' reading experience. In addition, Ahmad (2011); Mokhtar et al., (2010); Rochecouste, Oliver, & Mulligan, (2012) state the importance of reading as follow reading is a highly self-motivational activity. Thus, reading barriers can be overcome through reading comprehension, reading skills, a wide variety of vocabulary etc.

Reading comprehension requires the use of strategies. In order to read effectively, readers need appropriate reading strategies (Urquhart and Weir, 1998, p. 95). In addition, Koda (2004) found that strategic reading would compensate for learners' comprehension problems and develop their critical thinking. Mokhtari & Perry (2008) showed it was likely that greater awareness of reading strategies would lead to better reading comprehension. Thus, reading strategies are important to achieve reading comprehension.

By doing this research on reading proficiency, it is expected to gather information that can be useful for both students and teachers. The research team expects that the suggestions can help students out in their learning process. The research project tends to motivate teachers to teach reading with useful information.

### **III. THEORETICAL FRAMEWORK**

#### **3.1 What Is Reading? And How Can Different Authors Define It?**

Many authors have similar definitions about reading. Grabe & Stoller (2002, p.9) define reading ability as the efficiency of the reader, “to draw meaning from the printed page and interpret this information appropriately”. Additionally, Mikulecky (2008) suggests that reading is a conscious and unconscious thinking process. It means that reading is an internal process in which we code the printed information, and we create an image about what the text is about. Therefore, reading is important in order that students can create meaning using their knowledge.

In regards to reading for academic purposes, the vocabulary volume is an important factor when achieving reading comprehension. As reading is an active process requiring word recognition and language comprehension (Foss, 2009; Gough, 1996; Jiang, Sawaki & Sabatini, 2012), developing a sufficient level of learner vocabulary seems to be key to achieving this. In addition, in the interdependence hypothesis, Cummins (2000) argued that “academic proficiency transfers across languages such that students who have developed literacy in their first language will tend to make stronger progress in acquiring literacy in their second language” (p. 173). It shows that reading depends on literacy acquired in first language. Thus, the vocabulary’s volume developed by students will help to develop reading proficiency.



### **3.1.1 Genres of reading**

Brown (2002) provides a list of different genres with their governing rules and conventions. “A reader must be able to anticipate those conventions in order to process those conventions in order to process meaning efficiently” stated Brown. Consider the following abridged list of common genres, which ultimately form part of the specifications for assessment of reading ability.

#### **a) Academic Reading**

- ✓ General interest articles (in magazines, newspaper, etc)
- ✓ Technical reports (e.g, lab reports), professional journal articles
- ✓ Reference materials (dictionaries, etc.)
- ✓ Textbooks, theses, essays, papers, test directions, editorials and opinion writing.

#### **b) Job-related Reading**

- ✓ Messages (e.g., phone messages)
- ✓ Letters/e-mails
- ✓ Memos (e.g., job evaluations, project reports)
- ✓ Schedules, labels, signs, announcements forms, applications, questionnaires, financial documents (bills, invoices, etc.)
- ✓ Directories (telephone, office, etc.)
- ✓ Manuals and directions.

#### **c) Personal Reading**

- ✓ Newspaper and magazines
- ✓ Letters, emails, greeting card, invitations messages, notes, lists.

- ✓ Schedules (train, bus, plane, etc.)
- ✓ Recipes, menus, maps, calendars
- ✓ Advertisements (commercials, want ads)
- ✓ Novels, short stories, jokes, drama, poetry
- ✓ Financial documents (e.g., checks, tax forms, loan applications)
- ✓ Form, questionnaires, medical reports, immigration documents, comic strips and cartoons.

### 3.1.2 Types of Reading

Brown (2002) suggested that reading can be defined into 5 categories which are the next ones:

a) **Perceptive**

In keeping with the set of categories specified for listening comprehension, similar specifications are offered here; except with some differing terminology to capture the uniqueness of reading. Perceptive reading tasks involve attending to the components of larger stretches of discourse: letters, words punctuation, and other graphemic symbols. Bottom-up processing is implied.

b) **Selective**

This category is largely an artifact of assessment formats. In order to ascertain one's reading recognition of lexical, grammatical, or discourse features of language within a very short stretch of language, certain typical tasks are used: picture-cued tasks, matching, true/false, multiple-choice, etc. Stimuli include sentences, brief paragraphs, and simple charts and graphs.

Brief responses are intended as-well. A combination of bottom-up and top-down processing may be used.

c) **Interactive**

Included among interactive reading types are stretches of language of several paragraphs to one page or more in which the reader must, in a psycholinguistic sense, interact with the text. That is, reading is a process of negotiating meaning; the reader brings to the text a set of schemata for understanding it, and intake is the product of that interaction. Typical genres that lend themselves to interactive reading are anecdotes, short narratives and descriptions, excerpts from longer texts, questionnaires, memos, announcements, directions, recipes, and the like. The focus of an interactive task is to identify relevant features (lexical, symbolic, grammatical, and discourse) within texts of moderately short length with the objective of retaining the information that is processed. Top-down processing is typical of such tasks, although some instances of bottom-up performance may be necessary.

d) **Extensive reading**

As discussed in this book, applies to texts of more than a page, up to and including professional articles, essays, technical reports, short stories, and books. (It should be noted that reading research commonly refers to "extensive reading" as longer stretches of discourse, such as long articles and books that are usually read outside a classroom hour. Here that definition is massaged a little in order to encompass any text longer than a page. The purposes of assessment usually are to tap into a learner's global

understanding of a text, as opposed to asking test-takers to "zoom in" on small details. Top-down processing is assumed for most extensive tasks.

### **3.2 What Is Reading Comprehension? How to Achieve It.**

Reading comprehension is a cognitive as well as a social process that involves extracting and constructing meaning. Alderson (2000) put this as follows: "Measures of a reader's vocabulary knowledge routinely correlate highly with measures of reading comprehension, and are often, indeed, the single best predictor of text comprehension" (p. 35). In order to attain reading comprehension, Benson and Voller (1997) suggest that Language learning strategies are seen as a means of learners' achieving autonomy in the process of language learning. In addition, Brown (2007) mentions that success in mastering a foreign language depends to a large degree on "learners' autonomous ability both to take initiative in the classroom and to continue their journey to success beyond the classroom and the teacher" (p. 70). In short, reading comprehension can be achieved not only by using reading strategies, but also by learners' autonomy.

### **3.3 Reading Strategies**

Urquhart and Weir (1998, p. 95) define reading strategies as "ways of getting around difficulties encountered while reading". In addition, language learning strategies are specific actions or steps on the part of learners that facilitate the acquisition of a second or foreign language (Chamot & O'Malley, 1996; Oxford, 1990). So, the use of strategies in reading enhances reading comprehension.

Based on the premise above, strategies can be considered visible and unseen reading strategies as noted by Lessard-Clouston (1997); some strategies are visible (i.e., observable behaviors, steps, or techniques), whereas others are unseen (i.e., mental processes or thoughts). For example, strategies such as using flash cards to memorize vocabulary or asking clarifying questions in a purposeful way involve observable actions/behaviors on the part of the learner. On the other hand, strategies such as visualizing information while reading, or guessing the meaning of unknown words or phrases are unseen strategies. In addition, Brown (2007) provides a list of mental strategies for reading comprehension. They are the next ones:

- 1- Identify the purpose in reading a text.
- 2- Apply spelling rules and conventions from bottom-up decoding.
- 3- Use of lexical analysis (prefixes, roots, suffixes, etc.) to determine meaning.
- 4- Guess the meaning (of words, idioms, etc.) when they are not certain.
- 5- Skim the text for the gist and for main ideas.
- 6- Scan the text for specific information (names, dates, key words).
- 7- Use silent reading techniques for rapid processing.
- 8- Use marginal notes, outlines, charts, or semantic map~ for understanding and retaining information.
- 9- Distinguish between literal and implied meanings.
- 10- Capitalize on discourse markers (however, nevertheless, although etc.) to process relationships.

### **3.3.1 Microskills and Macroskills for Reading**

Brown (2004) gave us a list of microskills and macroskills for reading with the spectrum list of possibilities for objectives in the assessment of reading comprehension

#### **Microskills**

1. Discriminate among the distinctive graphemes and orthographic patterns of English.
2. Retain chunks of language of different lengths in short-term memory.
3. Process writing at an efficient rate of speed to suit the purpose.
4. Recognize a core of words, and interpret word order patterns and their significance.
5. Recognize grammatical word classes (noun, verbs, etc.), systems (e.g., tense, agreement, pluralization) patterns, rules, and elliptical forms.
6. Recognize that a particular meaning may be expressed in different grammatical forms.
7. Recognize cohesive devices in written discourse and their role in signaling the relationship between and among clauses.

#### **Macroskills**

8. Recognize the rhetorical forms of written discourse and their significance for interpretation.
9. Recognize the communicative function of written texts, according to form and interpretation.

10. Infer context that is not explicit by using background knowledge.
11. From described events, ideas, etc., infer links and connections between event, deduce causes and effects, and detect such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
12. Distinguish between literal and implied meanings.
13. Detect culturally specific references and interpret them in a context of the appropriate cultural schemata.
14. Develop and use the battery of reading strategies, such as scanning and skimming for detecting discourse makers, guessing the meaning words from context, and activating schemata for the interpretation of texts.

### **3.4 Strategies Classification**

Several systems for classifying language learning strategies have been developed over the years. Rebecca Oxford's taxonomy (1990) contains six major categories of strategies: (a) memory strategies (b) cognitive strategies, (c) compensation strategies, (d) metacognitive strategies, (e) affective strategies, and (f) social strategies.

Mokhtari and Sheorey (2002) then developed the Survey of Reading Strategies (SORS) for use with adolescent and/or adult learners of English as a second or

foreign language. The SORS identifies three distinct categories of reading strategies: global strategies, problem-solving strategies, and support strategies. Mokhtari and Sheorey (2002) describe each type of strategy as summarized below:

1. Global strategies are “intentional, carefully planned techniques by which learners monitor or manage their reading” (p. 4). Examples include having a purpose in mind while reading, or trying to predict what a given text is about.
2. Problem-solving strategies are “actions and procedures that readers use while working directly with a text; these are localized, focused techniques for use when problems develop in understanding textual information” (p. 4). Strategies such as reading a portion of a text slowly to ensure comprehension, or guessing the meaning of unknown words fall under this category.
3. Support strategies are “basic support mechanisms intended to aid the reader in comprehending the text, such as using a dictionary, taking notes, underlining, or highlighting textual information” (p. 4).

### **3.4.1 Reading Methods, Approaches, and Strategies**

**a. Bottom-up and top-down methods:** in reading, there are two methods used for basic and advanced levels; the first is based on the isolated word or “bottom-up model” and the second is the “in-context” or top-down method:

- The bottom-up model: involves readers employing decoding strategies. Zhang (2008) describes it in the following way: “Learners should be made aware that the use of reading strategies is essential to successful reading and



some so-called bottom-up strategies such as 're-reading' and 'checking the exact meaning of words' are important" (p. 112). In addition, Breznitz & Share (1992) suggest that bottom-up is an oriented approach that involves recognition and recall with readers breaking words into syllables, using sentence syntax, matching synonyms or phrases, paraphrasing, and using a dictionary while reading.

- The top-down approach: this is based on the argument that reading comprehension requires more than simple linguistic knowledge, and that the use of schema theory is a key to unlocking comprehension, especially for L2 learners. The practical application of this involves drawing a connection between a readers' background knowledge and the text (Carrell & Eisterhold, 1983). This model uses higher-level cues including such strategies as global background knowledge, skimming and locating main ideas, integration of information, recognition of inferences and prediction, and recognition of text structure (Abbott, 2005). Independent or self-reading, paired reading and listening while reading (Li & Nes, 2001; Drucker 2003) are also promoted because "people learn to read, and to read better, by reading" (Drucker, 2003, p.25).

**b. Intensive reading:** in reading, intensive reading is considered as reading for details. Gower, Philips et al. (1995) define intensive reading as follows "We skim read at first is really interesting and we want to read it again more

slowly taking in the information and perhaps even making a mental note of some of the details to tell someone about later” (p. 95).

**c. Extensive reading:** this is also known as reading for pleasure. In addition, Day and Bamford (1998) suggest that extensive reading is referring to a large amount of reading with a focus on the meaning of the text.

- Principles for extensive reading: Day and Bamford (2002, p.137–140) posited 10 principles of extensive reading:
  - 1- The reading material is easy.
  - 2- A variety of reading material on a wide range of topics must be available.
  - 3- Learners choose what they want to read.
  - 4- Learners read as much as possible.
  - 5- The purpose of reading is usually related to pleasure, information, and general understanding.
  - 6- Reading is its own reward.
  - 7- Reading speed is usually faster rather than slower.
  - 8- Reading is individual and silent.
  - 9- Teachers orient and guide their students.
  - 10-The teacher is a role model of a reader.

**d. Previewing and predicting:** these are two reading skills essential in reading. Mikulecky & Jeffries (1996) explain previewing and predicting as follows: “when you gather information about a book by examining its cover, you are previewing”. In addition, the aim of previewing is to help you to predict or make some educated guesses about what is in the book” (p.35).

**e. Reading techniques:** Gower, Philips et al. (1995) provide two ways to read; they are skimming and scanning.

- Skimming: it is considered reading for general information. Gower, Philips et al. (1995) explain that skimming is reading the first paragraph of each paragraph, skimming is considered reading in a superficial level.
- Scanning: Gower, Philips et al. (1995) suggest that scanning is reading until we find out what we are looking for. In contrast with skimming, the reader starts looking in the text moving its eyes through the page checking any key word; once the reader finds what it looks for, it starts reading in detail.

**f. Guessing:** Mikulecky & Jeffries (1996) explain guessing as follows: “when you try to guess the meaning of an unknown word, you use the text surrounding the word- the context. One sentence may be enough to give you meaning, or you may need to use a longer passage (p.49).

**g. Inferring:** it is the action to look for cues in the paragraph. In comparison with guessing, inferring helps to discover what the reading is about by using all clues in the text.

### **3.5 Designing Assessment Tasks: Perceptive Reading**

Brown (2004) sets a list of fundamental tasks for reading, these tasks are the next ones: recognition of alphabetic symbols, capitalized and lowercase letters, punctuation, words, and grapheme-phoneme correspondences. Such tasks of perception are often referred to as literacy tasks, implying that the learner is in the early stages of becoming "literate." Some learners are already literate in their own native language, but in other cases the second language may be the first language that they have ever learned to read. This latter context poses cognitive and sometimes age-related issues that need to be considered carefully. Assessment of literacy is no easy assignment, and if you are interested in this particular challenging area, further reading beyond this book is advised (Harp, 1991; Farr & Tone, 1994; Genesee, 1994; Cooper, 1997). Assessment of basic reading skills may be carried out in a number of different ways:

#### **➤ Reading Aloud**

The test-taker sees separate letters, words, and/or short sentences and reads them aloud, one by one, in the presence of an administrator. Since the assessment is of reading comprehension, any recognizable oral approximation of the target response is considered correct.

#### **➤ Written Response**

The same stimuli are presented, and the test-taker's task is 'to reproduce the probe in writing. Because of the transfer across different skills here, evaluation of the test-taker's response must be carefully treated. If an error occurs, make sure you

determine its source; what might be assumed to be a writing error, for example, may actually be a reading error, and vice versa.

➤ **Multiple-Choice**

Multiple-choice responses are not only a matter of choosing one of four or five possible answers. Other formats, some of which are especially useful at the low levels of reading, include same/different, circle the answer, true/false, choose the letter, and matching.

### **3.6 Designing Assessment Tasks: Selective Reading**

Just above the rudimentary skill level of perception of letters and words is a category in which the test designer focuses on formal aspects of language (lexical, grammatical, and a few discourse features). This category includes what many incorrectly think of as testing "vocabulary and grammar. "Lexical and grammatical aspects of language are simply the forms we use to perform all four of the skills of listening, speaking, reading, and writing.

➤ **Multiple-Choice (for Form-Focused Criteria)**

By far the most popular method of testing a reading knowledge of vocabulary and grammar is the multiple-choice format, mainly for reasons of practicality: it is easy to administer and can be scored quickly. The most straightforward. multiple-choice items may have little context, but might serve as a vocabulary or grammar check.

➤ **Matching Tasks**

At this selective level of reading, the test-taker's task is simply to respond correctly, which makes matching an appropriate format. The most frequently appearing criterion in matching procedures is vocabulary.

➤ **Editing Tasks**

Editing for grammatical or rhetorical errors is a widely used test method for assessing linguistic competence in reading. The TOEFL® and many "other tests employ this technique with the argument that it not only focuses on grammar but also, introduces a simulation of the authentic task of editing, or discerning errors in written passages. Its authenticity may be supported if you consider proofreading as a real-world skill that is being tested.

➤ **Picture-Cued Tasks**

Pictures and photographs may be equally well utilized for examining ability at the selective level. Several types of picture-cued methods are commonly used:

1. Test-takers read a sentence or passage and choose one of four pictures that is being described. The sentence (or sentences) at this level is more complex.
2. Test-takers read a series of sentences or definitions, each describing a labeled part of a picture or diagram. Their task is to identify each labeled item

## **IV. RESEARCH METHODOLOGY**

This chapter defines the methodology to conduct this investigation. In addition, it provides a description of the instruments and techniques that will be applied and how the information gathered is going to be interpreted.

### **4.1 Type of Research**

This research project will meet the methodological condition of quantitative-descriptive research. It will intend to measure students' reading comprehension level acquired after having taken Intensive Advanced English II course by using quantitative instruments to gather statistical information that will show an overview about students reading proficiency attained at the end of the semester. Bacon-Shone (2015) said that quantitative research is a process to collect the data using the structural instruments such as questioner, survey or polling where the result of the analysis is based on the sample which is the representative from population.

### **4.2 Research design**

It is stated that a non-experimental design is one that is done without manipulating the variables deliberately. The research team will conduct a non-experimental design in which the reading comprehension level achieved at the end of the first semester will be measured.

### **4.3 Population and Sample:**

#### **4.3.1 Population**

The population for this research project will be Intensive Advanced English II students who are studying the Bachelor in English Teaching from the University of El Salvador, central campus, Semester I- 2019.

#### **4.3.2 Sample**

The sample will be composed of students from the Bachelor in English Teaching, who registered Intensive Advanced English II attending the afternoon shift.

The research team will use non-random sampling in which 2 out of 4 Intensive Advanced English II groups will be selected; both groups belong to the afternoon shift, Mondays to Thursdays, from 1:00 to 3:00 p.m. For the reading proficiency exam, the research team requested voluntary 15 participants in order to take the exam.

### **4.4 Techniques and Instrumentation**

#### **4.4.1 Techniques**

This research project will be focused on the quantitative approach, which has two different instruments to administer. First, the research team will administer the reading part of a Test of English as a Foreign Language (TOEFL) in order to measure students' reading comprehension level acquired hitherto. Second, the research team will administer the Survey of Reading Strategies (SORS) which will be completed by



the students with information about the reading techniques they often use when reading.

#### Quantitative Technique:

➤ **Test:**

This quantitative technique focuses on measuring. It has a set of questions or problems to solve and the selected group must answer it. The research team will use a standard reading test in this stage.

➤ **Questionnaire:**

The research team will work on a questionnaire in which each item has a rating scale from 1 to 5 in order that the sample can measure its use of reading techniques.

#### **4.4.2 Instruments**

##### **a) Reading test**

The research team will conduct the reading part of a TOEFL computer based test (CBT), it will be focused on measuring the reading level that the Intensive Advanced English II students will achieve at the end of the semester.

## **b) Survey of Reading Strategies (SORS)**

The research team will conduct a SORS. Kouider Mouktari designed this instrument and Ravi Sheorey based on the Metacognitive-Awareness-of-Reading-Strategies Inventory 'MARS-I', developed by Mokhtari and Reichard (2002). It measures adolescent and adult ESL students' awareness use of reading strategies (Mokhtari and Reichard, 2002). The SORS consists of 30 items, each of which uses a 5-point Likert scale range from 1 (I never or almost never do this) to 5 (I always or almost always do this). Mouktari classified reading strategies into three categories: *Global reading strategies (GLOB)*; *Problem solving strategies (PROB)* and *Support Strategies (SUP)*, as stated previously.

## V. DATA ANALYSIS

A data analysis plan is a roadmap for how the researchers are going to organize and analyze the data collected.

### **5.1 Analysis of the Reading Test**

For this reading test, the results of each test will be processed into a database on Excel; the number of correct answers will be taken into account, and the correct answers will be categorized. The categories will be Basic, Intermediate and Advanced. These categories are based on a standardized grading table of a TOEFL CBT. At the end, the results obtained in this test will be presented in graphs.

### **5.2 SORS (Survey of Reading Strategies)**

In the Survey of Reading Strategies, the research team will sort all the items into the three main categories which are the next ones:

1. *Global reading strategies (GLOB)*
2. *Problem solving strategies (PROB)*
3. *Support Strategies (SUP)*

These categories equal 30 items in total divided in this way:

<i>Global reading strategies</i>	<i>13 items</i>
<i>Problem solving strategies</i>	<i>8 items</i>
<i>Support strategies</i>	<i>9 items</i>

These items will be analyzed in a quantitative way counting the number selected in each item. After counting every item, the total will be divided, and the result will be classified into categories. Each category and the number of answers are the next ones:

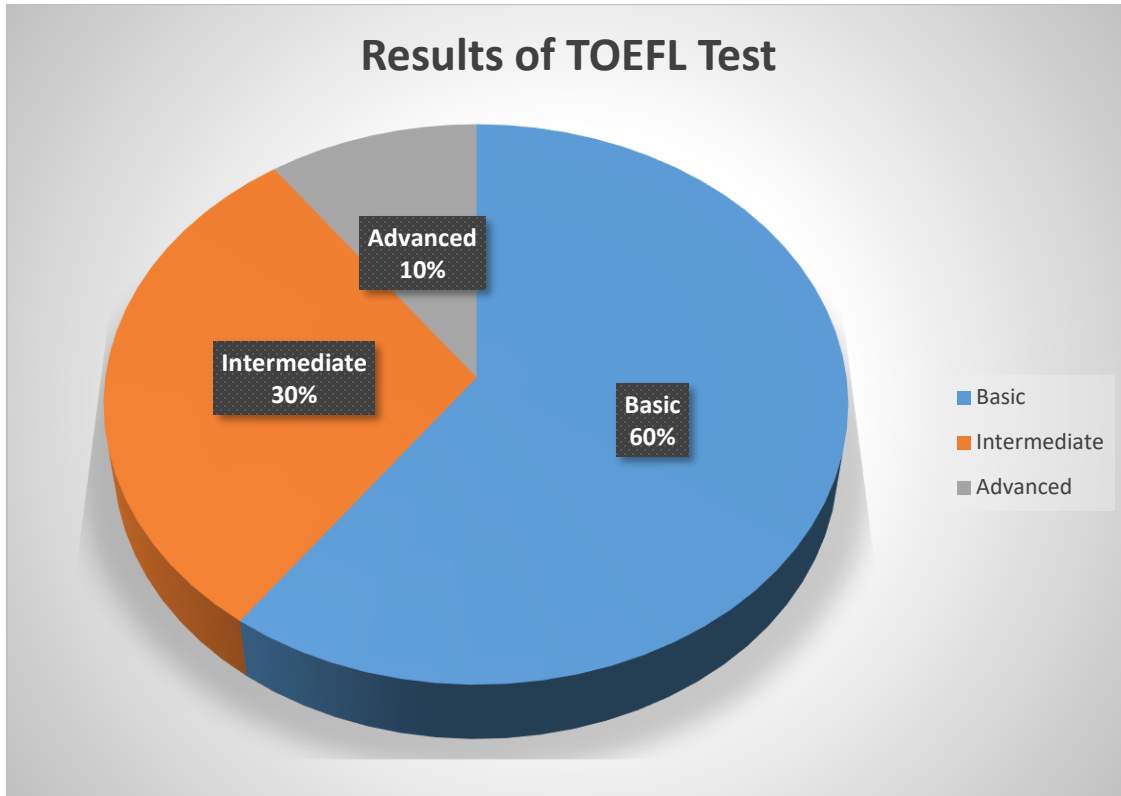
<i>Reading categories</i>	<i>Items per reading category</i>	<i>Total of expected answers per category</i>	<i>Total points of each category represented into levels.</i>		
			<i>Lower</i>	<i>Moderate</i>	<i>High</i>
<i>GLOB</i>	<i>13</i>	<i>65 points</i>	<i>0- 31</i>	<i>32- 44</i>	<i>45- 65</i>
<i>SUPP</i>	<i>9</i>	<i>45 points</i>	<i>0- 22</i>	<i>23- 31</i>	<i>32- 45</i>
<i>PROB</i>	<i>8</i>	<i>40 points</i>	<i>0- 19</i>	<i>20- 27</i>	<i>28- 40</i>

At the end, the results will be presented into graphs.

### **5.3 Data Gathering Plan and Analysis Process**

The research team will pretend to get final results by the end of semester I, 2019. The data gathering plan will consist in administering two instrument: the first one will be a standardized reading test that will be retrieved from the reading section of a TOEFL test. This test will be administered virtually in the computer lab, and it will take around 60-100 minutes. At the end, the results will be classified into categories and presented in graphs. The second instrument to administer is the Survey of Reading Strategies which intends to know the different reading strategies that students use; it will be administered by the end of the semester, and it will take from 10 to 20 minutes to be completed; the results gathered will be analyzed with statistical formulae and they will be presented in graphs.

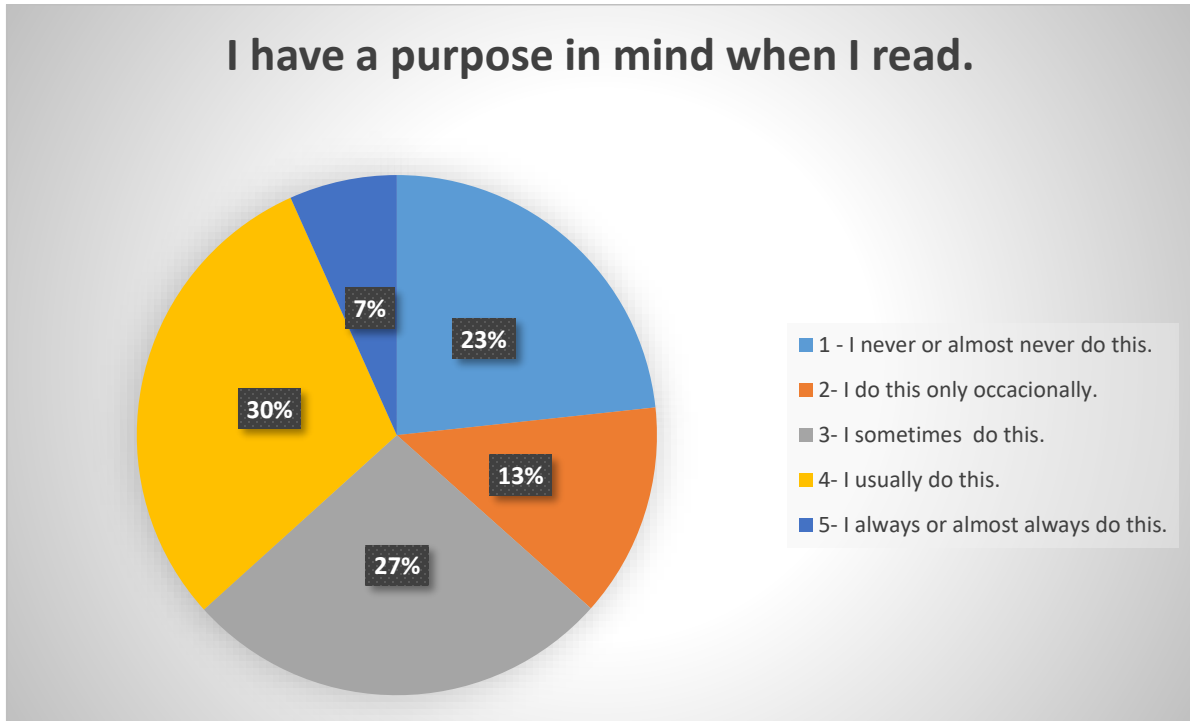
#### 5.4 Results of the Reading Section of the TOEFL Test



In this graph, the research team presents the results gathered in the reading section of a TOEFL Test. From a sample of 30 students of Intensive Advanced English II, 60% of the sample, which represents 18 students, achieved a basic level, 30% of the sample, which represents 9 students, achieved an intermediate level and only 10%, which represents 3 students, achieved an advanced level.

## 5.5 Survey of Reading Strategies (SORS) graphs

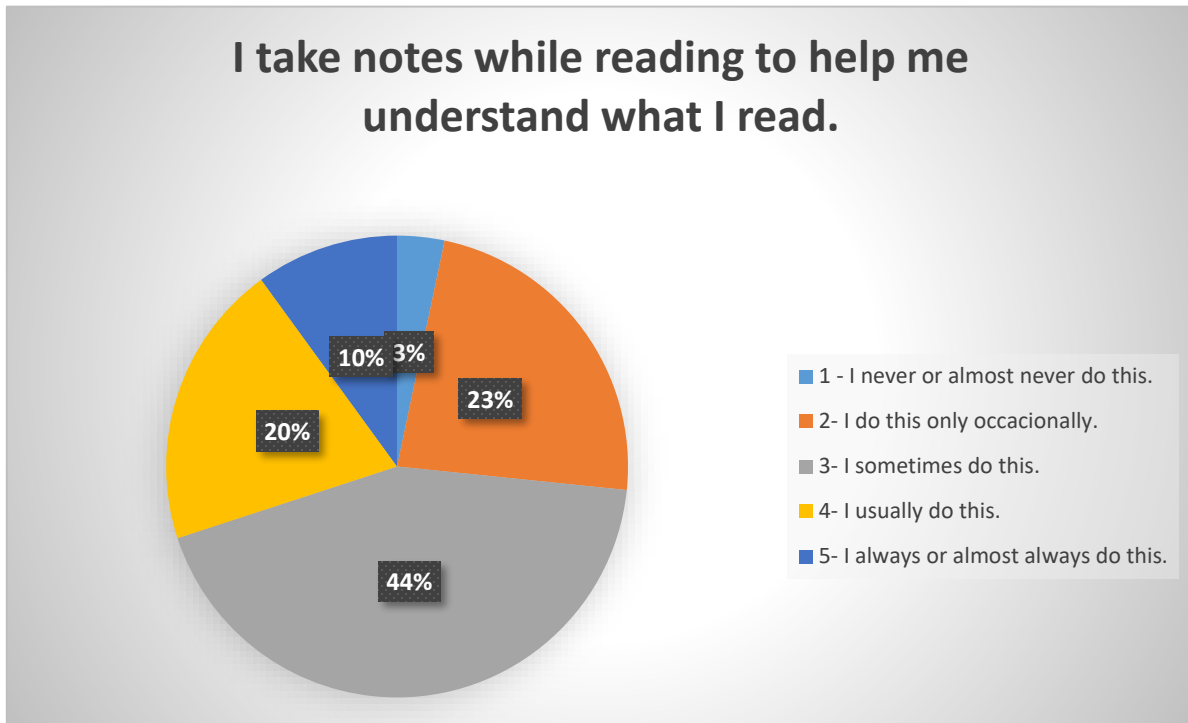
### 1. "I have a purpose in mind when I read."



- Graph 1: "I have a purpose in mind when I read."

23.3% of the students said they never or almost never do that, 13.3% said they do that only occasionally, 26.7% said they sometimes do that, 30% said they usually do that, and 6.7% said they always or almost always do that.

2. "I take notes while reading to help me understand what I read."

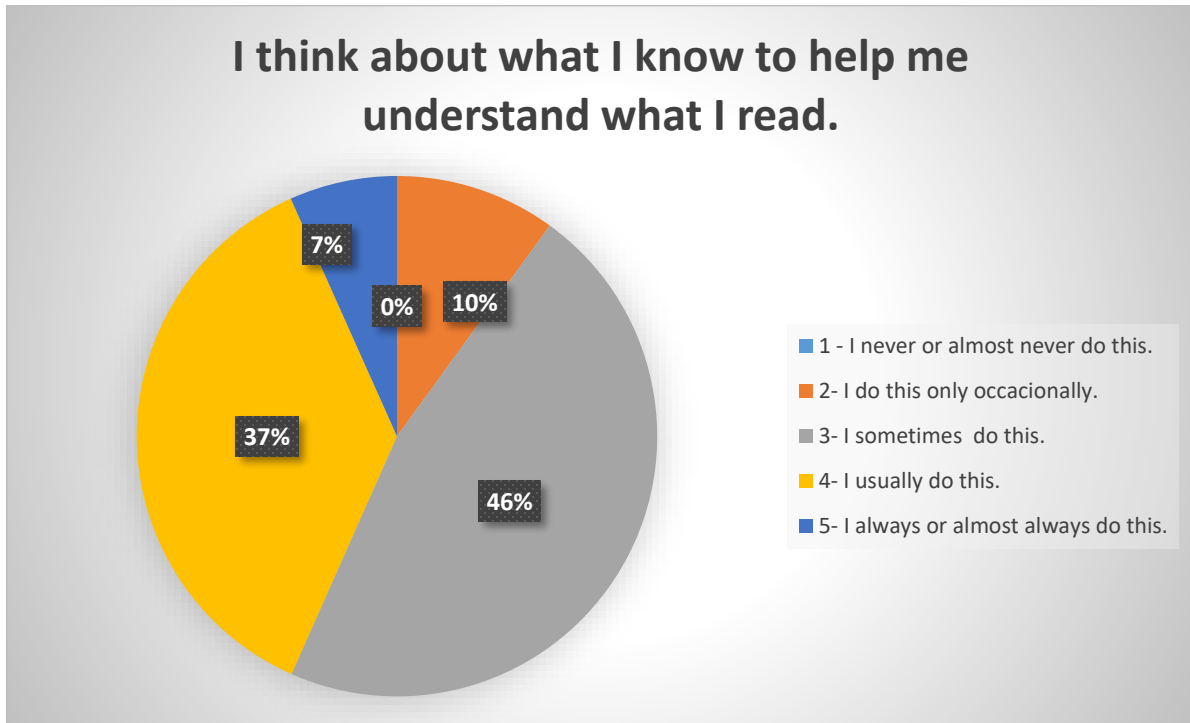


- Graph 2: "I take notes while reading to help me understand what I read."

3.3% of the students said "they never or almost never do that", 23.3% said "they do that only occasionally", 43.3% said "they sometimes do that", 20% said "they usually do that", and 10% said "they always or almost always do that."



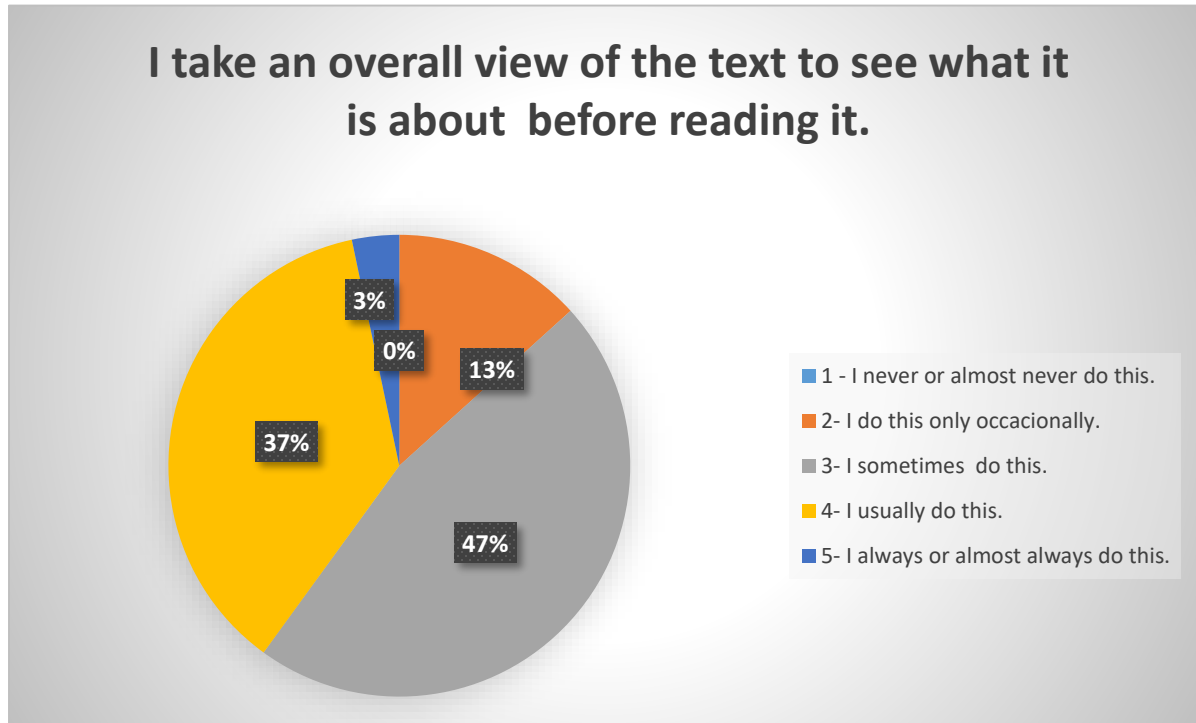
3. "I think about what I know to help me understand what I read."



- Graph 3: "I think about what I know to help me understand what I read."

0% of students said they never or almost never do that, 10% said they do that only occasionally, 46.7% said they sometimes do that, 36.7% said they usually do that, and 6.7% said they always or almost always do that.

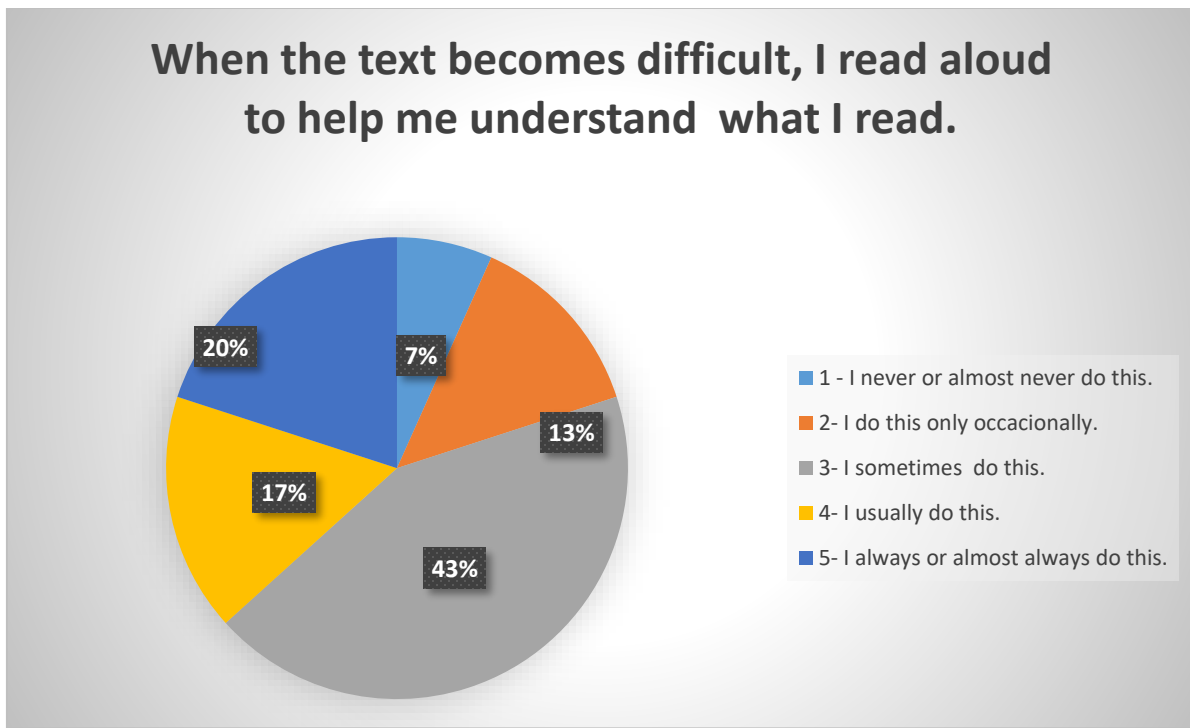
4. "I take an overall view of the text to see what it is about before reading it."



- Graph 4: "I take an overall view of the text to see what it is about before reading it."

0% of the students said they never or almost never do that, 13.3% said they do that only occasionally, 46.7% said they sometimes do that, 36.7% said they usually do that, and 3.3% said they always or almost always do that.

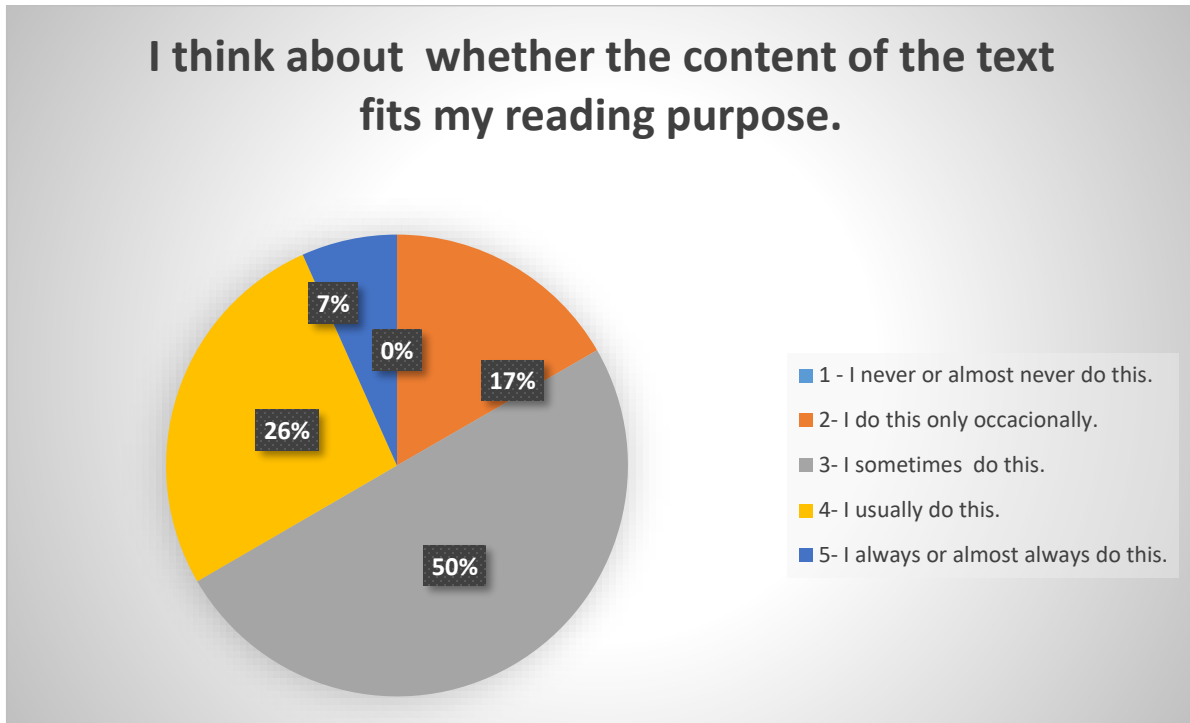
5. “When the text becomes difficult, I read aloud to help me understand what I read.”



- Graph 5: “When text becomes difficult, I read aloud to help me understand what I read.”

6.7% of students said they never or almost never do that, 13.3% said they do that only occasionally, 43.3% said they sometimes do that, 16.7% said they usually do that, and 20% said they always or almost always do that.

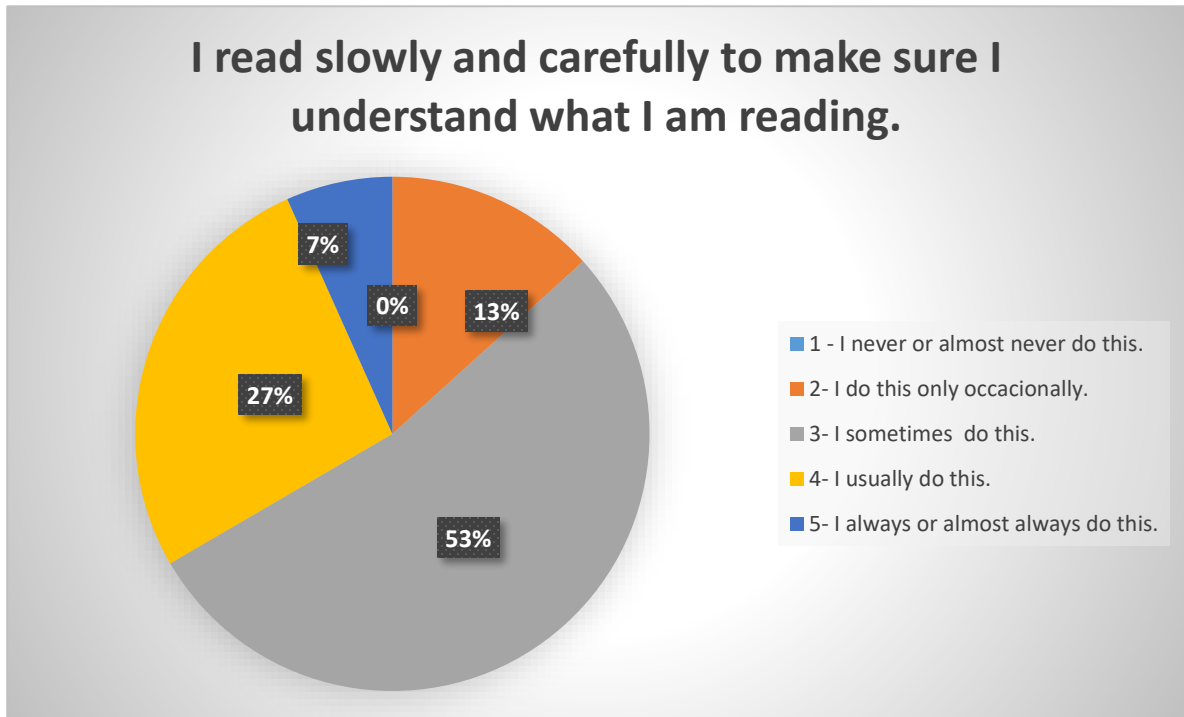
6. "I think about whether the content of the text fits my reading purpose."



- Graph 6: "I think about whether the content of the text fits my reading purpose."

0% of students said they never or almost never do that, 16.7% said they do that only occasionally, 50% said they sometimes do that, 26.7% said they usually do that, and 6.7% said they always or almost always do that.

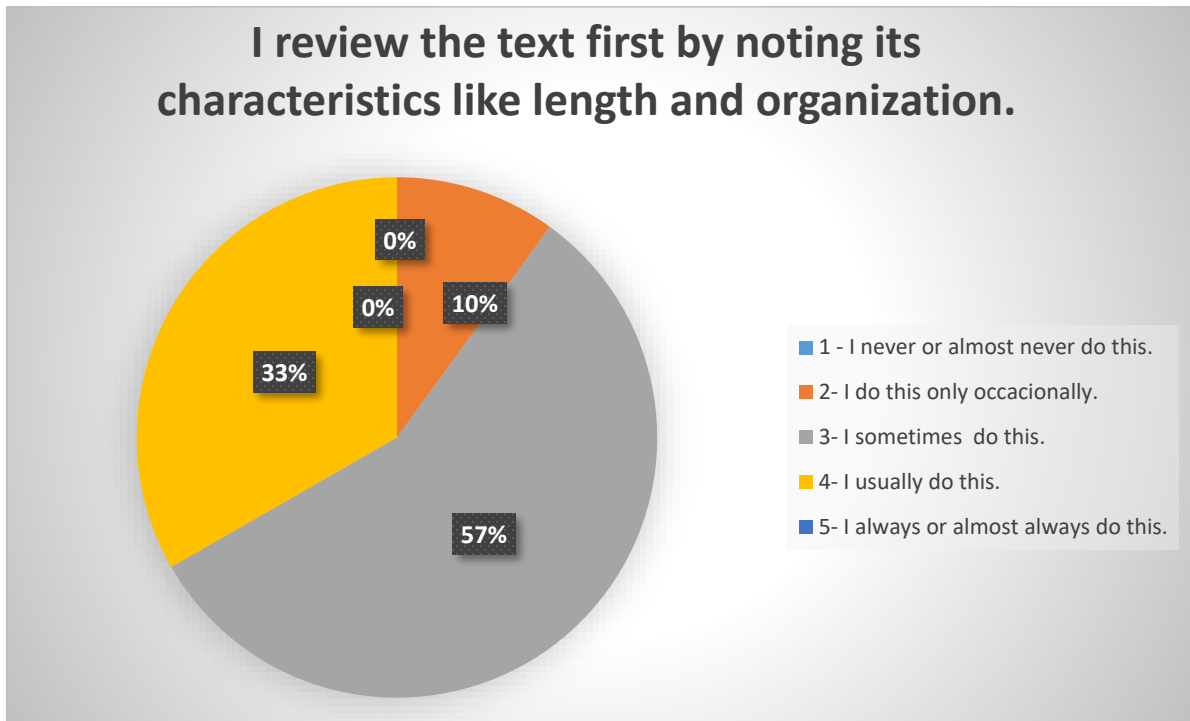
7. "I read slowly and carefully to make sure I understand what I am reading."



- Graph 7: "I read slowly and carefully to make sure I understand what I am reading."

0% of students said they never or almost never do that, 13.3% said they do that only occasionally, 53.3% said they sometimes do that, 26.7% said they usually do that, and 6.7% said they always or almost always do that.

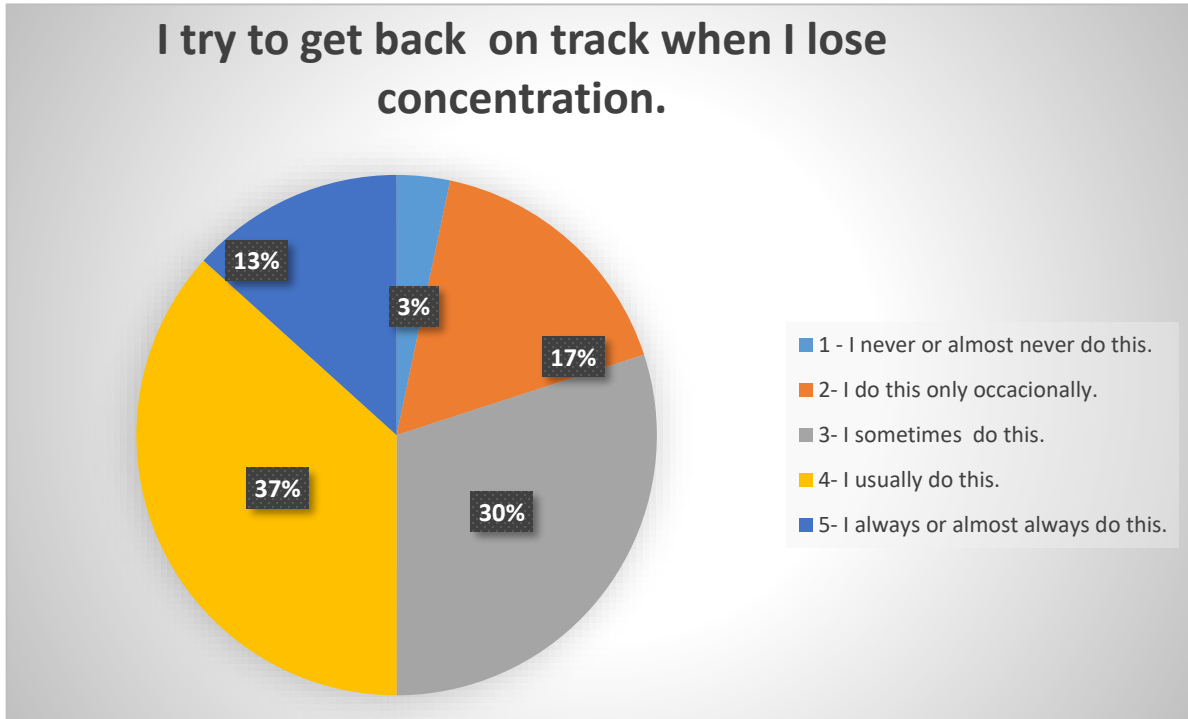
8. "I review the text first by noting its characteristics like length and organization."



- Graph 8: "I review the text first by noting its characteristics like length and organization."

0% of students they never or almost never do that, 10% said they do that only occasionally, 56.7% said they sometimes do that, 33.3% said they usually do that, and 0% said they always or almost always do that.

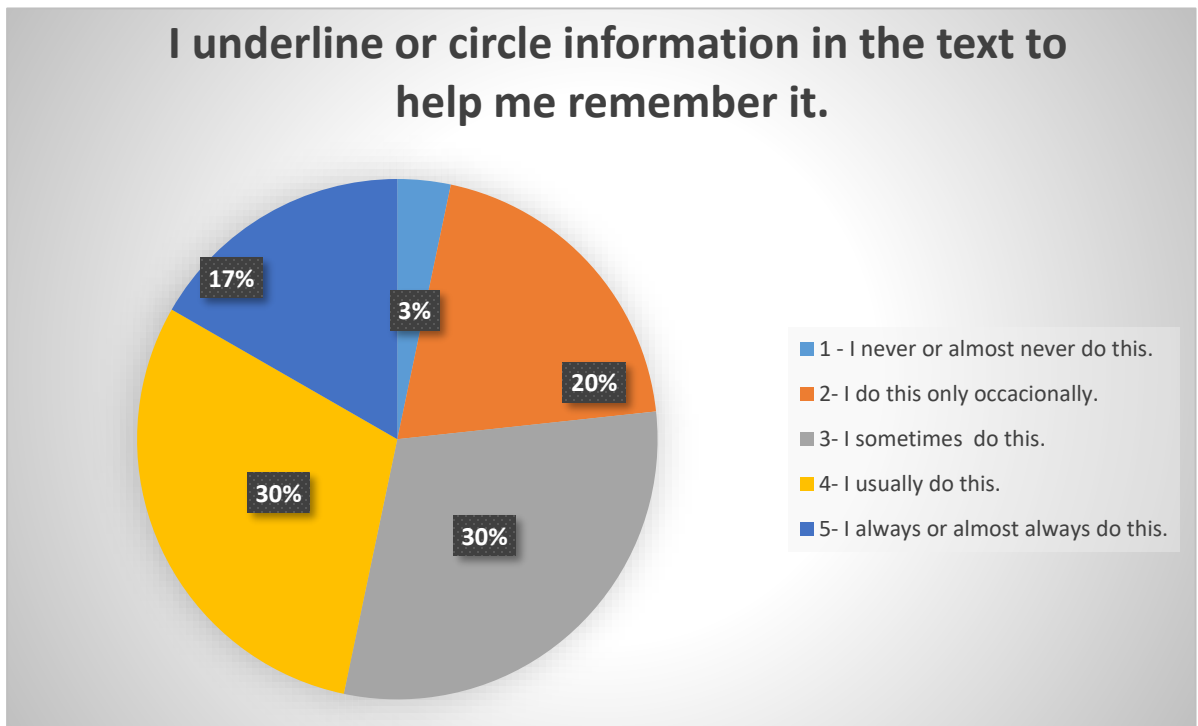
9. "I try to get back on track when I lose concentration."



- Graph 9: "I try to get back on track when I lose concentration."

3.3% of students said they never or almost never do that, 16.7% said they do that only occasionally, 30% said they sometimes do that, 36.7% said they usually do that, and 13.3% said they always or almost always do that.

**10. "I underline or circle information in the text to help me remember it."**

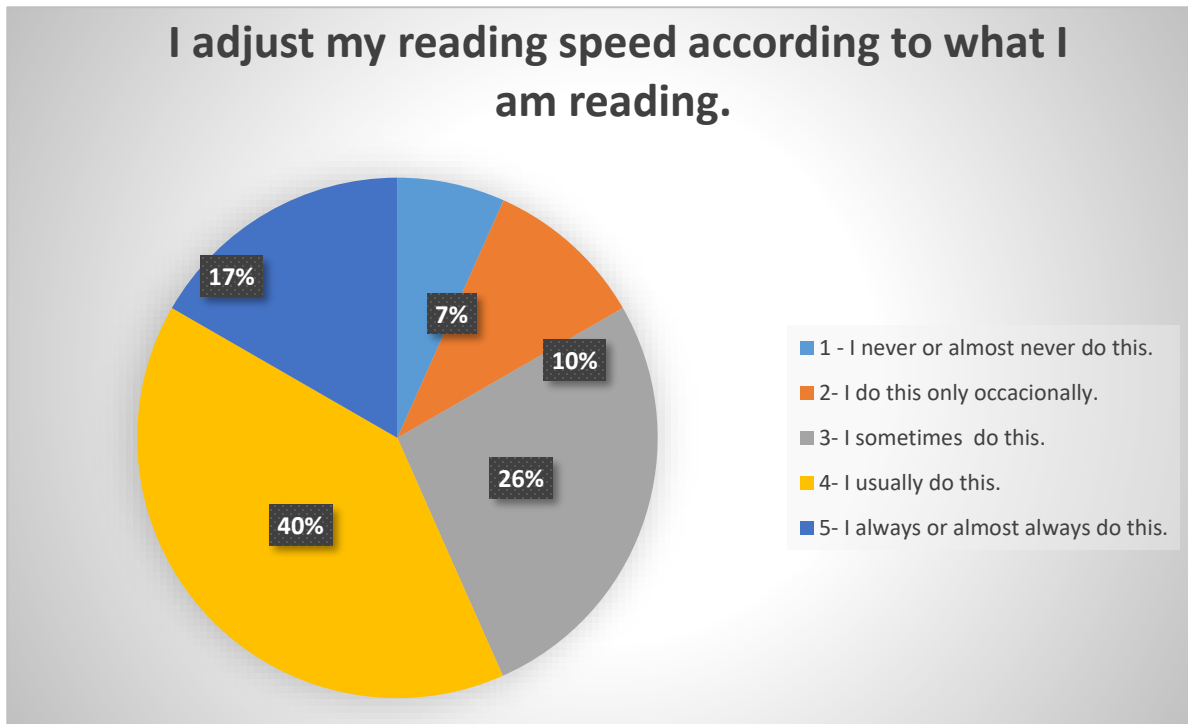


- Graph 10: "I underline or circle information in the text to help me remember it."

3.3% of students said they never or almost never do that, 20% said they do that only occasionally, 30% said they sometimes do that, 30% said they usually do that, and 16.7% said they always or almost always do that.



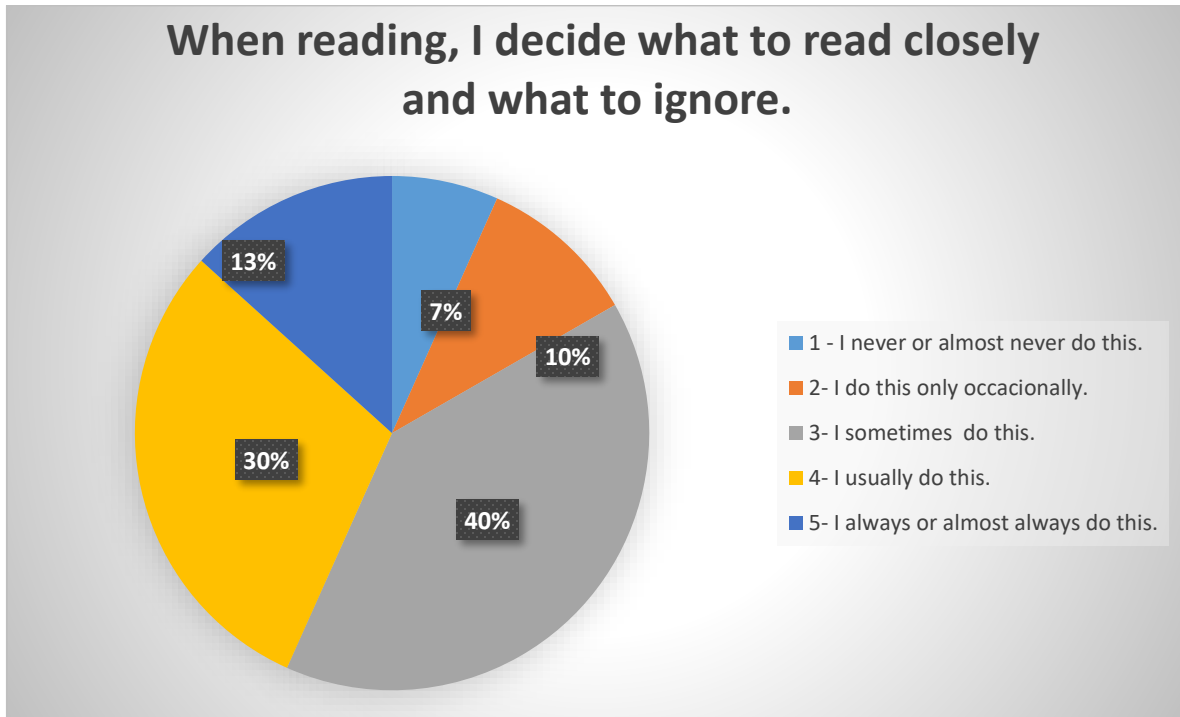
**11. “I adjust my reading speed according to what I am reading.”**



- Graph 11: “I adjust my reading speed according to what I am reading.”

6.7 % of students said they never or almost never do that, 10% said they do that only occasionally, 26.7% said they sometimes do that, 40% said they usually do that, and 16.7% said they always of almost always do that.

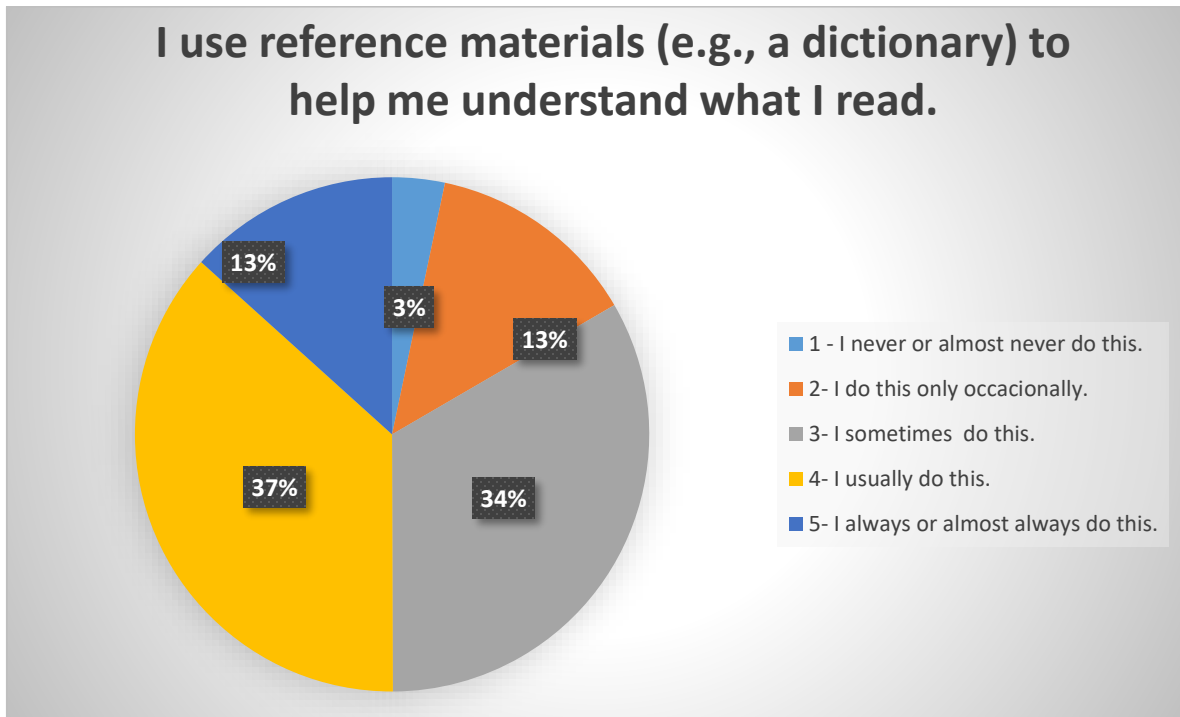
12. "When reading, I decide what to read closely and what to ignore."



- Graph 12: "When reading, I decide what to read closely and what to ignore."

6.7% of students said they never or almost never do that, 10% said they do that only occasionally, 40% said they sometimes do that, 30% said they usually do that, and 13.3% said they always or almost always do that.

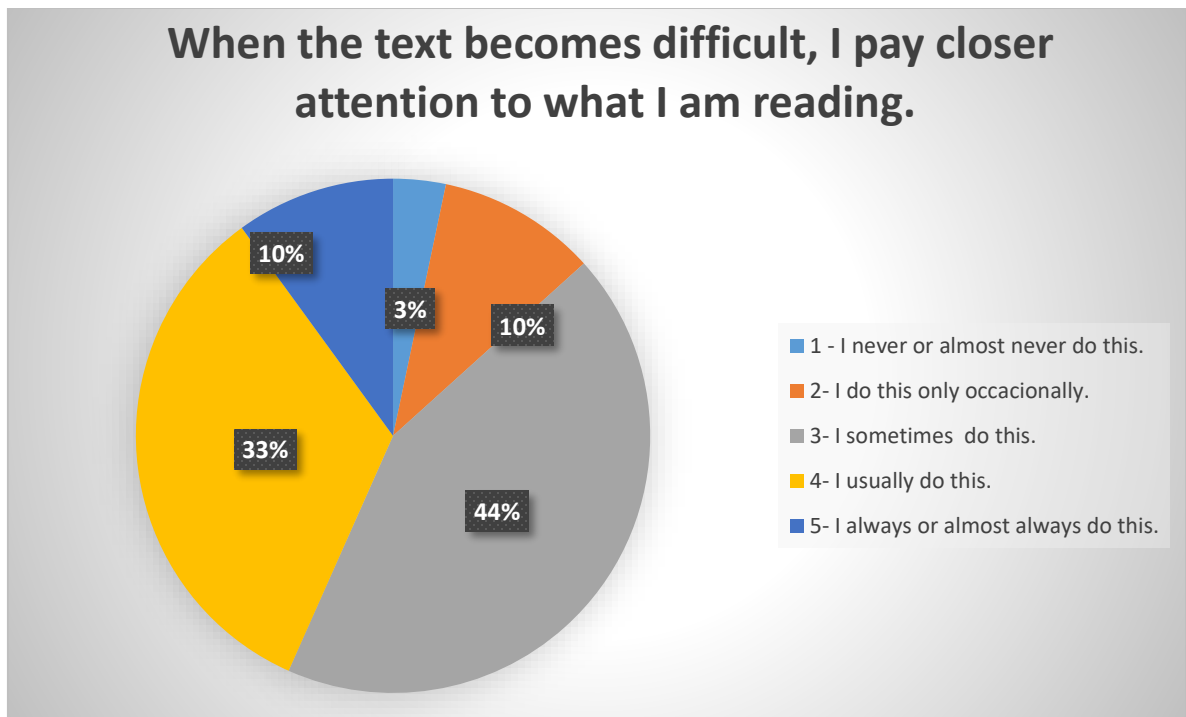
**13. “I use reference materials (e.g., a dictionary) to help me understand what I read.”**



- Graph 13: “I use reference materials (e.g., a dictionary) to help me understand what I read.”

3.3% of students said they never or almost never do that, 13.3% said they do that only occasionally, 33.3% said they sometimes do that, 36.7% said they usually do that, and 13.3% said they always or almost always do that.

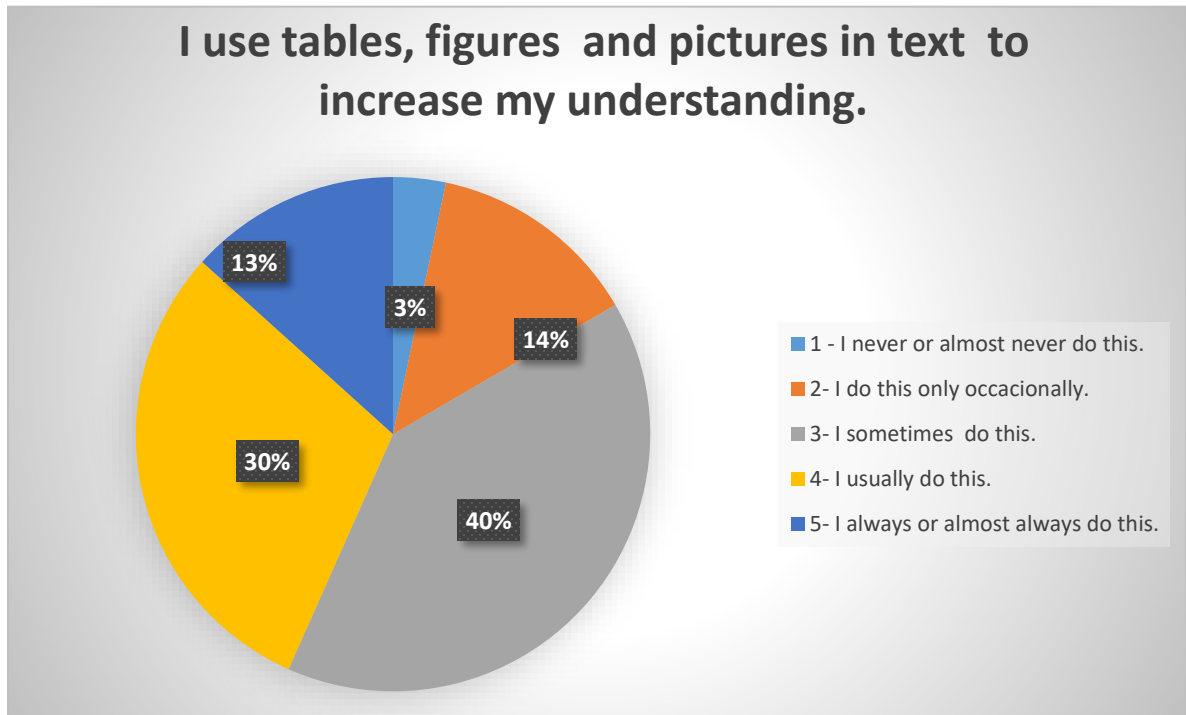
14. “When the text becomes difficult, I pay closer attention to what I am reading.”



- Graph 14: “When test becomes difficult, I pay closer attention to what I am reading.”

3.3% of students said they never or almost never do that, 10% said they do that only occasionally, 43.3% said they sometimes do that, 33.3% said they usually do that, and 10% said they always or almost always do that.

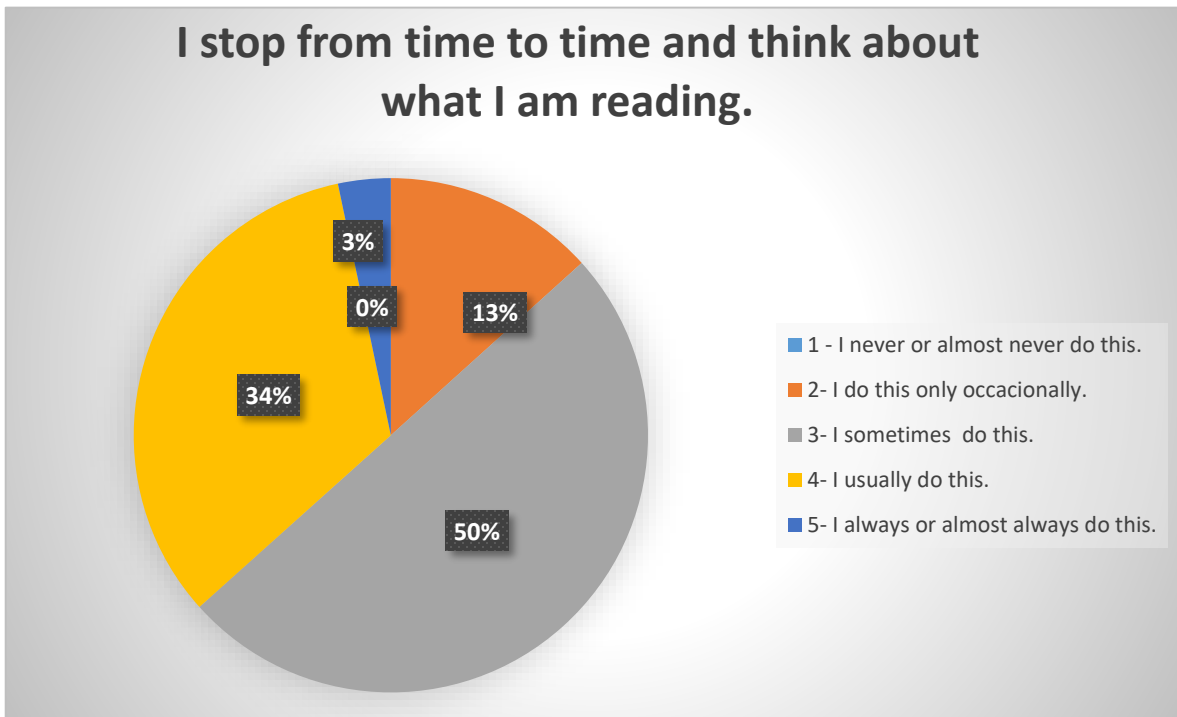
**15. “I use tables, figures and pictures in text to increase my understanding.”**



- Graph 15: “I use tables, figures and pictures in text to increase my understanding.”

3.3% of students said they never or almost never do that, 13.3% said they do that only occasionally, 40% said they sometimes do that, 30% said they usually do that, and 13.3% said they always or almost always do that.

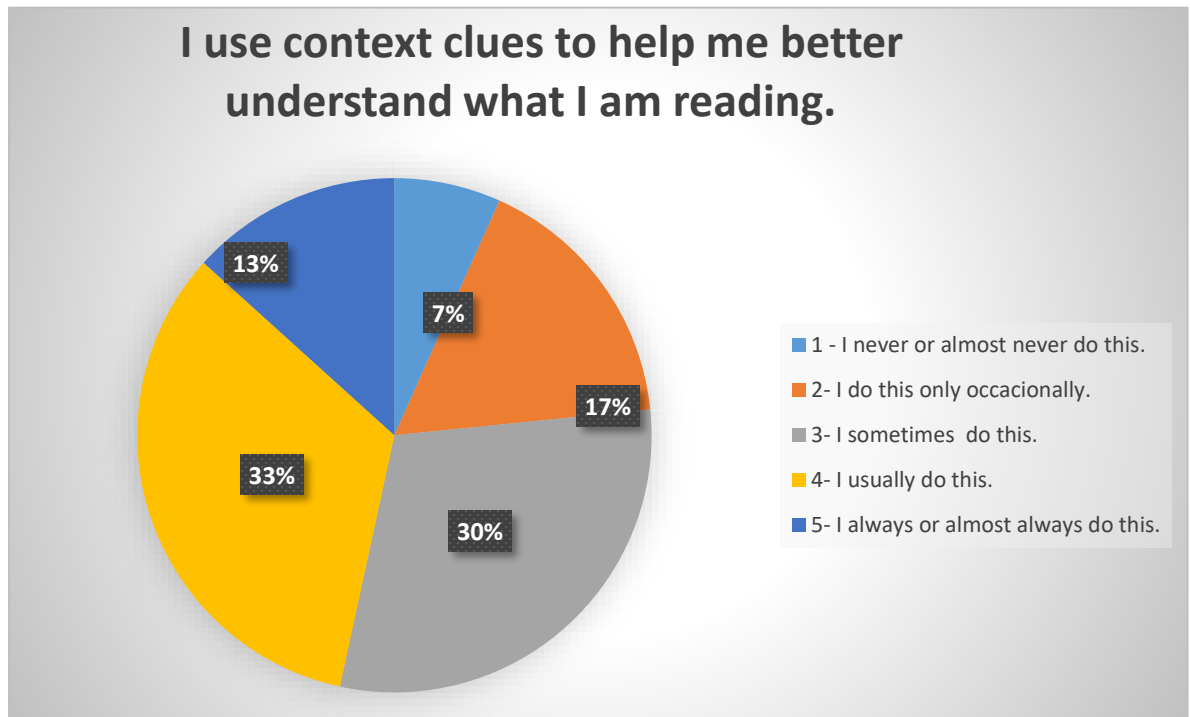
**16. "I stop from time to time and think about what I am reading."**



- Graph 16: "I stop from time to time and think about what I am reading."

0% of students said they never or almost never do that, 13.3% said they do that only occasionally, 50% said they sometimes do that, 33.3% said they usually do that, and 3.3% said they always or almost always do that.

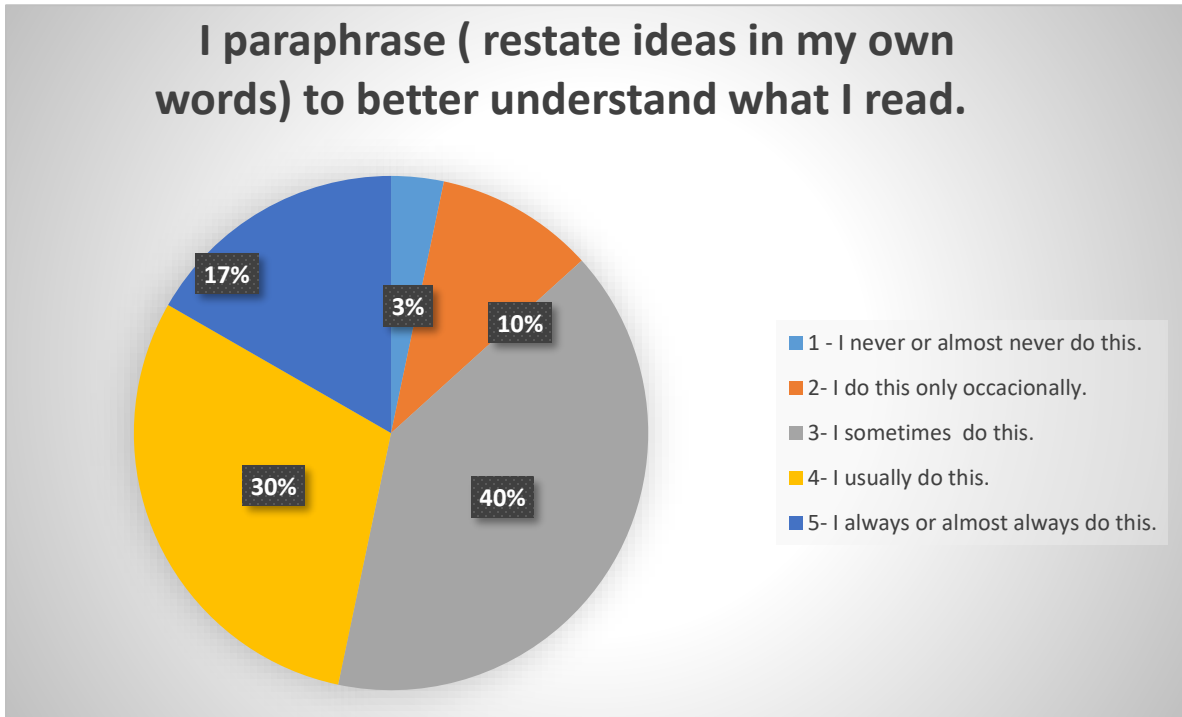
**17. “I use context clues to help me better understand what I am reading.”**



- Graph 17: “I use context clues to help me better understand what I am reading.”

6.7% of students said they never or almost never do that, 16.7% said they do that only occasionally, 30% said they sometimes do that, 33.3% said they usually do that, and 13.3% said they always or almost always do that.

18. “I paraphrase (restate ideas in my own words) to better understand what I read.”

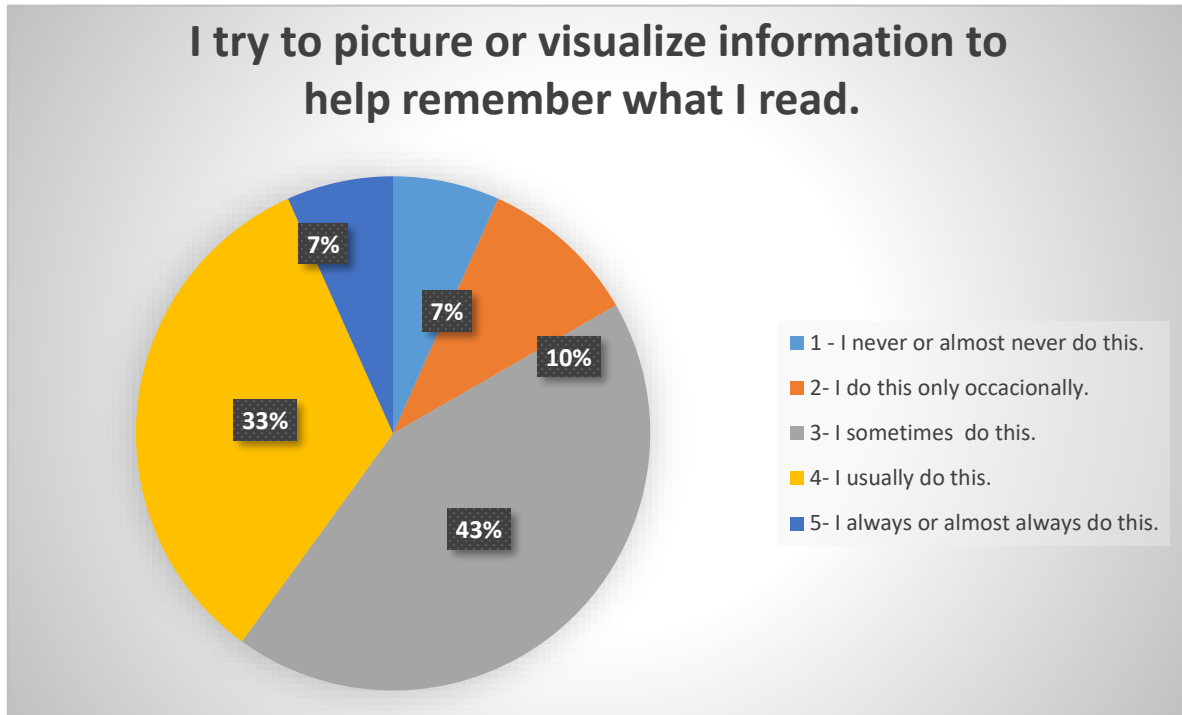


- Graph 18: “I paraphrase (restate ideas in my own words) to better understand what I read.”

3.3% of students said they never or almost never do that, 10% said they do that only occasionally, 40% said they sometimes do that, 30% said they usually do that, and 16.7% said they always or almost always do that.



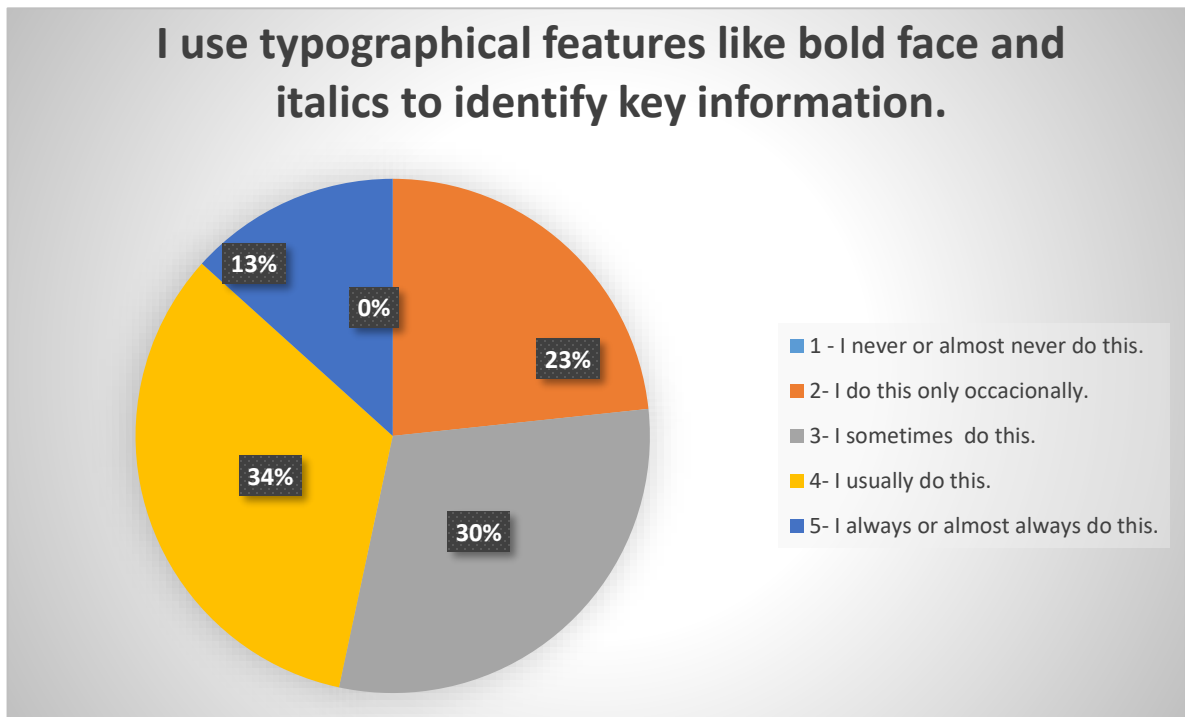
19. "I try to picture or visualize information to help remember what I read."



- Graph 19: "I try to picture or visualize information to help remember what I read."

6.7% of students said they never or almost never do that, 10% said they do that only occasionally, 43.3% said they sometimes do that, 33.3% said they usually do that, and 6.7% said they always or almost always do that.

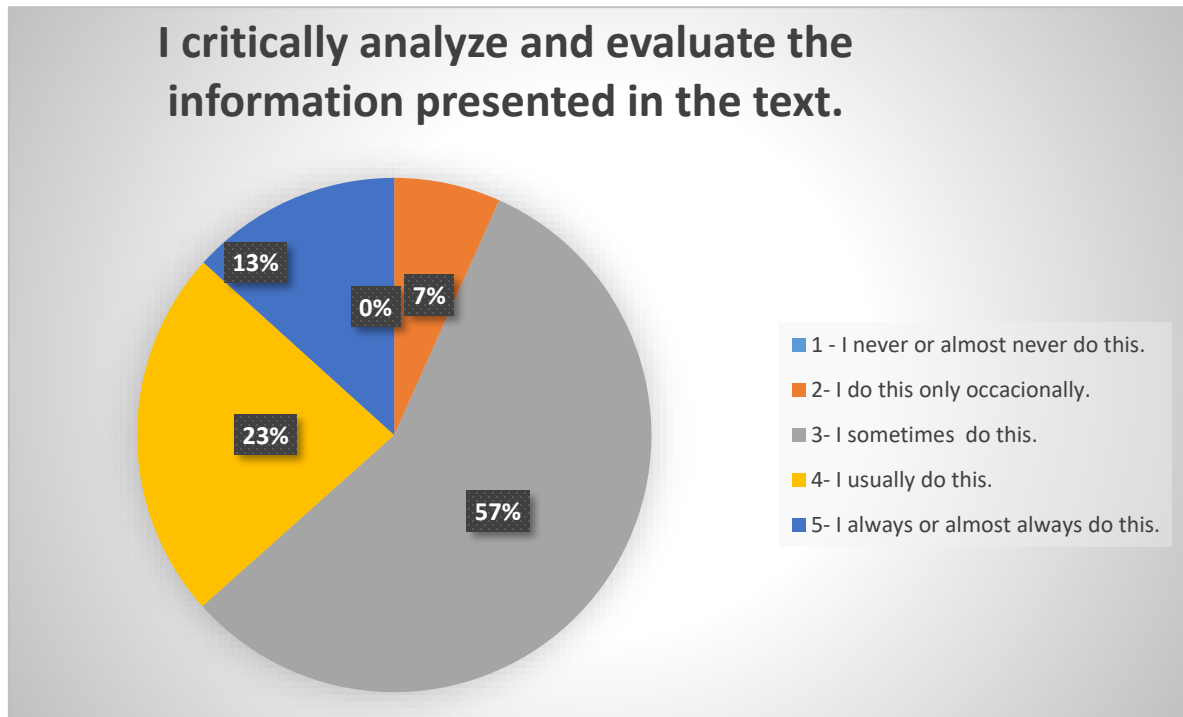
**20. “I use typographical features like bold face and italics to identify key information.”**



- Graph 20: “I use typographical features like bold face and italics to identify key information.”

0 % of students said they never or almost never do that, 23.3% said they do that only occasionally, 30% said they sometimes do that, 33.3% said they usually do that, and 13.3% said they always or almost always do that.

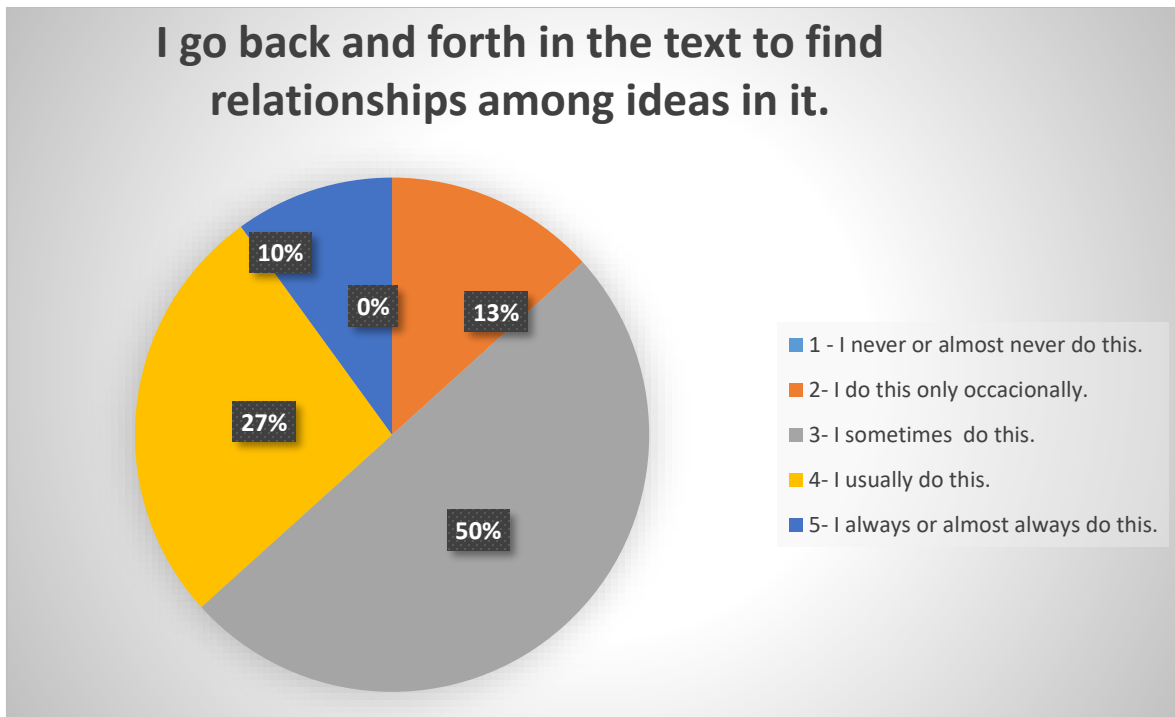
**21. “I critically analyze and evaluate the information presented in the text.”**



- Graph 21: “I critically analyze and evaluate the information presented in the text.”

0% of students said they never or almost never do that, 6.7% said they do that only occasionally, 56.7% said they sometimes do that, 23.3% said they usually do that and 13.3% said they always or almost always do that.

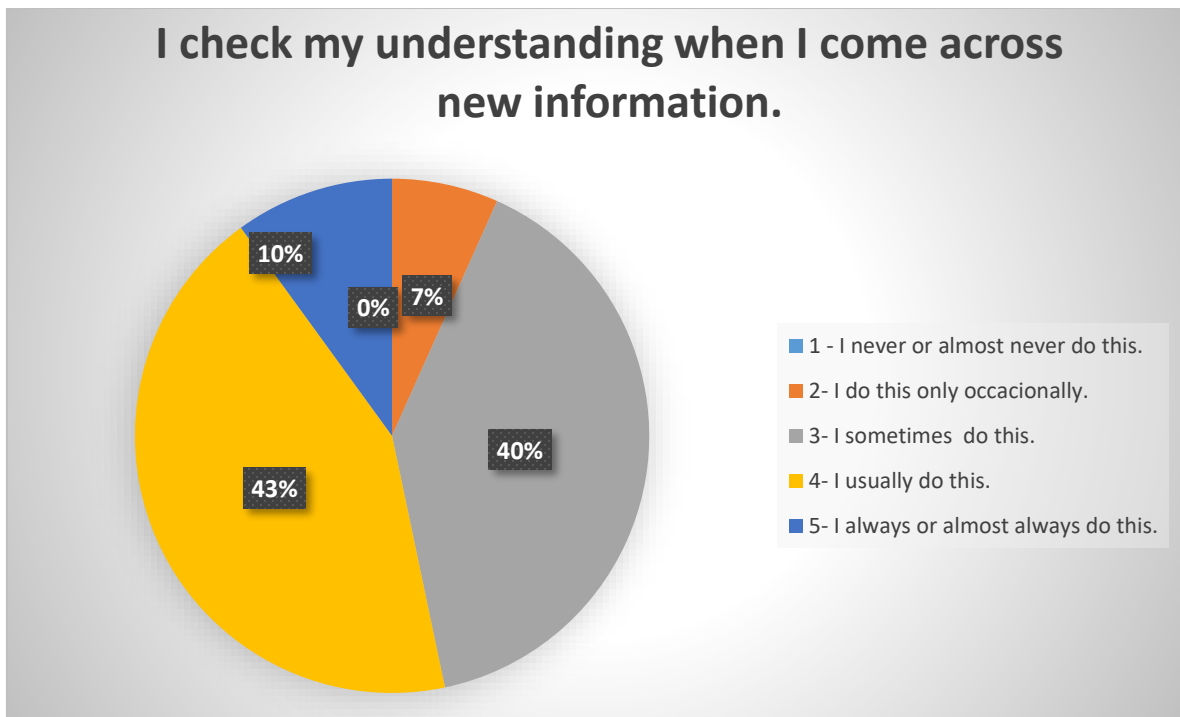
22. "I go back and forth in the text to find relationships among ideas in it."



- Graph 22: "I go back and forth in the text to find relationships among ideas in it."

0% of students said they never or almost never do that, 13.3% said they do that only occasionally, 50% said they sometimes do that, 26.7% said they usually do that, and 10% said they always or almost always do that.

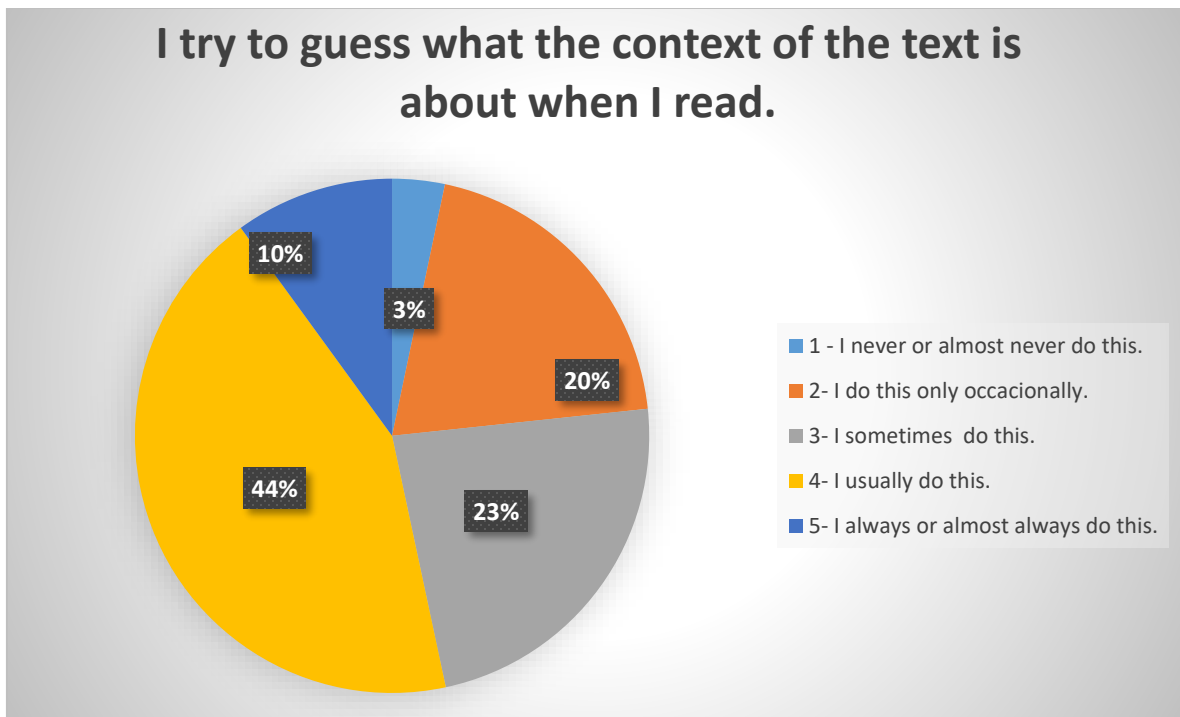
**23. "I check my understanding when I come across new information."**



- Graph 23: "I check my understanding when I come across new information."

0% of students said they never or almost never do that, 6.7% said they do that only occasionally, 40% said they sometimes do that, 43.3% said they usually do that, and 10% said they always or almost always do that.

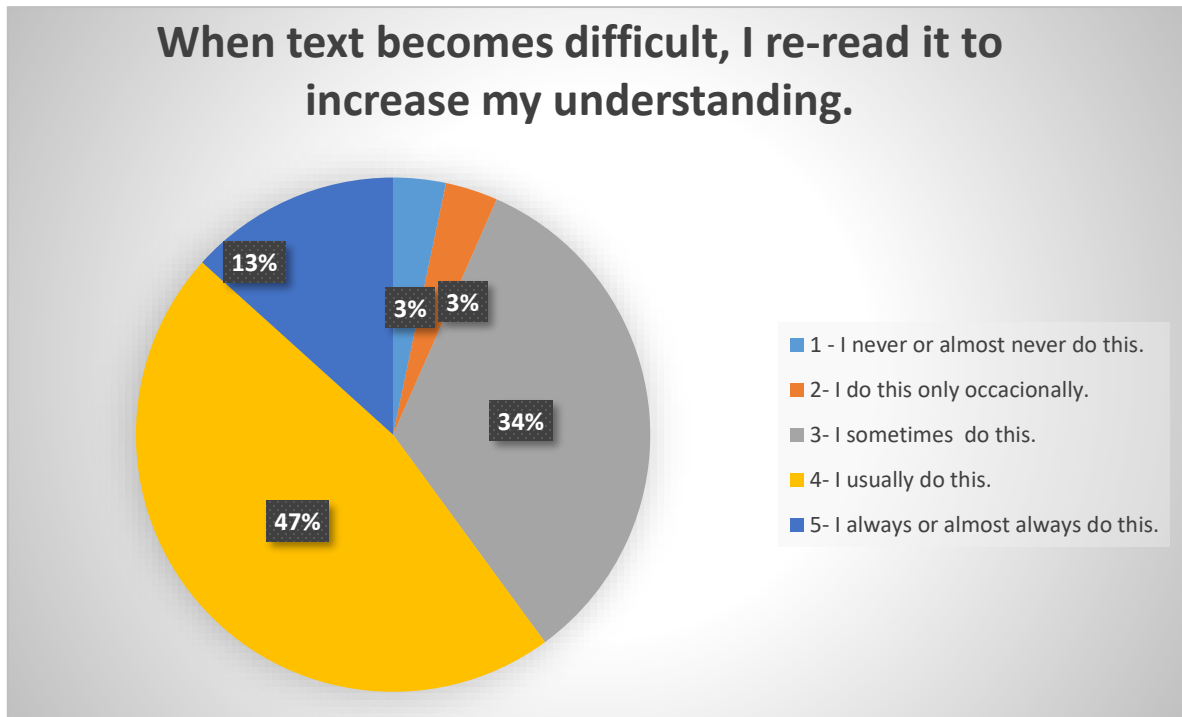
24. "I try to guess what the context of the text is about when I read."



- Graph 24: "I try to guess what the content of the text is about when I read."

3.3% of students said they never or almost never do that, 20% said they do that only occasionally, 23.3% said they sometimes do that, 43.3% said they usually do that, and 10% said they always or almost always do that.

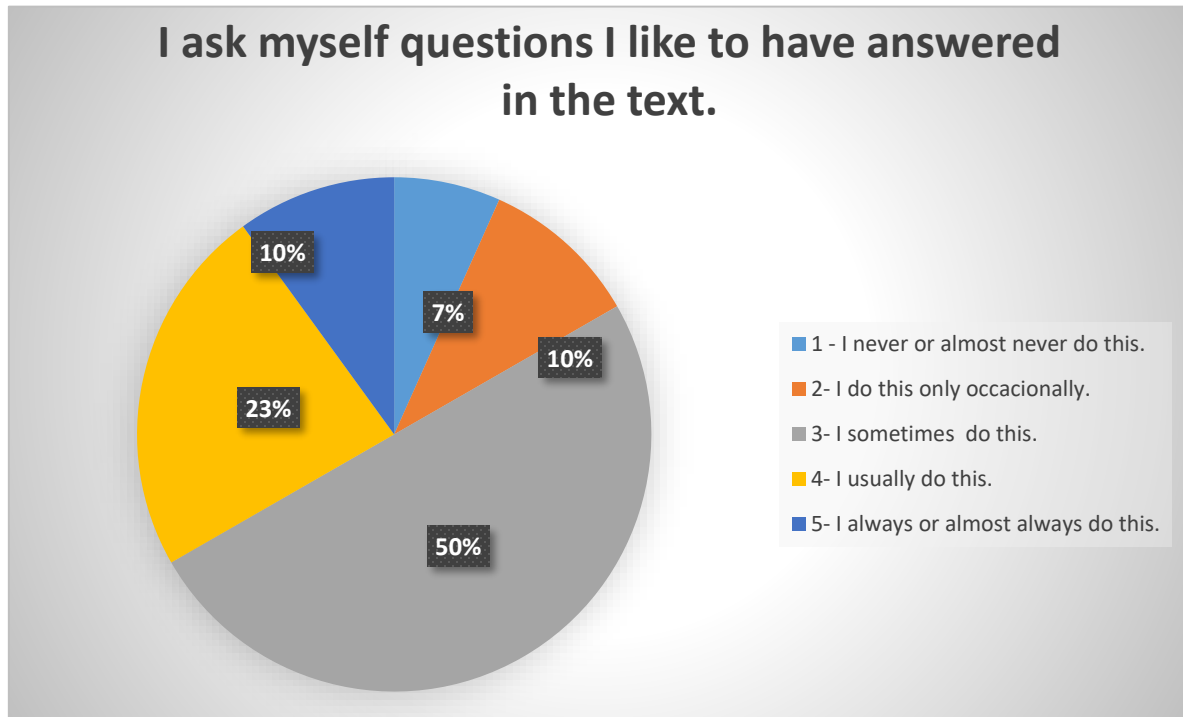
25. “When text becomes difficult, I re-read it to increase my understanding.”



- Graph 25: “When text becomes difficult, I re-read it to increase my understanding.”

3.3% of students said they never or almost never do that, 3.3% said they do that only occasionally, 33.3% said they sometimes do that, 46.7% said they usually do that, and 13.3% said they always or almost always do that.

26. "I ask myself questions I like to have answered in the text."

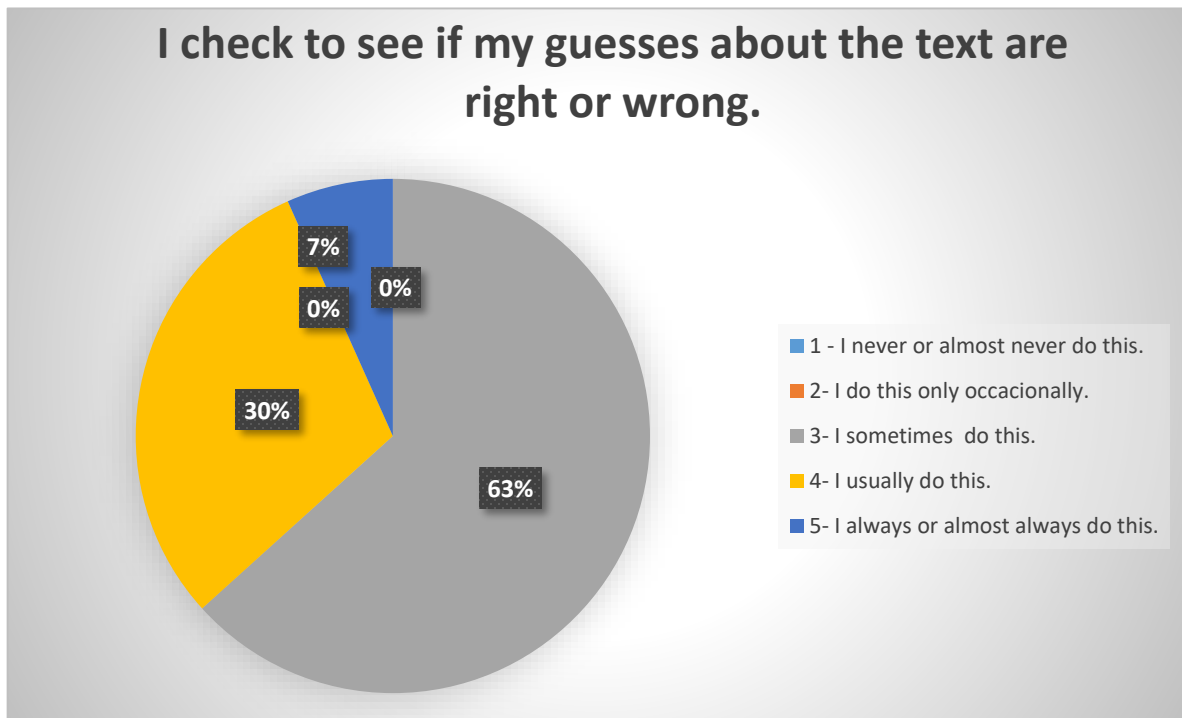


- Graph 26: "I ask myself questions I like to have answered in the text."

6.7% of students said they never or almost never do that, 10% said they do that only occasionally, 50% said they sometimes do that, 23.3% said they usually do that, and 10% said they always or almost always do that.



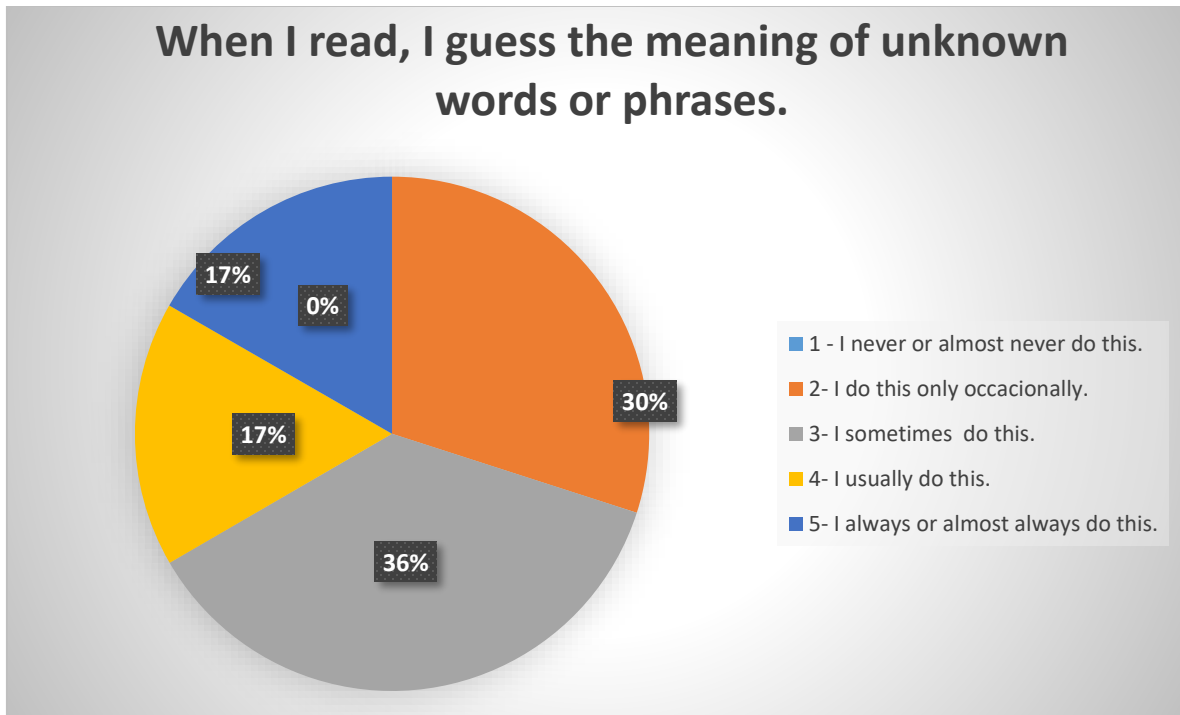
**27. “I check to see if my guesses about the text are right or wrong.”**



- Graph 27: “I check to see if my guesses about the text are right or wrong.”

0% of students said they never or almost never do that, 0% said they do that only occasionally, 63.3% said they sometimes do that, 30% said they usually do that, and 6.7% said they always or almost always do that.

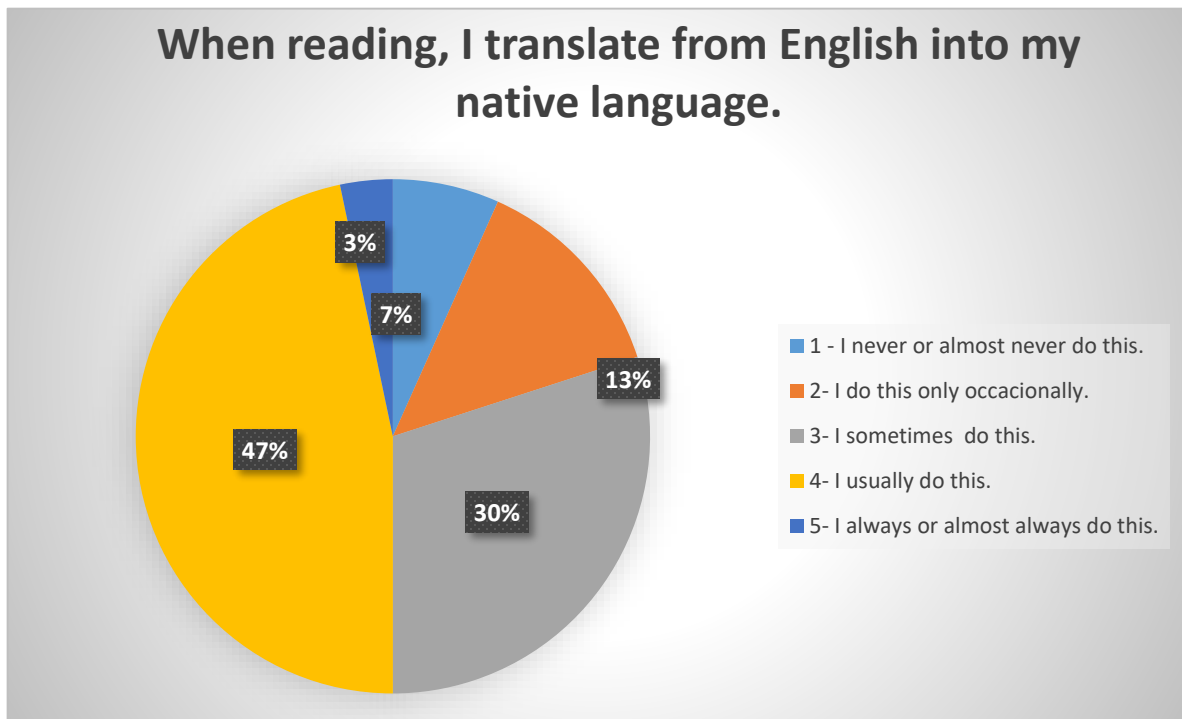
28. "When I read, I guess the meaning of unknown words or phrases."



- Graph 28: "When I read, I guess the meaning of unknown words or phrases."

0% of students said they never or almost never do that, 30% said they only occasionally do that, 36.7% said they sometimes do that, 16.7% said they usually do that, and 16.7% said they always or almost always do that.

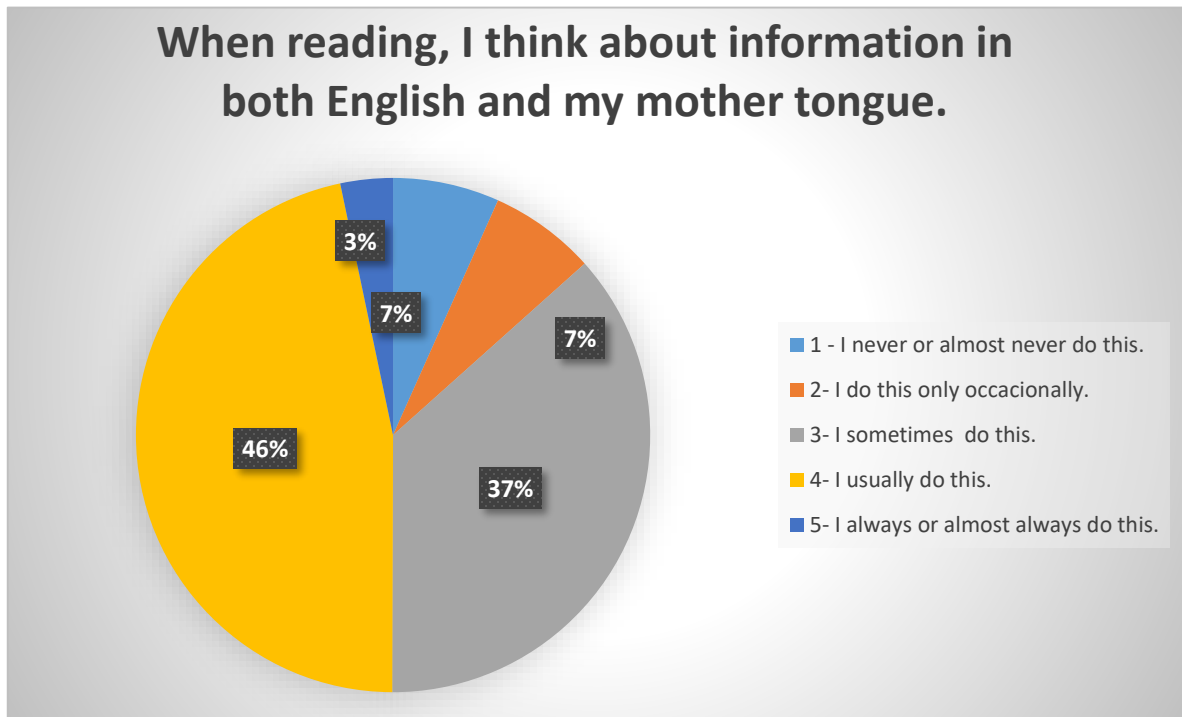
29. “When reading, I translate from English into my native language.”



- Graph 29: “When reading, I translate from English into my native language.”

6.7% of students said they never or almost never do that, 13.3% said they do that only occasionally, 30% said they sometimes do that, 46.7% said they usually do that, and 3.3% said they always or almost always do that.

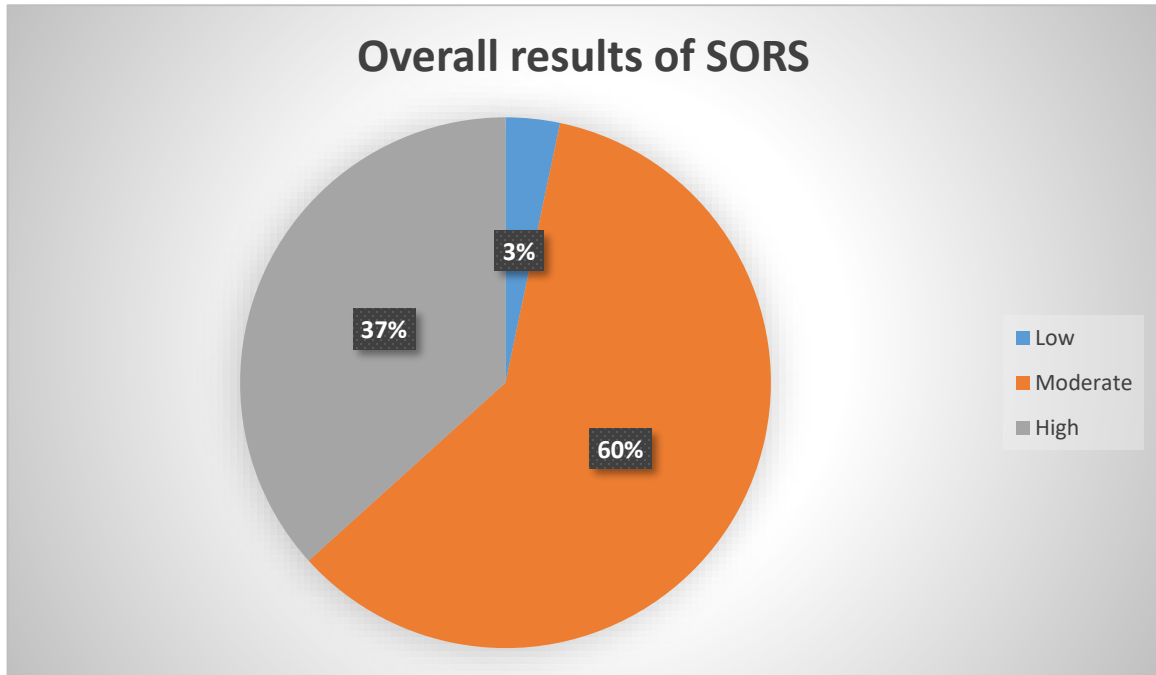
**30. “When reading, I think about information in both English and my mother tongue.”**



- Graph 30: “When reading, I think about information in both English and my mother tongue.”

6.7% of students said they never or almost never do that, 6.7% said they do that only occasionally, 36.7% said they sometimes do that, 46.7% said they usually do that, and 3.3% said they always or almost always do that.

### 31. Overall results of SORS



- Graph 31:

The research team presented an overall of the results gathered with SORS; this overall is the result of the addition of all the points gathered in the three reading categories (Global, Support and Problem-solving). The sum of these categories was classified into the overall categories in which the ranges 0 – 75 points represent “low”; 76 – 105 points represent “moderate”, and 106 – 150 represent “high”. 3.3% of the students achieved a low level; 36.7% of the students achieved a high level, and 60% of the students achieved a moderate level.

## **VI. FINDINGS**

### **6.1 Answers to the Research Questions**

#### **6.1.1 General Research Question**

- *What is the reading comprehension level reached by the Intensive Advanced English II students from the Foreign Language Department of the University of El Salvador after having taken the course?*

After administering the reading section of a TOEFL exam, the research team described the reading proficiency level between “Basic” and “intermediate”; 18 participants, who represent 60% of the sample, obtained from 0 to 24 points, suggesting that students had a poor performance when taking the exam. On the other hand, 9 participants, who represent 30% of the sample, obtained from 25 to 34 points, showing an average performance on the test, and only 3 participants, who represent 10% of the sample, obtained an outstanding performance in the exam.

#### **6.1.2 Subsidiary Research Questions**

## **1. How do extensive reading strategies help to improve students' reading proficiency?**

Extensive reading strategies are useful for reading proficiency. First up, extensive reading enhances learning autonomy; Maley (2002) stated students should decide what to read; they can select a wide variety of topics they can read. "This can be done anywhere, at any time of day. Readers can start and stop at will, and read at the speed they are comfortable with." Second, extensive reading offers comprehensible input; Maley (2002) explained how extensive reading helps students to consolidate what they know and how to extend it; "the learning process can be achieved throughout massive exposure to the context; precisely what extensive reading provides" Finally, extensive reading strategies contributes to vocabulary development. Nagy, Herman and Anderson, (1985) stated as follows "We could also speculate that seeing vocabulary items in context, as happens in extensive reading, helps students' understanding of issues like collocational frequency and register, and that therefore the quality of a learner's vocabulary knowledge may improve, as well as the quantity".

## **2. How do intensive reading strategies help to improve students' reading proficiency?**

Opposite to extensive reading, intensive reading requires students to complete a task or follow aims in reading. First, an example of intensive reading strategies is skimming; in skimming, readers only have to take the most important information and the main idea rather than read all of the words

(Sutz & Weverka, 2009). It helps students to read quickly; in some cases, they can have long readings and a short time to read them. Second, intensive reading strategies request students to analyze what they read. "Intensive reading requires to pay attention and focus on linguistics as well as semantic detail in the text" Munby's (1979); it requests students to go deeper when reading to have an idea about the reading. Therefore, intensive reading enhances students to read in detail, focusing on the linguistic features of a text.

### **3. What are the most common reading strategies used by students of Intensive Advanced English II in order to improve their reading proficiency?**

In the data gathering phase, the research team administered a survey focused on reading strategies. After analyzing the data, the research team found two trends in reading strategies. First, Intensive Advanced English students use global reading strategies (GLOB); they apply techniques to manage their readings (e.g., taking an overall view of the text to see what it is about) and the use of aids (e.g., use of tables, figures and pictures) to increase understanding. Second, students tend to use problem-solving strategies (PROB); they work with techniques like guessing the meaning to develop understanding of the text. In the readings strategies that students use, the research team found that students re-read for increasing their understanding, visualize what they read, and take breaks regularly to know what they are reading.



## **VII. CONCLUSIONS**

After analyzing the results gathered in the reading section of a TOEFL test and in the Survey of Reading Strategies (SORS) applied to Intensive Advanced English II courses from the Foreign Language Department of the University of El Salvador, the research team obtained the following conclusions:

- Students do not have an advanced reading proficiency level as they should since their performance on the reading test shows that their reading comprehension is low.
- Students moderately use reading strategies. Based on the results of SORS, they have a moderate level when using reading strategies to improve their reading comprehension.
- Students apply more problem-solving strategies when reading. These strategies suggest that students read slowly to get the meaning of what the reading is about.
- Students use basic strategies for comprehension like using dictionaries, highlighting text and taking notes.

## **VIII. RECOMMENDATIONS**

### **8.1 Recommendations for Professors**

Professors should:

- give students more reading activities in which students can develop their reading proficiency.
- apply extensive reading strategies like being a monitor in reading and supporting students. In that way, reading comprehension can be achieved easily.
- let students select their own readings; this helps to motivate students to read what they like.

### **8.2 Recommendations for Students**

Students should:

- take advantage of the different resources that The Foreign Language Department has, such as the computer center and free internet access in order to develop their reading skill.
- practice the reading part of the TOEFL test that is available in the computer lab; they can try as many times as they want in order to improve their reading comprehension.
- attend a reading club in which they can actively read and share their understanding about what they read.

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# **X. ANNEXES**

# **ANNEX 1: SORS (Survey of Reading Strategies)**

Retrieved from:

- [https://www.researchgate.net/publication/285641803\\_Measuring\\_ESL\\_students'\\_awareness\\_of\\_reading\\_strategies](https://www.researchgate.net/publication/285641803_Measuring_ESL_students'_awareness_of_reading_strategies)



**UNIVERSITY OF EL SALVADOR**  
**SCHOOL OF ARTS AND SOCIAL SCIENCES**  
**DEPARTMENT OF FOREIGN LANGUAGE**



**“ENGLISH READING PROFICIENCY LEVEL REACHED BY THE INTENSIVE ADVANCED ENGLISH II STUDENTS OF  
THE BACHELOR OF ARTS IN ENGLISH LANGUAGE TEACHING AT THE FOREIGN LANGUAGE DEPARTMENT,  
SCHOOL OF ARTS AND SCIENCES, UNIVERSITY OF EL SALVADOR, SEMESTER I, 2019”.**

**SURVEY OF READING STRATEGIES  
(SORS)**

The purpose of this survey is to collect information about the various techniques you use when you read **academic materials in English** (e.g., reading textbooks for homework or examinations, reading journal articles, etc.).

All the items below refer to your reading of **college-related academic materials** (such as textbooks, not newspapers or magazines). Each statement is followed by five numbers, 1, 2, 3, 4, and 5, and each number means the following:

'1' means that 'I **never or almost never** do this'.

'2' means that 'I do this **only occasionally**'.

'3' means that 'I **sometimes** do this'. (About 50% of the time.)

'4' means that 'I **usually** do this'.

'5' means that 'I **always or almost always** do this'.

After reading each statement, **circle the number** (1, 2, 3, 4, or 5) which applies to you. Note that there are **no right or wrong responses** to any of the items on this survey.

Category	Statement	Never				Always
GLOB	1. I have a purpose in mind when I read.	1	2	3	4	5
SUP	2. I take notes while reading to help me understand what I read.	1	2	3	4	5
GLOB	3. I think about what I know to help me understand what I read.	1	2	3	4	5
GLOB	4. I take an overall view of the text to see what it is about before reading it.	1	2	3	4	5
SUP	5. When text becomes difficult, I read aloud to help me understand what I read.	1	2	3	4	5
GLOB	6. I think about whether the content of the text fits my reading purpose.	1	2	3	4	5
PROB	7. I read slowly and carefully to make sure I understand what I am reading.	1	2	3	4	5
GLOB	8. I review the text first by noting its characteristics like length and organization.	1	2	3	4	5
PROB	9. I try to get back on track when I lose concentration.	1	2	3	4	5
SUP	10. I underline or circle information in the text to help me remember it.	1	2	3	4	5
PROB	11. I adjust my reading speed according to what I am reading.	1	2	3	4	5
GLOB	12. When reading, I decide what to read closely and what to ignore.	1	2	3	4	5
SUP	13. I use reference materials (e.g., a dictionary) to help me understand what I read.	1	2	3	4	5
PROB	14. When text becomes difficult, I pay closer attention to what I am reading.	1	2	3	4	5
GLOB	15. I use tables, figures, and pictures in text to increase my understanding.	1	2	3	4	5
PROB	16. I stop from time to time and think about what I am reading.	1	2	3	4	5
GLOB	17. I use context clues to help me better understand what I am reading.	1	2	3	4	5
SUP	18. I paraphrase (restate ideas in my own words) to better understand what I read.	1	2	3	4	5
PROB	19. I try to picture or visualize information to help remember what I read.	1	2	3	4	5
GLOB	20. I use typographical features like bold face and italics to identify key information.	1	2	3	4	5
GLOB	21. I critically analyze and evaluate the information presented in the text.	1	2	3	4	5
SUP	22. I go back and forth in the text to find relationships among ideas in it.	1	2	3	4	5
GLOB	23. I check my understanding when I come across new information.	1	2	3	4	5
GLOB	24. I try to guess what the content of the text is about when I read.	1	2	3	4	5
PROB	25. When text becomes difficult, I re-read it to increase my understanding.	1	2	3	4	5
SUP	26. I ask myself questions I like to have answered in the text.	1	2	3	4	5
GLOB	27. I check to see if my guesses about the text are right or wrong.	1	2	3	4	5
PROB	28. When I read, I guess the meaning of unknown words or phrases.	1	2	3	4	5
SUP	29. When reading, I translate from English into my native language.	1	2	3	4	5
SUP	30. When reading, I think about information in both English and my mother tongue.	1	2	3	4	5

# **ANNEX 2: Reading Comprehension Chart.**

Retrieved from:

- <https://www.ets.org/es/toefl/ibt/scores/understand>

**READING COMPREHENSION CHART**

<b>LEVELS</b>		<b>CORRECT ANSWERS Scale</b>	<b>Total correct answers</b>	<b>%</b>
<b>1</b>	ADVANCED	36 – 50	15	30%
<b>2</b>	INTERMEDIATE	25 – 35	11	22%
<b>3</b>	BASIC	0 – 24	24	48%
<b>TOTAL</b>			<b>50</b>	<b>100%</b>

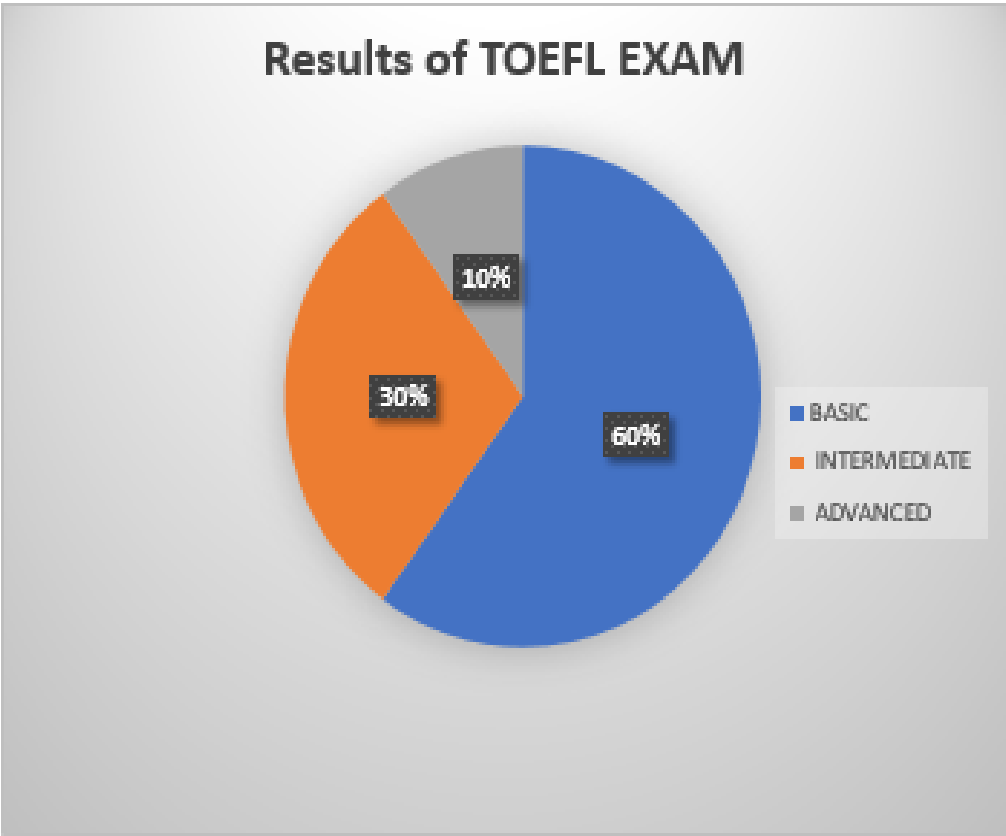
## **ANNEX 3: Data Base of TOELF Test**

**Research Project: "ENGLISH READING PROFICIENCY LEVEL REACHED BY THE INTENSIVE  
ADVANCED ENGLISH II STUDENTS OF THE BACHELOR OF ARTS IN ENGLISH LANGUAGE  
TEACHING AT THE FOREIGN LANGUAGE DEPARTMENT, SCHOOL OF ARTS AND SCIENCES,  
UNIVERSITY OF EL SALVADOR, SEMESTER I, 2019"**

**Data base from TOEFL EXAM- READING PART**

<b>N°</b>	<b>Correct</b>	<b>Incorrect</b>	<b>Not answered</b>	<b>Reading proficiency</b>
1	20	30	0	BASIC
2	12	37	1	BASIC
3	12	20	18	BASIC
4	12	37	1	BASIC
5	18	32	0	BASIC
6	13	37	0	BASIC
7	12	20	18	BASIC
8	12	38	0	BASIC
9	35	12	3	ADVANCED
10	25	24	1	INTERMEDIATE
11	37	13	0	ADVANCED
12	17	33	0	BASIC
13	32	18	0	INTERMEDIATE
14	20	30	0	BASIC
15	31	19	0	INTERMEDIATE
16	28	22	0	INTERMEDIATE
17	11	39	0	BASIC
18	12	19	19	BASIC
19	11	39	0	BASIC
20	27	23	0	INTERMEDIATE
21	11	39	0	BASIC
22	16	31	3	BASIC
23	25	24	1	INTERMEDIATE
24	15	35	0	BASIC
25	26	24	0	INTERMEDIATE
26	30	20	0	INTERMEDIATE
27	44	3	0	ADVANCED
28	10	28	12	BASIC
29	42	8	0	ADVANCED
30	15	35	0	BASIC

BASIC	INTERMEDIA	ADVANCED
18	9	3
levels by percentages		
BASIC	INTERMED	ADVANCED
60%	30%	10%



## **ANNEX 4: SORS (Survey of Reading Strategies) Data Base**

**DATABASE OF SURVEY OF READING STRATEGIES - PARTICIPANTS SAMPLING: 30**

<b>N°</b>	<b>GLOBAL</b>	<b>SUPPORT</b>	<b>PROBLEM-S</b>	<b>TOTAL POINTS</b>	<b>GLOB LEVEL</b>	<b>SUP LEVEL</b>	<b>PROB LEVEL</b>	<b>OVERALL LEVEL</b>
1	43	33	24	100	MODERATED	HIGH	MODERATED	<b>MODERATED</b>
2	53	34	33	120	HIGH	HIGH	HIGH	<b>HIGH</b>
3	52	35	27	114	HIGH	HIGH	HIGH	<b>HIGH</b>
4	46	35	29	110	HIGH	HIGH	HIGH	<b>HIGH</b>
5	47	33	30	110	HIGH	HIGH	HIGH	<b>HIGH</b>
6	43	30	27	100	MODERATE	MODERATED	HIGH	<b>MODERATED</b>
7	42	27	26	95	MODERATE	MODERATED	MODERATED	<b>MODERATED</b>
8	45	32	31	108	HIGH	HIGH	HIGH	<b>HIGH</b>
9	43	29	27	99	MODERATE	MODERATED	HIGH	<b>MODERATED</b>
10	42	31	28	101	MODERATE	MODERATED	HIGH	<b>MODERATED</b>
11	46	30	26	102	HIGH	MODERATED	MODERATED	<b>MODERATED</b>
12	43	34	24	101	MODERATE	HIGH	MODERATED	<b>MODERATED</b>
13	33	26	18	77	MODERATE	MODERATED	LOW	<b>MODERATED</b>
14	31	24	18	73	LOW	MODERATED	LOW	<b>LOW</b>
15	36	27	22	85	MODERATE	MODERATED	MODERATED	<b>MODERATED</b>
16	35	28	24	87	MODERATE	MODERATED	MODERATED	<b>MODERATED</b>
17	45	33	25	103	HIGH	HIGH	MODERATED	<b>MODERATED</b>
18	45	27	27	99	HIGH	MODERATED	HIGH	<b>MODERATED</b>
19	36	23	26	85	MODERATE	MODERATED	MODERATED	<b>MODERATED</b>
20	54	28	33	115	HIGH	MODERATED	HIGH	<b>HIGH</b>
21	52	38	33	123	HIGH	HIGH	HIGH	<b>HIGH</b>
22	38	24	19	81	MODERATE	MODERATED	LOW	<b>MODERATED</b>
23	50	36	32	118	HIGH	HIGH	HIGH	<b>HIGH</b>
24	38	31	24	93	MODERATE	MODERATED	MODERATED	<b>MODERATED</b>
25	39	28	24	91	MODERATE	MODERATED	MODERATED	<b>MODERATED</b>
26	42	27	27	96	MODERATE	MODERATED	HIGH	<b>MODERATED</b>
27	47	31	28	106	HIGH	MODERATED	HIGH	<b>HIGH</b>
28	44	33	32	109	MODERATE	HIGH	HIGH	<b>HIGH</b>
29	39	26	29	94	MODERATE	MODERATED	HIGH	<b>MODERATED</b>
30	43	25	31	99	MODERATE	MODERATED	HIGH	<b>MODERATED</b>



# **ANNEX 5: Photographs of the Participants of TOELF and SORS Tests**

