

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



GRADUATION PROJECT

“TO WHAT EXTENT ENGLISH READING BACKGROUND DURING THE COLLEGE LEVEL AFFECTS STUDENTS’ ACADEMIC WRITING SKILL?”

PRESENTED BY

ACOSTA CASCO, YENIS ROSIBEL	CARNÉ # AC08024
AREVALO, ROBERTO CARLOS	CARNÉ # AA07048
GAMEZ GAMEZ, CRUZ MARIA	CARNÉ # GG07040

FINAL PROJECT ELABORATED BY STUDENTS UNDERGRADUATED
TO OBTAIN THE DEGREE OF BACHELOR OF
ARTS IN ENGLISH, EMPHASIS IN TEACHING

ADVISOR:

LIC. MANUEL ALEXANDER LANDAVERDE CASTILLO

COORDINATOR:

Mti. EDGAR NICOLAS AYALA

MAIN CAMPUS, JANUARY 20TH, 2014

AUTHORITIES OF THE UNIVERSITY OF EL SALVADOR

RECTOR

ING. MARIO ROBERTO NIETO LOVO

ACADEMIC VICE RECTOR

MSD. ANA MARIA GLOVER DE ALVARADO

ADMINISTRATIVE VICERRECTOR

MSD. OSCAR NOE NAVARRETE

GENERAL SECRETARY

DRA. ANA LETICIA DE AMAYA

AUTHORITIES OF THE SCHOOL OF ARTS AND SCIENCES

DEAN

LIC. JOSE RAYMUNDO CALDERON

VICE-DEAN

LICDA. NORMA CECILIA BLANDÓN DE CASTRO

SECRETARY

LIC. ALFONSO MEJIA ROSALES

AUTHORITIES OF THE FOREIGN LANGUAGE DEPARTMENT

HEAD OF THE DEPARTMENT

MTRO. JOSE RICARDO GAMERO ORTIZ

GENERAL COORDINATOR OF THE DEGREE PROCESSES

M.ED EDGAR NICOLAS AYALA

ADVISOR

LIC. MANUEL ALEXANDER LANDAVER

INDEX

INTRODUCTION	8
I. STATEMENT OF THE PROBLEM	9
A. RESEARCH TOPIC	9
B. GENERAL OBJECTIVE	9
C. SPECIFIC OBJECTIVES	9
D. RESEARCH QUESTION	9
E. SUBSIDIARY QUESTIONS	9
F. RATIONALE	10
G. DELIMITATION OF THE PROBLEM	10
II. THEORETICAL FRAMEWORK	11
III. TYPE OF RESEARCH	24
IV. STATEMENT OF HYPOTHESIS	24
V. RESEARCH DESIGN	24
VI. TIMETABLE	25
VII. DATA GATHERING	26
A. ELABORATION OF THE INSTRUMENT	26
B. DATA CODIFICATION	27
VIII. DATA ANALYSIS	28
A. UNIVARIATE ANALYSIS	29
B. BIVARIATE ANALYSIS	43
C. MAIN FINDINGS	62
D. RESEARCH QUESTIONS'ANSWERS AND VALIDATION OF THE	64

HYPOTHESIS	
1. RESEARCH QUESTION	64
2. SUBSIDIARY QUESTIONS	65
3. HYPOTHESIS	66
IX. CONCLUSIONS	67
X. RECOMMENDATIONS	68
RECOMMENDATIONS FOR STUDENTS	68
RECOMMENDATIONS FOR TEACHERS	68
XI. LIMITATIONS	69
XII. REFERENCES	70
XIII. ANNEXES	76

ACKNOWLEDGMENTS

YENIS ROSIBEL ACOSTA CASCO

First, I would like to thank to God for giving me the opportunity to achieve one of my biggest dream and for giving me the strength and patience to overcome every hurdle that I faced during the major.

Second, I am really grateful with my family for their moral support and love, especially to my mother and father who gave me the necessary words to continue studying. At the same time, especial thanks to Frank Cummings and The Catholic Church of Suchitoto who gave me a scholarship since I was in high school.

Thanks to my dear aunt Flor Casco and her family who opened their house to me to live there during five years and for her motivational words. Moreover, thanks to my friends Cruz Maria Gamez and Roberto Arevalo for their friendship during these years.

Finally, I would like to thanks to my professors at the FLD since they were the ones who guided me to learn and to get the necessary knowledge to be a professional in this important field.

CRUZ MARIA GAMEZ GAMEZ

During this process I am so grateful with important people who have been part of this success.

First, thanks God for letting me live and reach this important goal in my life, thanks for guiding me and giving me patient and wisdom to face difficult moments during the major.

I am grateful with my brothers and sisters that have helped me with economic and moral support; to my mother and father because has been my strength and motivation to continue reaching my dream. Thanks to ADES for the scholarship that let me be part of the project where I have learned too much.

Thanks to my friends and peers Yenis Rosibel Acosta and Roberto Arevalo who have been with me during these years.

Finally, thanks to my teachers for the knowledge transmitted and the given advices to do the best not only in class, but also in life.

ROBERTO CARLOS ARÉVALO

Firstly, I would like to thank God for supporting me during those difficult moments that I dealt with when studying the major and also providing me the opportunity to finish it.

Secondly, I am so thankful with my family that provided the moral support to keep studying and at the same time encouraged me to do not give up. Also I want to thank especially to my mother Blanca Luz Arévalo Martinez, who helped me out since I was a child and among this process was supporting me moral and economical. Then, my cousin Patricia Nuñez and also his father, my uncle, Carlos Nuñez because they both together were as the father and sister I never had ; They provided me support among the process and gave me advises.

Moreover, I want to thank all my friends and people that were with me during these years and also those people that I know when starting the major and for circumstances in life they do not complete the major.

Finally, I want to thanks all the teachers from the Foreign Language Department who taught me and transmitted their knowledge, our thesis advisor MsD.Manuel Alexander Landaverde, and my peers Yenis Rosibel Acosta Casco and Cruz Maria Gamez Gamez that provided me their friendship and support among all these years.

INTRODUCTION

Reading to write is a task that not all people practice even the students at the university are not considering that reading can help them to write better. Of course it cannot be generalized since there are many students in our country and schools that read for pleasure to increasing their knowledge something that is applied and reflected in written documents. Many of the students at the University of El Salvador have some troubles to write an acceptable composition due to the lack of bases to follow because students have not read any kind of material before writing. In other words, the population of the FLD has no the habit of reading. They are not conscious about the benefits that reading has. For that reason, students face many problems such as word order, organization, spelling and so on when taking the English Composition Courses. Reading is an important skill in order to improve many other skills such as writing since they cannot occur separately.

I. STATEMENT OF THE PROBLEM

A. RESEARCH TOPIC

The impact of reading background in the writing skill.

B. GENERAL OBJECTIVE

To determine how English Reading Background during the college level affects students' academic writing performance.

C. SPECIFIC OBJECTIVES

- To evaluate to what extent students improve the writing proficiency when being exposed to a reading background during the college by analyzing the quality of their compositions.
- To investigate what are the main aspects that limit students to read during the English Composition I Course by analyzing a questionnaire answered by them.
- To discover what are the main aspects students need to improve in their compositions.

D. RESEARCH QUESTION:

“To what extent English reading background during the college level affects students' academic writing skill in students of the English composition I Course, semester II - 2013 at the University of El Salvador?”

E. SUBSIDIARY QUESTIONS:

- What are the main aspects that students need to improve in their compositions when they are exposed by reading input?
- What is the level of proficiency that students gain in their written works according to their reading background?

F. RATIONALE

The main reason of this research started with the necessity to identify, analyze, and describe how the Reading Background influences the writing performance in students of English Composition I Course. Being a professional means communicate the proper message in a written or spoken way. At the FLD, students face many serious problems writing academically something that affects the communication process. Unfortunately, most of the Salvadorian people do not have the habit to read something that has many benefits such as reaching a satisfactory writing performance. It is important to know what the reasons why students do not like reading are. Those students that are taking the subject already mentioned do not show proficiency in their written works according to some teacher and it is considered that by having an adequate Reading Background students can improve the writing skill since these two skills share many elements such as vocabulary, grammar, punctuation, coherence, correlation and so on.

G. DELIMITATION OF THE PROBLEM

This study was addressed to students who were taking The English Composition I course. It was carried out during the semester II-2013, at the Foreign Language Department at the University of El Salvador.

Time and place:

This research was focused on the influence that Reading Background has in the writing skill in students from the English Composition I course, semester II-2013 from the Foreign Language Department at the University of El Salvador. It was carried out from March 2013 to December 2013.

Population:

This study was addressed to students from the English Composition I course, semester II-2013, at the Foreign Language Department at the University of El Salvador. The data was gathered from students and teachers. The data from the students was taken by using a questionnaire, a writing task and by observing the class. The data from the teachers was gathered by doing an interview.

II. THEORETICAL FRAMEWORK

The first segment of this literature review presents the relationship between two important skills: reading and writing. The second segment of the research was to investigate the advantages that reading has in a composition class, and how reading strategies improves the ESL students' knowledge. The last one was the kind of material to develop the ability to read and write according to age and gender.

SECTION I: READING AND WRITING CONNECTION

Writing has long been recognized as the connector between reading and comprehension (Britton, 1972; Emig, 1977). The act of writing, whether in short sentences or lengthy paragraphs, helps students make connections between what they read, what they understand, and what they think (Carr, 2002; Langer & Applebee, 1987). Writing is often recommended as a tool for improving reading. As in *Reading Next* (Biancarosa and Snow,

2004), intensive writing was identified as a critical element of an effective adolescent literacy program. *Reading Next* developed by Carnegie Foundation stated that writing instruction improves reading comprehension and that the teaching of writing skills such as grammar and spelling reinforces reading skills. It is also believed that writing about a text improves comprehension, as it helps students make connections between what they read, know, understand, and think (Carr, 2002)

According to the article *Girls and Boys Like to Read and Write Different Texts*, reading skills are important tools that pupils need to become academically successful. It states that good readers are better students than poor readers in every subject area. In the periodical *Read- alouds helpful in English Schools ESL Classes* is stated that read-alouds are important for ELLs. Listening to the target language helps children students sharpen their listening skills and hear the phonetic variations of the English language, which in turn helps them improve their reading, writing, and oral skills.

The editorial “Writers and Readers” expresses that writers must, of necessity, be readers first. The academic journal named *The Effect of Summary Writing on Reading Comprehension: The Role of Mediation in EFL Classrooms* supports the same idea stated by Rodriguez (2006) who said, "Good writers are good readers... good reading is the key to becoming a good writer" (pp. 5-6). Graham and Herbert (2011), in the same journal, also concluded: "Reading is critical to students' success in and out of school.

Compositions studies have demonstrated the close connection between reading and writing a long of time. Smith (1994) states that that “we find out what we think when we write, and in the process put thinking to work”, writing helps students to demonstrate their own

writing strategies and patterns to follow in a composition, and demonstrates how much they know and present what think about a specific topic when they read and write. “Writing is an extremely efficient way of gaining access to” what students think (Smith, 1994, p. 35). Additionally, Menary (2007) argues that “Creating and manipulating written sentences are not merely outputs from neural processes but, just as crucially, they shape the cycle of processing that constitutes a mental act. Completing a complex cognitive, or mental, task is enabled by a co-ordinated interaction between neural processes, bodily processes and manipulating written sentences” (p. 622). In this case writer is a key to learn thinking and show knowledge. The different types of writing does not present the product of grammar or others problems related with writing but is sure that writing is a result of one’s though.

But writing to learn is useful for much more than information retention and raising test scores; it helps students reflect and think critically about content. Writing to learn encourages students to self-question, activate prior knowledge, infer, and use their imaginations—all of which lead to original thoughts and insights (Nagin & National Writing Project, 2003, p. 55). Skills and provides students with ways to organize and analyze the material they have read (Fellow, 1994; Kuhn, 1993; Swafford & Bryan, 2000). Odell (1980) found that “the process of writing entails some conscious exploration of subject matter one is to write about” (p. 104). This conscious exploration allows the writer to make connections with the subject matter and with himself or herself, encouraging reflection on what he or she knows and has learned.

SECTION II: THE ADVANTAGES OF READING IN COMPOSITION CLASS AND HOW READING STRATEGIES IMPROVES THE ESL STUDENTS KNOWLEDGE

The article *Seven Suggestions for Becoming a More Productive Writer* mentions that it is important to strike a good balance between reading and writing. We need to read to be able to keep up with the scholarly literature and also to benefit from seeing how good writers put their ideas into words.

According to the periodical *Writing for Success* when writing try to make each paragraph deal with only one topic so as not to confuse readers. In the article *write to the point* is expressed that the key to good writing you have to make sure that you structure your assignments in a logical manner from the start. Include an introduction that puts the work in context, outline the question or subject, present the arguments and draw conclusions. Write in a clear and concise style throughout, and always use correct grammar and punctuation. This is connected with the academic journal *Teaching Learners to Think , Read and Write more Effectively in Content Subjects* which says that Direct instruction in text organizational patterns before, during, or after reading improves comprehension (Mosenthal 1994), strengthens content understanding and report writing (Englert et al. 1991; Raphael, Englert, and Kirschner 1986; Richgels, McGee, Lomax, and Sheard 1987; Wong 1997), and helps students to form plans or mindsets of how texts are organized (Englert 1990; Pehrsson and Denner 1988).

According to *The Effect of Summary on Reading Comprehension: The role of Mediation in Fld Classroom* for adult readers, reading and writing also share other traits, one of which is that they both highly involve the three cueing systems of the language, namely,

grapho-phonics, syntax, and semantics. Take the bottom-up reading model as an instance, reading generally happens in the following sequence: readers get knowledge input sequentially from the grapho-phonics (letter-sound) to the syntax (structure), and at last to the semantics (meaning). The same components are also involved in the writing process, with only a different sequence: writers produce output from the semantics to the syntax and grapho-phonics. Therefore, as reading is a good way to get the input, and writing is an effective approach to produce output or reinforce the input; it is also suggested that language learners should be encouraged to use either of the two skills to compensate the other. This can be divided into two types of compensation: reading-to-write and writing-to-read.

The article *Influence Vocabulary Acquisition for Language Learners* says teachers should provide opportunities to read new words. Allow students the opportunity to choose from a wide variety of reading materials, such as magazines, local newspapers, pamphlets, and other literature of interest that covers a range of reading levels. Wide reading has been found to be an effective way to expand vocabulary (Sternberg, 1987). In a study that appears in the academic journal *Sex Differences in Reading Achievements* expresses that in vocabulary, girls aged 6–10 years performed better than boys, but among 11–18 year olds there was no difference, while among 19–25 year olds men performed better than women. Analysis of sex differences by type of ability showed that there were negligible differences in reading comprehension, essay writing, and vocabulary.

Online Reading Strategies Used by Five Successful Taiwanese ESL

Learners article expresses that to be able to effectively read texts inside and outside the classroom, second language learners need to appropriately utilize a variety of reading

strategies. Afflerbach, Pearson, and Paris (2008) define such strategies as the “deliberate, goal-directed attempts to control and modify the reader’s efforts to decode text, understand words, and construct meaning out of text” (p. 15). The reader’s efforts to decode text, understand words, and construct meaning out of text” (p. 15). A variety of factors have been shown to influence strategy use, such as age (Singhal, 2001), gender (Phakiti, 2003; Poole, 2005a, 2005b), ESL vs. EFL setting (Poole, 2005c), and L1 strategy use (Kong, 2006). *A Study of English Reading Strategies Used by Senior Middle School Students Traditionally* agree with the same statement. It says many psychologists and teachers have insisted that reading is nothing more than decoding written symbols to sounds (i, e, figuring out what the painted word says). The reader was seen as the “recipient” of information or as an "empty vessel" that brought nothing to the text. Another important facet, the difference between males and females in reading strategy use, catches the researcher’s attention.

Kymes (2005) highlights:

Six of these strategies: skimming and scanning, activating prior knowledge, awareness of purpose, discovering the meanings of new words, taking notes, and evaluating text quality and structure. Activating prior knowledge is another strategy that is not carried out in the same way online as it is with paper. Kymes (2005) asserts that learners utilize this strategy in order to not only comprehend texts, but also to determine whether or not their content is valid and reliable. This strategy is also used for comprehension purposes in online environments, yet its role in establishing texts’ factual accuracy is greatly augmented due to the abundance of online texts that are often unedited.

Moreover, the results showed that when learners take notes when reading print materials, they generally utilize the margins of texts or separate pieces of paper. While learners can take notes on a piece of paper when reading online, they can also cut and paste relevant sections of the text (Kymes, 2005). Another finding pertained to participants' frequent and varied use of dictionaries. In most cases, learners did not try to first figure out the meanings of words by decoding them or from context, as has been found of advanced second language learners in other studies (Liou, 2000). In other words, they went straight for the dictionary or Internet when they came across an unfamiliar word.

In short, the results of the current study have shown that successful Chinese ESL learners use a limited number of strategy types when reading online. More specifically, the majority of their strategies centered on paraphrasing and using online dictionaries.

In the A Study of English Reading Strategies Used by Senior Middle School Students Traditionally" its mention that Young and Oxford (1997) have found that gender can have a significant impact on students' strategy use. An emerging theory for this gender difference proposes that although sometimes males surpassed females in the use of a particular strategy, females employ more strategies or employ strategies more effectively (Erhman and Oxford, 1990; Oxford, 1994; Sheorey, 1999).

The study is designed to answer the following questions: (1) What type and frequency of reading strategies do the students use in their reading processes? (2) Are there any significant differences by gender in the use of reading strategies?(3) Is there any relationship between strategy use and students' English proficiency?

The results of question number 1 were Of the three strategy sub-categories, Problem Solving Reading Strategies average scores were highest (3.22), followed by Global Reading Strategies (2.97) and Support Reading Strategies (2.60). In other words, when problems in reading arise, most of these students are ready to adopt strategies like reading slowly and carefully to be sure, going back when losing concentration, rereading for better understanding and so on to solve problems. By contrast, they use far fewer Support Reading Strategies like reading aloud when the test gets hard, discussing to check understanding, asking oneself questions and so on. In Ji'an County Middle School, the students clearly respect their teachers. The teachers are absolute authorities and the students tend to be obedient rather than critical. When the students are young, they are taught to respect and obey the teachers absolutely. Questioning or challenging teachers would be seen as rebellious or rude behavior. Thus under these circumstances, the students accept everything from the teachers without any doubt. However, as a result, the students' critical awareness is slowly strangled or killed. Consequently, we can see the frequency of critically analyzing information and asking oneself questions is very low.

In the question number 2 that his study presents "Are there any significant differences by gender in the use of reading strategies? As they have mentioned above, some studies (Ehrman and Oxford, 1990; Green and Oxford, 1995; Oxford, 1993; Sheorey, 1999) found that females had a significantly higher frequency of use of metacognitive strategies compared with males. At the same time there were also some conflicting results. Young and Oxford (1997) found that males and females did not differ from each other significantly in strategy use. The results of the study show that females (whose mean frequency of overall reading strategy use was 3.11) used more reading strategies than males (whose

mean frequency of reading strategy use was 2.87). The differences for the three sub-categories are also significant, with Global Reading Strategies 0.012, Support Reading Strategies 0.016 and Problem Solving Reading Strategies 0.004. At the same time, Table 2 indicates a tendency similar to the one reported strategy use, that is, there is a preference with both sexes for Problem Solving strategies, followed by Global and then Support Strategies.

The data above provides the gender pattern identified by research in variety of contexts (Ehrman and Oxford, 1990; Nyikos, 1990; Oxford, 1994; Sheorey, 1999; Oxford and Nyikos, 1989). Further analysis indicates that there are still six strategies which males use a bit more frequently than females. They are using prior knowledge, checking how text content fit purpose, critically analyzing information, guessing what the material is about, using reference materials and visualizing information read.

Reading strategies are considered an essential aspect of teaching English

The article *Learning Strategies in Reading and Writing: EAP Contexts* says that Reading strategies are considered an essential aspect of teaching English as a foreign or second language. The results of the study indicated that these reading strategies could enhance the reading development of second/foreign language students (Song 2003). Furthermore, Upton (1997) identified interesting reading strategies for ESL Japanese students, which corresponded with Oxford's (1990) six sets of learning strategies. Some examples included general strategies consisting of anticipation recognition of text structure, association, commenting, monitoring, corrective behavior, and emotional reaction; and the local strategies included paraphrasing, questioning of clauses, questioning of vocabulary, and word solving. As with writing research, which emphasized the importance of linking

writing and reading tasks, learners' abilities in reading skills certainly enhances the development of the writing skills (Stotsky 1983; Krashen 1984).

SECTION III: THE KIND OF MATERIAL TO DEVELOP THE ABILITY TO READ AND WRITE ACCORDING TO AGE AND GENDER.

The kind of material is very important to develop the ability to read and write in children but some studies in this area have found that girls and boys like to read different texts . The International Reading Association cites that children need the ability to question themselves about what they read and synthesize information from various sources, as well as be able to judge their own understanding and evaluate ideas and perspectives (2000).

This Association also adds the fact that excellent reading teachers read to their students, and they provide time in class for children to read independently. They are aware of the reading abilities and interests of the children, and they constantly provide a selection of books that will be both interesting to the children and within the children's reading capabilities. Excellent reading teachers are familiar with children's literature. They include a wide variety of fiction and nonfiction genres (such as storybooks, novels, biographies, magazines, and poetry).

The article *Girls and Boys Like to Read and Write Different Texts* explain that learn to read is very important to children, but some studies explain that girls are better readers than boys. As Brozo (2002) stresses, it is especially important to motivate boys to read. Boys are more apt than girls to closely guard the gendered boundaries of their reading, and girls' cross gender boundaries more freely than boys (Dutro, 2002, p. 382). Moreover, it testifies

that boys prefer texts that have a purpose: getting information, making things, and helping others.

The results of a study presented in this article reveals that most of the participants in this study (60%) took part in a previous study by the author (Merisuo-Storm, 2002) in which various aspects of their reading and writing skills were tested after the first and the second school year. After 2 years in school there was no significant difference in girls' and boys' reading skills, but the girls were significantly more skillful writers than the boys. In the study described in this article the differences between boys' and girls' attitudes towards reading and writing were significant. In the fourth grade the girls enjoyed reading far more than the boys, and there was an even greater difference in the girls' and the boys' opinions concerning writing. As pointed out earlier, boys are less successful students than girls due to their poorer reading skills. Teachers should find out what their pupils' interests are and use that information when planning their literacy teaching. In addition, it is important to keep in mind that boys are afraid of being labeled un-masculine if they enjoy reading and writing. The approval of their friends and peers is important for them. Schools should offer boys reading material that they can regard as interesting and "masculine". Boys are not, in most cases, as interested as girls in the texts that are commonly used in school. According to the results of this study, boys and reluctant readers are interested in comics and humour.

Girls and Boys Like to Read Different text article presents a study that explored girls' and boys' (aged 10–11) attitudes towards reading and writing. They present the problem that within the last few years there has been a growing concern about boys' declining literacy performance. Due to their poorer reading and writing skills boys are less successful

students than girls. Many previous studies have indicated that gender differences are strongly associated with boys' and girls' different reading attitudes. Therefore it was important to perform a study in order to find out what kind of texts would motivate boys to read and write.

In order to encourage boys to read, schools should expand their view of what is worthwhile reading and connect literacy instruction to boys' interests (Wilhelm, 2000). There should be, from the beginning of school, a meaningful purpose for writing as well. In Millard's study (2001, p. 1) half of the boys questioned, including able writers, disliked almost all school writing. On the other hand, most girls enjoyed writing at school and chose to write for themselves at home. Kear, Coffman, McKenna and Ambrosio (2000, p. 15) state that as pupils become older their attitudes towards writing generally decline. They realize that skillful writing requires effort. They may have had unpleasant experiences with writing; it may have proved tedious or they may have received negative feedback. Often boys school dislike literacy lessons in school nevertheless use reading and writing for many purposes outside school. They feel that knowing how to read is important but reading itself is not. For boys there is a contrast between school reading and 'life reading'. School reading is unconnected to their interests and the texts are too long and too difficult; life reading is based on their interests and usually consists of short passages. Life reading can sometimes be challenging, but boys feel competent to read what they choose for themselves. In school students read mostly books and textbooks; life reading involves media, video, television, music lyrics, Internet sites, and popular culture magazines (Hyatt, 2002).

This study supports the idea that writing without a purpose does not interest boys. Many of them have already found out that writing requires great effort, and they do not start writing without a good purpose. Moreover, if writing has a communicative function, this motivates pupils to write. Most of them, reluctant writers as well as eager writers, would prefer to write letters and a strong incentive for letter-writing is receiving a reply. Scieszka (2002), for example, has come to a similar conclusion. He states that teachers should keep in mind that magazine, websites, comics, and so on are reading material as well as books. The results that give most cause for concern are the ones related to boys' writing attitudes. Writing interests them far less than reading. Girls, however, enjoy writing nearly as much as reading. As Millard (2001, p. 1) states, the difference between primary school boys' and girls' writing attitudes becomes apparent at an early stage: even boys who are skillful writers do not find school writing interesting.

A national survey carried out in spring 2000, found that in the sixth grade girls read twice as many books as boys (Korkeakoski, 2001, p. 90). This study confirms that girls of this age usually read many types of texts, but boys are far more selective readers. The boys' first choice was a comic, although most of them said, as was mentioned before, that they liked to read books. Humorous stories and adventure books followed comics. The girls' favorites were the same, but in a different order. The girls liked adventure books best, although they have been traditionally regarded as "boy books". Their second choice was a humorous story and a comic was the third. The boys were significantly more interested in comics than the girls. They also chose humorous stories more often than the girls, but there was no significant difference between the two genders. Most boys said they would hate to read poems, but stories and fairytales were nearly as unpopular as poems. Non-fiction and

poetry were genres that least appealed to most girls. In fact for Finnish 10- or 11-year-old pupils poetry seemed to be the least interesting genre of literature.

III. TYPE OF RESEARCH

- Correlational research.

This study represents the connection between two variables which are Reading Background and Writing Performance.

IV. STATEMENT OF THE HYPOTHESIS

- Those students who read more at the FLD get higher writing performance in the English Composition I course.

V. RESEARCH DESIGN

- **Non experimental design**

This study follows a non-experimental design which describes the influence that reading background has on students' skill at the moment of writing. A questionnaire and a writing task was given to students from the English Composition I course in order to collect valuable data about how students' performance. The questionnaire contained 25 statements on reading habits to get a reading profile of the students of Composition I. In the writing task students were asked to write a paragraph. The topic was chosen by them. The observation was carried out into three groups since one teacher did not allow observing the composition Class. The interview that was taken by two teachers of the English Composition I course contained 12 questions related to the students' performance. The results of those instruments were analyzed through statistical analysis.

VI. TIMETABLE																																										
Activities	April				May					June				July					August				September				October				November				December				January/2014			
	Month/week	1	2	3	4	1	2	3	4	5	1	2	3	4	1	2	3	4	5	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4				
Topic selection	■	■																																								
Read about the topic	■	■																																								
Research question design	■	■	■	■																																						
Operationalization of concepts					■																																					
Theoretical framework design					■	■	■	■																																		
Construct the theoretical framework								■	■	■	■																															
Presentation of the theoretical framework													■																													
To redesign and update the previous report																																										
Research design: method selection																																										
Data gathering instrument design																																										
Data gathering by making use of the instruments																																										
Data Analysis																																										
To write a final report of research findings																																										
Final report presentation																																										

VII. DATA GATHERING

ELABORATION OF THE INSTRUMENTS

The instruments were a questionnaire, a writing task, an interview to the teachers, and observation. The objective of the observation was to check how students engage the English Composition Course I and also to check if they were provided reading materials and encouraged to read more when writing a composition. The questionnaire contained 25 statements related to reading habits. The statements were created in order to get a reading profile of the students and then check if the results had a relationship with their written task. The questionnaire contained closed and open questions. The students answered the questions according to their personal experiences. Moreover, a writing task was given to the students to see how they write. They had to choose the topic since it is said that students do better the thing when they like it. The written tasks were analyzed to see the structures of the paragraph, vocabulary, word order, spelling and organization. Besides that, the interview was designed with 12 questions to check the teachers' opinion and to have a better idea about the performance of the students.

The participants of this study were three groups of students since one teacher, who was in charge of two groups, did not give permission to carry out the research as mentioned before. The sample were these three groups, just 45 students who were taking composition I course, semester II-2013, of Bachelor of Arts in English at the University of El Salvador. To gather the necessary data was not used a stratified sample since the population was not big.

TIMETABLE TO GATHER DATA (semester II-2013).

ACTIVITIES	TIME	PLACE	DATE	RESPONSIBLE
Administer the questionnaire, writing task.	8:00am-10:00 am	FLD at UES	19-9-13	Cruz Maria Gamez Roberto Arevalo
Administer the questionnaire, writing task.	8:00am-10:00 am 2:00pm-4:00 pm	FLD at UES	26-9-13 3-10-13	Cruz Maria Gamez Yenis Acosta Roberto Arevalo
Professors' Interview	8:00 am- 8:30 am 11:00am-11:30am	FDL at UES	4-10-13	Cruz Maria Gamez Yenis Acosta Roberto Arevalo
Class Observation	8:00 am- 8:30 am 2:00 pm- 4:00 pm	FDL at UES	2-10-13 to 3-10-2013	Roberto Arevalo, Cruz Maria Gamez Yenis Acosta

DATA CODIFICATION

After having gathered the data, it was coding to include an explanation. The questionnaire addressed to the students was coding with the SPSS program. This questionnaire provided information about the independent variable, "Reading Background" the other instrument was a writing task which objective was to discover the fluency of the students in their written assignments. Students have to write about a topic which was optional. They had to write a topic about it and the paragraph must contain some requirements such as topic

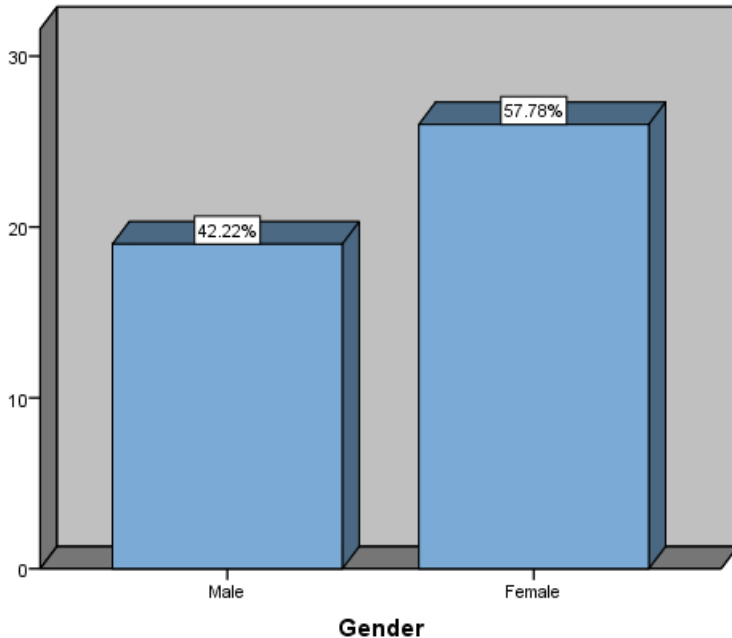
sentences , supporting ideas, concluding sentences etc. This instrument was coding with a rubric that was provided by a teacher. This rubric was used by the teacher to evaluate student's paragraph writing performance. It contained many aspects to be evaluated such as vocabulary, spelling, word order, and organization. The interview to the teachers was recorded and then was written to understand and analyze their answers.

VIII. DATA ANALYSIS

In this phase of the study the data was analyzed. The analysis has been divided into three sections. The first section contains the univariate analysis. The second section is the bivariate analysis in which two questions are matched to see the relationship between them, and the last sections contains the answers to the questions asked and validation of the hypothesis.

A. UNIVARIATE ANALYSIS

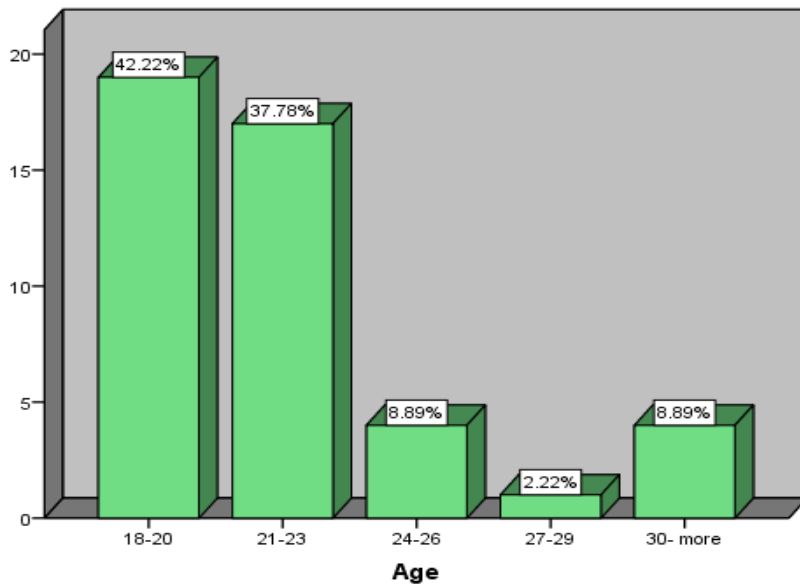
GRAPH 1



This graph shows the gender of the students who participate into the research, mainly, most of them were female; they represent the 57.78% of the whole population. The rest represent men with a 42.22%.

Source: questionnaire administered to students from the Composition I course at the University of El Salvador, Semester II, 2013.

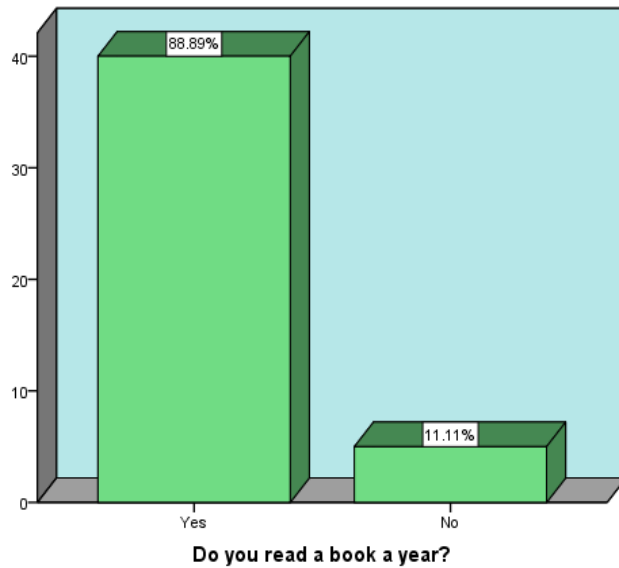
GRAPH 2



This graph shows the age of the participants; the majority of students ages are between 18- 20 which represents the 42.22%. Then, the 37.78% stands for those whose age is around 21-23 and it is the second important group. Later, the group of students whose ages are among 24- 26 and 30- more got a similar percentage which represents the 8.89% for each of them

Source: questionnaire administered to students from the Composition I course at the University of El Salvador, Semester II, 2013.

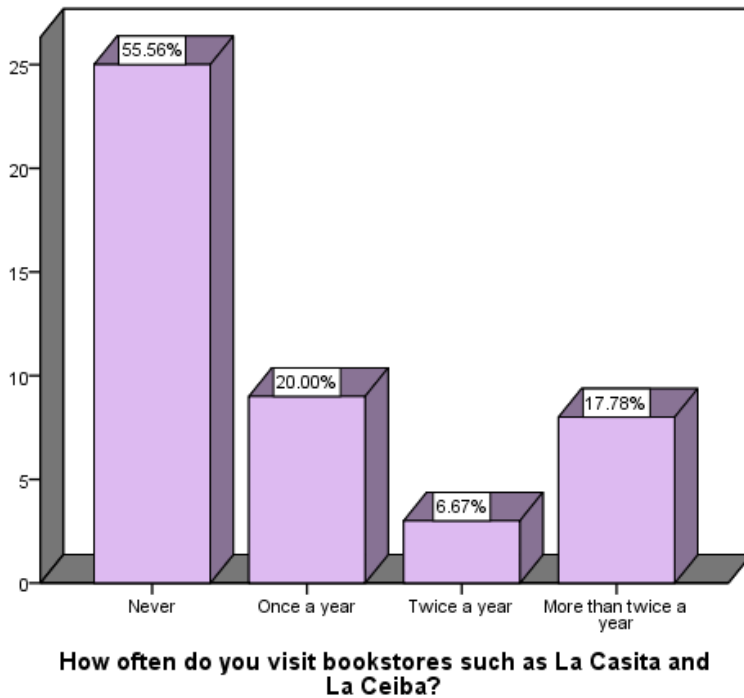
GRAPH 3



This graphic clearly demonstrates that the majority of the students (88.89%) read a book a year. In the other hand; just the 11.11% of the students of this course do not even read a book per year.

Source: questionnaire administered to students from the Composition I course at the University of El Salvador, Semester II, 2013.

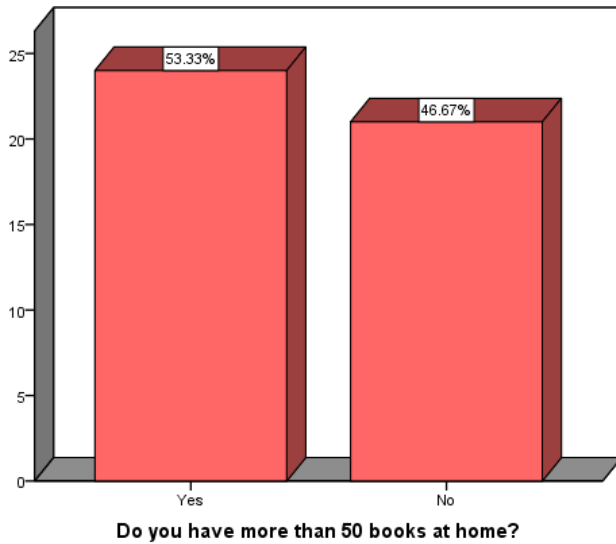
GRAPH 4



In this chapter is shown that the most of the students (55.56%) do not visit bookstores, and just the 44.45% of the students do. From this 44.45%, the 20.00% of the students visit bookstores only once a year, the 6.67% of the students do twice a year, and the rest, the 17, 78% visit bookstores more than twice a year.

Source: questionnaire administered to students from the Composition I course at the University of El Salvador, Semester II, 2013.

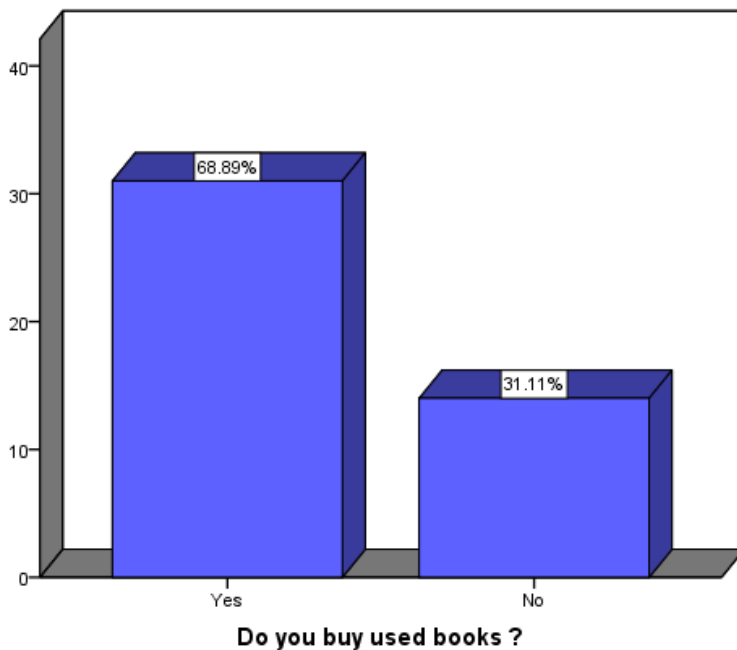
GRAPH 5



This graphic shows that the majority of the students have more than 50 books in their houses. The 46.67% do not have this amount of books while the 53.33% do.

Source: questionnaire administered to students from the Composition I course at the University of El Salvador, Semester II, 2013.

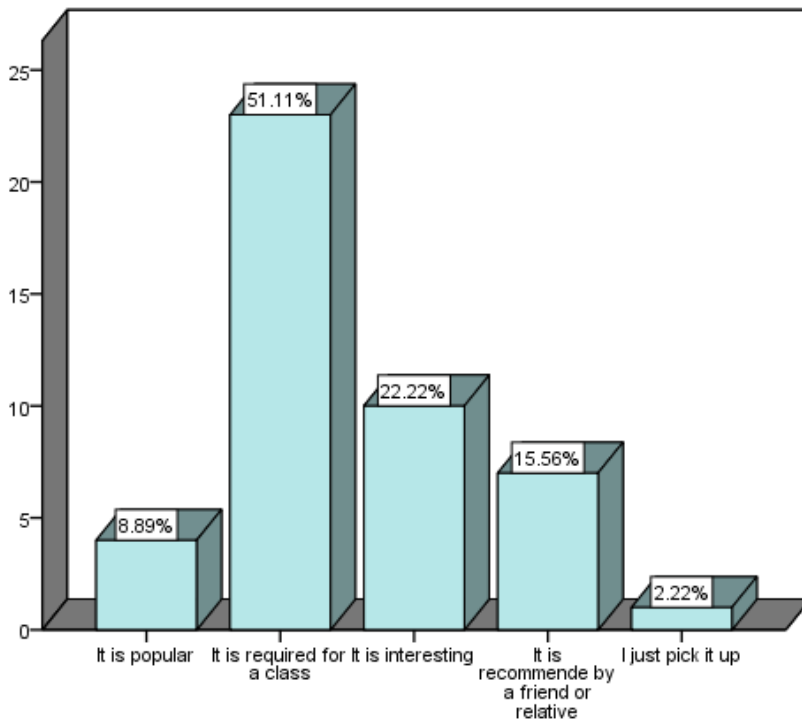
GRAPH 6



The majority of the students (68.89%) clearly buy used books. On the other hand, the 31, 11% of the students do not buy used books.

Source: questionnaire administered to students from the Composition I course at the University of El Salvador, Semester II, 2013.

GRAPH 7

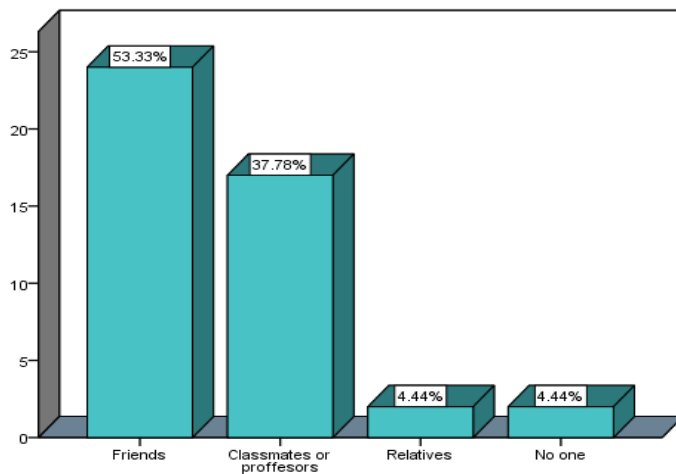


This graphic represents the aspects that make students read a book. Most of the students, the 51.11% read a book because it is required for a class. Then, the 22.22% of them read a book because it is interesting while the 15.56% of them do because a friend or relative recommended it. The rest of them, the 8.89% read a book because it is popular and just the 2.22% read a book because they just pick it up.

Which of these aspects make you read a book?

Source: questionnaire administered to students from the Composition I course at the University of El Salvador, Semester II, 2013.

GRAPH 8

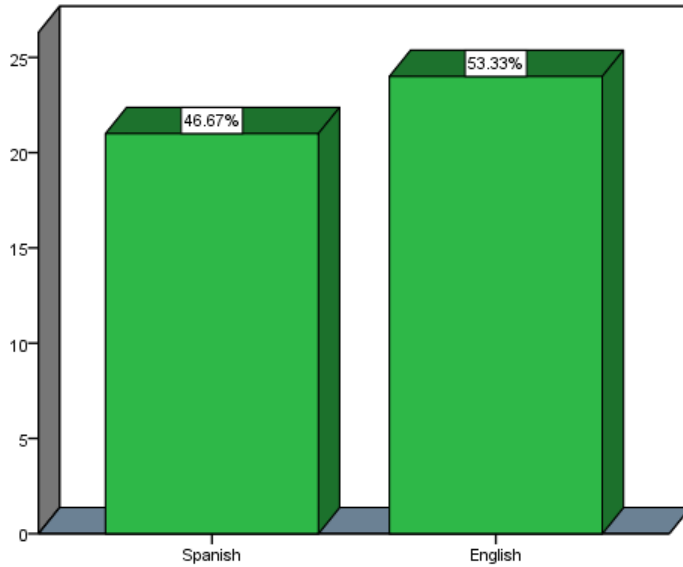


In this chart it is clearly stated that 53.33% of the students of this course prefer mostly to comment the content of what they read with their friends. Only the 37.78% of them comment with their classmates or their teachers. The 4.44% comment the content with their relatives, and the same percentage, the 4.44%, do with no one.

Who do you usually comment the content of what you read?

Source: questionnaire administered to students from the Composition I course at the University of El Salvador, Semester II, 2013.

GRAPH 9

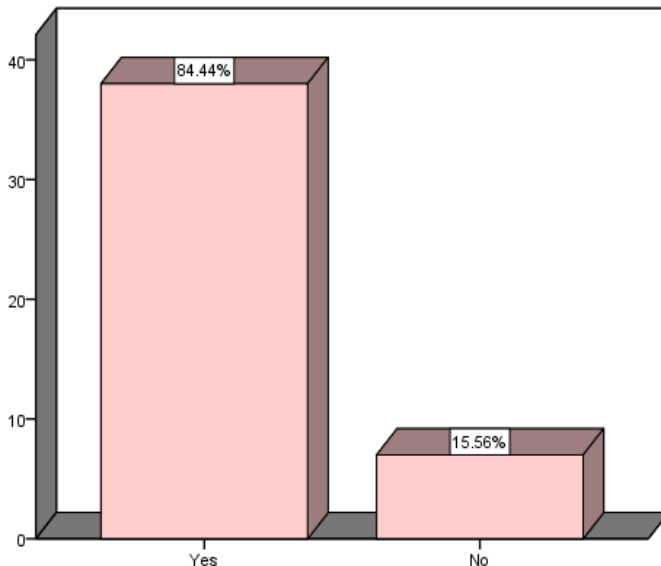


This graphic shows that the majority of the students read more in English (53.33%). The rest of them read in Spanish (46.67).

In which language do you usually read more?

Source: questionnaire administered to students from the Composition I course at the University of El Salvador, Semester II, 2013.

GRAPH 10

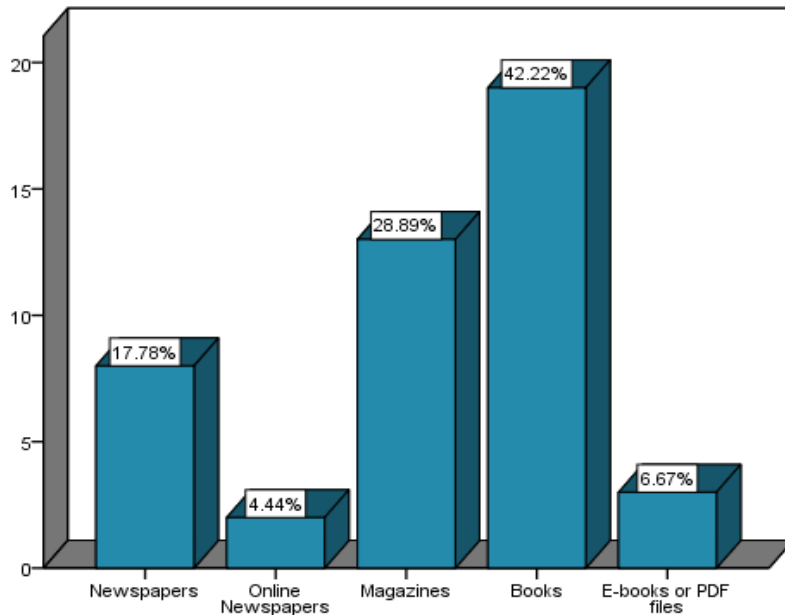


It is shown that almost all of the students (84.44%) enjoy reading. Just a little percentage, the 15.56% out of the 100 % do not enjoy reading

Do you enjoy reading?

Source: questionnaire administered to students from the Composition I course at the University of El Salvador, Semester II, 2013.

GRAPH 11

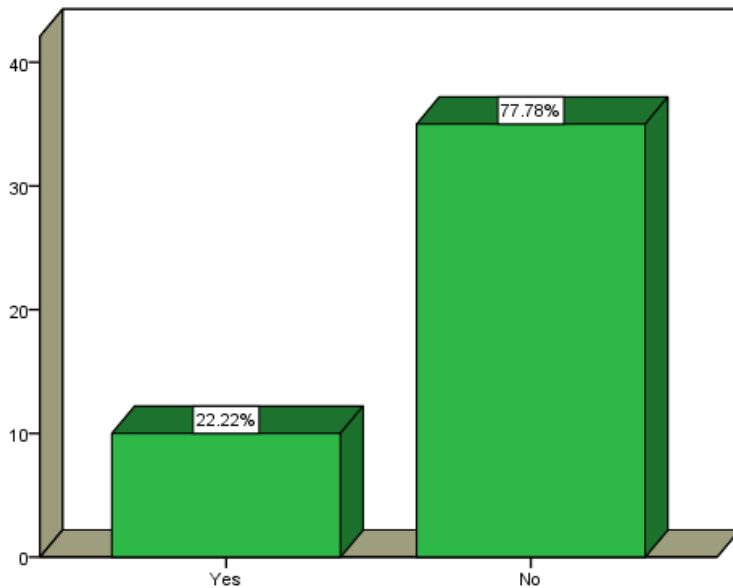


This chapter demonstrates the kind of material students prefer. Clearly, most of the students prefer books (42.22%). Then, magazines are preferred by a 28.89% of the students. The 17.78% prefer to read newspaper and the 6.67% prefer read E- books or PDF files. The minority of the students, the 4.44% prefer to re online newspapers.

What kind of material do you prefer reading?

Source: questionnaire administered to students from the Composition I course at the University of El Salvador, Semester II, 2013.

GRAPH 12

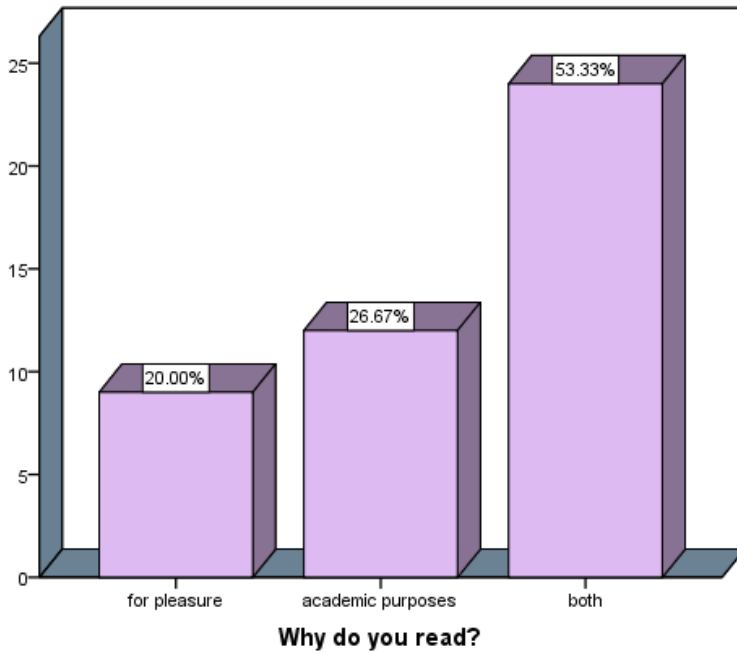


Clearly, the most of the students do not read a book every day (77.78%). Only the 22.22% read a book every day.

Do you read a book everyday?

Source: questionnaire administered to students from the Composition I course at the University of El Salvador, Semester II, 2013.

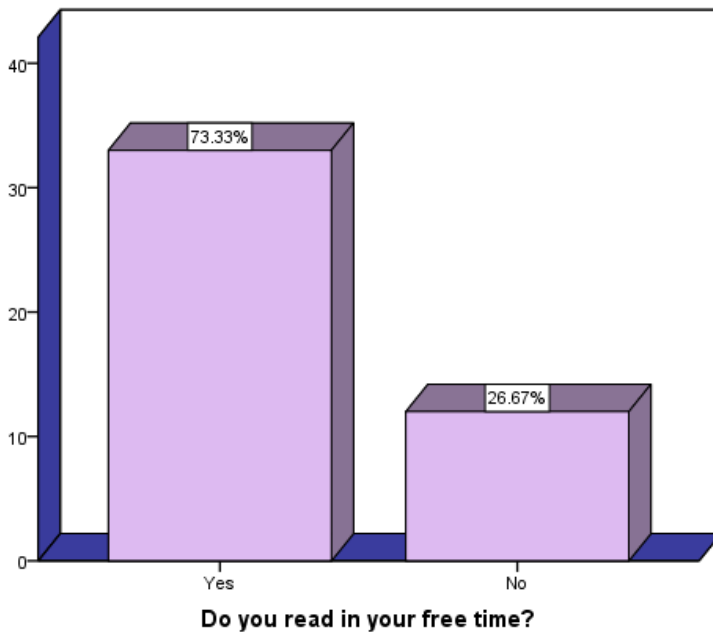
GRAPH 13



This graph represents the reasons that the students have to read. The most of them read a book for pleasure and for academic purposes. The 26.67% of them read a book for academic purposes and only the 20.00% read a book for pleasure.

Source: questionnaire administered to students from the Composition I course at the University of El Salvador, Semester II, 2013.

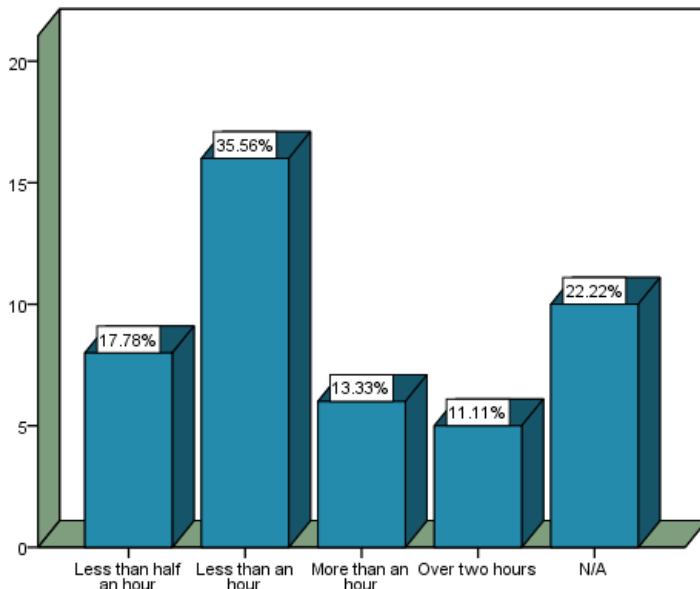
GRAPH 14



Evidently, the majority of the students read in their free time (73.33%).the rest and the minority, the 26.67% do not read in their free time.

Source: questionnaire administered to students from the Composition I course at the University of El Salvador, Semester II, 2013.

GRAPH 15

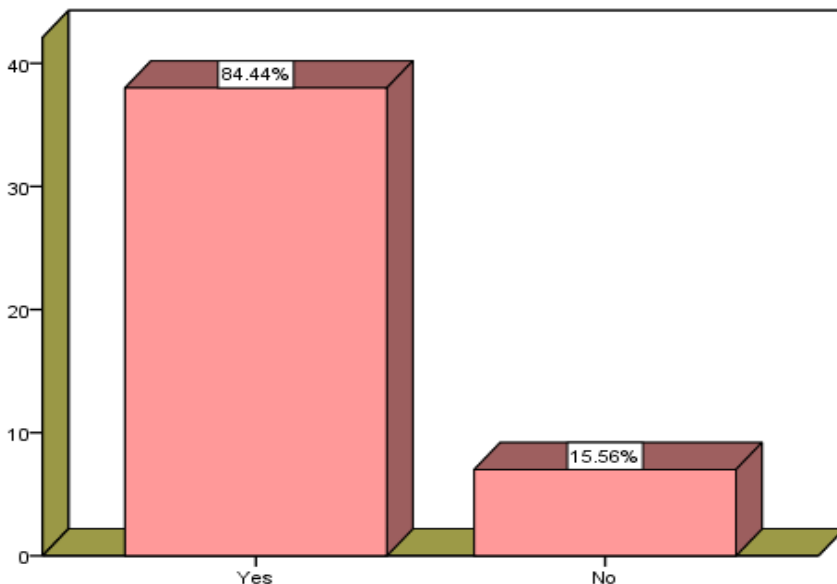


This chapter is related with the previous one. The majority of the students in their free time read less than an hour (35.56). the 17.78% of the students read less than half an hour and the 13.33% read more than an hour. The rest, the 11.11% read over two hours. A significant percentage, the 22.22%, does not answer this question (N/A).

If you answered Yes, How often do you read a day?

Source: questionnaire administered to students from the Composition I course at the University of El Salvador, Semester II, 2013.

GRAPH 16

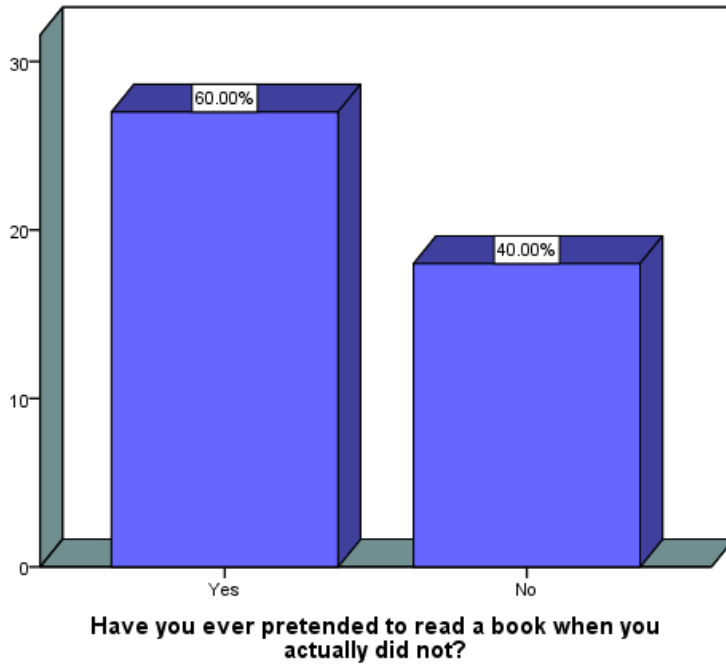


This chapter shows that the 84.44% of the students use critical thinking when readings while the rest, the 15.56% do not use critical reading.

Do you frequently use critical thinking when reading?

Source: questionnaire administered to students from the Composition I course at the University of El Salvador, Semester II, 2013.

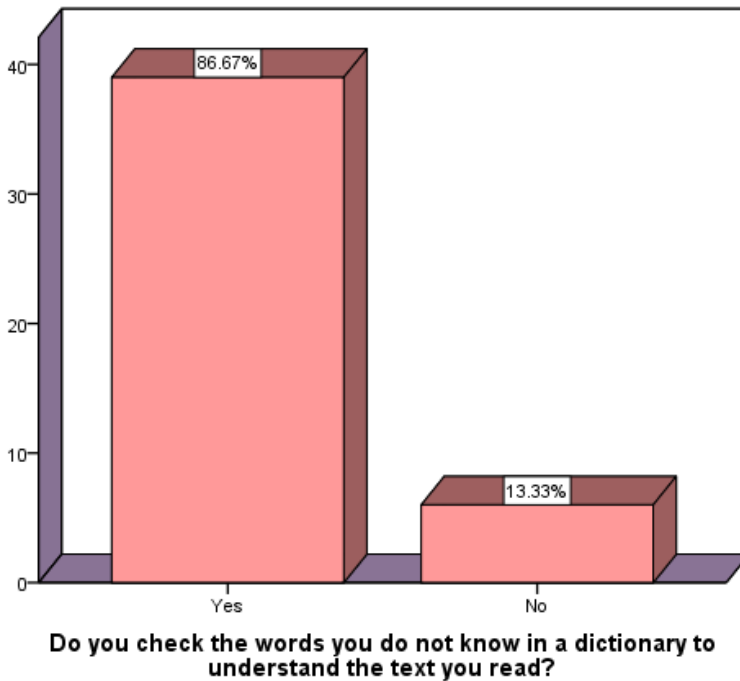
GRAPH 17



The graphic shows that the most of the students pretended to read a book when they actually did not (60.00%). The 40.00% of them did not pretend to read a book.

Source: questionnaire administered to students from the Composition I course at the University of El Salvador, Semester II, 2013.

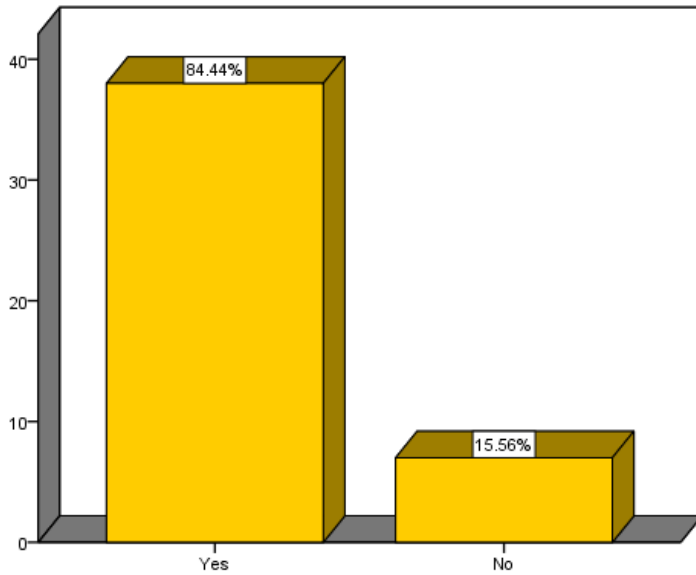
GRAPH 18



This graph is related to the use of the dictionary when reading. The majority of the students make use of the dictionary to check words to understand the text they read. The minority of them, the 13.33% do not make use of such source when reading.

Source: questionnaire administered to students from the Composition I course at the University of El Salvador, Semester II, 2013.

GRAPH 19

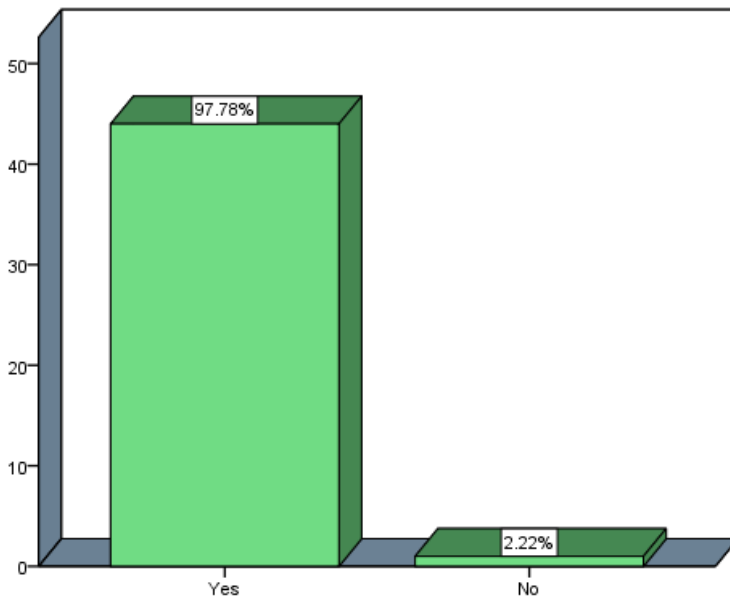


Before writing your composition assignments, do you read materials such as books, newspapers, online articles, magazinez, handouts, etc.?

Source: questionnaire administered to students from the Composition I course at the University of El Salvador, Semester II, 2013.

This chapter shows clearly that most of the students, 84.44%, read materials such as books, newspapers, online articles, and magazines and so on before writing a composition in contrast with the rest of the students, the 15.56%.

GRAPH 20

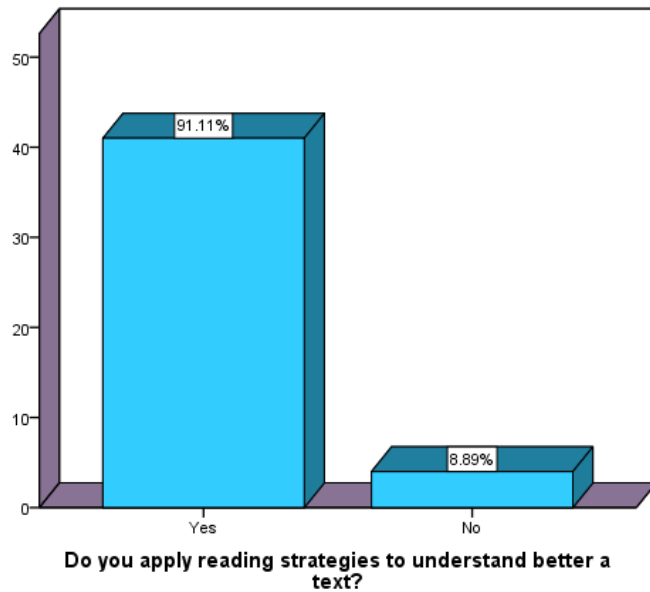


Do you know any of the following strategies (Skimming, Scanning, Detailed reading, Summarizing, Taking notes)?

In this graph is clearly defined that most of the students have knowledge about the reading strategies such as scanning, skimming and so on. Only the 2.22% of them do not any of these strategies.

Source: questionnaire administered to students from the Composition I course at the University of El Salvador, Semester II, 2013.

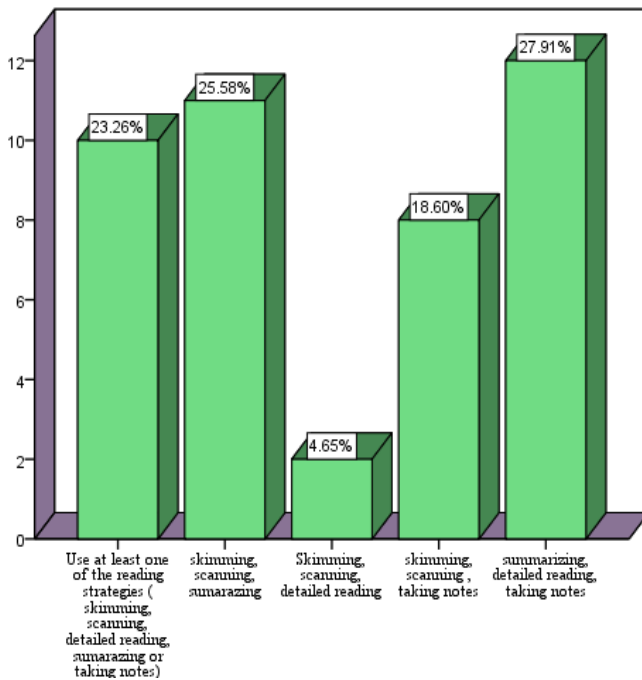
GRAPH 21



Unmistakably, this chapter shows that the majority of the students, the 91.11% , apply reading strategies to understand better a text. In the other hand, just the 8.89% do not make use of these strategies.

Source: questionnaire administered to students from the Composition I course at the University of El Salvador, Semester II, 2013.

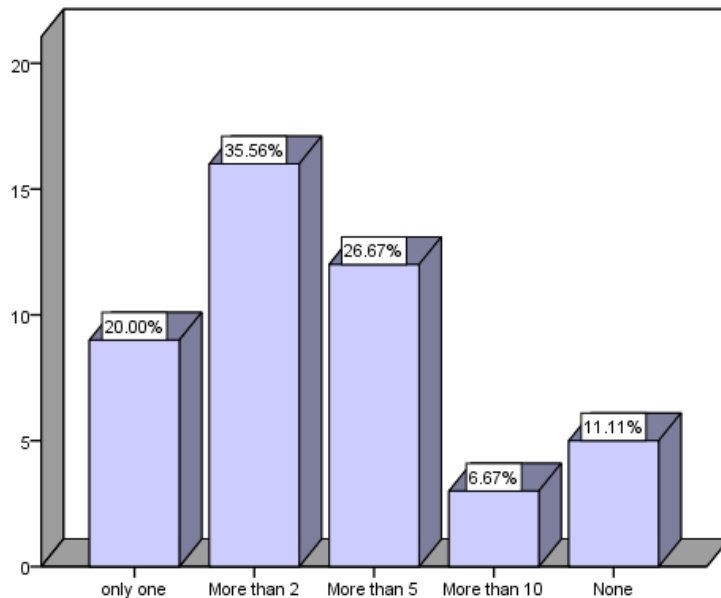
GRAPH 22



The majority of them, the 27.91% uses summarizing, detailed reading, and taking notes. The 25.58% make use of skimming scanning and summarizing. The 23.26% represents students who at least use one of the reading strategies mentioned into the question. The 18.60% apply skimming, scanning, and taking notes. Finally, the 4.65% make use of skimming, scanning, and detailed reading.

Source: questionnaire administered to students from the Composition I course at the University of El Salvador, Semester II, 2013.

GRAPH 23

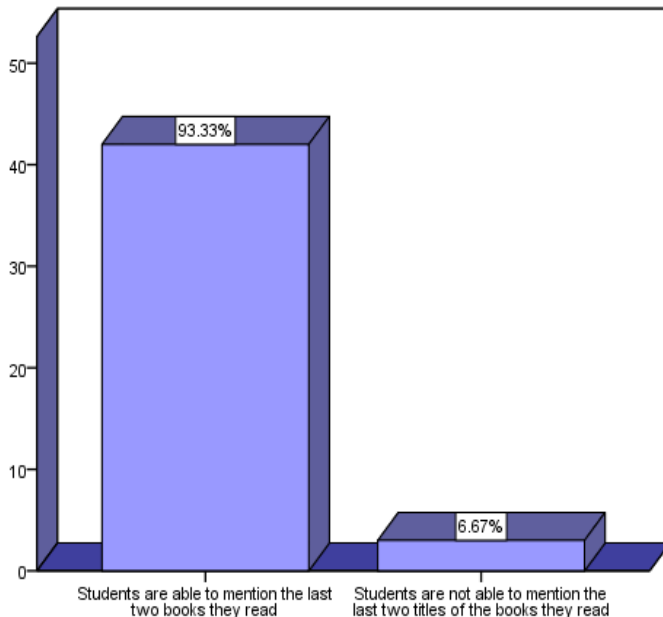


How many books in English have you read that are not Class assignments at the university?

Source: questionnaire administered to students from the Composition I course at the University of El Salvador, Semester II, 2013.

In this graph is shown the amounts of books students have read that are not class assignments. The most of the students, the 35.56%, have read more than 2 books. In contrast, the 26.67% has read more than five books that are not class assignments. The 20.00% have read only one book and the 6.67% read more than 10 books. The rest, the 11.11% have read any book.

GRAPH 24

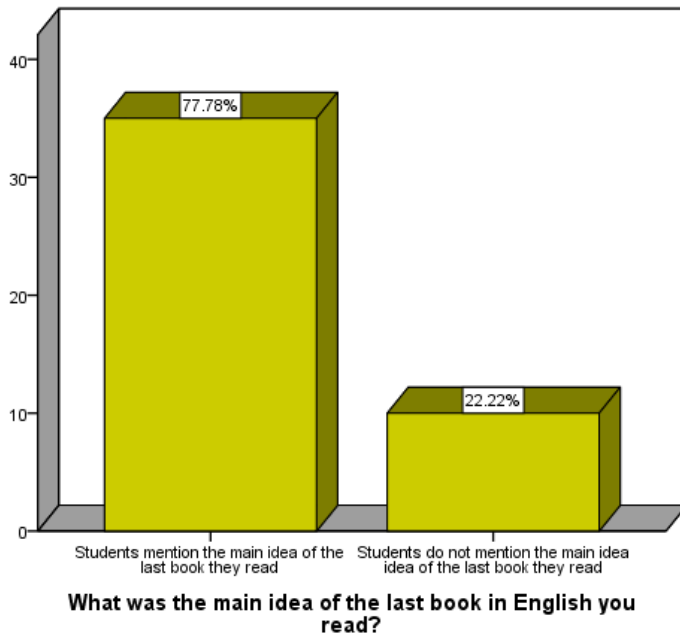


Can you name the titles of the last books you read?

Students were asked to name the title of the last two books they have read. This graph represents that the majority of the students are able to name the book they have read (93.33). They mentioned the following titles of books ;????? The minority of the students, the 6.67%, are not able to mention the last two books they have read.

Source: questionnaire administered to students from the Composition I course at the University of El Salvador, Semester II, 2013.

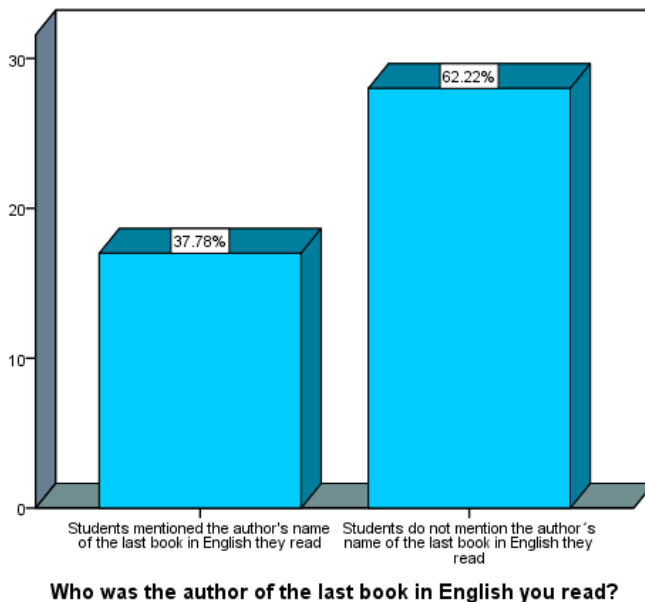
GRAPH 25



Clearly, most of the students were able to mention the main idea of the last book they read (77.78%). In contrast, the 22.22% was not able to mention the main idea.

Source: questionnaire administered to students from the Composition I course at the University of El Salvador, Semester II, 2013.

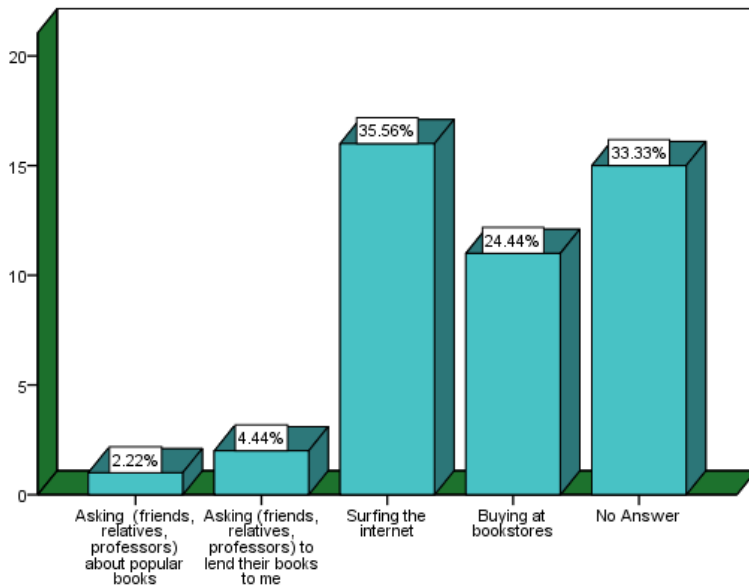
GRAPH 26



Evidently, this graph denotes if students are able to mention the author's name of the last book they read in English. A significant percentage of the students, the 62.22%, do not mention the author's name of the last book they read. In contrast, the 37.78% mention the author's name. The authors who were mentioned by the students are the following.

Source: questionnaire administered to students from the Composition I course at the University of El Salvador, Semester II, 2013.

GRAPH 28

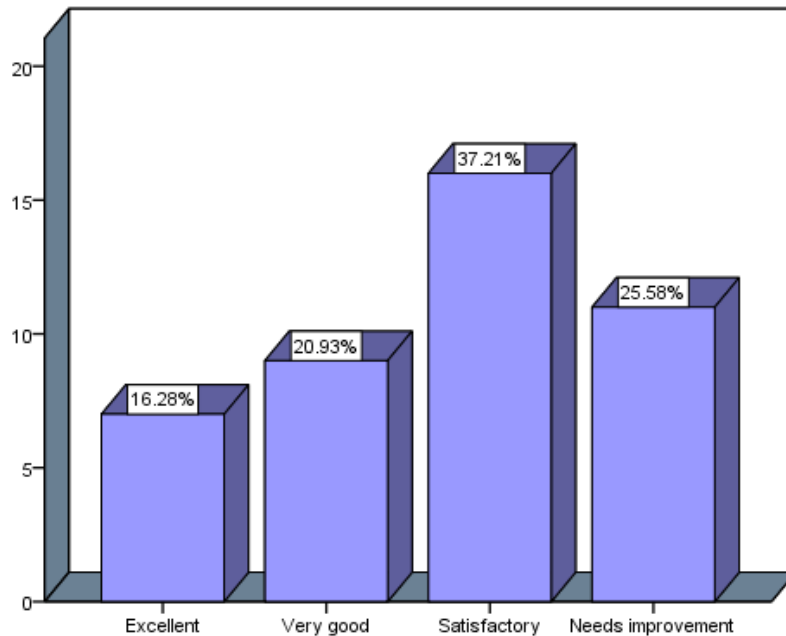


In this chart, the majority of the student found books they would like to read by surfing the internet (35.56%). The 33.33% do not answer and the 24.44% buy the books they would like to read. A 4.44% of them find books by asking friends, relatives and so on to lend them their books. The minority, the 2.22% find books by asking friends or relatives about popular books.

How do you find English books you would like to read?

Source: questionnaire administered to students from the Composition I course at the University of El Salvador, Semester II, 2013.

GRAPH 29



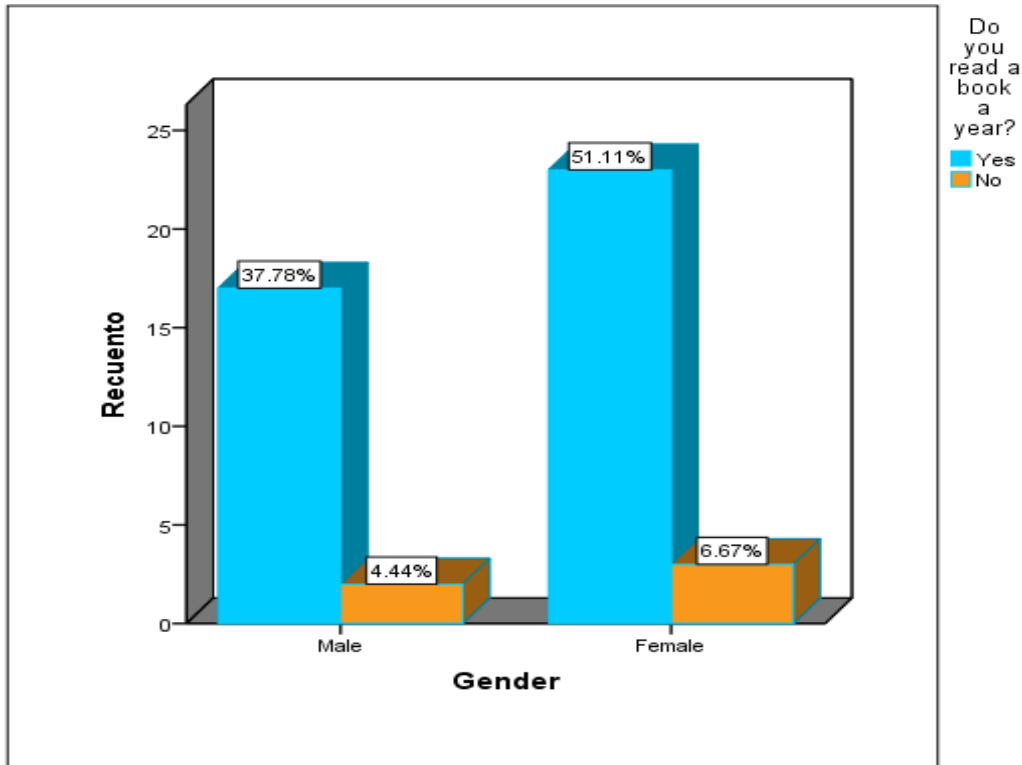
This chart represents the writing performance of the students. The majority of the students have a satisfactory performance (37.21%), while the 20.93% of the students have a very good performance the 16.28% have an excellent performance and the rest, the 25.5% needs improvements.

Students written task results

Source: questionnaire administered to students from the Composition I course at the University of El Salvador, Semester II, 2013.

B. BIVARIABLE ANALYSIS

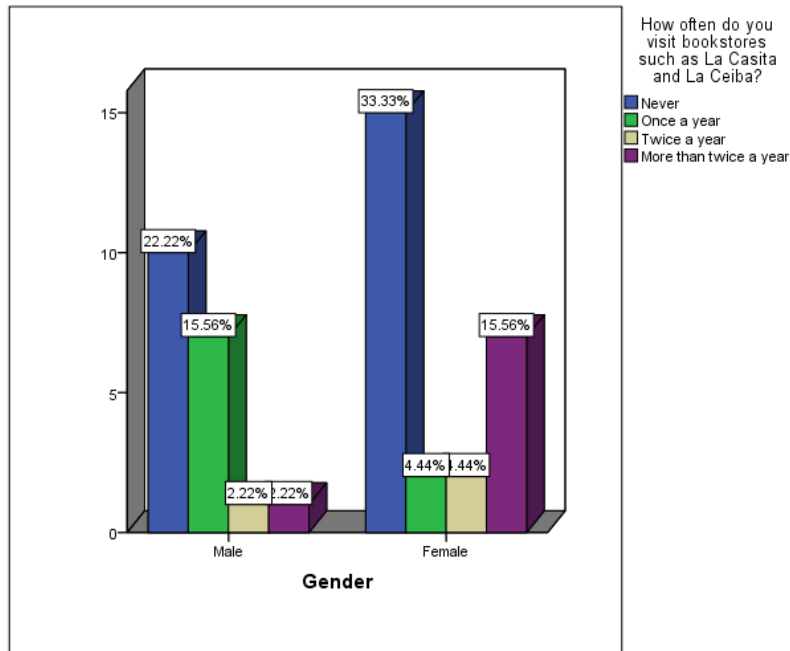
GRAPH 30



This graph shows the relationship between the student's habit of reading and the gender. First at all, female students read more than male students. 51.11% of female students read a book a year and just a 27.78% of male students read a book a year. Taking in account both genders, only the 11.11% do not read a book a year.

Source: questionnaire administered to students from the Composition I course at the University of El Salvador, Semester II, 2013.

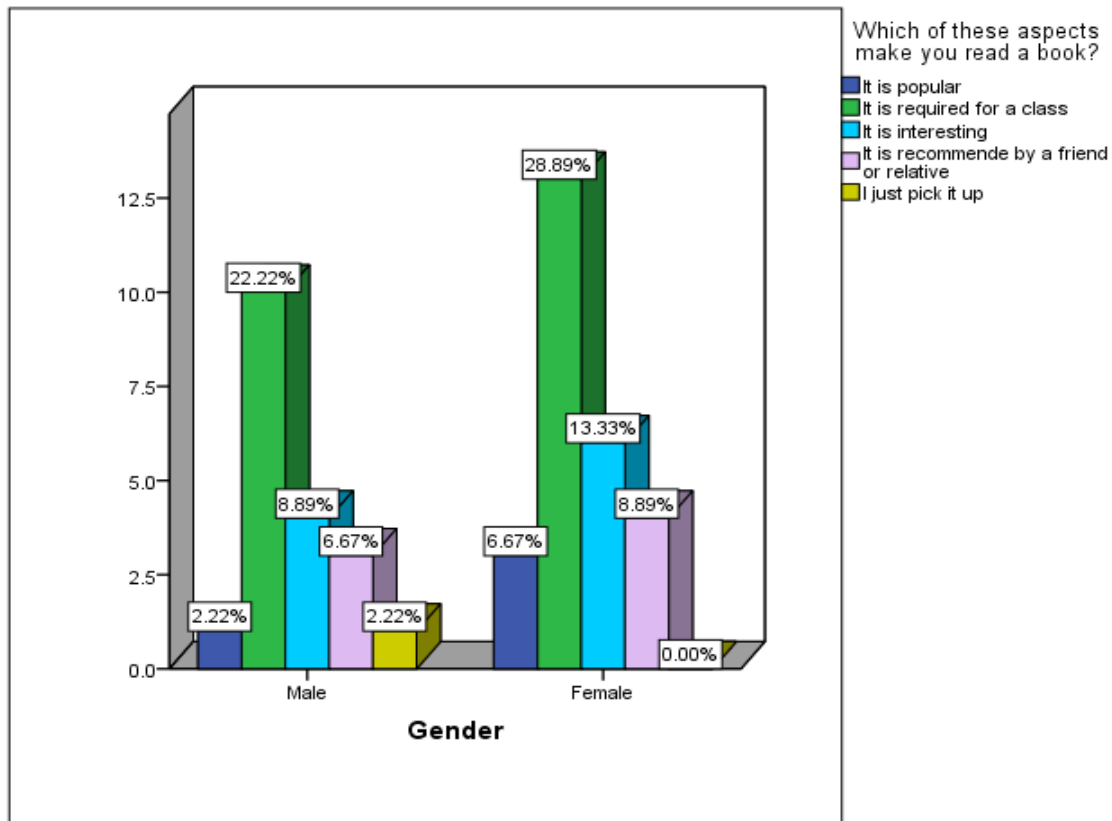
GRAPH 31



This chart presents the match between the gender and the frequency that students visit books stores such as La Casita and La Ceiba and others. First, even though female students read more than male, the majority of female students never visit a bookstore (33.33%). The majority of male students (22.22%), who read a book a year, never visit such places as well. Counting both genders, the 55.55% of students never visit bookstores. Furthermore, it is presented that male students visit more bookstores once a year than female students (4.44%). In other words, only the 20.00% of the students visit a bookstore once a year. The 6.66% of them visit twice a year a bookstore from which the majority are female students (4.44%) and the minority are male students (2.22%). Finally, only the 17.78% of the students visit more than twice a year bookstores. The 15.56% are female students whereas only 2.22% of male students visit twice a year such places.

Source: questionnaire administered to students from the Composition I course at the University of El Salvador, Semester II, 2013.

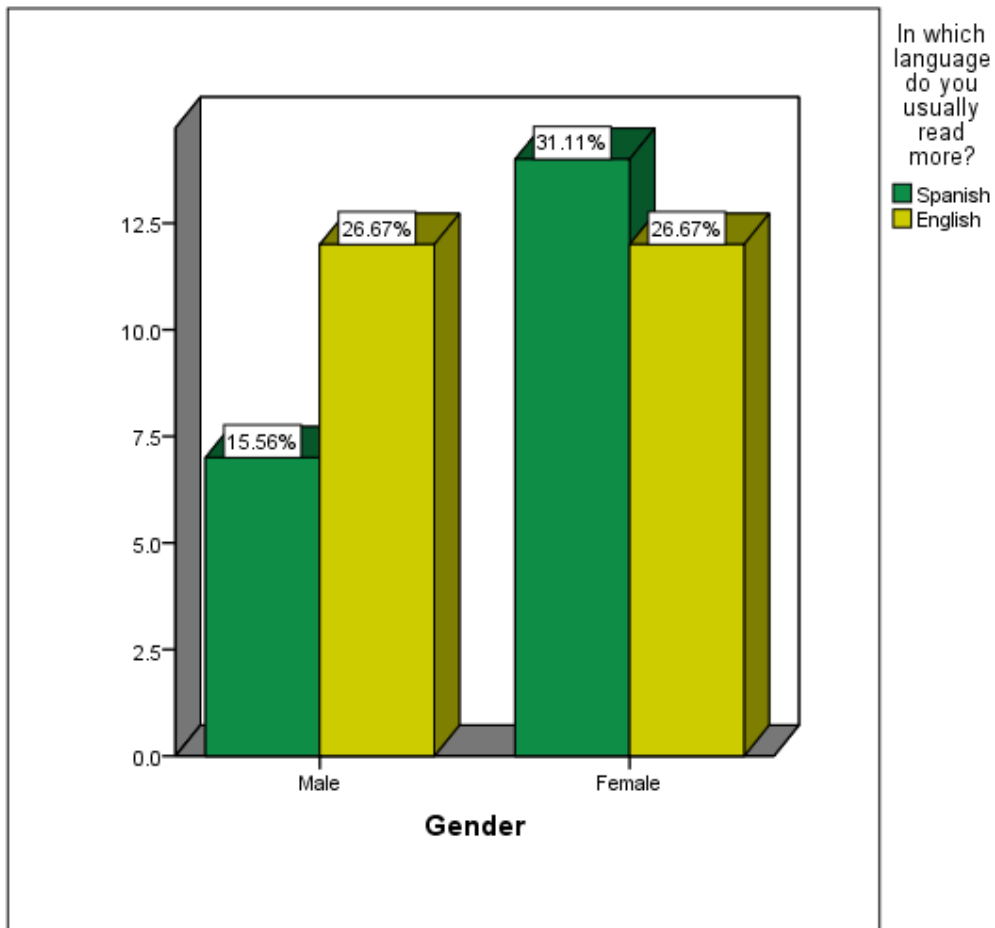
GRAPH 32



Clearly, the chart represents the gender of the students and the aspects that make students read a book. The majority of female students, 28.89%, read a book because it is required for a class. In contrast, the majority of male students, 22.22% read a book since it is required for a class too. In short, female students read more books because are required for a class than male student. In the other hand, the 13.33% of female students read a book because it is interesting whereas only a 8.89% of male students read it for the same aspect. It is clear that female students read more a book than male students because it is interesting. The 15.56 % of the students read a book because I is recommended by a friend or relative from which the majority are female (8 .89%) and minority are male students (6.67%). Another aspect that makes students read is because they just pick a book up. Any female student read a book for that reason while the 2.22% of male students read a books because they just pick it up.

Source: questionnaire administered to students from the Composition I course at the University of El Salvador, Semester II, 2013.

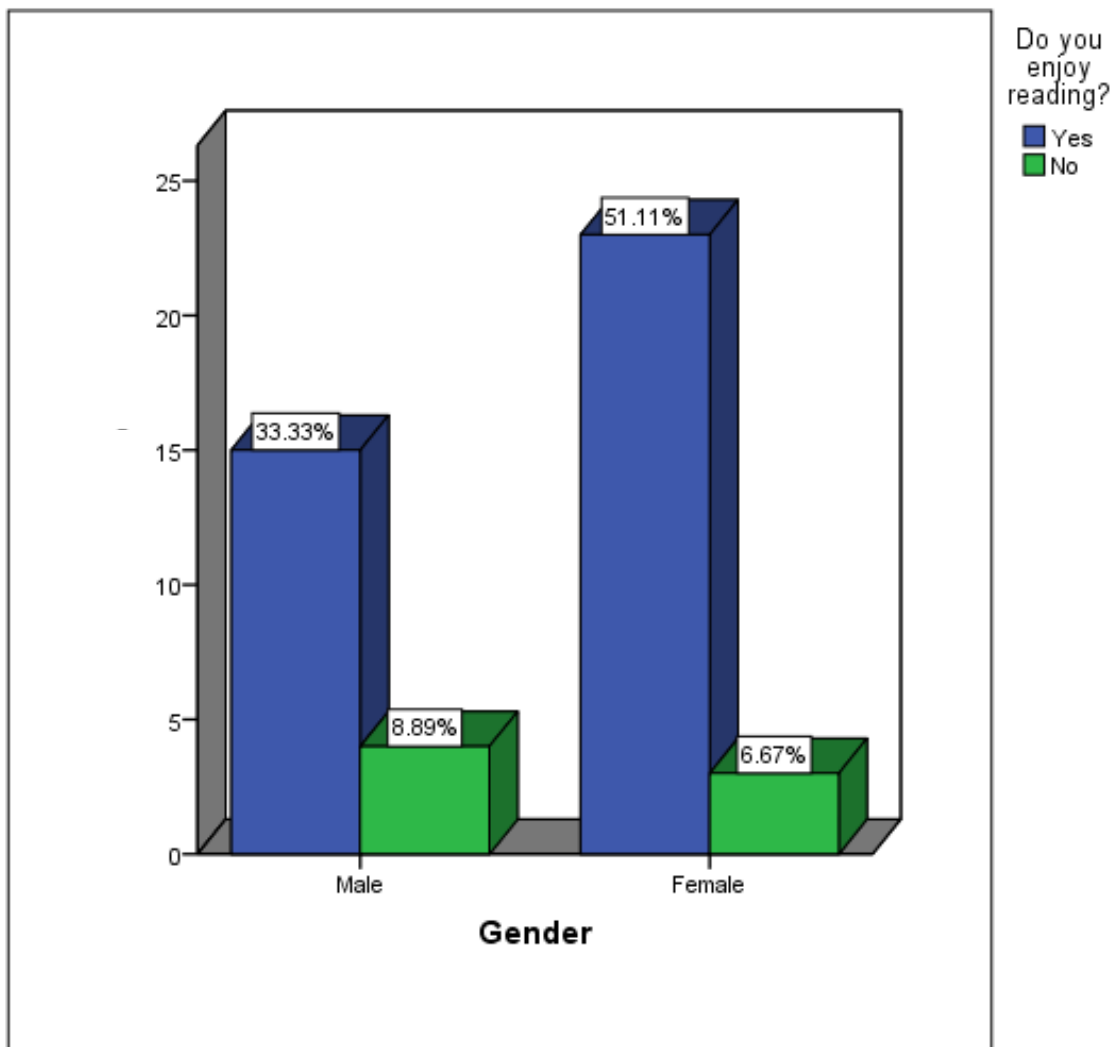
GRAPH 33



By analyzing this chart, the majority of students who read in Spanish are female students (31.11%). In contrast, only the 15.56% of male students read in Spanish. In short, female students read more in Spanish than males. Besides that, here is no difference in gender about reading in English. The 26.67% of male students read in English as well as female students. The 53.34% of the students read in English.

Source: questionnaire administered to students from the Composition I course at the University of El Salvador, Semester II, 2013.

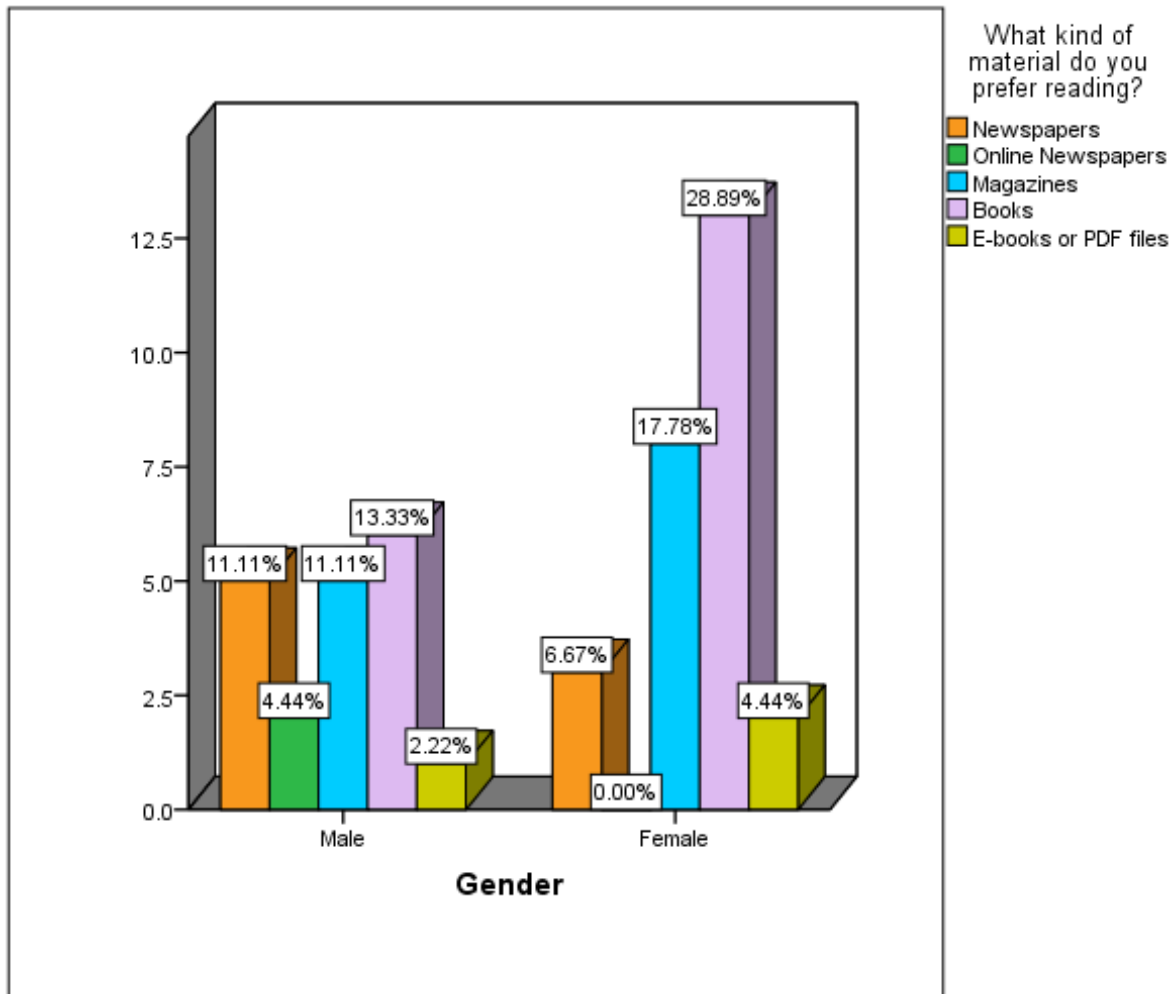
GRAPH 34



Evidently, female students enjoy reading more than male students do. The 51.11% of female scholars enjoy reading while the 33.33% of male scholars answered they did not. The 15.56 % of the students do not enjoy reading from which the 8.89% are males and the 6.67 are female students.

Source: questionnaire administered to students from the Composition I course at the University of El Salvador, Semester II, 2013.

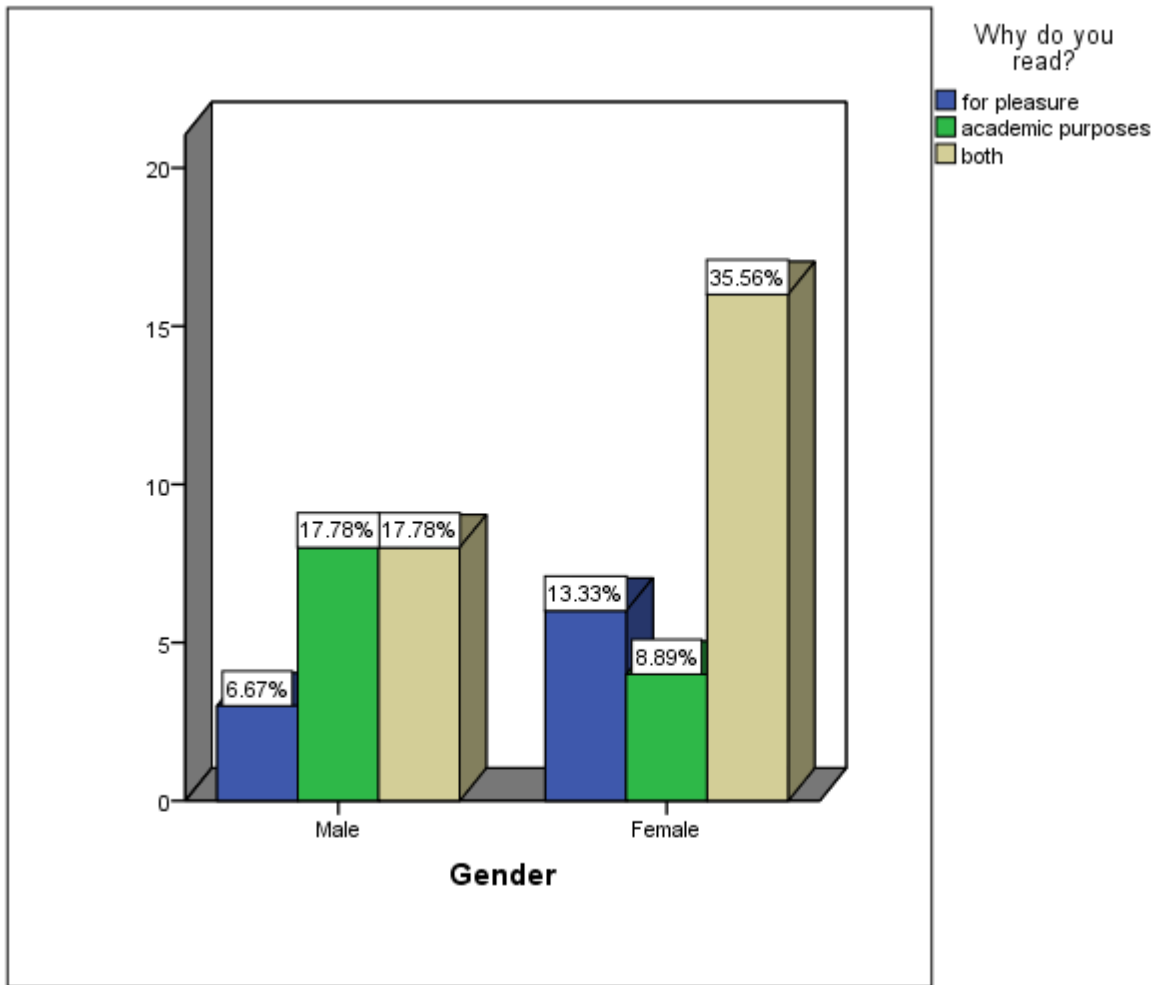
GRAPH 35



In this graph is presented the relation between material preferences of students. First, the majority of the students, female students, read books (28.89%) and only a 13.33% of male students read it too. Then, the 17.78 % of female scholars read magazines while the 11.11% of students do. It means that female students read more magazines than males. Third, it is noticeable that any female student read online articles in contrast to male students. The 4.44% of students read online newspapers. Then, the 11.11% of male scholars read newspaper whereas the 6.67% of female students do. In short, male students read more newspaper than females. To close, female students read more E-books or PDF files than males do. The 4.44% of female students read E-books or PDF files and only the 2.22% of males do.

Source: questionnaire administered to students from the Composition I course at the University of El Salvador, Semester II, 2013.

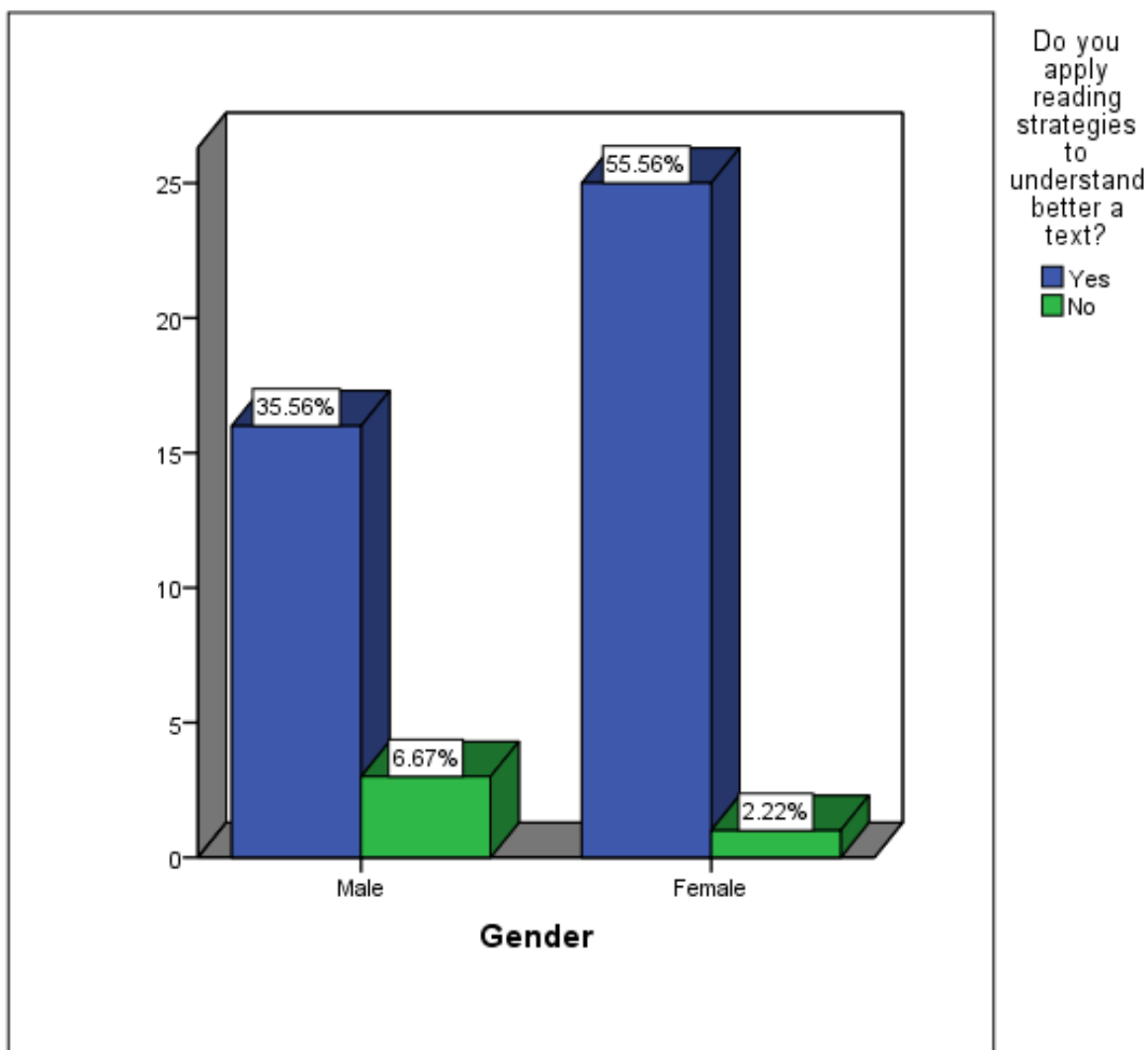
GRAPH 36



The chart presents the relationship between gender and the reasons why students read. Clearly, the majority of female students (35.56%) read for both aspects, for pleasure and for academic purposes. And the 17.78% of males read also for both aspects. The 17.78% of the male students read for academic purposes while only the 8.89% of females read for academic purposes. In other words, male scholars read more than females for academic purposes. Evidently female students read more than males for pleasure. The 13.33% of female scholars read for pleasure and just the 6.67% of male scholars do for that reason.

Source: questionnaire administered to students from the Composition I course at the University of El Salvador, Semester II, 2013.

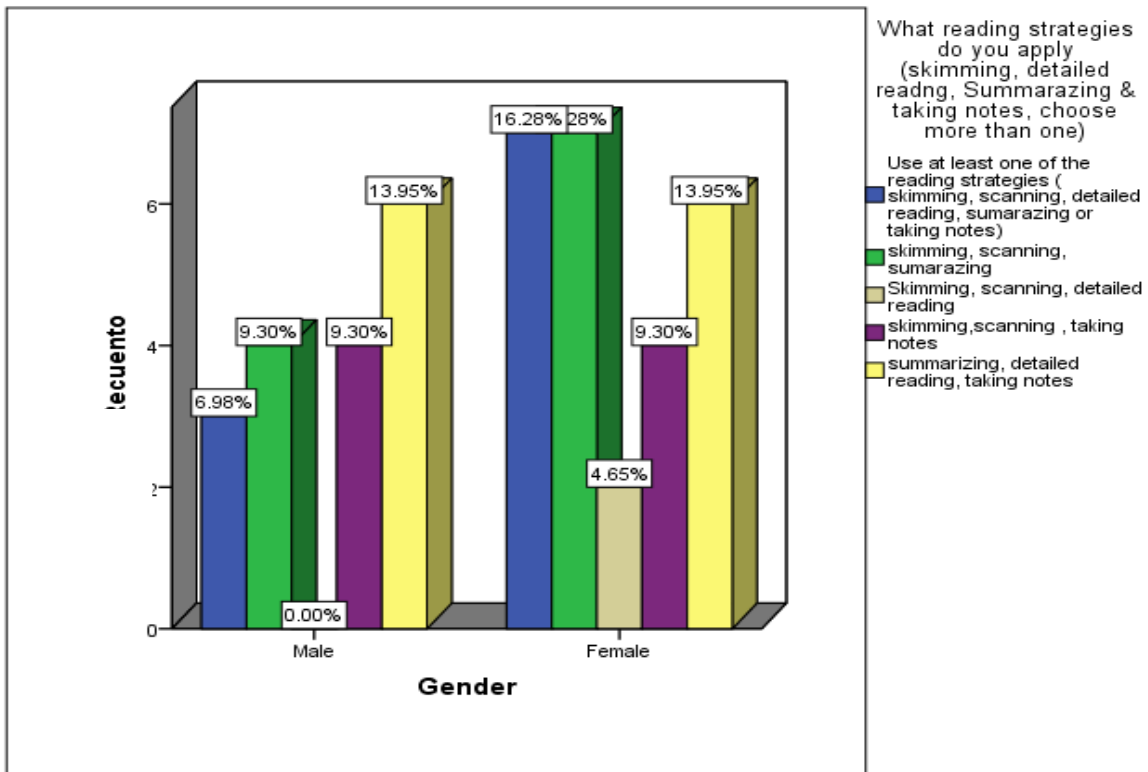
GRAPH 37



Clearly, the students who most apply reading techniques to understand better a text are females. The 55.56% of female students apply such reading techniques while only the 2.22% of them do not. In the other hand, the majority of male students apply reading techniques to understand better a text whereas only the 6.67% do not apply them.

Source: questionnaire administered to students from the Composition I course at the University of El Salvador, Semester II, 2013.

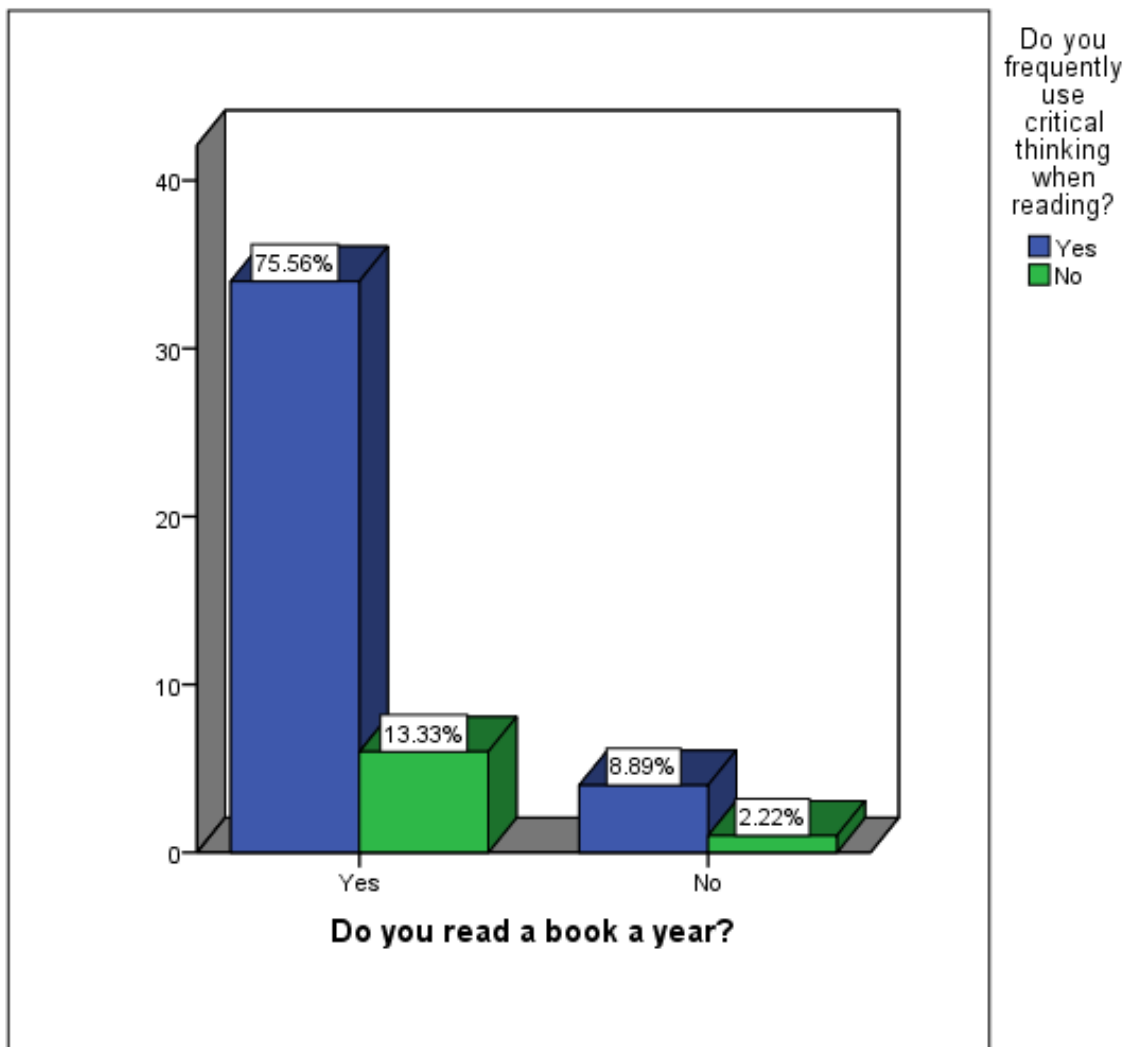
GRAPH 38



This graph clearly presents the trends among males and females, which are the reading strategies they applied the most. Firstly, females got a draw with the 16.28% some girls said they only used at least one of the reading strategies presented into the questionnaire and some others stated that they only used skimming, scanning, and summarizing. Then, it is found a 13.95% which represents girls who only use summarizing, detailed reading, and taking notes; the 9.30% portrays skimming, scanning and taking notes, and there is a significant percentage which stands for girls who use skimming, scanning and detailed reading as one trend. On the other hand, males used more summarizing, detailed reading and taking notes; these strategies together got the 13.95% of males' population. Then, there is draw between those students who's used skimming and scanning with a trend that was identified and include summarizing or talking notes, these both trends together got the 9.30%. Finally, there is only a 6.98% of males used at least one the reading strategies that were presented into the questionnaire.

Source: questionnaire administered to students from the Composition I course at the University of El Salvador, Semester II, 2013.

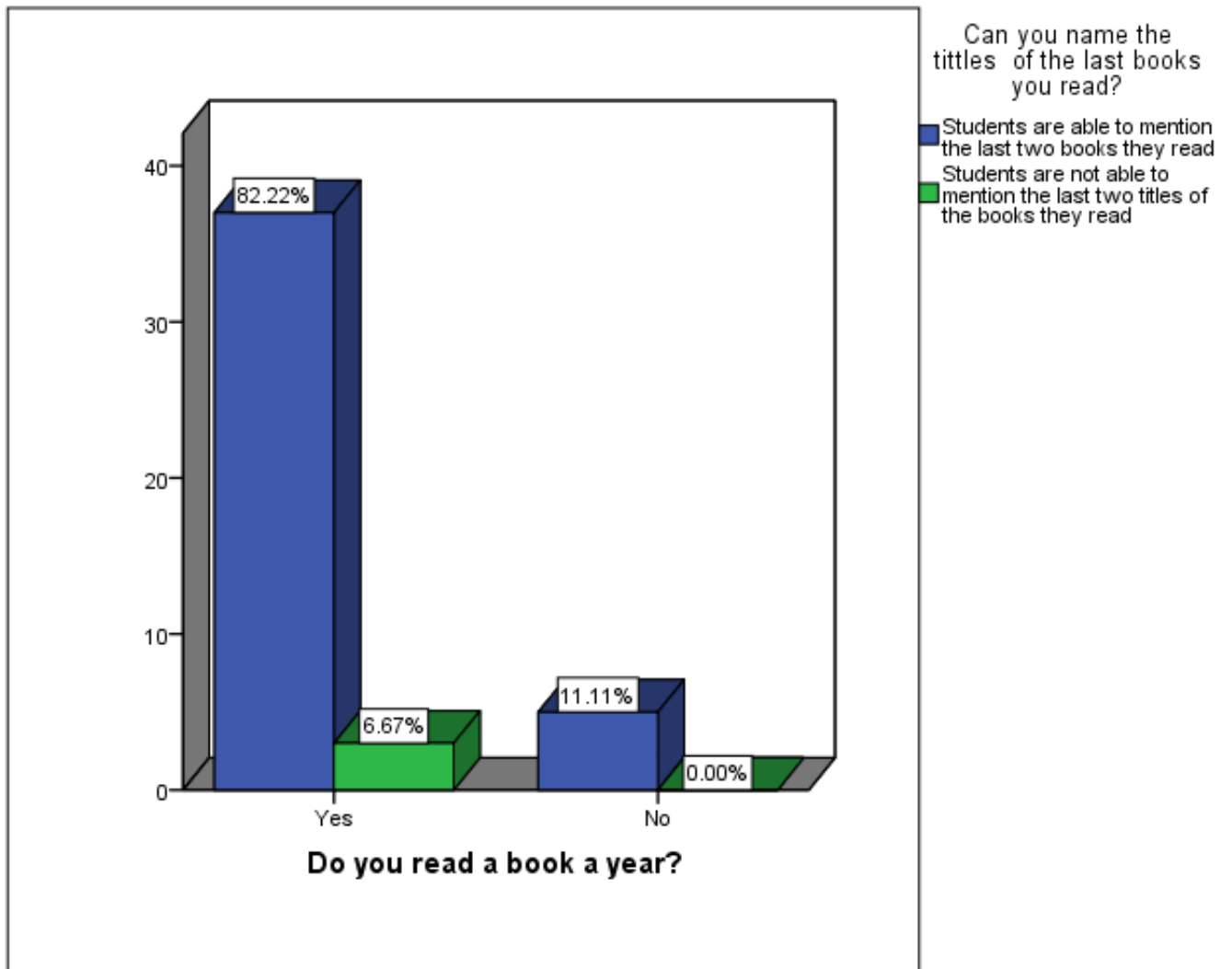
GRAPH 39



Unmistakably, students who read a book a year use more critical thinking when reading. The 75.56% of the students who read a book a year use critical thinking when reading while only the 13.33% of the students that read a book a year do not use critical thinking. On the other hand, the majority of students who do not read a book a year (8.89%) use critical thinking when reading in contrast the minority of the students who do not read a book a year, the 2.22%, do not apply critical thinking when reading.

Source: questionnaire administered to students from the Composition I course at the University of El Salvador, Semester II, 2013.

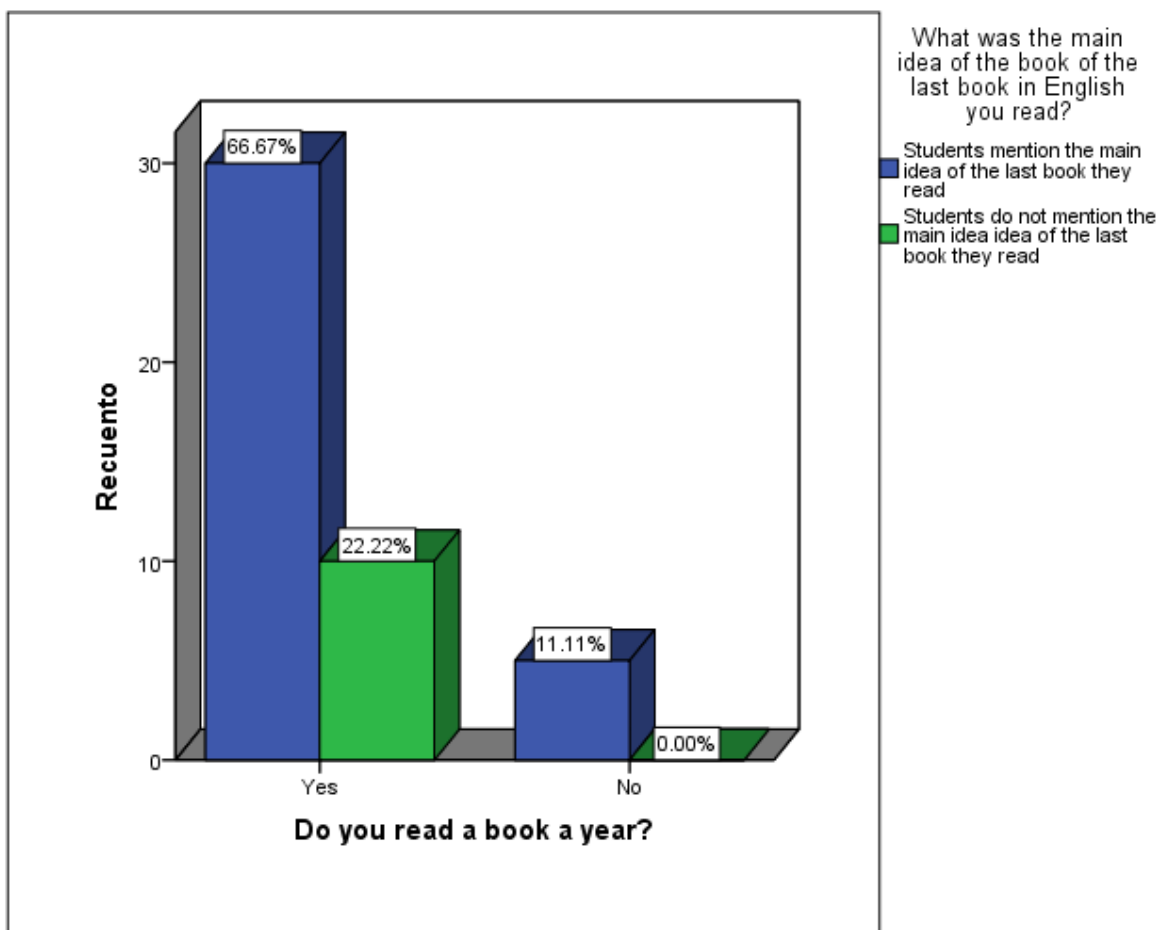
GRAHP 40



This chart evidently shows that the majority of the students who read a book year, are able to mention the name of the two last books they read (82.22). In contrast, there are students who read a book a year but the 6.67% of them are not able to mention the title of the last two books they read. On the other hand, the majority of the students who do not read a book a year are able to name the title of the last two books they read whereas the students who do not read even a book a year are not able to mention the two books they read.

Source: questionnaire administered to students from the Composition I course at the University of El Salvador, Semester II, 2013.

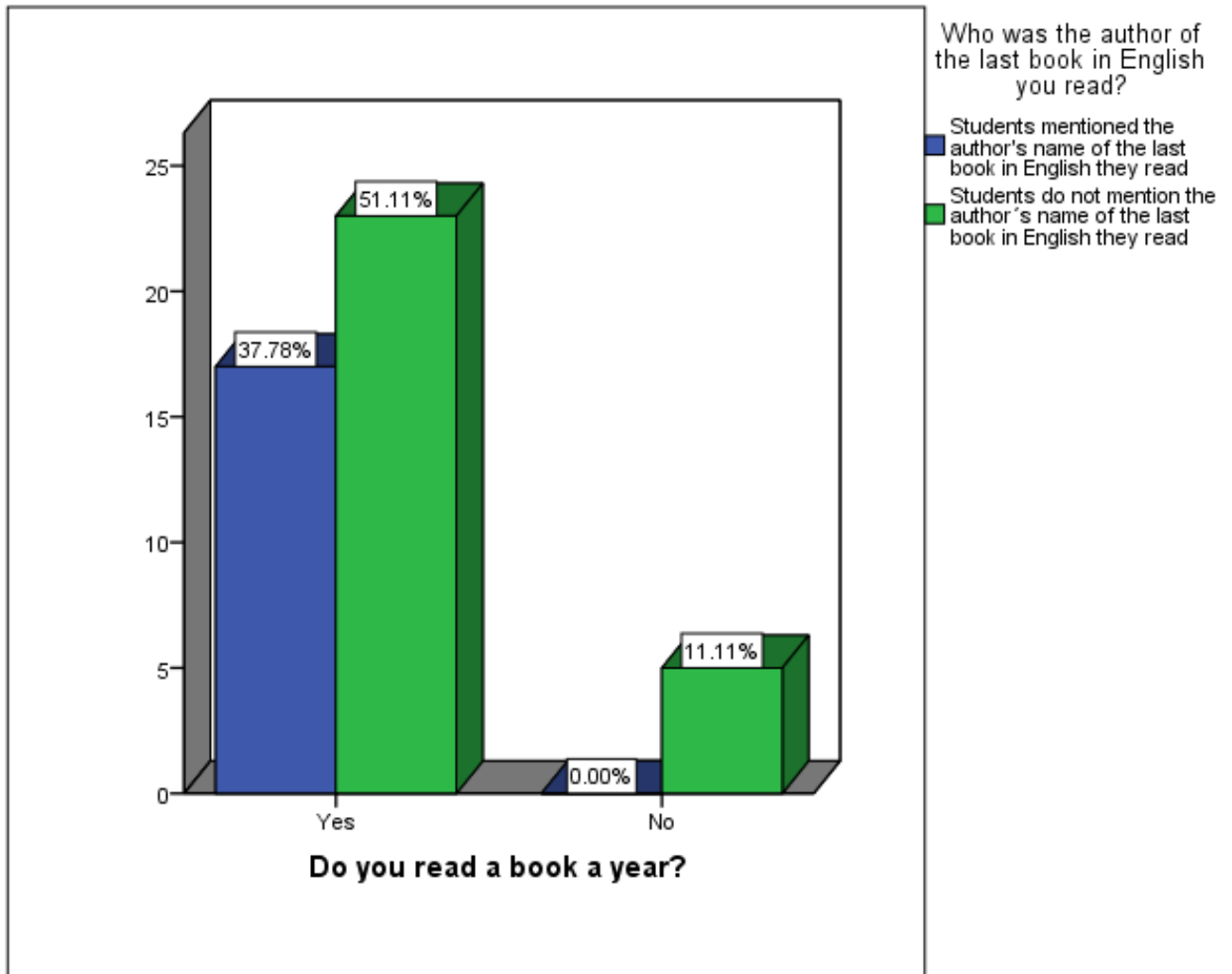
GRAPH 41



The chart clearly defines that the majority of students who read a book a year (66.7%) are able to mention the main idea of the last book they read in English as opposed to a 22.22% of the students that read a book a year, but they are not able to mention the main idea of the last book in English they read. In contrast, the rest, the 11.11% of the students, who do not read a book a year are also able to mention the main idea.

Source: questionnaire administered to students from the Composition I course at the University of El Salvador, Semester II, 2013.

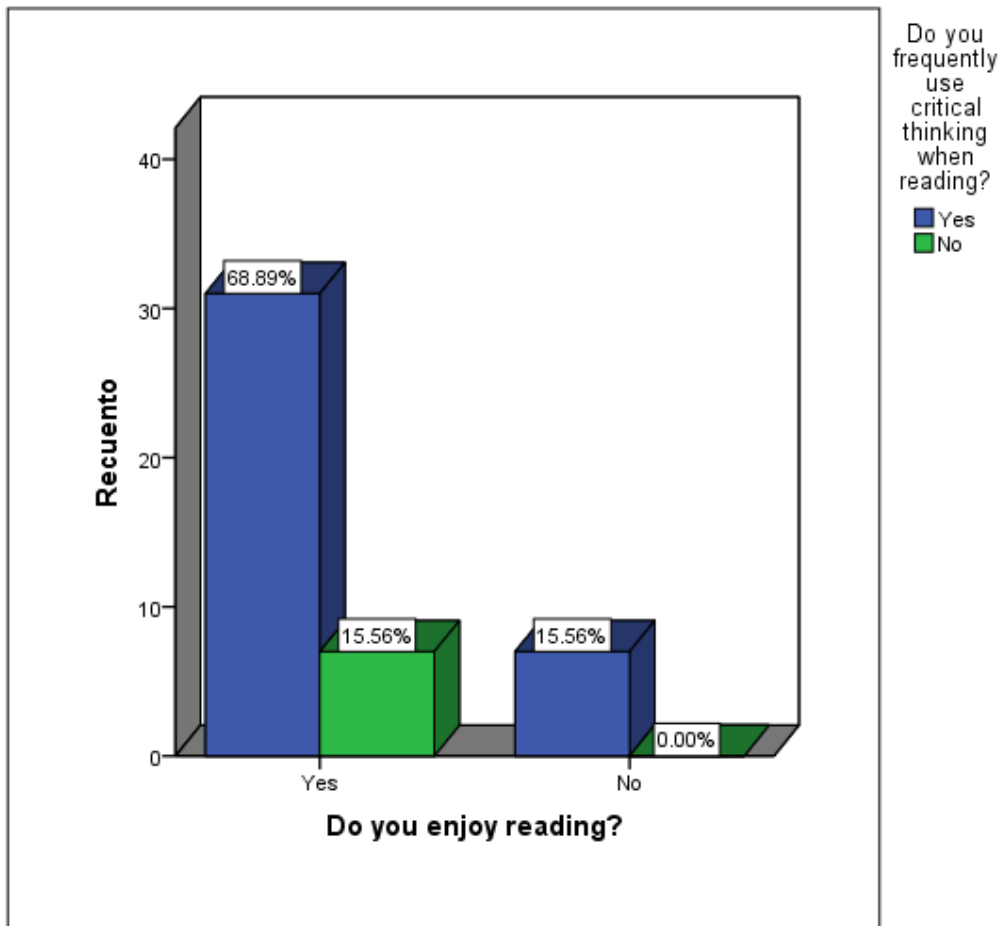
GRAPH 42



This chart show that the most of the students who read a book a year (61.11%) did not mention the author's name of the last book they read in English. The rest, only the 37.78%, mentioned the author's name of the book. On the other hand, the rest of the students, the 11.11%, they do not read a book a year and were not able to mention the author's name book too.

Source: questionnaire administered to students from the Composition I course at the University of El Salvador, Semester II, 2013.

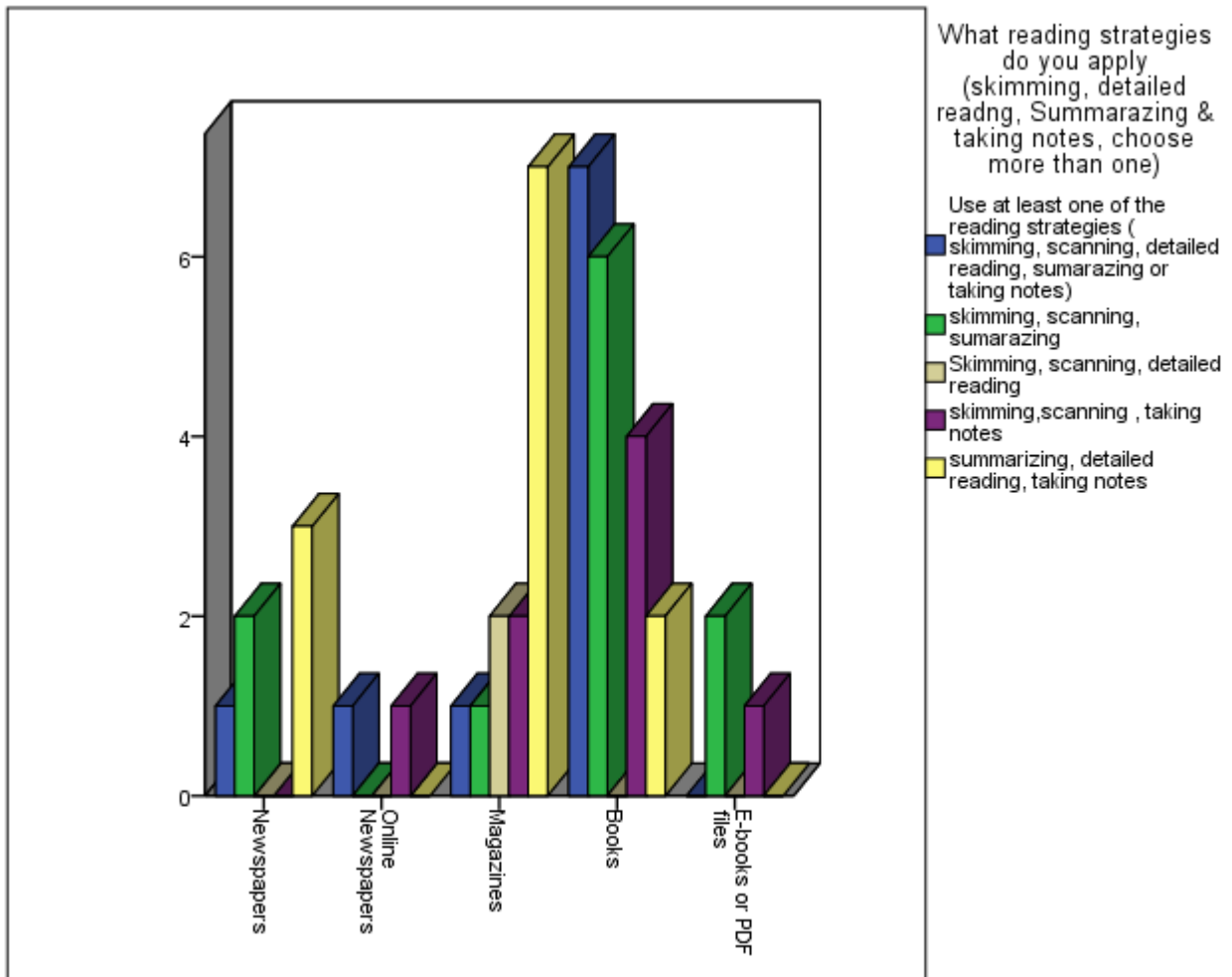
GRAPH 43



In this chart, clearly the most of the students who enjoy reading (68.89%) use critical thinking when reading while the 15.56% of them even though they enjoy reading, but they do not use critical thinking when reading. besides that, the 15.56% of the students who do not enjoy reading use critical thinking when they read.

Source: questionnaire administered to students from the Composition I course at the University of El Salvador, Semester II, 2013.

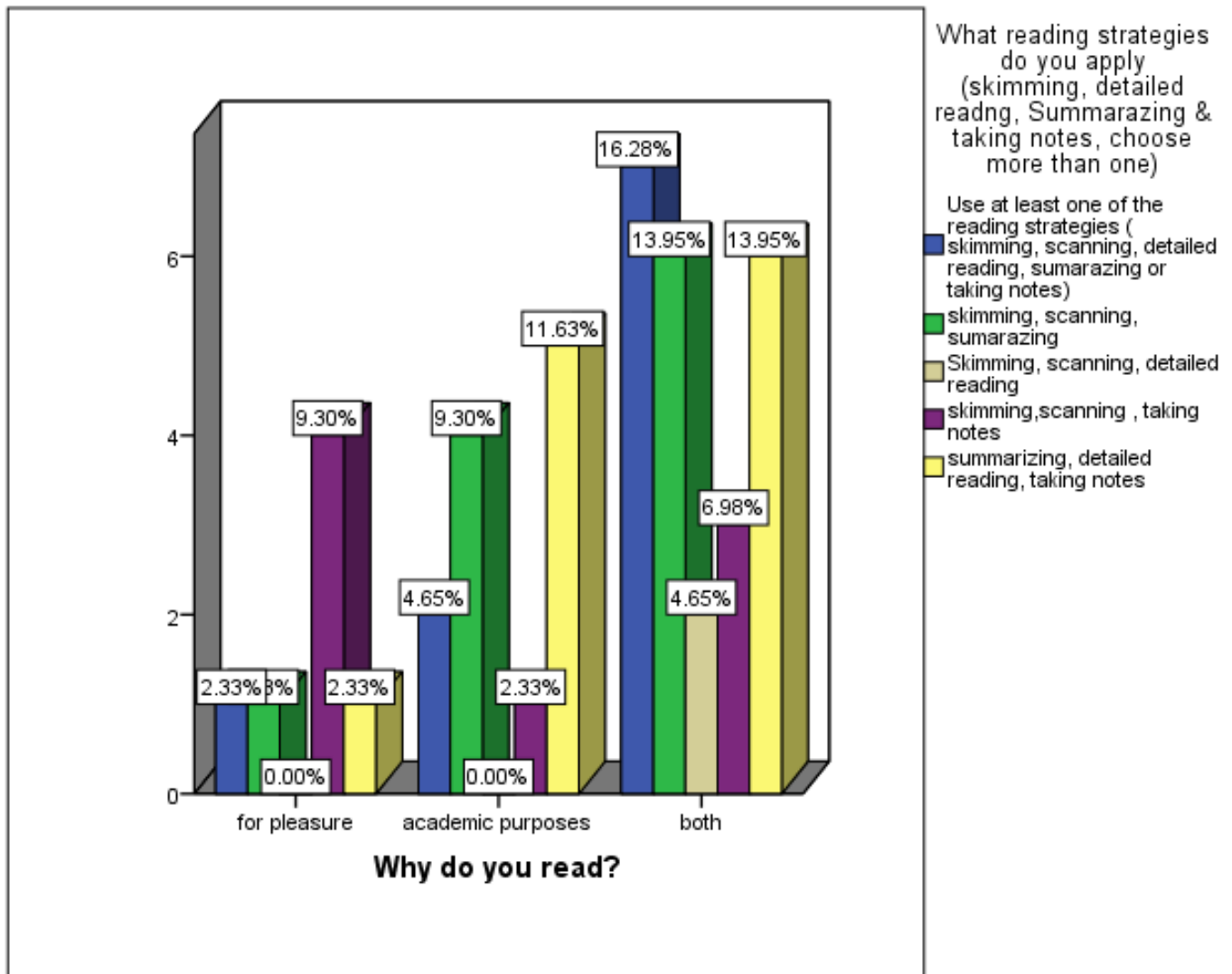
GRAPH 44



By analyzing this chart, the most of students who read newspapers apply summarizing, detailed reading, and taking notes when reading the newspaper. All the students who read Online Newspapers apply strategies such as skimming, scanning, and taking notes. Most of the students who read magazines apply summarizing, detailed reading, and taking notes. In contrast, most of the students who read books apply skimming, scanning, and summarizing. The majority of the students who read E-books or PDF files apply the same strategies: skimming, scanning, and summarizing.

Source: questionnaire administered to students from the Composition I course at the University of El Salvador, Semester II, 2013.

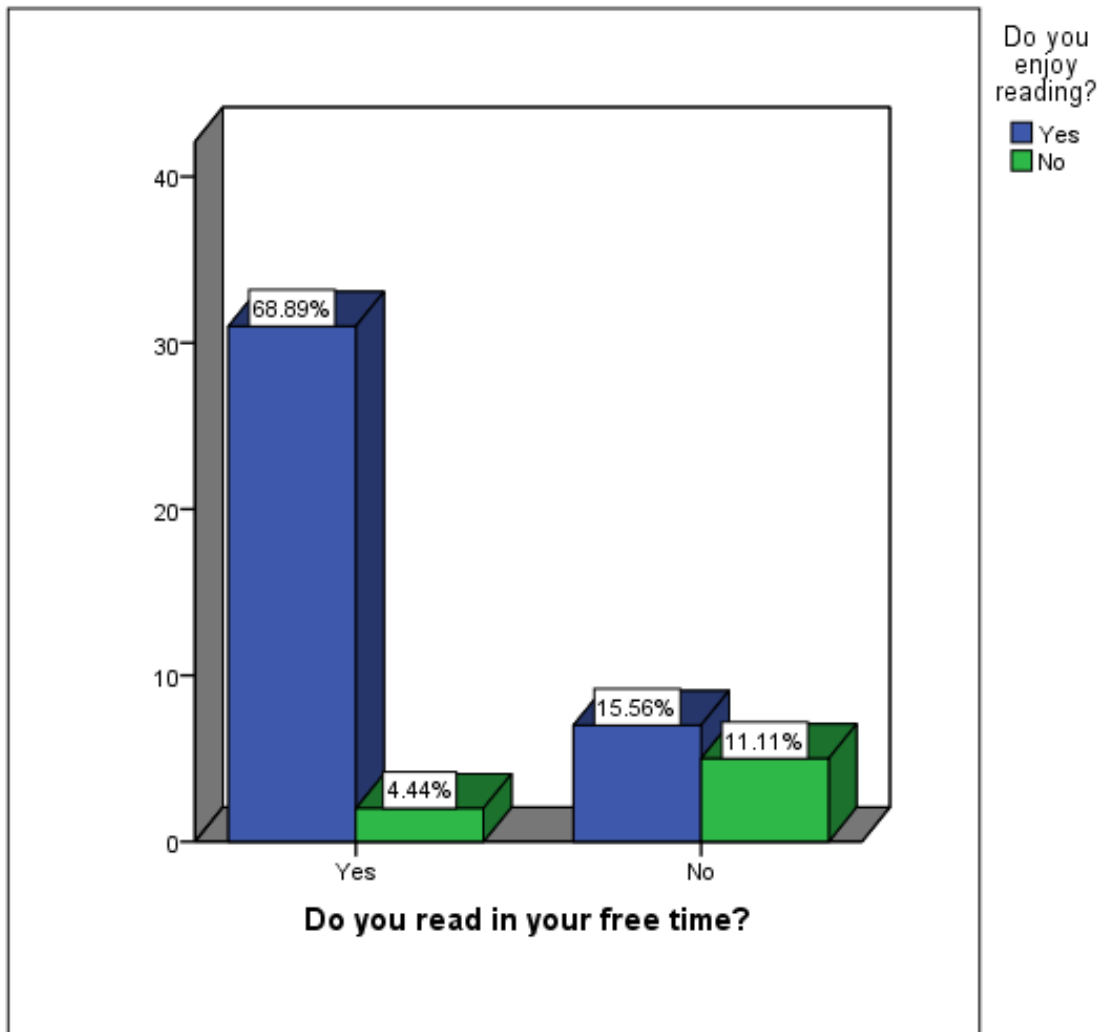
GRAPH 45



In this chart, the majority of the students who read for pleasure and for academic purposes apply summarizing detailed reading, taking notes, skimming, and scanning strategies. Most of the students who read for academic purposes apply as well summarizing, detailed reading, and taking notes when reading. In contrast, the majority of the students who read for pleasure apply skimming, scanning, and taking notes. In each purpose there is a common strategy which is taking notes.

Source: questionnaire administered to students from the Composition I course at the University of El Salvador, Semester II, 2013.

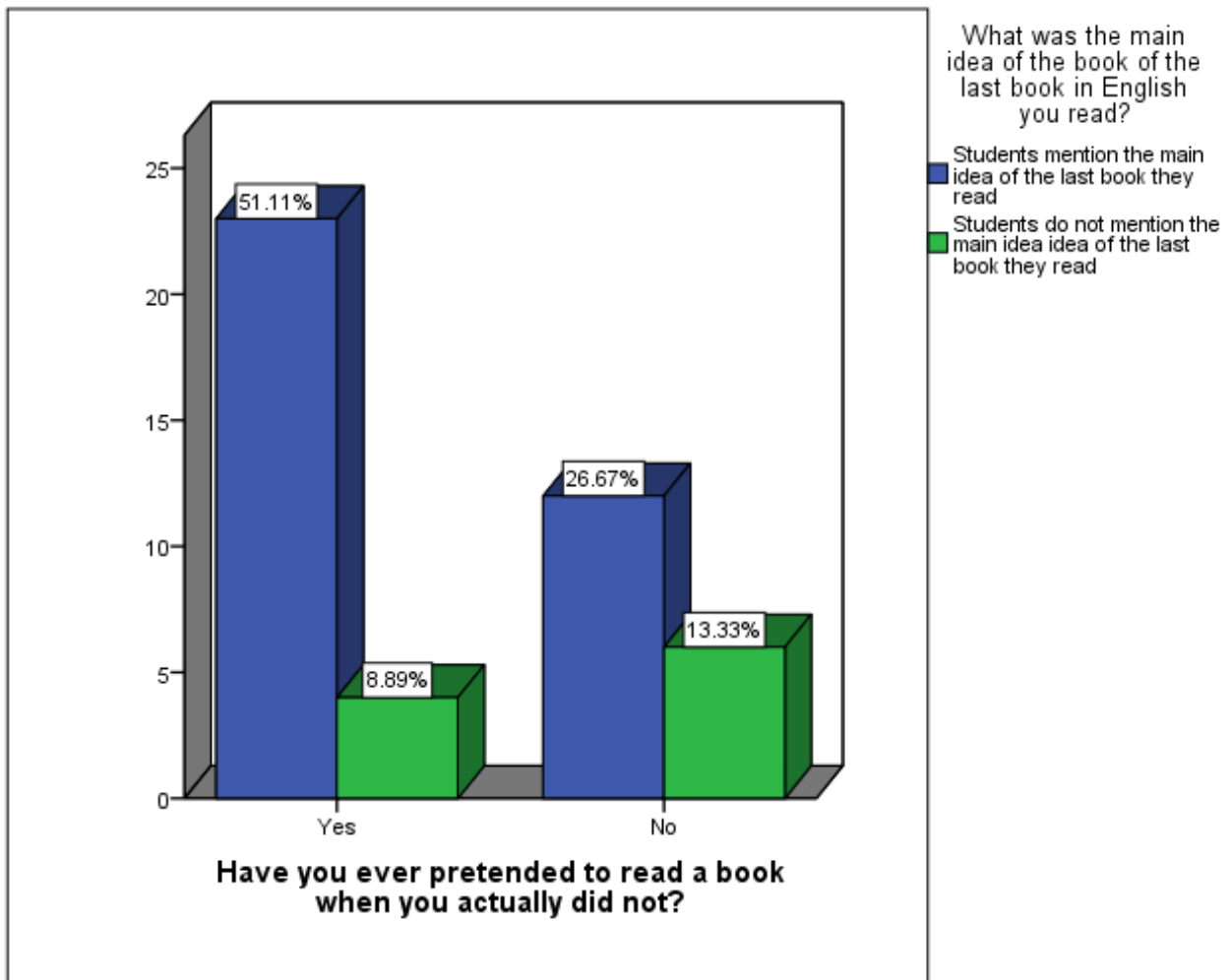
GRAPH 46



This chart represents the relationship between students who enjoy reading and in their free time. Most of the students read in their free time (68.89%) and they also enjoy reading. just the 4.44% of the students who read in their free time do not enjoy reading. In contrast, by analyzing the students who do not read in their free time, the 25.56/ of them enjoy reading while the rest, the 11.11% do not read in their free time and do not enjoy reading neither.

Source: questionnaire administered to students from the Composition I course at the University of El Salvador, Semester II, 2013.

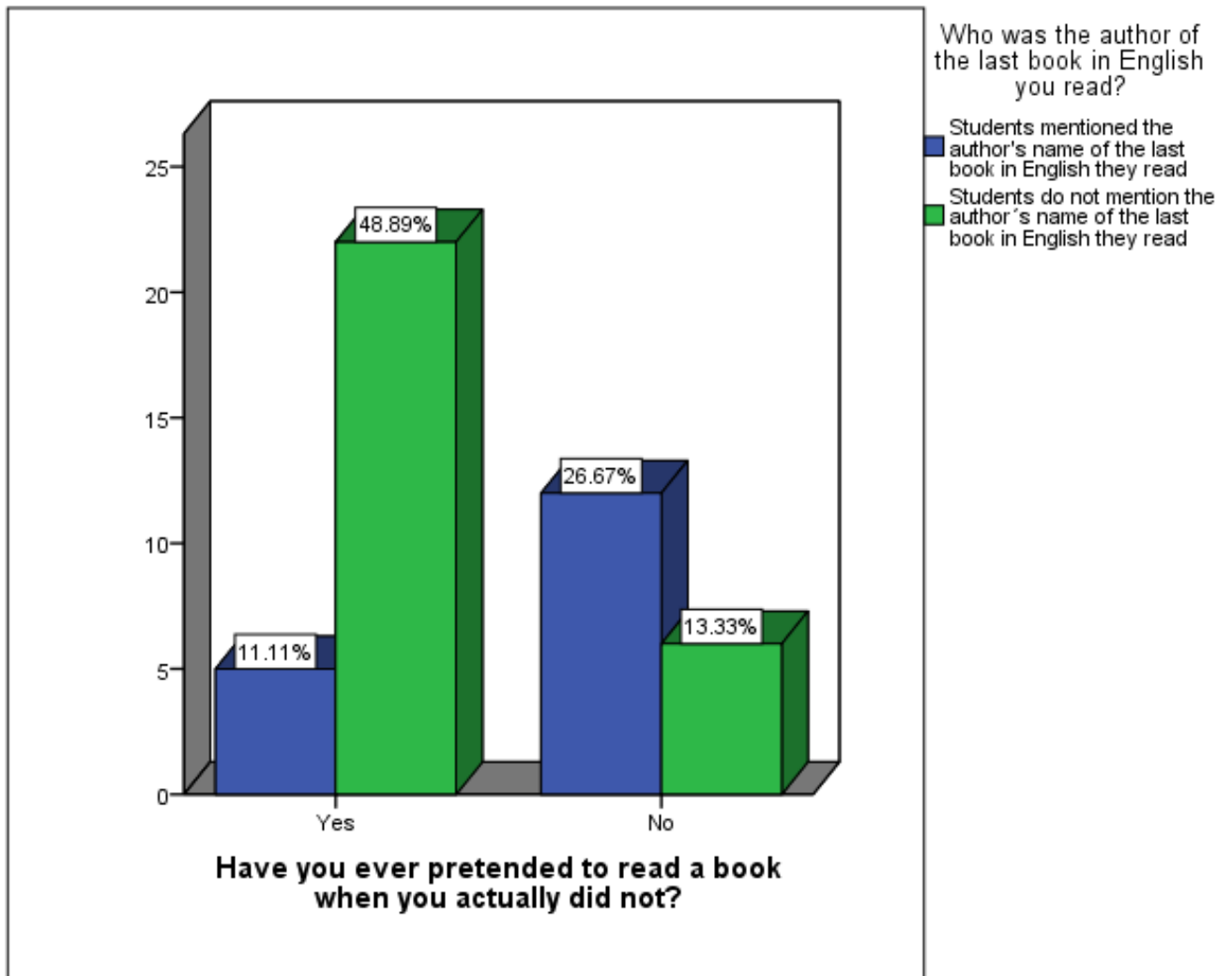
GRAPH 47



In this chart, clearly most of the students have pretended to read a book when they actually did not. The majority of them, the 51.11%, have pretended to read a book and they are able to mention the main idea of the last book they read. The minority, the 8.89%, have pretended to read a book and these students do not mention the main idea of the last book they read. In contrast, the 26.67% of the students have never pretended to read a book when they actually did not and mention the main idea of the last book. The rest of the student, the 13.33% have not pretended to read a book and do not mention the main idea of the last book they read.

Source: questionnaire administered to students from the Composition I course at the University of El Salvador, Semester II, 2013.

GRAPH 48



Clearly, the majority of the students how pretended to read a book when they actually did not (48.9%), do not mention the author's name of the last book they read in English. The minority, the 11.11%, has pretended to read a book as well, but they mention the author's name of the last book they read in English. Moreover, the 26.67% of the students have not pretended to read a book and mentioned the author's name of the last book while the rest, the 13.33% do not mention the author's name of the last book they read in English even they have never pretended to read a book.

Source: questionnaire administered to students from the Composition I course at the University of El Salvador, Semester II, 2013.

C. MAIN FINDINGS

Students read more in English. It was found also that the majority of male and females enjoy reading and the material most preferred is books. Both Male and female students read more for academic purposes than for pleasure.

According to the results of the writing task students took; it was found that most of the students get a satisfactory writing performance, but there is a considerable amount of them that need to improve this skill even when they answered used to read before a composition assignment.

By analyzing the interview of the teachers, they consider that these results are because students do not have the habit to read since they consider there is a big connection between reading and writing. Moreover, one teacher considers that just one percent of the students have an acceptable performance and the rest need a considerable improvement when writing, teachers consider students have not the custom to read in school and many of them come to the university just with the record of academic assignment reading. Another teacher of Composition course explains that students must read before writing a composition, but they do not like reading. A teacher also expressed that students do not have the necessary English level to write an excellent composition and of course, this factor affect the results in their writing tasks.

In their written task, most of the students have grammar, word order, and a lot of them have problems to organize their ideas. They do not support the main ideas and they do not conclude properly a paragraph. Just the minority of the students get an excellent writing performance.

In the observation that was carried out during 3 consecutive weeks in which the teacher and students were observed; the most important aspects to observe were: the methodology, the materials and technological resources, and student's participation. They both were observed by using a checklist.

The first aspect observed was the methodology teachers used to teach the composition class. Teachers provided an interactive class in which they used different materials and then, they clarified doubts in the classroom. Also, they encouraged their students to read something especially before writing and advised them to do so because that will help them a lot when making their compositions. Moreover, students were requested to express their ideas about any given topic in the class that means that they had to read the materials given by the teacher and also pay attention when checking their compositions assignments since in the classes they were making use of these techniques: peer correction and drafting to write something exceptional. Finally, students were able to receive a direct feedback from the teacher since they also attended meetings after classes in which they were given a direct feedback from the instructor.

Materials and technological resources were the second aspect that was observed into the classes. Most of the teachers include at least in one their classes the use of technological resources such as the internet and videos (That implies the use of the computer and the canon); Teachers present videos of how to write efficiently and also advised students to get as much information as possible before writing and reinforced the idea that the more you read, the more you learn. The materials such as handouts and photocopies were provided most of the time in classes, but the materials were supposed to be read into the class because the materials given were design for a specific topic and students shared their ideas and also make questions to clarify doubts. In this aspect, mainly the observation focused on the use teachers did of these materials and technological resources and also if they included into their classes and how they organized the classes when using this stuff.

The last aspect was student's participation, in which the objective was to observe students attitudes when joining the activities performed into the class. Students joined the activities

with enthusiasm and they were not requested by the teacher; they liked to express their opinion and provided feedback also to their classmates' jobs. It was observed also that not all the students brought reading material to support their written works. Moreover, they took notes in all the classes whenever a process or something important was carried out they were taking notes, for example, when teacher was giving them feedback and advised to improve their compositions; they took notes to include those advises into their jobs. Also, students asked every time they had a doubt or a question; that means that all of them got the written materials teacher gave them. Participation of students is very important, but in this class was essential since that was the way to provide help students and for them was important too because they clarified all their doubts and made better their tasks.

D. RESEARCH QUESTIONS' ANSWER AND VALIDATION OF THE HYPOTHESIS

1. RESEARCH QUESTION

“TO WHAT EXTENT ENGLISH READING BACKGROUND DURING THE COLLEGE LEVEL AFFECTS STUDENTS' ACADEMIC WRITING SKILL IN STUDENTS OF THE ENGLISH COMPOSITION I COURSE, SEMESTER II - 2013 AT THE UNIVERSITY OF EL SALVADOR?”

Reading background helps students to develop writing skill since they share many elements. This is reflected in students of Composition I course at the Foreign Language Department of the Bachelor of Arts in English, Emphasis in teaching, semester II-2013. According to the results students of this major do not have the habit to read and for that reason only the minority of them gets an excellent writing performance. They said that they do not like to read every day and that they never visit bookstores. In their writing task, students showed problems with word order, grammar mistakes, organization, and lack of

vocabulary. They do not have an acceptable level of grammar structures and vocabulary. In the interview, some teachers said that students do not have the culture to read and that they do not have the proper level of English since they do not expose themselves to reading. They added also that most of the time students do not read the material that they give to them. They sometimes just get the copies, but they do not read them. Besides that, it was observed that students did not bring books or materials to use when writing. They just started to write. In short, reading is important to learn vocabulary, grammar structures, and many other elements that are necessary to write a composition.

2. SUBSIDIARIES QUESTIONS

A. What are the main aspects that students need to improve in their compositions when they are exposed by reading input?

There are many aspects students need to improve in their written works. First, they have a serious problem when organizing the ideas in the paragraph. They write incomplete ideas and sometimes they write something that is not related to the topic. Moreover they have problem moreover they have problems with word order. They write some words in the wrong place. In addition, students do not make use of correct vocabulary. They use simple words something that makes their composition look uninterested.

B. What is the level of proficiency that students gain in their written works according to their reading background?

The minority of the students show proficiency in their written works since they get an excellent performance in their works. This is because most of the students do not read as they have to do it. They do not have such habit. This is the main reason why a significant amount of students need improvements in their composition assignments.

3. HYPOTHESIS

RESEARCH HYPOTHESIS

Those students who read more at the FLD get higher writing performance in Composition I course.

This hypothesis has been proved according to the result of their composition and the questionnaire administered. Just a minority of them has the habit of reading and just a minority of them gets an excellent performance in their written works.

IX. CONCLUSIONS.

- This study shows that reading and writing have a big connection. By reading students learn new words, how to organize their ideas, get knowledge; aspects that are required when writing a composition.
- According to the questionnaire addressed to the students of Composition I it was discovered that students do not have the habit to read.
- Through the results gathered it was demonstrated that students of composition I course do not have the proper reading background to write a composition. Students presents in their written works lack of vocabulary, problems to organize their ideas and to organize a paragraph.
- If students were aware of the importance of reading before writing for sure all of them would do it, some of them know it but another part of them still think that reading and writing are totally work separated.

X. RECOMMENDATIONS

RECOMMENDATIONS FOR STUDENTS

- To get the habit of reading not only in Spanish but also in English to improve their vocabulary level, to learn grammar structures, spelling, word order and to learn how to organize their ideas at the time of writing.
- Try to practice reading before writing about the topic you are going to write since you can get a better idea about the topic and transmit the proper information.
- To practice writing about any topic you know it will help to improve every time you write.
- To investigate the different reading strategies to understand better a text to learn from it the necessary information that can be useful when writing a composition.

RECOMMENDATIONS FOR TEACHERS

- To motivate students to read in English and Spanish to make them learn new vocabulary and knowledge that is useful in the composition I course.
- To encourage students to practice the writing skill to improve the organization of ideas and word order in their written works.
- To suggest to students useful books that can help students to reflect and think about the importance of reading in and outside the classroom.
- Reinforce and motivate students

XI. LIMITATIONS

- First at all in the process of gathering data, a teacher he did not allow us to carry our instruments in her class.
- Another hurdle faced was the lack of availability from teachers to collaborate in data collection.
- Moreover, it was difficult to coordinate with the colleagues to attend meetings because of colleagues' work schedule.

XII. REFERENCES

- Afflerbach, P., Pearson, P., & Paris, S. (2008). Skills and strategies: Their differences, their relationship, and why it matters. In K. Mokhtari & R. Sheorey (Eds.), *Reading strategies of first- and second-language learners* (pp. 11–24). Norwood, MA: Christopher-Gordon.
- Altemeier, L., Jones, J., Abbott, R. D., & Berninger, V. W. (2006). Executive Functions in Becoming Writing Readers and Reading Writers: Note Taking and Report Writing in Third and Fifth Graders. *Developmental Neuropsychology*, 29(1), 161-173.
doi:10.1207/s15326942dn2901_8
- Baker, W., & Boonkit, K. (2004). LEARNING STRATEGIES IN READING AND WRITING: EAP CONTEXTS. *RELC Journal*, 35(3), 299-328.
doi:10.1177/0033688205052143
- Beal, C. R. (1996). The role of comprehension monitoring in children’s revision. *Educational Psychology Review*, 8, 219–238.
- Brozo, W. G. (2002). To be a boy, to be a reader: Engaging teen and preteen boys in active literacy. Newark, DE: International Reading Association
- Duke, N. K., Purcell-Gates, V., Hall, L. A., & Tower, C. (2006). Authentic literacy activities for developing comprehension and writing. *Reading Teacher*, 60(4), 344-355.
doi:10.1598/RT.60.4.4
- Dutro, E. (2002). “But that’s a girls’ book!”: Exploring gender boundaries in children’s reading practices. *The Reading Teacher*, 55(4), 376–384.
- Ehrman, M. and Oxford, R. (1990). Effects of sex differences, career choice, and psychological type on adult language learning strategies. *The Modern Language Journal*, 73, 1-13.

- Englert, C. S., T. E. Raphael, L. M. Anderson, H. M. Anthony, and D. Stevens. 1991. Making strategies and self-talk visible: Writing instruction in regular and special education classrooms. *American Educational Research Journal* 28 (summer): 337-72.
- Graham, S., & Herbert, M. (2011). **Writing** to Read: A Meta-Analysis of the Impact of **Writing** and **Writing** Instruction on Reading. *Harvard Educational Review*, 81(4), 710-744.
- Fellow, N.J. (1994) A window into thinking: Using student, writing to understand conceptual change in science, learning. *Journal of Research in Science Teaching*, 31-985–1001.
- Fenfang, L. (2010). A Study of English Reading Strategies Used by Senior Middle School Students. *Asian Social Science*, 6(10), 184-192.
- Green, J. and Oxford, R. (1995). A Closer Look at Learning Strategies, L2 Proficiency, and Gender. *TESOL Quarterly*, (29): 261-297.
- Hyatt, K. (2002). Literacy outside school more real for boys. *Teaching & Learning*. Retrieved May 2003, from <http://www.maine.nea.org/dir4/boysliteracy.htm>
- International Reading Association, A Position Statement, excellent reading teachers.
- Judith A and Arthur N. Applebee, How Writing Shapes Thinking, A Study of Teaching and Learning. *kaksikielisessa" alkuopetuksessa* [Development of pupils' first language literacy skills in bilingual education in first and second grades of the Finnish comprehensive school; in Finnish]. Turku, Finland: University of Turku.
- Kong, A. (2006). Connections between L1 and L2 reading: Reading strategies used by four adult learners. *The Reading Matrix*, 6(2). Retrieved June 1, 2011, from <http://www.readingmatrix.com/articles/kong/article.pdf>

- Korkeakoski, E. (2001). Perusopetuksen äidinkielen oppimistulosten kansallinen arviointi 6. Vuosiluokalla keväällä 2000 [National evaluation of literacy learning results in comprehensive school grade 6 in spring 2000; in Finnish]. Helsinki, Finland: Opetushallitus.
- Kymes, A. (2005). Teaching online comprehension strategies using think-alouds. *Journal of Adolescent & Adult Literacy*, 48(6), 492–500.
- Krashen, S.D. 1984 *Writing: Research, Theory and Applications* (New York: Prentice Hall).
- Leaver, B., and R. Oxford
- Liou, H. (2000). The electronic bilingual dictionary as a reading aid to EFL learners: Research findings and implications. *Computer Assisted Language Learning*, 13(4–5), 467–476.
- Lynn, R., & Mikk, J. (2009). SEX DIFFERENCES IN READING ACHIEVEMENT. *TRAMES: A Journal Of The Humanities & Social Sciences*,13(1), 3-13. doi:10.3176/tr.2009.1.01
- Writing for Success. (2007). *Healthcare Executive*, 22(1), 64.
- Merisuo-Storm, T. (2006). Girls and Boys Like to Read and Write Different Texts. *Scandinavian Journal Of Educational Research*, 50(2), 111-125. doi:10.1080/00313830600576039
- Menary Richard , *Writing as Thinking*, Department of Philosophy, The University of Wollongong, New South Wales, 2515, Australia
- Merisuo-Storm, T. (2002). Oppilaan äidinkielen lukemisen ja kirjoittamisen taitojen kehittyminen McKenna, M. C., & Kear, D. J. (1999). *Measuring attitude toward*

reading: A new tool for teachers. In S. J. Barrentine (Ed.), *Reading assessment: Principles and practices for elementary teachers* (pp. 199–214). Newark, DE: International Reading Association.

- Millard, E. (2001). Boys, girls and writing. *Literacy Today*. Retrieved April 2003, from [http:// www.literacytrust.org.uk/Pubs/millard.html](http://www.literacytrust.org.uk/Pubs/millard.html)
- Mosenthal, J. 1994. Text structure. In *Encyclopedia of English studies and language arts*, edited by A. Purves with L. Papa and S. Jordan, 1201-1203. New York: Scholastic.
- Nagin C. & National Writing Project (2003). *Because writing matters: Improving student writing in our schools*. San Francisco: Jossey-Bass.
- Nelson, N., & Calfee, R. C. (1998). The reading–writing connection. In N. Nelson & R. C. Calfee (Eds.), *Ninety-seventh yearbook of the national society for the study of education* (Part II, pp. 1–52). Chicago: National Society for the Study of Education.
- Oxford R. and Nyikos, M. (1989). Reflections on sex differences in use of language learning strategies. *Foreign Language Annals*, 21, 296.
- Oxford, R. 1990 *Language Learning Strategies: What Every Teacher Should Know* (New York: Newbury House)
- Phakiti, A. (2003). A closer look at gender differences in strategy use in L2 reading. *Language Learning*, 53(4), 649–702.
- Poole, A. (2005a). Gender and academic reading strategies: A survey of adult EFL learners in Mainland China. *Hong Kong Journal of Applied Linguistics*, 10(2), 38–51.
- Poole, A. (2005b). Gender differences in reading strategy use among advanced ESL college students. *Journal of College Reading and Learning*, 36(1), 7–20.

- Poole, A. (2005c). A comparative study of the academic reading strategies of college ESL and EFL learners. *Balanced Reading Instruction*, 12, 55–71.
- POOLE, A. (2011). The Online Reading Strategies Used by Five Successful Taiwanese ESL Learners. *Asian Anthropology* (1683478X), 1065-87.
- Pour-Mohammadi, M., Zainol Abidin, M., & Cheong Lai, F. (2012). The Effect of Process Writing Practice on the Writing Quality of Form One Students: A Case Study. *Asian Social Science*, 8(3), 88-99. doi:10.5539/ass.v8n3p88.
- Pickersgill, F. (2009). WRITE TO THE POINT. *Nursing Standard*, 24(4), 68.
- Sinatra, R. C. (2000). Teaching Learners to Think, Read, and Write More Effectively in Content Subjects. *Clearing House*, 73(5), 266.
- Pehrsson, R. S., and P. R. Denner. 1988. Semantic organizers: Implication for reading and writing. *Topics in Language Disorders* 31 (June): 24-37.
- Richgels, D., L. McGee, R. G. Lomax, and C. Sheard. 1987. Awareness of four text structures: Effects on recall of expository text. *Reading Research Quarterly* 22 (spring): 177-196.
- Rodriguez, K. E. (2006). Contemporary issues and decisions: Reading, **writing**, and thinking in today's world. New York: Pearson Longman.
- Sheorey, R. (1999). An examination of language learning strategy use in the setting of an indigenized variety of English. *System*, 173-190.
- Singhal, M. (2001). Reading proficiency, reading strategies, metacognitive awareness and L2 readers. *The Reading Matrix: An International Online Journal*, 1(2). Retrieved June 2, 2011, from <http://www.readingmatrix.com/articles/singhal/index.html>
 - Singham, M. (2008). Seven Suggestions for Becoming a More Productive Writer. *Change*, 40(2), 40-43.
 - Stotsky, S. 1983 'Research on Reading/Writing Relationships: A Synthesis and Suggested Directions', *Language Arts* 60: 627-42
 - Scieszka, J. (2002). Getting guys to read. *NEA Today*, 20(6), 23.
 - Swanson, E. A., & Howerton, D. (2007). Influence Vocabulary Acquisition for English Language Learners. *Intervention In School & Clinic*, 42(5), 290-294.

- Song, M. 2003 Teaching Reading Strategies in an Ongoing EFL University Reading Class room. [Online] from <http://www.cuhk.edu.hk/~jeltA'ol/&rt..?htm>.
- Slotte, C., & Lanka, K. (1999). Review of process effects of spontaneous note-taking on text comprehension. *Contemporary Educational Psychology*, 24, 1–20.
- Upton, T.A. 1997 First and Second Language Use in Reading Comprehension on Strategies of Japanese ESL Students', *TESL-EJ* 3(1) [Online] from <http://www.latrobe.edu.au/www/education/celia/test-ej/eiog/a3.html>.
- Varela, A. (2008). READ-ALOUDS HELPFUL IN HIGH SCHOOL ESL CLASSES. *Reading Today*, 25(5), 21.
- Wilhelm, J. D. (2000). When reading is stupid: The why, how and what to do about it. In E. Close & K. D. Ramsey (Eds.), *A middle mosaic: A celebration of reading, writing, and reflective practice at the middle level* (pp. 3–10). Urbana, IL: National Council of Teachers of English.
- Writing to Read, A Report from Carnegie Corporation of New York, Evidence for How Writing , Can Improve Reading.
- Wong, B. Y. L. 1997. Research on genre-specific strategies for enhancing writing in adolescents with learning disabilities. *Learning Disability Quarterly* 20 (spring): 140-59.
- YANG, G. (2013). THE EFFECT OF SUMMARY WRITING ON READING COMPREHENSION: THE ROLE OF MEDIATION IN EFL CLASSROOM. *Reading Improvement*, 50(2), 43-47.
- Young, D. J. and Oxford, R. (1997). A gender-related analysis of strategies used to process written input in the native language and a foreign language. *Applied Language Learning*, 8, 43-73.

<http://www.all4ed.org/files/WritingToRead.pdf>,

XIII. ANNEXES

UNIVERSITY OF EL SALVADOR
SCHOOL OF ARTS AND SCIENCES
FOREING LANGUAGE DEPARMENT
LICENCIATURA EN IDIOMA INGLES OPCION ENSEÑANZA



Objective: to gather information to discover how the Reading Background influences the writing skill in students of composition I course, semester II- 2013

Direction: answer the following questions according to your experience in composition I Course / 2013.

1. Do you consider students improve and learn more when they have the habit of reading? Why??
2. Do you think the reading culture at the Foreign Language Department, University of El Salvador, is good or bad?
3. Do you think students of Composition I develop critical thinking when they are exposed to reading input?
4. Do you consider your reading material make students get interested in composition class?
5. “Writing helps students reflect and think critically about content. Writing to learn encourages students to self-question, activate prior knowledge, infer, and use their imaginations” What do you think about it?
6. Do you consider all your students of Composition I have the same level of Reading Background?
7. In general terms, which percentage of the students of Composition I have an acceptable writing performance?
8. Which aspects do you think the students of composition I improve by reading English sources?
9. Which suggestions can you give to the students of Composition Courses?
10. What do you think about the reading-writing connection?
11. Do you consider reading and writing must be taught together or one by one?
12. Do you agree with the idea that reading is the key for an outstanding writing performance?

Rubric for Class Observation

Class: _____ **Group:** _____ **Date:** _____

Topic:

<i>About Teacher's performance.....</i>	Yes	No
• Does teacher demonstrate knowledge of content and pedagogy?		
• Does teacher let students know the class goals and provide clear instructions?		
• Does teacher organize the physical space?		
• Does teacher create an environment of respect and rapport?		
• Does teacher encourage students to read the material provided by him / her during the class and outside the class?		
• Does teacher encourage to read extra materials such as (internet sources, book sources and magazines) when assigning composition tasks?		
• Does teacher provide feedback and guidance about the writing process (paragraph, punctuation rules, and essay organization) before and after checking students' tasks?		
• Does teacher use questioning and discussion techniques to get students participation and to provide feedback?		
• Does teacher use resources such handouts, photocopies or technological sources (computers and cannon)?		
<i>About Students' performance.....</i>		
✚ Do students participate in all class activities?		
✚ Do students take notes of the class?		
✚ Do students ask whenever they have doubts?		
✚ Do all the students get the material provided by the teacher?		

Comments:

Course: Composition I

Questionnaire
N°

Topic: _____

Rubric for a Well Written Paragraph

Categories of performance	Excellent (4)	Very Good (3)	Satisfactory (2)	Needs Improvement (1)
Tone	The appropriate tone is used consistently	The tone shifts occasionally from formal to informal, or vice versa.	The tone shifts from normal to informal and is not consistent	The tone is inappropriate for the writing purpose.
Opening Sentence	The sentence is complete and clearly states the main idea.	The sentence is complete and adequately states the main idea.	The sentence is complete, but does not state the main idea.	The sentence is incomplete and does not state the main idea.
Supporting Sentences	All sentences are complete and support the main idea.	Most sentences are complete and support the main idea.	Some sentences are incomplete or run-on, but support the main idea.	Some sentences are incomplete or run-on and do not support the main idea.
Closing Sentence	The sentence is complete and clearly sums up the paragraph.	The sentence is complete and adequately sums up the paragraph.	The sentence is complete, but does not sum up the paragraph.	The sentence is incomplete and does not sum up the paragraph.
Organization of Ideas	Ideas flow in the paragraph and clearly support the main idea, creating meaning.	Ideas in the paragraph support the main idea, but could be organized more clearly.	A few ideas in the paragraph do not support the main idea or are out of place, causing confusion of meaning.	Ideas in the paragraph are disorganized and do not support the main idea, causing a confusion of meaning.

The impact of reading background in the writing skill.

Vocabulary or word use	All words are used appropriately and there is evidence of some new vocabulary being used.	All words are use appropriately .	Some words are used in the wrong context.	Some inappropriate vocabulary is used and some words are used in the wrong context.
Spelling, Capitalization , and punctuation	There are no errors in spelling , or capitalization , or punctuation.	There are only a few errors in spelling, capitalization , and punctuation.	There are some errors in spelling, capitalization , and punctuation.	There are many errors in spelling, capitalization , and punctuation.
Totals				
Score			/28=	
			Final Score Equivalence quality	
			<i>Excellent</i> (10)	
			<i>Very Good</i> (9-8)	
			<i>Satisfactory</i> 7-6)	
			<i>Needs Improvement</i> (5 – lower)	

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



LICENCIATURA EN IDIOMA INGLÉS OPCIÓN ENSEÑANZA

Objective: To gather information to discover how the Reading Background influences the writing skill in students of composition.

General instruction: Circle the correct option that best fits with you.

Gender: a) **Male** b) **Female**

Age: a) 18-20 b) 21-23 c) 24-26 d) 27-29 e) 30 – more

SECTION I

Reading Profile

Instruction: answer the following questions about yourself.

- 1) Do you read a book a year?
a) Yes b) No
- 2) How often do you visit bookstores such as La Casita or La Ceiba?
a) Never b) Once a year c) Twice a year d) More than twice
year
- 3) Do you have more than 50 books at home?
a) Yes b) No
- 4) Do you buy used books?
a) Yes b) No
- 5) Which of these aspects make you read a book?
a) It is popular b) It is required for a class c) It is interesting
b) d) It is recommended by a friend or relative e) I just pick it up
- 6) Who do you usually comment with the content of what you read?
a) Friends b) Through Social Networks c) Classmates or Professors
d) Relatives e) No one

- 7) What language do you usually read more?
a) Spanish b) English
- 8) Do you enjoy reading?
a) Yes b) No
- 9) What kind of material do you prefer reading?
a) Newspapers b) Online Newspapers c) Magazines d) Books
e) e-books or pdf files f) journals g) blogs
- 10) Do you read a book every day?
a) Yes b) No
- 11) Why do you read?
a) for pleasure b) Academic purposes c) Both
- 12) Do you read in your free time?
a) Yes b) No
- 13) If you answered Yes, How often do you read a day?
a) Less than half an hour b) Less than an hour c) More than an hour d) Over two hours
- 14) Do you frequently use critical thinking when reading?
a) Yes b) No
- 15) Have you ever pretended to read a book when you actually did not?
a) Yes b) No
- 16) Do you check the words you do not know in a dictionary to understand the text you read?
a) Yes b) No

17) Before writing your composition assignments, do you read materials such as books, newspapers, online articles, magazines, handouts, etc.?

- a) Yes b) No

18) Do you know any of the following reading strategies (skimming, scanning, detailed reading, summarizing, taking notes)?

- a) Yes b) No

19) Do you apply reading strategies to understand better a text?

- a) Yes b) No

20) What reading strategies do you apply (skimming, scanning, detailed reading, summarizing, taking notes; Choose more than one)?

21) How many books in English have you read that are not class assignments at the university?

22) Can you name the titles of the two last books you read?

25) Who was the author of the last book in English you read?

26) How do you find English books you would like to read?
