UNIVERSIDAD TÉCNICA DE AMBATO

DIRECCIÓN DE POSGRADO

MAESTRÍA EN LA ENSEÑANZA DEL IDIOMA INGLÉS COMO LENGUA EXTRANJERA

TEMA: **READING COMPREHENSION TO DEVELOP HIGHER EDUCATION STUDENT´S CRITICAL THINKING**

Trabajo de Investigación, previo a la obtención del Grado Académico de Magíster en la Enseñanza del Idioma Inglés como Lengua Extranjera

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A la Unidad de Titulación de la Universidad Técnica de Ambato

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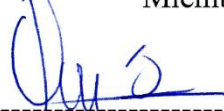
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DEDICATORIA

A Dios, por su enorme amor y misericordia, que ha fortalecido mi espíritu y me ha dado la vida, el amor, la salud y la sabiduría para poder continuar por este largo camino de la vida. A mis dos pilares fundamentales que son mis hijos, Danny y Evelyn; por su amor incondicional que sin lugar a duda son el motor de empuje para esforzarme cada día en busca de nuevos objetivos, son mi razón de ser. A mi esposo William por estar siempre a mi lado con su amor y comprensión, con quien he compartido esta trayectoria de estudios. A mis padres que han sido mi apoyo incondicional en todo momento que me ha inspirado a seguir adelante y a mis hermanos que de alguna u otra manera me brindaron de su enorme ayuda y su apoyo en los momentos en los que más los necesite a lo largo de este tiempo.

Alba del Rocío Jordán Jordán

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AUTORA: Licenciada Alba del Rocío Jordán Jordán Magíster.

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FECHA: 28 de junio de 2018

RESUMEN EJECUTIVO

Partiendo de que la educación de hoy está dirigida a desarrollar el punto de vista del estudiante. Teniendo en cuenta, además, que la comprensión lectora es parte esencial en el proceso de enseñanza aprendizaje, ya que; mejora la habilidad del pensamiento crítico. Esta investigación tuvo como objetivo determinar la influencia de la lectura en el desarrollo de habilidades de pensamiento crítico. Se evidenciaron dificultades en el proceso y resultados del aprendizaje de los estudiantes del nivel A2 en el Centro de Idiomas de la Universidad Técnica de Ambato. A fin de atender a estas necesidades de los estudiantes, se realizó un estudio para definir adecuadamente las variables, su marco teórico y el enfoque de la investigación según el paradigma crítico proactivo en el cual se incluyeron técnicas de análisis y recolección de datos. La metodología de investigación utilizada fue cualitativa y cuantitativa en su alcance. A partir de esto, se diseñó una propuesta a fin de contribuir a solventar el problema de aprendizaje del idioma ingles a través de promover un proceso controlado de comprensión lectora que permita desarrollar la criticidad. Se diseñó un folleto de lecturas con actividades didácticas y graduadas basadas en los niveles de la taxonomía de Bloom para fomentar hábitos de lectura y entrenar al pensamiento a discernir y evaluar la información.

DESCRIPTORES: Aprendizaje Significativo, Comprensión Lectora, Comunicación Activa, Desarrollo del Pensamiento, Destrezas de Lectura, Estrategias de Lectura, Folleto, Niveles de Lectura, Pensamiento Crítico, Procesos del Aprendizaje, Técnicas de Lectura.

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EXECUTIVE SUMMARY

Starting from the goal of education to develop student's viewpoints and considering that reading comprehension is an essential part of the teaching-learning process, this research aimed to determine the influence of reading on the development of critical thinking skills. Difficulties were evidenced in the learning results and processes of A2 students in the Language Center of the Technical University of Ambato. To meet these students' needs, a study was carried out to adequately define the variables, their theoretical framework and the appropriate research approach according to a proactive critical paradigm. In this study the analysis and data collection techniques were included as well. The research methodology used was qualitative and quantitative in its scope. From this, a proposal was designed to help solve the problems in reading comprehension in English through the promoting of a controlled process of reading that allows for critical thinking to be developed. A booklet of readings was designed with didactic and graded activities based on the levels of Bloom's taxonomy to encourage reading habits and thought training to be able to discern and evaluate information.

KEYWORDS: Active Communication, Booklet, Cognitive Development, Critical thinking, Learning Process, Reading Comprehension, Reading Levels, Reading Skills, Reading Strategies, Significant Learning.

INTRODUCCION

Currently education has taken a new approach based on the contributions of cognitive sciences. Thus, it has stopped conceiving learning as a compendium of declarative knowledge and given way to training for skills and competences. It is from this conception of education as a formative training centered on three elements. These being the development of being, doing and know-how in context, which adds to the mastery of the higher cognitive abilities in Reading Comprehension and Critical thinking.

Reading Comprehension constitutes one of the fundamental pillars for the acquisition of knowledge and development of competences in the formative processes of the students. There is a consensus that reading as a metacognitive process constitutes an act of complex order, whose development is facilitated if the student has information and prior knowledge of its nature, processes, purposes, techniques and strategies.

The foundation of the relevance of the study of reading comprehension and its relationship to critical thinking in higher education contexts lies in the fact that nowadays it is a transversal need to train students to be capable of thinking critically. This is not only about academic contents, it includes daily life and society problems. The promotion of experiences that stimulate the exercise of critical thinking is fundamental at present. In a world where access to information is no longer a problem, it is focused on an ethical assessment of the information found.

The development of this thesis has several chapters that analyzes each of the techniques and strategies. This is of great importance because it demonstrates these as easy strategies to study and apply. Making it easier for teachers to add these activities into their daily lesson. This proposal includes some sample readings that can be used by the teachers who believe that they do not have sufficient time to prepare the material themselves. Besides outlining the techniques and strategies that can be used to adapt their own material to accomplish these goals

The research work is established in six chapters.

Chapter I. The problem statement, its contextualization and critical thinking. It also involves the prognosis, the formulation of the problem, the questions, the research problem formulation, the justification and the research objectives.

Chapter II. The theoretical framework. It contains several elements such as: the research background, the philosophical foundations, the legal basis, the key categories (independent variables interrelated graphics, dependent variable interrelated graphics, dialectical view of conceptualizing variables, independent and dependent variable framework), the hypothesis and signaling hypothesis variables.

Chapter III. The research methodology. It contains several elements such as: the research approach, the basic method of research, the level or type of research, the population, the operationalization of variables and techniques and research instruments used for the data collection.

Chapter IV. The tabulation of the results of the research instruments, tables and statistical graphs through which the results were analyzed, data interpretation and verification of the hypothesis.

Chapter V. It covers the pertinent conclusion and recommendation, according to the statistical analysis of the research data.

Chapter VI. The proposal talks about the creation of booklet of reading activities to improve critical thinking and its components such as: the informative data, the background of the proposal, the justification, objectives, feasibility analysis, the theoretical foundation and the methodology.

Finally, the bibliographical is addressed here including the corresponding annexes that have been used as a reference in the research work.

CHAPTER I
PROBLEM STATEMENT

1.1 Theme of the problem

Reading Comprehension activities to develop Critical Thinking skills among Higher Education Students.

1.2 Problem Statement

1.2.1   Contextualization of the problem

Reading is a daily activity that might be taken for granted, consequently little attention is paid to it. That is in the educational field, teachers have the tendency to think that students are effective readers just because they have gone through an educational process and because they spend lots of their time reading all kind of information in the social networks. Unfortunately, this is not true. Not all students are good readers and not all the reading activities students perform help to develop critical thinking skills. Reading implies more than decoding graphic signs. Reading is more than a leisure activity. Reading is being able to interpret what is written in a text and being able to react towards it.

Regarding the reading situation in Ecuador, it is not a desirable one. Reading has traditionally been only the mere description of graphic signs. In other words, reading has been seen as a superficial activity. Most readers do not feel the necessity to understand and heed, in a reflexive, creative and critical way. In general terms, people do not feel the need to become effective readers.

As a matter fact, Ecuador's reading index is low in comparison to the rest of the world. In Ecuador, the average person only reads half of a book each year according to data from UNESCO. This figure is due to some people who dedicate their time

to reading more than the average, otherwise the number would be even lower. Ecuadorians, as well as people in other countries, read for three reasons, the first being for pleasure, the second being obligation and the third being as a vice. Those who read for pleasure do so rarely, perhaps once a year during vacations and the books that are read are of personal interest. While some people read only for doing homework. Another part of people read only to be in contact with news around the world but most of the time this kind of people read only the titles. (Flotts, Manzi, María del Pilar Polloni, Carrasco, & Andrea Abarzúa, 2016)

The city of Ambato, in Tungurahua province where there are about 4 high education institutes, is considered one of the cities with the highest literary index as published in El Comercio, a national newspaper (Mantilla, 2016)but the reading habits and consequently a reading comprehension skill do not seem to be well developed.

There is a low level in reading comprehension and it is often found among students from educational institutions where they are taught to read but not to comprehend texts. Students read mechanically, without understanding. Their lexicon is not fluid, and they cannot clearly express their ideas. They are not critical and reflexive. This can be seen among students who take English courses at Language Center, in level A2 at the Universidad Técnica de Ambato. Students come from different educational institutions and their reading skill is not the expected one. In fact, teachers have reported that students struggle in classes with the reading activities.

Furthermore, the lack of reading habits and the low level of reading comprehension problem, critical thinking skills are not developed either. Students do not feel the curiosity or the need to go further in a text. They do not ask questions or react towards a text. Maybe, this lack of interest has been affected by the exposure to technology and its applications. Even though technology can be a great help it can be a great distractor too. That is why students have access to

innumerable digital pass-times, but they are not able to spend the same amount of time reading educational texts.

In addition, this poor reading skill is not fixed at all at the language center. Even though teachers teach a language and its four skills reading comprehension skills is not the main core. Besides not all the teachers have updated their knowledge or apply reading techniques to help students to cope with their reading comprehension problems. Thus, it is necessary for teachers to change their attitude and encourage reading habits as an integral part of the formation of the students.

1.2.2   Critical analysis

1.2.2.1 Problem scheme

EFFECTS	Disengage and inactive learners	Students with low critical thinking	Topics are not according to the age	Short time to develop reading activities

PROBLEM	Limited reading comprehension exercises to develop critical thinking skills development of the A2 level students of the regular modality in the language Center in Universidad Técnica de Ambato.

CAUSES	Traditional methodology	Loss of interest in the management and reading of texts	Demotivation for reading	Students with little capacitation in reading comprehension

Figure 1 Problem scheme
Created by: Jordan, A. (2017)

The students 'reading comprehension level of the Language Center of the UTA needs to be improved. Students rarely understand the message of the texts because they read in a mechanical way. This is due to the fact that teachers still apply a traditional methodology, leaving aside innovative techniques that help to develop critical thinking skills. Consequently, this is directly influencing the learning process of the students. Students do not correctly assimilate the new knowledge and thus present difficulties to solve problems in daily life.

The current influence of technology is presented as one of the main causes that triggers the loss of interest in the management and reading of texts, as the students have left aside contact with books and the sensorial experience that these provoke when they are opened and leafed through. The physical contact is, for a good reader, the key that opens the doors to discovery and imagination. However, the technology that facilitates and promotes literature also occupies students' time beyond all control and becomes a misguided priority facing the correct desire to find knowledge between the lines and words that lead to both human and intellectual wisdom.

Regarding the reading material, it is important that the teachers previously select the adequate texts that they are going to use to work with the students. Texts should be interesting enough, so they do not end up being too tiring. Texts need to be very entertaining as well. If texts are not well selected, they do not help to develop the reading comprehension skill. Thus, text selection is also part of the problem. Students do not feel motivated for reading activities and consequently learning does not take place.

On the other hand, focusing on teachers' performance, they tend to limit themselves to do the activities of the book since there is not enough time to cover the contents of each unit of the books they are currently using. For this reason, the classes turn out to be monotonous and not reflexive since many texts do not lead to critical thinking. Furthermore, the scarce use of innovative strategies for reading on

behalf of the teachers directly influences the development of reading comprehension and is the cause of the rejection that students show towards reading.

1.2.3 Prognosis

If in the future this problem is not solved, the following consequences will exist, such as; poor reading comprehension, students with a low level of criticality, not very reflective, not very participative, without habits for reading with a fluent vocabulary and difficulty in reflecting, analyzing, expressing, transmitting ideas and thoughts.

If in the future the problem is solved, the students will show a good level of reading comprehension, will allow them to analyze the content of the text, understand the message and identify the elements of reading. In the same way students will have a high level of criticality, they will be very reflective, and participatory, their vocabulary will be very fluid, and they will have no difficulty in reflecting, analyzing, expressing, transmitting ideas and thoughts.

1.2.4 Setting of the problem

In what way do reading comprehension activities influence the development of critical thinking skills of the A2 level students of the regular modality in the languages Center in Universidad Técnica de Ambato?

1.2.5 Research questions

- What is the level of reading comprehension of the A2 level students of the regular program in the Language Center at Universidad Técnica de Ambato?

- How are critical thinking skills developed in the students of the A2 level students of the regular program in the Language Center in Universidad Técnica de Ambato?

- What is the relationship between reading comprehension activities and the development of critical thinking skills among the students of the A2 level students of the regular program in the Language Center in Universidad Técnica de Ambato?

1.2.6 Research delimitation

Field: Education
Area: Reading comprehension.
Aspect: Development of critical thinking.

1.2.6.1 Temporal delimitation

September 2017 – February 2018

1.2.6.2 Specific location of research

This research will be executed in the Language Center in Universidad Técnica de Ambato.

1.3 Justification

The purpose of the present investigation is to serve as a reference point for all those involved in the educational field, recognizing the causes and effects of the lack of reading habits, which impede the acquisition of faculties that lead to developing critical thinking skills. This investigation is of vital scientific **importance** as reading comprehension has been an underdeveloped part of

education. Reading comprehension also plays a fundamental role in the development of critical thinking skills.

This research possesses **originality** as no other similar studies have been carried out in the educational institution.

The **social** impact this investigation involves several members of the educational community such as professors, students and the community itself. Essentially, through this investigation will be possible encouraging good reading habits and combats the poor attention span. Students will learn more about the world around them and develop an interest in other cultures. Reading leads to asking questions, and seeking answers, which means students will get major intellectual benefits.

This investigation is **possible** as it counts with the collaboration of the coordinator and the teachers; it counts with the economical, technological and bibliographical resources necessary for the present research.

The direct **beneficiaries** of this research will be students and teachers. Thinking clearly and systematically can improve the way students express their ideas. In learning how to analyze the logical structure of texts, critical thinking also improves comprehension abilities. This investigation will provide ideas to teachers, critical thinking plays a crucial role in evaluating new ideas, selecting the best ones and modifying them if necessary. So, they can adapt strategies to their teaching situations and their student's needs, and literature will be promoted among community members.

1.4 Objectives

1.4.1 General

To determine the influence of reading comprehension activities in the development of critical thinking skills among the students of the A2 level students of the regular program in the Language Center in Universidad Técnica de Ambato.

1.4.2 Specific

- To identify the causes of deficient reading comprehension in the students of the A2 level.

- To analyze how Critical Thinking is developed in the students of the A2 level.

- To establish relationship between reading comprehension activities to develop critical thinking in the students of the A2 Elementary.

CHAPTER II
THEORETICAL FRAMEWORK

2.1 Research background

After investigating, having reviewed the databases of several universities and academics journals, they have been concluded that similar works exist covering the area of investigation.

In the University of Sistan and Baluchestan, Zahedan, Iran, a research on The Relationship between Critical Thinking Ability and Reading Strategies used by Iranian EFL Learners. The authors wanted to strengthen the idea that reading comprehension is very important to power critical thinking (Nour Mohammadi, Farrokhlagha , & Dehghan Niry, 2012). The result of the study helped the author to conclude that the seeds of reading comprehension have better outcomes in critical thinking because "the significant role of critical thinking in developing effective language learning, it needs to be promoted among language learners. So, enhancing learners' critical thinking can be considered as one of the language teachers' tasks. The study recommends language teachers to cultivate learners' critical thinking and their awareness of reading strategies use simultaneously because their integration will contribute to better reading comprehension".

This research demonstrated that developing critical thinking is a vital objective in higher education and to achieve this aim, using literature reading to encourage students to think critically is a highly feasible approach.

A study in the 1st International Conference on Foreign Language Teaching and Applied was conducted to investigate the benefits of Critical (CR) practices in traditional EFL/ELT classes is discussed and some classroom applications to improve critical reading in ELT is presented. This was done under the topic: suggestions to improve critical reading applications in ELT/EFL classes. It was concluded in this study that collaboration among the instructor and students is the secret for the reading activities and that building students 'confidence that they "can

do it" was the main goal of conducting the workshop (Küçükoğlu, 2011). This is an indicator that reading comprehension activities enhance critical thinking in learners.

Based on this research, students who use critical thinking and reading strategies can demonstrate knowledge and understanding to the issues and can make connections between the concepts.

The correlated topic is named as: "El pensamiento crítico y su incidencia en el aprendizaje significativo en el área de lenguaje y comunicación de los niños del 2° y 3er ciclo de la escuela "Antonio Clavijo" del caserio Huambalito, parroquia Bolívar, cantón Pelileo, en el período diciembre 2009 - febrero 2010" proposed by (Gomez Villagran, 2010), at Universidad Técnica de Ambato; Faculty of Human Sciences; Major in Basic Education. In her thesis, she came to these conclusions:

➢ Once the study was completed, using the CHI square test, it was proved that critical thinking has significant influence on learning in the area of Language and Communication among the children of second and third grade of the School - Antonio Clavijo.

➢ It was also determined that the children possess little development of critical thinking skill due to the fact that teachers have not contributed to this development as they show little interest in the application of motivational strategies, they deviate from what is important to what is irrelevant and prefer didactic instruction.

➢ The students cannot easily form questions, they do not propose inquiries, nor do they answer with clarity and accuracy because they are afraid to make a mistake due to lack of trust or perhaps because the teacher does not create the habit of inquiry.

➢ It has also been detected that when students read they attain comprehension of the text, but only in a literal sense, they do not reach an inferential nor a

critical evaluative level, which is where they show whether they possess critical thinking.

➢ The students cannot express themselves with freedom and ease as they do not have an open mind, they are not autonomous in their thoughts, demonstrating in this fashion that they have not developed critical thinking.

➢ Another aspect that has been detected is the lack of values such as solidarity and companionship, demonstrating their egocentrism.

➢ It is important to relate the prerequisites with the new knowledge to attain significant learning.

➢ It has also been seen that the teachers evaluate procedurally to clarify aspects which the students have trouble understanding.

Based on what has been seen it can be established that the children do not develop critical thinking. Innovative strategies are not applied in their learning process, they have trouble with the comprehension of content and the formulation of questions. Their intellect is memory-based, they do not freely express their thoughts and their understanding of reality. There is no integral significant learning and so their knowledge shows issues in retention. The techniques do not promote the children's motivation, and who are therefore distrustful and fearful of participating in class, of asking questions to the teacher, and of developing their intellectual linguistic abilities. They do not manage to establish the main ideas of a text nor can they synthesize it.

Another associated topic is the one proposed by: (Puedmag Morillo, 2012), at Universidad Técnica de Ambato; Faculty of Human Sciences and Education; Major in Basic Education named as: Técnicas de razonamiento lógico matemático y el desarrollo del pensamiento crítico en los niños del cuarto año de educación básica de la escuela Dr. "Alberto Acosta Soberon" de la ciudad de San Gabriel cantón Montufar de la provincia del Carchi. This researcher drew the following conclusions:

- The parents are sure that their children like math, however they suggest that the teacher should use didactic material for better comprehension.
- In the application of surveys to teachers they manifest that it is very important to follow a logical process of analysis to solve math problems, the application of active techniques and the elaboration of attractive didactic material should be indispensable in the classroom as these always help to improve the development of mathematical thinking in the student.
- In order to obtain significant learning experiences with long lasting effects it is important to apply new techniques with novel didactic material and positive stimulation during the teaching-learning process.
- The disuse of adequate techniques and methodologies that fit the age of the learners, the capacitation and actualization of the teacher, the strictness with which they focus the subjects in many theoretic cases and incomprehensible demonstrations make the classes boring and tedious.
- For the development of critical thinking the application of active techniques is essential for the teaching-learning process. It is a must.

For the development of critical thinking skills, it is essential the application of active techniques during the teaching-learning process. But intellectual skill, analysis, synthesis and understanding are skills that must be encouraged as well. The use of attractive material will have encouraged to achieve the mentioned skills. Furthermore, children will cultivate a more open mind and be more critical in any area of studies, it could be mathematics, language, social sciences. Children must find motivation at school; thus, the teacher must leave boring classes aside, use games that emphasize cognitive development.

The closest study found is: "methodological strategies that allow the development of critical thinking in the reading comprehension". Which is carried out with the students who are in their 4th Basic Year in the Mixed Fiscal School "Eloy Velasco Cevallos" of the canton Milagro, Province of Guayas, 2011-2012 academic year of the city of Milagro province Guayas "by (Alvarado Aldas & Bonilla Zapata, 2012), The authors draw the following conclusions:

➢ There is an evident lack of lexical mastery in students due to the non-application of reading strategies by teachers in all areas. If there is an application, this would be a contribution to the collaboration and integration needed in order to achieve good communication. It implies the preparation of excellent teaching material that leads to significant learning in the life of the student body.

➢ From the perspective that to learn it is necessary to relate the new learning to the previous ideas held by the students´ body. It allows for a learning which is a process of contrast, modification of the knowledge, balance, and conflict schemes. It is not to be treated as a new type of learning, but rather that of a learning can be denominated. This is to say that it has to be significant meaning that it must be a real and long-term learning.

➢ Reading comprehension affects the development of verbal logical reasoning in eighth grade students. Therefore, it is necessary to use active techniques so that they are able to manage to communicate their opinion. This is important because it is difficult for them to deal with the topic under discussion due to their limited verbal development, and especially their limited ability to intercommunicate and socialize.

➢ The development of the verbal logical reasoning of the eighth-grade students is very mechanized and therefore, they fail to express their own ideas and opinions on a topic with fluency.

➢ Both students and teachers who are surveyed affirm that it is necessary to implement active techniques to improve reading comprehension and develop verbal logical reasoning. It is for this purpose that a guide of active techniques is proposed. It would be a means of increasing knowledge; expanding students´ lexicon and boosting their critical thinking and proactivity.

The absence of a lexical domain is undoubtedly a problem of high significance among students due in large part to the precarious application of methodological strategies. It is necessary to change traditional paradigms, thus allowing the learning

to start from a previous foundation which has been established in each of the students. This is achieved through more experiences, with the practice of readings that allow for the consolidation into a more meaningful learning.

2.2 Philosophical foundations

The present investigation will be done in the Universidad Técnica de Ambato, in the Language Center, with students from the second level of English. The focus of this investigation lies in the critical propositional paradigm. Critical because the educational situation will be analyzed focusing on critical thinking and reading comprehension and propositional because it intends to propose an alternative solution to the investigated problem since the lack of reading comprehension skill causes students to deficiency critical thinking skills. Consequently, the learning-acquisition process is not that effective.

Critical Propositional Paradigm

The project is based on the critical-propositional paradigm; critical since it analyzes an educational reality; and propositional because it seeks to raise an alternative solution to a problem presented that is found inside the classrooms due to the little use of reading activities and its incidence in the strengthening of critical thinking in students.

Since students must know how to think, act and criticize reflexively, this allows them to see the truth, to appropriate the conscience and strengthen reason. What we intend to form is a more humane and social individual with a high level of scientific formation, enriched with values, capable of changing their reality, they live in based on an excellent critical and reflective reading comprehension.

2.3 Legal basis

One of the most important norms that regulates the country is the Constitution of Ecuador (2008), which states in Section Five that Education is an important right. Articles 3, 4, 27 and 29 describe the purpose of education and the implications it has in order to provide Ecuadorians with good education.

Art. 3 of the Constitution – The following are goals of Ecuadorian education: To develop the physical, intellectual, creative and critical capacities of the student respecting their personal identity so that they may actively contribute to the moral, political, social, cultural and economic transformation of the country.

Constitution of the republic of Ecuador

Título II Derechos - Capítulo segundo Art. 27.- "La educación se centrará en el ser humano y garantizará su desarrollo holístico, en el marco del respeto a los derechos humanos, al medio ambiente sustentable y a la democracia; será participativa, obligatoria, intercultural, democrática, incluyente y diversa, de calidad y calidez; impulsará la equidad de género, la justicia, la solidaridad y la paz; estimulará el sentido crítico, el arte y la cultura física, la iniciativa individual y comunitaria, y el desarrollo de competencias y capacidades para crear y trabajar. La educación es indispensable para el conocimiento, el ejercicio de los derechos y la construcción de un país soberano, y constituye un eje estratégico para el desarrollo nacional.

Right to Higher Education

Art. 4.- El derecho a la educación superior consiste en el ejercicio efectivo de la igualdad de oportunidades, en función de los méritos respectivos, a fin de acceder a una formación académica y profesional con producción de conocimiento pertinente y de excelencia. Las ciudadanas y los ciudadanos en forma individual y colectiva, las comunidades, pueblos y nacionalidades tienen el derecho y la

responsabilidad de participar en el proceso educativo superior, a través de los mecanismos establecidos en la Constitución y esta Ley. Una metodología de análisis, reflexión crítica y participación activa por parte de los involucrados en la problemática motivo de estudio, para interpretar la información en forma holística.

Organic Law of Higher Education

Dentro de la Sección Segunda del Régimen Académico, se encuentra el Artículo 124 Formación en valores y derechos mismo que estipula lo siguiente: Es responsabilidad de las instituciones del Sistema de Educación proporcionar a quienes egresen de cualesquiera de las carreras o programas, el conocimiento efectivo de sus deberes y derechos ciudadanos y de la realidad socioeconómica, cultural y ecológica del país; el dominio de un idioma extranjero y el manejo efectivo de herramientas informáticas.

In Reglamento de Regimen Académico, article 31 notes that learning a foreign language is a requirement that all students need to have in order to graduate in the majors they are studying at the university. This article emphasizes on the importance of learning a foreign language in higher education.

2.4 Key categories
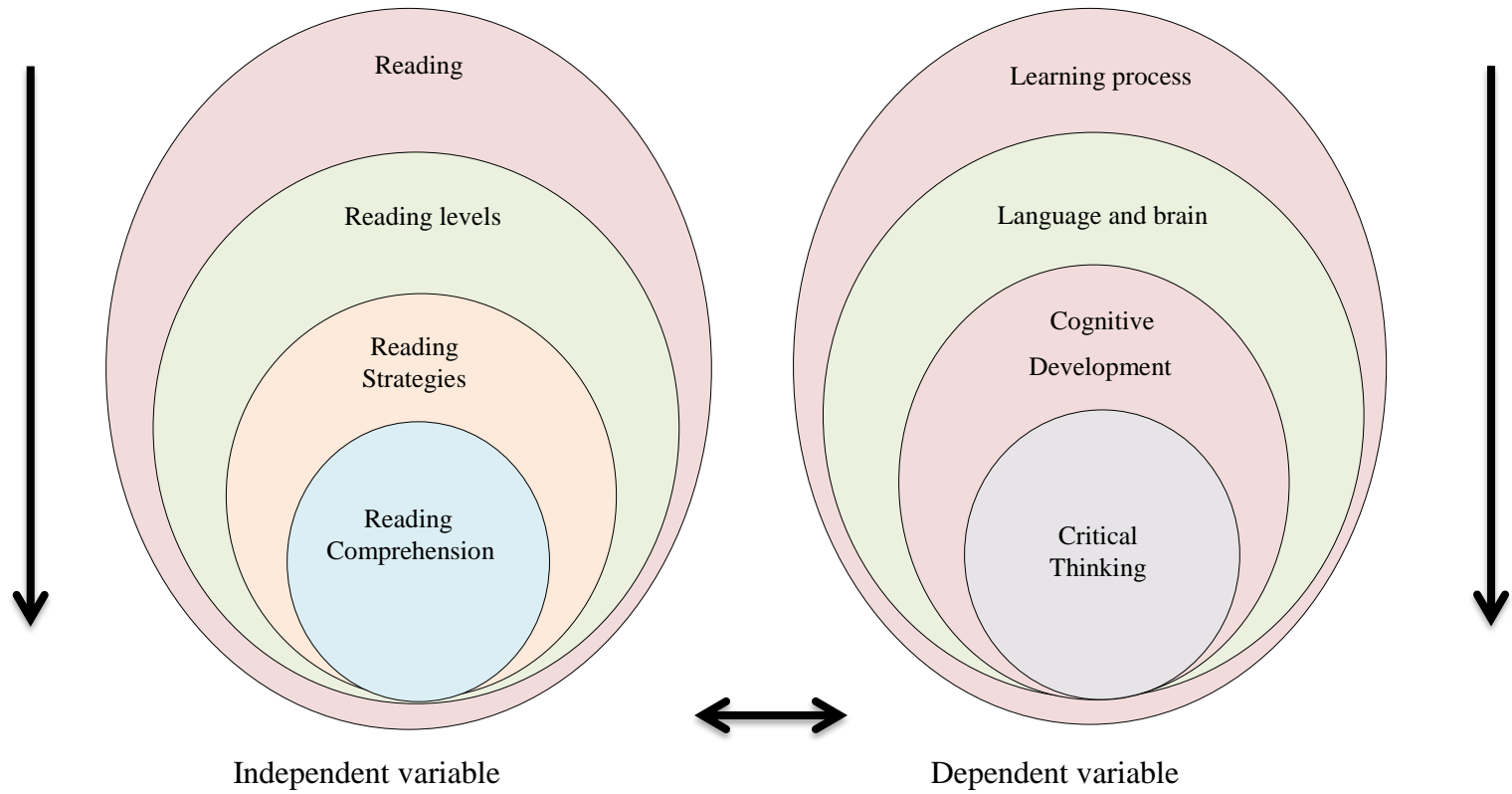
Figure 2 Fundamental Categories
Created by: Jordan, A. (2017)
Source: Researcher

2.4.1 Independent variables interrelated graphics

Independent variable
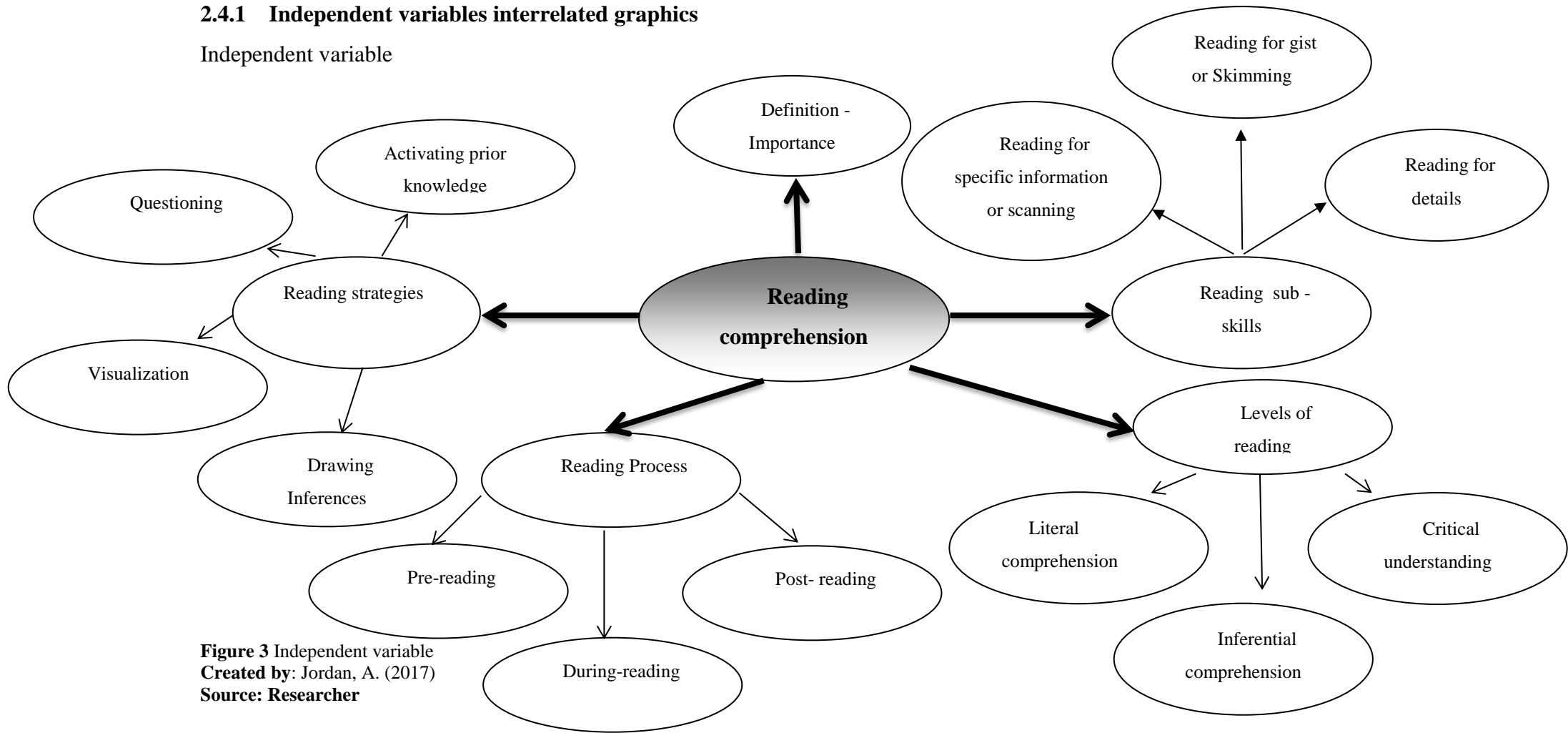
Figure 3 Independent variable
Created by: Jordan, A. (2017)
Source: Researcher

2.4.2 Dependent variable interrelated graphics

Dependent variable
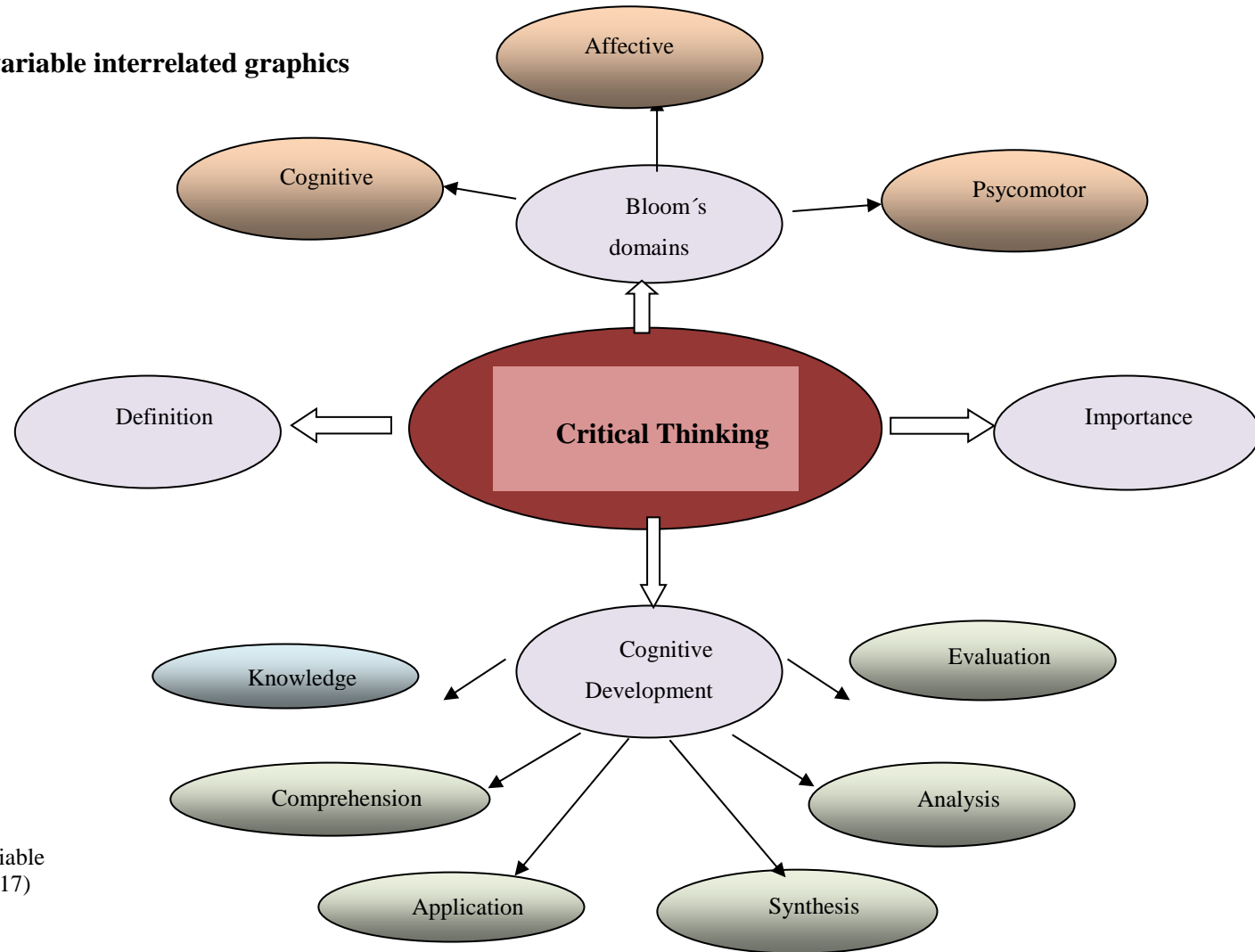
Figure 4. Dependent variable
Created by: Alba, J. (2017)
Source: Researcher

2.4.3 Dialectical view of conceptualizing variables

2.4.4 Independent variable framework: Reading comprehension

Reading

Reading is a mental ability of understanding that allows you to expand organization of ideas, opinion, arguments, creation, among many other things, complementing with own experiences and previous concepts, like this: "... reading is understanding. To understand it is necessary to develop several mental skills or cognitive processes: anticipate what a writing will say, contribute our previous knowledge, make inferences to understand what is only suggested, build a meaning, etc. " (Solé, 1998)

According to (Fairbairn & Fairbairn, 2001), reading is a process of interaction between the reader and the text, a process that first tries to satisfy the objectives that guide its reading. This process must be an active reader who processes and examines the text, there must also be a goal that guides the reading, that is, the reader should enjoy this activity.

Importance

(Fairbairn & Fairbairn, 2001) Define reading as one of the most important and useful activities that humans do in life. The practice of reading promotes the development of reasoning, consolidation knowledge and judgments, opening the doors for the progress of communication skills among individuals and offering the possibility of creating habits of reflection.

Furthermore, reading is essential for learner success. Learning to read is a sequential process. Reading is important because it develops the mind. The mind is a muscle. It needs exercise. Understanding the written word is one way the mind

grows in its ability. Teaching people to read helps them develop their language skills. It also helps them learn to listen. Everybody wants to talk, but few can really listen. Lack of listening skills can result in major misunderstandings which can lead to job loss, marriage breakup, and other disasters - small and great. Reading helps children [and adults] focus on what someone else is communicating.

Reading levels

Some authors argue about levels and start with the programming of the meaning of a single word as the most elemental form of comprehension. (Sánchez Carlessi, 2013) says "readers must be able to extract meaning from larger units than a single word, phrase or sentence. They must be able to develop a representation of extended text, of paragraphs and multiple paragraphs." Thus, a reader must not just comprehend or decode words in isolation, but also larger structures of ideas encoded by a writer. Besides, comprehension depends on the reader's background, on his or her ability to understand on different levels of organization, inference and appreciation of the text; on the purpose of his or her reading, for general knowledge, for studying process, for carrying out a research work, etc.

In the process of understanding there are different procedures that can be classified into the following levels:

Literal level. It is the reader's ability to remember ideas and information that are directly stated in the textbook material. We only focus on deciphering the words in the text without any other aspect of deduction or analysis. (Sánchez Carlessi, 2013)

Inferential level. It is the reader's ability to extract ideas and information not directly stated in the textbook material, using prior or background knowledge to assist in such understanding. This level has an intimate relationship with cognitive processes like abstraction, analysis, and deduction amongst others, which are important for its development. (Sánchez Carlessi, 2013)

Critical comprehensive. It is the reader's ability to respond with personal judgments and ideas about the content of the textbook material, using his or her past knowledge and thoughts on the subject. (Sánchez Carlessi, 2013)

Reading Stages

One of the things to bear in mind when lesson planning is that classroom reading is not the same as real reading. Classroom reading aims at helping students develop the skills they need to read more effectively in a variety of ways To enable this we plan 'pre-reading', 'while-reading', and 'post-reading' stages. These stages can help us make reading more communicative. (Abd Kadir, Subk, Ahmad Jamal, & Ismail, 2014)

Pre-Reading is the stage that allows for the generation of interest in the text to be read. During this stage there is a review of previous knowledge and prerequisites. These are acquired within the environment of the previous studies of the students. The pre-requisites give students the formal education needs such as: vocabulary, notions of their reality and use of language. In addition, it is an opportunity to motivate and generate curiosity. Moreover, teachers should encourage students to come out with their own questions, statements, or hypotheses rather than answering given questions which dictate a way of reading the texts. (Abd Kadir, Subk, Ahmad Jamal, & Ismail, 2014)

During-Reading is the stage where the strategies that favor understanding and the step to enjoy reading in the written text, savor the content and consequently the easy assimilation of the text is used. It can be silent, oral, individual, or group reading. Various techniques are used such as: flannel graphs, albums, puppets, among others. Furthermore, teachers need to be creative enough to devise the reading tasks which could offer students to „read, the text in many ways. (Abd Kadir, Subk, Ahmad Jamal, & Ismail, 2014)

Post-Reading is the stage that is at the end of the process. It is done as support to deepen understanding. It is the time that reading comprehension exercises and learning of values through activities are done. This is to encourage understanding, interpretation, creation and/or extension of the reading material. Activities are directed to the application of content in other contexts and to maintain the interest of the message from the beginning to the end of the process and if possible a little further. Teachers could carry out activities which help students to think critically on other ways in which the topic of the reading text could have been written about (Abd Kadir, Subk, Ahmad Jamal, & Ismail, 2014)

Reading strategies

Reading strategies are conscious plans sets of steps that good readers use to make sense of text. Reading strategy instruction helps students become purposeful, active readers who are in control of their own reading comprehension. These strategies have research-based evidence for improving text comprehension.

Furthermore, reading strategies are the mental actions done during reading that improve comprehension. These strategies are there to help readers overcome difficulties in understanding the reading. The implementation of reading strategies can be on an individual level or in combination. Furthermore, the approaches are chosen because they are deemed to be the most effective for students. A variety of the reading strategies are summarized below. (Kucukoglu, 2012)

Activating prior knowledge

Activating prior knowledge is a reading strategy that occurs before the student is introduced to reading material. Pre-reading activities are use. Some of these are journals or class discussion which enable the reader to make connections between something they already have knowledge of and the new knowledge from the text. (Kucukoglu, 2012)

Questioning

Students develop and attempt to answer questions about the important ideas in the text while reading, using words such as "where" or "why" to develop their questions. (Kucukoglu, 2012)

Visualization

This is where a mental image is developed of what is being described in the text. This will help in the recall of the information of the text. A sample activity to promote this strategy involves students examining objects placed in front of them. Later, they look carefully at a picture that depicts a scene. Finally, the teacher removes the objects and picture, and then asks students to visualize and describe what they saw. (Kucukoglu, 2012)

Drawing Inferences

This is when students generate information that not explicitly stated in the text. This requires students looking for key words and demonstrating how they can draw inferences from these words. This needs to be model by teachers so that students learn how this process is done. (Kucukoglu, 2012)

Summarizing/Retelling

Students briefly describe, orally or in writing, the main points of what they read in their own words. This can be done with a partner or teacher. If students are having trouble with this activity, their partner or teacher can prompt them with questions like "What comes next?" or "What else did the passage say about [subject]?" (Kucukoglu, 2012)

Reading comprehension

Educational demands currently make the teachers classroom practice oriented towards following the guidelines provided by education; and in this manner the topic of reading comprehension is established as one of the priorities in their development by use of efficient and pertinent pedagogic strategies to counteract the dip compared to other regions of the continent. Reading is without a doubt an implicit way of communicating with the world, it develops intellectual, affective, communicational and other capacities in human beings that assist them in the environment in which they unfold throughout their lives. (Hansen , 2016)

In order to improve Reading Comprehension among students through teaching learning process, there are concepts, techniques, forms, methods, reviews, practical exercises, key recommendations to meet in the research process, and it is necessary to clarify that without the knowledge of those elements it would not be possible to understand these fundamental factors in this investigation. These elements- reading skills and English skills- are part of the independent Variable (Improvement of the Reading skill). On the other hand, but not far from the first, are: reading strategies, reading techniques, and levels of English, which are part of the dependent variable (learning process). (Lado, 1964)

Definition

"Reading comprehension implies the capacity that some has to understand what they read, the meaning of the words that form a text as well as the whole text in general". (Schaefer & Michalopoulou, 2015)

(NematTabrizi & Mona , 2015), they said that reading comprehension is one of the most significant elements in English language learning for all students because it provides the basis for a substantial amount of learning. According to Rivers (1981), reading is an important activity and it is a means for extending the

knowledge of language learners. Reading is considered a valuable skill in language learning.

Besides being a capability, reading comprehension is one of the most significant elements in English language learning for all students because it provides the basis for a substantial amount of learning. According to Rivers (1981), reading is an important activity and it is a means for extending the knowledge of language learners. Reading is considered a valuable skill in language learning.

Reading comprehension is an interdisciplinary activity if we take into account that we are talking about a pedagogical text, from where the students acquire most of their knowledge, hence the teachers must master the theoretical and methodological elements that allow them to cover the different texts in each specialty subject. (Hans & Hans, 2015)

When we speak of an interdisciplinary activity, reading comprehension allows us to link teaching methodologies and strategies with the behavior of the students with special emphasis on their needs in which reading comprehension can become apparent, as it is not attributed to a single professorship but rather reading comprehension plays the part of an axis around which different content lies to be assimilated by the students and thus contribute to the learning process. (Hans & Hans, 2015)

Reading comprehension is understood as a skill or capability developed by a person through the practice of their intellectual, social and cultural aspects, which allow them to understand in a fast, accurate, logical and global manner what is read or what do you look at in pictures according to the reading, by means of the interaction of cognitive processes related to concentration, sight, perception, amongst other aspects that contribute to discernment of information perceived in the text. (Hans & Hans, 2015)

Importance

Reading comprehension is a fundamental pillar for the development of other abilities adhered to human beings such as the use of an adequate ability, enjoyment of literature and especially the development of critical thinking.

Reading comprehension references the management of language as a route for oral and written communication, for the representation, interpretation and comprehension of reality, for the construction and organization of knowledge and to autoregulate thought and, also, for the management of emotions and behavior.

The importance of reading comprehension lies especially in its development so that the afore mentioned aspects might be fulfilled, in the diverse environments in which the students are found, provided with the necessary tools for the desired end; in this manner we will be developing abilities annexed to literature and comprehension that will benefit the students not just to optimize their academic performance, but rather, for all the activities which unfold every day. (Rutzler, 2017)

Likewise, it is necessary to develop reading comprehension to face the difficulties that appear in the school ambit and diminish the indexes of low learning, low academic performance, lack of affective communication, deficient social relationships, as well as other aspects. For this reason, reading comprehension is an irreplaceable requisite for contribution to the integral development of students and of society itself.

Sub skills of reading

The sub-skills of reading play a very important role in the learning process of people as they help activate the existing knowledge, thereby creating a mindset that new knowledge and ideas can join. This mind-set starts from the subsequent skills that are classified as follows: (Douglas , 2001)

Reading for specific information or scanning: This sub-skill allows you to locate information quickly because not all the text is read. (Douglas , 2001)

Reading for gist or Skimming: This sub skill can read the text quickly in order to get the general idea to know what the text itself is. (Douglas , 2001)

Reading for detail: This sub-skill allows the reader to take longer par focus on what you are looking for. (Douglas , 2001)

2.4.5   Dependent variable framework: Critical thinking

Learning process

The definition of learning according to (Jones, 2015) "learning is a relatively permanent change in behavior, which reflects an acquisition of knowledge or skills through experience and which may include study, instruction, observation or practice. Changes in behavior are reasonably objective and therefore can be measured. Learning is a beautiful activity for the human being, because it allows the acquisition of as much knowledge as the person desires to acquire, to gain experiences and abilities that allow for the having a better life.

Types of learning

The following is a list of the most common types of learning cited by the pedagogy literature: (Jones, 2015)

Memory learning: the subject tries hard to learn things from memory many times without understanding what he learns. (Jones, 2015)

Learning by discovery: the subject does not receive the content passively; discover the concepts and their relationships and rearrange them to adapt them to their cognitive scheme. (Jones, 2015)

Repetitive learning: occurs when the student memorizes contents without understanding them or relating them to their previous knowledge, does not find meaning to the contents. (Jones, 2015)

Meaningful learning: it is the learning in which the subject relates his previous knowledge with the new knowledge giving them coherence with respect to

cognitive structures. Therefore, it is important to highlight the conditions that are required to promote this type of learning: (Jones, 2015)

a) **Prior knowledge (psychological significance)** A learning content is potentially significant if the student possesses the previous knowledge of the topic in a sufficient degree and complexity to assimilate the new knowledge proposed.

b) **Structuring of new contents (logical significance)** material or content is significant itself if it maintains certain logic and structure in its elements and its meaning. It is important that the presentation made of these contents is clear, because a confusing presentation hinders the understanding and therefore that of a significant learning.

c) **Motivation**, learning requires a degree of motivation so that it can be developed successfully. This can be achieved if the two previous conditions are taken into consideration.

Elements of the teaching-learning process

(Bejerano, 2017), she states that the teaching-learning process implies a sharing of knowledge, experiences and attitudes that allow students to understand and transform their environment. From the internalization, reconceptualization and application of knowledge, skills and attitudes learnt. It is necessary to determine the best ways to implement this teaching-learning concept in the classroom. In this sense, the design of teaching-learning strategies allows the development and scope of the aforementioned. Therefore, certain elements must be considered to create an adequate design. The following table establishes the elements that make up the teaching-learning process: (Bejerano, 2017),

Chart 1 Teaching-learning process:

Professor	Elements	Student

Why do I teach?	Objective	Why do I learn?
What do I teach?	Content	What do I learn?
How do I teach?	Method	How do I learn?

Source:https://www.monografias.com/trabajos80/estrategias-ensenanza aprendizaje/estrategias-ensenanza-aprendizaje2.shtml#bibliograa

(Bejerano, 2017), she states that the definition of these elements implies a philosophical reflection where the teacher asks himself: why do I teach, what do I teach, how do I teach, and in that sense, why do I educate and who do I educate. The teaching-learning process must contemplate the student's actions so that they communicate, report, manage the sources, display the language for themselves and for others, think and develop attitudes as well as form values. In this sense, the teacher facilitates the learning process by preparing the technical conditions of the cognitive process: according to the previous knowledge of the students, the nature of the subject matter of knowledge, and the material, spatial, temporal, and affective conditions. This is done by designing appropriate teaching-learning strategies.

Language and brain

According to (Plotke, 2003), the brain is the main organ of the human body. It is responsible for many of the connections that make higher possible functions. Among these are language. Thanks to language, humans are capable of developing the processes of abstraction, conceptualization and representation of the world. The brain has two hemispheres: right and left, which are specialized in different functions. The human brain is divided into two hemispheres. The left hemisphere is the "logical brain". It is involved in language and analysis. The right hemisphere is the "creative brain". It is involved in daydreaming and imagination. The left hemisphere controls the right side of the body while the right hemisphere controls the left side.

Neurolinguistics and Psycholinguistics

This analyzes the means that the human brain uses to achieve understanding, generation of language and identification of language, both spoken and written. In addition, neurolinguistics is responsible for studying the normal functioning of speech mechanisms, taking into consideration the characteristic functions of each area of the brain. Neurolinguistics is closely linked to psycholinguistics, which studies the cognitive mechanisms of language through the traditional techniques of experimental psychology.

Psycholinguistics is a discipline that is related to both cognitive psychology and linguistics. Specializing in the studying of mental processes related to understanding and issuing messages in a communicational situation. The elements involved in this kind of study are the psychological and neurological factors that make it possible for people to acquire a language and use it properly.

Cognitive development

(Farooq Joubish & Muhammad , 2011), they state that cognitive development is understood as the set of transformations that occur in the abilities of thinking during the course of a lifetime. This is especially seen during the period of childhood development. By which knowledge and the skills to perceive, think, understand and manage information increase. The stages of cognitive development described by Jean Piaget follow the evolution of cognitive development through the succession of 4 stages from birth to adulthood. These stages are qualitatively differentiated according to the structural characteristics of the thought and the type of reasoning that develops in each. These 4 stages are:

1) Sensory motor (0-2 years), in which babies build their understanding of the world through the coordination of their sensory and motor experiences, i.e. the child uses schemes based solely on the senses and their movement capabilities.

2) Preoperative (2-7 years), in which children develop their capacity to represent the world through words, images and drawings, and in which the symbolic capacity transcends the immediate experience.

3) Operational concrete (7-11 years), in which children develop their ability to perform operations (internalized actions that allow mentally what could only be done physically before) and the application of logical principles of reasoning to concrete problems.

4) Formal operational (from 11-12 years), in which children develop the ability to abstract and hypothesize applying more logical principles than in the previous stage

Cognitive development processes

According to, (Abdulmohsen, 2012), Piaget (1952) presented three cognitive processes which he used to explain how and why cognitive/concept development occurs. These processes are assimilation, accommodation, and equilibrium.

Assimilation

It is a continuous process that helps the individual to integrate new, incoming stimuli into the existing schemata or concepts.

Accommodation

It involves modifying existing schemas, or ideas, as a result of new information or new experiences. New schemas may also be developed during this process.

Equilibrium

It is a balance between the assimilation and accommodation processes. Equilibration helps explain how children can move from one stage of thought into the next.

Bloom`s domains

(Jones, 2015) "It is intended to provide for classification of the goals of our educational system. It is expected to be of general help to all teachers, administrators, professional specialists, and research workers who deal with curricular and evaluation problems. It is especially intended to help them discuss these problems with greater precision."

"There are three main domains of learning and all teachers should know about them and use them to construct lessons. These domains are cognitive (thinking), affective (emotion/feeling), and psychomotor (physical/kinesthetic)"

Psychomotor:

"The Psychomotor domain deals with physical movement and skills that may be required in order to complete a course or subject matter. Psychomotor objective is as important to concentrate on as the Cognitive and Affective objectives with-in science education" (Cullinane, 2009)

Within this domain It is classified primarily skills. These are behaviors that are performed with precision, accuracy, ease, saving time and effort. The psychomotor domain behaviors vary in frequency, power and duration. The frequency indicates the average number of times a person performs a behavior. Energy refers to the force or power that a person needs to execute the skill, and duration in the period during which the behavior is performed.

Furthermore, it is the skill to physically manipulate a tool or instrument such as the hand or a hammer. The objectives of the psychomotor domain generally point to a change developed in the behavior or skills.

Affective

According to (Cullinane, 2009) "The way people react emotionally, their ability to feel the pain or the joy of another living being typically point to an awareness and growth in attitude, emotion and feelings." There are five levels in the affective domain. In order from lowest level to the highest: Reception - The lowest level - the student pays attention passively. Without this level there can be no learning. Answer – the next level - the student participates actively in the learning process, not only attending to stimuli, the student also reacts in some way. Assessment – the next level - the student assigns a value to an object, phenomenon or information. Organization – the next level - students can group different values, information and ideas and arrange them within their own scheme; comparing, relating and elaborating what they have learned. Characterization – the final level - the student has a particular value or belief that now influences their behavior so that it becomes a characteristic. It is important to keep in mind that if the student is not motivated, the interest to learn is very low.

The criterion of the basis for discrimination of the categories of objectives in the affective domain is the degree of internalizing an attitude, value or appreciation which is revealed in the behavior of a single individual. The objectives of the affective domain are manifested through the reception, response, recovery, organization and characterization with a value or complex values.

Cognitive

The definition according to (Owen Wilson, 2016) indicates that in his paper: "The cognitive dimension includes the great capacity that human beings have to relate, act, analyze, create and transform reality. It allows for the construction of knowledge and the production of new knowledge, based on experiences, preconceptions, the interests and needs, and the vision of the interior and exterior world ".

Through the development of the cognitive dimension, it is possible to perform different types of analysis to use knowledge according to the degree of understanding or cognitive maturity. This is using all the knowledge that can be

exposed through their experiences acquired during established stages. The cognitive dimension is important because it allows for the knowledge of all the abilities, skills and other qualities that students have when they start their studies. There are also six levels in the taxonomy proposed by Benjamin Bloom and collaborators. In ascending order the levels are the following: Knowledge, Understanding, Application, Analysis, Synthesis and evaluation. (Hyder & Bhamani, 2016)

It includes the intellectual area covering subareas of remembering, understanding, applying, analyzing, evaluating and creating; where the following subdivisions are noteworthy.

Learning level.

Bloom's Revised Taxonomy in 2001. Key to this is the use of verbs rather than nouns for each of the categories and a rearrangement of the sequence within the taxonomy. They are arranged below in increasing order, from lower order to higher order.

Figure 5.Bloom´s Taxonomy (Revised)
Source: Adapted from Bloom in 2001

Remembering

Retrieving, recognizing, and recalling relevant knowledge from long-term memory. This level is simply remembering or recalling previous learned information.

Chart 2. Lower-Order Thinking Skills. Remembering

Lower-Order Thinking Skills

REMEMBERING INFORMATION

(Knowledge; recalling facts and information)

Cue Questions Based on Blooms' Taxonomy of Critical Thinking	Actions	Products
• What is …?	Recognizing	Quiz
• How is …?	Listing	Definition
• Where is …?	Describing	Fact
• When did ….. happen?	Identifying	Worksheet
• How did ….. happen?	Retrieving	Test
• How many…?	Naming	Label
• Who …?	Locating	List
• Can you name…?	Finding	Workbook
• Which is true or false?		Reproduction

Source:http://www.saydel.k12.ia.us/cms_files/resources/general%20CCSSO%20Que%20Questions.pdf

Understanding

Knowledge of comprehension concerns the simplest aspect of understanding which is to capture the direct sense of a communication or a phenomenon, as the understanding of a written or oral order, or the perception of what happened in any particular fact. This is essentially demonstrating understanding of information by explaining ideas or concepts.

Chart 3. Lower-Order Thinking Skills. Understanding

Lower-Order Thinking Skills

UNDERSTANDING

(Comprehension; Explaining the meaning of information)

Cue Questions Based on Blooms' Taxonomy of Critical Thinking	Actions	Products
-Can you write in your own words?	Interpreting	Recitation
-How would you explain…?	Exemplifying	Summary
-What could happen next?	Summarizing	Collection
-Who do you think…?	Inferring	Explanation
-What was the main idea…?	Paraphrasing	Show and tell
	Classifying	Example
	Comparing	Quiz
	Explaining	List
		Label

Application

Knowledge of application concerns the interrelation of principles and generalizations of individual or case studies.

Chart 4. Lower-Order Thinking Skills. Applying
Lower-Order Thinking Skills

APPLYING

(Using learned knowledge in new situations or to solve a real life problem)

Cue Questions Based on Blooms' Taxonomy of Critical Thinking	Actions	Products
-Do you know of another instance where…?	Implementing	Illustration
-Can you group…?	Carrying out	Demonstration
-Which factors would you change…?	Using	Presentation
-What questions would you ask of…?	Executing	Interview
		Performance

-From the information given, can you   Diary

develop a set of instructions about…?   Journal

Analyzing

The analysis involves dividing a whole into its parts and the perception of the meaning of these parts in relation to the whole. The analysis includes the analysis of elements, relationships, etc.

Chart 5.Higher-Order Thinking Skills. Analyzing

Higher - Order Thinking Skills

ANALYZING

(Breaking down a whole into component parts; Examining critically)

Cue Questions Based on Blooms' Taxonomy of Critical Thinking	Actions	Products
-Is there a better solution to…?	Comparing	Survey
-What do you think about…?	Organizing	Database
-Do you think…is a good or bad thing?	Deconstructing	Abstract
-How would you feel if…?	Attributing	Report
-How effective are…?	Outlining	Graph
-What are the pros and cons of …?	Structuring	Checklist
	Integrating	Chart

Evaluation

This kind of knowledge includes a critical attitude towards the facts. The evaluation may be related to judgments relating to internal evidence and judgments relating to external evidence.

Chart 6. Higher-Order Thinking Skills. Evaluating

Higher - Order Thinking Skills

EVALUATING

(Making judgments about the merits of ideas, materials, or phenomena based on criteria)

Cue Questions Based on Blooms' Taxonomy of Critical Thinking	Actions	Products
-Is there a better solution to…?	Checking	Debate
-What do you think about…?	Critiquing	Report
-Do you think…is a good or bad thing?	Experimenting	Evaluation
-How would you feel if…?	Testing	Investigation
-How effective are…?	Detecting	Conclusion
-What are the pros and cons of …?	Monitoring	

Source:http://www.saydel.k12.ia.us/cms_files/resources/general%20CCSSO%20Que%20Questions.pdf

Creating

The creating concerns verification of the union of the elements that form a whole. It may be the production of a communication, a plan of operations or the derivation of a series of abstract relations. This includes generating new ideas, products, or ways of viewing things.

Chart 7. Higher-Order Thinking Skills. Creating

Higher-Order Thinking Skills

CREATING

(Putting ideas together to form a new and different whole)

Cue Questions Based on Blooms' Taxonomy of Critical Thinking	Actions	Products
-Can you design a…to…?	Designing	Film
-Can you see a possible solution to…?	Constructing	Story
-How would you devise your own way to…?	Planning	Project
-What would happen if…?	Producing	Plan

-How many ways can you…?	Inventing	New game
-Can you create new and unusual uses for…?	Making	Song
		Advertisement

Critical thinking

With the passage of time we have seen the need to develop critical thinking skills in students. These skills will allow them to perform as active entities within their work space such as classrooms and from there consolidate their critical development in society itself. The society demands a critical and prospective being that is framed in critical pedagogy established within the curricular actualization and strengthening of general basic education.

Definition

(Reza & Barjesteh, 2012) consider that critical thinking is a disciplined and auto directed thought that identifies abilities of logical order directed towards the formation of an autonomous rationality. The principle trait of critical thinking is intellectual autonomy."

Critical thinking is a thought that can be catalogued as a level of evolved thought characterized by being subjective and objective at the same time prioritizing reason; also it is sovereign and trained to the manner of reflecting reality on behalf of the thinking subject. On the other hand critical thinking:

It is a thought of higher order characterized by flexibility, operability, tolerance toward deep analysis, it is the opposite of dogmatism. It is a thought that produces multiple solutions to a problem that generates uncertainty and is autocorrective, that is to say, it identifies inconsistencies, clarifies vague expressions and recognizes errors in thought.

Understanding this concept within critical thinking a series of mental processes are linked, such as analysis, reflection, tolerance, comparison and equation of ideas

that contrasted against each other denote a posture or critical judgment that can be considered as a solution facing some topic in discussion.

The cognitive investigators have found that we can all learn to perform better in tasks of decision making and problem solving. We can teach abstract rules of logic and reasoning, which improves the reasoning about underlying causes of events in daily live. In short, the investigations of cognitive psychologists have suggested that critical and creative thinkers are made, not born.

Critical thinking develops a series of strategies that together evoke a greater performance of creativity, analysis and operatively of reasoning, and also offers students a series of abilities that allow them to adapt to the technological, social and educational change that we have seen in recent times. The development of critical thinking is a basic foundation within education; it allows students to be prospective critics from the classrooms and later in society, as it is not catalogued or segregated for ideal or select people, rather it is a skill that is slowly forged in classrooms.

Critical thinking is an ability that every human should develop as it provides benefits such as for example the person becomes more analytical, greater analysis and classification of information exists, curiosity grows, intellectual capacities such as creativity, intuition, reason, logic grow, among others.

Importance

(Fernandez de Morgano & Mayorga Pernia, 2015) affirm that the importance of developing critical thinking lies in the development of individual capacities in each person so that they can propose their own criteria and to help mitigate any type of difficulty they may face, by use of various strategies or cognitive processes, in relation to the daily events in their environment.

Furthermore, it improves communication, which is done in a clearer and more efficient way promoting free expression in a framework of clear, precise and cordial communication, avoiding confusions and misinterpretations. The correct

construction of arguments not only gives the capacity to form valid ideas, but the ability to transmit them in a more assertive way and for this reason it is said that thought is inseparably joined to language, because it is an indispensable requisite for the formation of thought and is also a medium to reflect thoughts.

Strategies for critical thinking

Critical thinking is described as disciplined thinking that is clear, rational, open-minded, and informed by evidence. This is often used to describe the ability of professionals, today there is a strong feeling that this ability is fading. Following are strategies that will help the growth of critical thinking skills:

Strategy 1: Be a continuous learner. Learners are curious about those things that are around them. They will educate themselves without being told to on those things. The source that are used vary but include things like reading, discussion with experts, or finding pertinent lectures or conferences on the topic. The more one knows about a topic, the more they will consider when making decisions.

Strategy 2: Make the right decision for the majority. It is important to put one's ego aside and consider what is best for all involved. This must be done even if it is not the best for any one person involved. The goal is to have the best solution for the majority and not just one individual or small faction.

Strategy 3: Listen and consider unconventional opinions. It is important to think outside of the box. It is imperative to get away from the "that is the way we have always done it" motto. Competitors are a resource of ideas and not the enemy when coming up with solutions.

Strategy 4: Avoid analysis paralysis. Avoiding getting entangled in all of the details is important. One needs to focus on the big picture and the most important available details. It is not always possible to have 100% of the information. One

must make the decisions based on what is currently known and adjust decisions later if important new information requires it.

Strategy 5: Analyze yourself. It is important to be able to explain how a decision was reached to others. This allows for open discussion to be had since others can understand the reasoning behind the decision-making process. Moreover, it is imperative to be willing to change when provided with more information.

2.5 Hypothesis

H0: Reading comprehension does not an effect on development critical thinking of A2 level students in the Languages Center in Universidad Técnica de Ambato.

H1: Reading comprehension has an effect on development critical thinking of A2 level students in the Languages Center in Universidad Técnica de Ambato.

2.6 Signaling hypothesis variables

Independent variable: reading comprehension.
Dependent variable: critical thinking.

CHAPTER III
RESEARCH METHODOLOGY

3.1 Research approach

This research will be based in particular on a qualitative and quantitative approach because it will be carried out in the scene interpreting and analyzing this problem that is in this educational community.

Quantitative, because it will research information that will be subjected to statistical analysis because it will use indicators which assess how this affects Bloom's taxonomy in developing of reading skill and critical thinking.

Qualitative, because it will apply surveys, will investigate statistical indices that contain a value judgment regarding the feasibility of the research work.

3.2 Basic method of research

3.2.1. Field research

This research is field because it was conducted in the place where the research problem occurred. Research techniques are applied to gather information such as observation, interview, survey to those involved in this problem, obtaining in this way as a previous information that was obtained directly, truthfully, authentically, in the place of the facts.

3.2.2. Bibliographic and documentary research

The development of bibliographic and documentary research includes all of different approaches, theories, conceptualizations and criteria of different authors

on a given issue, based on documents, or in books, magazines, newspapers and other publications to study the two variables purpose of this research.

3.3 Level or type of research

3.3.1. Exploratory level

This level of research allowed for the exploration, analysis and recognition of the particularities of the variables proposed in the same place where they arise. This allows for the clarification of the problem in its entirety. This includes the knowledge of its causes and effects. Moreover, through effective techniques in obtaining of information that permits the creation of hypothesis regarding the relationship between reading comprehension and critical thinking.

3.3.2. Descriptive level

This level describes the problem fully prior to a thorough study of the most outstanding aspects of each variable and detailed in a more explicit way. Thus allowing for knowledge in regards to the role that reading comprehension plays in the students' daily context. Association of the variables level.

This is a meticulous approach to each of the variables such as reading comprehension, as the independent variable, and critical thinking, as the dependent variable. This establishes the level of incidence that one has over the other. Moreover, establishing a broader picture which allows for the problem to be dealt with based on the different scenarios in which it occurs.

3.3.3. Explanatory level

When the study reaches this level, it establishes the verification of the hypothesis in terms of the determining factors of the two variables. Moreover, it postulates the corresponding conclusions and recommendations regarding the problem posed and the application of an effective methodology for the development of critical thinking.

3.4 Population and sample

3.4.1. Population

The population for the present study consists of the teachers and students of the elementary level A2 at Universidad Técnica de Ambato in the Language Center. The total population is conformed by 10 teachers and 240 students who are struggling in this level.

Sample

For (Salinas, 2010) the sample is a subset of cases or individuals of a statistical population. Basically, it is a representative part of the population. Considering that for the current study the population of teachers is finite or small, it will not be considered a sample but rather as a whole population. While the students is a larger population from which a sample can be taken using the following calculation.

3.4.2. Sample

n = ? (Sample size)

nc = 95% (confident margine) = 1,96

p = 0,5 probability of success, which is 50%

q = 0,5 probability of failure, which is 50%

me = 0,05 (error margine)

N = 240 (population size)

$$n = \frac{N}{1 + (N)(me)^2}$$

$$n = \frac{248}{1 + (240)(0.05)^2}$$

$$n = \frac{248}{1 + (240)(0,0025)}$$

$$n = \frac{248}{1 + (0,60)}$$

$$n = \frac{248}{1.60}$$

$$n = 150$$

3.5 Operationalization of variables

3.5.1 Operationalization of the independent variable

Chart 8. Operationalization of the independent variable

INDEPENDENT VARIABLE: READING COMPREHENSION

DEFINITION	DIMENSION	INDICATORS	ITEMS	TECHNIQUES	INSTRUMENTS
Reading comprehension is a cognitive process if we take into account that we are talking about a pedagogical text, from where the students acquire most of their knowledge, hence the teachers must master the theoretical and methodological elements that allow them to cover the different texts in each specialty subject. (Muñoz, 2013)	Cognitive Process	Activity	How often do you use extra reading activities in English class?	Survey	Structured questionnaire
	Pedagogical text	Context			
	Knowledge	Understand	When I don't understand a word, I use the context to guess its meaning.		
	Methodological elements	Illustration and titles	When you read a text in English you understand it.		
	Different text	Main idea	Do you need illustrations and titles to help you figure out what a text about is?		
			When you read do you guess what will be the main idea of the text?		

Created by: Alba, J. (2017)

3.5.2 Operationalization of the dependent variable

Chart 9. Operationalization of the dependent variable
    DEPENDENT VARIABLE: CRITICAL THINKING

DEFINITION	DIMENSION	INDICATORS	ITEMS	TECHNIQUES	INSTRUMENTS
Critical thinking is a thought of higher order characterized by flexibility, operability, tolerance toward deep analysis, that is to say, it identifies inconsistencies, clarifies vague expressions and recognizes errors in thought. (Izquierdo, 2006)	Higher order	Analysis Synthesis Evaluation	-Which of these levels of cognitive domain do you develop in your reading activities?	Survey	Structured questionnaire
	Deep analysis	Critical	-When you read do you understand ideas before, during and at the end of a text		
	Solutions	Development knowledge	-When you read do you relate the situation with your own life? -When you read are you able to analyze and be critical?		
	Thought		-Would reading comprehension permit me to develop my critical thinking?		

Created by: Jordan, A. 2017

3.6 Data collection plan

For the collection of information is carried out through the analysis of the operationalization of the variables, and the following table is used:

Basic questions	Explication
What for?	To achieve the objectives of the research
What people or subjects	Students and teachers from Language Center UTA.
On what aspects?	The incidence of non-application of Critical thinking in the development of reading comprehension
Who?	Researcher
When?	September 2017 February 2018
Where?	Language Center UTA.
How many times?	One occasion
Which techniques of collection?	Survey
With what?	Questionnaire
In what situation?	In a favorable environment.

Chart 10. Data collection plan
Created by: Jordan, A. (2018)

3.7 Data processing and analysis plan

To run this investigation, it will be taken into account the survey technique; using tools like the questionnaire with specific questions that help solve the problem presented taking into account the following aspects.

- Codification
- Tabulation
- Analysis and interpretation
- Hypothesis testing
- Conclusions and recommendations
- Boards
- Graphics

Analysis Interpretation and result plan

- Review of the information collected, in order to eliminate incomplete information for this interpretation of the results.
- Tabulation of the results obtained, in order to know which data are repeated to graphically.
- Graphical representation of the results obtained, in order to understand the results in a more satisfactory way.
- Analysis and interpretation of statistical results, according to the objectives.

CHAPTER IV

ANALYSIS AND INTERPRETATION

4.1 Analysis of results and data interpretation

4.1.1 Students´ survey

Questions 1. How often do you do extra reading activities in English class?

Table 1. Extra Reading Activities

ALTERNATIVES	FREQUENCY	PORCENTAGE
Always	5	3%
Sometimes	78	52%
Never	67	45%
TOTAL	**150**	**100%**

Created by: Jordán A. (2018)
Fuente: Investigación de campo
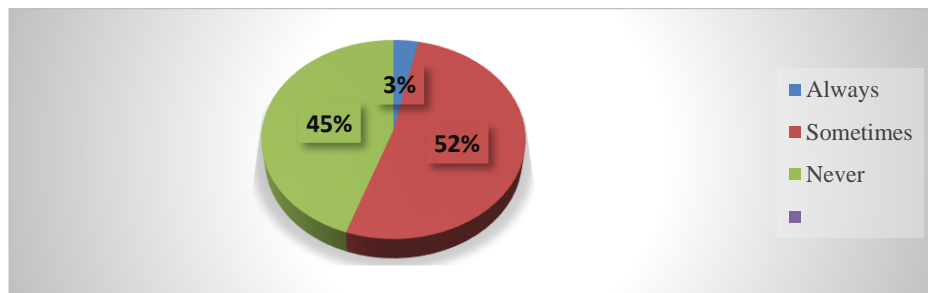
Figure 6. Extra Reading Activities
Created by: Jordan, A. (2018)
Source: Field research

Analysis and interpretation:

The figure shows that 52% of students that correspond to 78 students, they do their additional reading activities in English class sometimes, however 45% that belong to 67 students said never and only 3% say that always.

These results mean students only develop activities of the book exclusively, the texts do not have many exercises of reading and therefore they do not allow to develop critical thought.

Question 2. When I read a text in English I understand it?

Table 2. Understand English texts.

ALTERNATIVES	FREQUENCY	PORCENTAGE
Always	7	5%
Sometimes	134	89%
Never	9	6%
TOTAL	**150**	**100%**

Created by: Jordán A. (2018)
Source: Field research
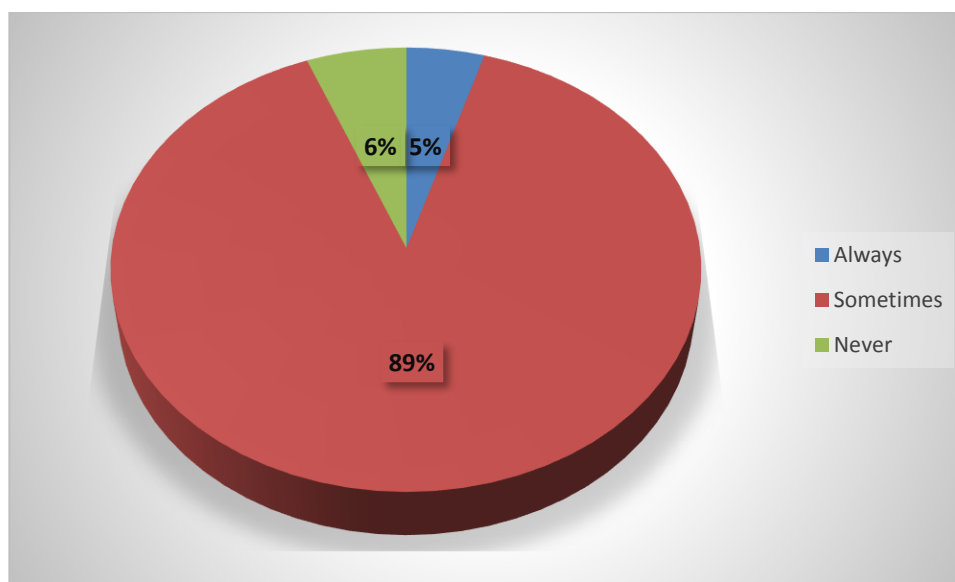
Figure Nº 1: Understand in English
Created by: Jordán A. (2018)
Source: Field research

Analysis and interpretation:

Out of 150 students, 89% of the students that correspond 134 students said that they sometimes understand, when they read a text in English. The 6% said they never understand and only 5% said that they always understand it.

These data shows that the majority of students do not understand texts in English. It means there is a concern that needs to be addressed and satisfied.

Question 3. I need illustrations and titles to help me figure out what a text is about.

ALTERNATIVES	FREQUENCY	PORCENTAGE
Always	59	39%
Sometimes	86	57%
Never	5	3%
TOTAL	**150**	**100%**
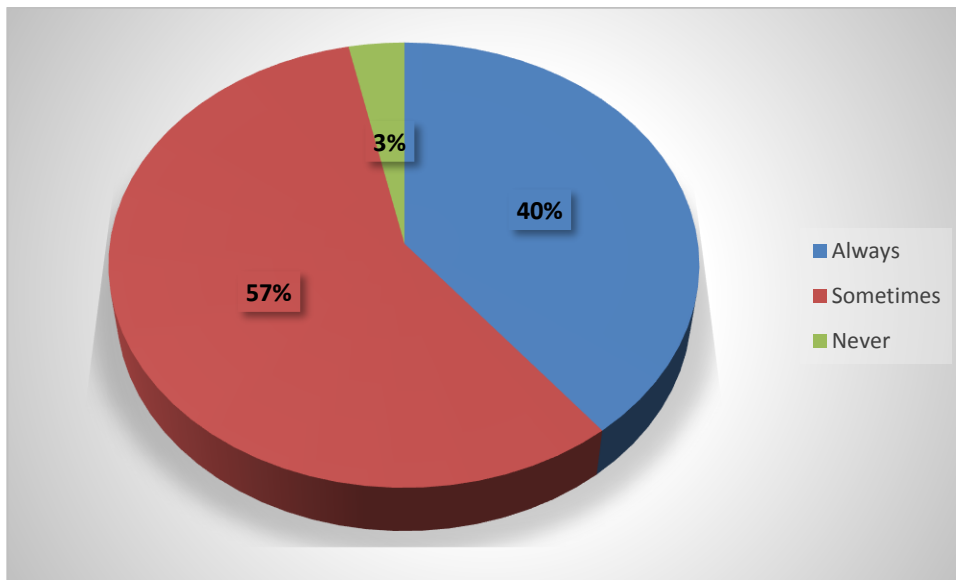
Figure 7.Illustrations and titles
Created by: Jordán A. (2018)
Source: Field research

Analysis and interpretation:

In this question 86 students that correspond to the 57% of students need sometimes illustrations and titles to decipher what the text in English is about. The 39% that represent to 59 students said always and 3% never need it.

The illustrations play a very important role in teaching materials, because most people learn through visuals, perhaps even more so than through listening. So, a good visual aid can really help audience understand and remember information.

Question 4. When I don't understand a word, I use the context to guess its meaning.

Table 4 Use of context

ALTERNATIVES	FREQUENCY	PORCENTAGE
Always	29	19%
Sometimes	118	79%
Never	3	2%
TOTAL	**150**	**100%**

Created by: Jordán A. (2018)
Source: Field research
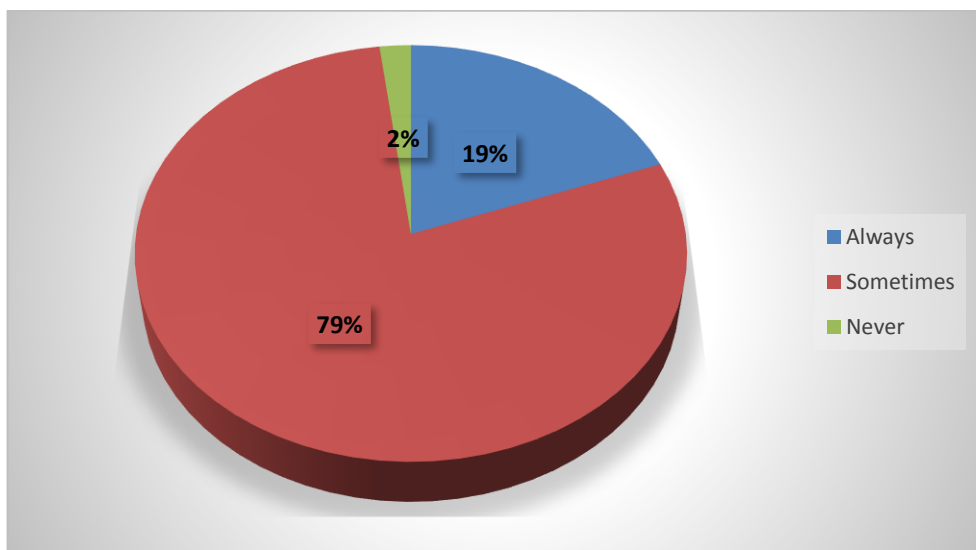
Figure 8. Use of context
Created by: Jordán A. (2018)
Source: Field research

Analysis and interpretation:

According to the data presented 118 students with the 79% of students sometimes use context to guess words meaning, 19% say they always do, and only 2% indicate that they never use context to guess meaning.

Within the learning process, most of the students use the context because in this way they can understand the words that are not difficult for them. However, teachers must guide students how to do it.

Question 5. When you read do you guess what will be the main idea of the text?

Table 5. Main idea of the text

ALTERNATIVES	FREQUENCY	PORCENTAGE
Always	11	7%
Sometimes	139	93%
Never	0	0%
TOTAL	**150**	**100%**

Created: Jordán A. (2018)
Source: Field research
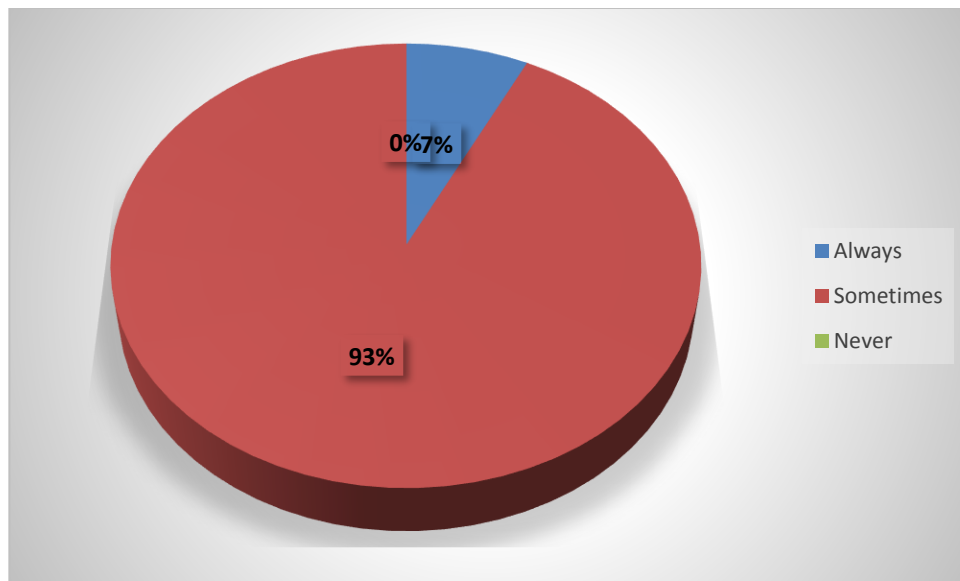
Figure 9. Main idea of the text
Created by: Jordán A. (2018)
Source: Field research

Analysis and interpretation:

In this question 139 students with the 93% of students sometimes guess the main idea of the text and only 7% of students always guess it.

These results let infer, that most students it is a little complicated to get the main idea of some text. So, they need to exercise their cognitive area.

Question 6. When you read do you understand ideas before, during and at the end of a text.

ALTERNATIVES	FREQUENCY	PORCENTAGE
Always	19	13%
Sometimes	129	86%
Never	2	1%
TOTAL	**150**	**100%**
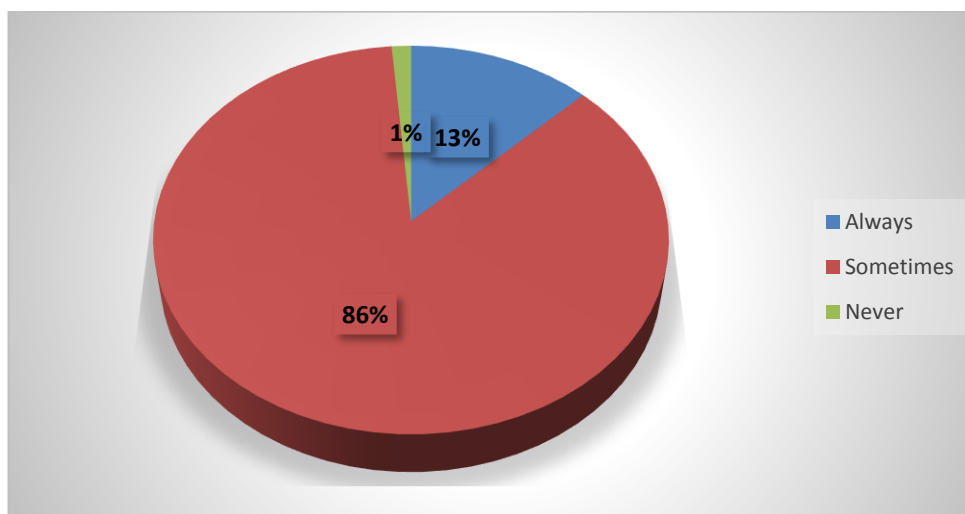
Analysis and interpretation:

Out of 150 students the 13% of students always have a global understanding of an English text, 86% of students that correspond 134 students sometimes understand. And 1% of students never understand the complete text.

The data shows that around 87% of the students do not understand the ideas before, during and at the end of a text. This is something that teachers need to work on guided reading for getting a complete comprehension.

Question 7. When you read do you relate the situation with your own life?

Table 7. Meaningful reading

ALTERNATIVES	FREQUENCY	PORCENTAGE
Always	12	8%
Sometimes	117	78%
Never	21	14%
TOTAL	**150**	**100%**

Created by: Jordán A. (2018)
Source: Field research
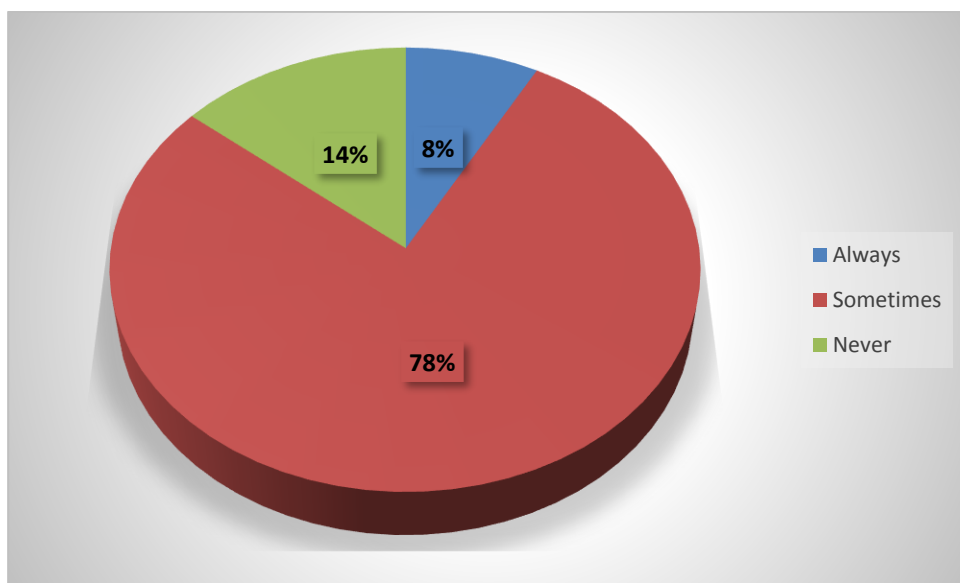
Figure 11. Meaningful reading
Created by: Jordán A. (2018)
Source: Field research

Analysis and interpretation:

The figure shows that 78% of the students that belongs 117students sometimes relate the situation with their lives, 14% never do it and 8% always relate the situation with their lives.

Without a doubt, is essential to use every opportunity to help students actively construct, internalize, and refine their knowledge and concepts. Teachers must help students to build comprehension skills and important "text to life" connections.

Question 8. When you read are you able to analyze and be critical?

Table 8 Analyze and to be critical

ALTERNATIVES	FREQUENCY	PORCENTAGE
Always	14	9%
Sometimes	127	85%
Never	9	6%
TOTAL	**150**	**100%**

Created by: Jordán A. (2018)
Source: Field research
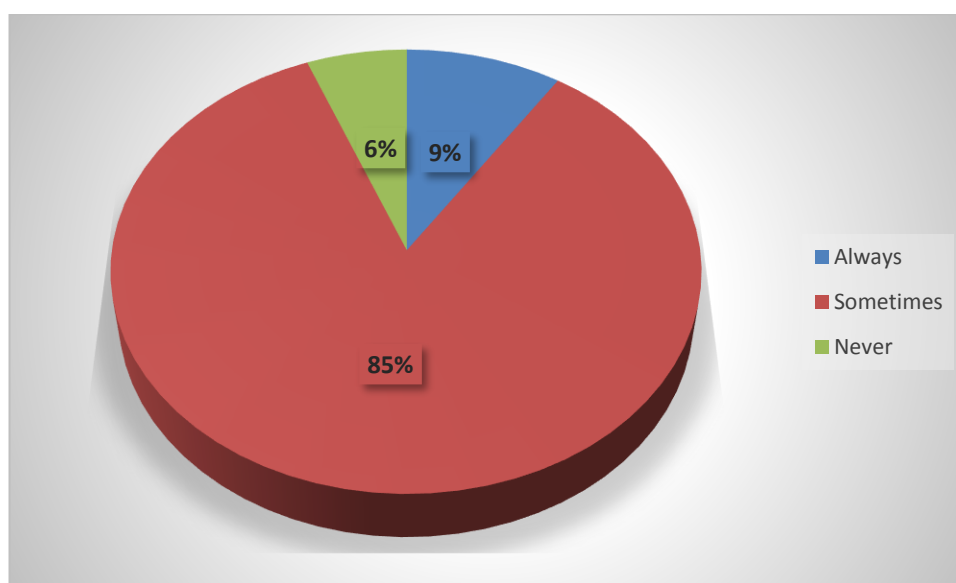
Figure 12. Analyze and to be critical
Created by: Jordán A. (2018)
Source: Field research

Analysis and interpretation:

When students read 85% are sometimes able to analyze and be critical that correspond 127 students, 9% always and 6% never are able to analyze and be critical.

Analyzing and being critical is a process in which knowledge and intelligence are used, so it is necessary that when reading students take the time that is necessary in order to understand what they are reading.

Question 9. If I read more in English, will I learn more about this language?

Table 9. Importance of reading

ALTERNATIVES	FREQUENCY	PORCENTAGE
True	146	97%
False	4	3%
TOTAL	**150**	**100%**

Created: Jordán A. (2018)
Source: Field research
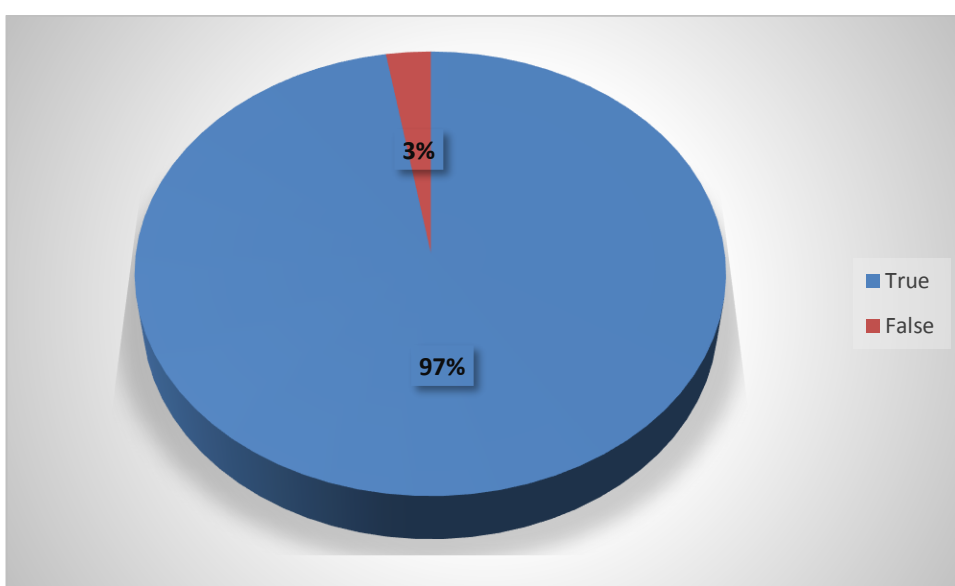
 Figure 13. Importance of reading
Created by: Jordán A. (2018)
Source: Field research

Analysis and interpretation:

In this question 146 students with the 97% of the students state *true* that if they read more in English they will learn more about this language and 3% say it is false.

People can get eternal benefits from reading. When students develop an ability to read in English, mind doesn't have time for translation. It will help students become an eloquent reader. Besides, an increase in vocabulary bank, fluency and command over the language.

Question 10. Would reading comprehension permit me to develop my critical thinking?

Table 10. Reading Comprehension

ALTERNATIVES	FREQUENCY	PORCENTAGE
True	147	98%
False	3	2%
TOTAL	**150**	**100%**

Created by: Jordán A. (2018)
Source: Field research
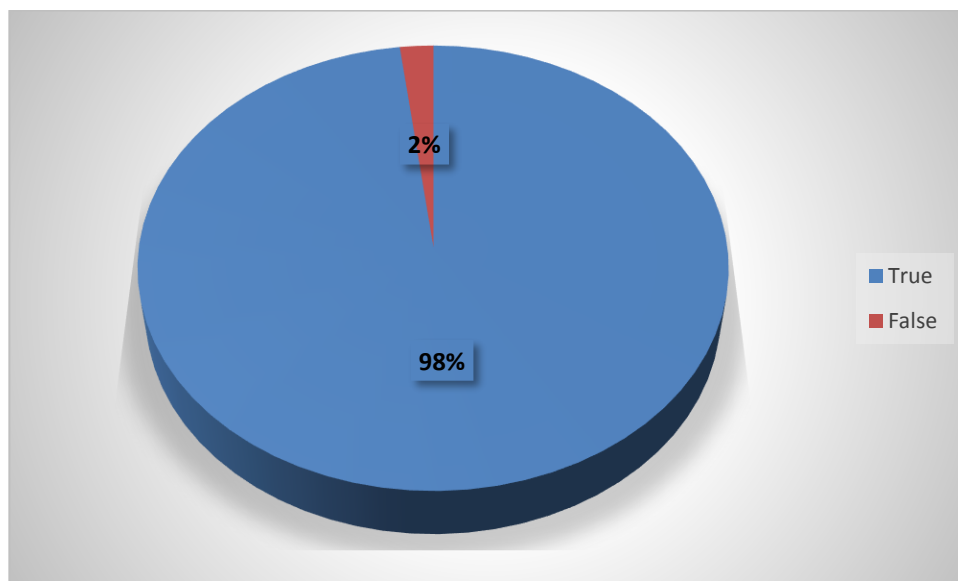
Figure 14. Reading Comprehension
Created: Jordán A. (2018)
Source: Field research

Analysis and interpretation:

As shown in the graph, 78% of the students that correspond to 147 students indicate that it is true reading comprehension allows to develop critical thinking and only 2% said it is false.

Reading comprehension is one of the basic skills that all students must have developed with which they can better understand English. Reading is eminently congenial to the essential traits of critical thinking.

TEACHER SURVEY

Question 1. How often do you use extra reading activities in your English class?

Table 11. Reading activities

ALTERNATIVES	FREQUENCY	PORCENTAGE
Always	2	20%
Sometimes	5	50%
Never	3	30%
TOTAL	**10**	**100%**

Created by: Jordán A. (2018)
Source: Field research
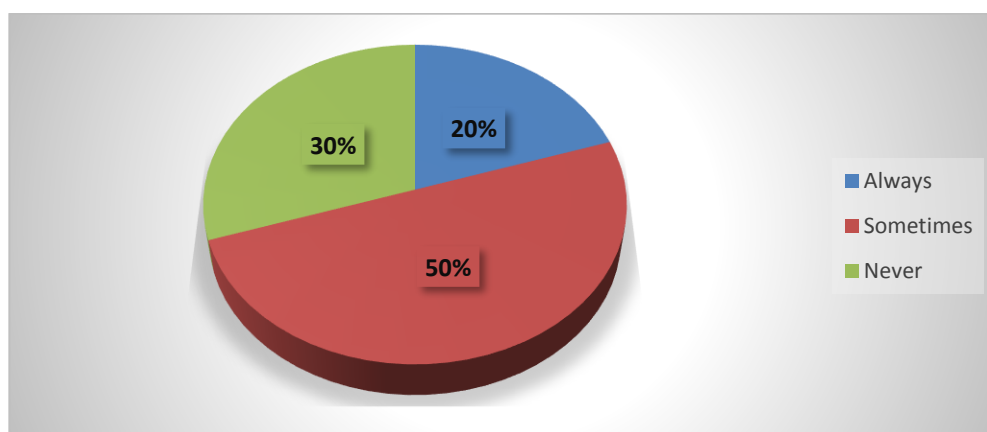
Figure 15. Reading activities
Created by: Jordán A. (2018)
Source: Field research

Analysis and interpretation:

This figure shows that 50% of teachers sometimes use reading activities in their English classes, however 30% say never and only 20% say that always do some extra activity.

The results mean teacher only develop activities of the book exclusively, the texts don not have enough exercises of and therefore they do not allow developing critical thought in their students. Reading activities today are useful for developing an intellectual and rational system which allows students to learn more easily.

Question 2. When your students read a text in English do they understand it.

Table 12. Read to understand

ALTERNATIVES	FREQUENCY	PORCENTAGE
Always	1	20%
Sometimes	9	50%
Never	0	30%
TOTAL	**10**	**100%**

Created by: Jordán A. (2018)
Source: Field research
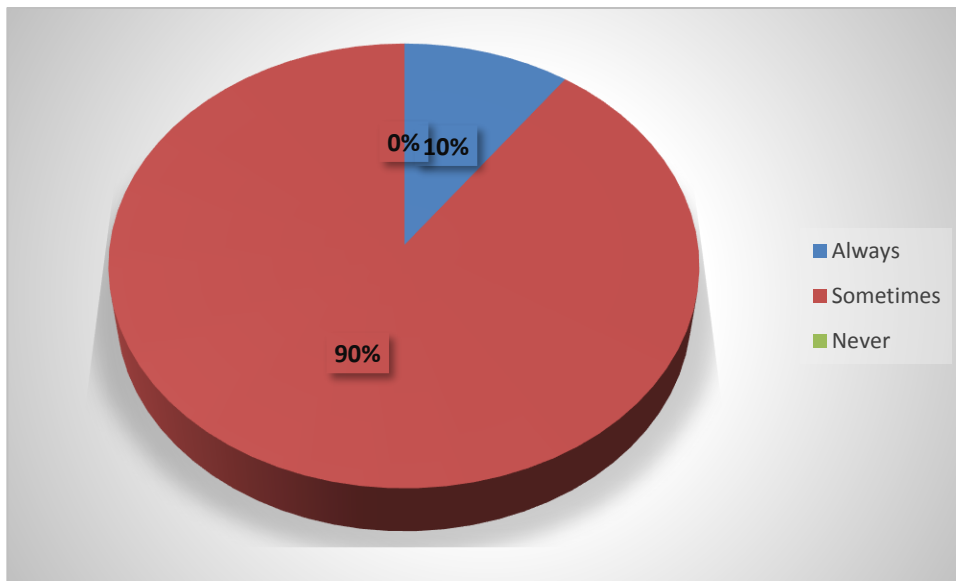
Table 13. Read to understand
Created by: Jordán A. (2018)
Source: Field research

Analysis and interpretation:

In the graph, 10% of the teachers said that their students sometimes understand, when they read a text in English. The 90% of their students said never understand it and 0% always understand it.

These data shows that the majority of teachers believe that their students don not understand texts in English. It means there is a concern that needs to be addressed and satisfied.

Question 3. Do your students need illustrations and titles to help them figure out what a text is about?

Table 14. Didactic resources

ALTERNATIVES	FREQUENCY	PORCENTAGE
Always	6	20%
Sometimes	4	50%
Never	0	30%
TOTAL	**10**	**100%**

Created by: Jordán A. (2018)
 Source: Field research
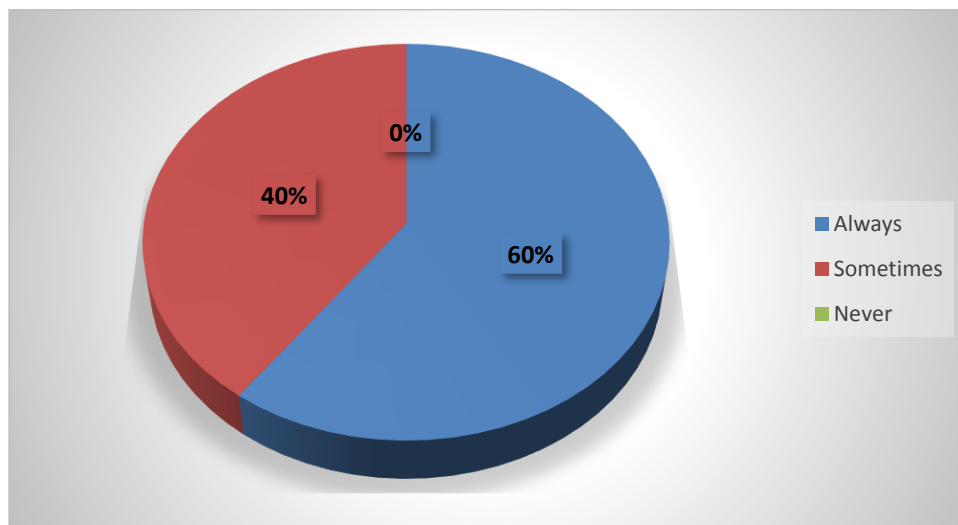
Figure 16. Didactic Resources
Created by: Jordán A. (2018)
Source: Field research

Analysis and interpretation:

The figure shows 60% that students always need illustrations and titles to decipher what the text in English is about. The 40% said always and 0% never needs it.

The illustrations play a very important role in teaching materials, because most people learn through visuals, perhaps even more so than through listening. So, a good visual aid can really help audience understand and remember information.

Question 4. Do you guide your student to understand meaning in context?

Table 15. Understand the meaning of the context

ALTERNATIVES	FREQUENCY	PORCENTAGE
Always	7	20%
Sometimes	3	50%
Never	0	30%
TOTAL	**10**	**100%**

Created by: Jordán A. (2018)
Source: Field research
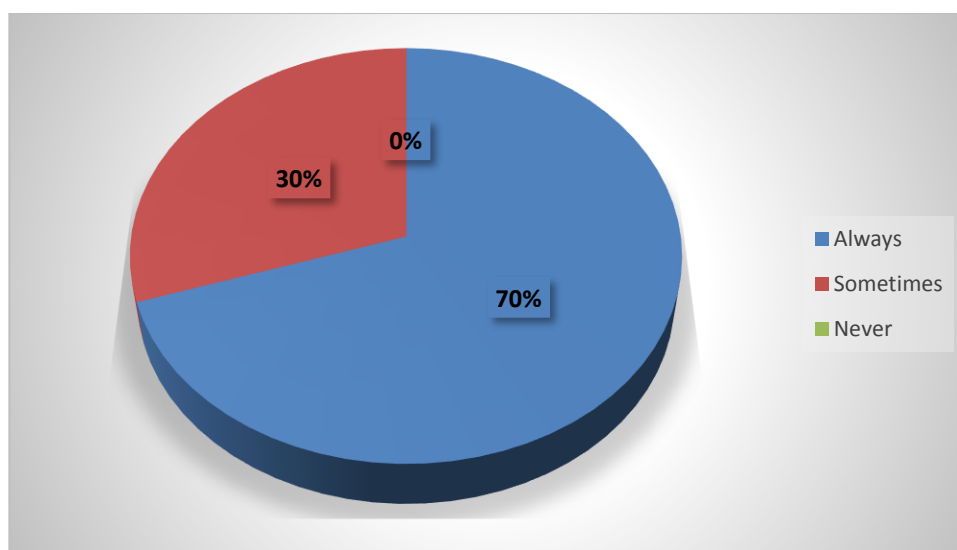
Figure 17. Understand the meaning of the context
Created by: Jordán A. (2018)
Source: Field research

Analysis and interpretation:

The 70% of teachers said that their students do not understand a word sometimes use context to guess its meaning, 30% say they always do, and only 0% indicate that they never use context to guess its meaning.

Within the learning process, most of the students use the context because in this way they can understand the words that are not difficult for them. However, teachers must guide students how to do it.

Question 5. Do you guide your students to understand ideas before, during and at the end of a text?

Table 16. Guide the student to understand ideas

ALTERNATIVES	FREQUENCY	PORCENTAGE
Always	4	20%
Sometimes	6	50%
Never	0	30%
TOTAL	**10**	**100%**

Created by: Jordán A. (2018)
Source: Field research
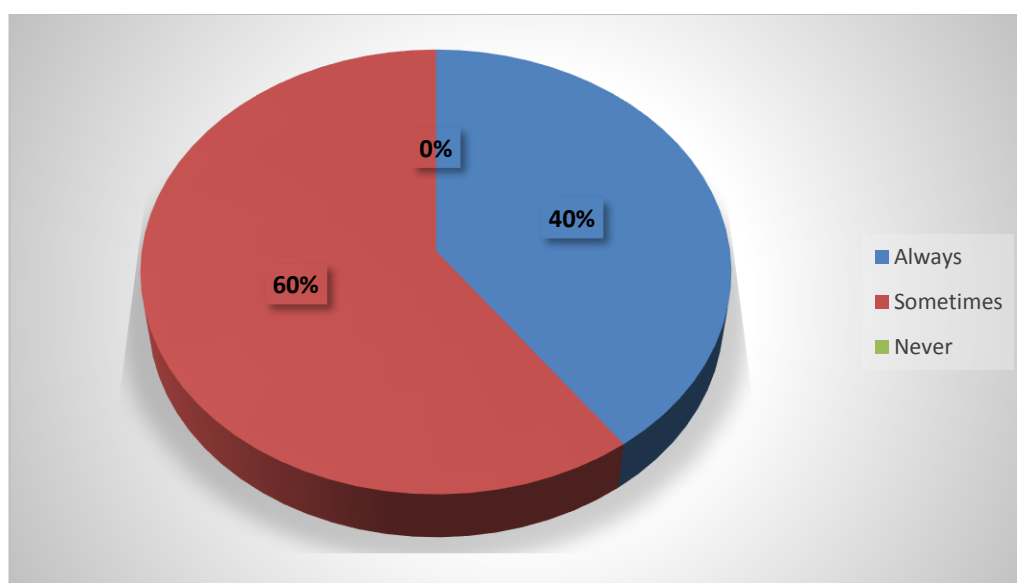
Figure 18.Guide the student to understand ideas
Created by: Jordán A. (2018)
Source: Field research

Analysis and interpretation:

The figure shows 60% of teachers said that sometimes they guide their students to understand before, during and at the end of a text, 40% of teachers never do it and 0% always guide their students.

More than half of teachers guide their students to understand ideas before, during and at the end of a text.

Question 6. Which of these levels of cognitive domain do you develop in your reading activities?

ALTERNATIVES	FREQUENCY	PORCENTAGE
Knowledge	6	20%
Comprehension	8	27%
Application	2	7%
Analysis	7	23%
Synthesis	4	13%
Evaluation	3	10%
TOTAL	**30**	**100%**

Created by: Jordán A. (2018)
Source: Field research
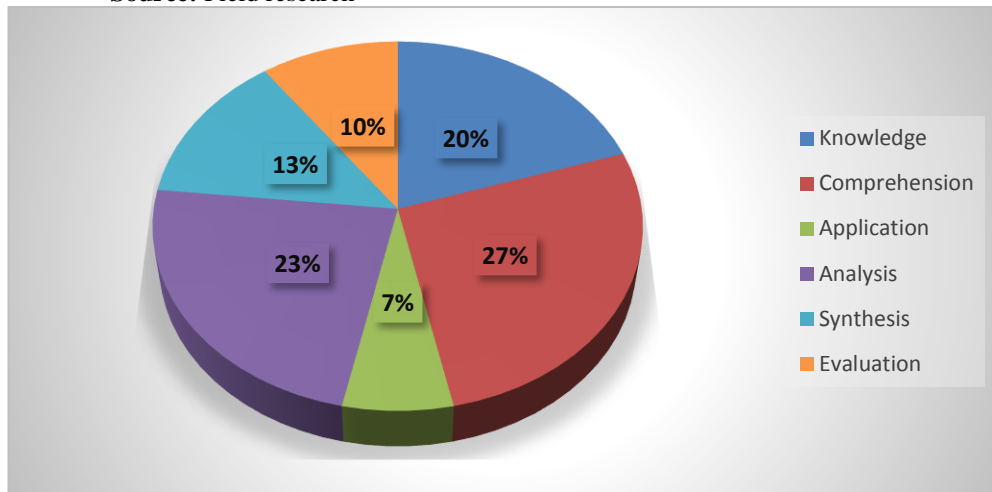
Figure 19. Nivel de dominio
Elaborado por: Jordán A. (2018)
Source: Field research

Analysis and interpretation:

The 27% of the teachers possess the cognitive domain of comprehension when developing their reading activities in reading activites, 23% the analysis, 20% the knowledge, 13% the synthesis, 10% the evaluation and 7% the application.

All the teachers have a different cognitive domain, that is, they mark the direction to follow a teaching process, guiding the student to develop their skills better.

Question 7. Do you encourage your student to relate the text with their own life?

Table 18. Relate the text to your own life

ALTERNATIVES	FREQUENCY	PORCENTAGE
Always	6	60%
Sometimes	4	40%
Never	0	0%
TOTAL	**10**	**100%**

Elaborado por: Jordán A. (2018)
Source: Field research
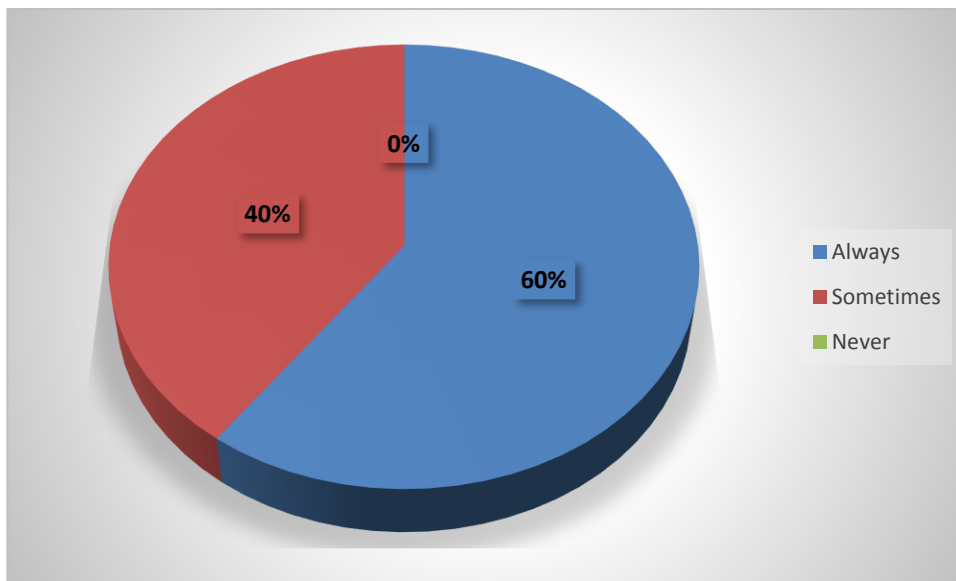
Figure 20. Relate the text to your own life
Creted by: Jordán A. (2018)
Source: Field research

Analysis and interpretation:

According to the figure the 60% of teachers always encourage their students to relate the text to their own lives and 40% sometimes do so.

This is one of the reading comprehension strategies that allow greater learning in students.

Question 8. Are your students able to analyze and be critical in a reading comprehension task?

Table 19. Reading comprehension

ALTERNATIVES	FREQUENCY	PORCENTAGE
Always	0	0%
Sometimes	10	100%
Never	0	0%
TOTAL	**10**	**100%**

Created by: Jordán A. (2018)
Source: Field research
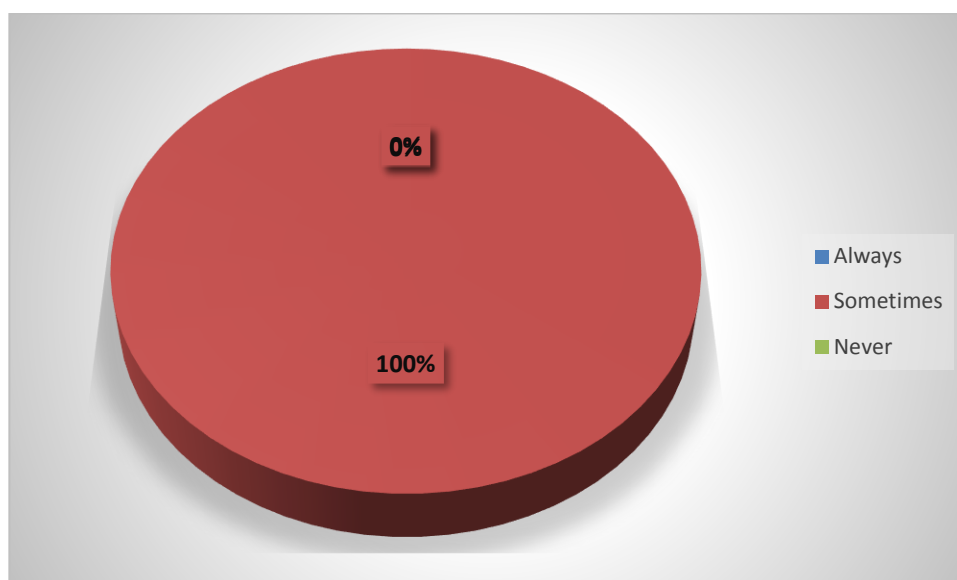
Figure 21. Reading comprehension
Created by: Jordán A. (2018)
Source: Field research

Analysis and interpretation:

The 100% of teachers said that sometimes their students can analyze and be critical in a reading comprehension task.

As you can see the graph, all teachers indicate that their students can analyze and be critical in a reading comprehension that indicates that the reading strategy is good for the teaching-learning process.

Question 9. Do you think reading compression will improve English learning?

Table 20. Reading comprehension and learning English

ALTERNATIVES	FREQUENCY	PORCENTAGE
True	10	100%
False	0	0%
TOTAL	**10**	**100%**

Created by: Jordán A. (2018)
Source: Field research
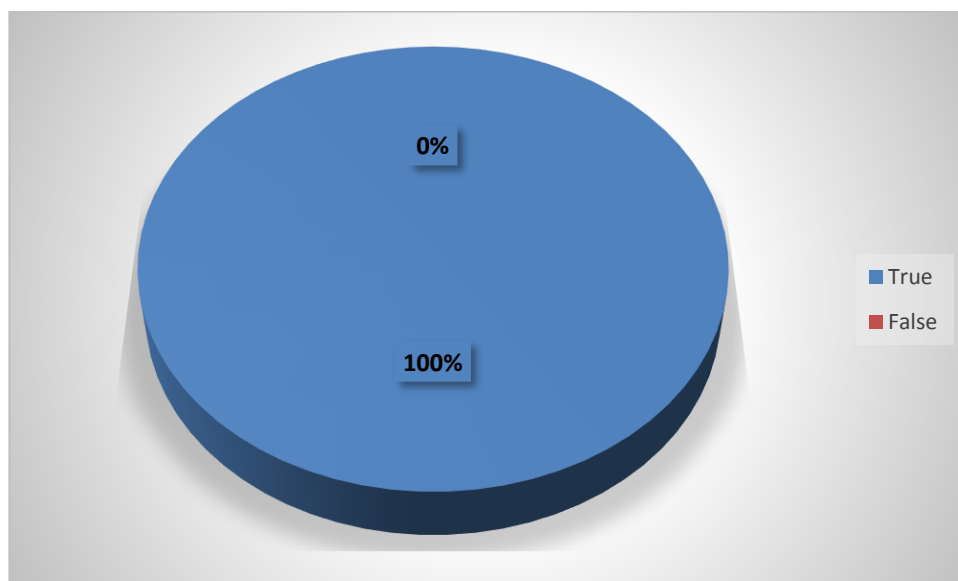
Figure 22. Reading comprehension and learning English
Created by: Jordán A. (2018)
Source: Field research

Analysis and interpretation:

The graph shows 100% of teachers indicate that it is true that reading comprehension improves English learning.

The reading comprehension helps to reflect on the text to know if the student knows something about it, it is important since when it is able to make inferences to the text, it allows to develop the reasoning and to implement strategies that facilitate the effective understanding, giving rise to greater learning.

Question 10. Would reading comprehension permit students to develop their critical thinking?

Table 21. Reading comprehension and critical thinking

ALTERNATIVES	FREQUENCY	PORCENTAGE
True	10	100%
False	0	0%
TOTAL	**10**	**100%**

Created by: Jordán A. (2018)
Field: Field research
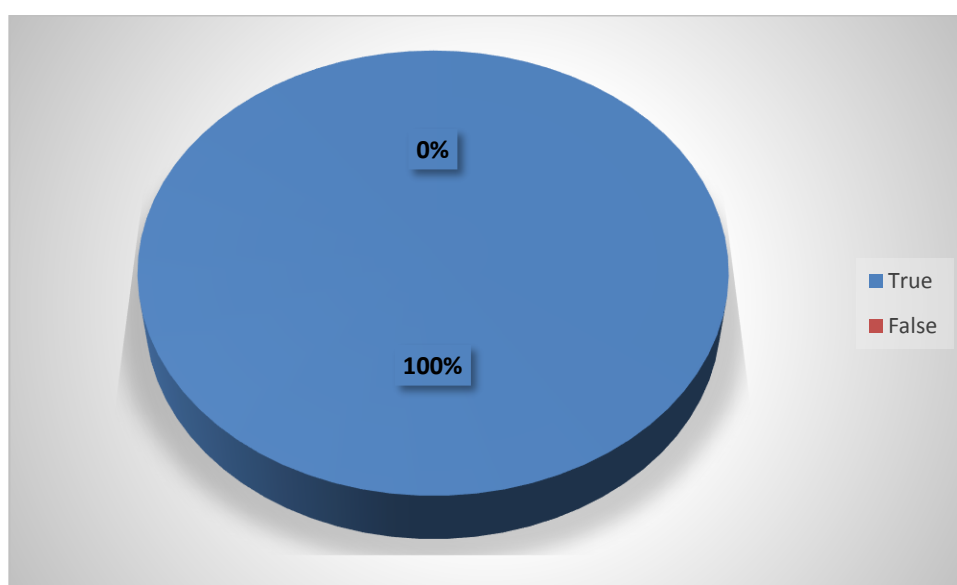
Figure 23. Reading comprehension and critical thinking
Created by: Jordán A. (2018)
Source: Field research

Analysis and interpretation:

According to the figures 100% of teachers said that it is true that reading comprehension will allow students to develop their critical thinking. .

As previously stated, reading comprehension is an effective strategy for the critical development of the student, since it is one of the great bases for the acquisition of increasingly complex learning.

4.2 Hypothesis verification

The statistical objective is the association of variables to find the incidence of reading comprehension on development critical thinking. Both variables are qualitative (Likert scale: Always, sometimes and never), so it is used the "independent Chi-square" as the hypothesis statistical test, in order to know if the variables are related. A null hypothesis and an alternative one are established, the last one is affirmed by the researcher and the null is the one that opposes the researcher's approach. Both are listed below:

4.2.1   Hypothesis approach

Null Hypothesis H_0: Reading comprehension does not an effect on development critical thinking of A2 level students in the Languages Center in Universidad Técnica de Ambato.

Alternative Hypothesis H_1: Reading comprehension has an effect on development critical thinking of A2 level students in the Languages Center in Universidad Técnica de Ambato.

Chi-square (X^2) is computed from the data obtained in the survey, which is contrasted with the limit value established in the Chi-square distribution table.

4.2.2   Variables

Independent variable: reading comprehension
Dependent variable: critical thinking

4.2.3 Calculated Chi-square

Independent variable: Reading comprehension.

This variable is measured through question 6 of the survey addressed to students and question of the survey addressed to teachers, respectively as follows:

6. When you read do you understand ideas before, during and at the end of a text

5. Do you guide your students to understand ideas before, during and at the end of a text?

1. Always
2. Sometimes
3. Never

Dependent variable: Critical thinking.

This variable is measured through question 8 of the survey addressed to students and question 8 of the survey addressed to teachers, respectively as follows:

8. When you read are you able to analyze and be critical?

8. Are your students able to analyze and be critical in a reading comprehension task?

1. Always
2. Sometimes
3. Never

Contingency tables

Observed frequencies O:

Table 22. Observed Frequencies.

Observed frequencies		Dependient variable: Critical thinking			TOTAL
		Always	Sometimes	Never	
Independent variable: Reading comprehension	Always	2	13	0	**15**
	Sometimes	17	117	1	**135**
	Never	4	5	1	**10**
	TOTAL	**23**	**135**	**2**	**160**

Source: Survey to students.
Created by: Alba Jordán

Expected frequencies E: The Chi-square formula is as follows:

$$E = \frac{(\text{Row total})(\text{Column total})}{\text{Observed frequencies total}}$$

Table 23. Expected frequencies.

Observed frequencies		Dependient variable: Critical thinking			TOTAL
		Always	Sometimes	Never	
Independent variable: Reading comprehension	Always	2.16	12.66	0.19	**15**
	Sometimes	19.41	113.91	1.69	**135**
	Never	1.44	8.44	0.13	**10**
	TOTAL	**23**	**135**	**2**	**160**

Source: Survey to students.
Created by: Alba Jordán

It is necessary to find the Chi square X^2, by using the corresponding formula once the observed and expected values are known (Spiegel & Stephens, 2009, p. 296):

$$X^2 = \sum \frac{(O_i - E_i)^2}{E_i}$$

Where:

X^2 = Chi-square.

O_i = Observed frequency.

E_i = Expected frequency.

Table 27 shows the calculation of the Chi-square once the formula is applied:

Table 24. Chi-square calculation.

Independent variable: Reading comprehension	Dependient variable: Critical thinking	Observed O	Expected E	O – E	$(O-E)^2$	$(O-E)^2/E$
Always	Always	2	2.16	-0.16	0.02	0.01
	Sometimes	13	12.66	0.34	0.12	0.01
	Never	0	0.19	-0.19	0.04	0.19
Sometimes	Always	17	19.41	-2.41	5.79	0.30
	Sometimes	117	113.91	3.09	9.57	0.08
	Never	1	1.69	-0.69	0.47	0.28
Never	Always	4	1.44	2.56	6.57	4.57
	Sometimes	5	8.44	-3.44	11.82	1.40
	Never	1	0.13	0.88	0.77	6.13
$X^2=\Sigma\ (O-E)^2/E$						**12.9640**

Source: Survey to students.
Created by: Alba Jordán

It is noted the chi-square value is 12.96 in Table 27

4.2.4 Tabulated Chi-square

The calculated value is contrasted with the Chi-square of tables to establish the region in which the distribution of the graph is located, that means null or alternative hypothesis. For this purpose, degrees of freedom are determined and a desired level of confidence is chosen.

Degrees of freedom d. f.

$$d.\,f. = (r-1)(c-1) \qquad\qquad (4.4)$$

Where:

c = Number of columns in the contingency table.

r = Number of rows in the contingency table.

$$d.\,f. = (3-1)(3-1)$$

$$d.\,f. = 4$$

Confidence level: 95 % = 0.95 which means significance $\alpha = 0.05 = 5$ %

The value of the Chi-square is determined from the degrees of freedom and the level of confidence, for which the table in Annex 1 is used:

$$X^2_{tablas} = \mathbf{9.4877}$$

4.2.5 Chi square distribution

Calculated and tabulated Chi-squared values must be contrasted through the distribution graph shown below:
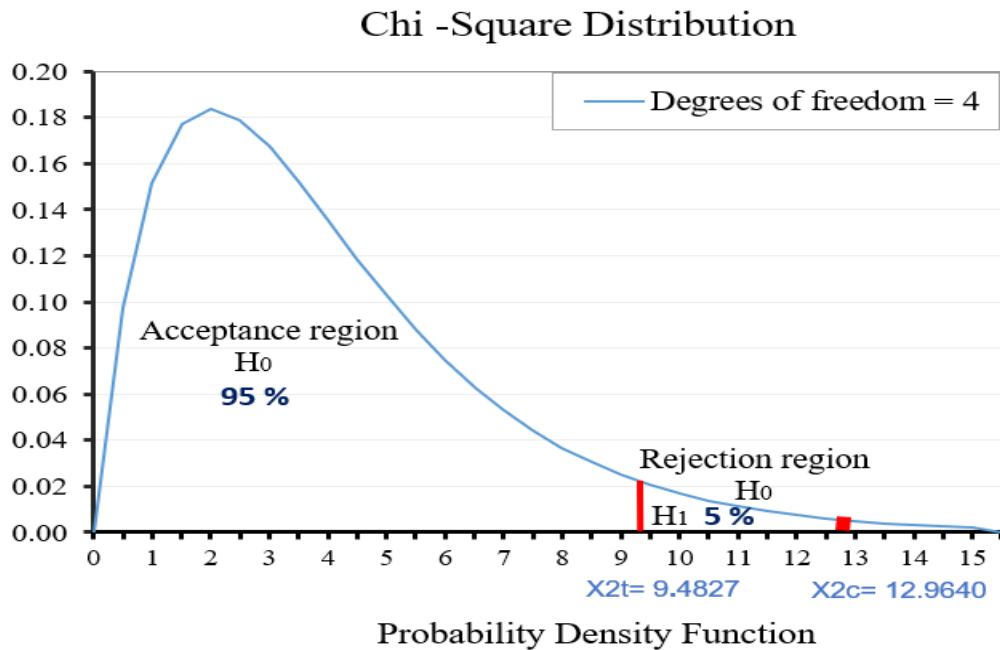
Figure 24. Chi square distribution.
Source: Survey to students.
Created by: Alba Jordán

4.2.6 Decision rule

As it is seen in the chi-square distribution graph, tabulated Chi-square value is 9.48 with 4 degrees of freedom and a confidence value of 95%, while calculated Chi-square value is 12.96. Hence, calculated value is located in the null rejection region, so the null hypothesis H_0 of the research is rejected, and consequently the alternative hypothesis is accepted H_1: "Reading comprehension has an effect on development critical thinking of A2 level students in the Languages Center in Universidad Técnica de Ambato". At same time, the alternative hypothesis is met with a significance (margin of error) of 0.011453 %, which belongs to 1.15 % confidence level that is lower than 5%.

CHAPTER V
CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusions

- The question number 6 according to students and teacher survey, shows there is a low level of reading comprehension development in A2 students of the Language Center of the Universidad Técnica de Ambato, since the classroom strategies are applied and practiced sporadically by both teachers and students. Therefore, students are at times restricted in their ability to understand a text through the assimilation of some aspects such as the message of the text, the main idea or secondary ideas, and the meaning of words or phrases among other aspects that reflect clearly.

- It is evident that students have a low level of development of critical thinking that is reflected in question 8 especially when they have to issuing their points of view, when arguing or when giving their conclusions regarding the text in which they reflect their thinking. In the same way, only occasionally do students put into practice strategies that develop critical thinking, showing the irregularity that exists between classroom strategies and the development of critical thinking.

- It is established that the relationship of reading comprehension and the development of critical thinking is directly linked. Unfortunately, the processes that are manifested and managed by students in reading comprehension have not really been the generators of the development of critical thinking because it is not applied in a systematic way. Nor have the strategies that accompany and foment the reading processes, in order to give a follow-up and analysis to the text in full dimension either.

5.2 Recommendations

- In order to achieve an optimal development of reading comprehension in students, it is necessary to apply on a permanent basis, on the part of the teacher use extra reading exercise in the class because according to questions one. They only use readings from the book. It is necessary to use extra readings with active strategies that involve students in a participatory way. This needs to be done at the moment in which reading is done in a special manner with proper processes, channeling and socializing while at the same time promoting the value of reading as a culture in each of the students, with the aim of training as critical thinking people and human qualities.

- Develop critical thinking in students, through strategies that must be handled within the classroom by the teacher. To develop this ability allows the student to face the problems of everyday life and also be a critical thinker in any eventuality that is present. In the same way, the teacher must potentiate the ability to answer different questions to the students will more critical. Furthermore, teachers should create a strategy that encourages the development of critical thinking in them doing different reading activities to enhance critical thinking.

- It is necessary to work from the classroom on these two fields of study, reading comprehension and the development of critical thinking. Since when working the two fields, competences are developed regarding the management and accompaniment that must be had in the reading processes and in turn, the significant impact they have on the development of students' critical thinking.

CHAPTER VI
THE PROPOSAL

TOPIC: BOOKLET OF READING ACTIVITIES TO PROMOTE COMPREHENSIVE READING IN THE DEVELOPMENT OF CRITICAL THINKING OF HIGHER EDUCATION LEARNERS.

6.1 Informative data

Name of the institution:	Language Center of Universidad Técnica de Ambato
Location:	Chasquis Avenue and Rio Payamino Street, Ambato
Beneficiaries:	Students and teachers of the A2 Elementary level of the English language at the Language Center.
Estimated time for the execution:	During the semester
People in charge:	Researcher: Alba del Rocio Jordan Jordan
Cost:	250 Dollars

6.2 Background of the proposal

After having done as study on Comprehensive reading and its influence on critical thinking in the Technical University of Ambato Language Center at the A2 elementary level, it is proved that extra material be created which applies the comprehensive reading technic with critical thinking. This is with the goal of strengthening the knowledge of the students. The teaching of new reading strategies is important because it weakens the interest of the students.

This will be achieved by the means of extra material where comprehensive reading are used so that the creativity, interest, motivation to read comprehensively

and perform reasoning exercises are awakened in the professor and then applied to the students.

It is fundamental to foster critical reasoning in students so that they are able to make judgments based on the knowledge they have of different topics, which is used to solve problems that arise in different areas.

6.3 Justification

In the field work that was carried out, significant data was acquired in the survey on Comprehensive reading for the development in critical reasoning. In this study, it was suggested that the application of the comprehensive reading in the A2 Elementary level was significant in the skill of reasoning critical.

The application of comprehensive reading in the teaching-learning process allows the professor to form analytical, critical, proactive and creative students because it fosters the development of critical thinking when formulating ideas that solve different problems. For this reason, the extra material will benefit the teacher, so that students will have a better critical reasoning when making judgments.

6.4 Objectives

6.4.1   General

Promote comprehensive reading and critical thinking through a booklet of reading activities to higher education learners.

6.4.2   Specific objectives
- Select the most appropriate reading texts to be adapted according to learners` needs.

- Identify strategies that can boost reading comprehension to develop critical thinking.
- Design a booklet of readings that promote comprehensive reading in the development of critical.
- Socialize the booklet proposed with English professors of the institution so that they know how to use comprehensive reading to develop critical thought.

6.5 Feasibility analysis

The proposal made is feasible, because during the process of the formation of the students, the teachers of level A2, elemental, intervene using reading as a fundamental pillar for the acquisition of new knowledge.

In addition to contributing to the formation of university students, it causes both students and teachers to be critical, reflective, analytical, and creative.

Therefore, it is in this way that it will be proven that this proposal is feasible. Consequently, it is necessary to execute this study.

Moreover, the feasibility of this proposal is attributed to the fact that reading stimulates the development of thought and creativity therefore expanding the possibility of learning new things daily.

The proposal is feasible to be implemented in the institution. Some aspects are taken into consideration to analyze the viability.

Organizational

The application of the booklet is feasible because it is supported by authorities of the institution, the support of teachers and the participation of the students.

Technological

It is viable because it has the technological tools for the execution of the stages of the proposal according to the booklet created, such as, a laptop that will allow the realization of the workshops, as well as a projector, internet, to strengthen the teaching-learning process.

Gender

The guide to develop critical thinking contributes to the integral formation, focuses on the development of critical thinking, without distinction of gender, ethnicity, religion or social status, based on intellectual values using the intelligence and knowledge to make decisions and solve problems by achieving strengthening the development of academic training.

Economic-financial

The reading activities used in this booklet are designed and created to improve the critical thinking. It is feasible because the researcher has the economic, financial resources with the purpose of contributing to the development of a better critical spirit.

6.6 Theoretical foundation

Booklet. It is a very thin book with a small number of pages and a paper cover. It is used for giving information about something or advertising purposes. The word, as such, comes from the Italian foglietto, diminutive of foglia, which means 'leaf'. (Dom, 2008)

6.6.1 Reading comprehension

Reading comprehension is the process of elaborating meaning as a way of learning the relevant ideas of a text and relating them to ideas or concepts that already have a meaning for the reader (Numrich, 2010). It is the process through which the reader interacts with the text, regardless of the length or brevity of the paragraph. Reading is a process of interaction between thought and language. The reader needs to recognize letters, words, and phrases. Nevertheless, when reading, it is not always possible to understand the message contained in the text or it is possible to misunderstand the text. This is a common problem for people in the process of learning to read. As an intellectual skill, understanding involves capturing the meaning that others have transmitted through sounds, images, colors and movements. Reading comprehension is a more complex process than just identifying words and meanings. This is the difference between reading and reading comprehension.

Reading comprehension is important for students because it is something that needs to be developed while advancing in their studies, when thinking on related to concepts, data and information, establishing comparisons among them, classifying them, and gathering them under a general explanation that both encompasses and surpasses them. There are issues that affect the learning of reading. Among these are the teaching of rote learning and the lack of the teaching of reading comprehension skills, for which appropriate strategies must be used.

6.6.2 Critical thinking

Teachers usually complain about the reading skill because they consider that reading is the hardest skill to be developed. (Lindeman Wong, Using Critical thinking Strategies to Develop Academy Reading Skills Among Saudi iep Students, 2016) agrees that speaking and reading are a real challenge to most language learners. He explains that reading and speaking are interactive and requires the ability to co-operate in the management of reading turns. Additionally, he points

out that reading typically takes place in real time and with little time for planning. This basically makes reading difficult. Students do not have a lot of time to read.

Thus, based on the several definitions, the reseracher believes that critical thinking is a complex process, and it is generally higher order thinking or cognitive processing. A critcal thinker is able to solve problems, make decisions, evaluating information and formulate inferences. This means that critical thinking involve the ability to use our minds to achieve our goals. (Reza & Barjesteh, 2012)

Higher order thinking skills

(Tankersley, 2005) She states that the higher order thinking skills refer to the top three levels of Bloom's taxonomy which help to enhance the critical thinking. They are: analysis (analyzing), evaluation (evaluating), and synthesis (creating).

Analysing requires learners to break down information and search for relationships.

Evaluating involves making an informed judgement about something. Activities such as comparing, contrasting and prioritising.

Creating happens when learners are required to generate new ideas through activities such as designing and inventing

6.7 Methodology

This proposal has a practical booklet with 10 reading activities. The topics are related to the level of the students. It will help students enrich their vocabulary to develop critical thinking in an interactive and fun atmosphere. All readings are taken from the internet, the illustration from the reading are designed by the researcher as well as the exercises to enhance students learning.

The reading activities are divided into 6 stages which go from comprehension to evaluation by students. The booklet is expected to be applying by English Teacher and students from A2 level.

BOOKLET

UP CRITICAL THINKING THROUGH READING
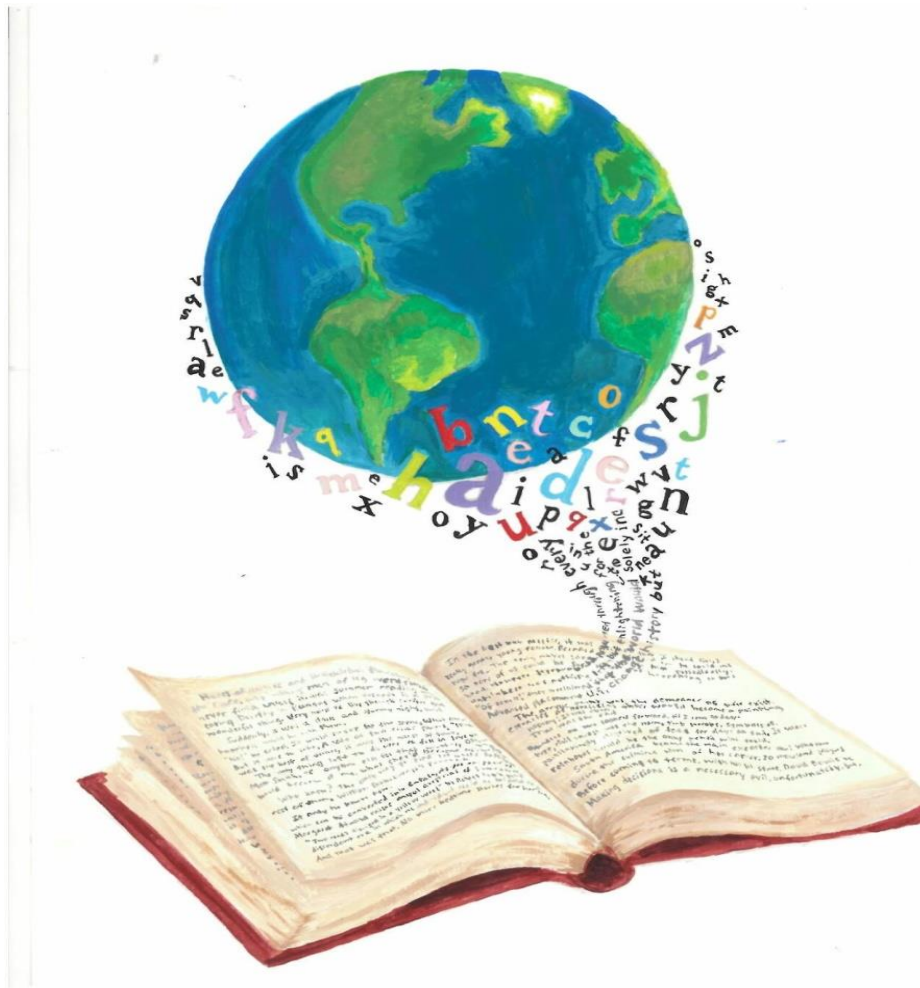
INTRODUCTION

Learning English is an exciting journey which offers learners an opportunity to explore new worlds as well as to develop abilities and skills through the realization of tasks that are engaging, interesting and based on realistic situations.

Reading comprehension is a fundamental indicator in the development of a nation's education and culture. A person who understands what he or she reads is able to achieve a better professional, technical and social development because he has managed to develop his reflective thinking.

This booklet is focused on the educational field, especially on development of reading comprehension and critical thinking. It is through reading that the educational level of the students could be raised as well as a better cultural perspective.

This booklet was designed to facilitate teacher with reading activities to develop critical thinking.

Each reading has different exercises to help learners enhance critical thinking through reading comprehension.

Furthermore, each reading focuses on power critical thinking. There is also an answer sheet to facilitate teachers´ answer.

Finally, the owner of this booklet wants teachers to enjoy implementing the reading activities in their classroom.

TABLE OF CONTENTS

READING 1:

TOPIC:	Daily routines
AIM:	Learners will be able to describe if their daily routine is similar or different with their partners
INTERACTION	Teacher – Students
PATTERS	Student – Student

A: Look at the pictures and put them in order

Read the article and answer the questions.

Every day Tim wakes up at five thirty when his alarm clock rings. He gets up and then goes to the bathroom and has a long, hot shower. After that he makes breakfast for him and his wife, Betty. Tim has coffee and two slices of "***toast***" and Betty drinks a cup of tea and eats a bowl of cornflakes. At six o'clock Tim brushes his teeth, always before he gets dressed because it is very important that he doesn't get toothpaste on his clothes - Tim is a train driver and he wears a uniform! Finally, he kisses his wife and baby son and leaves his house in Watford at a quarter after six. Tim starts work at seven o'clock and drives trains on the London Underground. He usually works in the mornings from Monday to Friday, but he sometimes works at the weekends too. At "***noon***" he stops work for half an hour to have his lunch. He eats cheese and tomato sandwiches which Betty makes for him, and drinks a bottle of milk. After lunch he works until four o'clock and then he goes home. In the evening he plays with his baby son, Ben, and watches his favorite program with Betty. At ten thirty they all go to bed because they are very tired - and because they get up so early in the morning!

http://www.esl-lounge.com/student/reading/1r8-tims-day.php

B: Choose the correct option.
  1. What is his occupation?
        a. a taxi driver
        b. a bus driver
        c. a train driver

  2. Tim prepares _____ for the family
        a. lunch
        b. breakfast
        c. coffee
  3. Tim watches _____ with his wife.
        a. TV
        b. films
        c. news

C: Choose TRUE or FALSE(8points) (2 point each)
  4. Tim always has toothpaste on his clothes.
  5. Tim gets up with an alarm.
  6. He works very late at night.
  7. His child is a baby.

D:Read the context where these words appear and choose the correct option (4 points) (2 points each)
  8. The word "*toast*", is similar to…
        a. eggs
        b. bread
        c. sausage
  9. The word "*noon*", is similar to…
        a. midday
        b. night
        c. morning

E:Answer the following question (2 points)
        10. Is your routine similar to Tim's? Yes/No. Why?

COMPREHENSION			EXPLICATION			REFLEXION			APPLICATION		
2	1	0	2	1	0	2	1	0	2	1	0

READING 2:

TOPIC:	SEASONS
AIM:	Students will be able to analyze and describe the clothes that wear in each season.
INTERACTION	Teacher – Students
PATTERS	Student – Student

A: Look at the picture and describe it.
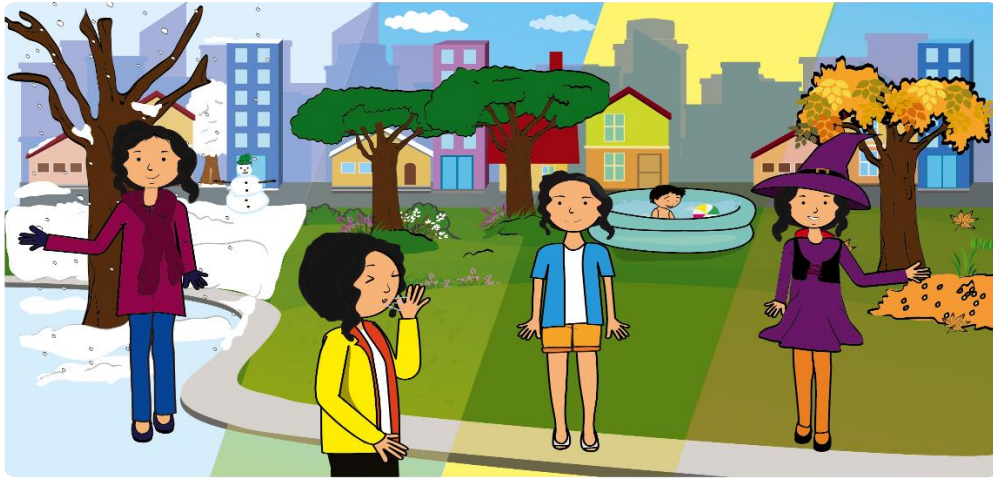
Read the article and complete the following exercises.

Michaela loves her new town. She loves the mall. She loves the parks. She also loves her school. Most of all, though, Michaela loves the seasons. In her old town, it is hot all of the time.

Sometimes it is cold in Michaela's new town. The cold season is in winter. Once in a while it snows. For her, the snow is exciting as well as very beautiful. Michaela has to wear gloves to keep her hands warm. She also wears a scarf around her neck.

In spring, flowers bloom and the trees turn green with new **leaves**. Pollen falls on the cars and windowsills and makes Michaela sneeze (achuuu). People work in their yards and mow their grass.

In summer Michaela wears her old shorts and sandals. It's hot outside, and dogs lie on the floor. Michaela and her friends go to a pool or play in the water. Her father cooks hamburgers on the grill for dinner.

Michaela's favorite season is autumn. In autumn, the leaves on the trees turn yellow, gold, red, and orange. Halloween comes in autumn, and this is Michaela's favorite holiday. Every Halloween, Michaela wears a costume.

One evening in autumn, Michaela and her mom are sitting together on the porch. Mom tells Michaela that autumn is also called "fall". This is a good idea, Michaela thinks, because in fall all of the leaves fall down from the trees.

By:RobinNewton

A: ANSWER TRUE OR FALSE
1. It snows in Michaela´s new town.
2. According to the passage 'Spring' has two names.

3. In summer, dogs lie on the floor because it is hot.
4. Michaela's favourite season is 'fall'.

B: CHOOSE THE BEST ANSWER FOR EACH OF THESE QUESTIONS.
5. What is Michaela's favorite thing about her new town?

      a) her school

      b) the food

      c) the seasons

      d) going to the pool

6. In Michaela's new town, she wears warm clothes in…

      a) winter
      b) spring
      c) summer
      d) autumn

7. In autumn Michaela and her mother…

      a) sneeze a lot
      b) sit on the porch
      c) mow the yard's grass
      d) play in the water

C: Which of the following words best describe the way Michaela feels about living in her new town?

      a) angry or upset

      b) anxious or worried

      c) she feels nothing

      d) really happy

D: According to the passage, the following word is closest in meaning to:
9.   *leaves*

   a) life   b) parts of a tree   c) time to go

E: Answer the following question.

   10. Do you wear the same clothes Michaela wears in winter? Why?

COMPREHENSION			EXPLICATION			REFLEXION			APPLICATION		
2	1	0	2	1	0	2	1	0	2	1	0

READING 3:

TOPIC: MY FIRST DAY AT UNIVERSITY

  AIM: Students will be able to compare their university with other universities.

INTERACTION   Teacher – Students
** PATTERS**   Student – Student
A: Work in pairs describing the pictures

Read the article and complete the following exercises.

Dear mom and dad,

Well, I want to tell you about my first week of classes at the University. Wow I am ever busy! I get up at 6:00 every morning. That is really early for me. I don't like to get up early you know. I usually eat breakfast in the school cafeteria. The food here is pretty good. I have German class every morning at half past seven. After German class I have Business and Economics on Monday, Wednesday, and Friday at 10:00. I have a lot of homework in that class but I really like it. It's interesting. I also have English Composition on Monday, Wednesday, and Friday. On Tuesdays and Thursdays I have United States History.

The campus here is really big. The first day I was lost. I did not know where to find anything. Now I know where all the buildings are and I know where my classrooms are. That's the most important. My dormitory is close so I walk to all my classes. It's only about ten minutes. My roommate's name is Eric. He is from Los Angeles. We **get along well.** He is quiet and doesn't make a lot of noise. Sometimes Eric and I have dinner together. We don't see each other much though because our schedules are really different.

During the evening I study. Sometimes I study in the library and sometimes in the dormitory. I have to write three reports this semester, so I have to read some books in the library. I usually go to bed around eleven.Mom I sure miss your cooking. Do you think you could send me some of your homemade chocolate chip cookies? Well I have to go. Take care.

Love,Jerry

http://tx.english-ch.com/teacher/jun/level-b/reading-practice-letter-to-mom-and-dad/

B: Look at the following sentences. Are they true or false?
1. Jerry doesn´t have breakfast at home
2. He starts classes at 10 a.m.
3. He never walks to University
4. The campus is near his room

C: Choose the best answer for each of these questions.
>   **5.   Why don't Jerry and Eric see each other often?**
>   A. They have classes at different hours
>   B. They live in different locations
>   C. Eric is very quiet
>
>   **6. Jerry doesn't like to……**
>   A. Study.
>   B. B. go to university
>   C. C. get up early
>
>   **7. Erick is …**
>   A. His best friend
>   B. his roommate
>   C. his teacher.
>
>   8. The phrase **<u>get along well</u>** is closed meaning to ….
>   A. have a good relationship
>   B. bad relationship
>   C. be impolite
>
>   **9. Jerry wants to eat …**
>   A. His friend´s dinner
>   B. his mom biscuits
>   C. his mom cooking

D: Read and answer the following question.
>   **1. Is your university similar or different? Why?**

COMPREHENSION			EXPLICATION			REFLEXION			APPLICATION		
2	**1**	**0**	**2**	**1**	**0**	**2**	**1**	**0**	**2**	**1**	**0**

READING 4:

TOPIC:	A talent family with a terrible experience
AIM:	Students will be able to describe their talent and compare with others.
INTERACTION	Teacher – Students
PATTERS	Student – Student

A: Work in pairs predicting what is the reading about.

Read the article and complete the following exercises.

The Hodgson family from Texas, USA is probably the most talented family in the country. Thomas is the father of the family. He's 52 years old and he can do everything. He can run for a long time.. He can also swim very well! Thomas can't speak any foreign languages, but his wife, Judy, certainly can! She can speak French, Spanish and even Japanese. And she can teach them too. She works at the Pinewood Language Academy. Thomas and Judy Hodgson have three children and they can all do many things too. Robbie, 23, can't run for long distances like his father, but he can run very fast. He can run 100 meters in just 11 seconds. That's very fast. The middle child is Janine, who is 19. She's similar to her mother and she loves foreign languages. She studies Italian and French and can speak both of them very well. When she's with her mother, they can speak French and nobody in the house understands them! Clara is the baby of the family. She's only 9 years old. She can't speak French.

They had a terrible day yesterday. It was the day of their vacation to Spain but it was a **_nightmare_**. They left the house at 10 o'clock in the morning and caught a taxi to the airport. They went to the check-in with his luggage. When the man who worked for the airline asked for their passports, Thomas became very upset. He realized he didn't have the passports with him. What a disaster! He jumped back into the taxi and told the driver to take him home. The driver drove quickly and Martin arrived back at his house in twenty minutes. He ran into the house and went into his bedroom. He found the passport on the bedside table and left the house again. After a few minutes, He arrived to the airport but his plane left for Spain at 11.30 and they missed it and returned at home

http://www.esl-lounge.com/student/reading/1r23-elementary-reading-the-hodgsons-can-true-false-questions.php

B: Read the text and write the correct letter.
1. **What does Judy do?**
   A: she is an assistant
   B: she is a professor
   C: she is a secretary

2. **How many languages can Thomas speak?**
   A: French, Spanish and Japanese
   B: Spanish English and Japanese

D. only his native language.

3. The phrase **<u>nightmare</u>** is closed meaning to ….
   A: a good vision
   B: a frightening dream.
   C: an excellent experience.

C: Read the text and write <u>true</u> or <u>false.</u>
4. Janine's like her mother and she likes speaking languages
5. Clara loves foreign languages
6. Thomas forgot the passports in the taxi

D: Answer the following question.
   7. According to the article. Which activities do you do on weekends?

COMPREHENSION			EXPLICATION			REFLEXION			APPLICATION		
2	1	0	2	1	0	2	1	0	2	1	0

READING 5:

TOPIC: A CITY

AIM: Students will be able to describe their family, appearance
                  and the place where they live.
INTERACTION   Teacher – Students
PATTERS   Student – Student
  A: Students work in pairs describing the pictures.

Read the article and complete the following exercises.

Mr. Benson is a journalist from Seattle. He is married to Jennifer and they have three children. They have two boys, Peter and Don, and a daughter, Alice. Mr. Benson is 47 years old. He has short black hair and he has a beard. Jennifer wears large glasses and she has long blonde hair. Peter is 15. He has short black hair, like his father. He is tall. His brother, Don, has fair hair and is not very tall. He is 13 years old. Their sister, Alice, is 17. She has beautiful long black hair. She has a new car - she is very happy. They have a small apartment in Clarkson. It is a very historic town in the north of England. The Romans arrived in Carston two thousand years ago and they stayed for three hundred years. Even today, you can still see many **signs** of the Romans. There is still the large city wall that they built with its three gates: Main, East and South. The wall is not complete but you can still see the three gates. Many tourists come to Carston to see the Roman ruins.

Carston is famous for its history, but it's also a modern town with 74,000 people. They work in many types of jobs. The most common occupation is tourism, but there are also many people who work in the local car factory. The factory makes sports cars that are exported all over the world. There is another factory in Carston and in this factory, four hundred people work and they make microwave ovens.

Carston also has a small football team which is not very successful and a rugby team that is more successful. The rugby team won the regional championship three years ago and one of their players, Danny Biggs, played three times for England. He still lives in Carston. He wants to return to play for Carston rugby team before he retires.

Another famous Carston resident is the Hollywood movie star, Jason John Lee. He left Carston when he was 15 years old, but returns every summer to visit his family. Jason's school, Carston Middle School, now has a small theatre named after Jason. Jason gave his school some money to build the theatre. Maybe in the future, there will be other famous actors from Carston!

http://www.esl-lounge.com/student/reading/1r20-elementary-reading-carston-town-true-false-questions.php

A. Read the text and write the correct letter.

1. How many people are there in Benson´s family?
   A: four
   B: five
   C: three

2. What does Alice look like? she is -----
   A:pleased

B: ugly

C: overweight

3. How many children has Jennifer got?
   A: two boys and a girl
   B: four children
   C: two boys and two girls

4. The phrase **signs** is closed in meaning to ….
   A: people
   B: things
   C: rivers

B. Read the text and write true or false.
5. The Romans were in Carston until three hundred years ago.
6. There are many tourists who visit Carston because of its history.
7. There are two sports teams in the town.
8. Students in Jason's old school now have the chance to become actors.

C. Answer the following questions.
9. How do people make money in Carston?
10. How did the rugby team do three years ago?

COMPREHENSION			EXPLICATION			REFLEXION			APPLICATION		
2	1	0	2	1	0	2	1	0	2	1	0

READING 6:

TOPIC:	Lucie´s Family
AIM:	Students will be able to describe their family activities and identify the differences and similarities.
INTERACTION PATTERS	Teacher – Students Student – Student

A: Students look at the family tree and complete it.
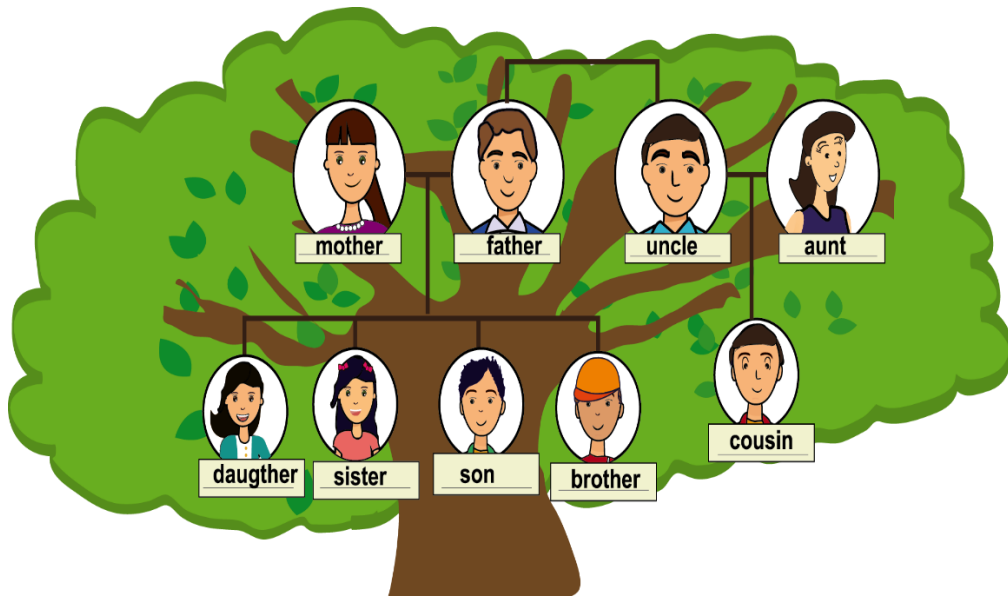
B: Students look at some pictures and match with the correct sentence.

1. The men work in the farm.

2. Lucie and her sisters clean the house and take the small children.

3. Lucie is the only person in the family who goes to school.

4. They have dinner near the fire.

5. Children sometimes play together or do homework.

6. They usually go to bed at half past nine.

C: Students work in pairs describing what the reading is about

Read the article and complete the following exercises.

Lucie´s Family.

Lucie is a twelve year old girl who lives with her brothers and sisters, her parents, grandmother and uncle and aunt. The family lives in a small village in France. Lucie speaks French and a little English. Lucie and her family have breakfast together early in the morning, at about 6 o´clock. At seven o´clock after breakfast, the adults leave the village. The men work in the farm, and the women get water and wood in the forest. Lucie and one of her sisters clean the house, wash the dishes and take the small children to another aunt´s house. Lucie ´s brother lives in Australia. At eight o´clock, Lucie always goes to school. She´s the only person in the family who goes to school. The children often have classes outside, in the shade of a big tree. At half past twelve, the children go home to have lunch. Lucie usually has an hour to do her homework before she goes back to school in the afternoon. The family come back home after work late in the afternoon, about half-past six. They have dinner near the fire. After dinner, the small children sometimes play together, the schoolchildren do their homework and the adults have conversations with their friends. They usually go to bed at about half –past nine.

https://www.cairn-int.info/article-E_POPU_301_0009--the-local-family-circle.htm

A.   Read the text and write the correct letter.
   1.   Who does she live with?
   a. with her friends
   b. with her family.
   c. with her mother.
   2. Where does she live?
   a. in rural community.
   b. in the city.
   c. in the country.
   3. What does Lucie do in the afternoon?
   a. She helps her sister.
   b. She goes to the library.
   c. She goes back to school.

2.   Read the text and write <u>true</u> or <u>false.</u>
   4. Lucie wakes up late in the morning.
   5. Children don´t go to school.
   6. Lucie spends two hours doing homework.

3.   Answer the following question.
   7. According to the article. What do you think about Lucie's life?

COMPREHENSION			EXPLICATION			REFLEXION			APPLICATION		
2	1	0	2	1	0	2	1	0	2	1	0

READING 7:

TOPIC: DO YOU LIKE VIDEO GAMES?

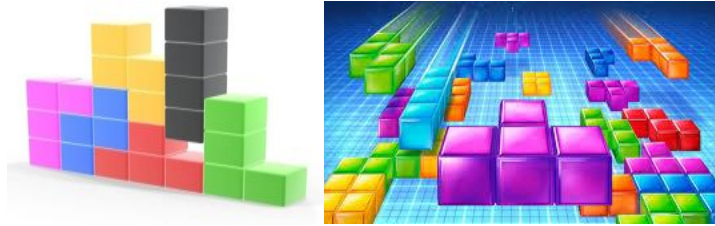| **AIM:**	Students will be able to describe the advantages and disadvantages of vidios games
INTERACTION PATTERS	Teacher – Students
	Student – Student

Students look at the pictures and discus what the reading is about.

Read the text and complete the following activities

Do you like video games? Lots of people do. There are many types of video games. Some people like action games. Other people like driving games. But the most popular game of all time is a puzzle game.

Tetris is a game about making lines. Blocks fall from the top of the screen. They fall one at a time. The player moves the blocks. Once the blocks hit the bottom, they are safe in place. Players try to make lines go across the screen with no gaps. Complete lines disappear. This gives players more space. The blocks pile up during the game. The game ends when the blocks get to the top of the screen.

A man named Alexey made Tetris in 1984. All the pieces in Tetris have four blocks. The word "tetra" means four. Alexey named his game after tetra and tennis. He made Tetris while working at a science academy in Moscow. Moscow is in Russia.

Alexey made his game on a screen that only showed letters. He could not use blocks. The blocks were made out of letters in the first game of Tetris. Still, all Alexey's friends loved his game. It was easy to learn and fun to play.

Soon the game spread across the world. It was on every computer. It was in arcades. It came with every one of Nintendo's Game Boy. More than 100 million Game Boys were sold. Tetris was all over the place. Even today Tetris comes with many phones.

Dr. Richard Haier has studied Tetris players. He ran many tests. He found that playing Tetris boosts mental activity. Dr. Haier thinks Tetris is good for the brain. I agree with this finding. Now go and play some Tetris. It's just what the doctor ordered.

https://www.ereadingworksheets.com/reading-comprehension-worksheets/nonfiction-reading-test-tetris-answers.htm

B: Read the text and write the correct letter.
1. What kind of game do the people like?

A. all types of game
B. mysteries games
C. action games

2. What is the highest selling game of all time?
A. A driving game
B. Tetris
C. Call of Duty

3. Where did Alexey make tetris?
A. He was in the school
B. He was working in his house
C. He made at college

4. How was Tetris played first?
A. Tetris was played with letters instead of blocks
B. Tetris was released on the phone
C. Tetris was released in the arcade

5. According to the reading what is the close meaning to **BLOOST**.
A. improves   B. knowledge   C. informs

C: Read the text and write <u>true</u> or <u>false</u>.
6. Tetris was created in The United States of America
7. Alexey's screen could only show letters
8. Tetris was simple to learn and calm to play.
9. Tetris increases physical activity.

D. Answer the following question.
1. According to the reading What is the most important effect playing Tetris? Why?

COMPREHENSION			EXPLICATION			REFLEXION			APPLICATION		
2	1	0	2	1	0	2	1	0	2	1	0

Critical thinking rubric

Dimension	2	1	0
Comprehension	Thoroughly explains the topic and main idea(s) and accurately identifies most or all of the details/evidence that support the main idea(s).	Somewhat explains the topic and main idea(s) and accurately identifies some of the details/evidence that support the main idea(s).	Does not explain the topic and main idea(s) and inaccurately identifies the details/evidence that support the main idea(s).
Explication	Accurately explains ideas from the text and makes specific/appropriate connections to discipline or course content.	Accurately explains ideas from the text and makes general or vague, but appropriate connections to discipline or course content.	Does not accurately explain ideas from the text and/or makes inappropriate connections or does not make connections to discipline or course content.
Reflection	Effectively explains personal insights, opinions, or feelings and thoroughly explains how they relate to the text.	Somewhat explains personal insights, opinions, or feelings but does not thoroughly explain how they relate to the text.	Does not explain personal insights, opinions, or feelings related to the text.
Application	Accurately transfers and applies concepts from the text to a new context, situation, or real life/out of class scenario.	Somewhat accurately transfers and applies concepts from the text to a new context, situation, or real life/out of class scenario.	Does not accurately transfer and applies concepts from the text to a new context, situation, or real life/out of class scenario.

Source:https://www.paradisevalley.edu/sites/default/files/docs/al/al_fall_2014_critical_reading.pdf

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ANNEXES

UNIVERSIDAD TÉCNICA DE AMBATO
DIRECCIÓN DE POSGRADO

MAESTRÍA EN LA ENSEÑANZA DEL IDIOMA INGLÉS COMO LENGUA EXTRANJERA.
Survey Directed to Students of the Language Center at Universidad Técnica de Ambato, of the A2 Elementary Level.

Objective: To determine the influence of reading comprehension to develop critical thinking.
Instructions: Read carefully the following questions and tick the best option.

STUDENT SURVEY

1. How often do you extra reading activities in English class?

    ☐ Always   ☐ Sometimes   ☐ Never

2. When I read a text in English I understand it.

    ☐ Always   ☐ Sometimes   ☐ Never

3. I need illustrations and titles to help me figure out what a text is about

    ☐ Always   ☐ Sometimes   ☐ Never

4. When I don't understand a word, I use the context to guess its meaning.

    ☐ Always   ☐ Sometimes   ☐ Never

5. When you read do you guess what will be the main idea of the text?

    ☐ Always   ☐ Sometimes   ☐ Never

6. When you read do you understand ideas before, during and at the end of a text

    ☐ Always   ☐ Sometimes   ☐ Never

7. When you read do you relate the situation with your own life?

    ☐ Always   ☐ Sometimes   ☐ Never

8. When you read are you able to analyze and be critical?

    ☐ Always   ☐ Sometimes   ☐ Never

9. If I read more in English, will I learn more about this language?

    ☐ True   ☐ False

10. Would reading comprehension permit me to develop my critical thinking?

    ☐ True   ☐ False

THANKS FOR YOUR HELP

**UNIVERSIDAD TÉCNICA DE AMBATO
DIRECCIÓN DE POSGRADO**

MAESTRÍA EN LA ENSEÑANZA DEL IDIOMA INGLÉS COMO LENGUA EXTRANJERA.

Survey Directed to Teachers of the Language Center at Universidad Técnica de Ambato, of the A2 Elementary Level.

Objective: To determine the influence of reading comprehension to develop critical thinking.
Instructions: Read carefully the following questions and tick the best option.

TEACHER SURVEY

1. How often do you use extra reading activities in your English class?
   ☐ **Always**   **Sometimes** ☐   **Never** ☐

2. **When your students read a text in English do they understand it.**
   ☐ **Always**   **Sometimes** ☐   **Never** ☐

3. **Do your students need illustrations and titles to help them figure out what a text is about?**
   ☐ **Always**   **Sometimes** ☐   **Never** ☐

4. **Do you guide your student to understand meaning in context?**
   ☐ **Always**   **Sometimes** ☐   **Never** ☐

5. Do you guide your students to understand ideas before, during and at the end of a text?

   ☐ **Always**   **Sometimes** ☐   **Never** ☐

6. Which of these levels of cognitive domain do you develop in your reading activities?
   ☐ Knowledge
   ☐ Comprehension
   ☐ Application
   ☐ Analysis
   ☐ Synthesis
   ☐ Evaluation

7. Do you encourage your student to relate the text with their own life?

   ☐ **Always**   **Sometimes** ☐   **Never** ☐

8. Are your students able to analyze and be critical in a reading comprehension task?

   Always [ ]   **Sometimes** [ ]   **Never** [ ]

9. Do you think reading compression will improve English learning?

   [ ] **True**   [ ] **False**

10. Would reading comprehension permit students to develop their critical thinking?

    [ ] **True**   [ ] **False**

THANKS FOR YOUR HELP

Annex 3. Language Center certificate

UNIVERSIDAD TÉCNICA DE AMBATO
CENTRO DE IDIOMAS
Av. De los Chasquis y Río Guayllabamba – Campus Huachi - Ambato Ecuador

e-mail dedi@uta.edu.ec

Memorándum Nro. UTA-CI-D-TE-MR-0468-2018

PARA: Docentes nivel A2 Elemental del idioma Inglés
             Centro de Idiomas

ASUNTO: Autorización para realizar encuestas en el C.I.

FECHA: 15 de mayo de 2018

....

En atención a la solicitud recibida el 15 de mayo de 2018, se autoriza a la Licenciada **ALBA DEL ROCÍO JORDÁN JORDÁN**, aplicar las encuestas a los docentes y estudiantes del Centro de Idiomas para el desarrollo del Trabajo de Tesis "READING COMPREHENSION TO DEVELOP HIGHER EDUCATION STUDENT'S CRITICAL THINKING", por lo que solicito muy comedidamente se brinde las facilidades necesarias a la maestrante de la Universidad Técnica de Ambato, en vista que asistirá a los paralelos a ustedes designados, los días del 21 al 24 de mayo de 2018.
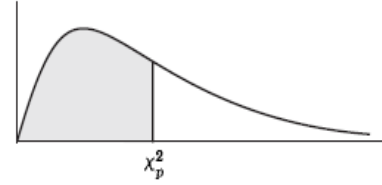
Atentamente,

Dra. Elsa Hernández
Directora CI-UTA

EH/jp

Annex 4

Apéndice IV

Valores percentiles (χ_p^2)
correspondientes
a la distribución ji cuadrada
con ν grados de libertad
(área sombreada $= p$)

ν	$\chi_{.995}^2$	$\chi_{.99}^2$	$\chi_{.975}^2$	$\chi_{.95}^2$	$\chi_{.90}^2$	$\chi_{.75}^2$	$\chi_{.50}^2$	$\chi_{.25}^2$	$\chi_{.10}^2$	$\chi_{.05}^2$	$\chi_{.025}^2$	$\chi_{.01}^2$	$\chi_{.005}^2$
1	7.88	6.63	5.02	3.84	2.71	1.32	.455	.102	.0158	.0039	.0010	.0002	.0000
2	10.6	9.21	7.38	5.99	4.61	2.77	1.39	.575	.211	.103	.0506	.0201	.0100
3	12.8	11.3	9.35	7.81	6.25	4.11	2.37	1.21	.584	.352	.216	.115	.072
4	14.9	13.3	11.1	9.49	7.78	5.39	3.36	1.92	1.06	.711	.484	.297	.207
5	16.7	15.1	12.8	11.1	9.24	6.63	4.35	2.67	1.61	1.15	.831	.554	.412
6	18.5	16.8	14.4	12.6	10.6	7.84	5.35	3.45	2.20	1.64	1.24	.872	.676
7	20.3	18.5	16.0	14.1	12.0	9.04	6.35	4.25	2.83	2.17	1.69	1.24	.989
8	22.0	20.1	17.5	15.5	13.4	10.2	7.34	5.07	3.49	2.73	2.18	1.65	1.34
9	23.6	21.7	19.0	16.9	14.7	11.4	8.34	5.90	4.17	3.33	2.70	2.09	1.73
10	25.2	23.2	20.5	18.3	16.0	12.5	9.34	6.74	4.87	3.94	3.25	2.56	2.16
11	26.8	24.7	21.9	19.7	17.3	13.7	10.3	7.58	5.58	4.57	3.82	3.05	2.60
12	28.3	26.2	23.3	21.0	18.5	14.8	11.3	8.44	6.30	5.23	4.40	3.57	3.07
13	29.8	27.7	24.7	22.4	19.8	16.0	12.3	9.30	7.04	5.89	5.01	4.11	3.57
14	31.3	29.1	26.1	23.7	21.1	17.1	13.3	10.2	7.79	6.57	5.63	4.66	4.07
15	32.8	30.6	27.5	25.0	22.3	18.2	14.3	11.0	8.55	7.26	6.26	5.23	4.60
16	34.3	32.0	28.8	26.3	23.5	19.4	15.3	11.9	9.31	7.96	6.91	5.81	5.14
17	35.7	33.4	30.2	27.6	24.8	20.5	16.3	12.8	10.1	8.67	7.56	6.41	5.70
18	37.2	34.8	31.5	28.9	26.0	21.6	17.3	13.7	10.9	9.39	8.23	7.01	6.26
19	38.6	36.2	32.9	30.1	27.2	22.7	18.3	14.6	11.7	10.1	8.91	7.63	6.84

Source: Murray & Spiegel & Larry Stephens (2009). Estadística. México D.F.: McGraw-Hill. 4ta.ed. Colección Schaum. p. 564

Annex 5 Critical thinking rubric

Dimension	2	1	0
Comprehension	Thoroughly explains the topic and main idea(s) and accurately identifies most or all of the details/evidence that support the main idea(s).	Somewhat explains the topic and main idea(s) and accurately identifies some of the details/evidence that support the main idea(s).	Does not explain the topic and main idea(s) and inaccurately identifies the details/evidence that support the main idea(s).
Explication	Accurately explains ideas from the text and makes specific/appropriate connections to discipline or course content.	Accurately explains ideas from the text and makes general or vague, but appropriate connections to discipline or course content.	Does not accurately explain ideas from the text and/or makes inappropriate connections or does not make connections to discipline or course content.
Reflection	Effectively explains personal insights, opinions, or feelings and thoroughly explains how they relate to the text.	Somewhat explains personal insights, opinions, or feelings but does not thoroughly explain how they relate to the text.	Does not explain personal insights, opinions, or feelings related to the text.
Application	Accurately transfers and applies concepts from the text to a new context, situation, or real life/out of class scenario.	Somewhat accurately transfers and applies concepts from the text to a new context, situation, or real life/out of class scenario.	Does not accurately transfer and applies concepts from the text to a new context, situation, or real life/out of class scenario.

Source:https://www.paradisevalley.edu/sites/default/files/docs/al/al_fall_2014_critical_reading.pdf