



UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
CARRERA DE IDIOMAS
MODALIDAD PRESENCIAL

**Proyecto de Investigación previo a la Obtención del Título de Licenciada en
Ciencias de la Educación**

Mención: INGLÉS

THEME:

“INFERRING MEANING STRATEGY AND READING COMPREHENSION”

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Ambato – Ecuador

2019

SUPERVISOR APPROVAL

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I, Lcda. Mg. Dorys Maribel Cumbe Coraizaca, holder of the I.D No. 180369456-9 in my capacity as supervisor of the Research dissertation on the topic: **“Inferring Meaning Strategy and Reading Comprehension”** investigated by Miss Priscila Fernanda Pillaga Riofrío with I.D No. 030242284-5, confirm that this research report meets the technical, scientific and regulatory requirements, so the presentation of it is authorized to the corresponding organism in order to be submitted for evaluation by the Qualifying Commission appointed by the Directors Board.

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DEDICATION

TO:

My parents for their love, care, support, and guidance. To my brothers for being nice to me and also for all their support. To my dogs who always give me all their love and even if we are far away, they always make me happy with the things they do. To my friends for being there for me. I love you all so much. Thanks for everything.

Priscila.

ACKNOWLEDGEMENTS

First of all, I thank my parents who supported me during my whole life, and especially during this time. To my brothers and friends who have accompanied me during this process. To my teachers, for their patience and all their valuable lessons.

Priscila

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THEME: “INFERRING MEANING STRATEGY AND READING COMPREHENSION”

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Abstract

The English language has become one of the most spoken languages all around the world. English teachers have to face the challenge of achieving significant learning and for doing so, it is essential to use some strategies that facilitate the learning process. When teaching reading, which is one of the four language skills, there is a great amount of strategies to apply depending on the aim of the reader. One of the most useful is Inferring Meaning Strategy. The aim of this research is to analyze the efficacy of this strategy when developing reading comprehension in 28 students from the 5th semester of PINE (Pedagogía de los Idiomas Nacionales y Extranjeros) at Universidad Técnica de Ambato. At first it was necessary to apply a diagnostic test in order to check students' previous knowledge. For this, the second and fourth part from the reading section of the Preliminary English Test (PET) were used. Students had the opportunity of practicing the strategy for a month. During this period of time, they had to complete some comprehension activities related to readings. Finally, the experimental group took a post- test from PET in order to evaluate the effectiveness of the strategy. The results obtained were analyzed using the Student's t-test. They evidenced that the Inferring Meaning Strategy contributes to the development and improvement of the reading comprehension.

Key words: strategy, reading skill, comprehension, inferring, improvement.

CHAPTER I

1. THEORETICAL FRAMEWORK

1.1. Investigative Background

In the study carried out by Ilter (2018) titled as “Effects of the Instruction in Inferring Meanings from Context on the Comprehension of Middle School Students at Frustration Reading Level” the aim was to analyze to which extent the context clue instruction to infer meaning based on context has an effect on improving reading comprehension. The group of study were four boys who were studying in middle school and attending to fifth grade. Their initial comprehension range or also known as reading level was between 40% and 48%. From this group, one of the members did not receive any instruction, which means he was the control participant, while with the other three participants a direct instruction method was applied. After the intervention with the three participants, the development of their reading comprehension was analyzed during the second, the fourth and the sixth week. The final results determined that the three participants showed an increase in their reading level to 75%- 82%. This research proved that due to the intervention of the inferring meaning strategy students could learn better by using context clues and improve their reading comprehension. The information and results provided by this study suggest that inferring from context help students to achieve a better understanding and thus it is a useful way of helping students who have problems with reading comprehension.

There is also a research carried out by Collins & Daniel (2018) named “The impact of reading at rapid rates on inference generation” which was focused on studying how the process of inferring while reading was affected by speed reading and what impact has it in reading comprehension. There were three groups of people who participated in this study. The first one was formed by

typical readers, the second was formed by trained speed readers and the third one was formed by people trained for skimming passages. Passages offered readers the opportunity of making inferences about the information presented and also about some lexical items (strong, weak and neutral words). The experiment consisted in making these groups of people read and after that, they were required to complete a decision task about what they could conclude from their understanding of their passages. The results showed that typical readers were faster for inferring and making a decision about lexical items. However, there was not a difference between speed readers and readers trained for skimming. The conclusions of this research determined that there was not enough evidence that support the fact that right inferences are made when applying speed reading. Yet, the comprehension process by inferring is affected by speed reading.

Moreover, it was found the article written by Cranford & Moss (2019) called “Generating Predictive Inferences When Multiple Alternatives Are Available”. The current research has studied how inferences are made when the story has two likely consequences. The first experiment was focused on a word-naming assignment. It demonstrated that there was not any inference after 1 second of reading the story, which indicates that there was an interference between the alternative and the target deduction. A contrasting paradigm was used for the second experiment. Through utilizing this paradigm, it could be observed that the learning period was faster if a statement challenged just one deduction. However, when the contradiction was directed to two inferences or deductions, it took more time for reading and understanding. These findings indicate that in both cases, both inferences have been produced, but with minimum activity, that is why they were not perceived in the word-naming task.

Furthermore, Hall & Barnes (2017) in their research article “Inference Instruction to Support Reading Comprehension for Elementary Students with

Learning Disabilities” promote improving reading comprehension using as experimental group learners with learning disabilities (LD) who attend to middle elementary grades. They also offer some suggestions and a five-stage method for educating learners to create text-connecting and knowledge-based deductions while they are reading. After applying the five steps which are: first, choosing a text; second, mark stopping points; third, introduce the concept and model inferences; fourth, work on students’ prior knowledge and fifth, include extra elements to enhance understanding. It was concluded that the ability to produce inferences is essential to the learning of high-school learners.

These previous research projects are of great importance because they have contributed somehow to know which problems students present and more than that, they have applied the inference meaning strategy in order to try to solve some of those problems. According to these studies, struggling readers have obtained a great benefit from implementing inferences when reading because they could connect ideas in the text and also make knowledge based inferences.

1.2. Theoretical Framework

Hall (2015) defines inference as the links or connections that exist between the evidence and facts found in the passage and the reader’s knowledge about the world. These connections must be meaningful in order to build a coherent representation and to achieve a better understanding about what is implicitly being transmitted in the text. Nahatame (2014) extended this definition by describing inference as a procedure through which it is possible to analyze clue information in the text and read between the lines by activating the reader’s relevant knowledge. The ability of making inferences performs an essential part while reading because it enhances coherence within the text and highlights what is expressly specified in the passage (Nahatame, 2014, pg. 54).

Teachers should understand the types of inferences that can be generated and propose classifications of these deductions or inferences to be drawn up when evaluating reading (Chikalanga, 1992). Texts are seldom completely specific. If every concept had to be clearly expressed in a passage, it would not be interesting enough and even it would turn to be longer. The authors usually write expecting the reader to figure out what is being communicated by paying attention to some specific clues and indications. To do so, the reader needs to activate his memory and also his knowledge. To get fully understanding it is necessary to go beyond what is actually written and build up a consistent mental representation of the situation (Kintsch, 1985).

Two studies (Nahatame, 2014; Hall & Barnes, 2017) focused on describing the different types of inferences. The generation of these inferences varies according to the expectations which could go from setting a global understanding or focusing on specific lexical items.

-Predictive Inferences: They are also known as forward inferences. When doing this type of predictions, the reader focuses mainly on what is more likely to happen as a consequence of the situation set in the text. Nevertheless, Nahatame (2014) explains that predictive inferences are not usually made by students who understand well the text and its message, and if they draw a predictive conclusion is because there are sufficient contextual indicators that point to a particular result. Hall & Barnes (2017) suggest that if teachers enhance readers to make predictive inferences, they will eventually turn into interactive readers and will be easier for them to process information and construct mental representations. Under certain circumstances, the probability of inference generation should improve. In line with these ideas, experimental proof showed that several variables affect the generation of predictive inference: the degree to which a feasible inference is restricted, whether the

inferences relate to the motivation of narrative protagonists, the purpose of the reading and the reader's capacity to memorize.

-Text-Connecting Inferences: Also known as referential inferences. For making this inference it is necessary that the reader link two or more distinct parts of information that are explicit in the passage. Nahatame (2014) presents three categories inside of this type of inference. They are: anaphoric, lexical, and inferential.

- Anaphor: Readers must connect a word phrase to its respective noun phrase which is describing it. This anaphoric reference is often made in large pieces of text.
- Lexical: These inferences are often made without effort. The reader must link some lexical items in order to construct a logical relation among them which directs to a logical consequence. For example, if in a text the reader finds the words "dark clouds" and "storm" can deduce that they caused "rain".
- Inferential: This type is about inferring the meaning of the words by its context and clues found in the text. This is really useful when the reader does not know the meaning of some vocabulary items. Moreover, this also works when it is necessary to read between the lines in order to get the implicit ideas within the text.

- Nonpredictive Knowledge-Based Inferences: This kind of inferences are usually made by experienced and proficient readers. They tend to read and establish a spontaneous connection with their own experiences and knowledge of the world (Hall, 2017). These readers make use also of temporal and spatial

inferences. In addition, they perceive ambitions, inspirations, feelings and intentions which are essential for achieving a complete understanding.

Elleman (2016) considers that any act of communication requires a fundamental understanding of the intended message. In order to read and achieve a clear understanding, it is required to build a consistent image or situation model of a message in memory. The inference strategy has demonstrated to have a good impact when applied in order to improve reading comprehension. There was a study carried out by Cain and Oakhill (1999) in which they formed a group of children that were from 6 to 8 years old. There were skilled and less skilled readers, however they all had the same general comprehension abilities. In this study they could conclude that qualified readers generate more inferences and in an easier way than less qualified readers. Thus, when applying inferring strategies in order to train readers, there was an increase in students' general comprehension, inferential comprehension, and literal comprehension.

1.3. Objectives

1.3.1. General Objective

- To analyze the efficacy of the Inferring meaning strategy to develop the reading comprehension.

1.3.2. Specific Objectives

- To test students' previous knowledge through the application of a diagnostic test.

- To apply the Inferring Meaning Strategy for the improvement of the reading comprehension.
- To establish the significance of the development of the reading comprehension skill at the fifth semester of PINE.
- To examine the relation between the Inferring meaning strategy in the enhancement of reading comprehension.

1.4. Hypothesis Statement

Null hypothesis (Ho)

The Inferring Meaning Strategy does not affect the development of the reading comprehension, in students from 5th semester of PINE at Universidad Técnica de Ambato.

Alternative hypothesis (HI)

The Inferring Meaning Strategy affects the development of the reading comprehension, in students from 5th semester of PINE at Universidad Técnica de Ambato.

CHAPTER II

2. METHODOLOGY

2.1. Resources

Pre-test

The first step was to apply a pre-test taken from PET (Preliminary English Test) in order to measure the reading comprehension level of the students. For this part there were taken into account two from the five parts of the reading section. The second part which consisted of five matching questions and the fourth part which contained five multiple choice questions, giving a total of ten items.

Books

In order to introduce and practice the Inferring Meaning Strategy it was necessary to work with three books: The Oval Painting, The Pit and the Pendulum and The Facts in the case of Mr. Valdemar. These books were taken from the compilation of novels “Tales of Mystery and Imagination” written by Edgar Allan Poe. They were selected because they fit the students’ level. Moreover, they fit the teacher’s planning for the semester which allowed the researcher to work along the program.

Lesson Plans and Worksheets

It was fundamental to plan based on the books that were chosen. During the first class an introduction of the Inferring Meaning Strategy was presented. Then, along the next lessons, students had the opportunity to put into practice the strategy by completing some activities designed to test their reading comprehension. Some extra material such as worksheets were necessary during the practice stage.

Post-test

The post-test was taken from PET (Preliminary English Test) and the second and fourth part of the reading section were taken into account. The aim of this was to analyze whether or not students have improved their reading comprehension level after the application of the Inferring Meaning Strategy.

2.2. Methods

2.2.1. Research Approach

The present research work is based on a qualitative and quantitative approach. Qualitative approach because the facts will be observed and analyzed. Also the impact that the application of the Inferring Meaning Strategy has on the improvement of the reading comprehension.

In addition, the research is quantitative since it will be based on a real database with acceptable quantities to carry out the research, as well as surveys with their respective variables, formulas, statistics, and percentages, which will be subsequently tabulated.

2.2.2. Basic mode of Research

The basic modality of this research is field because it is more feasible to collect information directly from the students. The group of participants are students from fifth semester of PINE (Pedagogía de los Idiomas Nacionales y Extranjeros) from Universidad Técnica de Ambato.

This research work will be also developed through a bibliographic research since primary and secondary sources were occupied for the theoretical support of the independent and dependent variables.

2.2.3. Level or type of Research

The present investigative work is of exploratory, descriptive and correlational level.

- Exploratory: The study covers the level of exploratory because it deals with the characteristics of the research fulfilling the objectives that will be set.
- Descriptive: The objective of descriptive research is considered fundamental since it consisted in getting to know the predominant situations and attitudes through the exact description of the activities, objects, processes and people in the place where the problem is.
- Correlational: In addition, there is a correlated research between the variables, so that those under study can be examined. Also, the change from one variable to another and the direct influence between them.

2.2.4. Population and Sample

The research project takes place in Tungurahua province, in the city of Ambato, with students from PINE (Pedagogía de los Idiomas Nacionales y Extranjeros) at Universidad Técnica de Ambato. For the development of the study it was necessary the participation of the 28 students from 5th semester.

Table 1. Population

Population	Number of population	Percentage %
Students	28	100%
TOTAL	28	100%

Table 1: Description of the population.

Elaborated by: Pillaga, P. (2019)

CHAPTER III

3. RESULTS AND DISCUSSION

3.1. Analysis and discussion of the results

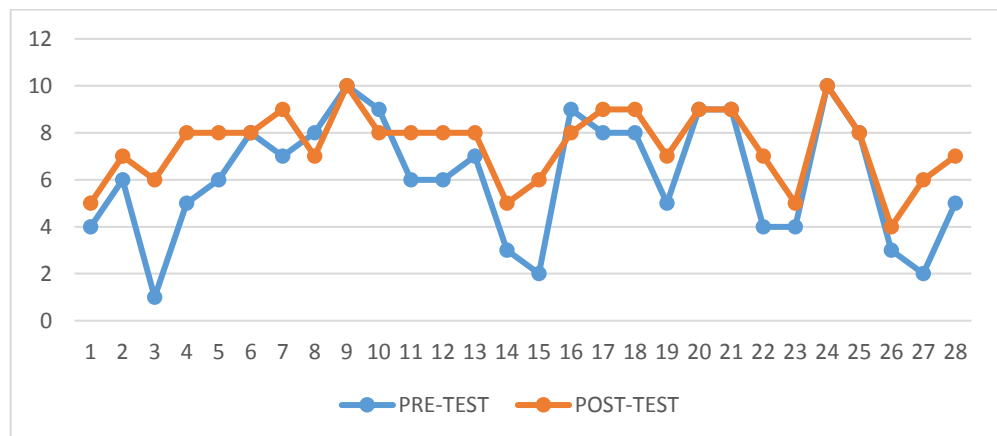
In this chapter the results obtained by the researcher are presented. To start with the study, it was applied a standardized Pre-Test taken from Cambridge in which it was necessary the participation of 28 students from 5th semester who are studying at PINE (Pedagogía de los Idiomas Nacionales y Extranjeros) from Universidad Técnica de Ambato. Then, the strategy was applied during a month.

Afterwards, a standardized Post-Test taken from the Preliminary English Test (PET) from Cambridge was conducted to the same students. The Student's t-test was applied in order to make the statistical analysis. The information obtained contributed to verify the hypothesis and to arrive to the respective conclusions.

3.2. Interpretation of data

Individual Representation of Students' Grades

Figure 1: Pre-Test and Post-Test Scores



Source: Field research

Author: Pillaga, P. (2019)

In the graphic, it is possible to notice the blue line which represents the grades that the 28 participants of this research obtained during the Pre-test. Meanwhile, the orange line represents the results obtained from the Post-test that was taken after the application of the Inferring Meaning Strategy during a month.

There is a variation between the levels that marks the blue line and the orange line, which means that the strategy applied has an impact in students' development during taking a reading comprehension test. While some of the participants experimented a bigger improvement, others stayed on their levels or their improvement was not so significant.

The results from the Pre-test and the Post Test will be analyzed in a deeper way, using the Student's t-test for related samples.

Global Representation of Students' Grades

Table 2. Ranks

Bad:	1-4
Regular:	5-6
Good:	7-8
Excellent:	9-10

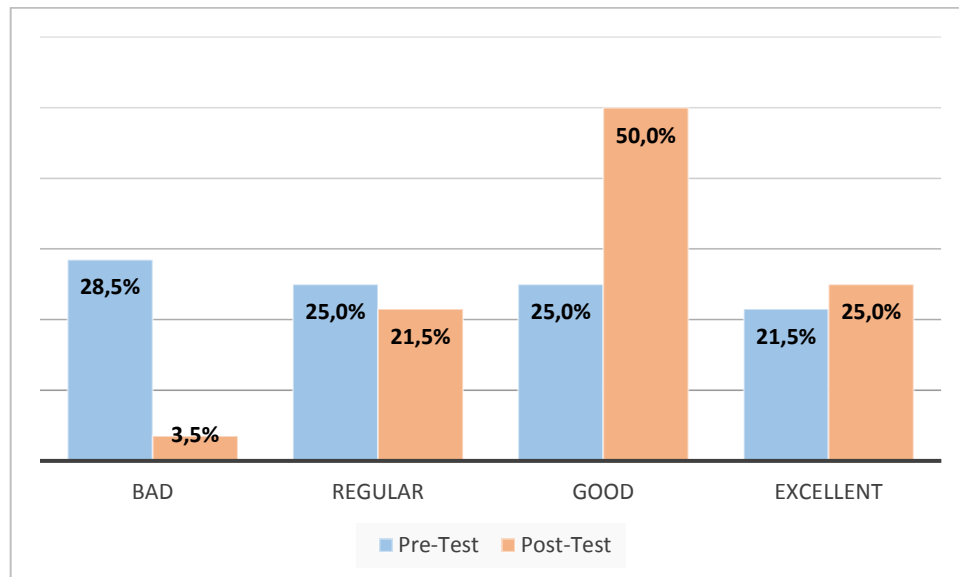
Table 3. Classification of Students according to Results

RESULTS	BAD	REGULAR	GOOD	EXCELLENT	TOTAL
Pre-Test	8	7	7	6	28
Post-Test	1	6	14	7	28

Source: Field research

Author: Pillaga, P. (2019)

Figure 2: Classification of Students according to Results



Source: Field research

Author: Pillaga, P. (2019)

After applying the Pre-test, the experimental group was divided into four categories in order to measure their improvement in a better way. Those categories were: bad, which went from 0 to 4; regular, which rank was from 5 to 6; good, that went from 7 to 8; and excellent, which went from 9 to 10. When the Pre-test was applied it is possible to see that there were 8 students in the first category, which represent the 28.5%; in the second, 7 that is the 25%; in the third category there were 7 students which also represent the 25%; and finally in the last category there were 6 students equivalent 21.5%.

The outcome of the study shows that when the experimental group took the Post-test, the results changed, showing that there was 1 student in the first category, representing the 3.5%; while in the second, 6 which is equivalent to 21.5%; in the third category there were 14 students being equivalent to 50% of the population and finally in the last category there were 7 students, which are the 25%. This evidences that the procedures and activities that were developed during a month, did work.

In this way, it is possible to affirm that the groups that were benefited in a greater way were the bad and the good. Within the “bad” group, which contained at first 8 people, 7 people improved their grades while 1 did not show a great improvement. In other words, there is a decrease from 28.5% to 3.5%. At the same time, the results of the Pre-test showed that there were 7 people who belonged to the “good” category, but after taking the Post-test this group doubled its number to 14. Which means that this group experimented an increase from 25% to 50%. These results were achievable thanks to the application of the Inferring Meaning Strategy through a series of activities that were carried out during a month.

Pre and Post-Tests' Average

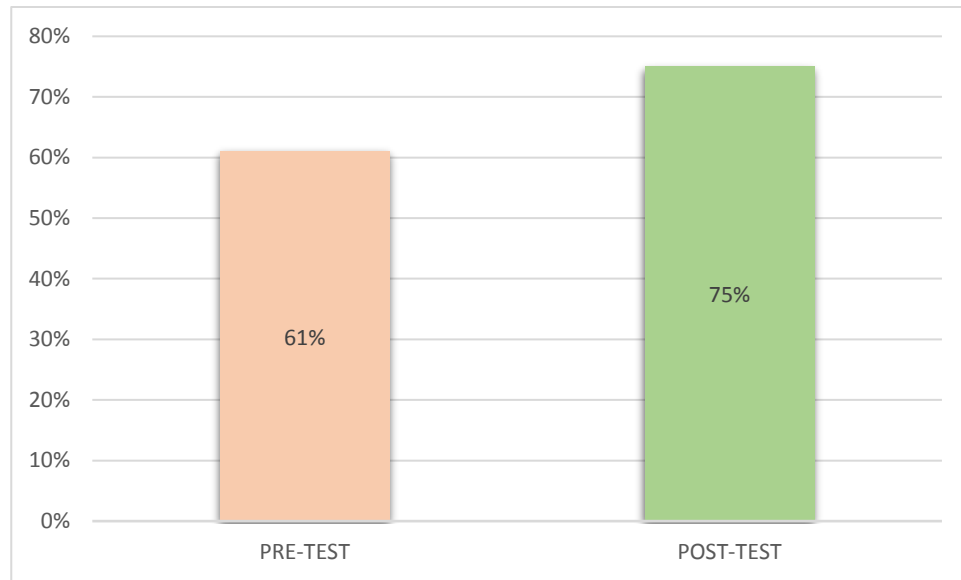
Table 4. Pre and Post-Test's Average

RESULTS	PRE-TEST	POST-TEST	DIFFERENCE
PERCENTAGE	61%	75%	14%

Source: Field research

Author: Pillaga, P. (2019)

Figure 3: Percentage Difference



Source: Field research

Author: Pillaga, P. (2019)

The average score of the experimental group when they first took the Pre-test was 6.1 out of 10, which is equivalent to 61%. On the other hand, the average of the same group after taking the Post-test is 7.5 out of 10, which is equivalent to 75%. The difference between the two averages is 1.4. Thus, it can be said that after the application of this strategy, the studied group experimented an improvement of the 14% in their performance

3.3. Verification of hypothesis

The results obtained through this research work were analyzed by using the Student's t-test.

Independent variable:

Inferring Meaning Strategy

Dependent variable:

Reading comprehension

Student's T-Test with SPSS

Figure 4: Paired Sample Statistics

		Media	N	Desv. Desviación	Desv. Error promedio
Par 1	PreTest	6.14	28	2.578	.487
	PostTest	7.46	28	1.551	.293

Source: Field research

Author: Pillaga, P. (2019)

Analysis and interpretation

In this table it is evidenced that the average score that was obtained from the experimental group after taking the Pre-test is 6,14, while the average score after taking the Post-test having passed a month studying and practicing the strategy is 7,45. Then, in order to know in the difference among both tests is significant, the Student's t-test is applied.

Student's T-test Statistics

Figure 5: Paired Differences

		Media	Desv. Desviación	Desv. Error promedio	95% de intervalo de confianza de la diferencia		t	gl	Sig. (bilateral)
					Inferior	Superior			
Par 1	PreTest - PostTest	-1.321	1.541	.291	-1.919	-.724	-4.538	27	.000

Source: Field research

Author: Pillaga, P. (2019)

Analysis and interpretation

According to the theory of the Student's t-test, if the significance value is superior to 0.05, the null hypothesis is accepted. On the other hand, if the significance value is less than 0.05, the null hypothesis is rejected. This table shows that the significance value is .000. This value is less than 0.05, thus the null hypothesis is rejected. In consequence, a significant difference does exist after the application of the Inferring Meaning Strategy.

CHAPTER IV

4. CONCLUSIONS AND RECOMMENDATIONS

4.1. Conclusions

After having done this research work, the following conclusions have been reached:

- The Inferring Meaning Strategy was used in order to develop the students' reading comprehension skill. Students from 5th semester had a good acceptance through the development of the activities. However, the results showed that this strategy is effective especially with students who actually struggle more when they have to understand ideas and information that is not explicitly stated in a text.
- The reading section (parts 2 and 4) from the Preliminary English Test (PET) from Cambridge, were used in order to test students' reading comprehension skills before starting with the application of the strategy. This step was really necessary because it contributed with essential information that helped to prove the efficacy of the strategy.
- It was determined that once the application of the Inferring Meaning Strategy starts, a set of mental processes begin. These processes help the reader have a clearer understanding of the text. It happens because the reader needs to resort to his background knowledge of the topic, to remember past experiences and also to analyze and recognize key evidence on a text. Then, the reader makes the respective connection which leads to a logical deduction.

- The development of the reading comprehension skill is crucial when learning a language. It plays an important role since reading is a receptive skill through which a lot of information will be caught by the reader. If students from 5th semester of PINE develop their reading comprehension skill through the application of strategies, it will have a big impact on their development through the rest of their major and also as language learners and future teachers.
- During the development of the reading skill, there were identified some elements that connect the application of the Inferring Meaning Strategy with the improvement of the reading comprehension. Such elements are: the ability to draw logical conclusions, to recognize clues and evidence, to read between the lines and to understand the author's point of view while reading the text. When those elements are present in the reader's mind, the comprehension of a text will be easier.

4.2. Recommendations

- It is suggested to apply the Inferring Meaning Strategy when carrying out reading comprehension activities because in that way students will be trained to use their logic, and additionally, students who have bigger problems for understanding a text, will have a guide that will help them understanding explicit information.
- It is recommendable that teachers test their students before starting the course, so that they will have information that will show which are the strengths and weaknesses of their students. It will be easier to find strategies that contribute to improve some situations.

- It is proposed to apply this strategy during earlier stages of language learning. Through a correct application and practice, students will be trained to reason and to use their logical thinking in order to answer some comprehension questions. Also they will be able to understand explicit information in a more natural way and without thinking about the whole process.
- It is important to look for more strategies that could complement this one in order to achieve better results when teaching reading to students. Moreover, teachers should not forget to focus on this part of the reading skill and to develop the ability of making inferences because it has an impact on language learning.

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Annexes

Annex 1: University Approval

CARTA DE COMPROMISO

Ambato, 09 de septiembre del 2019

Doctor
Marcelo Núñez Espinoza
Presidente
Unidad de Titulación
Carrera de Idiomas
Facultad de Ciencias Humanas y de la Educación

Verónica Chicaiza en mi calidad de Coordinadora de la Universidad Técnica de Ambato me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Titulación bajo el Tema: "Inferring Meaning Strategy and Reading Comprehension" propuesto por la estudiante Priscila Fernanda Pillaga Riofrío, portadora de la Cédula de Ciudadanía 0302422845, estudiante de la Carrera de Idiomas, Facultad de Ciencias Humanas y de la Educación de la Universidad Técnica de Ambato.

A nombre de la Institución a la cual represento, me comprometo a apoyar en el desarrollo del proyecto.

Particular que comunico a usted para los fines pertinentes.

Atentamente.



Mg. Veronica Elizabeth Chicaiza Redin.Phd
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099744046
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Annex 2: Pre-Test



CAMBRIDGE ENGLISH

Language Assessment

Part of the University of Cambridge

PRELIMINARY ENGLISH TEST

Part 2

Questions 6 – 10

The people below all enjoy music.

On the opposite page there are descriptions of eight places where people can have different musical experiences.

Decide which place would be the most suitable for the following people.

For questions 6 – 10, mark the correct letter (A – H) on your answer sheet.

6



Joe's interested in classical music and wants to talk to professional musicians about their work. He'd like to find out more about classical instruments, and actually play some music.

7



Will wants to learn to play some of his favourite band's songs, and to know how his favourite singers create their own special sound. He'd like to try out some different instruments.

8



Jess loves watching spectacular concerts with fantastic dancers, and wants to feel some of the atmosphere of a big musical event. She'd like to see performances by famous people she's heard about.

9



James likes exploring the personal backgrounds of his favourite bands, and also the stories behind their well-known songs. He has his own band, and wants some advice about performing live on stage.

10



Zoe likes listening to all sorts of pop music, and wants a fun way to learn various dance styles. She'd like to bring something home to show her friends what she's learnt during her visit.

Musical experiences

- A The Core**
This is the place for musical history. You'll learn where your favourite singers and musicians grew up and discover the processes involved in writing famous songs and producing the videos. Find out about their journey to fame, and get some tips on what makes a good concert! There's all you ever wanted to know about famous musicians!
- B Rhythm-Studio**
Get your body moving in the studio and learn to move to rhythms and sounds from the past to now, including Soul and Disco. Learn your steps from our professional onscreen dance instructor, then watch your performance and become the star in your own video recording which you can take away!
- C WorldScene**
For one month only, experience the amazing sights and sounds of the WorldScene band, a large international group of traditional musicians and dancers. You'll experience music and dance styles never heard or seen before in this country. Book a ticket to meet the musicians, talk about their experiences and get some new ideas!
- D Universe of Sound**
Create your own musical experience - record yourself making music with a huge orchestra as they play on the video background screen - you can even download it to disc to take home! You can also learn about violins, flutes, trumpets and many more with our computer demonstrations, and meet real musicians who are present every day.
- E ArchivedImages**
Want to find out about a new band, or just want more information about an old favourite? Visit our collection to find out facts and figures, or see the actual possessions of famous bands and musicians you are interested in. You can actually get to touch things worn on stage at major rock and pop events, and there are plenty of other concert souvenirs.
- F Finale**
Imagine being in the crowd for amazing performances from the past. Enjoy 3D life-size videos from the stars of yesterday and today. You can experience the excitement of a massive rock stadium, and the sounds, movement and rhythms that created some of the most exciting music ever known.
- G Rave-on!**
How about learning new skills on the guitar, drums and keyboard by video? Follow the touch-screen instructions to find lessons on each instrument, or search for a song to practise playing along to. Try our Professional Selection, with video clips of band members who will explain the techniques that make their recordings so individual.
- H Show-in-a-day!**
Be a star singer or dancer for the day in a one-time-only special performance! Experts in international music and dance styles will train you, and costumes provided for the performance help create a really special, individual show. Get your friends and family to come and see you perform, as no videoing or photography is allowed.

Part 4

Questions 21–25

Read the text and questions below.

For each question, mark the letter next to the correct answer A, B, C or D on your answer sheet.

My Job at a Summer Camp, by Charlie Rose

Every year I work at a summer camp for kids and I really enjoy seeing the children do things they never thought they could do. Nearly all the kids know how to swim and play table-tennis before they come, but things like rock climbing are new experiences for most. Some of them are very nervous, but after a bit of encouragement, they agree to try and they all get to the top in the end, which makes them feel great.

The kids stay several weeks and some do miss home. You might expect it to be the really young ones who feel like that the most but it's actually the ten- to thirteen-year-olds. We don't let them use their mobile phones all the time. First we tell them they can phone home after lunch. Then when they ask again, usually after dinner, we say it's a bit too late to phone and suggest doing it the next day. Most children are fine in a couple of days and at the end of their stay, it's amazing how many come and thanks us because they have had a great time.

It's not just the children who get lonely. We get parents who are on the phone the whole time, asking how their child is getting on, which is quite unnecessary. Often their son or daughter will be busy, playing games or doing something else, so we have to tell parents to ring back another time.

Some kids arrive dressed in smart, designer, new clothes and they sometimes argue when we tell them to change into something they won't mind getting dirty, but before long they realise what we mean.

- 21 What is the writer trying to do in this text?
- A describe how children make friends at a summer camp
 - B suggest how parents should choose a summer camp for children
 - C explain what it is like for children at a summer camp
 - D advise children how to behave at a summer camp
- 22 What does the writer say about rock climbing at the camp?
- A Some children already know how to do it.
 - B Some children prefer to swim or play table-tennis.
 - C Some children refuse to take part.
 - D Some children find it more enjoyable than they expected to.

23 What surprises the writer about the children who stay at the camp?

- A The youngest ones find it hard to be away from home.
- B They complain if they cannot phone their parents.
- C They miss meal times with their parents.
- D They seem grateful for their experience here.

24 What does the writer think about some parents?

- A They should visit their children instead of phoning them.
- B They don't need to keep on phoning the camp.
- C They shouldn't allow their children to bring phones to camp.
- D They need to be reminded to phone their children.

25 Which postcard might a child at the camp send home?

A

I was annoyed when they suggested I put on old jeans, but I guess they were right.	<input type="checkbox"/>
--	--------------------------

B

It's so unfair that everyone else can use their mobile phone, but they won't let me use mine.	<input type="checkbox"/>
---	--------------------------

C

I've made some good friends but we're all bored because there isn't much to do here.	<input type="checkbox"/>
--	--------------------------

D

I was really frightened every time we went rock climbing, so they let me do something else instead.	<input type="checkbox"/>
---	--------------------------

Answer Key

6. D	7. G	8. F	9. A	10. B
21. C	22. D	23. D	24. B	25. A

Annex 3: Post-Test



CAMBRIDGE ENGLISH
Language Assessment
Part of the University of Cambridge

PRELIMINARY ENGLISH TEST

Part 2

Questions 6–10

The people below all want to watch a TV programme.
On the next page there are descriptions of eight TV programmes.
Decide which programme would be the most suitable for the following people.
For questions 6–10, mark the correct letter (A–H) on your answer sheet.

6



Ivan and Anna like to keep up to date with what's happening in the world and enjoy seeing interviews with politicians and other people. They prefer to watch programmes which last about 30 minutes.

7



Fatima likes watching comedy programmes which last about half an hour. She enjoys watching a series where she can follow what the characters are doing from one episode to another.

8



Rosa enjoys pop music and films and wants to watch interviews with popular celebrities. She likes programmes which are a mixture of interviews and live music.

9



Grace is interested in travelling and she likes watching documentaries about different parts of the world. She especially enjoys programmes which show animals and birds.

10



William is keen on general knowledge and likes watching quizzes to see how many questions he can answer. He prefers those which have questions on lots of different subjects.

TV programmes

- A** Find out about the life of jazz musician, Bert Randall, in this hour-long documentary which shows him performing live concerts during his life. There are interviews with members of his family and people he worked with.
- B** This is the weekly chance to try to get a better score than the celebrities in the studio, who range from pop musicians to politicians. As usual Billie Flanagan spends a half hour asking the two teams the questions. They need to be experts in a wide range of topics from music to animals to international news.
- C** Find out about the latest news, both international and local, with Aaron Willis every day between 6.00 and 6.30 in the evening. His interviews with those in the news, whether they are politicians or journalists, always get to the point of a story.
- D** Every Saturday evening between 8.30 and 9.30, Kevin Connery presents an hour of fun and entertainment. As usual in the new series, there is music and chat with well-known stars from the world of film, music or comedy. Each guest is interviewed and then one of them performs their latest song live.
- E** There are three half-hour episodes of the popular soap *South Street* on our TVs every week. There's lots going on this week when Cathy returns from her trip round the world to find Felicity has moved into her flat and all Cathy's things have disappeared. She is not pleased and shows her feelings.
- F** Robert Burroughs first visited the Amazon rainforest 40 years ago. Since then, he has travelled all around the world showing us amazing scenery, animals and different ways of living. Now he returns with a series about the Amazon and we see again the amazing wildlife of this beautiful area.
- G** *On the Way* is a short comedy film made 30 years ago. The actors were unknown at the time but they have since become famous. The main character, Zak, decides to travel to India but he takes a variety of animals with him on the journey. They soon become a problem.
- H** Joel and Charlie return for another series of *The Shop*. They work in a supermarket where things seem to go wrong every day. This series should be as funny as the last, with a new manager in the shop and some unexpected events in each 30-minute programme.

Part 4

Questions 21-25

Read the text and questions below.

For each question, mark the correct letter **A, B, C** or **D** on your answer sheet.

Moonshine

The band Moonshine released their third CD last week. 'Here again' is a follow-up to 'The Waves'. There have been a few changes since the last CD, with Tom Wilcott on bass guitar replacing Simon McVee, who left the band last year, and the arrival of Tom Simpson on drums.

It is clear from the first song on the CD, which is a dance tune, that the band is no longer going to concentrate on slow songs. The second tune is also a dance tune and is even louder and heavier. Most later tracks are in the band's more usual slow style. These two tracks will certainly come as a surprise to many fans. Either of them could easily become a hit single though, because they are excellent.

Singer Rob Letchford gets a chance to really show how good he is, reaching each note perfectly. Fans should be grateful he recorded the songs for the album before he had trouble with his throat. This has resulted in the band having to cancel their next tour. (Anyone who has bought tickets need not worry as all the concerts will be rearranged as soon as Rob has recovered.)

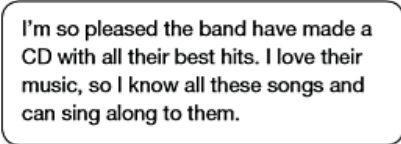
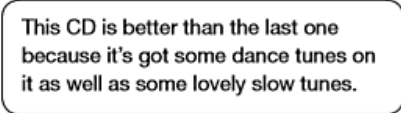
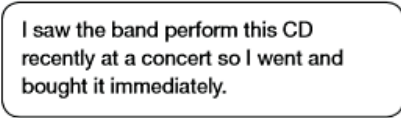
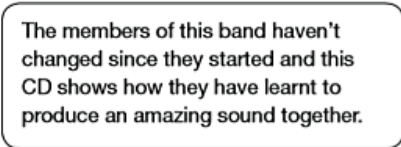
On this CD, Moonshine show they can produce perfect music in a variety of styles, from the slow ones we are familiar with to the ones that will keep your feet tapping. I did feel, though, that they put their best songs at the beginning and the last few tracks were not of quite the same quality. Despite this, 'Here again' is certain to be a big hit and bring more success to this band.

- 21 What is the writer trying to do?
- A make suggestions about how a band could improve
 - B offer his opinion of a band's new CD
 - C give information about the members of a band
 - D explain why a CD has been so successful
- 22 What does the writer say about the two songs at the beginning of the CD?
- A They are unlike the songs the band normally performs.
 - B They are similar to other songs on the CD.
 - C They may not be enjoyed as much as other songs on the CD.
 - D They are too loud and heavy.
- 23 What does the writer tell us about Rob Letchford?
- A He was not at his best when he recorded the CD.
 - B He is unable to do any more performances.
 - C He has become unwell since making the CD.
 - D He will not appear at some performances with the band.

24 What conclusion does the writer come to about the CD?

- A He enjoyed the slow songs in particular.
- B He prefers some of their earlier CDs.
- C He thinks some of the songs may become annoying.
- D He feels the songs at the end are less good.

25 Which of the following did a fan say about the CD?

- A  I'm so pleased the band have made a CD with all their best hits. I love their music, so I know all these songs and can sing along to them.
- B  This CD is better than the last one because it's got some dance tunes on it as well as some lovely slow tunes.
- C  I saw the band perform this CD recently at a concert so I went and bought it immediately.
- D  The members of this band haven't changed since they started and this CD shows how they have learnt to produce an amazing sound together.

Answer Key

6. C	7. H	8. D	9. F	10. B
21. B	22. A	23. C	24. D	25. B

Annex 4: Urkund Analysis Result



Urkund Analysis Result

Analysed Document: Pillaga Priscila_Thesis.docx (D59699071)
Submitted: 11/26/2019 9:45:00 PM
Submitted By: priscy2112@gmail.com
Significance: 0 %

Sources included in the report:

<https://eric.ed.gov/?id=EJ1137568>

Instances where selected sources appear:

1