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Tesis

**Reading Comprehension Strategies and Development of Reading Comprehension
Capacity in Students of Fifth Grade of Primary Level at Maria Reina Marianistas
School, San Isidro, Lima, 2016**

Presentada por

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This thesis is dedicated to my beloved grandmother Susana for being my inspiration with her always positive attitude towards life. To my dear mother Leonor who saw in me my vocation as a teacher. To my husband José and my children Miguel Angel and Paloma for their understanding and long hours of absence.

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Resumen

Esta investigación ha formulado como objetivo general que las estrategias de comprensión lectora están relacionadas con el desarrollo de la capacidad de comprensión lectora en alumnos de una escuela primaria. La investigación fue de enfoque cuantitativo y diseño correlacional dentro del uso del método descriptivo. Se utilizó una técnica de encuesta para recopilar datos de los estudiantes. Los estudiantes recibieron una prueba de lectura para determinar su capacidad lectora individual utilizando diferentes estrategias de lectura: antes, durante y después de la lectura. Este estudio también midió los niveles de lectura de los estudiantes: nivel evaluativo literal, inferencial y crítico. Para lograr los objetivos del estudio se recolectaron los datos mediante cuestionarios y registro de puntaje de 130 estudiantes de quinto grado de María Reina Marianistas en San Isidro quienes fueron identificados para probar estas hipótesis como estudiantes de primer ciclo. Con base en la información recolectada a través de los instrumentos antes mencionados y su análisis e interpretación, los hallazgos del estudio indicaron que los estudiantes que utilizaron más estrategias de lectura tuvieron un mejor resultado en comprensión lectora.

Palabras clave: Lectura, estrategias de comprensión, etapas y niveles de comprensión.

Abstract

This research has formulated as the main objective that reading comprehension strategies are related to the development of reading comprehension capacity in students of a primary school. The research was of quantitative approach and correlational design within the use of the descriptive method. A survey technique was used in order to collect data from students. The students were given a reading test to determine their individual reading capacity using different reading strategies: before, during and after reading. This study also measured the students' reading levels: literal, inferential and critical evaluative level. In order to achieve the objectives of the study the data were collected by means of questionnaires and score register of 130 fifth grade students at María Reina Marianistas in San Isidro who were identified to prove these hypotheses as students of the first cycle. Based on the information collected through the above mentioned instruments and its analysis and interpretation, the findings of the study indicated that the students who used more reading strategies had a better reading comprehension result.

Keywords: Reading, comprehension strategies, comprehension stages and levels.

Introduction

Reading comprehension is one of the most important pillars of Peruvian education because it is a competence that determines the cognitive development of students for the achievement of meaningful learning. That is, the reader develops his / her intellectual capacity and understanding to interact with the context that surrounds him / her. For this reason, the author of this thesis was concerned about how to improve the English reading comprehension of the children from the school she works for.

The structure of the thesis has been divided into five chapters. Each one develops a specific aspect of the research starting the chapter I that has to do with the research problem, its problems, objectives, its relevance and limitations. Chapter II develops the aspect referred to the theoretical framework of the thesis containing the background, theoretical bases and the definition of terms used in the report. Chapter III has to do with the research hypotheses and the variables under study ending with the presentation of the table of the operationalization of variables. Chapter IV clarifies the nature of the methodological aspects of the report beginning by precisising the research approach, research type, research method and research design as well as the population and sample to finally end with the techniques and data collection tools. And the last chapter, Chapter V presents the results of the field work containing the research hypotheses, discussion, conclusions and recommendations.

It is necessary to precise that the sample used was the whole group of the fifth Grade of Primary level at Maria Reina Marianistas School, located in San Isidro, Lima – Perú, whom, according to the latest record, had had an optimal general understanding, but we wanted to have more information to help them to improve their levels of reading comprehension.

For that purpose, a study was made to the 130 students of that grade, through a reading comprehension test. A motivating reading was used to capture their immediate attention. Evaluating strategies for reading comprehension were used, such as: identifying vocabulary, the use of graphic organizers, where and when it occurred, main character, sequence of events, main ideas, fact and opinion, giving opinion and critical evaluative level.

Likewise, an anonymous survey of 10 questions was conducted so that the children could express freely whether or not their teachers used the strategies mentioned above and if the strategies they used helped them to improve their reading comprehension capacity.

The results showed that teachers did use reading strategies and that students who used those strategies had better reading comprehension capacities than students who did not use them. These results agree with the study carried out by Sole (2000) who stated that readers can improve their levels of reading comprehension by using appropriate reading strategies.

Chapter I. Statement of the Problem

1.1 Determination of Problem

Reading comprehension is a process that contributes to the achievement of the objectives of the different subjects of any curriculum, however at the primary level, many of the children read mechanically without understanding the meaning of the texts. In daily pedagogical practice it has been observed that many students are not able to adequately interpret various texts, nor to follow written instructions. They also present serious difficulties in using some reading comprehension skills, which constitutes a limitation in the process of acquiring other school knowledge. Also, this limitation has its own drawbacks in the reading performance in Peruvian students that is below standard expectations, according to the school grade they are studying. Likewise, this and other studies indicate that such difficulties may be due to various causes: scarce economic resources (poor infrastructure of educational centers, little didactic material, inappropriate school texts, etc.), lack of parental support, little training of teachers, deficiencies in the teaching-learning process, among others which may not be the case of the students of the school under this study that may be well motivated because of the topics used by the teacher.

Reading topics like Harry Potter have a large audience and tend to be well received by young readers, who do not share the taste of many teachers for works linked to tradition with production contexts too far from their own. However, it is necessary that they develop a taste for reading and that they relate to the value that it has on a cultural and social level. Harry Potter saga has sold millions of copies around the world and is already known as a child-friendly reading, although not so for specialized readers and the school system. What is more, Harry Potter, has already seeing teachers who grew up with their adventures and want to pass that taste on to their students. But is Harry Potter a work that really

contributes to the teaching of reading in the classroom? How are the teachers who wanted or want to make it part of their reading, whether they are home or mediated, are using it? Where do government programs put it? What do the manuals say about him? These questions are not easy to answer immediately, but they account for a problem that haunts the teaching of reading, and which consists of how to treat works that escape the traditional concept of reading teaching, because topics like this can be attractive for most students and teachers.

The problem is that children from 9 to 12 years old are very visual and active. How to make them interested in reading the 600 pages written in those books, taking into account that students tend to think that reading is an inactive activity (no matter how interesting the title is) if they can quickly see the movie through the internet that is available to everyone?

That is the challenge of the current primary teachers: "make the child like reading". Can pre and post reading strategies help? Can these strategies help develop the child's reading comprehension skill in order to have critical thinking about the topic he or she is reading? Through the development of this thesis, we will demonstrate it.

1.2 Formulation of Problem

1.2.1 General problem.

To what extent are reading comprehension strategies related to the development of reading comprehension capacity in students of Fifth Grade of Primary level at Maria Reina Marianistas School, San Isidro, Lima, 2016?

1.2.2 Specific problems.

SP1. To what extent are reading comprehension strategies related to the development of literal level of reading comprehension capacity in students of Fifth Grade of Primary level at Maria Reina Marianistas School, San Isidro, Lima, 2016?

SP₂. To what extent are reading comprehension strategies related to the development of inferential level of reading comprehension capacity in students of Fifth Grade of Primary level at Maria Reina Marianistas School, San Isidro, Lima, 2016?

SP₃. To what extent are reading comprehension strategies related to the development of Critical-evaluative level of reading comprehension capacity in students of Fifth Grade of Primary level at Maria Reina Marianistas School, San Isidro, Lima, 2016?

1.3 Objectives

1.3.1 General objective.

To determine the relationship between reading comprehension strategies and the development of reading comprehension capacity in students of Fifth Grade of Primary level at Maria Reina Marianistas School, San Isidro, Lima, 2016.

1.3.2 Specific objectives.

SO₁. To determine the relationship between reading comprehension strategies and the development of literal level of reading comprehension capacity in students of Fifth Grade of Primary level at Maria Reina Marianistas School, San Isidro, Lima, 2016.

SO₂. To determine the relationship between reading comprehension strategies and the development of inferential level of reading comprehension capacity in students of Fifth Grade of Primary level at Maria Reina Marianistas School, San Isidro, Lima, 2016.

SO₃. To determine the relationship between reading comprehension strategies and the development of critical-thinking level of reading comprehension capacity in students of Fifth Grade of Primary level at Maria Reina Marianistas School, San Isidro, Lima, 2016.

1.4 Scope and Relevance of Problem

This research work is justified because many primary school teachers do not use an adequate methodology for reading comprehension of various texts. It is evident that teachers do not give due importance to how reading comprehension can be reinforced, this

can be seen in the difficulties that students have when they do not understand what they read. In the best of the cases, some teachers use a monotonous and routine methodology, generating fatigue and boredom in the student produced towards the rejection of reading. At the different levels of the education sector, the research that has been carried out on student reading capacity shows us that the success or failure of students is closely linked to the development of their reading skills.

Reading, as it is the fundamental pillar in the educational process, presents a reason for attention due to the serious deficiencies in reading comprehension that students have. Hence, reading comprehension capacity can be found in almost all settings of all educational levels and is considered a crucial activity for school learning, since a large amount of information that students acquire, discuss and use in the classroom arises from starting from written texts. On the other hand, this research is interesting because it is established in the Basic Education program, the student from the beginning of schooling must be taught what it is studied for and the countless benefits that a good intellectual training will bring. The results obtained can constitute a contribution to the planners of the curriculum design, teachers and supervisors in search of improving the teaching-learning process in the Peruvian context.

1.5 Limitations of the Research

Bernal (2010) suggested to take into account some of the aspects that may contextualize the research environment in terms of time limitations, space or geographic limitations and resources limitations.

Time limitations

This research was run during the months of September 2016 until September 2017. During this period the research proposal and the building of the research instruments took place as well as the application and the data processing.

Space limitations

This aspect has to do with the geographic situation of Maria Reina Marianistas School in the District of San Isidro, Province of Lima and Region Lima.

Resource's limitations

The running of the research work was financed by the author of the thesis from the beginning to the end.

Chapter II. Theoretical Framework

2.1 Research Background

2.1.1 International background.

Clavijo and Sanchez (2018) in their research entitled *The Reading Competence at the Literal Level through a Pedagogical Strategy supported by a Virtual Learning Object in Students of Course 302, of the Morning Shift of Rodolfo Llinás District School*, asserted that this research aimed to address reading comprehension as the fundamental process in the acquisition of knowledge within any field of knowledge and that it was framed within the Research Line Current Problems of Management, Information Technology and Educational Quality. The objective of the research study was to determine the changes in reading competence at the literal level in students of the Rodolfo Llinás school when interacting with a pedagogical strategy supported by a Virtual Learning Object (VLO). To achieve the proposed objective, it was necessary to identify the levels of performance in the Literal Level in Students of Course 302 of Rodolfo Llinás IED School, Morning Shift, and propose the creation of a pedagogical strategy that would strengthen the reading competence at the aforementioned level. The methodological approach of the research was qualitative and the design is directed towards Action Research, taking as a starting point the following phases: observation and diagnosis of the problem, planning and design of a pedagogical strategy from a Virtual Learning Object, execution and evaluation in the strengthening of the reading competence at the literal level, application of the proposed activities and analysis of results, reflected in the progress presented by the students. the pedagogical strategy supported by an VLO was implemented taking into account the three reading moments: this is the before, during and after, proposed by the pedagogue Williams (1991). The information was analyzed from the triangulation of instruments such as: field diaries, diagnostic tests, the Pedagogical Strategy and, finally, the implementation of the

VLO. The results showed that the pedagogical strategy facilitated the processes that allowed visualizing the development of the Literal Level and showed changes in the development of reading competence at that level, applying the three stated reading moments, which were significant for learning due to the articulation of previous knowledge with new knowledge. It was also possible to show that the VLO was an adequate tool to guide the teaching-learning processes.

Torres (2019) in her thesis entitled *Strengthening of reading comprehension in boys and girls of the transition grade from 5 to 6 years in the Aesop Kindergarten, through the implementation of a Virtual Learning Object (VLO)*, asserted that in this research, the influence of a VLO was analyzed as a didactic strategy for the development of reading comprehension in transitional boys and girls, thus managing to conclude that there is a percentage of increase in reading comprehension in the three categories of analysis with the intervention of the VLO. The previous statement is based on the analysis of each of the theoretical sub-categories (inferential, literal and critical comprehension) that comprise reading comprehension, taking into account that: the initial inferential comprehension level was 64% and went to 92% in the group without VLO intervention, and 100% in the group with VLO intervention, in this item it is necessary to highlight that if there was a significant improvement of 8% in the children who underwent the intervention with the virtual program “I learn to Read” at all three levels, compared to the children who worked in the traditional way. On the other hand, literal comprehension went from 79% of correct answers to 96% in the group without VLO intervention and to 98% in the group with VLO intervention, with only a 2% difference between the two groups studied. Finally, when analyzing critical understanding, it was possible to verify that there was significant progress, taking into account that it went from an initial 42% to 78% in the group without VLO intervention and to 90% in the group with VLO intervention, Thus, a significant

difference is evidenced in the group with the implementation of the VLO, compared to the group with the traditional method. Consequently, it was possible to determine that critical comprehension was the one that was most positively affected when using VLO as didactic reinforcement in the teaching of reading, followed by inferential comprehension and the one that was least affected was literal comprehension. Then, the influence of the VLO favors the stimulation of the sensory process, through the characteristics of the images, colors, themes, activities and games typical of virtual objects since it allows interaction with the content and the student. The VLO, contributes as an innovative learning process, to the extent that the programmatic contents benefit. From the development of the research, it is suggested to make use of virtual elements, to put students at the level with the competences, abilities and skills of the education of the future and its globalized influence in the different sectors. As expressed by the National Ministry of Education, technological resources and digital tools, which are part of the policies and means that contribute to didactic support in the different areas of training and strengthening of educational projects, typical of each institution. Once the research has been carried out, it can be affirmed that the VLO generate in the student's motivation, taste and therefore skills that can be used by teachers to potentiate the teaching-learning processes in the classroom. The Virtual Learning Object is an effective digital element for the process of acquiring competences at the communicative level, which allows to recognize the elements present that the computer contains, such as images, color, sound and games, among other tools that can be used at times that are necessary, until the student acquires the competences that facilitate the approach of topics to learn to read in a simple and practical way. On the other hand, it is not only important to teach virtual tools to students, but it is also necessary to train teachers, so that they learn to handle VLO. It is evident that constructivism contributes significantly from the guidance of the counselor, this process being a scaffolding in the

students through the intervention of the virtual learning object. The VLO, in the zone of proximal development, generates in the child the ability to solve their own problems with the help of an adult, this is how students improve their autonomy skills.

Angulo, Angulo, Cortes and Sotelo (2019) in their thesis *Reading comprehension in third grade students at La Humildad Mixed Rural School, Municipality of Barbacoas - Department of Nariño* (Master's thesis). University of Santo Tomás Open and Distance. San Juan de Pasto, Colombia., pointed out that to manage a good reading comprehension, learning strategies were designed in order to raise the low level of reading that students have, so through the investigation the three reading levels were recognized: literal, inferential and critical. On the other hand, strategies were identified for the teaching of reading comprehension in the third grade, which are a set of actions that teachers use to promote student learning. The rural teacher from practice has the possibility of transforming the student into a responsible, critical, competitive person and can continue training and learning. Different kinds of reading strategies were also rescued that will be of great help to teachers for learning reading comprehension to third grade students. In the development of reading activities, the teacher can use the game as a creative technique, carry out group and individual activities, look for different kinds of texts. It was possible to identify in which of the three levels of understanding the third grade students are weakest, in order to take the necessary improvement measures. On the other hand, reading is an interactive and communicative process between the reader and the text, through which all people access the knowledge of science and other disciplines. That through reading students understand and acquire skills and abilities. Reading is not only practiced in school but also in the family, in the same way, through reading comprehension, students lose their fear, are more dynamic and active. This research suggests tools to the teacher, so that they update and put into practice the pedagogical strategies that help third grade students

overcome the difficulties they have in reading. On the other hand, the traditional method must be changed by new more current pedagogical concepts, which allow better directing the reading comprehension process. The results made it possible to systematically describe the processes of reading comprehension, workshops and interviews were also carried out to account for the reading levels that students have. In the same way, this allowed formulating and implementing a series of strategies for teachers to take ownership of them, thus allowing progress in the development of communication skills in third grade students. It is important that the institution has text brochures, booklets that serve as a means of consulting teachers on what strategies to use to improve the level of reading comprehension. It is a contribution that the research group leaves for the strengthening of the teaching process of third grade children. This will allow guiding, orienting not only the teacher on how to approach the planning and development of a class, but also that the students will become more aware of their own learning process. The systematization of strategies provides the teacher with updated tools or activities to access knowledge and at the same time is a challenge for education professionals to continue developing and designing new ways of teaching reading in the classroom.

Salas (2012) in her thesis *The development of reading comprehension in students of the third semester of the upper secondary level of the Autonomous University of Nuevo León.*, asserted that the analysis of the theoretical foundations, as well as the methodological results obtained throughout the work, are data that support the questions and research objectives that aim to promote the development of reading comprehension in students. The results of the questionnaire applied to teachers coincide with those of some standardized tests such as PISA, ENLACE and CENEVAL, by placing students at a basic level, around reading comprehension, since they respond only to simple questions and inferences and identify what a part of the text means, which gives an answer to one of the

research questions which refers to knowing the level of development of reading comprehension in which the investigated sample is found. It was also possible to deduce, from the surveys applied to teachers, that the strategies used by them, in the classroom, become insufficient to promote the development of reading comprehension in their students, since in their great Most only reinforce post-instructional strategies, by requesting the vast majority of writings in which the student expresses his or her personal opinion or by requesting concept maps in order to evaluate the students' reading comprehension, leaving aside the pre-instructional strategies. Another aspect that can be concluded is that teachers more frequently use co-instructional and post-instructional strategies, because when requesting strategies that promote the development of reading comprehension, very few pre-instructional strategies were named, since they did not mention activities that are carried out before reading, such as: browsing and examining the reading, setting the objectives of the reading, or activities that help to activate previous knowledge and its link with new knowledge, the above responds to one of research questions on the strategies used by teachers in the classroom. The achievements obtained in the students of the High School No.1, of the UANL, is another questioning also carried out in the research questions and it was possible to detect that they have the ability to identify the main ideas in a text, since this is how the results manifest it found during the application of the survey applied to teachers, as well as the survey applied to the students themselves. In addition, it was possible to deduce that the students use some pre-instructional strategies, when mentioning, during the application of the survey, that they are used to leafing through the text, reading titles and subtitles, as well as observing the images of the reading. It can also be concluded that students use instructional strategies, since they practice underlining the most relevant information, identifying main ideas, as well as using the dictionary in words of doubtful meaning. On the other hand, it can be deduced that high school students

present serious difficulties in relation to reading comprehension, one of them consists of insufficient lexical and semantic knowledge, a difficulty that must be corrected for students to perceive and decode the text in its whole. It was also found in the student population, after applying the questionnaire to teachers that there is a difficulty in summarizing texts in main ideas, this weakness must be corrected so that the student identifies the key words and central terms that help them understand the information relevant that you can include in a summary and this, in turn, turn it into a main idea. Other difficulties exposed by the same high school students during the application of the diagnostic questionnaire number one were, on the one hand, not knowing a wide vocabulary, and on the other, not identifying the meanings of the words. These difficulties are related to those mentioned by the teachers, which, as has already been mentioned, it is necessary that the student has to decode the text and give it a contextual meaning. As part of the difficulties mentioned by high school students, it is also concluded that they have little textual knowledge, as well as not knowing how to identify textual typologies. Difficulties that can be overcome through the pre-instructional strategy of “prior knowledge”, because during the 1st year. and 2nd. Semester contents related to different types of texts, as well as their characteristics, were studied. By means of the questionnaire applied to the same students, it can also be detected that they have serious difficulties in identifying the facts of the opinions, a difficulty that must be reinforced by the teachers in order that they can better link the new knowledge with those already acquired. The lack of coordination of words and the identification of the structure of sentences were other difficulties encountered during the application of the survey to high school students, these difficulties can be worked, from the prior knowledge strategy, to through which already revised knowledge is activated, such as: grammatical issues, types of sentences and the different forms of structuring in the sentence. After a comparative analysis of the exercises applied to the student population, it was possible to

detect some favorable findings such as those presented below. In the diagnostic exercise number two, (reading *Ulises*), more than 50% of the investigated students know how to identify the main idea of the text, while in the evaluative process a significant improvement was perceived when 93% of the sample identified, the main idea of the exercise applied in the last stage. Recognizing the intention of the author in the texts was another of the achievements detected in the students, when more than half of the population answered this question correctly, while during the teaching of the pre-instructional, coin-instructional and post-instructional strategies it increased to 88 %, to end the evaluation exercise with almost 100% of the population who answered this question correctly. Another comparative data found during the research was at the time of teaching the strategies where the students responded correctly to the inferences and connectors that were requested, since 83% of the population answered correctly, while in the evaluative phase, a considerable increase could be observed when answering correctly the student population almost in its entirety. It can also be concluded that 98% of the student population knows how to extract specific information from reading and 100% recognize the use of non-verbal language in the text, the above by expressing their ability to relate the illustration with the content of the reading, the above in the assessment exercise. In summary, to answer the research questions and taking into account the theoretical foundation, she concludes that, in the process of reading comprehension of the upper secondary level, one must work under an interactive model since it is the result of the interaction between the text and the reader, that is to say that the product of the reading is not only what is in the text, but is also the product of the strategies that are implemented and carried out by the reader on the text. Therefore, it could be said that reading must be strategic, that is, worked under deliberate actions that require direction, planning and supervision so that they can increase, facilitate and develop reading comprehension in

students. These strategies must be taught by teachers and learned by students in the three moments of reading; before, during and after it. Pre-instructional or pre-reading strategies will help students: to assume what they are going to read, for what and why, place them in contexts, recover relevant prior knowledge they have, as well as identify the most appropriate reading process for each content. Some strategies proposed before reading could be; a brainstorming which helps to generate ideas about a topic, without judging or criticizing, to inquire or obtain information about what students know. For this strategy, it is necessary to start from a central question from the teachers and the oral or written participation of the group. Another strategy is that of guiding questions, which will help teachers to visualize a topic in a global way through questions that give a specific answer, and will allow students to learn to process concepts, information and formulate knowledge. Some questions that can help are; what, how, when, where and why, which can be answered in relation to the objectives, purpose of the reading, location of the context and intention of the author, teacher and student. During reading or instructional strategies serve for students to identify and relate ideas or keywords based on the objectives pursued, for this reason it is necessary not to lose sight of the purpose and meaning of the text. This strategy will also help to control your reading comprehension process, evaluating whether or not the objectives initially determined are being achieved. For their part, the co-instructional strategies also contribute to supervise and control the comprehension process, to detect and solve obstacles through appropriate strategies of reflection, questions, consultations and rereading. Some strategies proposed during reading could be: that of literal questions, where reference is made to ideas, data and concepts that appear directly expressed in the text. This strategy is characterized by referring to important questions about ideas, details or actions where the student has to explain, show or define. Another strategy is that of exploratory questions, which refers to the meanings, implications and

interests of the reader. This strategy involves analysis, critical, reflective and creative reasoning. What does it mean..., how does it relate to..., what happens if I change..., what else is required to learn about..., what arguments convince you the most..., are some questions that can support the strategy? The concept map is another strategy that can be used during reading, it serves to identify and relate the concepts of reading linked by a line and keeping a hierarchical order, here the important thing is that the student determines the keywords and establishes a relationship between them by means of a symbology of connectors and arrows. Finally, post-instructional strategies (for after reading) help the student to recapitulate what has been read, either partially or globally, assess the content of the text, elaborate when necessary judgments, opinions, contributions or arguments, identify the new knowledge contributed by reading. It is important to prioritize writing in post-instructional strategies, since it allows connecting ideas, elaborating and constructing those read from a personal point of view. Some proposed strategies after reading could be: writing summaries where the most important ideas are selected, eliminating little relevant information or secondary ideas, looking for the meanings of unknown words or terms and writing a final report connecting the main ideas. Another strategy is the synthesis, very similar to the summary, however, the report written in this strategy is based on the personal interpretation of the student, that is, paraphrased, structured and enriched. Paraphrasing is another post-instructional technique in which the student reformulates what she has read or heard in her own words, this in order to have a deeper understanding of the content of the text. Also, cognitive maps are strategies that can be implemented after reading, since they make it possible to represent a series of ideas, concepts and themes with meaning and their relationships, framing these in a scheme or diagram. In addition, cognitive maps are characterized by organizing the content of the text, focusing learning on specific activities, constructing more precise meanings and differentiating, comparing, classifying,

categorizing, sequencing, grouping and organizing a series of knowledge. Finally, I propose to teach students to work on the reading comprehension process based on current teaching-learning strategies selected in advance to develop high-level in-depth competencies and not only request reading activities that serve as evaluation of the final process of understanding. The results previously used and presented in this study show that the use of pre-instructional, co-instructional and post-instructional strategies promote and increase the process of reading comprehension in third semester students of High School No. 1, Autonomous University of Nuevo Leon.

2.1.2 National background.

Santillana (2017) stated that one of the problems that most Peruvian primary teachers concern is reading comprehension. The author said that she often wondered how to teach students to understand what they read, because it was one of the biggest difficulties that an elementary school student has when starting the reading process. In her thesis entitled Learning Strategies and Reading comprehension on 6th grade students of San Juan de Miraflores School, 2015, she made the research question: What is the relationship between learning strategies and their links in the levels of reading comprehension on students in the sixth grade of Primary Education of San Juan de Miraflores School, Ugel 01? The research was basically descriptive and correlational and lasted an academic year. The participant of her study were 201 students of San Juan de Miraflores School in the district of San Juan de Miraflores. The instrument used was a survey technique applied with a questionnaire for the variable learning strategy and a checklist for the reading comprehension variable. The author concluded that she found that there was a positive relationship and a moderate correlation between learning strategies and reading comprehension. Finally, one of her recommendation was that the Ministry of Education conduct workshops to train primary teachers on strategies

management learning, mainly about after reading strategies to achieve the desired levels in reading comprehension.

Calderón, Chuquillanqui and Valencia (2013) in their study entitled *Strategies for understanding of texts and the levels of reading comprehension in students of the 4th grade of primary level at N ° 0058 School, UGEL 06, Lurigancho – Chosica*, presented the research question: What is the relationship that exists between strategies for the understanding of texts and the levels of reading comprehension in the 4th grade students of primary? for which the research objective was to determine the relationship between the strategies for the comprehension of texts and the levels of reading comprehension in 4th grade primary school students. The research approach was quantitative and there was a direct and significant relationship between the strategies for understanding texts and levels of comprehension reader in 4th grade primary school students. This study was a non-experimental cross-sectional design one. The participants of this study were 98 students from 0058 School, Ugel 06, Lurigancho - Chosica. Two instruments were used to measure the variables, firstly place a checklist for the variable comprehension strategies of texts and secondly a reading comprehension test. The conclusions were that there was a significant and direct relationship between the strategies for the comprehension of texts and levels of reading comprehension.

British Council (2015), talking about the local background, we consider important to mention what the British Council stated in 2015 about English in Peru, because it summarizes the history of English language in our country which is relevant to set the context of the readers in English language for this study. Peru is a multilingual country, although president Humala gave priority to the teaching and learning the English language by the year 2021, we have to take into account that in Peru there are 49 different indigenous dialects scattered between the mountains and the jungle. On the other hand,

English is taught as a foreign language (EFL) which means that it is practiced only in places where English is taught, not outside the classrooms. The British Council concluded English language teaching was not at all compulsory in all levels. We can add that many Peruvian public schools teach English once a week and only in secondary level. Under this scenario, English teachers must be doubly creative to encourage students to be good English readers. Teachers must also teach good reading strategies to improve the reading process.

Quincho (2019) in her thesis *Levels of reading comprehension in fourth grade students in a school in Callao*, arrived at the following conclusions:

First: Reading comprehension levels were determined in fourth grade students of an educational institution in the Callao district based on the ACL-4 test, establishing that the students in the sample predominantly achieved a reading comprehension located at the level moderately low (27.8%), which determines that children in the fourth grade of primary school have difficulties understanding what they read.

Second: Literal compression levels were identified in fourth grade students of an educational institution in the Callao district based on the ACL-4 test, determining the predominance of the moderately low level (38.9%) in the sample in This study shows that the majority of students, even when the text presents the essential information explicitly, cannot understand it.

Third: Reorganization levels were identified in fourth grade students of an educational institution in the Callao district based on the ACL-4 test, establishing the predominance of the low level (35.6%) in the study sample, which means that the student presents difficulties to relate concepts, does not deduce the criteria used for the classification; You do not have a clear idea that encompasses the message of the text and you do not yet usually analyze the text in a meaningful way.

Fourth: Inferential Comprehension levels were identified in fourth grade students of an educational institution in the Callao district based on the ACL-4 test, finding that the majority are located at a moderately low level with 31.1% , which implies that the student cannot infer the meaning of unknown words, determine causes and effects, and it is difficult for them to recompose texts and foresee actions based on what they have read.

Fifth: Critical comprehension levels were identified in fourth grade primary school students from an educational institution in the Callao district based on the ACL-4 test, determining that the majority are located at a moderately low level (40.0 %). This indicates that students still do not form their own judgments, do not generate interpretations of the reading and do not identify with the fluency and writing of the author.

Diaz (2020) in her thesis *Reading strategies and reading comprehension in fourth grade students of the Educational Institution N ° 20478, Barranca-2019.*, pointed out that reading strategy significantly improves reading comprehension in children in the fourth grade of primary education of the Educational Institution N ° 20478, of the city of Barranca - 2019, because the results in the study sample when applying the pretest and posttest There is a difference from the minimum score that increases from 8 to 10 points, the maximum score in both cases reaches the maximum score, and the average increases significantly from 14.69 to 17.31 at a confidence level of 95%. The reading strategy significantly improves literal comprehension in children of the fourth grade of primary education of the Educational Institution N ° 20478, of the city of Barranca - 2019, this is verified in the results of the study sample when applying the pretest and the posttest in which the mean literal comprehension is found to increase significantly from 14.07 to 16.76 at a 95% confidence level. The reading strategy significantly improves inferential comprehension in children of the fourth grade of primary education of the Educational Institution N ° 20478, of the city of Barranca - 2019, this is verified in the results of the

study sample when applying the pretest and the post-test in which the mean of inferential understanding increases significantly from 14.19 to 16.76 at a 95% confidence level. The reading strategy significantly improves criterial comprehension in children of the fourth grade of primary education of the Educational Institution N ° 20478, of the city of Barranca - 2019, this is verified in the results of the study sample when applying the pretest and the posttest in which the average of the criterial understanding increases significantly from 14.29 to 16.95 at a confidence level of 95%. The main reading comprehension strategies applied to students in the fourth grade of primary education are: Before reading: the student must be motivated, must find meaning in what he is going to read, prior knowledge must be explored and predictions must be established about the text. During the reading: the students themselves are the ones who select marks and indices, formulate hypotheses, those who verify them and construct interpretations, that is, the autonomous work of the student should be encouraged; and after reading: They contrast their hypotheses, identification of the main idea, elaboration of the summary, formulation and answer of questions.

2.2 Theoretical Bases

2.2.1 Teaching reading strategies.

2.2.1.1 Conceptualization of teaching reading strategies.

Anderson, Hiebert, Scott, & Wilkinson (1985) stated that:

When reading, we link new information in a text to what we already know—that is, our background knowledge. Building or increasing our background knowledge about a topic enhances our understanding of a text written on that topic. More importantly, however, we must find ways to activate our current background knowledge and relate it to what we're reading. While a great deal of research done in the 1970s and 1980s established a link

between background knowledge and comprehension recent research focuses on methods to encourage readers to apply their background knowledge appropriately so they can make the necessary inferences and elaborations for sophisticated comprehension to take place (p.187).

We agree with what Anderson, et al. (1985) stated and we could add that it is a great responsibility for teachers to make the students discover many reading comprehension strategies in order to let them realize about the way they can consciously profit from some of the reading strategies.

Definition of Teaching.

Here we have some definitions of the term “teaching” collected by Kumar (2012) who said that “teaching is a set of events, outside the learners which are designed to support internal process of learning” (p.30). Morrison (1934) stated that “teaching is an intimate contact between a more mature personality and a less mature one which is designed to further the education of the latter (p.23)”. Amidon and Rosenshine (1968) said that “teaching is defined as an interactive process primarily involving classroom talk, which takes place between teacher and pupil and occurs during certain definable activities (p.18).”

Smith (1963) stated that:

Teaching is a system of actions involving an agent, an end in view, and a situation including two sets of factors those over which the agent has no control (class size, size of classroom, physical characteristics of pupils, etc.) and those that he can modify (ways of asking questions about instruction and ways of structuring information or ideas gleaned.) (p.88).

As we have already defined “teaching”, and we believe that before giving the definition of “reading”, we must have to take into account the motivation that the students

need to be good readers. Motivation inside the classroom is important, but the motivation students have out of school is more important, even though this is not up to teachers' control.

Definition of Reading.

It is one of the most relevant cognitive processes that involves concentration for the decoding of the linguistic signs of a given text. Esther (2010), pointed out that the action of reading in a comprehensive and understandable way involves a process of reasoning, reflective and critical attitude. As well as the use of schemes, models or theories to account for the total content of the text read. This researcher is precise when explaining that the starting point is the information provided by the written message and the prior knowledge that the reader contributes during the act of reading. Defior's contribution (1998) is relevant because she specifically stated that reading is not subject only to the action of decoding, but rather it means reaching to understand the written message of a certain text. The reading activity consists of identifying the phrases and various words that make up a paragraph, entering the meaning of the text and transcending it from their previous information. The importance of having a varied, interconnected vocabulary applied to specific situations is one of the characteristics of skilled readers and constitutes an influential factor in improving reading comprehension.

Pinzás (2012) specified the concept of reading as a “constructive, interactive, strategic and meta-cognitive process” (p.14). It should be noted that, for the construction of meanings, the interaction with the text and the achievement of an essential reading so that it can be read without any problem, the reader dominates the basic processes such as reading decoding. In this sense, attention is directed to higher-order processes of understanding. The reader who understands what he reads well is usually an avid reader with an excellent level of prior information, with an enviable working memory, faster

decoding speed, correct conceptualization, correct inferential reasoning and meta-cognitive skills to control his reading, and attentive to failures in understanding and to use elementary resources to eliminate them. The act of reading is limited to the domain of what is narrated by the reader, his experiences are recorded in the sequence of oral narration.

Definition of Strategy.

The concept of strategy is not new. Based on what the Greek generals led their armies both in the conquests and in the defense of the cities, teachers can also plan and act by putting into practice some pre-planned actions in the process of teaching and learning.

Wells (1990) stated that “readers develop the use of strategies and skills by reading and writing and being given the support they need to grow in these processes” (p.66).

Solé (2000) made a difference between procedure and strategy. The first one alludes to a chain of actions necessary to achieve a goal. The strategy, on the other hand, is independent of a particular field and does not prescribe the entire course of the action. It implies not only the existence, but also the awareness of an objective. Here Solé (2000) considered that, at the beginning, supervision and evaluation are necessary to guide the readers.

On the other hand, Carr, Aldinger, Patberg (2004) gave this definition about comprehension strategies: “They are protocols or procedures teachers can teach students that will lead them to use the cognitive processes that are critical to comprehension and application of learning” (p.76).

Our position about this point is that comprehension strategies are tools that students can use to understand better a text. They are conscious plans sets of steps that good readers use to make sense of text.

2.2.1.2 Theories of reading.

Traditional theory.

It was a traditional or behaviorist view of reading that took place in the 1950s, which demanded that learning was based on “habit formation, brought about by the repeated association of a stimulus with a response” and language learning was characterized as a “response system that humans acquire through automatic conditioning processes,” where “some patterns of language are reinforced (rewarded) and others are not,” and “only those patterns reinforced by the community of language users will persist” (Omaggio 1993, as quoted by Pardede, 2008)). This model is characterized by performing an ascending decoding process, that is, “it is based on the assumption that the different levels of processing maintain a unidirectional dependence from the bottom up, in such a way that the final products of each level of processing are a prerequisite indispensable for execution at the next level in the hierarchy”. Stanovich (1980) explains thanks to the fact that the reader before a text, processes its components starting with the letters, the words, the phrases, in an ascending process that leads to the total understanding of the text, the followers of this processing model, they explain that when the full text is decoded, all the elements are sufficient for its understanding.

In this sense, Guthrie (2003) states that this processing occurs from the visual recognition of letters and words, to the semantic analysis of the complete text without the need for the inverse relationship to be carried out. These models emphasize the coding functions of the information, which are essential to continue with the following processes that culminate in understanding the discourse.

Finally, it is possible to consider that this model provides a unidirectional, sequential and hierarchical vision that aims to drive understanding through text coding.

Cognitive View.

A new paradigm shift took place in the 1960s when the cognitive theory emerged as a consequence of questioning the behaviorist view of language acquisition. This process is developed in a descending way, giving greater importance to previous knowledge, thus, as the reader projects their previous knowledge about reading, establishing anticipations about the content and trying to verify them. The more information you have about a text, the less you have to look at it to be able to interpret it.

In the words of Santalla (2000) this processing is developed from top to bottom, with the reader, with all his cultural and cognitive knowledge, being the most relevant element. In this way, the previous models postulate that when individuals interpret the meaning of discourse, they use their syntactic and semantic knowledge as keys in anticipation, rather than graphic details. With this, Goodman and Burke (as quoted in Santalla, 2000), discourse comprehension implies the performance of various strategies such as: predictive that result in the formulation of a series of hypotheses about what is being read and heard; the confirmatory ones that “inform the individual about the greater or lesser adequacy of the hypotheses raised”, and finally the integrative ones that “allow the person to construct the meaning of the discourse and incorporate it into their schemes”. Therefore, this processing implies a greater understanding of the text, since it integrates the reader's knowledge in order to construct an interpretation and attribute meaning to the text.

Schema Theory.

A schema is an abstract structure of knowledge. A Schema is the presentation of the main and sub ideas of a lesson structured in a logical way. This logical structuring of the matter under study allows the entire content to be grasped at a single glance. It is important to know that understanding is a mental process, because all organic functions are regulated by the brain and there is a permanent flow of information between the organs and the

brain, when trying to solve a problem the mental part intervenes actively, indicating to us that understanding is not a passive process (Bransford and Johnson, 1972). However, understanding being a very complex mental process is based on at least five basic aspects: observe, interpret, retain, organize and assess, each of which involves the development of different skills, and that at a given moment they can occur in a non-orderly or systematic way.

It means then that, to understand, you need “a data structure to represent generic concepts stored in memory” (Rumelhart, 1984, p. 163), called schemas. This is to explain how people’s prior knowledge affects understanding. This is because “The cognitive approach has insisted on how individuals represent the world in which they live and how they receive information, acting in accordance with it. Subjects are considered to be producers or processors of information.” Johnson, L. (1980).

The metacognitive view.

This processing model integrates the previous processes, on the one hand, the unidirectionality of the ascending process, and on the other, the integration of the previous knowledge that the reader possesses. It starts from the idea that decoding is necessary to read and also the necessary strategies to actively process the text. Stanovich (1980) postulates that the text has a meaning and the reader looks for it by two means: The first related to visual cues and the second through the activation of mental procedures that allow giving it a meaning.

Consequently “through a bottom-up process, information spreads to higher levels. But simultaneously, given that the text also generates expectations at a semantic level, of its global meaning, these expectations guide the reading and seek its verification in lexical level indicators, through a descending process”. In the words of Catalá (2001), the reader uses the knowledge they have about the world and in turn their knowledge of the text in

order to construct a meaning of what they read, in order to enrich their previous knowledge.

In short, it is possible to observe the importance that both models contribute (bottom up and top down), in order to enrich the interpretation of the texts and their understanding, from both the explicitness of the text, and the knowledge provided by the reader.

2.2.1.3 Reading strategies.

This section presents the strategies selected to have a proper understanding in another language. The following authors are taken as reference: William Grabe (2008) and Françoise Grellet (1999). Likewise, the following criteria were taken into account:

- Suitability for the stage of development of the group: Students enter the stage of adolescence and their physical, emotional, social and cognitive development is taken into account.
- Application time: Each class had a duration of 50 minutes.
- Strengths of the students: Their active participation.
- Vocabulary previously acquired by study subjects
- School conditions: the number of students and their lack of discipline in class.

Next, the strategies that were applied during the development of this research are established.

Skimming.

This is used to have a global idea of the text, emphasizing the nouns and verbs; is what is called glance reading, reading quickly the labels, important characters and prominent characters (Grellet,1999). The objective is to anticipate and / or predict the content of the text from images and titles, for this, questions such as: from the title and the

pictures and the questions to answer, what will the story be about? And what will its end be? Taking this to a brainstorming session, so as questions are answered, it is understood.

Anticipation.

When reading there are textual and contextual elements that activate knowledge schemes and characteristics of their environment can be automatically anticipated (Grellet,1999). Although the prediction does not imply accuracy in what is presumed, as questions are answered, it is understood. This exercise involves anticipating or predicting content from images and linguistic components: titles, underlines, punctuation marks, key words or phrases, among others.

Contextualization.

Give information about historical, biographical and cultural events. When you read a text, it is through your own experience (SUA,2017). Contextualization is key to understand a text in its real dimension in terms of values and attitudes that may contain the reading text.

Question formulation.

Question to understand and remember. When asking questions about content, consider their design to help students understand and respond to a reading more fully. Therefore, the questions must be relevant and appropriately worded (Grellet,1999). The questions should be expressed on their own words according to the communicative needs of the readers.

Scanning.

It consists of quickly locating the particular idea in the text, this being an attentive or detailed reading in order to obtain the specific information requested. The objective is that while reading, the answers to the questions posed are inferred, unknown words are

identified and underlined and finally that a connection of the text is made with the knowledge already acquired (Grellet,1999).

Confirm or correct predictions.

It consists of overcoming gaps that for various reasons appear in the process of understanding construction because the definition of a word is unknown, when the reader imagines what could happen after an event, in this case the reader is predicting to infer the meaning of it. It also implies deducing or discovering content that is not directly exposed in the text, from the clues that it provides (Regalado,2009). In reading, predictions are born from the questions that the reader asks about the text read, to anticipate what will happen. Checking that these predictions are correct supports your understanding of the text. When two or three sentences are read, we can already point out some things that will happen.

Guessing meaning from context.

Refers to the ability to infer the meaning of an expression using contextual clues. This is figuring out what it means (or having a good idea at least) of the words around it and the subject of the paragraph (Rhalmi,2013). Deducing the meaning of a word from its context is a methodological strategy whose purpose is to discover or infer the meaning of that word, from the information that appears in the text. It favors the understanding of what is read or heard, without having to go to the dictionary or other source of information. Context is the knowledge of the world necessary to understand the messages of our interlocutors. Every statement is always situated in a specific context; it is not possible to say anything outside of it.

2.2.2 Development of reading comprehension capacity.

2.2.2.1 Levels of reading comprehension.

2.2.2.1.1 Literal level.

According to Vásquez (as quoted by Fabian, 2017) the reader distinguishes what a reading expresses when knowing how to find the main idea and the sequences of action. This level includes the determination of the topic and the location of the key expressions. It means that at this level the student focusses on explicitly ideas and information placed in the text; so the reader understands without analyzing the reading or re reading it because the student has a relatively low level.

Grass and Fonseca (as quoted by Fabian,2017) who stated that the literal level is given when the reader determines what is expressed in the text. It answers the question: What does the text say?

We can summarize that in the literal comprehension, the paragraphs of the reading are described, the main and secondary characters are identified, the plot of the work, and the formulation of the items are also tacitly revealed.

2.2.2.1.2 Inferential level.

For Vásquez (as quoted by Fabian,2017) this level is characterized when the person is able to explain, analyze, comment or extend the content of a reading to contexts of a daily life. The reader is able to locate, classify, relate and predict what will happen. Assumptions are made about the content based on the features granted by the reading text. Fundamentally when the student makes inference it means that he or she is simultaneously using the ideas and information of the text, making intuitions of what is going to happen, proposing hypothesis in the reading.

We can add that in this level it is also important the level of the students' language knowledge to understand the functioning of linguistic phenomena. Grammar,

semantic, syntaxes, and others linguistic competences come into play here. For this reason, when we are talking about English reading comprehension inferential level teachers need to take into account the prior language knowledge students have.

2.2.2.1.3 Critical level.

At this level, the student establishes relationships with the parts of the text read; it is here where he makes the conclusions and reviews the importance of what he has read, in addition at the critical level the student learns to predict the results, deduce the teaching and text messages, propose titles, makes summaries, among others.

This level is reached when the previous ones have already been learnt and the reader is able to reorder, establish the concepts within the context of a reading to get the main messages according to the reality being analyzed (Fabian, 2017).

When the reader has reached this level, it means that he / she is able to make judgments, analysis, synthesis and reflections of the text read as well as to give opinions provided with a complete analysis of the text read.

2.2.2.2 Reading comprehension stages and strategies.

Solé (2000) divided reading comprehension into three stages, namely: Pre- reading, during reading and after reading.

Pre-reading stage.

To start a reading the student must be motivated, he/she must find a sense of what he is going to do, Solé (2011) insisted on the idea that reading should be a pleasant activity and it is necessary to make the difference between reading just for fun and reading because you have to. For that reason, it is necessary to know what pre-reading activities is.

If we have considered that reading is an interactive process between the reader's prior knowledge and the information offered by the text, reading activities intend to

intervene in the activation and construction of the reader's prior knowledge to facilitate access to the reader. In this way, what a skilled reader usually does when confronting a text for the first time becomes a didactic activity. In addition, students are trained in the use of certain reading skills and strategies that will allow them to formulate hypotheses about what they are going to read.

Prediction is one of the most important activities that teachers of English use when starting a reading lesson. According to Godman (as quoted by Pardede, 2008), prediction is important because “the brain is always anticipating and predicting as it seeks order and significance in sensory inputs” (p.122). Activities that allow us to train our students to make predictions about what they are going to read, in more depth, taking into account only fragments of paragraphs or sentences of the text, and in this way guess the type of sentence or paragraph that you can follow below. This type of activity can be done both as a pre-reading and during reading. This activity takes place when a text is presented in which the structure is clearly seen. Students are asked to read the beginning of each paragraph in order to predict what the text is about and how the information appears arranged.

When *previewing* use activities that allow obtaining information about what is going to be read, taking into account the clues offered by the text from the title, front, back cover, index, illustrations, prologue, etc. Several titles of books or articles can be offered on a sheet so that, once read, the student notes the genre of the text as well as its possible content. The actual themes are presented below and are intended to be associated with their possible titles. They are then checked to see if they match your suggestions. The next step could be to ask questions in which a situation is presented to them and they must choose a title and justify their choice and thus follow the necessary steps to reach the objective of the activity by previewing.

Semantic mapping or a semantic map is the visual representation of a word or idea, surrounded by similar words. Semantic maps are information organization and hierarchical strategies that arise together with a great concern to raise the levels of reading comprehension through the increase of vocabulary. The immediate antecedent of these strategies are concept maps, a resource created by Novak to promote learning. This author supports his theory on Ausubel's concept of meaningful learning, for whom the individual builds learning when he manages to link old knowledge and concepts with new knowledge and concepts and, from there, generates new concepts. This resource is not exclusive to the explanatory text, but in it it acquires fundamental importance if we remember that one of its fundamental objectives is to make the listener or reader understand and learn about a certain topic (Carrel, Pharis, and Liberto, 1989).

Pre-reading strategies.

The followings are some pre-reading activities that are thus incorporated into the set of enabling activities of a global task, such as getting to read a text with certain communicative purposes. When it comes to starting a reading, the child has to be enthusiastic, he has to give meaning to the activity to be carried out, Solé (2000) presents the following position:

Reading has to be a pleasant and planned task. It does not have to be considered as a competitive activity (who reads better or who understands better) the act of reading must be constituted as a significant and varied activity in its form as well as in its substance, that is to say. Individual, collective, in silence, out loud, stories, stories, news, arts, sciences, etc. It is "difficult for someone who does not find pleasure in reading to know how to transmit it to others." (Solé, 2000, p. 78).

He then presents his point of view regarding the motivation that is intimately linked with the objectives of reading itself, children do not have to read to read, rather the child

has to feel the need to read, to find out or for some reason you have to feel that this is an interesting task. It is about reading for pleasure or perhaps to find out about a situation that interests you or of another nature. Likewise, he refers that the objectives of reading must be continually expanded and prioritizing silent reading, respecting, of course, the activities that are addressed with a goal of reading aloud. For Sole (2000), silent reading is the most appropriate for children to develop from an early age, thereby empowering their reading skills and giving their own meaning to the text.

Background knowledge.

Teachers have to find out about what their students know about the reading that is being presented to them and consider as an important aspect that such prior knowledge will vary from student to student, so that they will have to find the most appropriate strategies to help children to connect the new knowledge with the old, which will be seen at the end when the objectives of the classes are achieved or not.

It means then that the children are oriented according to the theme of the proposed text so that they can relate it in a natural way with their experiences and activate them. For example, they can be asked at the beginning if they know anything about the specific topic of the reading, which they generate their own hypotheses and expectations. In this way, the previous knowledge is activated and it will have better success if the teacher presents some representations of the theme of the reading as inviting them to imagine according to their particular experiences of each child; also directing attention to indicators of the central content important that the students themselves verbalize the knowledge and experiences related to the text to be read.

The establishment of predictions is a process that occurs during the entire reading, they are substantial to the fact. To read comprehensively. Here it will be discussed that they are carried out before reading and that they refer to the aspects of content and

structure that We saw before: What can I expect from the content and progress of the text depending on the superstructure to which it belongs? · What allow me to venture titles, subtitles, illustrations, etc.?

Solé (2000) implies that risks are taken and that it is clear that one intends to be wrong, that. “The possibility of being wrong is part of the same learning. Checking if what the children have ventured is taking place gives significance” to the act of reading. There are texts that by their very structure facilitate this strategy, for example and for obvious reasons, the news.

During reading stage.

This stage occurs when the student is reading the text and any strategies throughout the reading are shared reading tasks; It is not enough to be very important that students attend the dramatization of their own reading process by the teacher. “It is also necessary that the students themselves select brands and indexes, who formulate hypotheses, who verify them, who build interpretations” (Sole, as quoted by Fabian, 2017).

The teacher must encourage the students to be autonomous readers. Students must be able to formulate the assumptions of each reading, in addition to organizing the reading hierarchically.

During reading strategies.

Activities during reading allow us to draw inferences, review and check our own comprehension while reading and make appropriate decisions in the event of errors or misunderstandings. The strategies responsible for reading comprehension are:

Formulate hypotheses and make predictions and inferences about the text.

Predictions consist of establishing reasonable and adjusted hypotheses about what is going to be found in the text, based on the interpretation that is being built of the text, the previous knowledge and the experience of the reader. Making inferences is the ability

to understand a certain aspect of the text starting from the meaning of the rest; This ability makes it possible to overcome gaps that for various reasons appear in the process of building understanding. The common objective of these activities will be, therefore, to develop in the student's abilities to make inferences of different kinds, ask questions about the subject, review and check their own understanding.

Activities to maintain attention.

Incompetent readers often have difficulty maintaining attention throughout the text. Here are some activities that can be done with students to develop this habit:

Assess the understanding of each sentence.

It is intended that the reader gradually becomes aware, as the reading goes, of the degree of understanding of it. At the end of each sentence, the student puts a sign (+) if she has understood, a sign (?) if she has partially understood and a sign (-) if she has not understood. In these last two cases, he can choose to reread the sentence or wait until the reading is finished and come back to it. In addition, he will underline the words or expressions that he does not understand well.

Taking notes.

When we take notes, we are actively reading and that is the main value of this activity. You should not be very demanding in terms of the quality of the annotations, as they fulfill a function for the reader.

Viewing the text.

It is about visualizing what is being read, as if we were watching a movie. In this way, attention is maintained more easily and the passage from words to mental images is facilitated. Afterwards, teenage readers will have no difficulty making a comic from the story they have read. If you work in a group, it can be very interesting to divide the class in two: while half reads the text at the same time slowly and clearly, the other half listens

with their eyes closed; Once the reading is finished, it is time for a sharing, which will be very enriching for the students because they will have discovered the value of the image to facilitate reading comprehension.

Formulate questions and self-questions about what has been read: Ask literal, interpretive, critical, evaluative questions, etc.

Why? What will happen? How...? This process of generating questions, especially those that stimulate higher levels of knowledge, leads to deeper levels of knowledge of the text and thus improves understanding and learning. The student must be autonomous in reading and learn to self-regulate in the process.

We can mention some strategies that teachers can use in this stage: setting, identifying main ideas, visualizing, identifying main and secondary characters, sequencing, making similarities and differences, answering comprehension questions, classifying, looking for cause and effect, identifying fact and opinion, using graphic organizers

Post- Reading stage.

Sole (2000) focused on this stage referring to a post-reading. She divided this stage in three strategies: identifying the main idea, making a summary and answering questions. By identifying the main idea means that the child must be able to extract the main idea of the text read, so that he / she has in mind what the reading was about. In this stage the reader has to make an oral or written summary as well as to answer the questions related to the topic read.

Post- Reading strategies.

According to Barnett (as quoted in Pardede, 2008), post-reading exercises first monitor students' comprehension and then lead them to a deeper analysis of the text. The following strategies can be used:

Making the last clarifications on the text.

Each student will have to explain what they have understood and what the text has meant for them.

- Ask questions for your classmates to answer.
- Create images of the text and have each one explains in detail how they imagine it; think about analogous situations in the text experienced by them; dramatize scenes; prepare an interview to do with a character in the text; write a letter or message putting yourself in the character's place; etc.
- Discover the intention of the text.

Making personal critical appraisal

- Discuss the values and ideologies transmitted by the text.
- Analyze the timeliness and timeliness of the content.
- Relate the content of the text with the sociocultural context of the student.
- Encourage the student to be able to ask questions about the content of the text.
- Write a personal assessment.
- Use the text as a model for later productions of the student in the different subjects.

Promoting from understanding to personal production

- Write a personal assessment.
- Use the text as a model for later productions of the student in the different subjects.

2.3 Definition of Key Terms

Setting. Merriam- Webster dictionary defines setting as *the manner, position, or direction in which something is set.* If we move it to the reading context, we can define that a setting is where and when a story or event takes place. Setting involves the geographic location, the environment, the weather and the time the story is written.

Identifying character. Merriam-Webster dictionary gives this definition for “character”: *one of the persons of a drama or novel*, so “identifying character” answers to the question “Who” of the story, who is /are involved in the reading.

Main ideas. The main idea is the central idea of a text or paragraph is the one that expresses in its essence what the author wants to convey. It is the main cause of the development of subsequent ideas and its elimination would make the rest of the text meaningless. An idea can be main because it sums up what was said or because it provokes it.

Inferential comprehension. Inferential comprehension consists of drawing conclusions and conjectures or hypotheses based on the implicit information that is available in the text, that is, inferential reading, consists of discovering information that is not explicit or that is not written in the text, since in the text not all the Ideas are explicitly written if not hidden.

Cause and effect. Cause is known as the foundation, motive, origin and beginning of something. Effect is the result, end, consequence, conclusion, of what is derived from a cause. That is, every phenomenon has something that generates it, since nothing happens out of nowhere, but what arises under the execution of the cause is what is known as an effect.

Fact and opinion. In a text you can find facts and opinions. You recognize a fact because it is something true, that can be verified. Instead, an opinion expresses what someone thinks or feels and cannot be proven.

Giving opinions. An opinion refers to the judgment of something, someone or something questionable in particular. Personal opinion, is to give a concept or judgment of something that we ourselves value, without imitating or reproducing the ideas of others.

Metacognition. Metacognition refers to the knowledge, awareness, control, and nature of learning processes. Metacognitive learning can be developed through appropriate learning experiences. Each person has metacognitive points of view in some way, sometimes unconsciously.

Chapter III. Hypothesis and Variables

3.1 Hypothesis

3.1.1 General hypothesis.

Reading comprehension strategies are significantly related to the development of reading comprehension capacity in students of Fifth Grade of Primary level at “Maria Reina Marianistas School” San Isidro, Lima, 2016.

3.1.2 Specific hypotheses.

S_{H1}. Reading comprehension strategies are significantly related to the development of literal level of reading comprehension capacity in students of Fifth Grade of Primary level at Maria Reina Marianistas School, San Isidro, Lima, 2016.

S_{H2}. Reading comprehension strategies are significantly related to the development of inferential level of reading comprehension capacity in students of Fifth Grade of Primary level at Maria Reina Marianistas School, San Isidro, Lima, 2016.

S_{H3}. Reading comprehension strategies are significantly related to the development of critical-thinking level of reading comprehension capacity in students of Fifth Grade of Primary level at Maria Reina Marianistas School, San Isidro, Lima, 2016.

3.2 Variables and Operationalization of Variables

3.2.1 Variable 1: Reading comprehension strategies.

Conceptual definition. Reading comprehension strategies are tools, mostly taught by teachers, that students can use to understand better a reading text.

Operational definition

Pre-Reading strategies

Reading strategies

Post-Reading strategies

3.2.2 Variable 2: Reading comprehension capacity.

Conceptual definition. To have acquired a good performance of each one of the levels of reading comprehension in order to read accurately and understand what the one is reading.

Operational definition

Literal Level

Inferential level

Critical-evaluative level

3.3 Operationalization of Variables

Table 1.

Operationalization of variables

| Variables | Dimensions | Indicators | Items | |
|--|--------------------------------|--|---|---------------------|
| Variable 1: Reading comprehension strategies | Pre Reading strategies | • Brainstorming ideas to familiarize with the topic to predict using a graphic organizer. | I 1 | |
| | | • Vocabulary development | II 2 | |
| | Reading strategies | • Setting | III 2 | |
| | | • Identifying main characters | IV 3 | |
| | | • Looking for cause and effect | VIII 4 | |
| | | • Sequencing | V 5 | |
| | | • Identifying main ideas | VI 6 | |
| | | • Answering comprehension questions | X 7 | |
| | | • Identifying fact and opinion | VI 8 | |
| | | IX 8 | | |
| Post reading strategies | • Determine the importance | VII 9 | | |
| | • Judgment and Giving opinions | VIII 10 X | | |
| Variable 2: Development of reading comprehension capacity | Literal Level | • Surface understanding only (main idea). | V 2 | |
| | | • The sequence of events | IV 3 | |
| | | • Characters in the story | III IX | |
| | Inferential level | • Combining pieces of information in order to make inferences about the author's intent and message. | III 1 III 3 | |
| | | • Recognizing perceived relationships that promotes understanding. | VI 4 IX 7 | |
| | | Critical- evaluative level | • Expressing opinions, draw new insights and develop fresh ideas. | VII 10 VIII X |

Note: Variables have been divided into dimensions and indicators. Source: Own Authorship.

Chapter IV. Methodology

4.1 Research Approach

Gómez (2006) points out that from a quantitative perspective, data collection is equivalent to measuring. According to the classical definition of the term, measuring means assigning numbers to objects and events according to certain rules. Many times, the concept becomes observable through empirical referents associated with it. For example, if we want to measure violence (concept) in a certain group of individuals, we should observe verbal and/or physical aggressions, such as yelling, insults, pushing, punching, etc. (the empirical referents).

4.2 Research Type

We used a non-experimental type of research. Non-experimental research is one in which the study variables are not controlled or manipulated. To develop the research, the researchers observe the phenomena to be studied in their natural environment, obtaining the data directly to analyze them later. (Kerlinger,2001).

4.3 Research Design

Hernandez, Fernandez and Baptista (2014) stated that correlation studies associate variables through a predictable pattern for a group or population. This searched to find out if there was or not any type of relationship between both variables: teaching reading strategies and the development of reading capacity.

4.4 Population and Sample

The population of this research was composed by 130 students of Fifth Grade of Primary level at Maria Reina Marianistas School, San Isidro. The sample was the same amount of students of the population because all of them were included.

4.5 Techniques and Instruments of Data Collection

4.5.1 Data collection techniques.

We used a survey as the main technique for data collection during the application of the questionnaire and the corresponding reading test. It was anonymous thus the responders answered with sincerity.

4.5.2 Data collection instrument.

This research used two instruments that are for the variable 1 “reading comprehension strategies”, and for the variable 2, “development of reading comprehension capacity”. Both of them are analyzed below:

a) *Instrument for the variable:* Reading comprehension strategies

Data sheet

Name : Questionnaire

Author : María de los Ángeles Leonor Picasso Escobar de Arévalo

Origin : San Isidro, Lima - Perú

Administration : Individual and collective

Duration : Between 10 and 15 minutes

Application : Fifth grade students at Maria Reina Marianistas School, San Isidro, Lima, 2016.

Mark : Manual qualification.

Significance : Reading comprehension strategy according to students

Type : Multiply choice questions answered in a trichotomy scale.

Usage : Educational research.

Objective

To obtain information about the style of learning according to fifth grade primary students at Maria Reina Marianistas School, San Isidro, Lima, 2016

Description:

The questionnaire consists of 10 items, each of which has three possible answers: No (1) Sometimes (2) Yes (3). The students can mark with an (X) only one alternative.

Structure:

The dimensions that evaluate the strategies of reading comprehension capacity are the following:

- a) Strategies before reading or Pre reading strategies
- b) Strategies during reading
- c) Strategies after reading

Table 2.*Dimensions Structure*

| Dimensiones | Structure of the questionnaire | | Percentage |
|---------------------------|--------------------------------|-------|------------|
| | Items | Total | |
| Pre-reading strategies | 1,2 | 2 | 20,00% |
| Strategies during reading | 3,4,5,6,7,8 | 6 | 60,00% |
| Strategies after reading | 9,10 | 2 | 20,00% |
| Total ítems | | 10 | 100.00% |

Note: Dimensions of reading teaching strategies. Source: Own authorship.

Table 3.*Levels and ranks of the Questionnaire about Reading comprehension strategies*

| Levels | Bad | Regular | Good | Very good |
|----------------------------------|---------|---------|---------|-----------|
| Pre-reading Strategies | 2 | 3 – 4 | 5 | 6 |
| Strategies during reading | 6 – 9 | 10 – 12 | 13 – 15 | 16 – 18 |
| Strategies after reading | 2 | 3 – 4 | 5 | 6 |
| Reading comprehension strategies | 10 – 15 | 16 – 20 | 21 – 25 | 26 – 30 |

Note: Reading comprehension strategies. Source: Own authorship.

b) Instrument for the variable: Development of reading comprehension capacity

Test for reading comprehension

We applied a reading comprehension test to evaluate the levels of reading comprehension. The test consists of 10 items numbered in Roman numerals with different questions and statements which answers were addressed according to the students' reading comprehension capacities.

Data sheet

Name : Reading comprehension test

Author : María de los Ángeles Leonor Picasso Escobar de Arévalo

Origin : San Isidro, Lima - Perú

Administration : Individual and collective

Duration : Between 40 and 50 minutes

Application : Fifth grade students at Maria Reina Marianistas School,
San Isidro, Lima, 2016.

Mark : Manual qualification.

Significance : To evaluate the development of reading comprehension capacity.

Type : Mixed: multiply choice, gap filling, matching, etc.,
answered on a binomial scale

Usage : Educational research

Objective:

To obtain information about the level of development of the reading comprehension capacity according to the fifth grade primary students at Maria Reina Marianistas School, San Isidro, Lima, 2016.

Description:

The evaluation of the development of reading comprehension capacity consists of 10 questions, each of which has different possibilities of response and will be scored according to specific criteria, on a vigesimal scale.

Critical level structure:

The dimensions that evaluate the development of reading comprehension capacity are the following:

- a) Literal level
- b) Inferential level
- c) Critical-Evaluative level

Table 4.

Specifications for the Test about the development of the reading comprehension capacity

| Dimensions | Structure of the test | | |
|----------------------------|-----------------------|-------|------------|
| | Ítems | Total | Percentage |
| Literal level | I, IV, V, VII | 4 | 40,00% |
| Inferential level | II,III, VI,VIII,IX | 5 | 50,00% |
| Critical- evaluative level | X | 1 | 10,00% |
| Total ítems | | 10 | 100.00% |

Note: Test about the development of reading comprehension capacity. Source: Own authorship.

Table 5.

Levels and ranks of the reading comprehension development tool

| Levels | Low | Medium | High | Very High |
|---|--------|---------|---------|-----------|
| Literal level | 0 – 7 | 8 – 10 | 11 - 13 | 14 – 16 |
| Inferential level | 0 – 8 | 9 – 11 | 12 – 13 | 15 – 17 |
| Critical - evaluative level | 0 – 3 | 4 | 5 – 6 | 7 |
| Development of Reading comprehension capacity | 0 – 10 | 11 – 13 | 14 – 17 | 18 – 20 |

Note: Reading comprehension levels. Source: Own authorship.

4.6 Statistical Treatment of Data

The processing of data was done through the application of statistical techniques, since their treatment. The statistical processing of the data is revealed as an instrument that is based on a set of methods that allowed us to show the distribution of the individuals

subject to study based on the criteria that we have determined during its analysis. In a first level of analysis, techniques of descriptive statistics have been applied, such as the calculation of absolute and relative frequencies, histograms and figures. These, besides facilitating the ordering and comparison of the data, allow us to know the parameters of the samples with which we worked. Subsequently, some procedures typical of descriptive and inferential statistics have been applied. The counts necessary for the elaboration of these calculations have been carried out with the SPSS Version 23 program.

Chapter V. Results

5.1 Validation and Reliability of Instrument

5.1.1 Validity of instruments by experts.

a. *Validity of the questionnaire on reading comprehension strategies.*

Validity of the instrument: The validation process was carried out by means of the validity of contents done by experts on research and English language teaching having as a result 89% that can be considered as sufficient to measures the variable.

Table 6.

Validity of content by expert judgment of the questionnaire Reading comprehension strategies

| N° | Experts | From | Score |
|----------------------|----------------------------------|---|-----------|
| 1 | M. Ed. Miguel ORE DE LOS SANTOS | State University of New York, USA | 92 |
| 2 | Dr. Edith ZARATE ALIAGA | National University of Education Enrique Guzman y Valle, Peru | 85 |
| 3 | Mg. Jean Pierre MENDOZA TOMAYLLA | National University of Education Enrique Guzmán y Valle, Perú | 89 |
| Average score | | | 89 |

Note: Validity of content by expert judgment of the questionnaire. Source: Own authorship.

b. *The development of the test of the reading comprehension capacity.*

Validity of instrument: The validation process was carried out by means of the validity of contents done by experts on research and English language teaching having as a result 89% that can be considered as sufficient to measures the variable.

Table 7.

Validity of content by expert judgment of the Test of the Development of reading comprehension capacity

| N° | Experts | From | Score |
|----------------------|---------------------------------|---|-----------|
| 1 | M. Ed. Miguel ORE DE LOS SANTOS | State University of New York, USA | 92 |
| 2 | Dr. Edith ZARATE ALIAGA | National University of Education Enrique Guzman y Valle, Peru | 85 |
| 3 | Mg. Jean PierroMENDOZA TOMAYLLA | National University of Education Enrique Guzmán y Valle, Perú | 89 |
| Average score | | | 89 |

Note: Validity of content by expert judgment of the reading test. Source: Own authorship.

Table 8.*Values of validity levels*

| Values | Levels of value |
|----------|-----------------|
| 91 – 100 | Excellent |
| 81 - 90 | Verygood |
| 71 - 80 | Good |
| 61 - 70 | Regular |
| 51 - 60 | Bad |

Source: Cabanillas, G. (2004). Thesis “Influencia de la enseñanza directa en el mejoramiento de la satisfacción académica de los encuestados de Ciencia de la Educación” UNSCH.

Given the validity of the instruments by expert judgment, where the Questionnaire about the reading comprehension strategies and the Test about the development of the reading comprehension capacity, obtained the value of 89% and 89% respectively, so we can deduce that both instruments have a very good validity.

5.1.2 Reliability of Instruments.

a. Reliability for the instrument of the variable reading comprehension strategies

We tested the reliability of the instruments by using the coefficient of alpha of Cronbach having the following:

$$\alpha = \frac{K}{K - 1} \left[1 - \frac{\sum S_i^2}{S_t^2} \right]$$

Where:

K = Number of questions

S_i^2 = Variance of each question

S_t^2 = Total Variance

From the observation of the values obtained we have:

Table 9.

Level of reliability of the surveys, according to the method of internal consistency

| Survey | N° items | N° of Cases | Cronbach Alpha |
|----------------------------------|----------|-------------|----------------|
| Reading comprehension strategies | 10 | 10 | 0,813 |

Note: Reliability of surveys. Source: Own authorship.

b. Reliability for the instrument of development of reading comprehension capacity

We used the Kuder Richrdson-20 coefficient based on the pilot application in 10 students of the instrument to determine the reliability of the reading test getting the following results:

Kuder Richarson-20

$$r_{20} = \left(\frac{K}{K-1} \right) \left(\frac{\sigma^2 - \sum pq}{\sigma^2} \right)$$

Where:

K = Number of instrument items

p = Percentage of people who correctly respond to each item

q = Percentage of people who respond incorrectly to each item

σ^2 = Total variance of the instrument.

Table 10.

Reliability level of evaluations

| Questionnaire | N° items | N° of Cases | Kuder Richarson 20 |
|---|----------|-------------|--------------------|
| Development of the Reading comprehension capacity | 20 | 10 | 0.790 |

Note: Reliability level of evaluations. Source: Own authorship.

The values found after the application of the instruments to the pilot groups at the level of the two variables to determine the level of reliability can be understood from the following table:

Table 11.

Values of reliability levels

| Values | Level of reliability |
|---------------|-----------------------------|
| 0,53 less | Not reliable |
| 0,54 to 0,35 | Low reliability |
| 0,60 to 0,65 | Moderate reliability |
| 0,66 to 0,71 | Strong reliability |
| 0,72 to 0,99 | High reliability |
| 1,0 | Perfect reliability |

Source: Hernández, R. et al. (2014). Metodología de la investigación científica.

Given that the value of 0.813 and 0.790 was obtained in the pilot test of the Reading Comprehension Strategies Questionnaire and the Test about the development of reading comprehension capacity, we can deduce that this instrument has excellent reliability.

5.2 Presentation and Analysis of Results

After applying the instruments to the sample object of this research and processing the information obtained (levels and ranges), we proceeded to analyze the information, both descriptive level and inferential level, which allowed us to perform the measurements and comparisons necessary for the present study, and whose results are presented below:

5.2.1 Descriptive level.

Table 12.

Frequency distribution of the variable Reading Comprehension Strategies

| Levels | Range | Absolute Frequency (f) | Relative Frequency (%) |
|---------------|--------------|-------------------------------|-------------------------------|
| Very Good | [26 - 30] | 44 | 33,8% |
| Good | [21 - 25] | 69 | 53,1% |
| Regular | [16 - 20] | 13 | 10,0% |
| Bad | [10 - 15] | 4 | 3,1% |
| Total | | 130 | 100,0% |

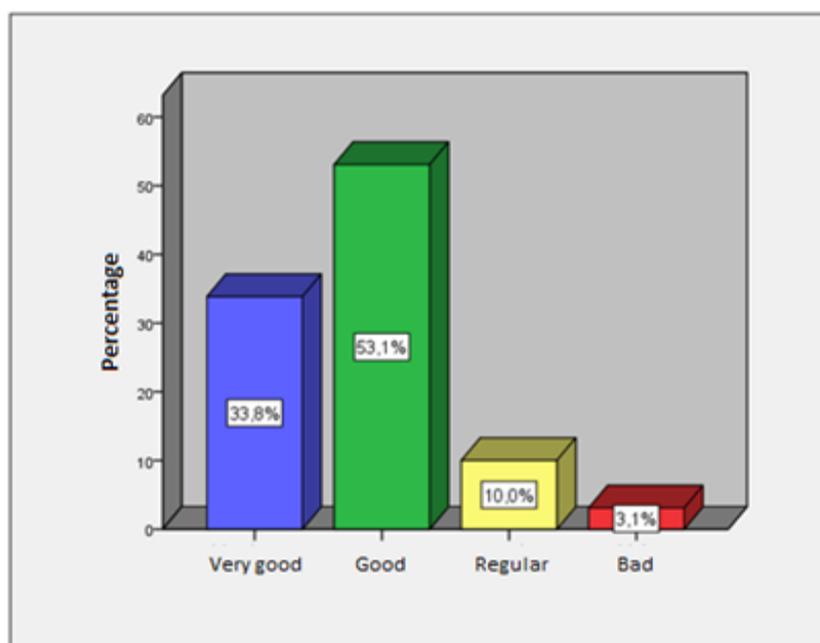


Figure 1. Reading Comprehension Strategies

Table 12 and figure 1, from a sample of 130 fifth grade primary students at María Reina Marianistas School, San Isidro, Lima, 2016, 53.1% (69) consider reading comprehension strategies good, 33, 8% (44) consider them very good, 10% (13) consider them regular and 3.1% (4) consider the reading comprehension strategies low.

Table 13.

Frequency distribution of the variable Pre-reading strategies

| Levels | Range | Absolute Frequency (f) | Relative Frequency (%) |
|-----------|---------|------------------------|------------------------|
| Very good | [6] | 33 | 25,4% |
| Good | [5] | 52 | 40,0% |
| Regular | [3 - 4] | 40 | 30,8% |
| Bad | [2] | 5 | 3,8% |
| Total | | 130 | 100,0% |

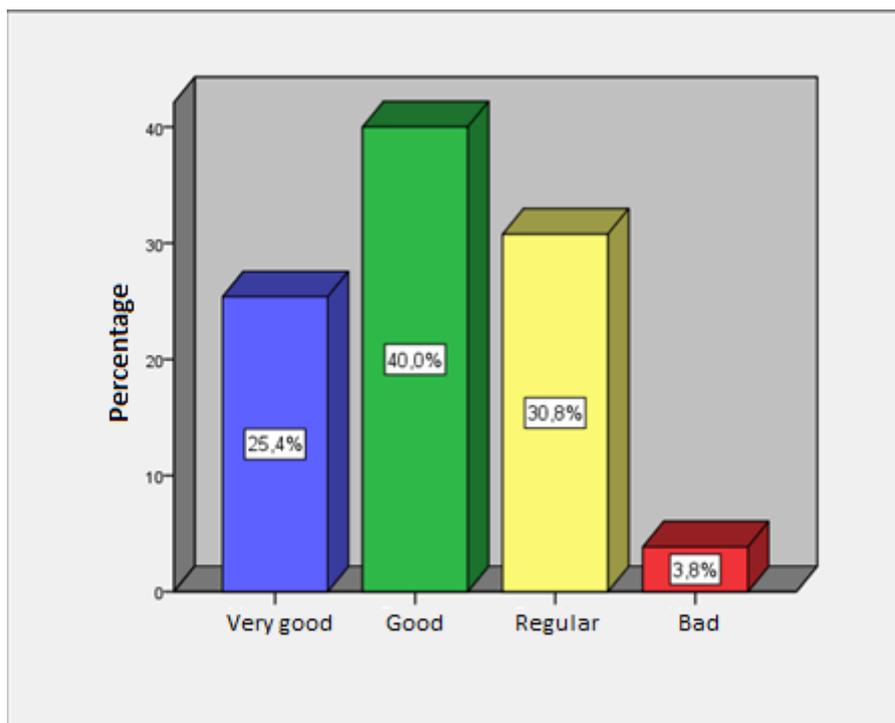


Figure 2. Pre reading strategies

The table 13 and figure 2, from a sample of 130 fifth grade primary students at María Reina Marianistas School, San Isidro, Lima, 2016, 40% (52) consider the pre reading strategies as good, 30.8 % (40) considered them as regular, 25.4% (33) considered them very good and 3.8% (5) considered the pre reading strategies as low.

Table 14.

Distribution of frequencies of the variable Strategies during reading

| Levels | Range | Absolute Frequency (f) | Relative Frequency (%) |
|-----------|-----------|------------------------|------------------------|
| Very good | [16 - 18] | 49 | 37,7% |
| Good | [13 - 15] | 62 | 47,7% |
| Regular | [10 - 12] | 14 | 10,8% |
| Bad | [6 - 9] | 5 | 3,8% |
| Total | | 130 | 100,0% |

Note: Frequencies of the variable Strategies during reading. Source: Own authorship.

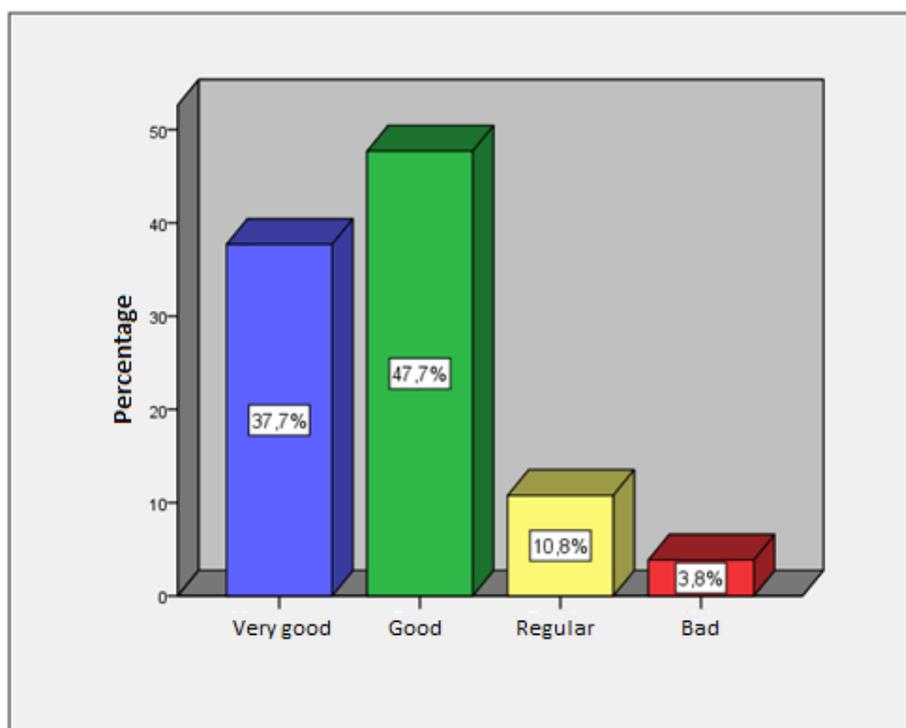


Figure 3. Strategies during reading

The table 14 and figure 3, of a sample of 130 fifth grade primary students at School Maria Reina Marianistas, San Isidro, Lima, 2016, 47.7% (62) considered good strategies during reading, 37, 7% (49) consider them very good, 10.8% (14) consider them regular and 3.8% (5) consider strategies to be poor during reading.

Table 15.

Distribution of frequencies of the variable Strategies after reading

| Levels | Range | Absolute Frequency(f) | Relative Frequency (%) |
|-----------|---------|-----------------------|------------------------|
| Very good | [6] | 26 | 20,0% |
| Good | [5] | 49 | 37,7% |
| Regular | [3 - 4] | 50 | 38,5% |
| Bad | [2] | 5 | 3,8% |
| Total | | 130 | 100,0% |

Note: Frequencies of the variable Strategies during reading. Source: Own authorship.

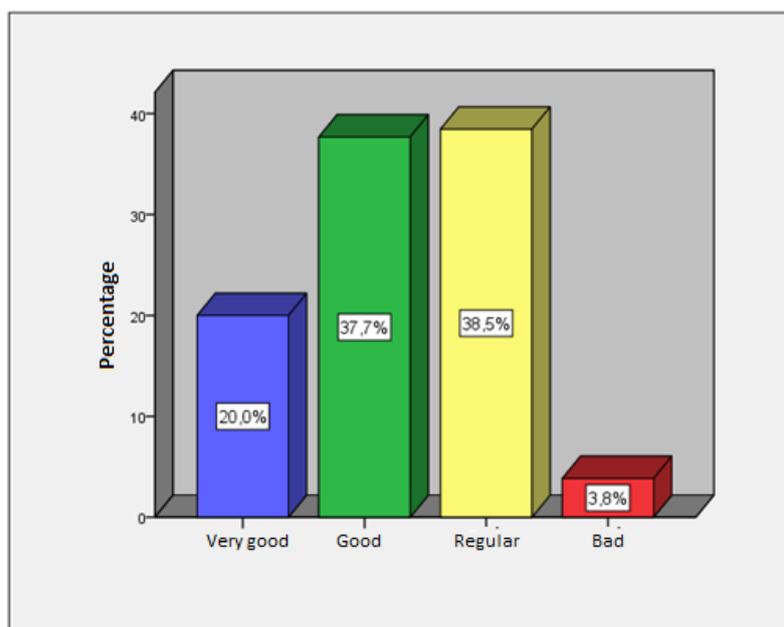


Figure 4. Strategies after reading

Table 15 and figure 4, from a sample of 130 fifth grade primary students at María Reina Marianistas School, San Isidro, Lima, 2016, 38.5% (62) consider as regulate strategies after reading, 37, 7% (49) consider them good, 20% (26) consider them very good and 3.8% (5) consider strategies after reading low.

Table 16.

Distribution of frequencies of the variable Development of reading comprehension capacity

| Levels | Range | Absolute Frequency(f) | Relative Frequency (%) |
|----------------|-----------|-----------------------|------------------------|
| Very high | [18 - 20] | 33 | 25,4% |
| High | [14 - 17] | 71 | 54,6% |
| Medium/average | [11 - 13] | 19 | 14,6% |
| Low | [0 - 10] | 7 | 5,4% |
| Total | | 130 | 100,0% |

Note: Development of reading comprehension capacity. Source: Own authorship.

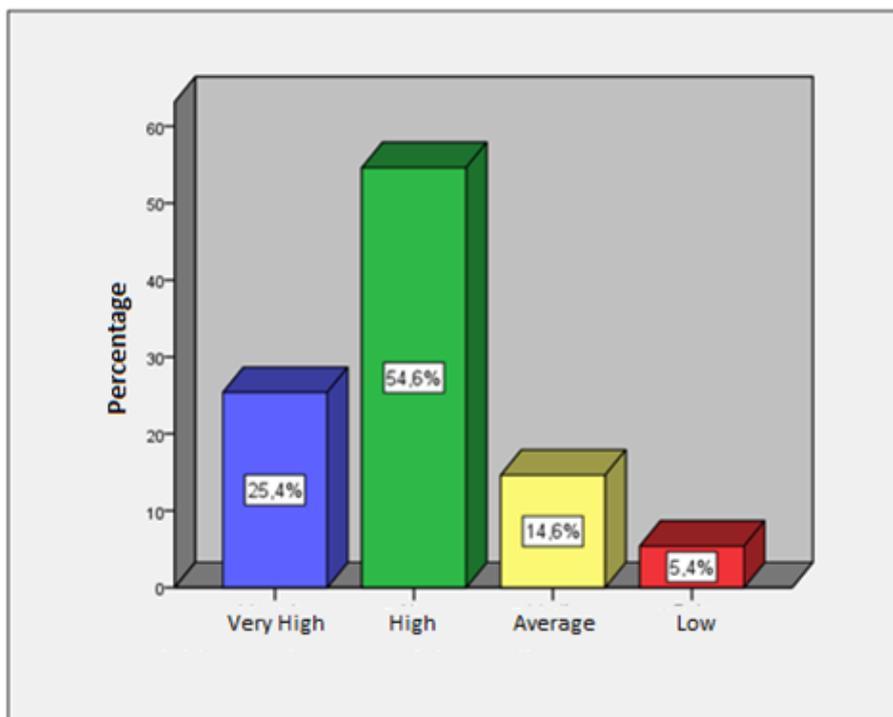


Figure 5. Variable Development of reading comprehension capacity

Table 16 and figure 5, from a sample of 130 fifth grade primary students at Maria Reina Marianistas School, San Isidro, Lima, 2016, 54.6% (71) have a high level of reading comprehension, followed by 25.4% (33) who have a very high level, 14.6% (19) have an average level and 5.4% (7) have a low level in their development of the reading comprehension capacity.

Table 17.

Distribution of frequencies of the literal dimension level

| Levels | Range | AbsoluteFrequency (f) | RelativeFrequency (%) |
|----------------|-----------|-----------------------|-----------------------|
| Very high | [14 - 16] | 26 | 20,0% |
| High | [11 - 13] | 64 | 49,2% |
| Medium/average | [8 - 10] | 31 | 23,8% |
| Low | [0 - 7] | 9 | 6,9% |
| Total | | 130 | 100,0% |

Note: Frequencies of the literal dimension level. Source: Own authorship.

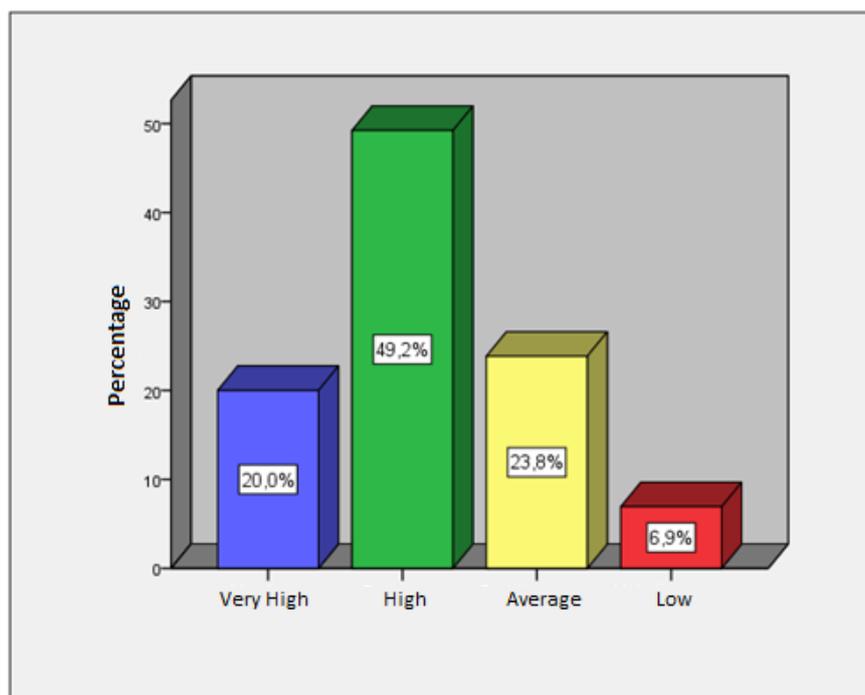


Figure 6. Literal dimension level

Table 17 and figure 6, from a sample of 130 fifth grade primary students at María Reina Marianistas School, San Isidro, Lima, 2016, 49.2% (64) have a high level of reading comprehension at literal level, followed by 23.8% (31) who have an average level, 20% (26) have a very high level and 6.9% (9) have a low level in reading comprehension literal level.

Table 18.

Frequency distribution of the inferential dimension level

| Levels | Range | Absolute Frequency (f) | Relative Frequency (%) |
|-----------|-----------|------------------------|------------------------|
| Very high | [15 - 17] | 70 | 53,8% |
| High | [12 - 14] | 32 | 24,6% |
| Average | [9 - 11] | 22 | 16,9% |
| Low | [0 - 8] | 6 | 4,6% |
| Total | | 130 | 100,0% |

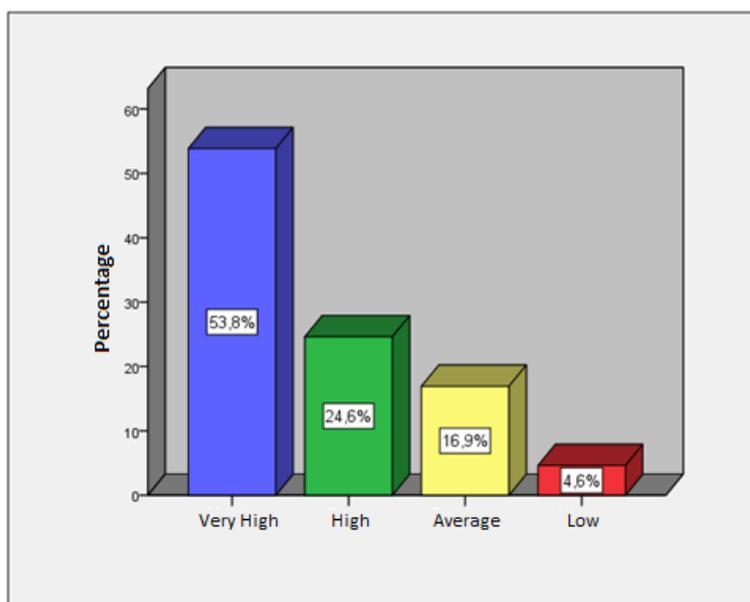


Figure 7. Inferential dimension level

Table 18 and figure 7, from a sample of 130 fifth grade primary students at María Reina Marianistas School, San Isidro, Lima, 2016, 53.8% (70) have a very high level of reading comprehension at the inferential level, followed by 24.6% (32) who have a high level, 16.9% (22) have an average level and 4.6% (6) have a low level in reading comprehension at inferential level.

Table 19.

Distribution of frequencies of the evaluative dimension level

| Levels | Range | Absolute Frequency (f) | Relative Frequency (%) |
|----------------|---------|------------------------|------------------------|
| Very high | [7] | 53 | 40,8% |
| High | [5 - 6] | 52 | 40,0% |
| Medium/Average | [4] | 13 | 10,0% |
| Low | [0 - 3] | 12 | 9,2% |
| Total | | 130 | 100,0% |

Note: Frequencies of the evaluative dimension level. Source: Own authorship.

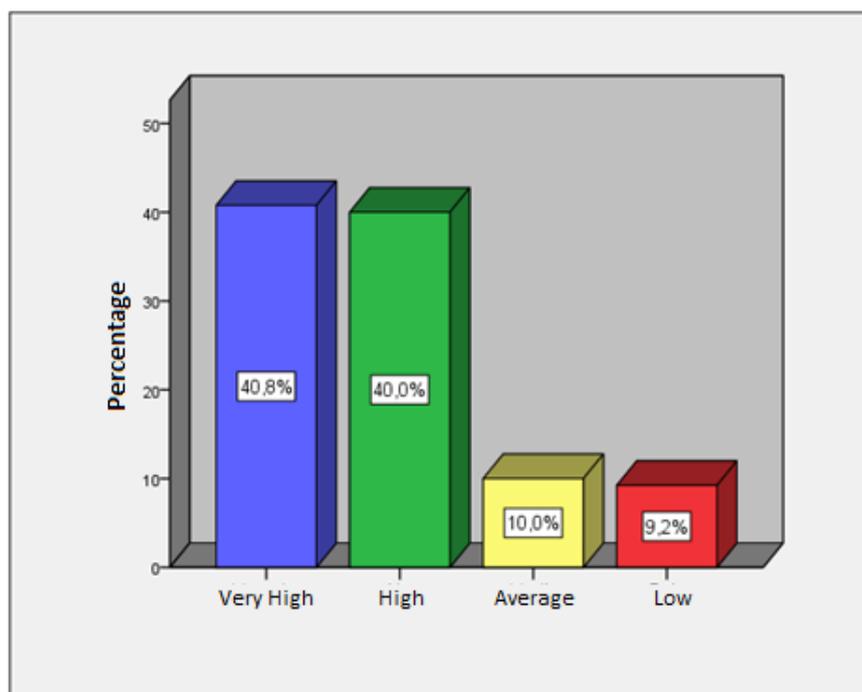


Figure 8. Critical-evaluative dimension level

Table 19 and figure 8, of a sample of 130 fifth grade primary students at María Reina Marianistas School, San Isidro, Lima, 2016, 40.8% (53) have a very high level of reading comprehension at the evaluative level, followed by 40% (52) who have a high level, 10% (13) have an average level and 9.2% (12) have a low level in reading comprehension at evaluative level.

5.2.2 Inferential level.

5.2.2.1 Statistical test for the determination of normality.

For the analysis of the results obtained, we will initially determine the type of distribution that the data present, both at variable 1 and variable 2, for which we use the Kolmogorov-Smirnov test of goodness of fit. This test allows to measure the degree of agreement between the distribution of a data set and a specific theoretical distribution. Its objective is to indicate if the data come from a population that has the specific theoretical distribution.

Considering the value obtained in the distribution test, the use of parametric (Pearson r) or non-parametric (Rho of Spearman and Chi square) statistics will be determined. The steps to develop the normality test are as follows:

Step 1:

Propose the null hypothesis (Ho) and the alternative hypothesis (H1):

Null Hypothesis (H0):

There are no significant differences between the ideal distribution and the normal distribution of the data

Alternative Hypothesis (H1):

There are significant differences between the ideal distribution and the normal distribution of the data

Step 2:

Select the level of significance

For the purposes of this research it has been determined that: $\alpha = 0.05$

Step 3:

Choose the test statistic value

The statistical test value that has been considered for the present Hypothesis is Kolmogorov-Smirnov

Table 20.

Tests of normality

| | Kolmogorov-Smirnov | | |
|---|---------------------------|-----------|-------------|
| | Statistics | gl | Sig. |
| Strategies of reading comprehension | ,086 | 130 | ,021 |
| Development of the reading comprehension capacity | ,170 | 130 | ,000 |

Note: Correction of significance of Lilliefors. Source: Own authorship.

Step 4:

We formulate the decision rule

A decision rule is a statement of the conditions under which the null hypothesis is accepted or rejected, for which it is imperative to determine the evaluative value, which is a number that divides the acceptance region and the rejection region.

Decision rule

If alpha (Sig) > 0.05; The null hypothesis is accepted.

If alpha (Sig) < 0.05; The null hypothesis is rejected

Step 5:

Decision making

Since the p-value of significance of the normality test statistic has a value of 0.003 and 0.023; then for Sig values < 0.05; is fulfilled that; the null hypothesis is rejected and the alternative hypothesis is rejected. This means that; according to the obtained results we can affirm that the data of the sample of study do not come from a normal distribution.

Thus, as can be seen in the following graphs, the distribution curve differs from the normal curve.

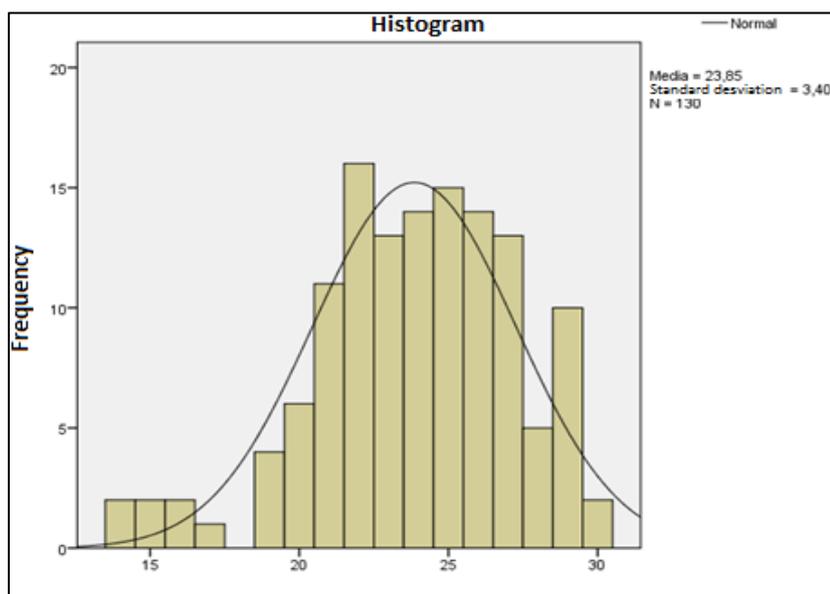


Figure 9. Frequency distribution of the reading comprehension strategies questionnaire

As can be observed in Figure 9, the frequency distribution of the scores obtained through the Questionnaire of reading comprehension strategies are biased towards the left, with a mean of 23.85 and a standard deviation of 3.408, as well as the graph shows that the distribution curve differs from the normal curve, considered as a platykurtic curve, according to Vargas (2005), "It presents a reduced degree of concentration around the central values of the variable" (p. 392), therefore it is stated that the curve is not normal.

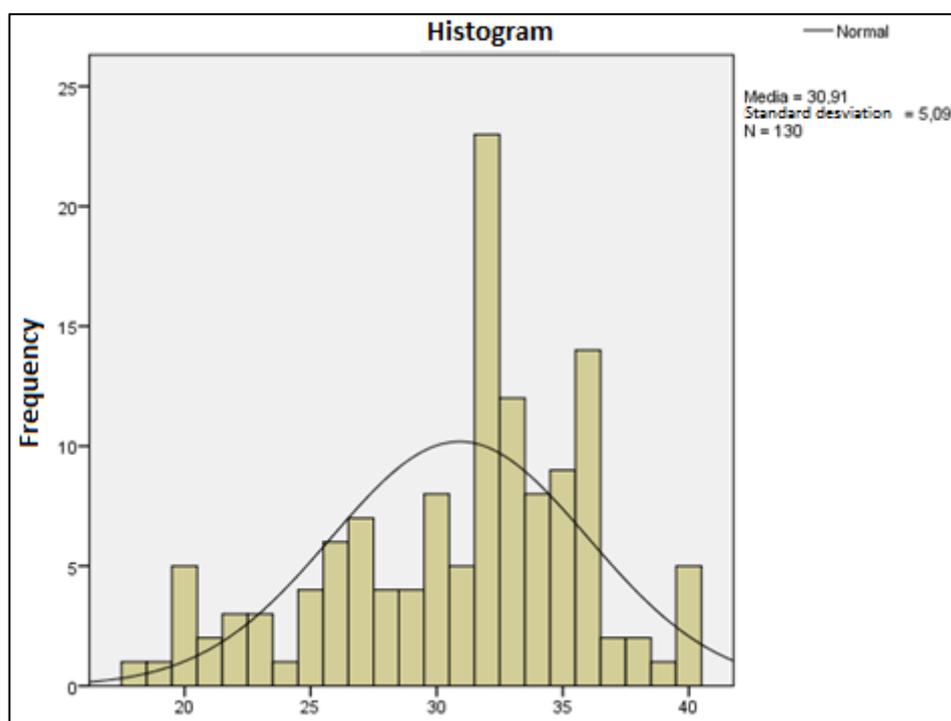


Figure 10. Frequency distribution of the reading comprehension development tool scores

As can be seen in Figure 10, the frequency distribution of the scores obtained through the Reading Comprehension Development instrument are biased to the right, having a mean of 30.91 and a standard deviation of 5.091. Also, the graph shows that the distribution curve differs from the normal curve, considered as a platykurtic curve.

Likewise, it is observed that the level of significance (Sig. asymp.) (bilateral) for Kolmogorov-Smirnov is less than 0.05 in both the scores obtained at the level of the Reading Comprehension Strategies Questionnaire and the Capacity Development instrument of reading comprehension, so it can be deduced that the distribution of these

scores in both cases differ from the normal distribution, therefore, for the development of the hypothesis test; nonparametric tests will be used for non-normal distribution of the Chi square (association of variables) and Spearman's Rho (degree of relation between variables).

5.2.2.2 Hypothesis testing.

General Hypothesis.

Reading comprehension strategies are significantly related to the development of reading comprehension capacity in fifth grade primary students at María Reina Marianistas School, San Isidro, Lima, 2016.

Step 1: Statement of the null hypothesis (H₀) and alternative hypothesis (H₁):

Null Hypothesis(H₀):

Reading comprehension strategies are not significantly related to the development of reading comprehension capacity in fifth grade students at María Reina Marianistas School, San Isidro, Lima, 2016.

Alternative Hypothesis (H₁):

Reading comprehension strategies are significantly related to the development of reading comprehension capacity in fifth grade primary students at María Reina Marianistas School, San Isidro, Lima, 2016.

Step 2: Select the level of significance

The level of significance consists in the probability of rejecting the Null hypothesis, when it is true, this is called Type I Error, some authors consider that it is more convenient to use the term Risk Level, rather than significance. At this level of risk it is denoted by the Greek letter alpha (α).

For this research it has been determined that: $\alpha = 0.05$

Step 3: Choose the statistical value of the test

In order to establish the degree of relationship between each of the variables under study, the Chi Square and Spearman Rho Correlation Coefficient has been used.

Table 21.

*Reading comprehension strategies * Development of reading comprehension capacity*

| | | | Development of Reading comprehension capacity | | | | |
|----------------------------------|----------------|----------------|---|--------|-----------|-----------|-------|
| | | | Low | Medium | High | Very high | Total |
| Reading comprehension strategies | Very good | Re-count | 0 | 0 | 11 | 33 | 44 |
| | | % of the total | 0,0% | 0,0% | 8,5% | 25,4% | 33,8% |
| | Good | Re-count | 0 | 15 | 54 | 0 | 69 |
| | | % of the total | 0,0% | 11,5% | 41,5% | 0,0% | 53,1% |
| Regular | Re-count | 3 | 4 | 6 | 0 | 13 | |
| | % of the total | 2,3% | 3,1% | 4,6% | 0,0% | 10,0% | |
| Bad | Re-count | 4 | 0 | 0 | 0 | 4 | |
| | % of the total | 3,1% | 0,0% | 0,0% | 0,0% | 3,1% | |
| Total | Re-count | 7 | 19 | 71 | 33 | 130 | |
| | % of the total | 5,4% | 14,6% | 54,6% | 25,4% | 100,0% | |
| Chi Square = 72,860 | | | g.l. = 9 | | p = 0,000 | | |
| | | | Rho of Spearman = 0,754 | | | | |

Note: Contingency table Strategies of reading comprehension * Development of reading comprehension capacity. Source: Own authorship.

Step 4: Interpretation

Interpretation of the contingency table

Table 21 shows that 25.4% (33) of students who consider reading comprehension strategies very good also have a very high level of reading comprehension, 41.5% (54) of students who consider reading comprehension strategies good also have a high level in their development of reading comprehension ability, 3.1% (4) of students who consider regular reading comprehension strategies also have an average level in their development of the reading comprehension capacity, finally 3.1% (4) of the students who consider reading comprehension strategies bad are also poor in their development of reading comprehension,

Interpretation of Chi square

$X^2_{OBTAINED} = 72,860$

$X^2_{THEORETICAL} = 16,92$ according to g.l. = 9 and the table of values X^2 .

If $X_{OBTAINED} > X_{THEORETICAL}$ then the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted.

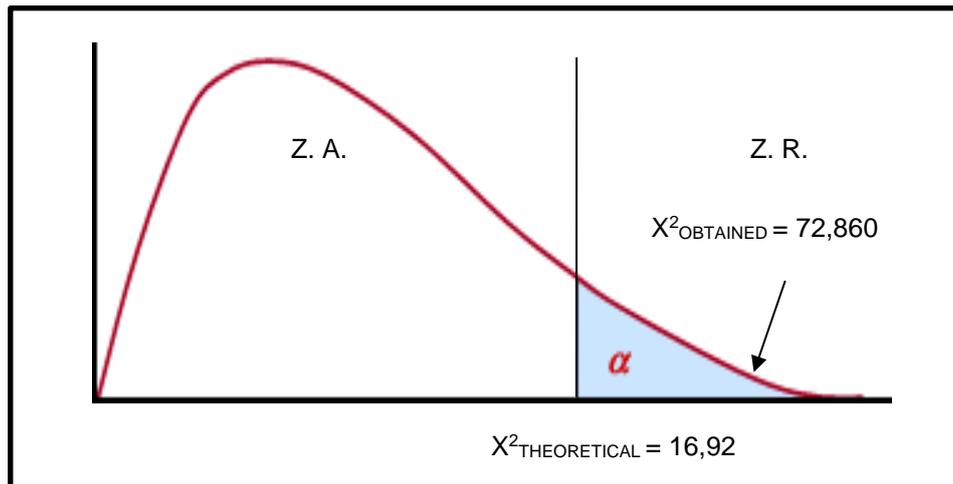


Figure 11. Gaussian bell General hypothesis

Then $72,860 > 16,92$, we can infer that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted.

Likewise, assuming that the value $p = 0.000$, the null hypothesis is rejected and the alternative hypothesis is accepted, then: Reading comprehension strategies are significantly related to the development of reading comprehension capacity in fifth grade primary students at Maria Reina Marianistas School, San Isidro, Lima, 2016.

Rho Spearman Interpretation

It is also observed that reading comprehension strategies are directly related to the development of reading comprehension capacity, that is, in the greater use of reading comprehension strategies, there will be higher levels of reading comprehension capacity, the Spearman correlation of 0.754 represents a considerable positive correlation.

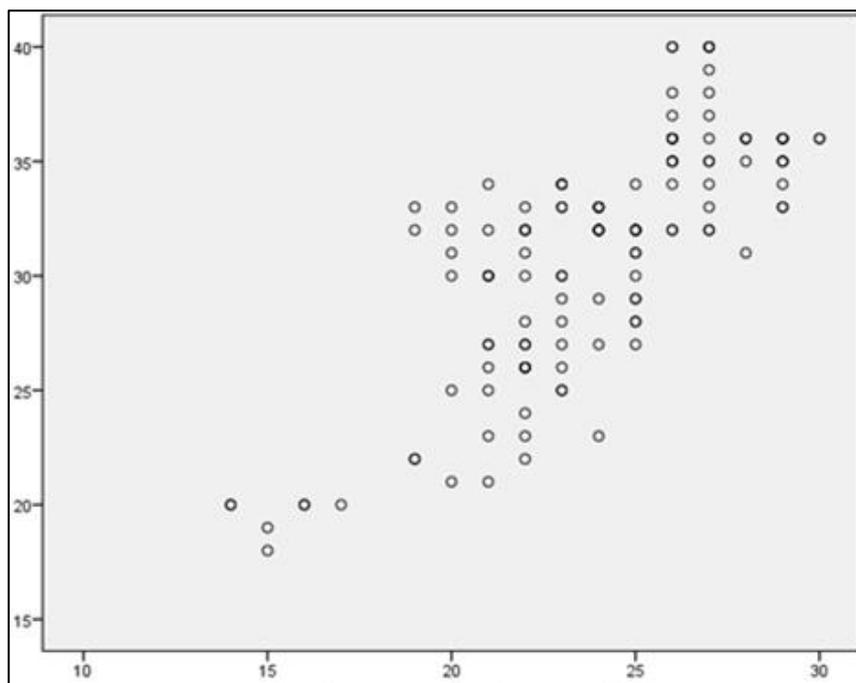


Figure 12. Scatter diagram Reading comp. strategies vs Reading comprehension skills

Step 5: Decision Making

Consequently, it is verified that: The strategies of reading comprehension are significantly related to the development of reading comprehension capacity in fifth grade primary students at María Reina Marianistas School, San Isidro, Lima, 2016.

Specific hypothesis 1

The strategies of reading comprehension are significantly related to the development of the literal level of reading comprehension capacity in fifth grade primary students at María Reina Marianistas School, San Isidro, Lima, 2016.

Step 1: Statement of the null hypothesis (H₀) and alternative hypothesis (H₁):

Null Hypothesis (H₀):

The strategies of reading comprehension are not significantly related to the development of the literal level of reading comprehension capacity in fifth grade primary students at Maria Reina Marianistas School, San Isidro, Lima, 2016.

Alternative Hypothesis (H1):

The strategies of reading comprehension are significantly related to the development of the literal level of reading comprehension capacity in fifth grade primary students at María Reina Marianistas School, San Isidro, Lima, 2016.

Step 2: Select the level of significance

The level of significance consists in the probability of rejecting the Null hypothesis, when it is true, this is called Type I Error, some authors consider that it is more convenient to use the term Risk Level, rather than significance. At this level of risk it is denoted by the Greek letter alpha (α).

For the present investigation it has been determined that:

$$\alpha = 0.05$$

Step 3: Choose the statistical value of the test

In order to establish the degree of relationship between each of the variables under study, the Chi Square and Spearman Rho Correlation Coefficient has been used.

Table 22.

*Reading comprehension strategies * Literal level of reading comprehension capacity*

| | | | Literal level of reading comprehension capacity | | | | |
|----------------------------------|-----------|----------------|---|--------|-------|-----------|--------|
| | | | Low | Medium | High | Very high | Total |
| Reading Comprehension Strategies | Very good | Re-count | 0 | 2 | 23 | 19 | 44 |
| | | % of the total | 0,0% | 1,5% | 17,7% | 14,6% | 33,8% |
| | Good | Re-count | 6 | 19 | 38 | 6 | 69 |
| | | % of the total | 4,6% | 14,6% | 29,2% | 4,6% | 53,1% |
| | Regular | Re-count | 2 | 7 | 3 | 1 | 13 |
| | | % del total | 1,5% | 5,4% | 2,3% | 0,8% | 10,0% |
| | Bad | Re-count | 1 | 3 | 0 | 0 | 4 |
| | | % of the total | 0,8% | 2,3% | 0,0% | 0,0% | 3,1% |
| Total | | Recount | 9 | 31 | 64 | 26 | 130 |
| | | % of the total | 6,9% | 23,8% | 49,2% | 20,0% | 100,0% |

Chi Square = 45,508

g.l. = 9

p = 0,000

Rho of Spearman = 0,548

Note: Contingency table of reading comprehension strategies * Literal level of reading comprehension capacity. Source: Own authorship.

Step 4: Interpretation

Interpretation of the contingency table

In Table 22 it can be observed that 14.6% (19) of the students who consider reading comprehension strategies very well also have a very high level in their development of the literal level of reading comprehension capacity, a 29, 2% (38) of the students who consider reading comprehension strategies good also have a high level in their development of the literal level of reading comprehension capacity, 5.4% (7) of students who consider reading comprehension strategy regular, also have a medium / average level in their development of the literal level of reading comprehension capacity, finally a 0.8% (1) of students who consider reading comprehension strategies bad, are also low in development of the literal level of the capacity of reading comprehension,

Interpretation of the chi square

$$X^2_{\text{OBTAINED}} = 45,508$$

$$X^2_{\text{THEORETICAL}} = 16,92 \text{ according g.l.} = 9 \text{ and the table of values } X^2$$

If $X_{\text{OBTAINED}} > X_{\text{THEORETICAL}}$ then the null hypothesis is rejected (H_0) and the alternative hypothesis is accepted (H_a).

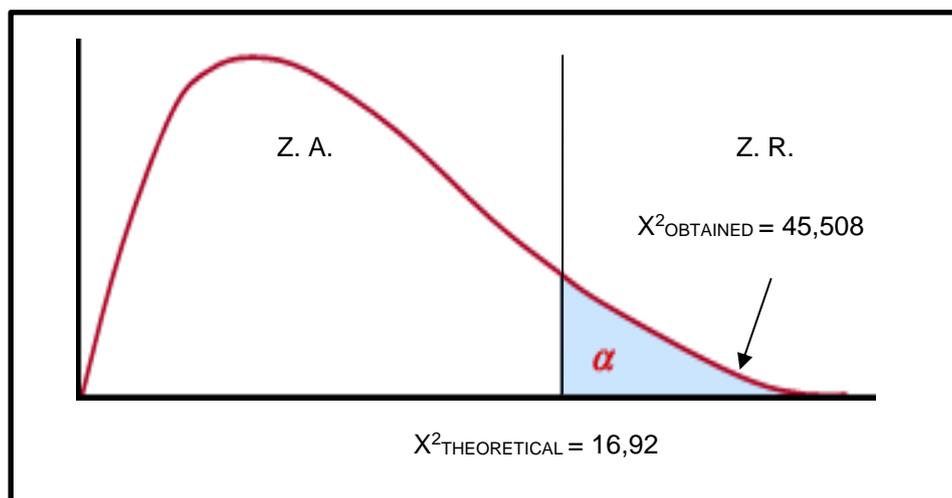


Figure 13. Gauss bell Specific hypothesis 1

Then $45,508 > 16,92$, we can infer that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted.

Likewise, assuming that the value $p = 0.000$, the null hypothesis is rejected and the alternative hypothesis is accepted, then: Reading comprehension strategies are significantly related to the development of the literal level of reading comprehension capacity in fifth grade primary students at Maria Reina Marianistas School, San Isidro, Lima, 2016.

Interpretation of Rho Spearman

It is also observed that the strategies of reading comprehension are directly related to the development of the literal level of reading comprehension, that is, in the greater use of reading comprehension strategies, there will be higher levels of literal level development of the capacity of reading comprehension, also according to the Spearman correlation of 0.548 represent this average positive correlation.

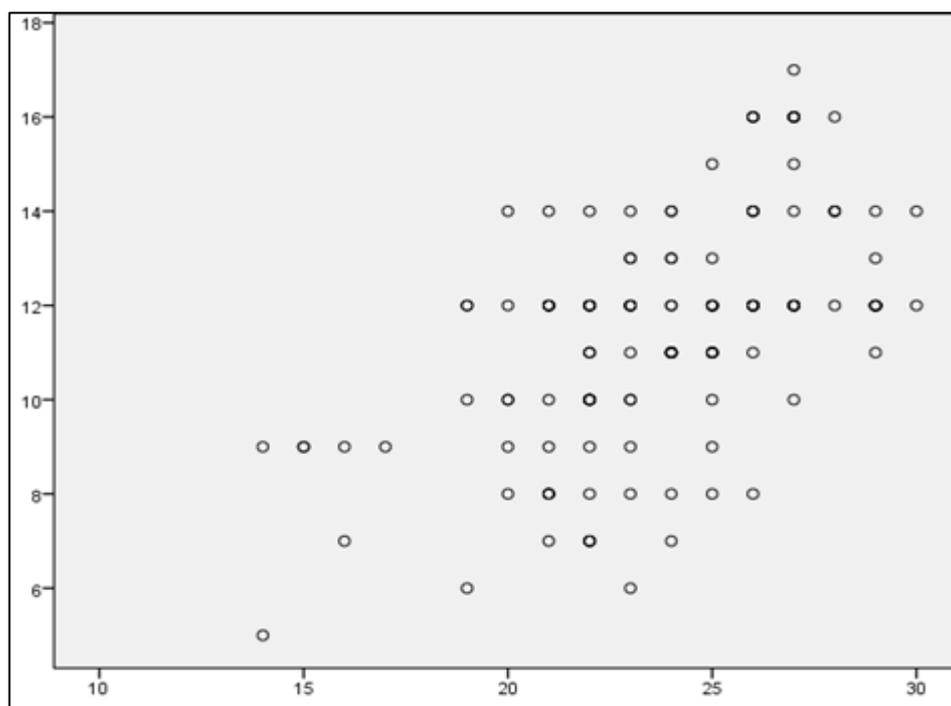


Figure 14. Scatter diagram Reading comprehension strategies vs Literal literacy level development of reading comprehension

Step 5: Decision Making

As a consequence, it is verified that: Reading comprehension strategies are significantly related to the development of the literal level of reading comprehension

capacity in fifth grade primary students at María Reina Marianistas School, San Isidro, Lima, 2016.

Specific hypothesis 2

Reading comprehension strategies are significantly related to the development of the inferential level of reading comprehension capacity in fifth grade primary students of María Reina Marianistas School, San Isidro, Lima, 2016.

Step 1: Statement of the null hypothesis (H₀) and alternative

Specific hypothesis 2

Reading comprehension strategies are significantly related to the development of the inferential level of reading comprehension capacity in fifth grade primary students at María Reina Marianistas School, San Isidro, Lima, 2016.

Step 1: Statement of the null hypothesis (H₀) and alternative hypothesis (H₁):

Null Hypothesis (H₀):

Reading comprehension strategies are not significantly related to the development of the inferential level of reading comprehension capacity in fifth grade primary students of María Reina Marianistas School, San Isidro, Lima, 2016.

Alternative Hypothesis (H₁):

Reading comprehension strategies are significantly related to the development of the inferential level of reading comprehension capacity in fifth grade students at María Reina Marianistas School, San Isidro, Lima, 2016.

Step 2: Select the level of significance

The level of significance consists in the probability of rejecting the Null hypothesis, when it is true, this is called Type I Error, some authors consider that it is more convenient to use the term Risk Level, rather than significance. At this level of risk it is denoted by the Greek letter alpha (α).

For this research it has been determined that: $\alpha = 0.05$

Step 3: Choose the statistical value of the test

In order to establish the degree of relationship between each of the variables under study, the Chi Square and Spearman Rho Correlation Coefficient has been used.

Table 23.

Reading comprehension strategies Inferential level of reading comprehension capacity*

| | | | Inferential level of reading comprehension | | | | |
|---|----------------|----------------|--|--------|-----------|-----------|-------|
| | | | Low | Medium | High | Very high | Total |
| Strategies of Reading comprehension | Very good | Re-count | 0 | 0 | 4 | 40 | 44 |
| | | % of the total | 0,0% | 0,0% | 3,1% | 30,8% | 33,8% |
| | Good | Re-count | 3 | 14 | 24 | 28 | 69 |
| | | % of the total | 2,3% | 10,8% | 18,5% | 21,5% | 53,1% |
| | Regular | Re-count | 2 | 5 | 4 | 2 | 13 |
| | | % of the total | 1,5% | 3,8% | 3,1% | 1,5% | 10,0% |
| | low | Re-count | 1 | 3 | 0 | 0 | 4 |
| | | % of the total | 0,8% | 2,3% | 0,0% | 0,0% | 3,1% |
| Total | re-count | 6 | 22 | 32 | 70 | 130 | |
| | % of the total | 4,6% | 16,9% | 24,6% | 53,8% | 100,0% | |
| Chi Square = 55,949 | | | g.l. = 9 | | p = 0,000 | | |
| | | | Rho of Spearman = 0,656 | | | | |

Note: Contingency table reading comprehension strategies * Inferential level of reading comprehension capacity. Source: Own authorship.

Step 4: Interpretation

Interpretation of the contingency table

In Table 23 we can see that 30.8% (40) of students who consider reading comprehension strategies very well also have a very high level in their development of the inferential level of reading comprehension, 5% (24) of students who consider reading comprehension strategies good also have a high level in their development of the inferential level of reading comprehension, 3.8% (5) of students who consider reading comprehension strategies regular of also have a medium/average level in their development of the inferential level of reading comprehension capacity , finally a 0.8% (1)

of students who consider reading comprehension strategies bad also have a low level in their development of the inferential level of reading comprehension capacity,

Interpretation of Chi square

$$X^2_{\text{OBTAINED}} = 55,949$$

$$X^2_{\text{THEORETICAL}} = 16,92 \text{ according g.l.} = 9 \text{ and the table of values } X^2.$$

If $X_{\text{OBTAINED}} > X_{\text{THEORETICAL}}$ then reject the null hypothesis (H_0) and the alternative hypothesis is accepted (H_a).

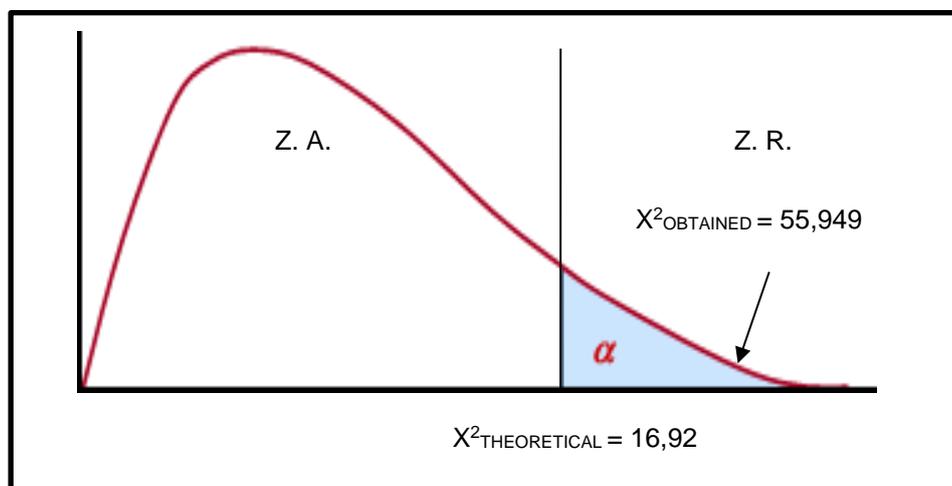


Figure 15. Gaussian bell Specific hypothesis 2

Then $55,949 > 16,92$, we can infer that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted.

Similarly, assuming that the value $p = 0.000$, the null hypothesis is rejected and the alternative hypothesis is accepted, then: Reading comprehension strategies are significantly related to the development of the inferential level of reading comprehension capacity in fifth grade primary students at School Maria Reina Marianistas, San Isidro, Lima, 2016.

Rho Spearman Interpretation

It is also observed that reading comprehension strategies are directly related to the development of the inferential level of reading comprehension, for that reason, in the greater use of reading comprehension strategies, there will be higher levels of development

of the inferential level of ability of reading comprehension, and according to the Spearman correlation of 0.656 they represent an average positive correlation.

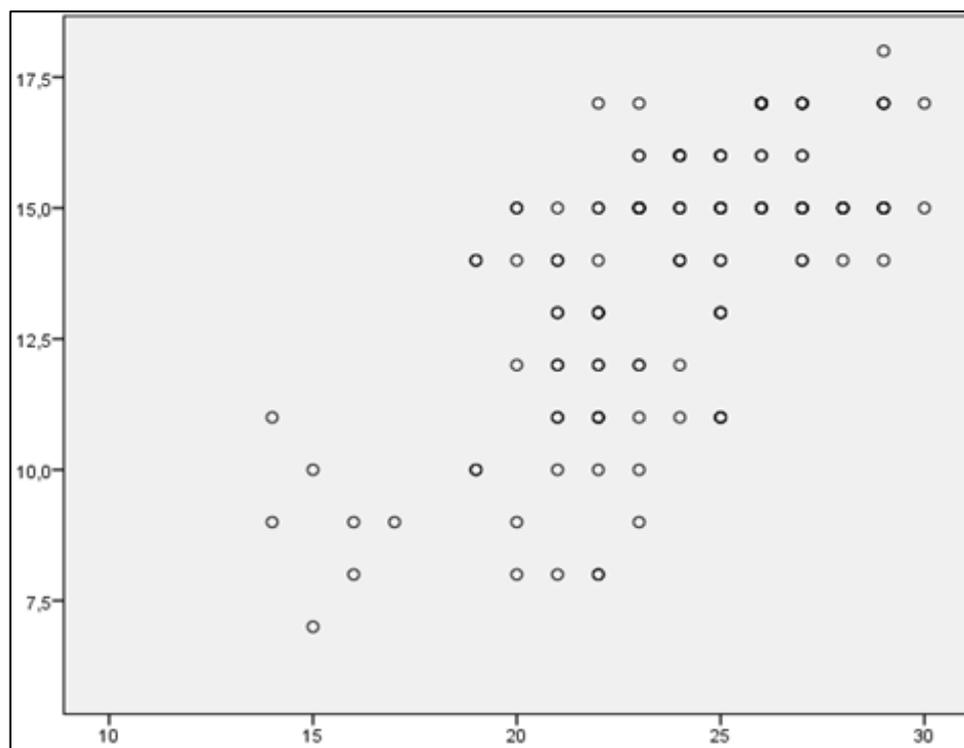


Figure 16. Scatter diagram Reading comprehension strategies vs Development of the Inferential level of reading comprehension

Step 5: Decision Making

Consequently, it is verified that: Reading comprehension strategies are significantly related to the development of the inferential level of reading comprehension capacity in fifth grade students at María Reina Marianistas School, San Isidro, Lima, 2016.

Specific Hypothesis 3

Reading comprehension strategies are significantly related to the development of the critical-evaluative level of reading comprehension capacity in fifth grade primary students at María Reina Marianistas School, San Isidro, Lima, 2016.

Step 1: Statement of the null hypothesis (H₀) and alternative hypothesis (H₁):

Null Hypothesis (H₀):

Reading comprehension strategies are not significantly related to the development of the critical-evaluative level of reading comprehension capacity in fifth grade primary students at María Reina Marianistas School, San Isidro, Lima, 2016.

Alternative Hypothesis (H1):

Reading comprehension strategies are significantly related to the development of the evaluative level of reading comprehension capacity in fifth grade students at María Reina Marianistas School, San Isidro, Lima, 2016.

Step 2: Select the level of significance

The level of significance consists in the probability of rejecting the Null hypothesis, when it is true, this is called Type I Error, some authors consider that it is more convenient to use the term Risk Level, rather than significance. At this level of risk it is denoted by the Greek letter alpha (α).

For the present investigation it has been determined that: $\alpha = 0.05$

Step 3: Choose the statistical value of the test

In order to establish the degree of relationship between each of the variables under study, the Chi Square and Spearman Rho Correlation Coefficient has been used.

Table 24.

*Reading comprehension strategies * Critical level of reading comprehension capacity*

| | | | Critical level of reading comprehension | | | | |
|-------------------------------------|-----------|----------------|---|--------|-------|-----------|-------|
| | | | Low | Medium | High | Very high | Total |
| Strategies of Reading comprehension | Very good | Re-count | 1 | 1 | 10 | 32 | 44 |
| | | % of the total | 0,8% | 0,8% | 7,7% | 24,6% | 33,8% |
| | Good | Re-count | 5 | 9 | 39 | 16 | 69 |
| | | % of the | 3,8% | 6,9% | 30,0% | 12,3% | 53,1% |
| | Regular | Re-count | 3 | 2 | 3 | 5 | 13 |
| | | % of the | 2,3% | 1,5% | 2,3% | 3,8% | 10,0% |
| | Low | Re-count | 3 | 1 | 0 | 0 | 4 |
| | | % of the | 2,3% | 0,8% | 0,0% | 0,0% | 3,1% |
| Total | Re-count | 12 | 13 | 52 | 53 | 130 | |
| | % of the | 9,2% | 10,0% | 40,0% | 40,8% | 100,0% | |
| Chi Square = 57,012 | | g.l. = 9 | p = 0,000 | | | | |
| Rho of Spearman = 0,431 | | | | | | | |

Note: Contingency table reading comprehension strategies * Critical level of reading comprehension capacity. Source: Own authorship.

Step 4: Interpretation

Interpretation of the contingency table

Table 24 shows that 24.6% (32) of students who consider reading comprehension strategies very good also have a very high level in their development of the critical level of reading comprehension capacity, 30% (39) of students who consider reading comprehension strategies good also have a high level in their development of the evaluative level of reading comprehension capacity, 1.5% (2) of students who consider the reading comprehension strategies regular, also have an average level in their development of the critical-evaluative level of reading comprehension capacity, finally 2.3% (3) of students who consider reading comprehension strategies bad are also low in their level of the development of the evaluative reading comprehension capacity,

Interpretation of Chi square

$$X^2_{\text{OBTAINED}} = 57,012$$

$$X^2_{\text{THEORETICAL}} = 16,92 \text{ according g.l.} = 9 \text{ and the values table } X^2.$$

If $X_{\text{OBTAINED}} > X_{\text{THEORETICAL}}$ then the null hypothesis is rejected (H_0) and the alternative hypothesis (H_a) is accepted.

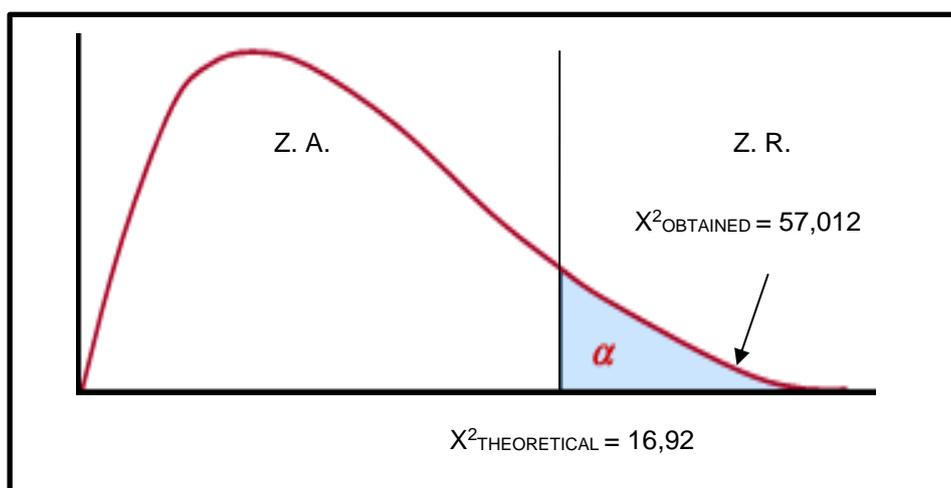


Figure 17. Gaussian bell Specific hypothesis 3

Then $57,012 > 16,92$, we can infer that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted.

Equally, assuming that the value $p = 0.000$, the null hypothesis is rejected and the alternative hypothesis is accepted, then: Reading comprehension strategies are significantly related to the development of the critical-evaluative level of reading comprehension ability in fifth grade primary students at María Reina Marianistas, San Isidro, Lima, 2016.

Interpretation of Rho Spearman

It is also observed that the strategies of reading comprehension are directly related to the development of the evaluative level of reading comprehension capacity, that is to say in the greater use of reading comprehension strategies, there will be higher levels of development of the critical-evaluative level capacity of reading comprehension, and according to the Spearman correlation of 0,431 they represent a weak positive correlation.

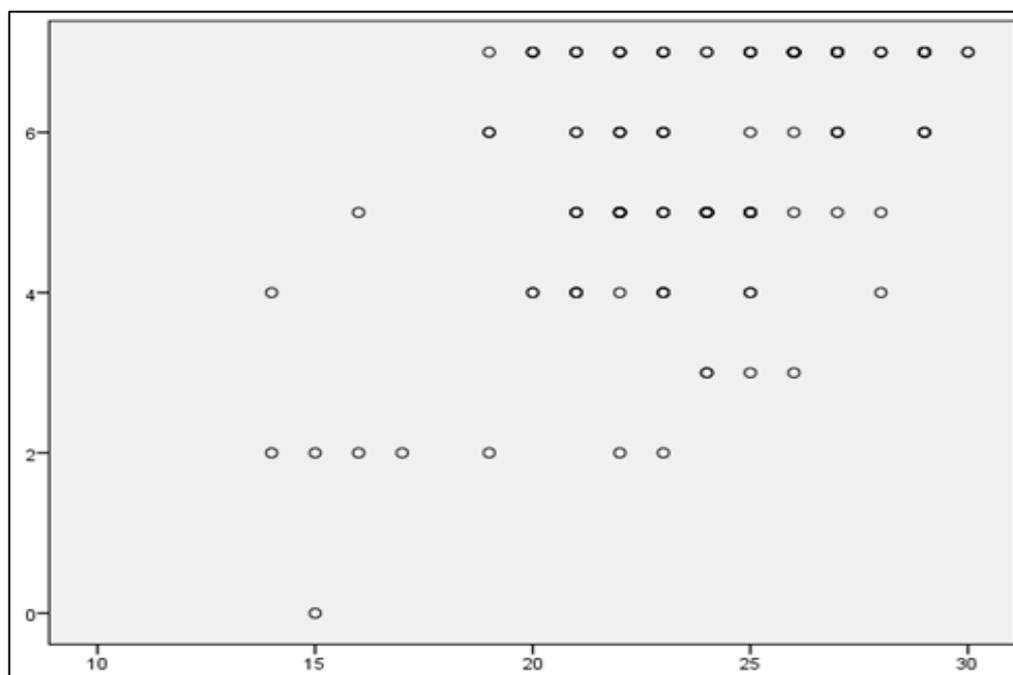


Figure 18. Scatter diagram Reading comprehension strategies vs Development of the evaluative level of reading comprehension capacity.

Step 5: Decision Making

As a consequence, it is verified that: Reading comprehension strategies are significantly related to the development of the critical level of reading comprehension capacity in fifth grade primary students at María Reina Marianistas School, San Isidro, Lima, 2016.

5.3 Discussion of Results

In the testing of general hypothesis, it is observed that reading comprehension strategies are significantly related to the development of reading comprehension capacity, that is, in the greater use of reading comprehension strategies, there will be higher levels of reading comprehension capacity, the Spearman correlation of 0,754 represents a considerable positive correlation. Consequently, it is verified that: The strategies of reading comprehension are significantly related to the development of reading comprehension capacity. Therefore, the use of reading comprehension strategies is significantly related to the development of reading comprehension capacity. This conclusion is related to the study carried out by Carr, Aldinger, Patberg (2004). They considered that the strategies teachers can teach students are important because they lead the students to use their cognitive process that are critical to comprehension and application of learning. We can conclude that the greater use of reading comprehension strategies students use there will be a better reading comprehension capacity in fifth grade primary students at María Reina Marianistas School, San Isidro, Lima, 2016.

In the testing of specific hypothesis 1, we can see that the strategies of reading comprehension are significantly related to the development of the literal level of reading comprehension capacity, that is, in the greater use of reading comprehension strategies, there will be higher levels of literal level development of the capacity of reading comprehension, also according to the Spearman correlation of 0.548 represent this average

positive correlation. Consequently, it is verified that: Reading comprehension strategies are significantly related to the development of the literal level of reading comprehension capacity. Likewise, Fabian (2017) stated that when the students reach this level, they are able to understand what the reading text says literally. We believe that the development of this level is the starting point for a good reading comprehension, for that reason it is directly related to reading comprehension strategies in fifth grade primary students at María Reina Marianistas School, San Isidro, Lima, 2016.

In the testing of specific hypothesis 2 reading comprehension strategies are significantly related to the development of the inferential level of reading comprehension capacity, that is, in the greater use of reading comprehension strategies, there will be higher levels of development of the inferential level of ability of reading comprehension, and according to the Spearman correlation of 0.656 they represent an average positive correlation. Consequently, it is verified that: Reading comprehension strategies are significantly related to the development of the inferential level of reading comprehension capacity. Calderón, Chuquillanqui and Valencia (2013), in their study also concluded that there was a significant and direct relationship between the strategies for the comprehension of texts and levels of reading comprehension. Thus, we can also conclude that reading comprehension strategies are significantly related to the development of the inferential level of reading comprehension capacity in fifth grade students at María Reina Marianistas School, San Isidro, Lima, 2016.

In the testing of specific hypothesis 3, reading comprehension strategies are significantly related to the development of the critical level of reading comprehension capacity, that is to say that in the greater use of reading comprehension strategies, there will be higher levels of development of the evaluative level capacity of reading comprehension, and according to the Spearman correlation of 0,431 they represent a weak

positive correlation. As a consequence, it is verified that: Reading comprehension strategies are significantly related to the development of the critical level of reading comprehension capacity. Fabian (2017) stated that this level is reached when the reader is able to make judgments, analysis, synthesis and reflections of the text read as well as to give opinions provided with a complete analysis of the text read. So we can say that this level is the goal a good reader and as a consequence reading comprehension strategies are significantly related to the development of the critical level of reading comprehension capacity in fifth grade primary students at María Reina Marianistas School, San Isidro, Lima, 2016.

Conclusions

1. Reading comprehension strategies are significantly related to the development of reading comprehension capacity, which means that in the greater use of reading comprehension strategies, there will be higher levels of reading comprehension capacity, the Spearman correlation of 0.754 represents a considerable positive correlation.
2. Strategies of reading comprehension are significantly related to the development of the literal level of reading comprehension capacity, which means that in the greater use of reading comprehension strategies, there will be higher levels of literal level development of the capacity of reading comprehension, also according to the Spearman correlation of 0.548 represent this average positive correlation.
3. Reading comprehension strategies are significantly related to the development of the inferential level of reading comprehension capacity, which means that in the greater use of reading comprehension strategies, there will be higher levels of development of the inferential level of ability of reading comprehension, and according to the Spearman correlation of 0.656 they represent an average positive correlation.
4. Reading comprehension strategies are significantly related to the development of the critical level of reading comprehension capacity, which means that in the greater use of reading comprehension strategies, there will be higher levels of development of the evaluative level capacity of reading comprehension, and according to the Spearman correlation of 0,431 they represent a weak positive correlation.

Recommendations

1. Because reading comprehension strategies are significantly related to the development of reading comprehension capacity teachers at María Reina Marianistas school must receive permanent training for the use of Information and Communication Technologies (ICT) adapting them to the reading comprehension strategies and interacting with the computer which will have a specific program for this purpose
2. Authorities at María Reina Marianistas school should carry out workshops for pre-school parents (when their children are 4) in order to train them be good reader models creating in this way the good habit of reading in their children. If they enjoy reading in their mother tongue, they will also enjoy in the target language.
3. The school should provide a library with funny books, magazines, games, that children can choose from and have at their fingertips to be read just for pleasure, not as what happens with the Spanish “Reading Plan” which children take it as an obligation because those books are mandatories and have to be read on their vacation, for this reason it is not enjoyable for them.
4. Authorities of María Reina Marianistas school should promote a special reading plan or program that may help teachers and students develop reading skills in students of all levels.

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Appendices

Appendix A. Consistency Matrix

Reading Comprehension Strategies and Development of Reading Comprehension Capacity in Students of Fifth Grade of Primary Level at Maria Reina Marianistas School, San Isidro, Lima, 2016

| Problems | Objetives | Hypotheses | Methodology |
|---|--|--|---|
| <p>General Problem To what extent are reading comprehension strategies related to the development of reading comprehension capacity in students of Fifth Grade of Primary level at Maria Reina Marianistas School, San Isidro, Lima, 2016.</p> <p>Specific problems SP1. To what extent are reading comprehension strategies related to the development of literal level of reading comprehension capacity in students of Fifth Grade of Primary level at Maria Reina Marianistas School, San Isidro, Lima, 2016? SP2. To what extent are reading comprehension strategies related to the development of inferential level of reading comprehension capacity in students of Fifth Grade of Primary level at Maria Reina Marianistas School, San Isidro, Lima, 2016? SP3. To what extent are reading comprehension strategies related to the development of Critical- valuative level of reading comprehension capacity in students of Fifth Grade of Primary level at Maria Reina Marianistas School, San Isidro, Lima, 2016?</p> | <p>General Objective To determine the relationship between reading comprehension strategies and the development of reading comprehension capacity in students of Fifth Grade of Primary level at Maria Reina Marianistas School, San Isidro, Lima, 2016.</p> <p>Specific objectives SO1: To determine the relationship between reading comprehension strategies and the development of literal level of reading comprehension capacity in students of Fifth Grade of Primary level at Maria Reina Marianistas School, San Isidro, Lima, 2016. SO2: To determine the relationship between reading comprehension strategies and the development of inferential level of reading comprehension capacity in students of Fifth Grade of Primary level at Maria Reina Marianistas School, San Isidro, Lima, 2016. SO3: To determine the relationship between reading comprehension strategies and the development of critical- thinking level of reading comprehension capacity in students of Fifth Grade of Primary level at Maria Reina Marianistas School, San Isidro, Lima, 2016.</p> | <p>General Hypothesis Reading comprehension strategies are significantly related to the development of reading comprehension capacity in students of Fifth Grade of Primary level at Maria Reina Marianistas School, San Isidro, Lima, 2016.</p> <p>Specific Hypothesis SH1. Reading comprehension strategies are significantly related to the development of literal level of reading comprehension capacity in students of Fifth Grade of Primary level at Maria Reina Marianistas School, San Isidro, Lima, 2016. SH2. Reading comprehension strategies are significantly related to the development of inferential level of reading comprehension capacity in students of Fifth Grade of Primary level at Maria Reina Marianistas School, San Isidro, Lima, 2016. SH3. Reading comprehension strategies are significantly related to the development of critical- thinking level of reading comprehension capacity in students of Fifth Grade of Primary level at Maria Reina Marianistas School, San Isidro, Lima, 2016. Variable 1: Reading comprehension strategies Variable 2: Development of reading comprehension capacity</p> | <p>Research Approach: Quantitative Research type: Descriptive Research Method : Descriptive Research Design : Correlational Which graphic is :</p> <div style="text-align: center;"> </div> <p>Where : S= Sample (V1=Reading Comprehension Strategies) (V2= Development of reading comprehension capacity) r= Relation</p> <p>Population and sample Population.-130 students Sample .- 130 students</p> <p>Techniques: Survey, Testing Instruments: Questionnaire Reading test.</p> |



Appendix B. Questionnaire



Encuesta

Estimado estudiante,

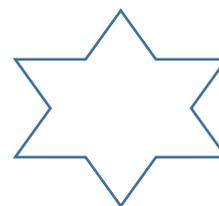
Responde las siguientes preguntas acerca de tus hábitos de lectura. Esta encuesta es anónima, lo que significa nadie sabrá quién eres. Esto te animará a que seas honesto/a. Por favor responde a las preguntas con la verdad. No hay respuestas correctas o incorrectas. Responde con veracidad; ayudará a tus profesores a convertirte en un mejor lector.

*Responde marcando con un aspa (X) debajo de tu respuesta.

| N° | Pregunta | SI | NO | A VECES |
|----|---|----|----|---------|
| 1 | Mi profesora utiliza actividades de lluvia de ideas con indicadores gráficos acerca del tema para predecir. | | | |
| 2 | Mi profesora introduce el significado de las palabras antes de iniciar la lectura. | | | |
| 3 | Mi profesora presenta el lugar y el tiempo en que la historia sucede. | | | |
| 4 | La profesora propicia que los estudiantes identifiquen la causa y efecto de los acontecimientos de la lectura | | | |
| 5 | La profesora explica el orden como suceden los eventos en una historia. | | | |
| 6 | La profesora manifiesta como identificar las ideas principales de una historia. | | | |
| 7 | La profesora hace preguntas de comprensión sobre el texto leído. | | | |
| 8 | La profesora identifica el hecho de una opinión. (fact and opinión) | | | |
| 9 | La profesora propicia que la importancia del texto leído | | | |
| 10 | La profesora enseña cómo hacer el juicio valorativo y el cómo dar opinión sobre una lectura | | | |



Appendix C. Reading Test

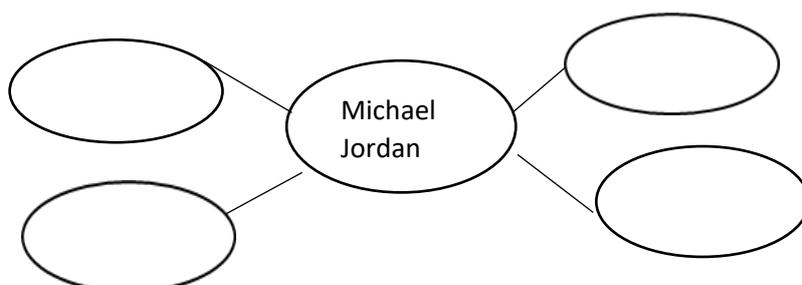


Name _____ Grade _____

Mark _____

Read the enclosed text and answer the following questions:

I. READ THE TEXT AND CHOOSE 4 WORDS OR PHRASES THAT



BEST DEFINE MICHAEL JORDAN.

II. CHOOSE THE WORD FROM THE BOX THAT BEST REPLACES EACH UNDERLINED WORD OR PHRASE. WRITE THE LETTERS ON THE LINES.

a.airborne b.career c.championship d.retired e.varsity

1. ____ Michael Jordan's job was playing basketball.
2. ____ Mr. Adams gave up working when he returned sixty five years old.
3. ____ Some ball players seem like they are floating in the air.
4. ____ Our best players' baseball team won ten games last fall.
5. ____ At the end of the season, they won the state contest that decided a final winner.

III. CHOOSE THE CORRECT ANSWER. Write an x on the letter. WHEN AND WHERE DID THE STORY TAKE PLACE?

- a. In the 1980s-USA b. In the 1980s-England c. In the 1980s-Canada

IV. WHAT IS THIS ARTICLE MOSTLY ABOUT? Write an x on the letter

- a. Basketball b. The Chicago Bulls c. Michael Jordan

V. SEQUENCING. ORDER THE EVENTS ACCORDING TO THE STORY.

- ____ A Gatorade commercial is one of the most recognizable one.
 ____ Jordan retired from basketball in 1998.
 ____ Michael Jordan's effort finally paid off
 ____ He flies in the air when he plays.
 ____ Jordan was a leader in the court.

VI. 6.1 WHAT DID MICHAEL JORDAN DO TO HELP HIMSELF REACH HIS GOAL?

- a. He kept working and practicing to become a better and better player.
- b. He kept dancing and working to become a better player.
- c. He kept playing and running to become a better player.

6.2 WHY DO YOU THINK MICHAEL JORDAN IS A FAVORITE OF FANS AND ATHLETES?

- a. He is one of the best baseball players of all time.
- b. He is one of the best players the basketball game has ever seen.
- c. He is one of the best soccer players in the world.

VII. WRITE FACTOR OPINION ON THE LINES.

- 1. _____ Michael Jordan is the most famous basketball player.
- 2. _____ Michael Jordan is handsome.
- 3. _____ Michael Jordan scored 69 points in a game.
- 4. _____ He should eat healthy food.

VIII. 8.1 DO YOU THINK THAT IT IS TO HAVE A ROUTINE TO BE A SUCESSFUL BASKETBALL PLAYER? SUPPORT YOU IDEAS.

IX. 9.1 WHEN WAS THE ARTICLE WRITTEN?

- a. 29/8/16 b. 29/9/16 c. 29/7/2016

9.2 WHAT'S THE NAME OF THE NEWSPAPER?

- a. The New Times b. The New York Times c. The New Paper

X. MENTION TWO THINGS THAT YOU CONSIDER ARE NOT POSITIVE WHEN YOU PLAY BASKETBALL.



The New York Times

Late Edition

Today, clouds and sunny, warmer, humid, high 73. Tonight, mostly cloudy, areas of drizzle, low 66. Tomorrow, variably cloudy, a shower, high 76. Weather map, Page B16.

"All the News That's Fit to Print"

VOL. CLXIV . . . No. 56,654

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NEW YORK, THURSDAY, SEPTEMBER 29, 2016

\$2.50

THE MAN CALLED AIR

This article is by **María de los Angeles Picasso Escobar**.

Famous basketball player Michael Jordan was born in 1963 in Brooklyn, New York. He didn't even make his high school varsity, the principal team representing his high school in basketball or other competition. He kept working at basketball. It is said he would practice alone in the school gym early in the mornings. Throughout his career, he worked harder to become better and better.

Michael Jordan's hard work finally paid off. Today he is considered by most people to have been the best basketball player in the history of the game.

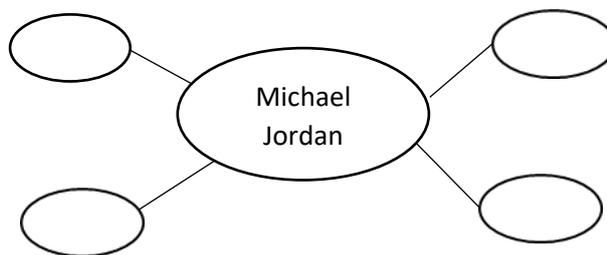


Michael Jordan was a leader on the court. With Jordan's leadership, the Chicago Bulls won the World Championship five times. In one game he scored 69 points. He established marketing deals with some of the world's largest companies such as Nike, Hanes, Gatorade, McDonald's, Wheaties, and MCI. Nike's Air Jordan shoe line became one of the most popular of all time. One Gatorade commercial, that featured Jordan and the song "If I Could Be Like Mike," is one of the most recognizable commercials involving a professional athlete in TV history. Other commercials, such as those starring him alongside movie producer Spike Lee were also very successful. He even starred in the Disney film "Space Jam".

Jordan retired from basketball in 1998. Basketball Larry Bird And magic Johnson agree that there is no other player like Michael Jordan and there probably never will be. He is the favorite of fans and athletes all over the world.

Appendix D. Reading Strategies Used in the Reading Test

I. Graphic organizer



II. Vocabulary development

| | | | | |
|-------------|-----------|-----------------|------------|------------|
| a. Airborne | b. Career | c. championship | d. Retired | e. varsity |
|-------------|-----------|-----------------|------------|------------|

1. ____ Michael Jordan's job was playing basketball.
2. ____ Mr. Adams gave up working when he returned sixty five years old.
3. ____ Some ball players seem like they are floating in the air.
4. ____ Our best players' baseball team won ten games last fall.
5. ____ At the end of the season, they won the state contest that decided a final winner.

III. Setting

When and where did the story take place?

- a. In the 1980s-USA
- b. In the 1980s-England
- c. In the 1980s-Canada

IV. 4.1 Identifying character

- a. Basketball
- b. The Chicago Bulls
- c. Michael Jordan

4.2 Main ideas

- a. Michael Jordan worked hard to become a great athlete.
- b. Jordan was nicknamed Air.
- c. He sometimes went to the gym at six o'clock in the morning.
- d. He is considered one of the best basketball player ever.
- e. He could jump higher, shoot better, move quicker, and score more points than almost anyone.
- f. Larry Bird and Magic Johnson are basketball stars, too.

V. Sequencing.

- ____ A Gatorade commercial is one of the most recognizable one.
- ____ Jordan retired from basketball in 1998.
- ____ Michael Jordan's effort finally paid off
- ____ He flies in the air when he plays.
- ____ Jordan was a leader in the court.

VI. 6.1 Character/Inferential

- a. He kept working and practicing to become a better and better player.
- b. He kept dancing and working to become a better player.
- c. He kept playing and running to become a better player.

6.2 Cause and effect

- a. He is one of the best baseball players of all time.
- b. He is one of the best players the basketball game has ever seen.
- c. He is one of the best soccer players in the world.

VII. Fact and opinion

- 5. _____ Michael Jordan is the most famous basketball player.
- 6. _____ Michael Jordan is handsome.
- 7. _____ Michael Jordan scored 69 points in a game.
- 8. _____ He should eat healthy food.

VIII. 8.1 Determine the importance

IX. Questions about the text

b. 29/8/16 b. 29/9/16 c. 29/7/2016

b. The New Times b. The New York Times c. The New Paper

X. Critical thinking / Giving opinion

Appendix E. Expert Judgment

UNIVERSIDAD NACIONAL DE EDUCACIÓN

Enrique Guzmán y Valle

"Alma Máter del Magisterio Nacional"

INFORME DE VALIDACIÓN DE INSTRUMENTO POR JUICIO DE EXPERTO

I. DATOS GENERALES:

- a. Apellidos y nombre(s) del informante: Hendrya Tomaylla, Jean Rene
 b. Cargo e institución donde labora: Docente Humboldt
 c. Nombre del instrumento: Cuestionario
 d. Autora del instrumento: Maria de los Angeles Leonor Picasso Escobar
 e. Mención: Enseñanza de Inglés como lengua extranjera
 f. Tesis: Use of reading strategies and the improvement of reading comprehension capacity in fifth grade students at Maria Reina Marianistas School, San Isidro, Lima, 2016.

II. ASPECTOS DE VALIDACIÓN

| INDICADORES DE EVALUACIÓN DEL INSTRUMENTO | CRITERIOS Cualitativos | Deficiente (51 - 60) | Regular (61 - 70) | Buena (71 -80) | Muy Buena (81 -90) | Excelente (91-100) |
|---|---|-------------------------|----------------------|-------------------|-----------------------|-----------------------|
| | | | | | | |
| 1. CLARIDAD | Está formulado con lenguaje apropiado. | | | | 90 | |
| 2. OBJETIVIDAD | No presenta sesgo ni induce respuesta. | | | | 88 | |
| 3. ACTUALIDAD | Está de acuerdo con los avances de la investigación cualitativa. | | | | 90 | |
| 4. ORGANIZACIÓN | Existe una organización lógica y coherente. | | | | 88 | |
| 5. SUFICIENCIA | Comprende los aspectos suficientes en calidad y cantidad. | | | | 90 | |
| 6. INTENCIONALIDAD | Adecuado para establecer los conocimientos de la investigación cualitativa. | | | | 90 | |
| 7. CONSISTENCIA | Basado en aspectos teóricos científicos de la investigación cualitativa. | | | | 90 | |
| 8. COHERENCIA | Entre los índices e indicadores. | | | | 85 | |
| 9. METODOLOGIA | La estrategia responde al propósito de la investigación cualitativa. | | | | 90 | |
| 10. PERTINENCIA | Adecuado para tratar el tema de investigación. | | | | 90 | |
| PROMEDIO DE LA VALORACIÓN CUANTITATIVA | | | | | 89 | |

III. OPINIÓN DE APLICABILIDAD Aplicar con fines

IV. PROMEDIO DE VALORACIÓN Muy bueno 89

Lugar y fecha La Cisterna, Julio 11 de 2017


Firma del experto informante

UNIVERSIDAD NACIONAL DE EDUCACIÓN
Enrique Guzmán y Valle
 "Alma Mater del Magisterio Nacional"

INFORME DE VALIDACIÓN DE INSTRUMENTO POR JUICIO DE EXPERTO

I. DATOS GENERALES:

- a. Apellidos y nombre(s) del informante: Dr. Edith Zárate Aliaga
- b. Cargo e institución donde labora: Docente UACE
- c. Nombre del instrumento: Cuestionario
- d. Autora del instrumento: María de los Angeles Leonor Picasso Escobar
- e. Mención: Enseñanza de Inglés como lengua extranjera
- f. Tesis: Use of reading strategies and the improvement of reading comprehension capacity in fifth grade students at Maria Reina Marianistas School, San Isidro, Lima, 2016.

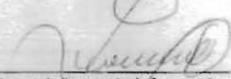
II. ASPECTOS DE VALIDACIÓN

| INDICADORES DE EVALUACIÓN DEL INSTRUMENTO | CRITERIOS | | Deficiente (51 - 60) | Regular (61 - 70) | Buena (71 - 80) | Muy Buena (81 - 90) | Excelente (91-100) |
|---|---|---------------|----------------------|-------------------|-----------------|---------------------|--------------------|
| | Cualitativos | Cuantitativos | | | | | |
| 1. CLARIDAD | Está formulado con lenguaje apropiado. | | | | | 85 | |
| 2. OBJETIVIDAD | Está expresado en conductas observables. | | | | | 85 | |
| 3. ACTUALIDAD | Adecuado al avance de la ciencia y la tecnología. | | | | | 85 | |
| 4. ORGANIZACIÓN | Existe una organización lógica entre variables e indicadores. | | | | | 85 | |
| 5. SUFICIENCIA | Comprende los aspectos en cantidad y calidad. | | | | | 85 | |
| 6. INTENCIONALIDAD | Adecuado para valorar aspectos de la actitud. | | | | | 85 | |
| 7. CONSISTENCIA | Basado en aspectos teóricos científicos y pedagógicos del área. | | | | | 85 | |
| 8. COHERENCIA | Entre las variables, dimensiones e indicadores. | | | | | 85 | |
| 9. METODOLOGÍA | La estrategia responde al propósito de la investigación. | | | | | 85 | |
| 10. PERTINENCIA | Adecuado para tratar al tema de investigación. | | | | | 85 | |
| PROMEDIO DE LA VALORACIÓN CUANTITATIVA | | | | | | 85 | |

III. OPINIÓN DE APLICABILIDAD: aplicable

IV. PROMEDIO DE VALORACIÓN: 85 0/10 = 85

Lugar y fecha: Lima, Perú, Junio 2017 DNI N° 09764435 Teléfono: 992573464


 Firma del experto informante

UNIVERSIDAD NACIONAL DE EDUCACIÓN

Enrique Guzmán y Valle

"Alma Mater del Magisterio Nacional"

INFORME DE VALIDACIÓN DE INSTRUMENTO POR JUICIO DE EXPERTO

I. DATOS GENERALES:

- a. Apellidos y nombre(s) del informante Dr. Edith Zarate Rojas
- b. Cargo e institución donde labora: Docente P.A.L.E.V.
- c. Nombre del instrumento: Test de lectura
- d. Autora del instrumento: María de los Angeles Leonor Picasso Escobar
- e. Mención: Enseñanza de Inglés como lengua extranjera
- f. Tesis: Use of reading strategies and the improvement of reading comprehension capacity in fifth grade students at Maria Reina Marianistas School, San Isidro, Lima, 2016.

II. ASPECTOS DE VALIDACIÓN

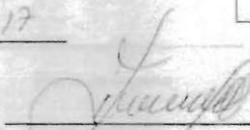
| INDICADORES DE EVALUACIÓN DEL INSTRUMENTO | CRITERIOS Cualitativos | Deficiente | Regular | Buena | Muy Buena | Excelente |
|---|---|------------|-----------|-----------|-----------|-----------|
| | | (51 - 60) | (61 - 70) | (71 - 80) | (81 - 90) | (91-100) |
| 1. CLARIDAD | Cuantitativos Está formulado con lenguaje apropiado. | - | - | | 85 | |
| 2. OBJETIVIDAD | No presenta sesgo ni induce respuesta | | | | 85 | |
| 3. ACTUALIDAD | Está de acuerdo con los avances de la investigación cualitativa. | | | | 85 | |
| 4. ORGANIZACIÓN | Existe una organización lógica y coherente. | | | | 85 | |
| 5. SUFICIENCIA | Comprende los aspectos suficientes en calidad y cantidad. | | | | 85 | |
| 6. INTENCIONALIDAD | Adecuado para establecer los conocimientos de la investigación cualitativa. | | | | 85 | |
| 7. CONSISTENCIA | Basado en aspectos teóricos científicos de la investigación cualitativa. | | | | 85 | |
| 8. COHERENCIA | Entre los índices e indicadores. | | | | 85 | |
| 9. METODOLOGÍA | La estrategia responde al propósito de la investigación cualitativa. | | | | 85 | |
| 10. PERTINENCIA | Adecuado para tratar el tema de investigación. | | | | 85 | |
| PROMEDIO DE LA VALORACIÓN CUANTITATIVA | | | | | 85 | |

III. OPINIÓN DE APLICABILIDAD..... aplicable

IV. PROMEDIO DE VALORACIÓN

Lugar y fecha Lima, 2/14/17

85


Firma del experto informante

UNIVERSIDAD NACIONAL DE EDUCACIÓN

Enrique Guzmán y Valle

"Alma Máter del Magisterio Nacional"

INFORME DE VALIDACIÓN DE INSTRUMENTO POR JUICIO DE EXPERTO

I. DATOS GENERALES:

- a. Apellidos y nombre(s) del informante Mendoga Tomaylla, Jean Pierre L.
 b. Cargo e institución donde labora: Docente Independiente
 c. Nombre del instrumento: Test de lectura
 d. Autora del instrumento: María de los Ángeles Leonor Picasso Escobar
 e. Mención: Enseñanza de Inglés como lengua extranjera
 f. Tesis: Use of reading strategies and the improvement of reading comprehension capacity in fifth grade students at María Reina Marianistas School, San Isidro, Lima, 2016.

II. ASPECTOS DE VALIDACIÓN

| INDICADORES DE EVALUACIÓN DEL INSTRUMENTO | CRITERIOS | | Deficiente (51 - 60) | Regular (61 - 70) | Buena (71 - 80) | Muy Buena (81 - 90) | Excelente (91-100) |
|---|---|---------------|-------------------------|----------------------|--------------------|------------------------|-----------------------|
| | Cualitativos | Cuantitativos | | | | | |
| 1. CLARIDAD | Está formulado con lenguaje apropiado. | | | | | 90 | |
| 2. OBJETIVIDAD | Está expresado en conductas observables. | | | | | 88 | |
| 3. ACTUALIDAD | Adecuado al avance de la ciencia y la tecnología. | | | | | 90 | |
| 4. ORGANIZACIÓN | Existe una organización lógica entre variables e indicadores. | | | | | 90 | |
| 5. SUFICIENCIA | Comprende los aspectos en cantidad y calidad. | | | | | 85 | |
| 6. INTENCIONALIDAD | Adecuado para valorar aspectos de la actitud. | | | | | 90 | |
| 7. CONSISTENCIA | Basado en aspectos teóricos científicos y pedagógicos del área. | | | | | 88 | |
| 8. COHERENCIA | Entre las variables, dimensiones e indicadores. | | | | | 85 | |
| 9. METODOLOGÍA | La estrategia responde al propósito de la investigación. | | | | | 90 | |
| 10. PERTINENCIA | Adecuado para tratar el tema de investigación. | | | | | 90 | |
| PROMEDIO DE LA VALORACIÓN CUANTITATIVA | | | | | | 89 | |

III. OPINIÓN DE APLICABILIDAD: Aplicar conformeIV. PROMEDIO DE VALORACIÓN: Muy Buena 89Lugar y fecha: La Cantuta, 11 de Julio 2017 DNI N° 41190314 Teléfono: 983316839

 Firma del experto informante

UNIVERSIDAD NACIONAL DE EDUCACIÓN

Enrique Guzmán y Valle

"Alma Máter del Magisterio Nacional"

INFORME DE VALIDACIÓN DE INSTRUMENTO POR JUICIO DE EXPERTO

I. DATOS GENERALES:

- a. Apellidos y nombre(s) del informante: ORE DE LOS SANTOS, Miguel Alfonso
 b. Cargo e institución donde labora: UNE - DALEX
 c. Nombre del instrumento: Test de lectura
 d. Autora del instrumento: María de los Ángeles Leonor Picasso Escobar
 e. Mención: Enseñanza de Inglés como lengua extranjera
 f. Tesis: Use of reading strategies and the improvement of reading comprehension capacity in fifth grade students at Maria Reina Marianistas School, San Isidro, Lima, 2016.

II. ASPECTOS DE VALIDACIÓN

| INDICADORES DE EVALUACIÓN DEL INSTRUMENTO | CRITERIOS Cualitativos | Deficiente (51 - 60) | Regular (61 - 70) | Buena (71 - 80) | Muy Buena (81 - 90) | Excelente (91-100) |
|---|---|-------------------------|----------------------|--------------------|------------------------|-----------------------|
| | | | | | | |
| 1. CLARIDAD | Esta formulada con lenguaje apropiado. | | | | | 93 |
| 2. OBJETIVIDAD | No presenta sesgo ni induce respuesta. | | | | | 92 |
| 3. ACTUALIDAD | Está de acuerdo con los avances de la investigación cualitativa. | | | | | 92 |
| 4. ORGANIZACIÓN | Existe una organización lógica y coherente. | | | | | 93 |
| 5. SUFICIENCIA | Comprende los aspectos suficientes en calidad y cantidad. | | | | | 93 |
| 6. INTENCIONALIDAD | Adecuado para establecer los conocimientos de la investigación cualitativa. | | | | | 92 |
| 7. CONSISTENCIA | Basado en aspectos teóricos científicos de la investigación cualitativa. | | | | | 92 |
| 8. COHERENCIA | Entre los índices e indicadores. | | | | | 90 |
| 9. METODOLOGÍA | La estrategia responde al propósito de la investigación cualitativa. | | | | | 92 |
| 10. PERTINENCIA | Adecuado para tratar el tema de investigación. | | | | | 92 |
| PROMEDIO DE LA VALORACIÓN CUANTITATIVA | | | | | | 92 |

III. OPINIÓN DE APLICABILIDAD

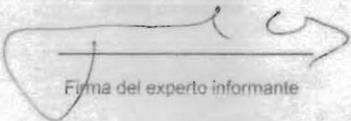
ES APLICABLE

IV. PROMEDIO DE VALORACIÓN

PROMEDIO

92

Lugar y fecha

LIMA, 9/7/17

 Firma del experto informante

UNIVERSIDAD NACIONAL DE EDUCACIÓN

Enrique Guzmán y Valle

"Alma Mater del Magisterio Nacional"

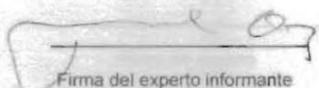
INFORME DE VALIDACIÓN DE INSTRUMENTO POR JUICIO DE EXPERTO

I. DATOS GENERALES:

- a. Apellidos y nombre(s) del informante: CRE DE LOS ROSAS, Miguel Alfonso
 b. Cargo e institución donde labora: DAE - DALEX
 c. Nombre del instrumento: Cuestionario
 d. Autora del instrumento: Maria de los Angeles Leonor Picasso Escobar
 e. Mención: Enseñanza de Inglés como lengua extranjera
 f. Tesis: Use of reading strategies and the improvement of reading comprehension capacity in fifth grade students at Maria Reina Marianistas School, San Isidro, Lima, 2016.

II. ASPECTOS DE VALIDACIÓN

| INDICADORES DE EVALUACIÓN DEL INSTRUMENTO | CRITERIOS Cualitativos Cuantitativos | Deficiente (51 - 60) | Regular (61 - 70) | Buena (71 - 80) | Muy Buena (81 - 90) | Excelente (91 - 100) |
|---|---|-------------------------|----------------------|--------------------|------------------------|-------------------------|
| | | | | | | |
| 11. CLARIDAD | Está formulado con lenguaje apropiado. | | | | | 92 |
| 12. OBJETIVIDAD | Está expresado en conductas observables | | | | | 92 |
| 13. ACTUALIDAD | Adecuado al avance de la ciencia y la tecnología. | | | | | 92 |
| 14. ORGANIZACIÓN | Existe una organización lógica variables e indicadores | | | | | 91 |
| 15. SUFICIENCIA | Comprende los aspectos en cantidad y calidad | | | | | 97 |
| 16. INTENCIONALIDAD | Adecuado para valorar aspectos referidos al tema. | | | | | 92 |
| 17. CONSISTENCIA | Basado en aspectos teóricos científicos y pedagógicos del área. | | | | | 92 |
| 18. COHERENCIA | Entre las variables, dimensiones e indicadores. | | | | | 92 |
| 19. METODOLOGÍA | La estrategia responde al propósito de la investigación. | | | | | 94 |
| 20. PERTINENCIA | Adecuado para tratar el tema de investigación. | | | | | 91 |
| PROMEDIO DE LA VALORACIÓN CUANTITATIVA | | | | | | 92 |

III. OPINIÓN DE APLICABILIDAD: ES APLICABLEIV. PROMEDIO DE VALORACIÓN: NOVENA Y DOS (92)Lugar y fecha: LIMA P SE NOVIEMBRE DE 2015DNI N°: 87700353 Teléfono N°: 772-53560


Firma del experto informante