



DOI: <https://doi.org/10.46296/yc.v7i13esesptsept.0397>

CUEING SYSTEM IN THE READING DEVELOPMENT OF A1 LEVEL STUDENTS

SISTEMA DE SEÑALES EN EL DESARROLLO LECTOR DE ESTUDIANTES DE NIVEL A1

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Resumen

La lectura es una de las habilidades más importantes del inglés, ya que a través de ella podemos comprender la información; sin embargo el cómo lograr un adecuado desarrollo de dicha habilidad depende del método apropiado que cumpla con un proceso y que permita al lector comprender correctamente lo que se dice en un texto. Además, el papel de los docentes es fundamental ya que son los encargados de guiar este proceso con el uso de estrategias, métodos y técnicas que motiven a los alumnos en la lectura, pero los estudiantes no cuentan con actividades adecuadas que motiven el desarrollo de la lectura. El objetivo general fue diseñar una propuesta pedagógica basada en el Cueing System para el desarrollo de la lectura. Esta investigación fue descriptiva y cualitativa porque permite identificar y describir las características del proceso de desarrollo de la lectura y en base a ello poder seleccionar actividades adecuadas que contribuyen con este propósito. Los resultados alcanzados y con el criterio de expertos se demuestra la importancia de la propuesta presentada, ya que el interés y la motivación que se genera en los alumnos con respecto a cada una de las actividades, a todos les gustan los cuentos, luego el grado de interés personal que muestran los alumnos por las diferentes actividades y finalmente con los resultados obtenidos podemos decir que la propuesta es totalmente aplicable y puede contribuir al desarrollo de la lectura.

Palabras claves: Cueing System, lectura, desarrollo, comprensión, Semántico.

Abstract

Reading is one of the most important skills in English, since through it we can understand the information; however, how to achieve an adequate development of this skill depends on the appropriate method that complies with a process and allows the reader to correctly understand what is said in a text. In addition, the role of teachers is fundamental since they are in charge of guiding this process with the use of strategies, methods and techniques that motivate students in reading, but students do not have adequate activities that motivate the development of reading. The general objective was to design a pedagogical proposal based on the Cueing System for the development of reading. This research was descriptive and qualitative because it allows to identify and describe the characteristics of the reading development process and based on this to be able to select adequate activities that contribute to this purpose. The results achieved and with the criteria of experts demonstrate the importance of the proposal presented, since the interest and motivation generated in the students with respect to each of the activities, they all like the stories, then the degree of personal interest shown by the students for the different activities and finally with the results obtained we can say that the proposal is fully applicable and can contribute to the development of reading.

Keywords: Cueing System, Reading, Development, Comprehension, Semantic.

Información del manuscrito:

Fecha de recepción: 05 de junio de 2023.

Fecha de aceptación: 28 de agosto de 2023.

Fecha de publicación: 08 de septiembre de 2023.



1. Introduction

Through reading, human beings as such develop the ability to communicate with each other around the world because knowing information about what happens in each place allows us to be in permanent interaction, so people acquire greater knowledge. Therefore, this research work is framed in the line of research of the Technical University of Cotopaxi: Education and Communication for human and social development.

This line of research corresponds to the research topic, which focuses on the development of reading in the English language since it directly contributes to the development process of the human being by improving its communication process since it is an active part of the society to which it belongs.

Regarding the sub-line of research, this work focused on Applied Linguistics, which is the science that studies language with the purpose of being applied in the learning of a foreign language. According to Souza (2013), Applied Linguistics seeks to create critical thinking in teachers from the point of view of

improving their teaching process, which allows improving learning.

Applied linguistics from the point of view of learning a foreign language is related to research since it describes the syntactic, semantic, phonological rules, among others that participate directly in English and that help us to understand and use them properly.

In addition, the research is framed in the Organic Law of Higher Education (LOES in Spanish), where the following is stated:

According to the Organic Law of Higher Education, article 124 it establishes that:” It is the responsibility of the institutions of the higher education system to provide those who graduate from any of the careers or programs with effective knowledge of their duties and rights as citizens and of the socioeconomic, cultural and ecological reality of the country; the mastery of a foreign language and the effective use of computer tools (LOES, 12-oct-2010, art 124). This article is very important because it describes the importance of learning a foreign language and the institutions must ensure that students achieve this mastery.



Therefore they must have a correct development of language skills.

With the aforementioned background and based on the rights that all human beings have in relation to education, reading plays a fundamental role in improving the quality of life as well as communication within a society. Therefore the problem statement arises considering that, reading is one of the most important English skills since through it we can understand information. However how to achieve an adequate development of that skill depends on the appropriate method which complies with a process and that allows the reader understand correctly what is said in a text.

According to Amin (2019), reading is an receptive skill, which is developed using memorization of words since only words are read in a text, many times leaving aside the correct pronunciation as well as the meaning that must have within a sentence. This causes the students to fail to understand properly what is being read. Consequently misunderstandings occurs and in the end is not possible to catch up the real message of the text.

In addition, the role of teachers is fundamental, since they are responsible for guiding this process with the use of strategies, methods and techniques that motivate the students in reading. For that reason the problem formulation mentions that students do not have adequate activities to motivate reading development.

Akyol, Cakiroglu, & Kuruyer, (2014) say that reading is an interactive process that consists of the use of various skills, such as inference, correct pronunciation as well as comprehension what is being read in such a way that a good reader must have these characteristics. Otherwise students will be unable to comprehend what is read and the meaning of the text will be lost.

This is why according to Parab (2020), reading is an intuitively and problem-solving process prepare making meaning from the content. It has the taking after characteristics: could be a dialect expertise that can be developed through orderly hone; could be a two-way prepare that includes the communication between the creator and the reader; is visual which involves the transmission of message through optic nerves and

requires great visual perception; may be a profitable process that has reason whether scholastically, actually, or professionally, and finally reading is the establishment of great composing.

According to Buslon & Alieto (2019), lexical inference plays a central part in reading since at whatever point one seriously gets composed materials translating the meaning of difficult words gets to be significantly vital. The reason for typically the reality that a composed content contains a number of new words that got to be comprehended. It must be famous that new words posture issue in reading comprehension.

Taking into account those references, the following General Objective was proposed: To design a pedagogical proposal based on the Cueing System for the development of reading in A1 English learners.

The specific objectives were: To analyze the Cueing System influence in the reading development. It will allow finding out if the use of Cueing System helps reading development. Taking into account those theoretical knowledge, it was necessary to identify important elements about the

teaching and learning process of reading in A1 level students at Technical University of Cotopaxi. Once these elements were identified, didactic activities based on the Cueing System for the reading development were selected and designed. Finally, it was important to validate the pedagogical proposal through experts and user's criteria.

The present research work is justified based on the premise that reading is one of the most important skills in the English language directly related to the productive ability to speak, since it increases the level of vocabulary and therefore the understanding of texts. Therefore, it is necessary to know how this process of learning to read is developed, under what conditions and with what methodology students are taught to read effectively and that leads to the improvement of that.

This research at the beginning analyzed the process by which reading in the English language is developed. After that a foundation with which was possible to clearly understand its strengths and weaknesses. Finally, based on that the main objective was to propose the use of Cueing System as a



suitable method for the developed of the ability to read.

This system has three components: the semantic, the syntactic and the graphophonic that together and applied in an appropriate way will provide the possibility of improving the reading process in the students of the first levels (beginners) of the English Language Learning Program from the Technical University of Cotopaxi. With the application of this method, students will be able to develop a process that allows them to work reading appropriately since knowing the meaning, structure and sounds of the words that make up a given text will motivate students to continue improving their process, taking note that they will be able to understand in detail what the text says.

The impact that its application will have will be mid-term since understanding and correctly using each component of the Cueing System involves permanent work which will only improve with the practice and permanent use of the system by the students.

Hempenstall (2014) mentions that the use of the Cueing System in

reading stories based on various activities with the use of syntactic, semantic and Graphophonic cues allows students to develop an adequate reading process, however develop the semantic and syntactic cues take longer as Graphophonic are easier to understand with the help of words and graphics that can be provided students.

The Technical University of Cotopaxi, through its Language Center offers its inhabitants students the Learning of the English language in three levels, however those who enter in the first level face serious problems with the reading ability, since they have a textbook with several reading activities that are not one hundred percent understood due to the poor development of this skill, students do not clearly understand the message and cannot answer questions based on the text as they find certain words that they do not know, therefore they are not able to participate in the class.

2. Methodology (Materials and methods)

This research work was developed according to the following methodology:

The following research project is qualitative and descriptive because this work allowed identifying and describes the characteristics of the reading process that are used in the teaching of reading in beginner students, and with this support to be able to develop the proposal based on the Cueing System method with the primary objective of improving the process of reading.

First of all, it was necessary to identify some specific characteristics of the teaching and learning process of reading in English with the students and teachers of the A1 level of the English language learning program. For this purpose, a checklist (See chart 1) of 5 questions was elaborated, which were structured taking into account the experience of the teacher-researcher. This data collection instrument was applied with both teachers and students working with the A1 level of the English language program at the Language Center of

the Technical University of Cotopaxi at the beginning of the research process.

Once these elements inherent to reading were known, appropriate activities were selected and designed to develop reading in A1 level students, the activities were totally focused on the three components of the Cueing system.

With the objective of knowing the criteria of native speakers experts in the teaching area in relation to the activities proposed for the development of reading based on the Cueing System, an instrument of validation of experts was elaborated, whose format was suggested by the tutor of the research work, this instrument values in a scale of 1 to 5 elements such as the argumentation, structure, logic, importance and the facility of implementation of the proposed activities.

Once the experts' evaluation of the proposed activities was known, we proceeded with the evaluation of the users, who are the teachers and students of level A1. The same instrument used for the experts' evaluation was applied to know the teachers' criteria. Finally, the reading



activities were applied with the students and once concluded; a survey of 4 questions was designed by the research teacher and validated by the research tutor. The main objective was to know the opinion of the students in relation to the activities developed for the improvement of reading in the English language.

3. Results (Analysis and interpretation of the results)

According to the results obtained in the checklist applied to teachers and students of the first level of the English Language Learning Program answer the following:

As far as teachers are concerned (Chart 2), 2 teachers that represent the 100% of them agree that their students have problems in developing their ability to read in the English language. Regarding the techniques or methods that teachers use to teach their students to read, 2 teachers who represent 50% do not use any particular technique or method, 1 teacher who represents 25% uses scanning and 1 teacher who represents the other 25% uses skimming. These are the only

techniques applied by two teachers to teach reading.

As for the frequency with which teachers perform reading exercises, four teachers who represent 100% do so sometimes, and also four teachers who represent 100% use stories as the main material to develop reading exercises with their students.

Finally, it was very important to know what the teacher's criteria are regarding student comprehension with respect to the reading that is done in the first level. According to this, three teachers who represent 75% consider their students' reading comprehension to be bad, and only one teacher who represents the 25% considers it to be good.

The results of the checklist applied to the English language teachers who work with the first level students show some of the problems that occur in terms of reading development, especially regarding the lack of adequate comprehension of the students, which makes it impossible for teachers to correctly apply the proposed exercises that are in the accordance with the level in which the students are. Similarly,

the lack of use of techniques and methods that help develop reading in an appropriate manner means that teachers do not apply reading exercises with their students more frequently, since they do not manage to clearly understand all that is required. It was also very important to know that the reading activities that students prefer are related to stories, since they mostly call their attention and encourage reading.

In conclusion, from the teachers' point of view, it is important to have an adequate method or technique that allows them to help permanently improve the reading skills of students who are in the first level of the English language. Therefore, we can consider the use and application of activities based on the Cueing System will be very useful to accomplish this purpose.

Regarding to the checklist applied to the students (Chart 3), the following information was obtained: 48 students who represent 83% in the first level like to read in English, and they do so for two main reasons, the first is because they find reading very interesting and the second because with reading they learn more vocabulary, only 10 students who

represent 17% do not like reading and do not have a precise explanation as to why.

Regarding the level of reading comprehension, 43 students who represent 74% say they have problems in clearly understanding what they read, and 15 students who represent 26% say they have no major difficulty. In terms of recognizing the type of words within a reading, 57 students who represent 98% of first level students say they do not know what type of words they find within a text they should read; only 1 student who represents 2% is clear about what type of words a reading can contain.

With respect to word pronunciation, 58 students who represent 100% say they do not know to pronounce correctly all the words in a reading on their level.

Finally, a very important fact to consider is that 55 students who represent 95% prefer to do the reading of stories because they are attractive and they develop more interest in the students.

The results of this checklist agree with the information gathered in the



first instance from the teachers, which ratify two fundamental aspects: The first is that although students like reading in English, they show problems in terms of effective comprehension of the reading that are made, therefore they do not develop the ability to recognize the different types of words that make up in a text, that is, they do not recognize nouns, adjectives, adverbs, verbs, which can be found within the reading activities that they have to do, and to this we add the fact that they cannot pronounce correctly each of the words they read and finally as for the type of reading they prefer to do there is total agreement with the teachers, as they show their interest in the stories.

To summarize, as far as the students are concerned, the application of activities based on the Cueing System would be of great help since there would be pertinent exercises according to the level in which they are, which would have as a

fundamental axis the development of the students' reading.

Once determined the elements related to the actors of the process of teaching and learning of the English language, we can say that the proposal designed for the development of the skills of reading is totally appropriate and responds to the particular needs of both teachers and students, who are the direct beneficiaries of that, and the design of the activities are focused on the three elements of the Cueing System, which are: the syntactic, the semantic and the graphophonic.

In order to know the results of the application of the proposal with the A1 level students, a survey (Chart 4) was conducted to determine the most important elements of the activities for the development of the reading based on the Cueing System.

The results are summarized in the table below:

Chart 1. Results

Question	Results
1.- Did you like the stories created to develop the reading skill?	100% of the students liked the story.

2.- How do you rate the activities proposed for each story?	68% of the students think the activities were easy. 18% of the students think the activities were a little difficult. 14% of the students think the activities were very difficult.
3.- Which activity did you like the most?	57% of the students liked the game activity. 28% of the students liked the questions. 15% of the students liked the pronunciation activity.
4.- Do you think these activities can contribute to improving your reading in English?	100% of the students think these activities can contribute to improving their reading.

Fuente: Beltrán Marco (2021)

The results shown in the table demonstrate the importance of the proposal presented, since it shows the interest and motivation generated in the students with respect to each of the activities. In the first instance, they all like the stories created for the development of the three activities based on the three components of the Cueing System. Then the degree

of personal interest shown by the students for the different activities, which represents a factor that teachers should consider when choosing activities for our students, and finally with the results obtained we can say that the proposal is fully applicable and can contribute to the development of reading.

Chart 2. Checklist applied to the teachers who work with A1 levels of English.

CHECKLIST - ENGLISH TEACHERS - LEVEL A1																		
No	NAME	1.- Do you think your students are having trouble developing their reading skills		2.- What kind of technique or method do you use to teach reading to your students?					3.- How often do you do reading exercises with your students?			4.- What type of reading do you prefer for your students?				5.- How do you think is your students reading comprehension?		
		Yes	No	Scanning	Skimming	Phonemic method	Any	Others	Always	Sometimes	Never	Papers	Stories	Documentaries	Others	Excellent	Good	Bad
1																		



2																			
3																			
4																			

Fuente: Beltrán Marco (2021)

Chart 3. Checklist applied to the students from A1 level of English.

CHECKLIST																
				1.- Do you like reading in English?			2.- Do you have problems in reading comprehension?		3.- What type of reading do you prefer?			4.- When you are reading do you recognize what kind of words are in the text?		5.- Can you pronounce correctly each word found in a text?		
No	NAME			Yes	No	Why?	Yes	No	Papers	Stories	Documentaries	Others	Yes	No	Yes	No
1																
2																
3																
4																
5																
6																
7																
8																
9																
10																

Fuente: Beltrán Marco (2021)

Chart 4. Students' survey

CHECKLIST												
			1.- Did you like the stories created to develop the reading skill?		2.- How do you rate the activities proposed for each story?			3.- Which activity did you like the most?			4.- Do you think these activities can contribute to improving your reading in English?	
No	NAME		Yes	No	Easy	A little difficult	Very Difficult	Questions	Game	Pronunciation	Yes	No
1												
2												
3												
4												
5												
6												
7												
8												
9												
10												

Fuente: Beltrán Marco (2021)

4. Conclusions

The stories created are closely related to activities that students usually perform, which makes the story interesting and allows the student to perform the proposed activities.

The activities proposed for the development of the reading skill are directly related to the three components of the Cueing System, the sequential form in which the resolution of each one of the activities allows the students to review in a detailed way everything

related to the story that was created in relation to the topics of interest and that are necessary for the student who studies the first level of learning of the English language.

This proposal seeks to contribute to the development of reading with the use of a different method and modern applications that are easily accessible to both students and teachers. The current world forces us to be innovative and seek new methodologies that are beneficial to those learning a foreign language.

With the contribution of the bibliographic review and taking into



account the constituent elements of the Cueing System, activities were designed that consider the syntactic, semantic and graphophonic parts of the English language.

According to national and international studies, the Cueing System method can contribute significantly to the development of reading skills, but it must be considered that all the elements of the system must be present in a logical sequence and with activities that promote the use of each element.

Once the elements of the Cueing System were identified, the activities to be included in the proposal were selected taking into account the type of exercise that can comply with each element. It was also important to consider that the model, the theory and the types of readings that can be performed to comply with these activities should be taken into account.

An important aspect that support the proposal presented is the validation of experts, which in this case were people related to the field of education, as well as in the area of linguistics and especially people who

master the English language as they are native speakers.

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