THE DEVELOPMENT OF READING COMPETENCE IN ENGLISH AS A FOREIGN LANGUAGE CLASSES IN SECONDARY EDUCATION

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ABSTRACT

The investigation addresses the problems faced by the figure of the English teacher in basic education within his teaching and the efforts he makes regarding the development of the reading competence in his students. Likewise, the main contributions and exertions in terms of analysis for the curriculum by the SEP in Mexico are highlighted. Currently, understanding a text in English for students at the secondary education level represents a permanent challenge due to the current condition that exists regarding the English language as a global language. The problems of reading competence and its development demonstrate the need for attention and proposals for solutions to the challenges which represents achieving the development of reading competence in English for the secondary level. This research hopes to provide background and conditional expectations in the matter of achieving the reading competence, with the purpose that others researchers, foreign language teachers and interested in the topic may reach for more and better results in its practice.

Keywords: Teaching English, Foreign Language, Reading Competence, English Language

1.0 INTRODUCTION: The Foreign Language English in Basic Education

The Mexican Educational System (SEM) has had to align itself with the challenges that a globalized world demands of it, and train citizens with knowledge about the different areas of knowledge, above all, with skills for international communication. For this reason, the teaching of the English language as a foreign language has become a primary need for attention for the Ministry of Public Education (SEP) as the governing body of education in Mexico with regard to its processes and elements that constitute it within the analysis of the practice of teachers.

With regard to the study of the teaching of a foreign language, English in Mexico by the SEP at the basic education level and its efforts to promote bilingualism in students, we begin by mentioning the Agreement for the Modernization of Education, (AEM) that brought with it Plan 93 for the teaching of the foreign language English with the content-based approach. the objective of this study program was "to achieve a linguistic competence in which the grammatical correctness of the sentences was sufficient" (SEP 1993, p.133.) a conception of

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the teaching-learning process quite limited and biased by a reductionist vision characteristic of this time.

Another effort to implement strategies in the teaching of the English language in public schools was the incorporation of the English subject at the primary level, specifically in sixth grade, through the Encliclomedia network program presented in 2003 (SEP, 2006). A challenge that was based on the belief that sixth-grade teachers as tenured teachers would have the basic knowledge in English teaching to be developed in an assisted manner through educational software contained in said program.

With regard to the study programs, it was at the primary education level that the subject of English was incorporated into its curricular structure (SEP, 2009). It is necessary to mention that before this reform, some states of the country such as Aguascalientes, Coahuila and Sinaloa sought to promote with their own efforts and resources the incorporation of the teaching of the foreign language English at the basic education level, even some of them as part of proposals and advertising campaigns in the election to governorships.

At the secondary education level, there are a series of considerations to highlight in this analysis, such as, for example; The development of communicative skills, as it is understood, sought to develop among students a series of oral skills that had communicative purposes. These skills were part of the teaching objectives, what was known as: "the communicative approach" which privileges the use of authentic materials "documents that were not designed for the teaching of the foreign language of which we have an immense variety" (SEP 1993 p.135). However, if the so-called Agreement for the Modernization of Education (AME) was vague and inconclusive, it was considered an attempt to fill the gap in the teaching of the foreign language, English for basic education, through the commitment to adopt international policies under a European framework for the teaching and acquisition of foreign languages. Interesting perhaps, but decontextualized and prone to failure, since, according to Gardner, "societies that lack science, or are deprived of technological innovations, must limit themselves to copying from the societies that have developed them" (2005, p.12.)

2.0 ADOPTION OF METHODOLOGIES: THE DETERRITORIALIZATION OF THE TEACHING OF THE FOREIGN LANGUAGE ENGLISH

At the beginning of the twentieth century, it was characteristic to find social inequalities – which translate into marginalization and indifference – governments in transformation and adaptation to new political positions; Today, a century later, we see presidential elections that set the course for righteousness in the world, predictions of global financial devaluations that threaten to destabilize the world economy, events that bring with them an irrational use of information.

The twenty-first century has brought with it situations that have affected the economic, political and educational contexts within societies, the evolution of human civilizations has shown a great capacity to adapt to changes, especially to the overthrow of ideologies and interpretations. The post-modern time in which we live determines the conditions in which our society lives today, characterized by a high development in the media and information which has led us to live in the so-called Information Age, which according to Castells (2005),

it has the historical tendency and the dominant processes, increasingly organized on the basis of networks, thus constituting a new social morphology of linking ideologies and societies, modifying the operation and results of the processes of production, experience, power and culture". (p. 3.)

The so-called Information Age determines that all inhabitants will have greater access to technology and information and communication (ICT) creating a large social network, which for Castells (2005) networks are appropriate instruments for the capitalist economy based on innovation, globalization and decentralized concentration; in this sense it is understood that now the mass media, in working life itself we are required to be up to date with technological advances. The use and management of such information, in addition to the ability to use these mass media, determine the degree of efficiency in today's society, achieving a reciprocal and interdependent relationship; "the convergence of social evolution and information technologies have created a new material basis for carrying out activities for each social structure" (Castells, 2005, p.3.)

The emergence of trade treaties between nations, and the proliferation of international agreements, originated thanks to the globalization of societies, are a "set of factors that weaken or even eliminate the sovereign state; this process has been called deterritorialization" (Gardner, 2005, p.16). The different trends that globalization brings with it, such as the flow of people and instruments between nations in the world, the continuous requirement for communication, show the need to acquire and master a foreign language of universal use, such as English.

The English language is an indispensable factor in communication in our era, since as mentioned above, one of the trends of globalization is the flow of people, who cross borders with about 100 million migrants at any time and in any part of the world; that is when the need for communication arises. therefore, the European Organization of Nations decides to create the Common European Framework of Reference for Languages, CEF, on a par with the different education systems of Europe, "for their easy acquisition and development in the study of foreign languages, which seek to overcome the barriers to communication between professionals working in fields where language differences exist" (CEF, 2001, p.1.) The adoption of international frameworks, and their applicability in other countries, must be appreciated with a certain consideration and suspicion since the debate over language teaching, which insists on not focusing on looking for ideal methods, but rather developing the "appropriate methodology" for each context of application.

The teaching of the foreign language by the SEP in Mexico must be a priority, the educational models, today called, Competency-Based Education, oblige teachers in any area, and specifically in the area of foreign language, to be able to act effectively, making use of knowledge, attitudes and skills that are not reduced to their own criteria (OECD, 2006). However, in the absence of strategies implemented by teachers, the teaching of English as a foreign language seeks to position itself within the current policies of the SEP, not only in its condition of compulsory teaching at all levels of basic education, but also in being considered an area of attention of relevance and transcendence for the achievement and development of their own competencies formerly called competencies.

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The field of study on the teaching of the foreign language, basic English, is seen in the face of great obstacles such as the need to promote orality for communicative purposes. However, the practice and acquisition of basic skills must be considered, first; as in this case reading, and its comprehension, since the educational policy of that time suggested the reproduction and adaptation of deterritorized methodologies to achieve it.

3.0 THE NEED TO STUDY READING COMPETENCE IN THE FOREIGN LANGUAGE ENGLISH IN BASIC EDUCATION

The lack of seriousness that has historically been taken with the teaching of English as a foreign language in basic education has been a national reference, even recently harsh criticism can be seen from opinion leaders and experts in the field, in relation to the little attention that the teaching of this subject has received.

The SEP has incorporated the teaching of this language into its curriculum. However, throughout the history of Mexican education, English in public schools has been a subject of little importance and of low quality (when such a subject is taught). Neither the curricular times nor the pedagogical methods are adequate, nor are many teachers certified specialists in the subject. (Escudero, 2024)

Lack of preparation on the part of teachers, the necessary curricular times, little strategic management by teachers, and the lack of continuity of curricular approaches, are generally circumstantial elements that threaten the quality of teaching English as a foreign language. Without a doubt, they represent a concern that involves thousands of teachers and millions of students in Mexico who expect clarity and opportunities for growth. In this context, where we must seek the fastest and most convenient access to working life, we see education as an indispensable tool for a favorable development in society. In this logic, language learning becomes an instrument of communication, rapprochement, and understanding between people (Beltrán, 2017)

As its name says "The Information Age", today, most of that information is written in the English language. Information of the most relevant, current and of historical, social, political, economic significance, whatever the most recent, is now published in that language. Not being able to communicate and understand the foreign language par excellence today such as English, as a professional, and even more so as a student, would limit contact with the rest of the world, talking about your ideas, conceptions about the world, ethnic origins, among many other topics, would limit the possibility of being able to study abroad. for academic or labor professionalization.

It is known in advance that the national educational policy was an adaptation to the Common European Framework of Reference (CEF), for its teaching within the RES, but we see according to the consultation carried out by both institutions SEP and SNTE (2006) – demonstrating the determination and interest in the applicability and functionality of these policies although with warnings from their main actors at the time – "the foreign language is not considered its importance, as an instrument of access to other technologies and cultures" (SEP - SNTE, 2006 p.142). The lack of profile on the part of some teachers and the lack of innovative strategies in their teaching, according to the consultation (SEP - SNTE, 2006) "(...)

promotes routine practices, based on mechanization, which do not motivate students, nor are they transcendent" (p.38)

4.0 THEORETICAL APPROACHES TO THE DEVELOPMENT OF READING COMPETENCE

4.1 Teaching skills

In the first place, it is necessary to make it clear that the concept of competencies refers, in essence, to the application of practical knowledge through physical and intellectual skills, with respect to criteria or standards of expected performance (norms or qualifications) set of knowledge, skills, dispositions and behaviors that a person possesses that allow him or her to successfully carry out an activity (Rodríguez Y Feliu, 1996). Therefore, the so-called "Competency-based Education" is an educational orientation that aims to provide answers to the information society. The concept of competence, as it is understood in education, results from the theoretical positions that situate cognition in relation to the ethical execution of knowledge. Since every process of "knowing" translates into "knowing", then it is possible to say that competence and knowledge are reciprocal: knowing how to think, knowing how to perform, knowing how to interpret, and knowing how to act in different scenarios, from oneself and for others (within a given context).

The curricular proposal of a competency-based education arises from the concern to improve education, to build a school that contributes to training students capable of functioning in today's world. Committed people, with a critical sense and a proactive attitude. It is the ability to act effectively in a defined type of situation, a capacity that is supported by knowledge and skills, but not reduced to them (Perreneoud, 2009). It focuses on individual needs, learning styles and potentialities so that the student can master the skills indicated by the industry. It formulates cognitive activities within certain frameworks that respond to certain established indicators and establishes that they must be open to the future and to the unexpected. (Vázquez, n.d.).

In this way, it is possible to say that a competence in education is a convergence of social, affective behaviors and cognitive, psychological, sensory and motor skills that allow a role, a performance, an activity or a task to be carried out adequately.

4.2 Reading competence

It is one of the skills considered essential that students acquire as they advance in their first school years. It is the basis and foundation for learning all subjects, can be used for personal enjoyment and enrichment, and gives children the ability to participate fully in their own community and in society at large. (PIRLS 2006)

The ability to understand and use the linguistic forms required by society and/or valued by the individual. Young readers are able to construct meanings from a variety of texts, they read to learn, to practice in communities from the school environment and daily life, and for personal enjoyment (PIRLS, 2006, p. 3)

Readers are considered to be actively meaning-generating, knowing effective reading strategies, and being able to reflect on what they have read. Meaning is generated through the interaction between reader and text in the context of a specific reading experience (PIRLS, 2006). A skill that manages to position the student as a promoting agent of his or her own learning, deriving a reflective thought about the development of his or her skills through an awareness of the way he or she interprets and gives meaning to his or her reading.

5.0 METHOD, TECHNIQUES AND RESEARCH INSTRUMENTS

The actions studied in educational research have a subjective meaning for those who execute them and react to them. Participants are "closer to the data" than "outsiders" and in certain respects better placed to interpret them in terms of their subjective meanings in order to respond appropriately. The object of research focused on "The development of reading competence strategies implemented in the classroom by the teacher of the foreign language English in secondary school" within the qualitative approach since by its very nature,Qualitative methodology has traditionally been identified with the case study" Sampieri, (1991, p.257).

Stake defines the method as descriptive, that is, it describes the situation prevailing at the time, and at the time of the research is carried out "in educational research the relationship between case and type constitutes the problem of case studies" (Kemmins, cited in Stake, 1998).

The case study, according to Stake (1998) can be of three forms depending on its origin, which are;

a) Intrinsic Case Studies. The case represents other cases or may illustrate a particular trait or problem. Its objective is not to understand an abstract construct or general phenomena, nor the creation or elaboration of theories, but it has an intrinsic interest in relation to a specific child, a clinical or curricular case.

b) Instrumental Case Studies. It aims to shed light on some issues or refine a theory. The case may or may not be selected as a type of other cases. The choice of the case will be made to advance in the understanding of what is of interest.

c) Collective case study. Several cases are studied at the same time to investigate the phenomenon, the population and the general conditions. The data obtained do not always show common characteristics, they can be redundant or varied, similar or different. They are chosen because it is believed that through them a better theoretical understanding will be reached.

The objective of the case study is to know, whether it is an individual or a collective, such as a group or an institution, depending on what the research to be carried out is, where it is possible to understand what happens in the spaces where the object to be studied takes place, and thus obtain information as detailed as possible within a space, and a specific moment.

5.1 Case construction

The case is made up of three teachers of the subject of foreign language of secondary education, belonging to the technical secondary school # 74 which is part of zone 10 of technical secondary schools, belonging to the municipality of Ahome, in the state of Sinaloa, Mexico.

The campus has around 1,615 students, this being a fairly large campus, not only in students, but also with the teaching staff since it has 65 academic teachers, of which 9 are teachers of the foreign language subject, the school has 8 mayors, 13 administrative workers, a deputy director and a director. Giving a total of 97 members of the workplace.

The three foreign language teachers who make up the case are described in their profile below. The first of them has 28 years of service, is a full-time foreign language teacher at the technical high school #74, has participated in national courses such as MEXTESOL (The Mexican Association of Teachers of English), has studies at the undergraduate level in the area, and participates in national performance evaluations.

The second teacher has 27 years of seniority, she is also a full-time teacher of the foreign language subject of secondary school #74, she is attached to the teaching career program, she has pedagogical leveling and completed her bachelor's degree studies in the teaching of English by the Teacher Training Center (CAM). He has participated in state courses, and those taught by the Secondary Education Reform in zone 10 of the Technical Secondary Department.

The third teacher has 6 years of seniority has a group in the school, the teacher studied English at the language center of the city of Los Mochis by the Autonomous University of Sinaloa, he also has English studies by the Arizona School of English, recently for his other job as a teacher for the English program in elementary school he has an international certification by the University of Cambridge on called the Teachers Knowledge Test (TKT).

5.2 Data collection technique

To carry out this qualitative research, it was necessary to review which are the techniques that facilitate the collection of data in the scenario where the facts are presented, in addition to finding sufficient elements to carry out the qualitative approach research.

Wandering: It allows the identification of key informants and the elaboration of a scheme of use of time and daily events of the collective, which will make it possible to establish the parameters for subsequent diagramming strategies according to Goetz and LeComte, (1988) wandering consists of reconnoitering the terrain; becoming familiar with the participants, learning about the meeting places, recording the demographic characteristics of the group, drawing a plan of the place, and recreating a description of the context of the particular phenomenon or process being studied" (p. 109)

Wandering facilitates the development of other more favorable means of data collection, such as structured and unstructured interviews, allows the researcher to focus on a group, a context or an event, begins with the process of centering and categorizing the people who will be their main sources of data, thus facilitating the work plan elaborated based on the research to be carried out.

Observation: it is a technique that consists of observing the phenomenon, fact or case, taking information and recording it for later analysis. Observation is considered a fundamental element of any research process, and the researcher relies on it to obtain the greatest number of data. That is, through the researcher's perception, significant data are obtained for a subsequent analysis, in this sense Buendía, Colás, and Hernández, argue that

All the facts of life can be the object of observation, but not all the observations that are made are valid to build scientific knowledge. Only rigorous and systematic observation helps us to advance in knowledge" (Buendía, et al 1998, p. 158)

For this research, observations were made of English foreign language classes at the secondary education level, which consisted of 50-minute modules, with the intention of describing the strategies implemented by the teacher in the development of reading competence among students in the classroom. According to Buendía, et al (1998), there are two types of observation within the research process, which are: Scientific observation consists of observing with a clear, defined and precise objective: the researcher knows what he wants to observe and what he wants to do it for, which implies that he must carefully prepare the observation and non-scientific observation. it arises in observing without intention, without a defined objective, therefore, without prior preparation.

The basic difference between one and the other is in the intentionality, because according to the nature of the object or phenomenon to be observed will be the descriptions that are to be investigated in this regard: In addition, it is necessary to specify in the use of the technique that there are two more distinctions in observation; direct and indirect. Direct observation is when the researcher personally comes into contact with the fact or phenomenon he is trying to investigate, and indirect observation occurs when the researcher becomes aware of the fact or phenomenon by observing through the observations made previously by another person.

The non-participant observation technique, as Buendía et al. (1998) point out, consists of "a previously prepared plan: to concentrate attention on certain aspects of the behavior, without interaction between the observer and the subject or group observed" (p. 158). It was decided to use the non-participant observation technique, of a direct type, since it was decided to limit the field of observation, since it would provide the most significant information for the development of the research.

The Interview: It is considered the most significant and productive technique available for data collection within qualitative research. In addition to being an exchange of information that takes place face to face. As a channel of communication between the researcher and the agents of the investigation.

For Buendía et al (1998), the interview consists of "the collection of information through a process of communication, in the course of which the interviewee responds to questions, previously designed according to the dimensions that are intended to be studied, raised by the researcher" (p. 127) Within this research, interviews were carried out as a reaffirmation of the object of study and as a collection of information and interpretation of the problem. Within an interview in the exchange of words, the information is not only based on the answers provided by the subject, but also by the posture of the interviewee's body, emotions, reactions, tone of voice, that the interviewee shows during the process. Therefore, the interviewer must be alert to all these indicators that may occur on the spot.

The Semi-structured interview consists of the elaboration of basic questions common to all the subjects, which are expanded and complemented according to the answers of the subjects, thus allowing to better interpret the answers given by the interviewees, the answers guide the course of the interview, but without leaving aside the essential themes previously established by the

interviewer.   In this sense, it is mentioned that there are other types of interviews within the Unstructured interview, which are clinical, in-depth and focal. It is considered necessary to mention them for the development of the research where the processes developed by teachers about the application of strategies within the teaching of reading competence are questioned.

The in-depth interview is a formalized process in which an interviewer asks a subject a semi-structured set of questions in a personal encounter. It is considered as the type of interview that allows the researcher to gather data on the subject's attitudes and behaviors that covers the present, future and past of the interviewee.

Within an in-depth interview, it is possible to combine techniques in order to delve into topics or obtain answers that the interviewer is not willing to do in a rational and spontaneous way. The interview seeks to obtain the subject's preliminary notions about the research topic and why he exhibits certain behaviors, in addition, one of its objectives is to obtain free comments, as well as detailed, which include -as the case may be- ideas, opinions and feelings. For the present, according to the object of study of the research, the deep semi-structured interview was used, where a script was developed as a starting point, thus avoiding the loss in the development of such an interview, in addition to where the expected answers are favored that evidence the levels of skills that the teacher possesses in this case, about the strategies they use within their teaching practice and how they develop them.

A series of questions were elaborated that set the tone for the elaboration of the interview, thus making it possible to obtain the answer that the subject provided, in this case the foreign language teacher, knowing how the reading competence in the students develops in the teaching-learning process.

5.3 Data collection tools

For the present research, the instruments that were used for the development of the work were field notes, and interview scripts. Field note: based on a defined format, it consists of recording or making notes of the observations made to the foreign language classes in the classrooms where the research was carried out.

They seek to remember the facts, as well as the analysis that strengthens the comments, and reflections on the events that occurred. It also contains descriptions of what is seen or heard by the researcher, comments where he points out or confirms a certain version of the facts during the investigation, as well as his opinions. In this case, according to Yuni, and Urbano (2007) "the field notes include descriptive information of the situation and also material that expresses reflexivity of the observer" (p. 56). The log is an instrument used by researchers to record those facts that are susceptible to interpretation. For Latorre (2004) "the script consists of a compilation of themes and possible questions; thus provides a support structure, from which the researcher can hold a conversation" (p. 73)

Latorre (2004) tells us about the 3 different phases that he suggests should be contemplated, during the development of the interview scripts, in the initial phase, the questions promote the exploration of the interviewee's background, originating not controversy in it. In the intermediate phase, the interviewer asks questions with the intention of controversy, aimed at possible behaviors or tendencies on the part of the interviewee, thus evidencing certain

interpretations or emotions of the interviewee. The third phase consists of the approach of delicate questions that show the subject, aimed at knowing the knowledge or attitudes, where respect and trust arise between both sides to be able to carry out a good interview.

6.0 ANALYSIS AND INTERPRETATION OF RESULTS

Within the research process to find out what the strategies used by teachers are in the development of reading competence in the foreign language, the task was given to start the process of analyzing the data obtained from information data collection instruments that were applied such as field notes and interviews through a technique called content analysis. There is a great diversity of definitions and concepts according to their authors. Fernández (cited in Moraima and Auxiliadora, 2008) mentions that "this methodology is interested in human actions through the descriptive relationships of reality that arise from textual analysis. This in turn is obtained from the transcription of the interviews applied." (p. 131) hence the need to make groups of relevant information.

Once all these data or findings are available, they proceed to list or enumerate them in such a way that due to their similarity they can be in a category, that is, in groupings or groups with similar characteristics, all from the use of a technique called Kelly grids, which was born under the theory of personal constructs (TCP) which is a project based on phenomenological psychology based on constructivist epistemological bases. This technique, created by George A. Kelly, was created to obtain and analyze personal constructs and explore their interrelationships and structure (Carmona, n.d.). In the technique of personal construct grids, the person always works from his or her interpretative framework of reality: not only does he or she make evaluations of a set of elements, but also decides which elements will be evaluated and the criteria used for this evaluation.

Based on these techniques stated above, within the analysis that was carried out it was necessary to handle some keys that will be used within the entire process of analysis and interpretation of results.

Key	Ma:	By by:	Als:	*-(italics)*
Description	Foreign Language Education Teacher	Dialogue shown by student	Response to chorus by students	Explanation, information by the researcher

Based on the application of the aforementioned techniques and the obtaining of findings as a result obtained by the content analysis method and Kelly grids, the construction of categories was reached, which we mention below.

6.1 Clash of paradigms

Within the analysis of teachers' teaching, a series of indicators emerge that record the observable practices based on and discourses obtained by the application and interpretation of research instruments, which show the use of teaching methods considered outdated. In addition, the lack of implementation of what is suggested by the curricula and programs resulting in confusion in the use of approaches.

6.2 Structural grammar

The grammatical (Prussian) method is based exclusively on the written aspects of language, reading, and writing. Its objective is for students to learn to read and write in the foreign language by pointing out the grammatical rules and their applications. The grammatical method was an ideal method at the beginning of the nineteenth century, still used for the learning of the foreign language in secondary education, where its specific purpose is to translate texts, through grammatical rules and word listing. According to SEP (1993) a class began with a reading that had to be translated into the mother tongue and then move on to the rule contained in that reading, the classes followed a grammatical sequence and instructions and/or explanations, which were given in the student's mother tongue.

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Class 2 date: 23/08/09 Time 8:30 a.m
Ma: Ok, Ready?
Ma: Let's go over it.
Ma: ¿Qué dijimos que era Was and Were?
-Teacher clarifies on the blackboard
Ma: In what time?
Al: in the past tense.
Ma: OK.
-The teacher uses an example made by him to clarify details
Ma: For those persons we use was and were.
Al: I, He, She, they
Ma: Claudia what's the meaning of did?
To: Mmmh
And: Yes, the development.
Ma: No, it means nothing, we use it with all people, you can't escape.
Ma: When do you say a prayer that you occupy?
Al: Verb, Auxiliary and complement.
-Master clarifies on the blackboard
Person + aux + complement
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The method based on grammar and translation is a historical method that has been in force for many years in the teaching of the English language, a deductive and mentalistic method according to which the language is acquired by memorizing the rules and grammatical paradigms, also memorizing long lists of vocabulary and practicing applying that knowledge in translation exercises directly and indirectly. The student only knows the language in a theoretical and systematic way.

6.3 Reading practice

Traditionally, the goal of learning to read in a language was to have access to literature written in a foreign language. Now in language teaching, reading material has traditionally been selected from literary texts that represent "higher" forms of culture.

The lack of vision represented by the use of reading approaches such as grammar and translation, generated that students learned to read a language by studying its vocabulary, grammar and sentence structure, not by reading it. In this approach, lower-level students only

read sentences and paragraphs generated by textbook writers and instructors. The reading of authentic materials, such as works by great authors previously reserved for upper-level students who have developed the language skills necessary to read them. The communicative approach to language teaching has shown a different understanding of the role of reading in language classes and the types of texts that can be used in teaching.

Within the educational process experienced within the classrooms of foreign language teaching, we consider the practice of reading to be of vital importance not only because teachers are instructed to promote it in exercises, and readings suggested in the plans and programs, but because reading is the process of retrieving and apprehending all kinds of information or ideas stored in a support that in turn are transmitted in ideas, emotions, in addition, reading is both a pleasure and a linguistic, cognitive and aesthetic challenge. It is known as one of the indispensable tools in language acquisition and learning.

6.4 Reading in chorus

Reading in chorus allows unification with the rest of the class or group of students. The fact of using choral reading in foreign language classes helps to improve reading fluency, creates self-confidence and motivation arises in them. Generally for students who show nervousness or lack of confidence, this type of strategy redeems self-confidence.

In that sense, choral reading provides support for students who may normally feel self-conscious or nervous about reading aloud in class. When students engage in choral reading periodically and repeatedly, students internalize the fluent reading of the text being read and begin to transfer their fluency in the development of other texts (Hasbrouck, & Tindal, 2006)

Class 1 Date 9/08/09 Time: 10:50 a.m.

Ma: Continue Your Work
-Students continue with their practice
Ma: We are going to rehearse it orally
Go: Yes, orally
Ma: They're not going to write anything

The ability to process text accurately and effortlessly develops over time as students initially master the fundamental skills involved in decoding accurate text. Teachers should also promote the use of proper rhythm, phrasing, and expression, so that reading begins to sound like natural speech (Stahl and Kuhn 2002). To help develop students' fluency skills, teachers may use a variety of techniques, including modeling fluent reading with reading aloud to students, and sometimes by students reading aloud with them. This technique is sometimes referred to as choral reading, according to Hasbrouck, and Tindal, (2006) using choir reading in foreign language classes (EFL) provides the student with fewer skills with the opportunity to practice and receive support, before practicing individual reading on their own.

6.5 Individual reading

According to Harmer (1998) teaches and practices reading are extremely important tasks within the subject of English, in fact, he mentions that the simple fact of reading does not give sufficient reason to generate the student's interest in reading. Harmer (1998) mentions that a good teacher integrates the reading of the text with the student's interests, causing or provoking an interest, either by asking questions on the topic of the text, in global with what is seen in class.

Class 4 date: 18/08/09 Time: 11:05 a.m.

Ma: What a nice job!
Ma: ¡that´s nice!
Ma: ok… go to page thirty-six (36) please
Ma: Read and answer activity number 1
Ma: To activity number 4, it's reading and they're going to do

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It is observed that the teacher does not use a strategy prior to reading the text, on the contrary, he only uses directions that a text is going to be read, on the next page with the next exercise. According to Harmer (1998), having a clear idea of the approach or objective that is intended for the group in the presentation or practice of reading, a strategy can be found individually or independently.

6.6 Group reading

In this sense, Baranda, Rico, Vida, Embon, Gallart, Capallera, Díaz, Garriga, Coronado, Gámez, Brenman, Arriaza, Bofarull, (2001) comment that when a student reads, attention is essential for interactive relationships between teacher-content-student to be feasible. If attention is lacking, the student may lose concentration from the teaching-learning process. They suggest activating it at any time of reading, whether individual or group. Professors have the knowledge to offer degrees that bridge students' interests. They can choose literary selections that provide a balanced, reading component in their English language arts programs. This balance can be achieved in several ways: providing diverse types of texts, allowing both teacher-guide and self-directed reading, including intensive and extensive reading materials. The balance should include student-chosen selections for individual, small group, and independent reading and those chosen by the teacher for the whole class and guided reading and study. Guided reading can also occur in small groups where students choose from five or six selections identified by the teacher.

According to Baranda et al (2001) reading aloud is one of the best strategies to train readers, the objective of the strategy is to infect the taste of reading to the student and the books – in this case the articles related to the job search, (approach based on the Social Practices of language) – rather than to seek a reading comprehension, mentions it is thus safe to project an emotion to the listeners, and understanding would come by addition.

But in this sense, we observe interruptions on the part of the teacher Baranda et al (2001) suggest not interrupting, only if the interruption is made in the sense of enriching it, motivating the listeners to "interact" with the reading, as it happens.

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Class 4 date: 18/08/09 Time: 11:25 a.m.

Ma: Who wants to read his add?
-Student reads work with a leisurely reading and with pronunciation errors
Al: Our schoool
-Students mention article name
Ma: Per month, Per day, Per day, Per week
Ma: Anybody else wants to read
Ma: Not to forget, the numerous and street direction.
-Teacher making clarification about how the works should be presented.
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The cognitive scale as the set of ideas that an individual possesses in a certain field of knowledge – as well as the organization, the previous reading, will allow familiarizing the concepts, as well as enriching the reading, increasing the enthusiasm of the practice of it. To do this, it is necessary to mention the student, where we are heading with reading, because it seeks to generate conclusions from the knowledge of the purpose of reading, establishing objectives that give meaning and meaning to the reading activity, thus achieving its own evaluation.

6.7 Reading Competence Practices

Reading competence is defined by PISA as "the ability to understand, use and analyse written texts to achieve the reader's objectives, develop their knowledge and possibilities and participate in society" (OECD, 2006). Understanding a text involves the processing of information by the reader in addition to the reflection of the text to use it in turn for a wide variety of purposes. The vision adopted by the RES, 2006 states that language is a complete object through which an individual understands the world and integrates into society, and not only fulfills communicative purposes but also cognitive and reflective purposes.

For Kolb (2014), learning through experience is based on the notion of the constructivist nature of learning, which holds that each individual is constantly involved in making sense of the world through the construction of meanings from interpretations of personal experiences. The teacher uses the experience and knowledge lived in the student to elaborate and construct his own definition of the concept that the teacher is trying to cover in this particular situation, in addition to promoting analysis based on reflection, with what is mentioned in the cycle of experiential learning.

6.8 Commented reading

According to Sole (cited in Cetina, Arias, & Peña, 2016), reading is a process of interaction between the reader and the text, a process through which the former tries to satisfy the objectives that guide his or her reading. That is, the meaning of the text is constructed by the reader. The meaning that a piece of writing has for the reader is not a translation or replica of the meaning that the author wanted to imprint on it, but a construction that involves the text, the previous knowledge of the reader who approaches it and the objectives with which he or she faces it.

Commented reading consists   of reading a document in its entirety, paragraph by paragraph, by the participants, under the guidance of the instructor. At the same time, pauses are made in order to deepen the relevant parts of the document in which the instructor makes comments on

it. The reader will give meaning to a reading by coordinating information that comes from different sources: the text, its context and the knowledge he possesses. To successfully meet this objective, the reader must employ a series of skills or strategies that help them build their knowledge, applying them in diverse situations and in different contexts.

Class 1 date: 09/08/09 Time: 9:41 a.m.
Ma: Can you tell me the abilities of Mel?   **Ma**: Is he a boy or a girl?   **Als**: Girl.   **Ma**: Yes, it´s a girl.   **Ma**: Abilities?   **Al**: She can sing and dance   **Ma**: I often… what else does it say?   **Al**: Take out Little Nabors   **Ma**: Who is the best to apply for this job?   **To**: Karla.

Within the present evidence we can observe how the teacher uses reflection in his students, of the commented reading comprehension strategy consists of reading a document in a total way, paragraph by paragraph, by the participants, under the guidance of the instructor. At the same time, pauses in order to deepen the relevant parts of the document, in which the instructor makes comments on them.

6.9 Underlining technique

Underlining texts is a basic technique of intellectual work, because it serves to analyze and understand the contents of a text Underlining is to highlight, by means of a stroke, the essential parts of a piece of writing (phrases and keywords). By highlighting them, we focus more attention on them, thus saving effort and making intellectual work more profitable. The underlining technique does not replace annotations, but complements them. Only one's own books are to be underlined, and not in an arbitrary way, but according to a method. Through the underlining technique, it is possible to understand the structure and organization of a text, allowing attention to be fixed, it also favors active study and interest in capturing the essence of each paragraph.

The use of underlining increases the critical sense of reading because we highlight the essential of the secondary. It is considered an essential condition for preparing diagrams and summaries. In addition, it favors assimilation and develops the ability to analyze and synthesize.

7.0 CONCLUSIONS

In this research, it was possible to describe the educational reality that is experienced in the teaching of the English language through the understanding and study of the activities carried out by teachers in the field of foreign language, in terms of developing reading competence, challenges are perceived that define and propose a performance that is established in two main positions:

1. Most teachers do not promote enough strategies for the development of reading competence in their students, since most of them do not use antagonistic teaching methods and practices.

2. Teachers sometimes condition the use of language based on a series of traditionalist positions, based on control, and in turn adopt decisive antagonistic positions, only in some cases the development of motivating learning environments for students was achieved.

It is necessary for teachers to develop their strategies from a theoretical base that, through the reflection of their experience in the execution of strategies, formulates alternatives to routine practice and thus, manage to break with the old traditionalist schemes, through innovation with the basis of collaborative work of observation of analysis and reflection regarding their teaching practice.

The clash of paradigms is established due to a series of incongruities in the discourse on the part of teachers, in the sense that they promote themselves in favor of constructivist approaches to learning, and on the contrary we see that they use traditionalist positions in the classroom, where the teacher imposes, and starts as the main figure in the learning process. In the practice of reading, it was found that teachers encourage this practice of reading through repetitive exercises in the form of a chorus, in addition to using reading in a generalized way where the student does not find a meaningful meaning through reflection in the realization of it. Reading competence is developed under a series of practices that adhere to a learning theory suggested by the study programs (experiental learning) prescriptively by the reform of the study program in turn, that is, they follow recommendations based on the description of the documents established in the document, promoting in this way an implementation of techniques mostly of traditionalist conception in terms of text comprehension.

Teachers need to open up to the field of innovation, and constant updating through collegiate work, since the teacher himself does not monitor or regulate his pedagogical actions and this can cause a setback in his training process with devastating effects on his teaching practice. The observation and analysis of practice, among teachers, break with old paradigms, as well as traditionalist positions, thus achieving innovation in the teaching of the foreign language in secondary education classrooms. In this sense, this research is a contribution to the field of qualitative pedagogy, since it describes on the part of a small sample presented by the secondary education level how the teaching of the foreign language in their classrooms is currently experienced in educational settings and the development of reading competence of the same.

- The promotion and study of meta-cognitive skills during the process of learning and acquisition of the foreign language English in secondary education, especially in the development of basic skills, such as reading competence.
- Strategic teaching in the teaching of English as a foreign language in secondary education through collaboration and participation between peers and teaching groups to discern between innovative and traditionalist practices.

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