ARMY POLYTECHNIC SCHOOL

LANGUAGE DEPARTAMENT

THE INCIDENCE OF THE LACK OF APPROPRIATE

METHODOLOGY TO TEACH ENGLISH READING IN THE

10TH GRADE "A" AT "SAN RAFAEL" SCHOOL

DURING YEAR 2006 - 2007

ALTERNATIVE ALIGNMENTS

BY

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Acknowledgements

Dedicatory

To my parents and my son Daniel, who have

supported me in my   university carrier

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Introduction

Introduction

This study describes a reading program conducted at a secondary school in Quito, aimed at motivating the students to read in English and helping them overcome their problems in understanding English texts as a means towards increasing their proficiency in the language.

Chapter I, begins by discussing the rationale for problems in the reading for students in high school, the aims and features of the reading, the materials used, as well as the perceptions of students undergoing the problems. The problems faced by the students in understanding texts written in English are particularly highlighted, and implementation of reading in "San Rafael" school.

Chapter II, suggests that one of the best ways to help students increase their language proficiency is to encourage them to read. As a result of an examination of research on in-school reading and "out of school" self-reported, concludes that free voluntary reading or sustained independent reading results in better reading comprehension.

Chapter III, suggests that the success of a reading depends on several factors, among which are: How teachers are able to motivate the students to

read; how the reading is organized and implemented; and how their reading is monitored.

Chapter IV, depends on how teachers feel about reading. Unless the teachers are of the view that reading is beneficial in promoting English language development among their students, they are not likely to exert their efforts to make the reading a success.

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CHAPTER I

THEORETICAL FRAME

Part I

ANTECEDENTS

Overview of Students of "San Rafael" High School

1.1. School

"San Rafael" School is a public institution; the secondary school was created twenty years ago in 1986. Located in El Valle de los Chillos, San Rafael.

The School was intended for children of a mid economic and cultural background. The owner is the government that together with a group of teachers and administrative personal that have the goal of creating leaders among their students. The school has male and female students.

Furthermore, the school has been allowed to work according to the experimental system by English with this scheme, the syllabus can be modify up to a certain extend.

As a consequence, teachers are able to try out new ideas, and approaches, like in this project.

1.2. Student

The school has two sections; Basic High School and Secondary High School. Each grade is divided into three sections, A, B, and C.

The adolescents of tenth grade "A" come from a mid-high social strata. The following information was obtained from tenth grade students. This group goes from fourteen to fifteen years old.

The student population is the other significant in the classroom. In many new communicative programs, students are expected to take an active part in the learning process. They are put into situations in which they must share responsibilities, make decisions, evaluate their own progress, develop individual preferences, and so on.

1.3. Teachers

The high school English department is made up of seven teachers, six female and one male. The head of the department is in charge of choosing the books, solving teachers problems, planning activities and evaluating, each teacher three of the seven teachers have a university degree in Linguistics. Teachers are chosen by Ministerio de Educaciòn and it is important to have good references from other people the authorities expect that the English department create projects for parents and teachers.

The teacher population is the most significant factor in determining success of a new syllabus or materials. Therefore, the following factors need to be considered when evaluating the members of the teacher population: a) the teachers' command of the target language (where it is not the native language), b) the teachers' training, background, level of higher education, exposure to ideas concerning the nature of language and language learning, teaching experience, and c) the teachers' attitude towards changes in the program.

MAIN PROBLEM

1. No appropriate methodology obstructs the process of teaching English.

2. The interest toward the reading has not been improved

3. The relationship between English teaching and the development of a good attention span in class has not been created

SECONDARY PROBLEMS

1. The teaching of reading , is chaotic and disorganized. Teachers are confused by the conflicting theories of reading. The victims of this chaos are the students.

2. There is little motivation in the teaching of reading within the English Language class.

3. The students do not have access to books and other kinds of texts for learning and enjoyment.

1.4. The incidence of the lack of appropriate methodology to learn English reading in 10th grade "A" at "San Rafael" school

1.4.1. Causes

1. The lack of motivation and the lack of programs of education in reading English language are some of the causes to reading failure, because traditional approaches and classroom practices, with their focus on translating, answering comprehension questions, or practicing skills such as finding main ideas, tend to ignore the larger context of students' attitudes towards reading and their motivation to read. The result, inevitably, are students with little or no interest in reading English.

2. The lack of appropriate methodology to be applied in tenth grade "A", and the difficulties and limitations that the students show in this school because their reading process do not propitiate the use of some methods in a coherent plan with specific goals, to be implemented in the reading classroom.

3. English classes do not incite them to learn about the reading process, because, students can not adjust their reading behaviour to deal with a variety of situations, and reading purpose. It has let to analyze the different methods, variety of techniques and systematic strategies that

the teachers can use to assist in recall of information, question generation, and summarizing of information.

Students can not develop correctly the reading process due to the following causes:

1. The teachers are tied to "packaged" reading programs,
2. Deficits in developing phoneme awareness, phonics and spelling skills, reading fluency, and reading comprehension.
3. Deficits in developing the Alphabetic Principle.
4. Poor comprehension because students take too long to read the words, leaving little energy for remembering and understanding what was read.
5. Deficits in developing and maintaining the motivation learning reading.
6. Student raised in poverty, with limited proficiency in English.

The teachers are tied to "packaged" reading programs, because many teachers are underprepared to teach reading. Teachers are confused by the conflicting theories of reading. The victims of this chaos are the students, and this perhaps explains why there is so little motivation in the teaching of reading within the English class. Teachers also think that their course work is largely unrelated to actual teaching practices, that the theories they learn are rarely linked to the actual instruction of students, and that the supervision of student teaching is frequently lacking in consistency and depth.

Most students do not have the orientation to select different instructional strategies to develop phoneme awareness, phonics, spelling skills, reading fluency, and reading comprehension strategies, because students do not understand that words are made up of sound segments called phonemes. Students have difficulties linking speech sounds to letters-their decoding skills are labored and weak, resulting in extremely slow reading. This labored access to print renders comprehension nearly impossible. The students do not have   the ability to hear, identify, and play with individual sounds in spoken words.

Reading comprehension problems are based in a phonics problem. Students cannot easily decode words, they guess at words instead of reading them. Since the word guessed may not be the correct one, the meaning of what the student is reading is lost. Furthermore, the process of decoding words is slow and laborious.

Students have difficulties in reading comprehension because students have nsufficient vocabulary to understand what they read. The student does not understand how to pause appropriately to make and change mental pictures to help comprehend what is read. Deficits in developing the Alphabetic Principle. Difficulty linking letters with sounds is the source of reading problems for many students. It's more than the knowledge that the letter B

makes a /b/ sound. students must also know the rules that letters must follow. Why is R-A-T pronounced "rat" instead of "rate?" This is but one example of what students need to be taught in order to read.

Poor comprehension because their reading is hesitant and characterized by requent starts and stops and multiple mispronunciations. If asked about the meaning of what has been read, the students frequently have   little to say because the students take far too long to read the words, taxing their memory and leaving little energy for remembering and understanding what they have bad.

Deficits in Developing and Maintaining the Motivation to Learn to Read A major factor that limits the amount of improvement students may make in reading is related to motivation.

Difficulties in learning to read result from a combination of factors. In general, students with lack of knowledge of concepts related to phonemic sensitivity, letter knowledge, print awareness, the purposes of reading, and general verbal skills, including vocabulary are factors that Students raised in poverty, with limited proficiency in English, students   with speech and hearing impairments are at increased risk of reading failure.

1.4.2. Effects.

Students encounter obstacles in learning to read because they do not derive meaning from the material that they read. Effects in reading comprehension are related to:

(1) inadequate understanding of the words used in the text;

(2) inadequate background knowledge about the context of the text;

(3) a lack of familiarity with the semantic and syntactic structures that help predict the relationships between words;

(4) a lack of knowledge about different writing conventions (humor, explanation, dialogue, etc.);

(5) a deficit in the verbal reasoning ability which would enable the student to   "read between the lines"; and

(6) a lack of the ability to remember verbal information.

Students do not understand how to develop many of these critical language and reasoning capabilities related to reading comprehension. The students can not link the ideas presented in print to their own experiences. They do not have also developed the necessary vocabulary to make sense of the content being read, since it is extremely difficult to understand something they can not define. The students do not have a knack for summarizing,

predicting, and clarifying what they have read, and many are not adept at asking themselves guide questions to enhance understanding. Students are not also good at using sentence structure within the text to enhance their comprehension.

In the initial stages of reading development, It is important learning phoneme awareness and phonics skills and practicing these skills with texts. But . Students must also acquire fluency and automaticity in decoding and word recognition. If students read the words in a laborious, inefficient manner, they cannot remember what they read, much less relate the ideas to their background knowledge. Thus, the ultimate goal of reading instruction--for students to understand and enjoy what they read-will not be achieved.

After to analyze the difficulties and obstacles that students have in the learning to read in English language It is urgent to think How to help developing the capabilities related to reading comprehension. How to develop the information related to phoneme awareness, phonics, and reading fluency. Maintaining the Motivation to Learn to Read and How to help students use these strategies in an independent manner and across context is just emerging. Then the ability to read requires a number of skills that, in most students, must be developed via direct and informed instruction provided by properly prepared teachers.

1.5. SYSTEM OF HYPOTHESIS

1.5.1. GENERAL HYPOTHESIS

- The use of appropriate methodology to teach English reading in the classroom improves the attitude of the students to become proficient readers in English and motivate them in the learning of English as a second language.

1.5.2. PARTICULAR HYPOTHESIS

- The use of a reading process to develop skills in learning reading English increases the knowledge of English. The students make a reasonable guess regarding the texts.

- The students share and discuss strategies needed to read specific kind of texts,   permit the use of reading as a resource for the learning of English language.

- A good comprehension in the reading to increase the interest for development reading skill, it will help to enjoy the reading and of the manifestations cultural (theatre, music, cinema etc.).

- A good selection of the texts or articles of reading will help to make a just conjecture concerning the word's meaning.

Part II

Part II

2.1. Reading requires the integration of several skills and abilities.

You cannot learn to read an alphabetic language like English, unless you understand that the words that you hear contain smaller sounds called "phonemes." Phonemes cannot actually be "heard" by the ear because when we speak the sounds in each syllable and word are folded into one sound to permit rapid communication. Thus, when speaking the word /cat/, the ear hears one sound, not three as in /c/ /a/ /t/. Many readers must be taught "phoneme awareness" if it does not come easily to them. Understanding hat spoken words are composed of phonemes is critical because in beginning reading, new words are decoded by linking the phonemes to the letter symbols. Once children learn how to apply sounds to letter symbols, they must practice the process to ensure that their reading becomes fast and fluent. Reading requires phoneme awareness, phonics, reading fluency, and comprehension skills. Each of these skills are necessary and none are sufficient in their own right. They must be integrated and applied in text through consistent and frequent practice.

Some basic principles to learn reading

The first principle of reading language is made up of units called words. Teaching word concept to a child can also involve the modification of the child's perception of his own language. A child may have concepts of tua, inta, wenta, adda and forra which need to be translated into an awareness of to a, in to, went to, had a, and for *a*. Thus, if a teacher holds up a flash card and tells the class that the word written on it is the, the child, who may not be completely aware of the vague da he uses in this own speech, may fail to relate the two and become bothered and frightened by the fact that pressure is being put on him to learn weird noises of which he has no understanding.

The second principle Phonic concept is the most important principle in reading for it is the logic through which the reader can see how the spoken form of language is related to the written form. Without this knowledge, learning to read would be like learning to add by trying to memorise thousands of specific additions without knowing the principle of addition.

The third principle of reading is knowing the alphabetic symbols, the sounds they represent and the important rule governing them. Letters,

unlike objects, require an awareness of directionality for correct interpretation and have very critical specifications for their reproduction.

The fourth principle of reading is the skill of putting together discrete letter sounds into continuous or blended forms, joining the sounds s-t-r-i-n-g-s into the monosyllable *strings*. This skill is called blending and it presents no difficulties to any child who has mastered phonic concept, and has been systematically trained to blend by beginning with vowel-consonant and progressing to consonant-vowel-consonant combinations.

The fifth principle is syllabification. It involves understanding that long words are made up of smaller words or units called syllables. Thus, a word like *extracting* can be broken down into the units *ex-trac-ting*. Children who do not understand this, or who have had insufficient practice at it, often try to read polysyllabic words in one gulp, rather than piece by piece. Blending and syllabification are the basic processes in learning to read.

2.2. Elements of Reading

Elements of Reading that can help your students become a successful reader. Teacher is using this research-based program to provide clear, lively reading instruction.

Here then are the three essential components of effective reading instruction:

1. Vocabulary.- The words students must know to communicate effectively.

The best method for building vocabulary is to be an active reader. But, there are differences between skilled active readers and less skilled passive ones. Students should learn to decode vocabulary words thru a vocabulary building techniques such as context clues and word roots. Word roots means that students should learn to define words by learning the meanings of root words, prefixes and suffixes. Knowing the basics of the Latin and Greek word roots in English is useful and helps students get insight into how the English language vocabulary words derived and are structured. Sight word vocabulary, contends that each time readers see a word in print, it triggers in their memory information about the word's spelling, pronunciation, and meaning. Readers' sight word vocabulary is made up of words that can be

recognized instantly because of the frequency in which they appear in text. The importance to reading success of helping students to develop a large sight word vocabulary is clear: A mere 107 words make up almost half the total words in written text.

2. Fluency.- The capacity to read text accurately and quickly

Fluency is important because it provides a bridge between word recognition and comprehension. Fluency is not a stage of development at which readers can read all words quickly and easily. Fluency changes, depending on what readers are reading, their familiarity with the words, and the amount of their practice with reading text. Even very skilled readers may read in a slow, labored manner when reading texts with many unfamiliar words or topics. For example, readers who are usually fluent may not be able to read technical material fluently, such as a textbook about nuclear physics or an article in a medical journal.

Summing up

Fluency is

- the ability to read a text accurately and quickly.

Fluency is important because

- it frees students to understand what they read.

Reading fluency can be developed

- by modeling fluent reading by having students engage in repeated oral reading.

Monitoring student progress in reading fluency

- is useful in evaluating instruction and setting instructional goals can be motivating to students

3. Comprehension.- The ability to understand and gain meaning from what has been read.

Reading comprehension skills increase the pleasure and effectiveness of reading. Strong reading comprehension skills help in all the other subjects and in the personal and professional lives. The high stake tests that control advancement through elementary, middle, and high school and which determine entrance to college are in large parts, a measure of reading comprehension skills. And while there are test preparation courses which will provide a few short-cuts to improve test-taking strategies, these standardized tests tend to be very effective in measuring a readers reading comprehension skills. In short, building reading comprehension skills requires a long term strategy in which all the reading skills areas (phonics, fluency, vocabulary) will contribute to success.

Reading comprehension skills separates the "passive" unskilled reader from the "active" readers. Skilled readers don't just read, they interact with the text. To help a beginning reader understand this concept, you might make them privy to the dialogue readers have with themselves while reading.

Skilled readers, for instance:

1. Predict what will happen next in a story using clues presented in text

2. Create questions about the main idea, message, or plot of the text

3. Monitor understanding of the sequence, context, or characters

4. Clarify parts of the text which have confused them

5. Connect the events in the text to prior knowledge or experience

2.3. Reading in the Classroom introduces teachers to reading and how to create a classroom environment conducive to reading.

Active Reading in the Classroom

The ability to effectively read is critical to the success of a student in any subject area. Yet many students experience difficulty in mastering this skill. Engaging students in active reading practices can help them become more involved in their reading, thus aiding comprehension and retention. This week, It focuses on specific active reading strategies you can use with your students today.

This Week's Tip

Structured Approaches to Active Reading (Monday)

Experiment with the K-W-L (What I Know, What I Want to Know, What I've Learned) method in your classroom. Before reading, have students brainstorm everything they know about a topic. Then have them list questions they have about the topic (what they want to know). After reading, check what students have learned-see if they can answer the questions they generated, and have them identify new areas for exploration. This method could work as an entire class, small group, or individual exercise.

Response Activities Encourage Active Reading (Tuesday)

Compile a list of open-ended, controversial questions or statements for students to explore both before and after they read. The statements should focus on opinions or misconceptions about the topic. If students answered the questions individually, consider engaging in at least a brief class discussion to examine how the reading affected students' responses.

Visually Organize Concepts for Active Reading (Wednesday)

Implement the use of graphic organizers into student reading. These tools can help students to visually organize what they are reading and extract the main ideas. Graphic organizers are especially useful after a reading, as a reviewing tool.

Active Reading Incorporates Preview Strategies (Thursday)

Have students preview reading selections to improve comprehension and retention. Before students begin reading, they should read any introductions or previews and write down all headings and subheadings in the reading, organizing them in an outline form and leaving spaces for additional notes. They should also examine all graphics, noticing the titles and captions; look at all boldface words in the reading; and survey the questions and exercises at the end of the reading.

Prediction Helps Develop Active Reading (Friday)

Teach students reading prediction strategies. As students are reading, have them predict the outcomes or consequences of the actions described. Ask them to make educated guesses. This will help them to develop thinking skills and become active rather than passive readers.

2.4. When reading to learn, students need to follow four basic steps:

1. Figure out the purpose for reading. Activate background knowledge of the topic in order to predict or anticipate content and identify appropriate reading strategies.

2. Attend to the parts of the text that are relevant to the identified purpose and ignore the rest. This selectivity enables students to focus on specific items in the input and reduces the amount of information they have to hold in short-term memory.

3. Select strategies that are appropriate to the reading task and use them flexibly and interactively. Students' comprehension improves and their confidence increases when they use top-down and bottom-up skills simultaneously to construct meaning.

4. Check comprehension while reading and when the reading task is completed. Monitoring comprehension helps students detect inconsistencies and comprehension failures, helping them learn to use alternate strategies.

2.5. How the students read an essay for especial circumstances in the classroom.

Each time you read an essay use one or more of the strategies suggested.

1. Underline important ideas. It is easy to forget what you have read, even though you have recently read it. Underlining or highlighting what you consider the main idea will help you later—when you review the essay—to remember what you have read. Some students number the main points in order to understand the development of the author's ideas.

2. Write your reactions. If you strongly agree or disagree with an idea, write yes or no next to it. Record other questions and comments also, as if you were having a conversation with the author. Writing assignments will often ask you to respond to a particular idea or situation in an election. Having already noted your reactions in the margins will help you focus your thinking and your writing.

3. Prepare questions. You will occasionally come across material that you cannot follow. Reread the passage. If rereading and further thinking do not help; place a question mark in the margin to remind you to ask a classmate or the instructor for an explanation.

4. Circle unfamiliar words. If you come across an unfamiliar word that makes it difficult to follow the sense of what the author is saying, look up the word immediately, write the definition in the margin, and continue reading. If, however, you are able to get a general sense of what the word means from the context—how it fits into the meaning of the sentence—do not break your reading "stride" to consult a dictionary. Circle it, and look it up when you have finished reading the entire selection.

5. Note effective or powerful writing. It a particular line strikes you as especially important or moving, underline or highlight it. You may wish later to quote it in your written assignment. Be selective, however, in what you mark. Too much annotation can turn a selection into a mass—or mess—or underlinings, circles, and highlighting. An overly annotated essay can make it hard to focus on what is important when the selection is discussed in class or when you write about it.

6. Vary your pace. Some selections can be read quickly because you already know a great deal about the subject or because you find the material simple and direct. Other selections may require you to read slowly, pausing between sentences. Guard against the tendency to skim when the going gets tough: more difficult material will usually reward your extra time and attention.

7. Reread. If you expect to discuss or write about a particular selection, one reading is usually not enough. Budget your time so you will be able to give the selection a second or third reading. You will be amazed at how much more you can get from the selection as you reread. You may understand ideas that were unclear the first time around. In addition, you may notice significant new points and details: perhaps you will change your mind concerning ideas you originally agreed or disagreed with. These benefits of rereading will help you to discuss and write about the selection more intelligently. They will also increase your reading enjoyment

2.6.   How the students read a text

The students   use different strategies or approaches to read different texts. Sometimes they read quickly, skimming for general ideas or scanning for a specific point. Sometimes they read slowly, trying to gain a detailed understanding. Skimming, Scanning and reading for detail are skills that enable a reader to get meaning from text.

What is skimming?

When the students skim a text they read very quickly. They just look at the headings and subheadings and the first lines of each section or paragraph. they also notice the key words that are repeated throughout the text.   Our purpose is to understand the   **gist** – the general idea of the text. Skimming is a useful strategy to use   throughout General Training Reading.

What is scanning ?

When the students   scan a text they are looking for a specific piece of information or specific words. they ignore information that is not relevant to their purpose. Scanning is a useful strategy to apply when the questions ask for specific factual information such as times, places etc. It is also a useful strategy to use to find the section of a text about which a question is asked.

What is reading for detail?

When the students read for detail they read every word in a text and think carefully about the meaning of every sentence. It is often necessary in General Training Reading to read a certain section of a text in detail in order to answer a question correctly. Usually a candidate must skim or scan the text first to find the right section and then, having found the relevant section, to read for detail.

2.7. Teaching Reading means understanding the reading process.

This process and reading strategies can be taught explicitly through teacher modeling and through activities.

During reading, reader's minds repeatedly engage in a variety of processes, seemingly all at once. Using top-down and bottom-up strategies,

1. readers use prereading information to make some predictions about the text they are going to read;

2. using bottom-up strategies, they start by processing information from the first sentence;

3. as they process the information that each new sentence gives them, they check to see if and how that information corresponds with their expectations and the previous information until they come to the end of the paragraph;

4. they formulate the main idea of the paragraph; (If they thought they recognized a main idea sentence at the beginning of the paragraph, they will now check if the early prediction is still valid.)

The following is a list of specific reading strategies and activities:

1. Note the key words in the first sentence of the paragraph;

2. Decide which word announces the main topic of the paragraph;

3. Decide which words announce the specific aspect of this topic of the paragraph;

4. Note if there is a sentence that states a probable main idea;

5. Note the most important words for each sentence as you read;

6. Ask yourself how this information relates to the information that came before it;

7. Look for examples that illustrate the idea stated before;

8. Look for details that provide more specific information on the topic;

9. Look for a sentence that concludes this particular aspect or this topic;

10. Look for words that indicate a change in the kind of information;

11. Look for a sentence that provides information about a new aspect of this topic.

Reading is a constant process of guessing and what a reader brings to the text is often more important than the text itself. Students benefit from learning to use what they know to understand unknown elements through a global approach to the text.

Procedures for guessing meaning from context

1. Look at the unknown word and decide its part of speech.

- Is it a noun, a verb, an adjective, or an adverb?

1. Look at the clause or sentence containing the unknown word.

- If the unknown word is a noun, what adjectives describe it? What verb is it near? That is, what does this noun do and what is done t0 it?

- If the unknown word is a verb, what noun does it go with? Is it modified by an adverb?

- If the unknown word is an adjective, what noun does it modify?

- If the unknown word is an adverb, what verb does it modify?

1. Look at the relationship between the clause or sentence containing the unknown word and other sentences or paragraphs. Sometimes this relationship will be signaled by a conjunction like but, because, if or when, or by an adverb like however or as a result in English.

2. Use your knowledge gained from steps 1 – 3 to guess the meaning of the word.

3. Check that your guess is correct.

4. Break unknown words into its prefix, root, and suffix, if possible

2.8. How students read more quickly and effectively

- **Previewing**: reviewing titles, section headings, and photo captions to get a sense of the structure and content of a reading selection.

- **Predicting**: using knowledge of the subject matter to make predictions about content and vocabulary and check comprehension; using knowledge of the text type and purpose to make predictions about discourse structure; using knowledge about the author to make predictions about writing style, vocabulary, and content.

- **Skimming and scanning**: using a quick survey of the text to get the main idea, identify text structure, confirm or question predictions.

- **Guessing from context**: using prior knowledge of the subject and the ideas in the text as clues to the meanings of unknown words, instead of stopping to look them up.

- **Paraphrasing**: stopping at the end of a section to check comprehension by restating the information and ideas in the text

2.9. Dictionary use

The most important step of this skill is teaching students when to use the dictionary and when not to use it. Students need to be able to read with and without a dictionary. As a rule, students should look up a word only

- when they have encountered it several times and do not have a general sense of its meaning or
- when they think that a word is vital to their <u>overall</u> comprehension of the text.

There are several types of dictionaries for the foreign language classroom:

- At early stages of proficiency, students may rely on bilingual dictionaries.
- As their proficiency grows, teachers should require students to use foreign language learners dictionaries (with a limited number of words, defining a word by using simple, high frequency words, providing clear explanations of concepts and their relations to other words, giving examples and listing idioms using this word.
- At the advanced level students should use a regular native-speaker dictionary so that they can enlarge and refine their understanding of the vocabulary that they look up.

2.10. Reading materials in the process of teaching English.

Getting students to read depends critically on what they read. The reading materials must be both easy and interesting. "Easy" means materials with vocabulary and grammar well within the students' linguistic competence.

The first task for teachers is to find materials that their students will find easy and interesting to read. If money is available, the task of assembling a wide selection of materials is relatively straightforward. When selecting reading materials for any age group and ability level, teachers must have the students' interests uppermost in mind.

A subscription to a local English language newspaper or one published internationally such as The International Herald Tribune or USA Today is sure to be appreciated by many students. For beginning and intermediate students, however, the most suitable reading materials are books, magazines, and newspapers, especially those written for learners.

When money is scarce, building a library is more difficult but not impossible. If the Internet can be accessed, it can be a source of extensive reading materials. Also, students can produce their own reading material (Derewianka 1997). Students can dictate or write on topics of interest to

them, and teachers can consult the students about rewriting, editing, and correcting. The finished products can be read by the rest of the class and by other classes, and the best can be kept in an ever-growing permanent library.

2.11.   Motivation   in the process teaching reading.

In general, students learning to read English as a foreign language find it a difficult process, and as a result, they do not enjoy it. Even if they are avid readers in their first language.

 Students can develop a positive attitude toward reading in English. The first step is to consider the ways in which   reading is commonly taught. Traditional approaches and classroom practices, with their focus on translating, answering comprehension questions, or practicing skills such as finding main ideas, tend to ignore the larger context of students' attitudes toward reading and their motivation to read. The result, inevitably, is students with little or no interest in reading English.

Yet students can discover the benefits and pleasures of being able to read in English. This can happen if extensive reading is incorporated into the curriculum. Introducing extensive reading as a way of improving students' attitudes and motivation toward   reading as well as improving their proficiency in reading and their English language ability. It explains why easy and interesting reading material is the key factor in extensive reading, and discuss how to gather a library of suitable reading materials and how to encourage students to read them.

2.12. Benefits of extensive reading

Reading a large amount of easy material has a vital role to play in learning to read fluently. Firstly, it helps wean students away from the word-by-word processing of text, encouraging them instead to go for the general meaning of what they read, and to ignore any details they do not fully understand. Secondly, by meeting the same patterns of letters, words, and combinations of words again and again, students process them more quickly and accurately, thus developing a sight vocabulary (words that are recognized automatically). Consequently, students increase their reading speed and confidence and can give more attention to working out the overall meaning of what they are reading.

In addition, Nation (1997) and Day and Bamford (1998) report that in studies, extensive reading resulted in students' making significant gains in other aspects of foreign language competence such as listening, writing, and vocabulary. For example, in a study of university students who were failing their classes, Mason and Krashen (1997) found that extensive reading helped the students improve their scores on a cloze test.

2.13.   Evaluation of Reading

The use of appropriate evaluation in 10th Grade "A" at   "San Rafael" school improved techniques for reading efficiently, identifying what is important to learn, underlining/highlighting judiciously, and making useful notes and diagrams.

Students were assessed on two different aspects of reading and two different contexts of reading

Aspects

- Forming a general understanding

- Developing interpretation

Contexts

- Reading for information

- Reading to perform a task

Forming a General Understanding

To form a general understanding, the students must consider the text as a whole and have a global knowledge of it. Students were asked, for example, to demonstrate a general understanding by providing the topic of a passage,

explaining the purpose of an article, or reflecting on the theme of a story.
Tasks and questions that measure this aspect of reading include:

- Write a paragraph telling what the story/poem is about.

- Which of the following is the best statement of the theme of the story?

- Write a paragraph telling what this article generally tells you.

- What is this text supposed to help you do?

- What would you tell someone about the main character?

Developing Interpretation

To develop an interpretation, the students must extend initial impressions to develop a more complete understanding of what was read. This process involves linking information across parts of a text as well as focusing on specific information. Questions that assess this aspect of reading include drawing inferences about the relationship of two pieces of information and providing evidence to determine the reason for an action. Questions that assess this aspect of reading include:

- What event marked a change in the plot or situation?

- What caused the character to _____?

- What caused this event?

- What is the meaning of _____?

- What type of person is this character? Explain.

- What does this idea imply?

- In what ways are these ideas important to the topic or theme?

- What will be the result of this step in the directions?

- What does this character think about _____?

Reading for information

Reading for information is most commonly associated with textbooks, primary and secondary sources, newspaper and magazine articles, essays, and speeches. Two features that distinguish informational text from literary text are organization and presentation of information. Informational text is organized by topic and supporting details, whereas literary text is organized by the structure of a story, poem, or drama. Informational texts may have boldfaced headings, graphics, illustrations, and captions that signal important text. Task and questions that assess this aspect of reading include:

- Find specific pieces of information, answer a question,

- Get some general information when glancing through a magazine article.

- Select parts of the text they need rather than reading from beginning to end.

Reading to perform a task

When students read to perform tasks, they use their expectations of the purpose and structure of practical text to guide how they select, understand, and apply information. Practical text may include charts, bus or train schedules, directions for games or repairs, classroom or library procedures, tax or insurance forms, recipes, voter registration materials, maps, referenda, consumer warranties, or office memos. The reader's orientation involves looking for specific information to do something. Questions that assess this aspect of reading include: 10

- studying the layout (title, subtitles, summaries, pictures, graphics, etc.)
- making hypotheses about the contents and function
- checking these hypotheses with existing knowledge and information from the text

SURVEY DESIGN

A survey was made for 40 students of 10th Grade "A" at "San Rafael" School, and its counter part for their 7 English teachers. Neither the students nor the teachers were asked to write their names.

The students were asked to write down information such as age, and to specific the gender, the teachers had to include information about their education, the language they know and the studies they had done.

Since the concern about three main issues: a) The methodology of reading in English is appropriated b) How much do the students usually understand from a story c) The materials of reading are compatible with the syllabus.

First , the students and teachers had five options witch were:

1. Never or Almost never

2. Not often

3. Sometimes

4. Usually

5. Always or Almost always

They have to decide witch of the alternatives best described. The methodology of reading in English is appropriated, in the case of the students, and the teachers had to describe the materials of reading are compatible with the syllabus in the same way. There were three or four statements or questions for each issue.

The students answered the questions number 1,2, 3, and 4, were related, The methodology of reading in English is appropriated. Questions number 5, 6, and 7, were designed for the second issue: How much do the students usually understand from a story. and Finally the students answered the questions number 8, 9, and 10, were related to Materials are compatible with your English learning.

The teachers in the same way, answered the questions number 1,2, 3, and 4, The methodology of reading in English is appropriated in. Questions number 5, 6, and 7, for How much do the students usually understand

from a story. Finally the questions number 8, 9, and 10, for Materials are compatible with your English language.

This survey was applied to the students and teachers before applying the activities, to find out which points had to be more emphasized

INITIAL SURVEY FOR STUDENTS

RESULTS

INITIAL SURVEY FOR STUDENTS

QUESTION: 1   Do you sometimes confuse the sound of letters or words when you   read a text in English Language?

70,00%
60,00%
50,00%
40,00%
30,00%
20,00%
10,00%
0,00%

60,00%
28,00%
8,00%
1,00% 2,00%

- Never or Almost never
- Not often
- Sometimes
- Usually
- Always or Almost always
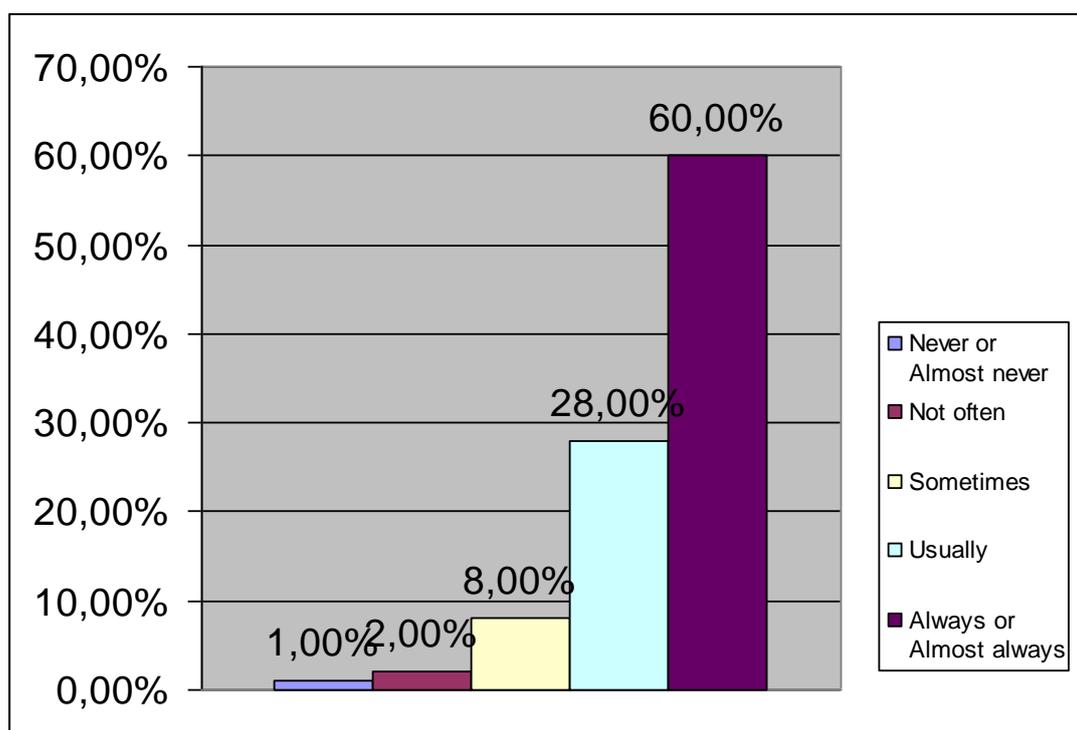
Elaborated by: Alexandra Cabrera

Analysis:

60% of the students answered always or almost always confuse the sounds. Meanwhile   28 %   of the students answered that they usually confuse the sounds and 8 % of the students said sometimes confuse the sounds. Then in this question   suggested a lack of concepts   related to the sounds of the language, letter knowledge and print awareness of reading in English class.

**QUESTION: 2 Do you feel satisfied with your proficiency
when you read   texts in English ?**
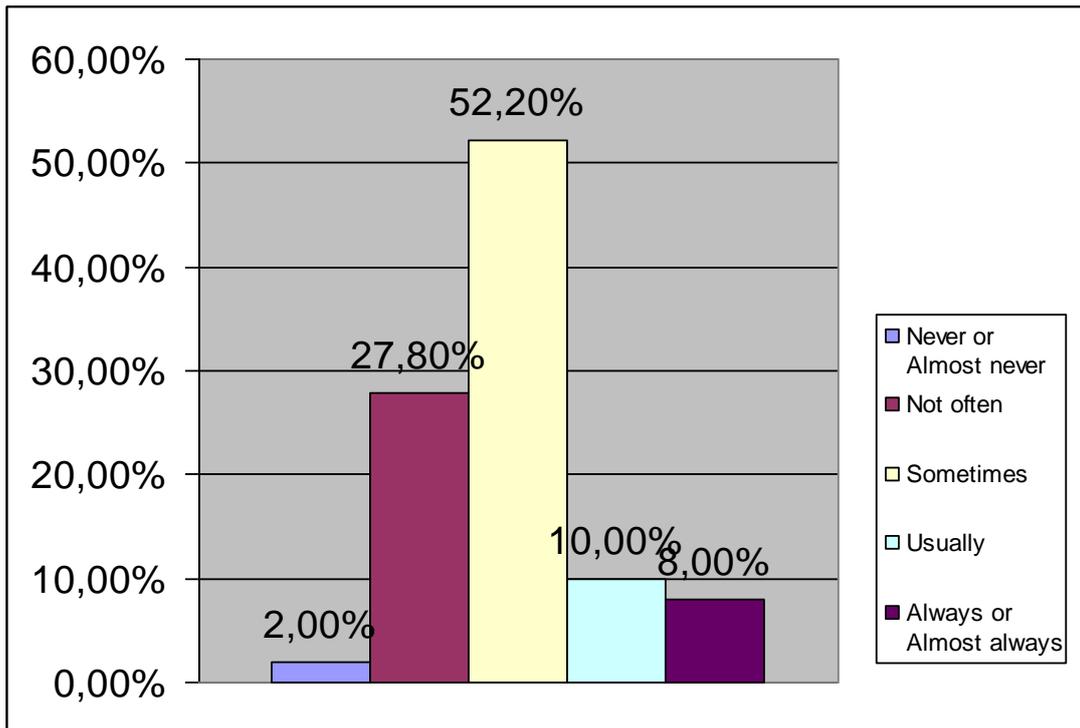
Elaborated by: Alexandra Cabrera

Analysis:

 8% of the students answered that they feel   always or almost always
satisfied,   while 10 %   of the students said that it was only usually   and
52,20% said they feel sometimes satisfied and finally 27,80%   said they feel
no often satisfied of reading books in English. There the students realize
that they do not have enough proficiency when they read texts   in English.

QUESTION: 3   Did you learn how to identify syllable patterns in words when you read texts or stories   in your academic course?
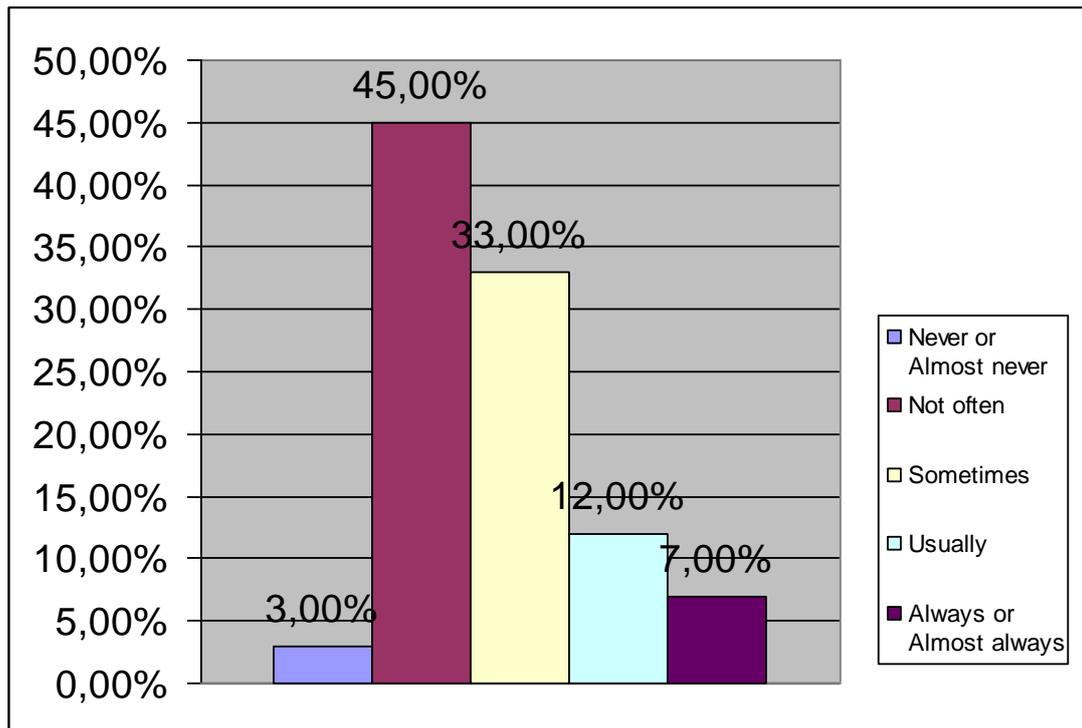
Analysis :

Students with 33% stated sometimes, students with 45% stated no often, students with 12% stated usually and students with 7% stated always or almost always. Since the students realize what they have problems in to identify syllable, because students do not receive formal instruction in reading development.

QUESTION: 4 **Do you think the methods of learning in reading English that your teacher uses. It fills their expectations?**
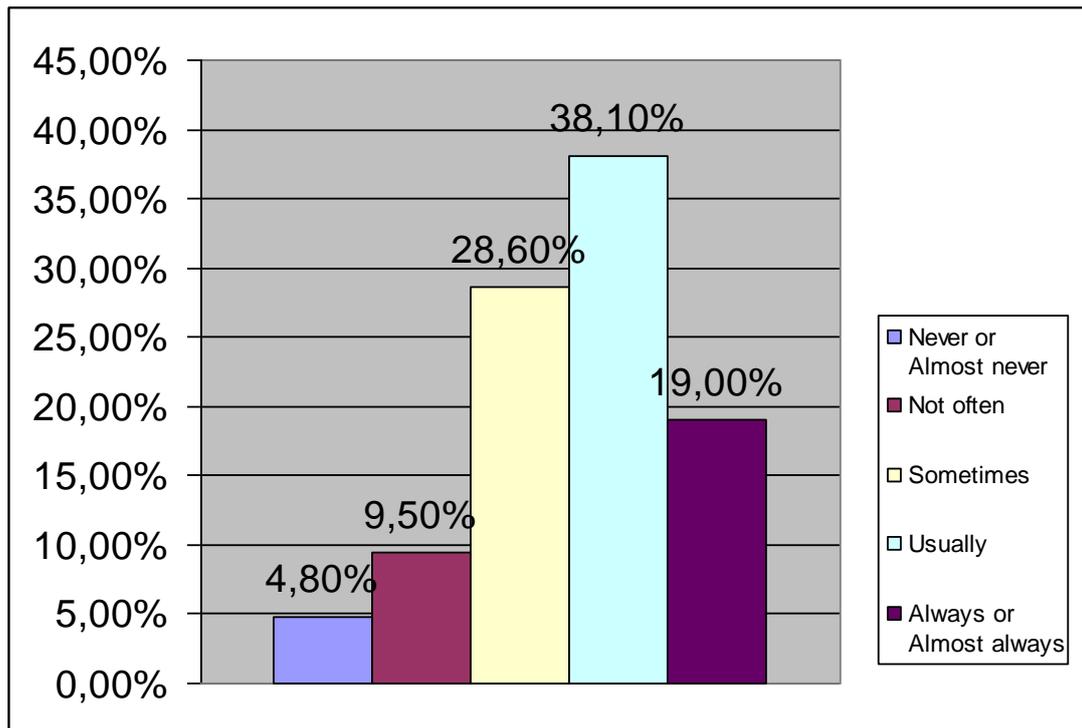
Analysis:

38,10% of the students answered that they usually did so. While 28,60% of the students only sometimes, and 19% of the students answered always or almost always. So It has been seen, that the students do not feel that their expectations are completed totally.

QESTION: 5   Do you understand the text when you listen to read?

50,00%
45,00%
40,00%
35,00%
30,00%
25,00%
20,00%
15,00%
10,00%
5,00%
0,00%

43,00%
33,00%
14,00%
5,00%
5,00%

- Never or Almost never
- Not often
- Sometimes
- Usually
- Always or Almost always
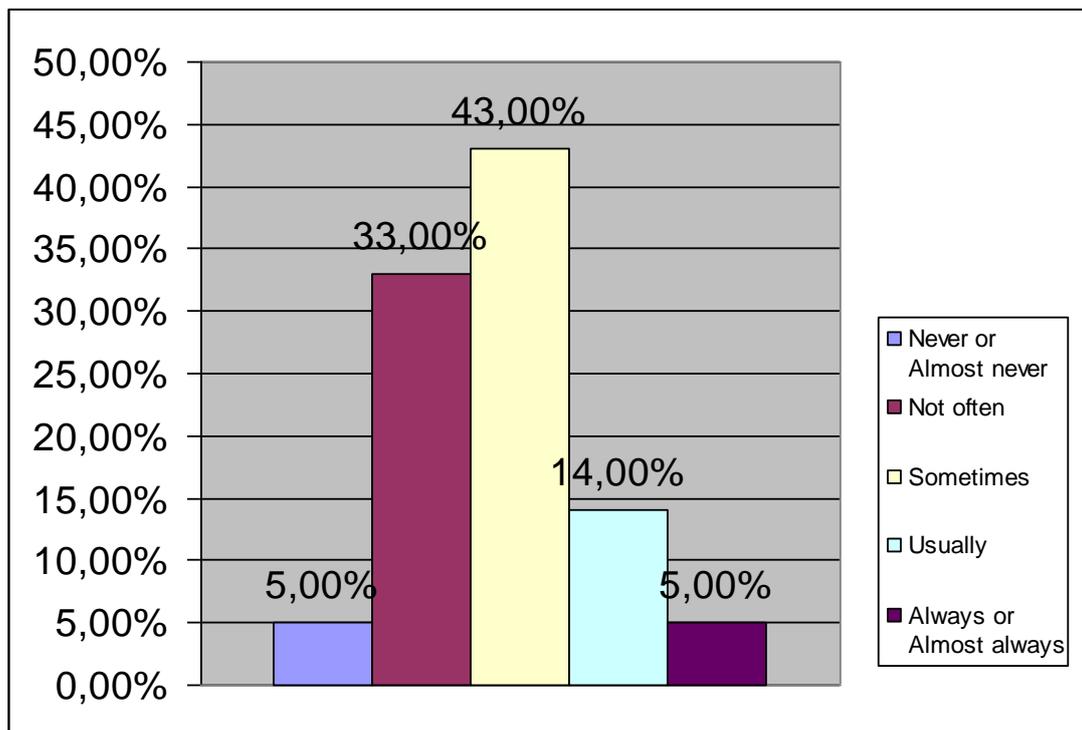
Elaborated by: Alexandra Cabrera

Analysis:

43% of the students answered that this statement was sometimes, where as the students with 33% stated that they understand no often,   and   14% of the students said usually. Again It can see that the most of t the students have problems to understand when they listen to read texts in English.   They feel easily frustrated and ashamed of their difficulties.

QUESTION: 6   Do you find the general idea of a text when you read?
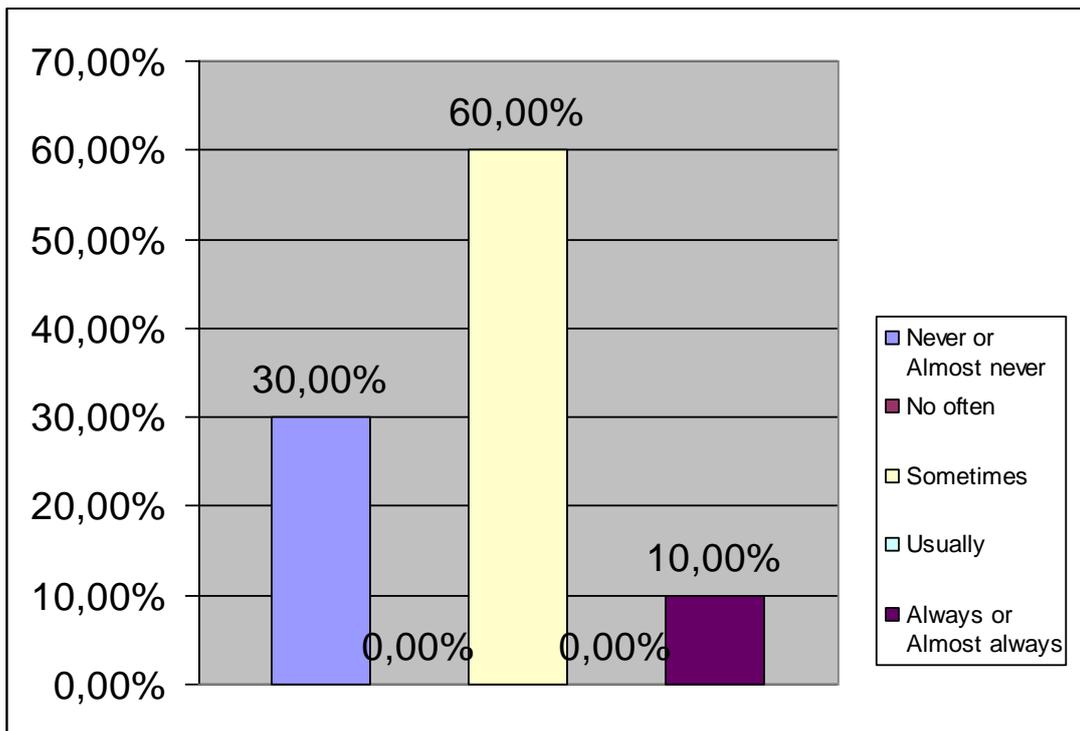
Analysis :

30% of the students answered never or almost never, while 60% of the students answered sometimes, and 10% of the students answered always or almost always. Here It shows that students raised in poverty, with limited proficiency in English.

QUESTION: 7 **Do you find specific information in a text and compare it with the general idea ?**

60,00%

50,00% | 50,00%

40,00%

30,00% | 30,00%

20,00% | 20,00%

10,00%

0,00% | 0,00% | 0,00%

Legend:
- ■ Never or Almost never
- ■ No often
- □ Sometimes
- □ Usually
- ■ Always or Almost always
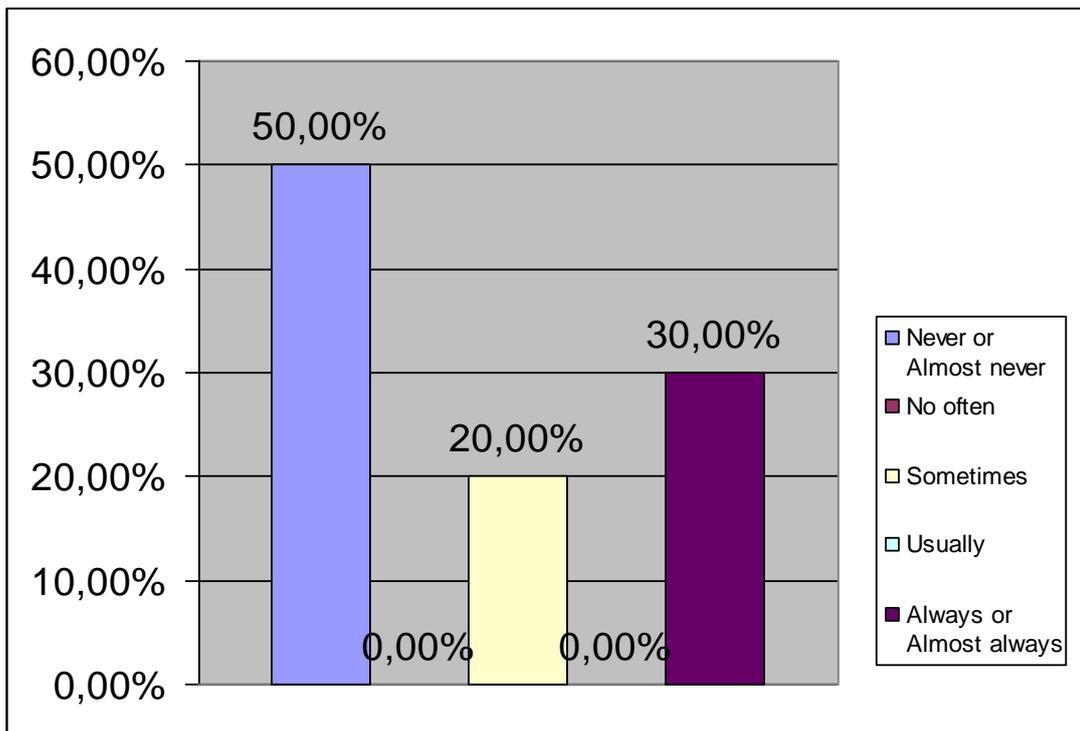
Elaborated by: Alexandra Cabrera

Analysis :

50% of the students stated never or almost never, 20% of the students answered sometimes, and 30% of the students answered always or almost always . It shows that students have reading problems due to deficits reading comprehension.

QUESTION: 8 Are the materials compatible with your English learning?

49,60%

30,50%

14,50%

2,00% 3,40%

60,00%
50,00%
40,00%
30,00%
20,00%
10,00%
0,00%

- Never or Almost never
- Not often
- Sometimes
- Usually
- Always or Almost always
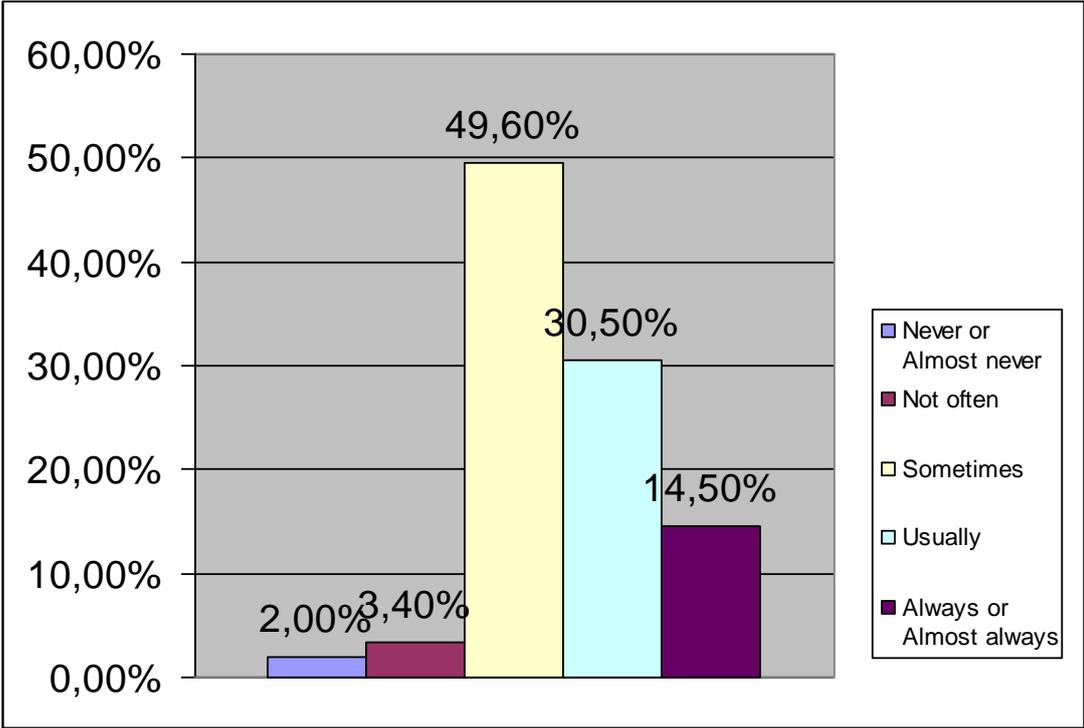
Elaborated by: Alexandra Cabrera

Analysis :

50 % of the students thought that this statement was sometimes, while 30% of the students answered usually and 10% of the students answered always or almost always. Then It can see that there is a lack of programs of English language that are not enough in the learning of a language.

**QUESTION: 9 Do most of the materials provide interest
for students and teachers?**

Bar chart showing percentages for Question 9:
- Never or Almost never: 3,00%
- Not often: 7,00%
- Sometimes: 65,00%
- Usually: 15,00%
- Always or Almost always: 10,00%

Y-axis scale: 0,00% to 70,00%

Legend:
- Never or Almost never
- Not often
- Sometimes
- Usually
- Always or Almost always
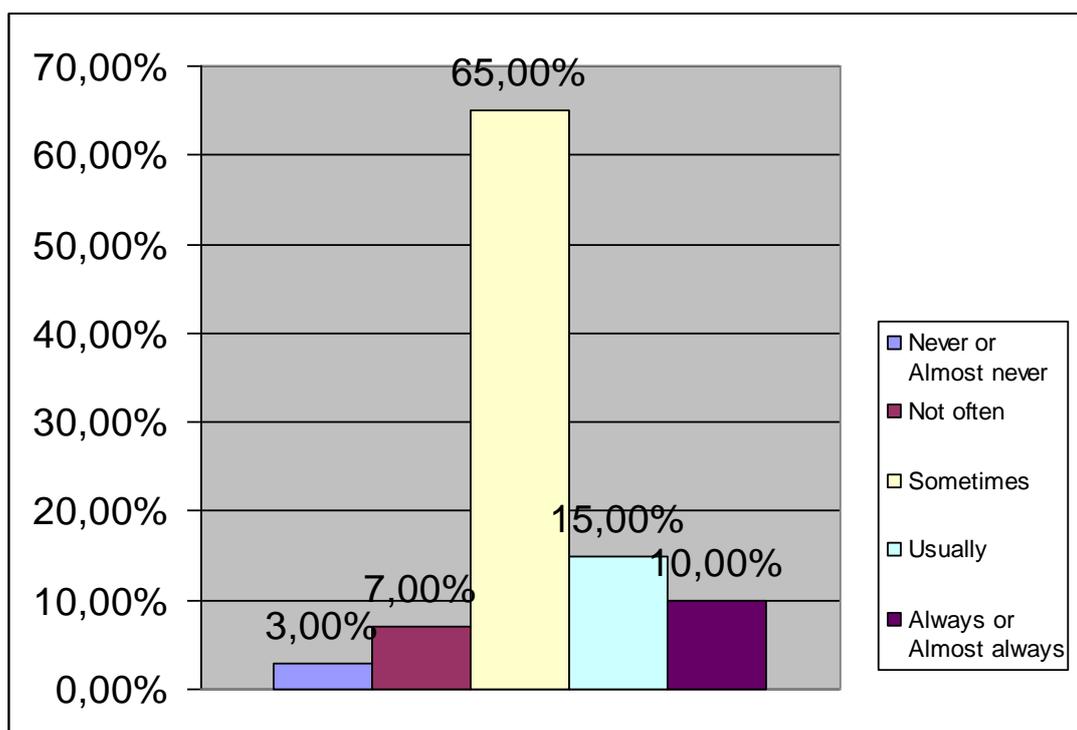
Elaborated by: Alexandra Cabrera

Analysis :

65% of the students answered   sometimes. While 15 % of the students
answered   usually and 10% of the students answered   always or almost
always. Therefore It indicates that there is   a lack of methodology in the
use of the materials.

QUESTION: 10   Do you have access to books and other kinds of texts for reading?
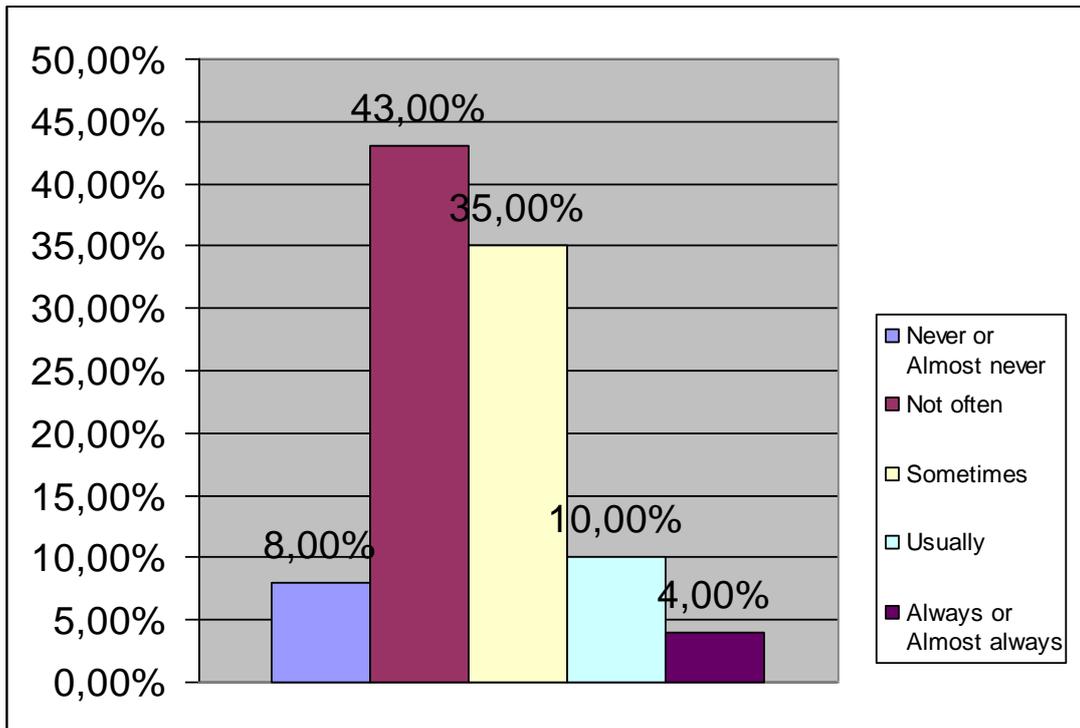
Analysis :

43% of the students answered not often, while 35% of the students answered sometimes, and   10% of the students answered usually they have access to texts for reading. Then in this question suggested a lack of good selection reading in English class.

INITIAL SURVEY FOR TEACHERS
RESULTS

INITIAL SURVEY FOR TEACHERS

QUESTION: 1   Do your students sometimes confuse the sounds of letters or words when they read a text in English Language?
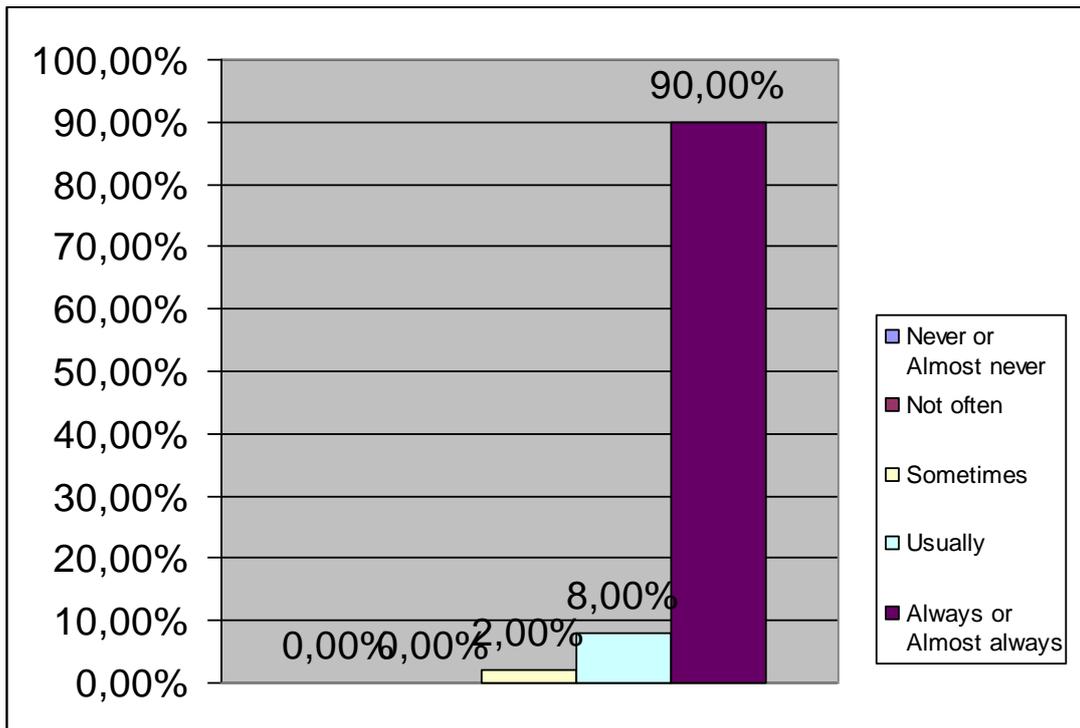
Elaborated by: Alexandra Cabrera

Analysis :

2% of the teachers answered what sometimes students confuse the sounds. Meanwhile 90% of the teachers answered that students confuse the sounds is always or almost always. And 8% of the teachers said that students usually confuse the sounds. Since the teachers realize what students have reading problems due to deficits in phoneme awareness, phonic development.

QUESTION: 2   Do your students have a positive attitude towards the reading English class?
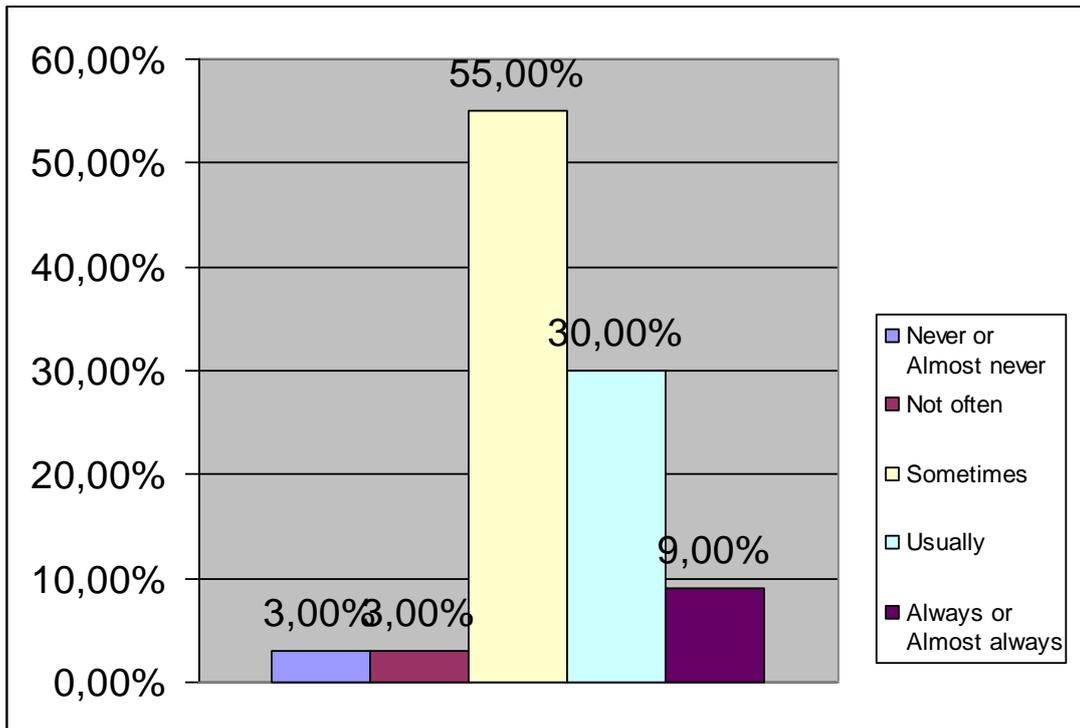
Elaborated by: Alexandra Cabrera

Analysis :

55% of teachers answered sometimes. 30% of teachers answered usually , and 9 % of teachers answered always or almost always. Teachers can see a lack of positive attitude of the students,   that   does not let the development of reading English class.

QUESTION: 3 Did your students learn how to identify syllable patterns in words when they read texts or stories in their academic course?
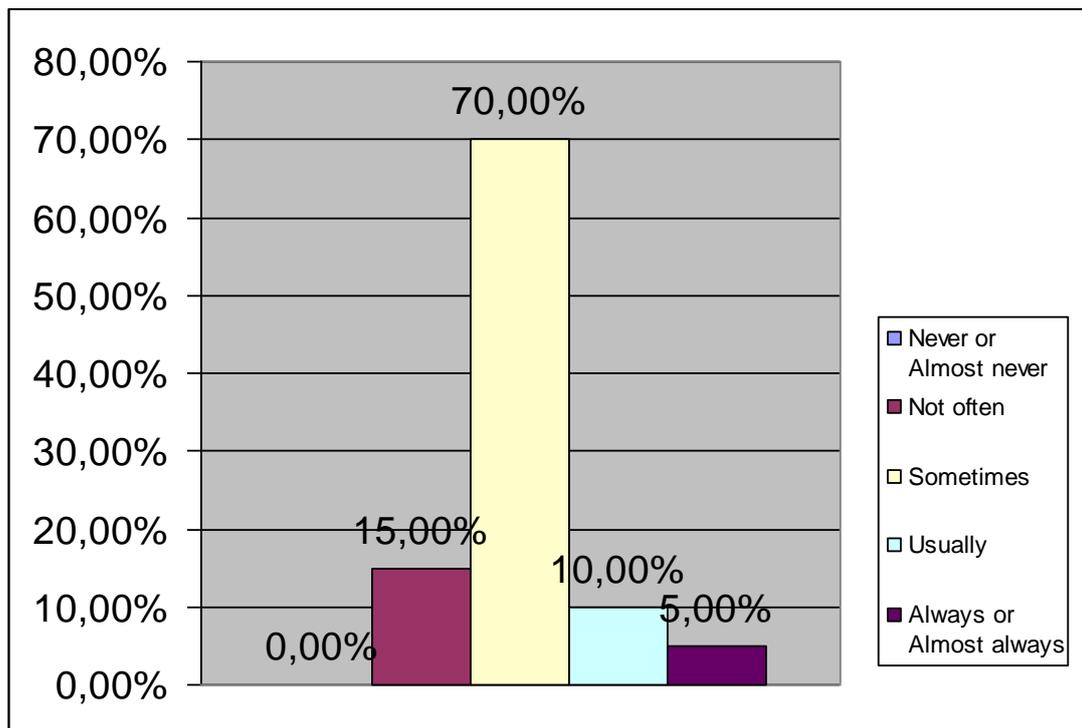
Analysis :

15% of the teachers answered that they no often can identify syllable patterns, while 70% of the teachers said that it was only sometimes and 10% of the teachers said that they usually can identify. There the teachers have observed that the students do not have appropriated training in reading development.

QUESTION: 4   Do you think the methods of learning in reading English that you use. It fills the expectations of your students?
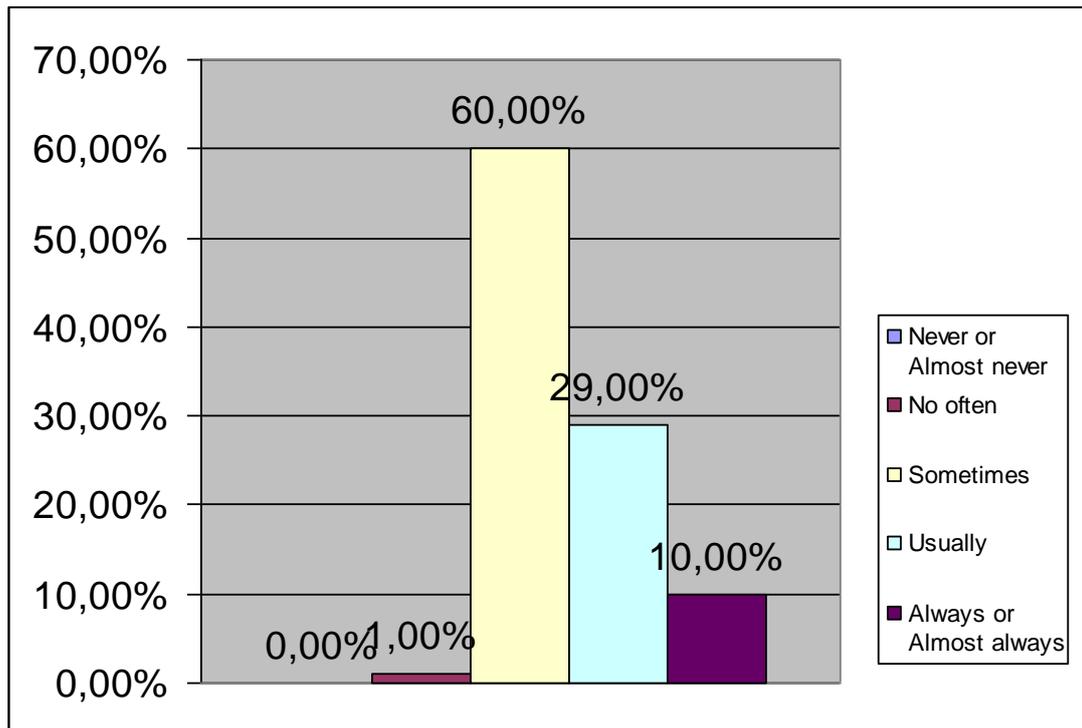
Elaborated by: Alexandra Cabrera

Analysis :

Teachers with 29% was usually, teachers with 60% was sometimes, teachers with 10% was always or almost always,   and teachers with 1% was no often. Then in this questions suggested a lack of instruction in appropriated methodology

QUESTION: 5   Do your students have problems in understanding a text when they read?
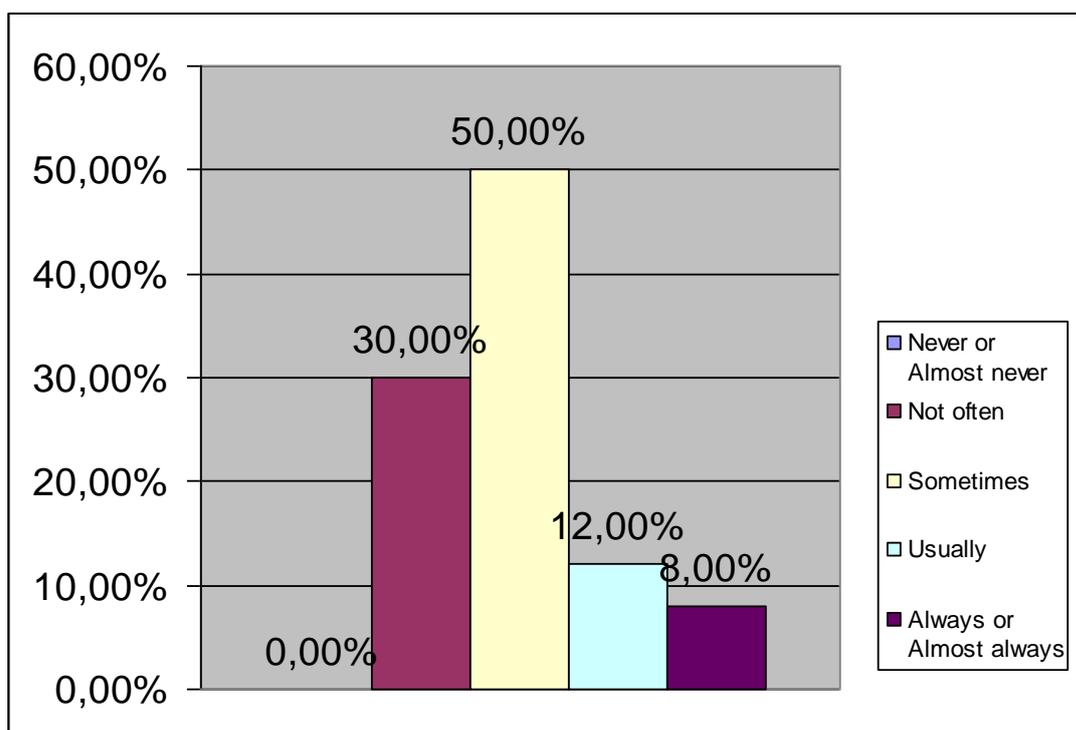
Analysis :

30% of the teachers answered that this statement was no often, where as the teachers with 50% stated that their students understand sometimes, and 12% said usually they understand.   Again teachers can see that the students are not conscious how much they understand their teaches.

QUESTION: 6   Must the teacher teach children to think
and to help children organize the content
of their thinking?
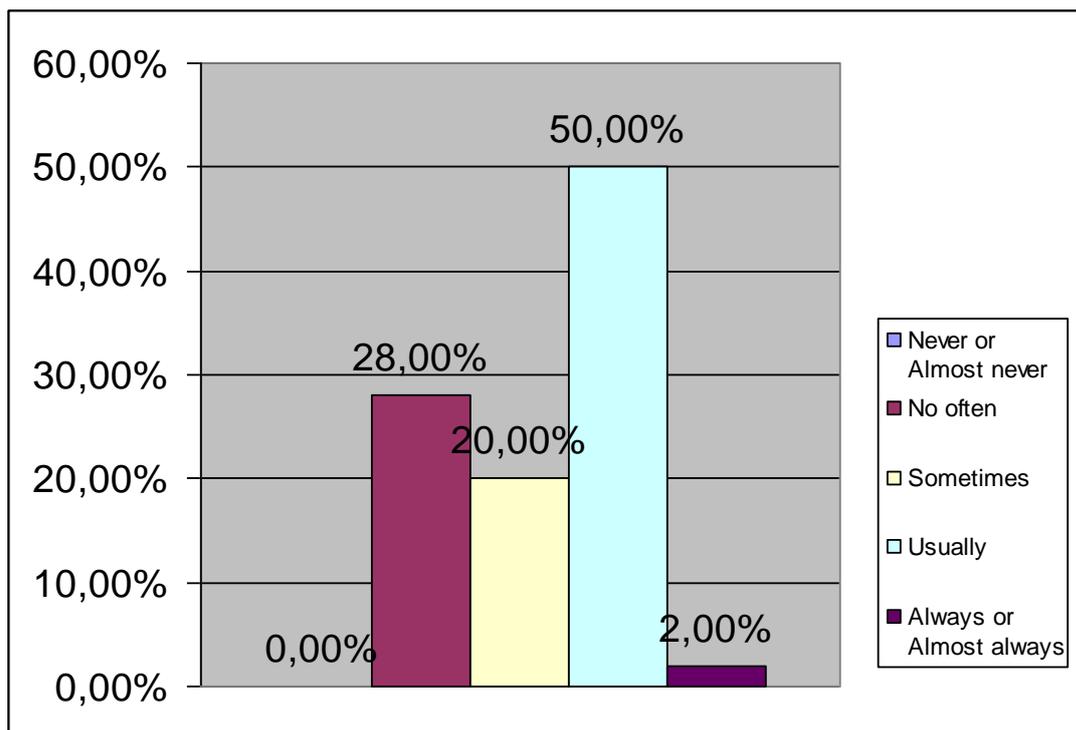
Elaborated by: Alexandra Cabrera

Analysis :

50% of the teachers answered   usually, 20% of the teachers answered
sometimes, 28% of the teachers answered not often and   finally 2% of the
teachers answered always or almost always; Therefore the teachers think that
It must be worked in groups and give them partners to share their ideas and
their thinking   about the reading subject.

QUESTION: 7 Do you think Literature is a great springboard for expanding children's thinking?

60,00%	
	51,00%
50,00%	
40,00%	33,00%
30,00%	☐ Never or Almost never
	☐ No often
20,00%	16,00% ☐ Sometimes
10,00%	☐ Usually
0,00%	0,00% 0,00% ☐ Always or Almost always
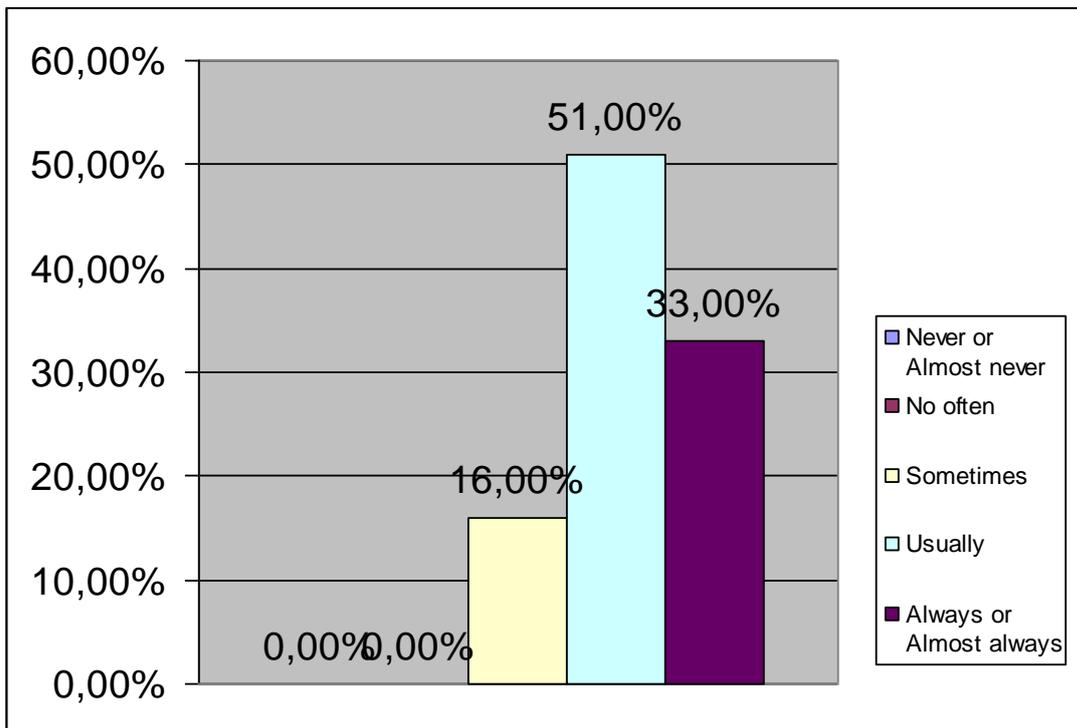
Elaborated by: Alexandra Cabrera

Analysis :

51% of the teachers stated usually, 33% of the teachers answered always or almost always and 16% of the teachers said sometimes. Therefore the teachers realize that literature to increase level thinking skills.

QUESTION: 8   Do most of the materials provide alternatives for teachers and students?
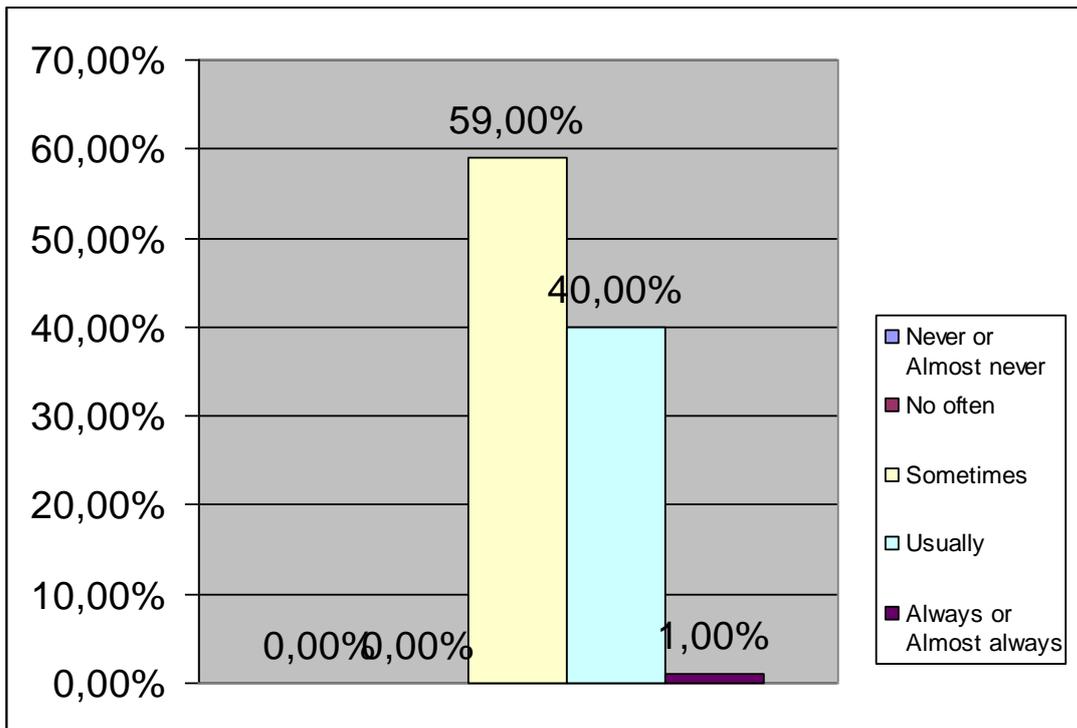
Analysis :

59% of the teachers answered that this is sometimes, while 40% of the teachers answered usually and only 1% of the teachers answered always or almost always then It point out that teachers are not satisfy with the selection of materials to teach reading English.

QUESTION: 9   Are materials compatible with the syllabus ?
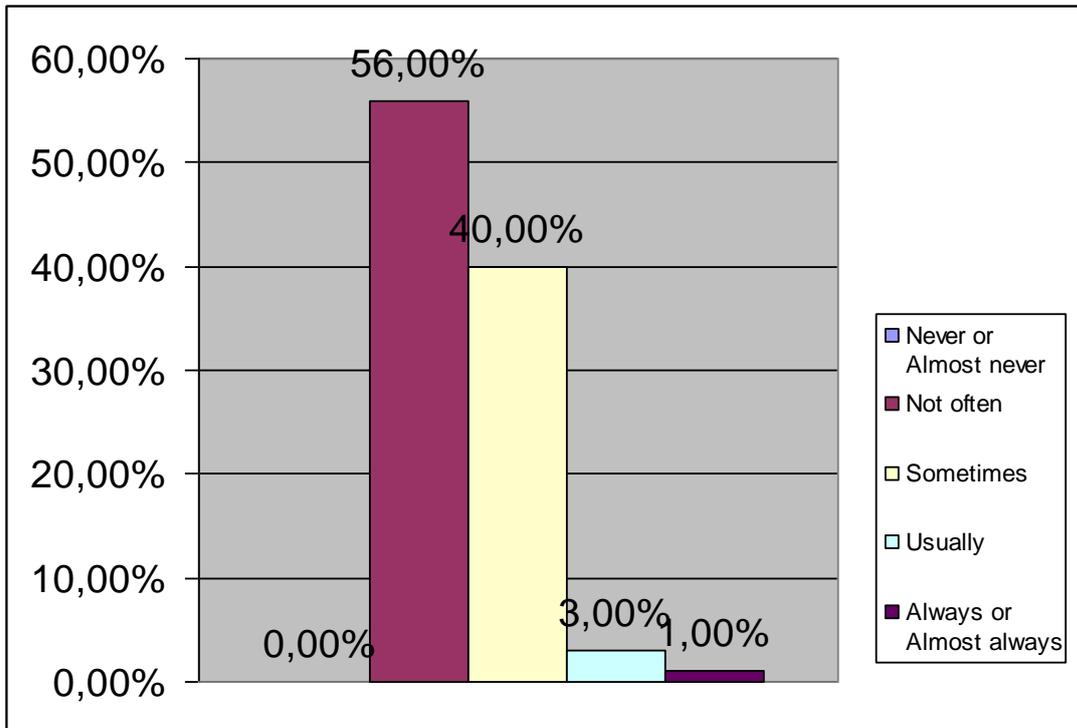
Analysis :

40% of the teachers though that this statement was sometimes, while 56 % of the teachers answered that this situation was no often present during class. This shows that there is a lack of materials with appropriate methodology of reading in English.

QUESTION: 10   Do your students have access to the wonders of book and other kinds of texts for reading?
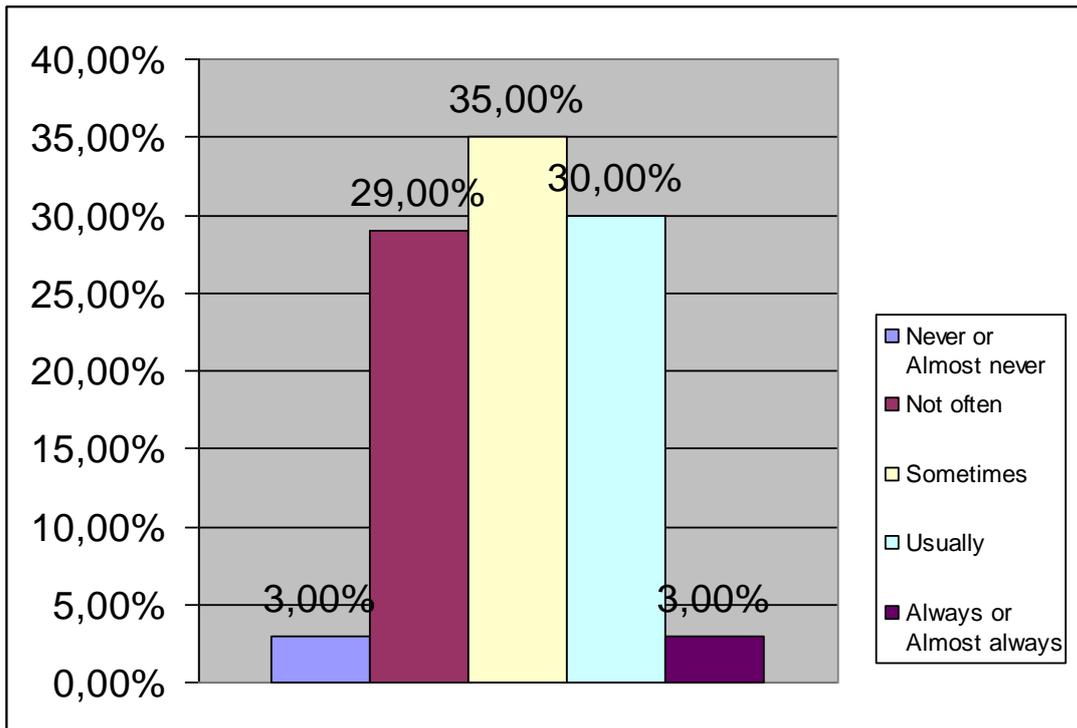
Analysis :

29% said no often, teachers with 35% said sometimes and teachers with 30% said usually. Then teachers   can observe, that there is not enough materials of reading in English.

CHAPTER III

CONCLUSIONS

CHAPTER III

3. CONCLUSIONS

After analysing these results, It can clearly be seen that the main problem with reading in class in that the subject does not have appropriated methodology in the learning reading English. The teachers do not select appropriate methodology to motive them. Most students focus on understanding each word, rather than on imagining the wider meaning of the reading. The teacher can help them by working in small groups or with a partner to share their idea about the reading subject first. And the important thing is that let them read by understanding, nor translating

The results also show that sometimes there is a lack of materials of reading. That does not help to determine how students best learn to comprehend what they read. It reviewed studies of three areas regarded as essential to developing reading comprehension: vocabulary development, text comprehension instruction, and teacher preparation and comprehension strategies instruction.

In the research, there were interesting and often surprising responses. One of our finding was that there are interesting parallels between the reading strategies used by students and teachers. The main parallels that this

investigation found were in what they like to read; what they find hard or unpleasant about reading; what they do when they meet a challenge or difficulty; the ways in which they "translate" from unfamiliar context or language; and the ways in which they collaborate was shown no usually during English class.

Most of the teacher think that reading should be taught and developed in the secondary school. The majority, however, do not see themselves as knowledgeable about the reading process; their diffidence about agreeing to be interviewed and frequent apologist for their lack training in this area suggested a lack of confidence in their skills. In fact, as the transcripts show, many of these teachers know much more than they think they do about the reading process. They know a great deal about what works with their students, even if they are not always sure about why it works.

In another aspect, is that extensive reading is not present in the class during the teaching English. Then an important component of improving general reading skills is practice at reading. In many cases the key to getting a student involved in reading is to find out what he or she is interested in reading.

Teachers can achieve the broader goal of helping students become English readers by making sure that they have access to easy, interesting reading materials. This is the first stage in reaching reluctant readers, because it allows

students to discover that they can actually read in English and enjoy it. The more students read and the more they enjoy it, the more likely it is that they will become students who both can and do read in English. At the same time, extensive reading supports all aspects of an English language program.

Also in the research can see this way that in the means of the Ecuadorian education has not been a satisfactory method. It is urgent that the professors of a foreign language modernize alternatives method for developing reading skills in the teaching of the English.

It is necessary and urgent that the programs of the English language , approved by Ministerio de Educaciòn y Cultura that are used in elementary school level, are not enough in the learning of a language. It is important to use alternative method for developing reading skills with the purpose of improving the interest toward the reading.

CHAPTER IV

ALTERNATIVE PROPOSAL

CHAPTER IV

ALTERNATIVE PROPOSAL

4.1. General Definition of Reading

"Reading is the process of constructing meaning through the dynamic interaction among the reader's existing knowledge, the information suggested by the written language, and the context of the reading situation".

This definition suggests the need for an interactive model of reading which combines the top- down (whole language) and bottom-up (skills) models. This interactive model leads to the skills taught in the context of real reading of real text.

From this perspective, a good reader is one who can apply various reading skills independently and flexibly in a variety of reading situations, not one who simply demonstrates mastery of those skills.

Given this theoretical focus, a variety of factors needs to be addressed in instruction and assessment. These include:

The influence of the reader's prior knowledge on reading comprehension,

- The how the reader structures that knowledge,

- Which strategies the reader uses to construct meaning.

- Which skills the reader needs to perform a particular reading task,

- The type of methods and materials being used, and

- The setting in which reading occurred

Michigan's "goal" for reading education is to develop strategic motivated readers. This goal highlights the importance of a reader having knowledge of reading process, knowledge about strategies and skill that are essential to construction meaning or comprehending text, and knowledge about how to appropriately apply these strategies. The goal also includes motivation to read. Peggy Ducher "Since 1977, significant advances in anthropology, cognitive psychology, education, linguistics, and sociology have made it possible to expand how reading is viewed. These advances indicate that reading is a dynamic process in which the reader actively participates. As a result, difficulty is no longer viewed as a property of a particular reading skill or task, but rather as an interaction among the reader, text, and context of the reading situation."

The development of language and vocabulary is foundational and prerequisite to the development of reading skills. Some children entering school already have a large vocabulary and early reading experiences. These experiences have helped foster their cognitive and language development, which leads to larger vocabularies. In contrast, children from disadvantaged may have had no experience with books and likely have had far fewer conversations with adults. Both of these lead to children entering school without the prerequisite

language skills necessary for reading achievement. To be specific, these students lack a particular language skill - phonemic awareness.

Phonemic awareness is the knowledge that the words are made of individual sounds. In order to read, one must be able to hear the individual sounds that comprise words, and recognize the orthographic representation of these sounds or in other words, reading requires the understanding that words are made of sounds and that letters represent sounds. Without rich early experiences, this simple concept is missing. Thus, for children who haven't had these experiences, the standard school curriculum assumes prerequisite knowledge that does not exist. For these children to have later reading success, they must have explicit instruction in these important phonemic awareness skills.

The National Research Council in USA convened a committee of esteemed professionals on the Prevention of Reading Difficulties in Young Children. After summarizing the empirical work in this area, the committee concluded the following: Reading skill is acquired in a relatively predictable way by children who:

- have normal or above-average language skills;
- have had experiences in early childhood that fostered motivation and provided exposure to reading in use;

- get information about the nature of print through opportunities to learn letters and to recognize the internal structure of spoken words, as well as explanations about the contrasting nature of spoken and written language;

- attend schools that provide effective reading instruction and opportunities to practice reading.

Disruption of any of these developments increases the possibility that reading will be delayed or impeded. The association of poor reading outcomes with poverty and minority status no doubt reflects the accumulated effects of several of these risk factors, including lack of access to reading -stimulating preschool experiences and to excellent, coherent reading instruction.

4.2   The Importance of Reading

It is essential to emphasize how important reading is as far as learning English is concerned. However, there is a further, very important reason why students should try to develop their reading skills: We have found that there is a strong correlation between reading and academic success.

Many years ago, before cable television, videos, video games, and the internet - reading was a national pastime. Teenagers spent hours reading books, imagining, and learning. Unfortunately, over time, due to the number of other options available, we have lost the skills to read and the passion to read.

 Reading is more important today than it ever was. It is crucial to being an informed citizen, to succeed in one's chosen career, and to personal fulfilment. Remember when people thought technology would decrease the need to read.

Children who read well do better in other subjects and in all aspects of schooling and beyond. As the world becomes more complex, reading is increasingly important for children trying to find their place in it.

Many teens don't believe that reading is important. The research however shows that children and teens who read have higher IQs, are more creative, do better in school, and get higher paying jobs (National Institute for Literacy).

Good readers can understand the individual sentences and the organizational structure of a piece of writing. They can comprehend ideas, follow arguments, and detect implications. They know most of the words in the text already, but they can also determine the meaning of many of the unfamiliar words from the context - failing this, they can use their dictionary effectively to do so.

Educational researchers have also found a strong correlation between reading and vocabulary knowledge. In other words, students who have a large vocabulary are usually good readers. This is not very surprising, since the best way to acquire a large vocabulary is to read extensively, and if you read extensively you are likely to be or become a good reader!

So if you want your child to be successful at school encourage him or her to read. Reading non-fiction in English is probably the most important, but English fiction and any reading in the mother tongue - if done extensively - will help your child develop the reading competence that is essential for academic achievement.

The importance of Reading . there is probably no surer or sounder way to improve your reading permanently than by building a strong, precise vocabulary, and the only way to build your vocabulary is by reading a lot. In a precise vocabulary every word is learned as a concept. You know its ancestry, its principal definition as well as several secondary definitions, its synonyms and the subtle differences among them, and its antonyms. Then , when you encounter it in your reading, this vast store of knowledge flashes before you, illuminating the sentence, the paragraph, and the idea the author is trying to convey (Pauk, p. 346).

4.3. Reading effectively

Students will extend their abilities to read effectively in a variety of situation for a variety of purposes

- Value reading as a means of learning and enjoyment

- Read for a variety of purposes including to gather information, to follow directions, to give a response, to form an opinion, to understand information, to enjoy and appreciate

- Select texts appropriate to their interests and learning needs

- Evaluate the effectiveness of a range of written texts

- Read independently for self-initiated and assigned purposes (*)

- Read a range of contemporary and classical texts from a variety of genres and cultural traditions

Students will extend their abilities by practising the behaviours of effective, active readers

- Recognize that reading is an active process in which readers interact with the text to construct meaning within the context of their own understanding and experiences

- Select and use the appropriate <u>strategies</u> and the language cueing systems and conventions to construct meaning before, during, and after reading, including:

- Before

  - Prepare to read

  - Draw on prior knowledge and experiences by considering what they know and need to know about topic

  - Ask questions

  - Set purpose(s) for each reading task

- During

  - Read with purpose in mind

  - Give complete attention to the reading task

  - Adjust reading rate (e.g., <u>skimming</u>, <u>scanning</u>, careful reading) to specific purpose and difficulty of material when reading aloud and silently (*)

  - Make and confirm or correct predictions

  - Makes connections to prior knowledge and experiences (i.e. relate text to self, text to other text, and text to world)

  - Recognize author's main ideas and important supporting details

  - Recognize author's overall organization of ideas

- o Make jot notes to assist recall of the main idea(s) expressed by the author

- o Create visual images

- o Makes inferences based on text and prior knowledge

- o Draw conclusions based on evidence in text

- o Use pragmatic (e.g., author's purpose, intended audience, point of view, use of language to achieve purpose, and tone), textual (e.g., author's thesis or main idea, how author organized text to achieve unity and coherence), syntactic (e.g., main and subordinate ideas, parallel structures, and variety of sentence structures) semantic (e.g., connotation and denotation, imagery, figurative language, allusions, specific word meanings by their context), graphophonic (e.g., common spellings and variants for effect or dialect), and other cues (e.g., fonts, colour, layout and accompanying graphics) to construct and confirm meaning

- o Identify ideas expressed as true or false, real or imaginary

- o Recognize the author's use of language (formal, informal, slang) and techniques (e.g., foreshadowing)

- o Recognize the narrator's and author's points of view (*)

- o Determine the difference between fact and opinion

- o Recognize that the author's experience, background, and culture influence the treatment of theme

- o Identify with and develop an understanding of the characters the author has created from what they say and do and from what other characters and the narrator say about them

- o Identify <u>stereotyping</u> in what they read and begin to recognize its negative impact on individuals and society

- After

  - o Reread when necessary

  - o Recall and relate in own words, major ideas and their supporting details

  - o Paraphrase and summarize major ideas (*)

  - o Relate what was read to personal experience or needs

  - o Analyze and evaluate the ideas presented and the social, moral, and intellectual development of characters in texts (*)

  - o Examine the use of a variety of techniques to portray people, gender, cultures, and socio-economic groups in text (*)

  - o Draw and support conclusions and opinions about author's message, values, point of view, and craft (*)

  - o Examine how personal experiences, community traditions, and Canadian perspectives are presented in texts (*)

- Know how text contributed to their understanding of self, roles in society, and relationships with others (*)

- Compare values expressed in texts through characters to their own values

- Recognize how particular elements (e.g., setting, word choice, figurative language) work to create <u>mood or tone</u>

- Recognize any underlying biases, stereotypes, or prejudices in texts

- Reflect on and support personal and critical re

- .sponse with reference to text

- Consider others' responses in reshaping and extending own response

- Consider more complex and alternate interpretations

- Seek additional information from other sources as needed or desired

Students will extend their abilities to assess strengths in listening and set goals for future growth

- Reflect upon and assess their own reading strengths and needs using such methods as preparing checklists, audio recordings, and teacher conferences

- Use information gathered during <u>self-assessment</u> and teacher assessment to set and maintain goals for improving reading abilities

- Consider which <u>reading strategies</u> work best for each task and text

- Assess own contributions to community of learners and set personal goals for enhancing work with others (*)

4.4. ALTERNATIVE PROPOSAL

4.4.1. DESCRIPTION

Learning to read is perhaps the most important skill for success in society that a child can gain from public education. Without reading competency, students are at-risk for many negative life outcomes, such as poorer income potential, limited employment options, and quality of life issues. Without well-developed reading skills, students will not gain the content knowledge they need to be successful in school. Of diverse groups, many of which speak English as a second language, comes the need for additional programming in schools to support all schoolchildren. Unfortunately, many schools and educators are unprepared for this challenge that affects not only one school, but also many other schools as well.

The propose is that Reading will be implemented. Such an initiative would include appropriate methodology for San Rafael school students as well as training for teachers. In addition, the entire community's role in improving reading in English.

It is focused on the issue of reading in English and the implementation's role in creating a Reading Initiative. The significance of the problem of reading failure, highlight information from the recent, report results from a survey of

students and teachers. It argues that there is urgency to this problem, that the idea of a highly literate students population is attainable, and that the implementation of reading in English can provide the impetus and focus that is so desperately needed in solving the problem.

4.5. STANDING (OBJECTIVES)

GENERAL OBJETIVE

1. The goal is for students and teachers to develop a repertoire of teaching skills that they can implement to foster reading and thinking in the classroom.

2. The Reading in the Classroom introduces teachers to reading.

3. How to create a classroom environment conducive to reading.

SPECIFIC OBJECTIVES.

1. The goal of an extensive reading approach is to get students to enjoy reading in the English language, but as an activity that someone chooses to do for a variety of personal, social, or academic reasons. Students read as much as possible, in class and outside of the class.

2. A variety of materials on a wide range of topics is available so as to encourage reading for different reasons and in different ways. Students select what they want to read and have the freedom to stop reading material that fails to interest them.

3. Reading materials are well within the linguistic competence of the students in terms of vocabulary and grammar.

4. Teachers orient students to the goals of the program, explain the methodology, keep track of what each student reads, and guide students in getting the most out of the program.

4.6. Impact

To teach English reading in the "San Rafael" school for 10th grade students, has a positive effect on language learning is that it provides increased exposure to English. The important role of comprehensible input in foreign language learning. But the impact of extensive reading may also be related to attitude. Many students find learning a English language difficult and feel more or less inadequate to the task. Successful English language reading experiences can counter such feelings of failures the most important and impressive finding in this study is the clear improvement in attitude shown by the experimental students. "Success in reading makes learners come to enjoy language learning and to value their study of English".

4.7. PARTICIPANTS AND BENEFICIARIES

The participants came of 10th grade of "San Rafael" High School in this research took part not only the students, but also the educators and administrators of this high school, as indicated by their responses to our comprehensive survey. The greatest beneficiaries are the students, because Through Reading program helps them develop a sense of confidence that they can make a difference in their education. Also teachers are great beneficiaries they felt good and privileged to have had the opportunity to give their time and talents with the students who were happy having a grown-up share his reading ability.

PROPOSAL METHODOLOGICAL ASPECT

4.8. HOW TO USE THE READING PROCESS

This consists of the following:

1. Prereading Preparation

2. Reading Passage

3. Fact –Finding Scanning Exercise

4. Reading Analysis

5. Word Form Exercise

6. Dictionary Skills

7. Information Organization

8. Information Organization Quiz and Summary

9. Critical Thinking Strategies

10. Follow-up Discussion and Activities

1. Prereading Preparation

This prereading activity is designed to stimulate student interest and provide preliminary vocabulary for the passage itself. The importance of prereading preparation should not be underestimated. Studies have shown the positive

effect of prereading preparation in motivating student interest, activating back-ground knowledge, and enhancing reading comprehension. Time should be spent describing and discussing the illustrations as well as discussing the title and the prereading questions. Furthermore, the students should try to relate the topic to their own experience and try to predict what they are going to read about.

2. The Reading Passage

As the students read the passage for the first time, they should be encouraged to read ideas. In English, ideas are in groups of words, in sentences, and in paragraphs, not in individual words.

3. Fact-Finding Scanning Exercise

After the first reading, the students will read the True/False statements, then go back to the passage and scan for the information that will clarify whether each statement is true or false. If the statement is false, the students will rewrite the statement so that it become true. This activity can be done individually or in groups.

4. Reading Analysis

The students will read each question and answer it. This exercise deals with vocabulary from context, transition words, punctuation clues, sentence structure, sentence comprehension, and pronoun referents. The teacher should review personal and relative pronouns before doing this section. This exercise may be assigned for homework, or it may be done in class individually or in groups, giving the students the opportunity to discuss their reasons for their answers.

5. Word forms

As an introduction to the word form exercises in this book, it is recommended that the teacher first review parts of speech, specially verbs, nouns, adjectives, and adverbs. Teachers should point out each word form's position in a sentence. Students will develop a sense for which part of speech is missing in a given sentence. Teachers should also point our clues to tense and number, and to whether an idea is affirmative or negative. The teacher can do the example with the students before the exercise or as an assignment after the exercise is completed. Each section has its own instructions, depending on the particular pattern that is being introduced. For example, in the section containing words that take-tion in the noun form, the teacher can explain that in this exercise the students will look at the verb and noun forms

of two types of words that use the suffix-tion in their the word ends in e, the

—e is dropped first: produce/production: (2) other words drop the final e and

add —action; examine/examination. This exercise is very effective when done

in pairs. After students have a working knowledge of this type of exercise, it

can be assigned for homework.

6. Dictionary Skills

This exercise provides students with much needed practice in selecting the

appropriate dictionary entry for an unknown word, depending on the context.

the students are given entries from the Oxford ESL Dictionary for Student

of American English for several words from the reading in that chapter. The

sentence containing the dictionary word is provided below the entry. The

student selects the appropriate entry and writes the entry number and the

definition or synonym into the sentence in the space provided. The students

should write the answer in a grammatically correct form, since they may not

always copy verbatim from the dictionary. The students can work in pairs on

this exercises and report back to the class. They should be prepared to justify

their choices.

7 Information Organization

In this exercise, students are asked to read the passage a second time. Take notes, and organize the information they have just read. They may be asked to complete an outline, a table, or a flowchart. The teacher may want to review the concept of note-taking before beginning the exercise. The outline, table or flowchart can be sketched on the blackboard by the teacher or a student and completed by individual students in front of the class. Variations can be discussed by the class as a group. It should be pointed out to the students that in American colleges, teachers often base their exams on the notes that students are expected to take during class lectures and that they, too, will be tested on their notes.

8. Information Organization Quiz and Summary

This quiz is based on the notes the students took in the Information Organization exercise. Students should be instructed to read the questions and then refer to their notes to answer them. They are also asked to write a summary of the article. The teacher may want to review hoe to summarize. This section can be a written assignment to be done as homework or as an actual test. Alternately, it can be prepared in class and discussed.

9. Critical Thinking Strategies

The students refer back to parts of the article and think about the implications of the information or comments it contains. There are also questions about the author's purpose and tone. The goal of the exercise is for students to form their own ideas and opinions on aspects of the topic discussed. The students can work on these questions as individual writing exercises or in a small group discussions activity.

10. Follow-up Discussion and Activities

This section contains various activities appropriate to the information in the passages. Some activities are designed for pair and small group work. Students are encouraged to use the information and vocabulary from the passages both orally and in writing. The teacher may also use these questions and activities as homework or in- class assignments.

4.9. EXAMPLE ABOUT HOW TO USE THE READING PROCESS

4.9.1. OBJECTIVE .-

The reading is In order to get the students out of the classroom and give them the chance to use English in the real word. And the students practice in developing valuable vocabulary research skills they will need in a full-time academic environment.

4.9.2. READING

THE PARADOX OF HAPPINESS

Psychology Today

1. Prereading Preparation

1.- a. In groups of three, write a definition of **happy.** Write what it means to be happy. On the blackboard, compare your definitions with the definitions of the other groups in the class.

b. Do the same for **unhappy**

c. Compare your class explanations of **happy** and **unhappy**. Are they opposite? Is there a relationship a relationship between happiness and unhappiness?

2.- What makes you happy? When do you feel happy?

3.- What makes you feel unhappy?

4.- a. Are you happy person?

   b. Do you come from a happy family?

5.- Do you think your environment can cause you to be happy or unhappy? Explain your answer.

6.- Look at the title of this article. What is a **paradox**? Why might there be a paradox involving happiness and unhappiness?

2.   Reading Passage

It's plain common sense the more happiness you feel, the less unhappiness you experience. It's plain common sense, but it's not true. Recent research reveals that happiness and unhappiness are not really flip sides of the same emotion. They are two distinct feelings that, coexisting, rise and fall independently. "You'd think that the higher a person's level of unhappiness, the lower their

level of happiness and vice versa, " says Edward Diener, a University of Illions professor of psychology who has done much of the new work on positive and negative emotions. But when Diener and other researchers measure people's average levels of happiness and unhappiness, they often little relationship between the two.

 The recognition that feelings of happiness and unhappiness can coexist much like love and hate in a close relationship may offer valuable clues on how to lead a happier life. It suggest, for example, that changing or avoiding things that make you miserable may well make you less miserable but probably won't make you any happier. That advice is backed up by an extraordinary series of studies which indicate that a genetic predisposition for unhappiness may run in certain families. On the other hand, researchers have found, happiness doesn't appear to be anyone's heritage. The capacity for joy is a talent you develop largely for yourself.

 Psychologists have settle on a working definition of the feeling-happiness is a sense of subjective well-being they've also begun to find out who's happy, who isn't and why. To date, the research hasn't found a simple recipe for a happy life, but it has discovered some of the actions and attitudes that seem to bring people closer to that most desired of feelings.

In a number of studies of identical and fraternal twins, researchers have examined the role genetics plays in happiness and unhappiness. The work suggests that although no one is really born to be happy, sadness may run in families.

In one University of Southern California study, psychologist Laura Baker and colleagues compared 899 individuals who had taken several commonly used tests for happiness and unhappiness. The men and women included 105 pairs of identical and fraternal twins were much closer than fraternal twins in unhappiness, a finding that implies a genetic component.

 In a study at the University of Minnesota, twins (some raised together and others who had grown up apart)   were tested for a wide range of personality traits. In terms of happiness defined as the capacity to enjoy life identical twins who were separated soon after birth were considerably less alike than twins raised apart some without contact for as long as 64 years – were as similar as those who'd grown up together.

Why is unhappiness less influenced by environment?

 When we're happy we are more responsive to people and keep up connections better than when we're feeling sad.

This doesn't mean, however, that some people are born to be sad and that's that. Genes may predispose one to unhappiness, but disposition can be influenced by personal choice. You can increase your happiness through your own actions.

In a series of experiments by psychologists John Reich and Alex Zautra at Arizona State University, they asked students to select their favourite activities from a list of every-day pleasures things like going to a movie, talking with friends and playing cards.

Then the researchers instructed some of the subjects to increase the number of favorite activities they participated in for one month the other participants in the study served as controls and did more of the things they enjoyed were happier than those who didn't. the conclusion, then, is that the pleasure we get from life is largely ours to control.

3. Fact-Finding Exercise

Read the passage once. Then read the following statements. Scan the article quickly to find out if each statement is true (T) or false (F). If a statement is false, change it so that it is true.

1. The feeling of unhappiness may be genetic.

_____   _____T   _____F

2. There is a strong relationship between levels

of happiness and unhappiness in a person .

_____   _____T   _____F

3.- Researchers have found that happiness is

inherited.

_____   _____T   _____F

4. Unhappiness is less influenced by environ-

ment than it is by genetics.

_____   _____T   _____F

5. It is impossible to increase your happiness.

_____   _____T   _____F

6. We can control our own happiness.

_____   _____T   _____F

4. Reading Analysis

Read each question carefully. Circle the number or letter of the correct answer,

or write your answer in the space provided.

1.   Read lines 7 and 8: "You'd think that the higher a person's level of

unhappiness, the lower their level of happiness and vice versa. "

    a. **Vice versa** means that

        1. the lower a person's level of unhappiness, the higher

            their level of happiness.

        2. the higher a person's level of unhappiness, the

            higher their level of happiness.

        3. the lower a person's level of unhappiness, the lower

            their level of happiness.

    b. **Vice versa** means

      1. The same thing is true.

      2. The reverse is true.

2. Read lines 11-13. What does **the two** refer to?

    a. Diener and other researchers

    b. Positive and negative emotions

    c. Happiness and unhappiness

3. Read lines 17-19. **Miserable** means

4. Read lines 19-24.

  a. What does back up mean?

    1. go behind

    2. write

    3. support

b. "Studies indicate that a genetic predisposition for unhappiness may run

   in certain families. On the other hand, happiness doesn't appear to be

   anyone's heritage". This sentence means that.

    1. The tendency to be unhappy is inherited, but happiness is not.

    2. The tendency to be unhappy is inherited, and happiness is. Too.

    3. The tendency to be unhappy is inherited, but unhappiness is not.

 c. Complete the following sentence with the appropriate choice. John is

happy being a student in another country because he can study what he

wants. On the other hand, he is unhappy because.

    1. he is far from his family and friends

    2. he knows people from many different countries.

    3. his English skills are improving.

5. Read lines 49-57

    A. According to the University of Minnesota study, What is

       happiness?

       _____

    B. How do you know?

       _____

    C. Why is the phrase **some without contact for as long as**

       64 years

       separated from the rest of the sentence by dashes (--) ?

       _____

6. Read lines 61-65. **That's that** means:

   - some people are born to be sad, and there is nothing they can do

     to change the situation.

   - some people are born to be sad, and they don't think about it.

   - some people are born to be sad, and some people are born be

     happy.

7. Read lines 66-70.

   a. what are some   of the everyday pleasures on the list that the

      students read?

      _____

   b. How do you know?

      _____

8. Read lines 74-76.

    a. Those who didn't refers to

       1. the students who didn't participate in the study.

       2. the students who didn't increase the number of favourite

          activities.

       3. the students who didn't become happier.

b. In this context, largely means

    1. hugely

    2. completely.

    3. mostly.

5. Word forms Exercise

Part 1

In English, verbs can change to nouns in several ways. Some verbs become nouns by adding the suffixes –ance or –ence, for example, insist (v.), insistence (n.).

Complete each sentence with the correct form of the words on the left. **Use the simple present tense of the verbs, in either the affirmative or the negative form. Use the singular form of the nouns.**

Appear (v.)   1. a. Peter_____to be very unhappy.

Appearance (n.)   b. His sad_____makes me wonder

       what's wrong.

Avoid (v.)   2. a. Susan always _____ going to a

       doctor even when she's very sick.

Avoidance (n.)   b. Her_____of doctors is not a

                      good idea. She should see one when she's ill.

Exist (v.)   3. a. Some people believe in the_____

Existence (n.)   of life in other solar systems.

                      b. I also think that life _____on

                      other planets besides Earth

Resemble (v.)   4. a. Michael_____his mother at all.

Resemblance (n.)   She has blonde hair and blue eyes. He

                      has dark hair and brown eyes.

                      b. Michael has a much stronger

                      _____to his father, who has dark hair

                      and eyes, too.

Perform (v.)   5. a. The actor in the new play_____ very

Performance (n.)   well in all his appearances.

                      b. Consequently, I am looking forward to

                      his first_____ tonight.

Part 2

In English verbs can change to nouns in several ways. Some verbs become nouns by adding the suffixes –ion or –tion, for example, suggest (v.), suggestion (n.).

Complete each sentence with the correct form of the words on the left. Be careful of spelling changes. **Use the simple present tense of the verbs, in the affirmative form. Use the singular form of the nouns.**

Indicate (v.)   1. a. Traffic signals have three signals.

Indication (n.)   A red light _____"stop," and a

                            green light means "go".

                        b. A yellow, or amber, light is an

                            _____ that the light is going to become

                            red. It means "prepare to stop".

Participate (v.)   2. a. Many college students_____in sports such as

participation (n.)   soccer, tennis, and swimming to keep

                            in shape.

Define (v.)   3. a. I don't understand what influence

Definition (n.)   means. Can you give me a simple

                                        _____?

                                   b. Most people _____influence

                                        as the power to effect a person or an

                                        event.

Recognize (v.)   4. a. Joan has an incredible memory for

Recognition (n.)   faces. She actually_____ people

                                        That she hasn't seen for years.

                                   b. Her powers of _____are well

                                        known among her friends.

Imply (v.)   5. a. Diane Swanbrow _____ that

Implication (n.)   many "opposite". Feelings may not

                                        really be opposites after all.

                                   b. This is an interesting _____.

                                        Are like and dislike not really

                                        opposites?

6. Dictionary skills

Read the dictionary entry for each word. Choose the appropriate definition.

Then write the number and the synonym or meaning in the space provided.

The first one has been done as an example.

1. recognition n   1. recognizing or being recognize:

        Recognition of the new state is unlikely, it

        is unlikely that diplomatic relations will be

        established with it. 2 acknowledgement.

        3 favourable attention or notice.

The (2) acknowledgement that feelings of happiness and unhappiness can

coexist may offer clues to a happier life.

2. close adj.   1. near (in space or time): fire a gun at – range.

        2with little or no space in between: the soldiers

        advanced in order, with little space between them,

        3 strict; severe. 4 thorough: paid – attention. 5

        intimate: a – friend/friendship. 6 nearly even;

        almost equal; a – contest /election. 7 (of the

        weather or air)   uncomfortably heavy.

Feelings of love and hate can coexist in relationships that are very (   )_____,

for example, the relationship between a husband and wife.

3. **lead** v   1. guide or take, esp by going in front. 2 guide the

movement of (a person, etc.) by the hand, by

touching him, or by a rope, etc: - a blind man/ a

horse 3 act as head: direct; manage. 4 have the

first place in go first.   5 guide the actions and

opinions of; influence; persuade. 6 (cause a

person to) pass, spend (his life, etc); - a miserable

existence. 7 make the first move.

Understanding our feelings helps us (   )_____ lives that are happier.

4. disposition n   1. arrangement (the more usual word): the – of

furniture in a room. 2 a person's natural

qualities of mind and character: a man with a

cheerful-. 3 power of ordering and disposing

who has the – of his property, the power or

authority to dispose of it?

(   )_____ can be influenced by personal choice. In other words, you can increase your happiness through your own actions.

7. Information Organization

Read the article a second time. Underline what you think are the main ideas. Then scan the article and complete the following outline, using the sentences that you have underlined to help you. You will use this outline later to answer specific questions about the article.

1. What New Research Shows About Happiness and Unhappiness

    A, the tendency to feel unhappy may be in your genes

    B.

    C

2. Studies on the Role of Genetics in Happiness and Unhappiness.

    A. University of Southern California

        1. subjects 899 individuals (identical and fraternal twins, grand-parents, parents, and young adult offspring)

2. results.

3. conclusion:

B. University of Minnesota

1. subjects:

2. results:

a. in terms of happiness,

b. in terms of unhappiness,

3. conclusion:

3. The implications of the Studies on Happiness and Unhappiness

2. Genes only predispose a person to unhappiness

4. Arizona State University Experiment on Happiness

A. subjects:

B. Experiment:

1.

2.

C. result:

D. conclusion: the pleasure we get from life is largely

ours to control

8. Information Organization Quiz and Summary

Read each questions carefully. Use your notes to answer the questions. Do not

refer back to the text. Write your answers in the space provided under each

question. When you are finished, write a brief summary of the article.

1. What do researchers believe about happiness and unhappiness?

_____

_____

_____

_____

2. Describe the study done at the University of Southern California.

   Who did researchers study? What did the researchers learn?

_____

_____

_____

3. Describe the experiment done at Arizona State University. Who did the

researchers study? How? What was the result of the study

_____

_____

_____

4. According to this article, how can we increase our happiness?

_____

_____

_____

Summary

_____

_____

_____

9. Critical Thinking Strategies

Read each question carefully. Write your response in the space provided.

Remember that there is no one correct answer. Your response depends on

What **you** think..

1. According to this article, feelings of happiness and unhappiness can

coexist. Similarly, love and hate can coexist in a close relationship.

How can you explain such conflicting feelings in a relationship? Do

you think a person can be happy and sad at the same time? Explain

your answer.

_____

_____

_____

2.- The author mentions several studies of identical and fraternal twins

These studies conclude that sadness may run in families. Why do you

think researchers like to study twins rather than other brothers and

sisters? Why do you think researchers compare identical twins who

grew up together with identical twins who grew up apart?

_____

_____

_____

3. According to the University of Southern California study, "identical twins were much closer than fraternal twins un unhappiness, a finding that implies a genetic component. " Why do you think identical twin were more alike than fraternal twins were?

_____

_____

_____

4.- The author describes two studies, one at the University of Southern California and one at the University of Minnesota. She also describes an experiment at Arizona State University. What do you think is the difference between doing a study and doing an experiment?

_____

_____

_____

5.- What do you think the author believes about happiness and

unhappiness? Does she believe they are opposites? What do you think

her opinion is ?

_____

_____

_____

10. Follow-up Discussion and Activities

1. Researchers think that sadness runs in Families. Do you agree

   or disagree? Write a composition explaining your opinion. Give

   examples to support your ideas.

2. According to the author, Diane Swanbrow, there are seven steps

   to happiness:

   1. Develop loving relationships with other people:

2. Work hard at what you like

3. Be helpful to other people:

4. Make the time to do whatever makes you happy

5. Stay in good physical condition

6. Be organized but be flexible in case something unexpected

   comes up:

7. Try to keep things in perspective.

Alone, or with a classmate, examine these seven steps. Put them in

order of importance to you. For example, the most important step to

happiness is number one; the least important step is number seven.

Compare your ordered list with your classmates' lists.

3. Work with your classmates as a group.

   a. Make a list of activities that people enjoy (e.g., going to the

      movies listening to music, etc.).

   b. Take a survey to see which activities each classmates enjoys.

      Write the results on the blackboard.

   c. Refer to the Activity Chart on page 17. Add to the chart the

      activities that you listed on the board, keep a personal record of

the activities you do for the rest of the term. Use each box on

the right for a weekly check.

d. At the end of the term, do an in class survey to find out if the

people who increased the number of favorite activities that they

participated in actually feel happier.

e. Do your results   or disprove the Arizona State University

findings?

4.10. Postreading Evaluation

Students were assessed in postreading

In the foreign language classroom It uses planned activities to get students thinking about what they read, and to evaluate it. Postreading must be developed with students different activities so they learn to think and ask questions of themselves as they proceed through a learning activity.

1. Identify the topic of the reading;

2. Have a general idea of what the text says about its topic;

3. Understand they main ideas of the text;

4. Establish the relationship between the main ideas;

5. Understand the detail to support the main idea(s);

6. Recognize the information that the text implies but does not state;

7. Recognize the structure of the information in the text;

8. Assess the value of the information presented in the text;

9. Personalize information learned and put it in the context of the class or chapter theme

One of the most frequent activities to teach the reading process and to see if students understood what they were reading is the use of comprehension questions. The answers can be given by writing (at home) or orally (individually

or in groups) in class. Questions that focus on language or low-level cognitive skills might best be done individually and at home. Questions that deal with analysis, synthesis, and evaluation are more demanding and might better be done in class, in small groups.

Questions Forms:

    a. Yes/ no questions

    b. Alternative questions (Is a wale a fish or a mammal?)

    c. Wh-questions (Who, what, which, when, where, ...)

    d. How/ why questions

    e. Multiple choice questions

    f. True/ false questions

    g. Cloze tests

    h. Completion tasks

    i. Contextualized or authentic task

    j. Short answer or open-ended questions

    k. Recall protocols

Questions Types:

    a. Questions of literal comprehension

    b. Questions involving reorganization or reinterpretation

c. Questions of inference

d. Questions of evaluation

e. Questions of personal response

f. Questions concerned with the form in which a writer says what he means

Another postreading activity to evaluate reading is: students have to write a quick, closed- book summary in class.

Tasks

- Writing summary

- Finding the main idea(s)

- Underlining unknown words

- Answering different kinds of questions about the text

A popular and useful prereading activity at lower levels of language proficiency are organizing activities in which students receive pieces of information from a text are asked to put them in order.

4.11. Reading Selection Evaluation

A common mistake that adults make is to insist that a child read a whole book. It is far better to help a child reread a short selection to excellence. A short selection is one or two pages from an easy book or one paragraph from a higher level book. If the selection is on the correct readability level for your child, he should make no more than one or two mistakes per twenty words. Any more than that will cause him frustration and will actually block his reading progress.

 We don't want your child to practice bad reading. That's why you need to do the following:

1. Read the short selection to him twice.

2. Read the same selection with him twice.

3. Finally, ask him to read it by himself twice.

To, With, and By is a fabulous repeated reading technique that will catapult your child forward in reading skills. It will help him learn and apply sight words more quickly, helps him to practice fluent reading and improves his comprehension-all the important skills of reading. your child gets excellent

practice when you do To, With, and By in a short selection. A little bit of good reading is a lot better than a whole lot of bad reading.

Have I convinced you to do To, With, and By? Your child might not be thrilled at first. However, once she gets the hang of it, her attitude will improve and her reading skills will skyrocket.

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http: // www. Comenius.com./ fables

http:// www. Succedtoread. Com./selection

http// www.yesreading. Org/ about-us

http// ole. Spsd. Sk. Ca/ de/ resources/ 6-9ela Index. Htm.

http// www. Ala. Org./teenread/

http// www. Icglnk. Com/

Annexes 1

INITIAL SURVEY FOR STUDENTS

AGE:.................................
FEMALE   MALE

Key Identification

1. Never or Almost never

2. Not often

3. Sometimes

4. Usually

5. Always or Almost always.

Please follow these instructions.

1. Read each statements carefully
2. Circle the number that best describes you (only one answer)

1.- Do you sometimes confuse the sound of letters or words when you read a text in English Language?	1 2 3 4 5
2.- Do you feel satisfied with your proficiency when you read texts in English?	1 2 3 4 5
3.- Did you learn to identify syllable patterns in words when you Read texts or stories in your academic course?	1 2 3 4 5
4.- Do you think the methods of learning in reading English that your teachers use . It fills their expectations?	1 2 3 4 5
5.- Do you understand the text when you listen to read?	1 2 3 4 5
6.- Do you find the general idea of a text when you read?	1 2 3 4 5
7.- Do you find specific information in a text and compare it with the general idea ?	1 2 3 4 5
8.- Are the materials compatible with your English learning?	1 2 3 4 5
9.- Do most of the materials provide interest for students and teachers?	1 2 3 4 5
10.- Do you have access to books and other kinds of	1 2 3 4 5

texts for reading?

Thanks for your cooperation.

Annexes 2

INITIAL SURVEY FOR TEACHERS

EDUCATION: HIGH SCHOOL   UNIVERSITY

DEGREE:.......................

Key Identification

1. Never or Almost never
2. Not often
3. Sometimes
4. Usually
5. Always or Almost always

Thank you for your cooperation's. I'll really appreciate it.

Please , follow these instructions:

1. Read each statements carefully
2. Circle the number that best describes you (only one answer)

1.- Do your students sometimes confuse the sound of Letters   1 2 3 4 5
    or words when they read a text in English language?

2.- Do your students have a positive attitude towards   1 2 3 4 5
    the reading English class?

3.- Do your students learn how to identify syllable patterns in   1 2 3 4 5
    Words when they read texts or stories in their academic course?

4.- Do you think the methods of learning in reading English   1 2 3 4 5
    That you use. It fills the expectations of your students?

5.- Do your students have problems in understanding a text   1 2 3 4 5
    When they read?

6.- Must the teacher teach children to think and to help   1 2 3 4 5
    children organize the content of their thinking?

7.- Do you think Literature is a great springboard for   1 2 3 4 5
    expanding children's thinking?

8.- Do most of the materials provide alternatives for teachers   1 2 3 4 5
    and students?

9.- Are materials compatible with the syllabus ?   1 2 3 4 5

10.- Do Your students have access to the wonders of book and   1 2 3 4 5
other kinds of texts for reading?

Annexes 3

Strategies for Developing

Higher Level Thinking

Challenging the student to use text-driven logic to comprehend sentences will encourage the student to not only learn correct comprehension strategies but also develop proficient reading skills. The average beginning reader fluctuates between two comprehension strategies:

- **Text-driven:** The student using text-driven logic comprehends the words in a sentence, comprehends the syntax, and formulates the correct gist from the sentence.

- **Concept-driven:** The student using concept-driven logic relies on the sentence's context and on common sense, rather than comprehending the words and the syntax, and sometimes does not understand the sentence correctly.

Using questions is only one way to increase higher level thinking skills. Literature is a great springboard for expanding children's thinking. The following is a list of skills and concepts that help children develop their higher-level thinking. With each skill or concept is an activity suggestion you can use to expand and extend thinking. Expanded thinking enhances comprehension.

Making Inferences

Inferring what hasn't been said is a difficult task for young children, but it adds greatly to comprehension and provides practice for noticing details.

1. Read <u>Who is the Beast?</u> by Keith Baker. Ask children if they determine the beast's feelings by looking at his face and body.

2. Read <u>Rosie's Walk </u>by Pat Hutchins. Ask children if they can determine what is going to happen next by looking at the pictures.

Patterning / Sequencing

1. Read <u>Brown Bear, Brown Bear, What Do You See?</u> by Bill Martin Jr. Ask children to identify the pattern in the story.

2. Read <u>The Very Hungry Caterpillar</u> by Eric Carle. Ask children to identify the sequence of the story. Is there more than one?

Drawing Conclusions

1. Read <u>The True Story of the 3 Little Pigs</u> by Jon Scieszka. Ask the children their opinion about who was telling the truth.

2. Read <u>Who's in the Shed? </u>by Brenda Parks. Can children guess who's in

the shed by watching for clues while you read the story?

Comparing and Contrasting

1. Read two versions of *The Mitten,* one by <u>Jan Brett</u> and one by Alvin Tresselt.   Invite children to compare the stories.

2. Read two stories with similar characters like The Princess and the Pea (traditional) and <u>The Paper Bag Princess</u> by Robert Munsch. Encourage children to compare the personalities of the two princesses.

Analyzing

1. Read <u>Look Book</u> by Tana Hoban. Invite children to guess the whole by looking at the parts.

Establishing Cause and Effect

1. Read <u>Why Mosquitoes Buzz in People's Ears</u> by Verna Aardema. Ask children to identify the chain of events, telling how each caused the next.

2. Read If <u>You Give a Mouse a Cookie</u> by Laura Joffe Numeroff. Encourage children to identify the cause and effect relationships.

Predicting

1. Read <u>Who Sank the Boat?</u> by Pamela Allen. Stop along the way in the story and ask children to predict what might happen next.

2. Read <u>David's Father</u> by Robert Munsch. Ask children to describe their image of David's grandmother based on what they know about David's father and the limited view they get of his grandmother.

Brainstorming

1. Read <u>The Doorbell Rang</u> by Pat Hutchins. Let children think of a way to solve the problem each time before you turn the page and determine how the characters solve the problem.
2. Read <u>Thomas' Snowsuit</u> by Robert Munsch. See if the children can brainstorm a list of possible solutions that could have been used in the story.

Inventing

1. Read <u>It Looked Like Spilt Milk</u> by Charles Shaw. Take children outside to look At the clouds. What images do they see? Encourage them to rewrite or retell the story with their images.

Composing

1. Show the children <u>Pancakes for Breakfast</u> by Tomie dePaola. Invite children to dictate words to accompany the pictures.

2. Read <u>Imogene's Antlers</u> by David Small. Challenge children to finish the story.

Evaluating

1. Read or tell the story of <u>Goldilocks and the Three Bears</u> (traditional). Ask children their opinion as to whether is was okay or not okay for Goldilocks to go into the house when no one was home.

2. Read <u>The Little Red Hen</u> (traditional). Ask children how they feel about the Little Red Hen not sharing her bread. Was it okay?

Brain Connections

It does not teach children to think. From birth they have all the necessary neural (brain) organization to begin thinking. It can, however, help children organize the content of their thinking to facilitate more complex reasoning.

According to David Sousa, Bloom's Taxonomy offers a structure of organization that is compatible with the way the brain processes complex information. This section of the book utilizes Bloom's Taxonomy to support comprehension.