ARMY POLYTECHNIC SCHOOL

DEPARTMENT OF LANGUAGES

APPLIED LINGUISTICS IN ENGLISH PROGRAM

DISTANCE LEARNING EDUCATION

RESEARCH FINAL REPORT

"THE INCIDENCE OF READING COMPREHENSION STRATEGIES IN THE RESULTS OF THE READING SKILL OF THE KET TEST TAKEN BY STUDENTS ATTENDING THE SEVENTH YEAR OF BASIC EDUCATION AT CARDINAL SPELLMAN GIRLS´ SCHOOL DURING THE THIRD TRIMESTER, 2010-2011 SCHOOL YEAR"

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2011

APPROVAL SHEET

We, Lcdo. Msc. Miguel Ponce, Director and Dr. Maria Teresa Llumiquinga, Co-Director, duly certify that the thesis under the title:

"THE INCIDENCE OF READING COMPREHENSION STRATEGIES IN THE RESULTS OF THE READING SKILL OF THE KET TEST TAKEN BY STUDENTS ATTENDING THE SEVENTH YEAR OF BASIC EDUCATION AT CARDINAL SPELLMAN GIRLS' SCHOOL DURING THE THIRD TRIMESTER, 2010-2011 SCHOOL YEAR"

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ACKNOWLEDGMENT

There are many special people to whom we want to give our sincere acknowledgments, but principally we want to thank God, who has given us the gift of life and reasoning ability that provide us the opportunity to dream, to think and even attain that which we first considered an impossible goal.

To our dear families who have given their unconditional support, help, love and compassion.

To our advisors Msc. Miguel Ponce and Dr. Ma. Teresa Llumiquinga whose guidance was invaluable to the development of this project.

DEDICATION

To all those people who work diligently to open new and beautiful points of view towards life through the teaching of the English language.

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PART I

RESEARCH PROBLEM

1.1. Identification of the problem

The students of Seventh Year of Basic at Cardinal Spellman Girl´s School have been taking the KET test for the six last years and the percentage of girls who passed it has stayed constant for the last years at about 60% as it is seen in the following graphic. In 2004 the test was optional so just the best girls took it. That is the reason why that year has the highest score. According to the individual reports it has been detected that the lower rates are at reading and writing skills.

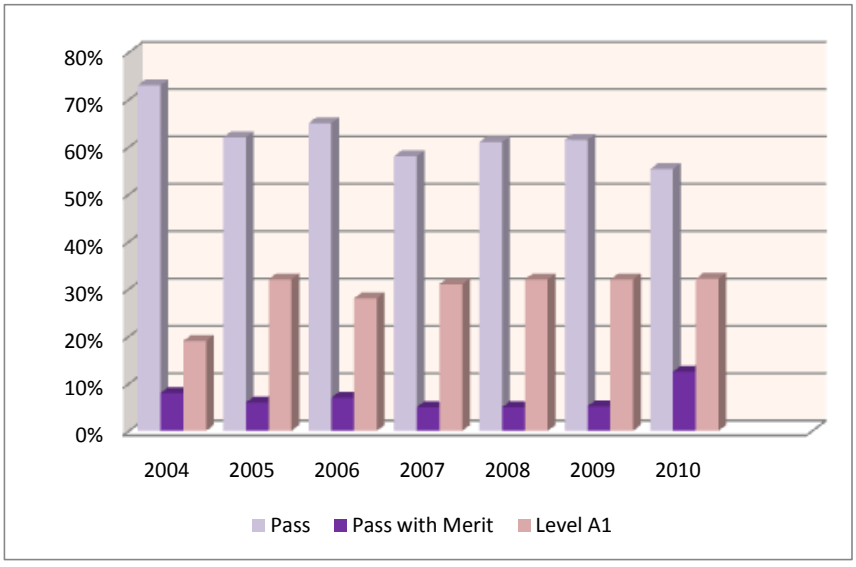


Figure 1: KET results through the years

Year	Level A2	Level A1
2004	81%	19%
2005	68%	32%
2006	72%	28%
2007	63%	37%
2008	66%	34%
2009	66.7%	33.3%
2010	67.8%	32.2%

Table 1: Percentage of approved students

The probably causes are:

1. The lack of a real reading and writing program which can reinforce these skills.

2. The lack of appropriate and age specific topics in the dialogues that would maintain the students' interest and motivation

3. The teachers´ methodology

The KET test is used to provide a performance profile. This profile gives the English staff of Cardinal Spellman Girls' school specifics of which content the lower performance students should reinforce to reach the A2 level and from where the students of the eight years should continue. This is the reason why the results provided by the KET supply a wide range of information to guide the further development of the English area.

This test has now been taken for the past 6 years and through the evaluation of the results, it can be observed that the reading and writing scale has the lowest range. So the problem is the lower results of the KET in the Reading

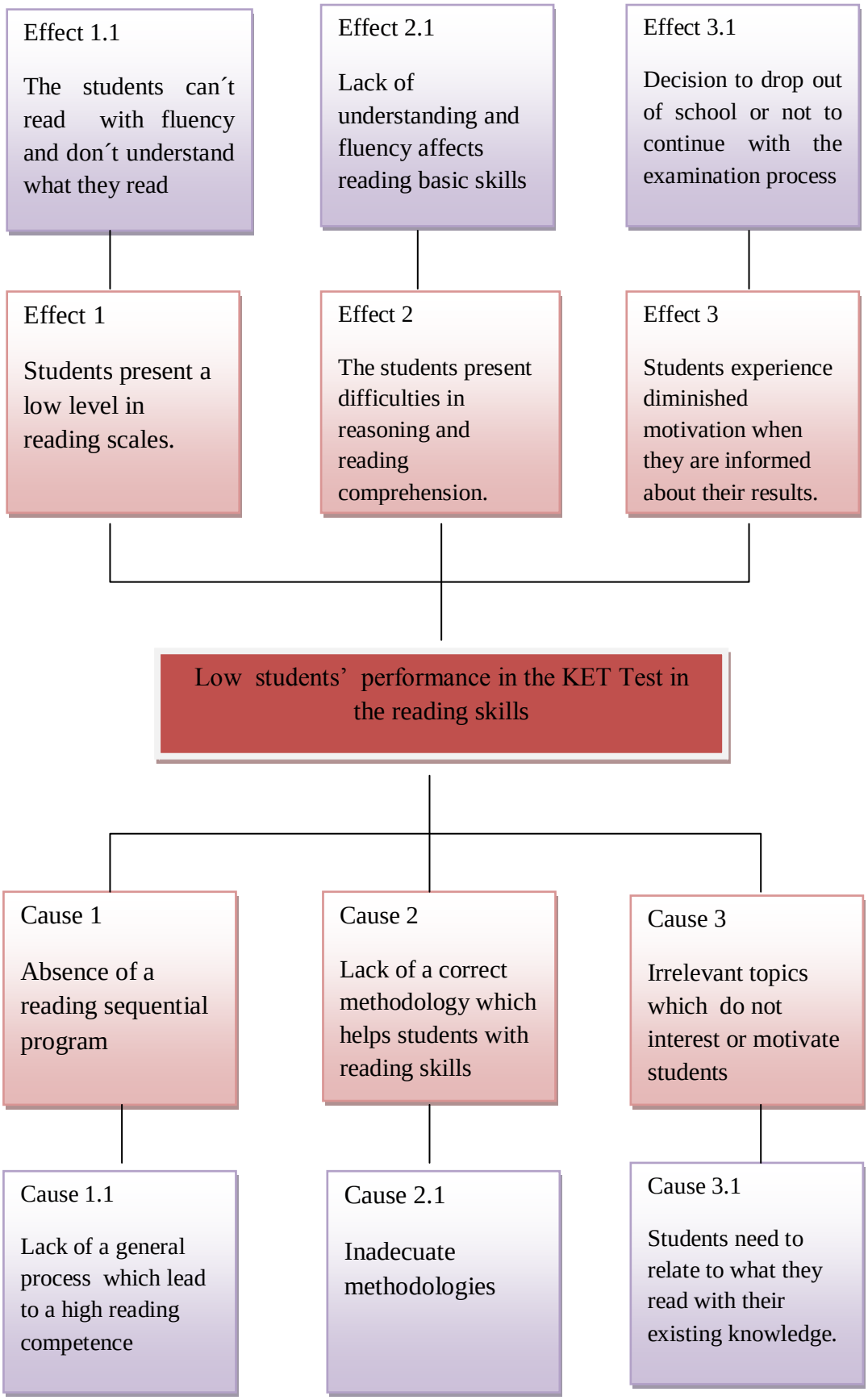
and Writing skills. Therefore, new approaches must be taken to address the problem of poor comprehension in Reading and Writing skills as shown in the KET results.

Obviously, when a student faces the reality of a low or failing grade and the impossibility of improving their test results, there will be problems; such as possible school dismissal or a total rejection towards learning the English language. Also, we can find problems in the normal reading tests such as reading comprehension problems or reasoning difficulties.

Reading is one of the basic skills of language learning, and there are a wide range of strategies available to improve this skill. Some causes for the difficulties in this such as boring or age inappropriate reading materials, lack of sequential programs or the use of failed methodologies can be corrected or at least improved with a well established reading program.

The KET test is a standardized ESOL test taken by the University of Cambridge designed around four essential qualities: validity, reliability, impact and practicality. The results are displayed graphically in the scale Exceptional, Good, Borderline and Weak. In addition, candidates receive a standardized score for the entire exam on a fixed scale out of 100.

Due to this testing approach, it was impossible to analyze each student's results just in the reading skill. Therefore, this research is based on a mock test taken by the students before the application of any Reading strategy and a post test taken by the students after the process.


Effect 1.1
The students can´t read with fluency and don´t understand what they read
Effect 2.1
Lack of understanding and fluency affects reading basic skills
Effect 3.1
Decision to drop out of school or not to continue with the examination process
Effect 1
Students present a low level in reading scales.
Effect 2
The students present difficulties in reasoning and reading comprehension.
Effect 3
Students experience diminished motivation when they are informed about their results.
Low students' performance in the KET Test in the reading skills
Cause 1
Absence of a reading sequential program
Cause 2
Lack of a correct methodology which helps students with reading skills
Cause 3
Irrelevant topics which do not interest or motivate students
Cause 1.1
Lack of a general process which lead to a high reading competence
Cause 2.1
Inadecuate methodologies
Cause 3.1
Students need to relate to what they read with their existing knowledge.

1.2. Problem-formulation

Can the use of Reading Comprehension Strategies influence the level of the reading skill development of girls who pass the KET test in Cardinal Spellman Girls´ School during the third term 2010-2011 school year?

1.3. Variables working out

Variables	Conceptual definition	Dimensions	Sub-dimensions	Sub dimensions
INDEPENDENT				
Reading comprehension strategies	Reading comprehension strategies are the use of methodologies, techniques and procedures to maximize students comprehension of ideas, quickly identify and evaluate relevant versus non-relevant information, and move beyond word-by-word comprehension. Instruction in reading strategies is not an add-on, but	**Integrating Reading Strategies** **Using Authentic Materials and Approaches**	*Before reading *During reading *After reading *The reading material must be authentic *The reading purpose must be authentic *The reading approach must	Plan for the reading task Monitor comprehension Evaluate comprehension and strategy use

	rather an integral part of the use of reading activities in the language classroom. Instructors can help their students become effective readers by teaching them how to use strategies before, during, and after reading.		be authentic	

Table 2: Independent variable

Variables	Conceptual definition	Dimensions	Sub-dimensions	Sub dimensions
DEPENDENT				
The KET test	According to the Common European Framework, the KET test evaluates students to the level A2 or Waystage, which means that students can understand sentences and frequently used expressions related to areas of most immediate relevance. Can communicate in simple and routine tasks requiring a simple and direct exchange of information regarding familiar and routine	Listening Speaking Reading and writing	The ability to comprehend basic spoken English. The ability to communicate on a basic level using spoken English To read simple written English. Students will need to be able to fill in missing pieces to sentences, as well as write a few short paragraphs in English.	Pronunciation phonological awareness phonics (sound-symbol correspondence) fluency vocabulary text comprehension

	matters. Can describe in simple terms aspects of his/ her background, immediate environment and matters in areas of immediate need.		.	

Table 3: Dependent variable

1.4. Objectives

1.4.1. General objectives

- To establish a complete program of integrated reading strategies using authentic material and the correct approaches and methodologies that increase subsequent reading scores.
- To work within the four general skills and thereby improve them so as to have a better percentage of students who pass the KET test.
- To determine if the use of Reading Comprehension Strategies increases the reading skill development of girls in Cardinal Spellman Girls´ School during the third term, 2010 – 2011 school year.

1.4.2. Specific objectives

- To produce a program of integrating reading strategies.
- To use correct material and correct methodology.
- To improve the students' reading skills.
- To produce students able to read, listen and comprehend short paragraphs and texts.
- To use updated approaches in the reading program.
- To increase students ability to communicate at a basic level.
- To have a program of integrating reading strategies which can help students to read, listen and understand short paragraphs and readings.

1.5. Justification

English has become an International language. Everyday and every moment people need to communicate in a wide variety of areas using English as the principal communication resource.

Bilingual Schools offer English education but it is very important to have an established framework to evaluate the student's real level of comprehension and ability to transfer knowledge accurately.

The Common European Framework offers a comprehensive and descriptive tool for measuring levels of languages proficiency. This comprehensive descriptive scheme is a tool which allows to not only think about what is implied by the language usage but also in the language learning and teaching.

The Cambridge Tests reward the student's efforts to learn English. They encourage them to develop a positive attitude to language learning.

In this particular case, the KET (Key English Tests) has been taken for 6 years by the students of Seventh Year of Basic at Cardinal Spellman Girls' School as a way to assess their general skills in the English language, by evaluating the level A2 of the Common European Framework.

According to the individual reports it has been detected that one of the weakest skills through the years have been reading and writing, so the challenge is to find a strategy to improve those results. A reading comprehension technique is therefore proposed as a solution strategy.

This investigation could be a useful tool not only for this immediate school but also for other schools that are already testing these international exams or are planning to test them in the nearest future.

Reading fluency and comprehension are correlated: fluent readers are more likely to understand what they read than non-fluent readers. The strength of the fluency-comprehension relationship depends on the level of reading fluency attained, the complexity of the questions, and social characteristics of the school.

It is important to highlight the importance of reading skills, mobilize the educative community to reach it, track progress, and identify students who need remedial support.

The KET test has been taken by all the students of seventh grades of Cardinal Spellman School for the last six years, and the goal is to increase the percentage of students who obtain a "Pass" or a "Pass with merit" results.

The test results of the previous six years show that one of the lower rates is in the Reading and Writing Part. That is why the goal is to help students with useful tools which can increase their development of reading competences.

PART II

THEORETICAL FRAMEWORK

CHAPTER ONE

CARDINAL SPELLMAN GIRLS´ SCHOOL

1.1. History of the Institution

The first day the Institution took place was on October 19th, 1959. The Pope was John XXIII. Carlos María de la Torre was Quito´s bishop and Dr. Camilo Ponce Enriquez was the President of Ecuador. Mother Angela Vespa was the President of the Institute of the Daughters of Helping Mother Institute and Sister Ana Campi was the Inspector of the Salessians in Ecuador. On October 14th, 1959, the new community formed by sister Laura Botero, sister Mariana Escandón and sister Beatriz Gavilanez was established.

The School was founded under petition of the Salessian Bishop Cándido Rada, with the goal of forming English and American girls and teenagers who lived in Quito under the Catholic and Salessian philosophy. The school started with 192 students distributed all over the sixth grades of the primary level. The teachers were ex students of other Salessian schools.

At the begining, the School worked for 2 years in Bishop Cándidos Rada´s house, in Toledo Street #604. Then, a part of the new building was made with the support of Cardinal Spellman.

The Education Ministry authorized the bilingual Primary School, called "Cardinal Spellman Girl´s School" with the agreement No.58 of August 26, 1959.

On May, 1964, Cardinal Spellman said: “In the world there are a lot of institutions which have my name, but I feel very proud of the ones of Quito”.

1.2. Location

Figure 2: Location

The School is located in Quito, Santa Clara neighborhood, at Mercadillo Street Oe-340 and Versalles Street.

1.3. Infrastructure

The building is in good pedagogical and technological conditions. It is equiped with modern and adequate furniture. Each classroom has its own TV, DVD, mini component and other devices. There are 6 multi functional saloons.

Figure 3: Frontage of the Institution

Figure 4: Entry from Mercadillo Street

Figure 5: Internal frontage

Figure 6: Secondary internal view

Figure 7: Theater

Figure 8: Chapel

Figure 9: Games

Figure 10: Gym

Figure 11: Primary English Lab

Figure 12: Computer room

Figure 13: Primary Music room

Figure 14: Chemistry Lab

Figure 15: Biology Lab

Figure 16: Secondary Computer Room

Figure 17: Library

Figure 18: Lab

1.4. The Educational Model

From the beginnings of the Institution, the main goal of the Salesian model is to form the new young generations.

The dynamic of the Salesian charisma and the love towards children and teenagers is strengthened to improve continuously the educative offer.

The institutional model depends directly on Don Bosco's philosophy and thoughts.

The new educational proposal of the Salesian Sisters, according to the constant changes that have affected the world and Ecuador, requires a

constant evolution. As an answer to those changes Cardinal Spellman Girls' School has made a new curricular innovation which has its basis on the Orienting Lines of the Educative Mission (LOME). Its principal aim is to reactivate the spirituality of the Salessian educative system.

1.5. The Curricular Model

The curricular proposal is based in the projection toward the searching of the main goals of education and its responsibility in the social, familiar and human relations so as to become part of the solution of the social crisis, and to bring meaningful alternatives for improving the educational system.
These are the called "PROSPECTIVES", which are the possibility to look in the future and search for possible alternatives so as to work here in the present.

1.6. The Pedagogical Referential Prospectives

These allow the person's integral maturity according to the proposals of the evangelizing prospective as well as the social, communicative and preventive system. This is reached by joining together the cultural, the evangelizing, the social and the communicative prospective. These are crucial points which allow having a whole perspective of the human beings.

- Cultural prospective: Orients the process to grow in the human knowledge. It assumes all the contents: the academic formation, the immersion in the cultural values and the formative use of free time by offering a wide variety of activities and group activities in which the natural leaders appear and common interests make more structured groups.

- Evangelizing prospective: Depends on a good cultural mediation which assures a comprehensible understanding of the Christian message. The

religion as part of Don Bosco´s triad (reason, religion and amiability) is considered as a main goal.

- Social prospective According to this prospective, children are guided to be active and critical performers of a renewal which promote justice, love, truthfulness and freedom.

  The main idea is to contribute to a society characterized by living together with all our differences and with solidarity towards the others. This should be translated in attitudes towards political participation which promotes peace, democracy, common wealth, respect towards life and our environment and also professional competence.

- Communicative prospective: It consists in the creation of open, deep reciprocal and intergenerational relations which contribute for the dialogue in a wide system in which the social, cultural, Institutional and economic forces act.

1.7. The Salessian Values

They are the behaviour rules which are established and accepted by a society guarantying their members' harmonic interrelation.
This is the profile of the Salessian values:

PROSPECTIVES	VALUES	ATTITUDES
EVANGELIZING	Identity	Solemnity
	Helpfulness	Help the others
	Justice	Evaluations
	Enthusiasm	Participating

PROSPECTIVES	VALUES	ATTITUDES
CULTURAL	Criticism	Analysis from different perspectives
	Responsibility	Fulfilling all the obligations
	Equity	Good relationships
	Efficiency	Improving the work
SOCIAL	Democracy	Collaborating with classmates.
	Solidarity	Being empathic
	Respect	Follow rules of the classroom
	Tolerance	Accept others' differences
COMMUNICATIVE	Amiability	Receives in a friendly way new classmates
	Reciprocity	Shares questions and answers
	Originality	Evaluates his/her own knowledge
	Honesty	Returns found objects

Table 4: Salessian Values

1.8. The Salessian Pedagogical Model

This Model is based in the constructivist mental process, it also follows according to the globalizing theories of development and learning, like the Piaget theories and the Geneva school, the verbal meaningful theories, and the prevail organizers and assimilation of Ausubel and the Vigotski theories.

The constructivist classroom presents the learner with opportunities to build on prior knowledge and understanding to construct new knowledge and

understanding from authentic experience. Students are allowed to confront problems full of meaning because of their real-life context. In solving these problems, students are encouraged to explore possibilities, invent alternative solutions, collaborate with other students (or external experts), try out ideas and hypotheses, revise their thinking, and finally present the best solution they can derive.

Contrast this approach with the typical behaviorist classroom, where students are passively involved in receiving all necessary critical information from the teacher and the textbook. Rather than inventing solutions and constructing knowledge in the process, students are taught how to "get the right answer" using the teacher's method. Students do not even have to "make sense" of the method used to solve problems.

According to the charisma, the essence of education is the passion towards young people and the art of offering confidence, love what they love and walking with them in their search for their goals.

The preventive system gives to the teaching theories a big and meaningful significance; this includes knowledge, religion and amiability in a whole system. It means to help the student by “walking together”, that is by helping and giving advice and a hand whenever they need it.

CHAPTER TWO

READING COMPREHENSION STRATEGIES

1.1 Reading programs and strategies

Before to describe the different strategies used to increase the reading comprehension, it is necessary to describe what a strategy is.

A strategy is "a plan or a method for achieving something, especially over a long period of time". (Macmillan English Dictionary, 2002, Oxford: Bloomsbury Publishing Plc). An author said that "reading comprehension strategies are cognitive and met cognitive procedures which imply the achieving of goals, the planning of the actions to reach them, as well as their evaluation and possible change". (Solé, 2002). Barrionuevo (1992) refers to these strategies as repetitive practices which develop students' capacity to solve the difficulties or problems of the text.

In the case of the students of Seventh Year of Basic of Cardinal Spellman Girl's School the reading strategies are the means which seek increasing the percentage of girls who pass the KET test. These strategies let them planning the reading task and their own motivation and availability; facilitate the checking, revision and the control of the reading and the making of decisions according to the goal.

According to Collins and Smith (1980) the teaching of reading strategies is progressive and along three phases: modelling, student's participation, silently reading.

In the modelling phase the teacher is a model with his own reading. He reads aloud, stop systematically to verbalize and comment the processes which let understand the text.

The student's participation phase is more directed by the teacher –for example by making questions that suggest hypothesis according to the content of the of the text – and progressively giving the students more

opportunities – suggesting open questions or eliciting the students opinions – so that the students have an active participation in the process.

In the last phase the intention is that students do alone the previous activities done with the teacher's guidance, establishing of reading objectives, predicting, searching, detecting and compensating for comprehension errors. So that teacher will present different strategies focused on the comprehension of the text more than on the reading practicing. The teacher will do this by presenting significant texts related to real life which give answers to their problems, make questions and let the students enjoy the reading.

As can be seen the teacher is a tutor who guides the process and makes sure that the students join their knowledge construction with the established constructions (Coll, 1990). At this point, the students have a global vision of the reading provided by the teacher so that they assume their own responsibility at the developing of reading strategies.

1.2 Before Reading Activities

Motivating

Any reading activity must start without motivation in the students (How to Improve Reading Comprehension. Recovered on November 12, 2010, http://www.marin.edu/~don/Study/7read.html).

Before to start the reading the student must know what is expected to do, feel able to do it and find it interesting. A very important factor is to choose a challenging and unknown text for the students. The students are more motivated when the teacher reads with them and enjoy the reading (Solé, 2002).

Knowing the objectives

The objectives of a reading are as varied as the different readers are. When students know the objectives they play an active role in the comprehension

of the text. It seeks to teach students to establish themselves objectives to reach (Solé, 2002).

These are a few examples of objectives:

- Reading to get specific information.
- Reading to follow up instructions.
- Reading to get general information.
- Reading to communicate a text to an audience.
- Reading to learn.
- Reading to check a written activity.
- Reading to show what has been understood.
- Reading for pleasure.

Activating the prior knowledge

Solé (2002) says that it is important for the students to be aware of what they know about the text to be read. At the beginning the teacher gives general information about the text with the purpose that they relate it with their own experience. When the teacher explains the kind of text they are going to read, they take a position in the face of reading.

Edwards and Mercer (1988) name "build shared mental contexts" to the sharing of information among the readers which can make sure a sharing comprehension of the text at least in its general terms. Sharing this information with the objectives before reading gives the students a reading plan or scheme which tells them what to do with the text, what is known and what is unknown.

The teacher can promote this activation of prior knowledge by establishing a discussion about what the students already know about the text. During the discussion the teacher must be able to relead the information and center it on the topic of the text. At the end of the discussion the teacher synthesize the more important aspects (Cooper, 1990).

These are strategies to activate prior knowledge:

- Brainstorming

After reading the title of the text, list all the information that comes to mind about this title. Use these pieces of information to recall and understand the material

This is to reframe or reorder what students know, or to realize what they disagree with for further research (www.studygs.net/texred1.htm).

- Group discussions:

Group discussions help to discover what to bring to the reading as well as shared experiences. When students have new background information, ask for more information from them (www.studygs.net/texred1.htm).

- Concept or mind mapping:

Student places the title as the main idea, then develop a "mind map" around it with all the ideas becoming to his mind. It can be effective either in a group or individually (www.studygs.net/texred1.htm).

- Pre-questions:

Often chapters in texts provide organizing questions. Teacher can also write out a series of expected questions to be answered when reading (www.studygs.net/texred1.htm).

- Visual Aids:

Pictures and other visual material can activate prior knowledge.

Use the Internet to search for pictures related to the title/topic to get visual images of what you are about to read (www.studygs.net/texred1.htm).

- KWL Charts

The easiest way to find out what students know is simply to ask them. Divide a sheet of chart paper into three sections. Label the parts Know, Want to Know, and Learned. Students complete the two first sections to realize what they know about the topic and that there is more that they can learn. Once students finish reading complete the third section. (http://www.learnnc.org/lp/editions/ell-readcomp0708/722)

Know	***Want to know***	***Learned***

Skimming

Infer the central idea from the title and by reading the first and last paragraph (www.fpolar.org.ve/poggioli/poggio25.htm)

Scanning

Verify that central idea by locating the key words that confirm it (www.fpolar.org.ve/poggioli/poggio25.htm)

Predicting the text

The titles, subtitles, headings, pictures, etc, help to establish predictions but the students must be sure that they will not be punished by giving their predictions. Then the teacher says that their predictions will be confirmed during the reading (Solé, 2002).

Promoting questions about the text.

It will be useful to make questions from the predictions. These must be concrete questions which keep the students engrossed in the reading. The questions are proposed according to the general objective. Then the students will be motivated not only to answer the questions but also to make their own questions (Agüera, 2001)

Vocabulary Previews

Andersons and Freebody (1991) agree on unfamiliar key words need to be taught to students before reading so that new words, background information, and comprehension can improve together.

1.3 During Reading Activities

Guided reading

Once students have done their pre-reading, they are ready to begin the reading itself. To read information, students need to monitor their understanding in an ongoing manner. They may accomplish this by:

- making notes about concepts/ideas
- answering questions they have formulated during pre-reading

Shared reading

Solé (2002) proposes this as a good strategy where teacher and students read the text in silent or aloud. Then the teacher brings the students into four basic strategies: make a summary, explain specific doubts presented in the text, make questions needed for the reading, predict on what is going to be read in the text. Once the students are accustomed to read in that way, the teacher might organize small groups or couples to work in turns assuming the rol of director. Doing this the students take more control on their own

reading. They are able to make questions to be answered by the group or they might summary individually or in couples to enrich the one done by the director of the group.

Independent reading

The teacher should promote individual reading for the students to use different strategies. In this case, the teacher provides material focused on the personal practicing of the strategies. The teacher could insert questions along the text to make the student predict what is going to happen next. Other alternative is to provide a text with errors or inconsistencies to be found by the students (Solé, 2002).

The comprehension can also be reached using texts with missing words, so the students infer those words.

These activities should be left when the students have learn to control the strategies.

Reading in context

When the students find new words or unknown phrases it is better to ignore them and continue reading. If they stop at them they lose the rhythm and concentration. The best option is to continue reading waiting to understand the meaning of the unknown words or phrases along the reading by infering from the context. Other option is to give an interpretation for the unknown and see if that fits with the reading. Just when any of these strategies works the students see if the unknown is crucial for their comprehension and then ask help to the teacher, a classmate or the dictionary (Solé, 2002).

1.4 After Reading Activities

Summarizing

It enables students to:

- Identify writer's main ideas
- Recognize the purpose or intent of the selection

- Distinguish between relevant and irrelevant information
- Note the evidence for support of main ideas
- Detect the organizational pattern of the author
- Follow material sequentially

Asking and answering questions

After the reading, the teacher makes different questions related to the reading. Those questions must be focused on identifying the topinc and the main ideas of the text. At this point, it is very important to keep in mind that it is possible that students answer the questions which is not necessarily a sample of their comprehension (Samuels and Kamil, 1984)

Add-on Information

The entire class adds to existing information in this exercise. Student 1 recalls a piece of information. Student 2 repeats that information and adds another piece of information. Student 3 repeats what was given by 1 and 2 and adds a third piece of information. This continues until all class members have had an opportunity to contribute.

Role Play

Students can role play their assignments. This will force a higher level of thinking skills as students have to dramatize their interpretations for the class.

Team Review

Students understand more when they discuss with each other what they have learned. In team review, students review material already studied and share their knowledge with other students.

CHAPTER THREE

THE KET TEST

Cambridge ESOL is a global leader in the field of language assessment, backed by over 150 years of expertise. Its commission is to provide examinations of the highest possible quality; and invest in an extensive programme of research and validation. It monitors the marking and grading of all Cambridge ESOL examination and has a rigorous set of procedures which are used in the production and pretesting of question papers. This ensures the examinations remain fair, accurate and relevant wherever and whenever they are taken.

Cambridge ESOL examinations are recognised worldwide by employers, education authorities, universities, colleges and other institutions. The examinations are designed around four essential qualities: validity, reliability, impact and practicality.

3.1 KET test

There are two versions of the examinations available: KET (Key English Test) and KET for Schools. The difference between the two versions is that the content and topics in KET for Schools are particularly targeted at the interests and experiences of younger people.

The KET for Schools is an examination that demonstrates that a person can deal with everyday English at a basic level. It is widely accepted as a qualification representing a general basic ability in English.

KET for Schools is designed to reflect the use of language in real life. The question types and formats have been devised to fulfil these aims. KET for Schools corresponds closely to an active and communicative approach to learning English, without neglecting the need for clarity and accuracy.

The four main skills of reading, writing, listening and speaking are assessed within the three test components. Reading and Writing are combined under a singe test component and there are separate components for Listening and Speaking.

3.1.1. The level of KET for schools

Cambridge ESOL examinations are aligned to the Common European Framework of Reference for Languages (CEFR) – the standard benchmark for measuring and describing language ability around the world. The Framework sets out six stages of language ability (see Table 5).

Cambridge Main Suite	CEFR levels
Certificate of Proficiency in English	C2
Certificate in Advanced English	C1
First Certificate in English	B2
Preliminary English Test	B1
Key English Test	A2
	A1

Table 5: CEF Stages of language ability

KET for Schools is at CEFR Level A2. At this level a learner should be able to cope linguistically in a range of everyday situations which require a basic and largely predictable use of language. An A2 Level user will be able to use English in their own or a foreign country in contact with native and non – native speakers of English for general purposes.

3.2. Reading skills

Reading is a multi-dimensional skill involving the interaction of the reader's mental processing capacities with their language and content knowledge; further interaction takes place between the reader and the external features of the text and task. Purpose and context for reading shape these interactions and this is reflected through the use of different text and task types which link to a relevant target language use context beyond the test.

At this level the students can read very short, simple texts. They can find specific, predictable information in simple everyday material such as advertisements, menus, timetables, signs, notices, instructions, brochures, guides, personal correspondence and informative articles from newsletters and magazines. They can understand short simple personal letters.

CHAPTER FOUR

READING COMPREHENSION STRATEGIES AND THE KET TEST

"Comprehension is the reason for reading. If readers canead the words but do not understand what they are reading, they are not really reading."

4.1 Reading

Effective Text Comprehension is "intentional thinking during which meaning is constructed through interactions between text and reader". Research suggests that text comprehension is enhanced when readers actively relate the ideas represented in print to their own knowledge and experiences and construct mental pictures. Good readers are both purposeful and active. They may read to figure out how to use a food processor, for example, or a magazine for entertainment.

Good readers also think actively as they read. They use their experiences and knowledge of the world, vocabulary, language structure, and reading strategies to make sense of the text and know how to get the most out of it. They know when they have problems with understanding and how to resolve these problems as they occur.

One of the methodologies used for improving the reading comprehension level is the Natural Approach, which consists of an unconscious process developed through using language meaningfully in contrast with Language Learning which means a conscious process developed through learning or discovering grammatical rules.

From the beginning of the KET program reading was one of the major interests for the exam.

The students worked with the readings in the Language book (English in Mind 1) which has short texts with comprehension activities and with the texts which came in the Reading Book (New selections 6).

Both textbooks were reinforced with activities in the notebook and using the reading strategies like KWL charts, questionnaires, summaries, plots, web charts and concept maps.

Strategies such as predicting, scanning, skimming for information and chart completion were used to help students to develop their reading comprehension skills.

Stories provided the starting point for developing a wide variety of related language and learning activities involving students creatively and actively in their own learning; while Literature helped to reinforce the acquisition based methodology and also they helped to meet the major linguistic, psychological, cognitive, social and cultural objectives for teaching foreign language to children.

Learners were supposed to acquire language most effectively from messages that are just slightly beyond their current competence. The stories exposed students to natural language that was meaningful and just above their level of production.

Later on the process, students were supposed to make and answer questions about a specific theme and also personal projects were developed according to the main theme of the different Chapters. They read the stories and then they should apply that information on their own life and experience.

Something very important in the process was that students were constantly required not to understand every single word in the text, but focus on understanding the general meaning of the story.

Then, a book was read. This was a story according to their level and age. These stories challenged student's linguistic competence by providing them

with a chance to learn English through Literature. They gave the students the opportunity to deal with texts just as a native speaker would do.

Finally, students were exposed to mock tests in which similar readings as the ones of the KET tests were used. Students had to prepare the activities that were taken from specialized KET preparation tests and the Past papers provided by Cambridge.

4.2. Vocabulary

Learning vocabulary is a very important part of learning a language. The more words you know, the more you will be able to understand what you hear and read; and the better you will be able to say what you want to when speaking or writing.

Every day, students at Cardinal Spellman Girls' School hear or read many new English words. They also find them in their dictionaries when they translate from their own language. As it is impossible learn all those new words, the first problem is to decide which ones to concentrate on.

According to these aspects, the students learned the words that were important to the subjects they were studying, and they were supposed to:

- learn the words that they read or hear again and again
- learn the words that they knew and would often want to use by themselves.
- did not learn words that were rare or not useful

For providing students with an adequate vocabulary, content based learning was applied. Students learned about a topic that interested them – anything from a serious scientific theme like the life of the bees to a pop star or even a movie.

The key was that the lesson was taught using the target language and vocabulary rather than student's native language. The student's motivation to understand the topic naturally assisted in the Language learning.

Lists of new words were provided to the students at the beginning of each unit; this vocabulary was explained, spelt and there was an example sentence for every single word. The main goal was that the students would be able to learn and use the new vocabulary.

Students used the new vocabulary for:

- Creating a picture dictionary.
- Writing sentences with each one of the words.
- Writing short stories or paragraphs with some of the words.
- Writing and illustrating their meanings with drawings in the notebook.
- Classifying the new words.
- Matching, correcting and making crosswords.

Cross curricular activities such as dramatizing, or arts were also good ways to practice language in an authentic context.

Vocabulary helped students to be award of a better use of language and a correct reading comprehension skill.

CHAPTER FIVE

OTHER ASPECTS THAT COULD AFFECT THE KET RESULTS

What causes a language acquisition difficulty is not precisely known. Memory, personal experiences and socialization, physiology and the very nature of thought all play a vital role. It is assumed that how mother tongue is learned would affect the ability to acquire another language. However, some probable factors that can affect the language learning can be these:

5.1. Lack of time or motivation in the reading process

The learning of a second language implies a very important factor: the motivation. Motivation is the driving force which causes us to achieve goals. Motivation is said to be intrinsic or extrinsic. Motivation is related to, but distinct from, emotion towards learning.

By the time children leave primary school they are expected to have a 'good attitude towards reading' and be able to read and spell fluently, rapidly and accurately, and most can in fact do so (Rose, 2006). Children with severe difficulties at reading and spelling are likely to be identified relatively early, though the processes of deciding what remedial programmes are appropriate and how to resource support can take longer. Whether a child with reading and spelling difficulties will be eligible for additional support is usually determined by teachers, who will typically asses children's literacy using standardized reading and spelling tests. A significant gap on a reading test between a child's chronological age and his 'Reading Age' will often determine whether or not support is allocated, and whether it will come from within the school's resources or from external agencies such as educational psychology or learning support services.

Relying on standardised reading tests can lead to a significant number of children with serious reading difficulties being ignored. These children

may appear to have good reading skills, but they have very limited understanding of the process. Anecdotal evidence from parents describes these children being at risk of losing confidence, having very low self-esteem, disliking school, and becoming anxious, often with disrupted sleep. This can have to a serious impact on family life. Many families seek the support of private tutors, which if properly targeted can be beneficial, but can also create dependency. Parents' own anxiety increases towards the end of primary school, when it is generally assumed that their children will have had their 'last chance' to develop reading and spelling skills through formal teaching.

5.2. Learning disabilities in reading comprehension

Learning disability in reading comprehension affects the learner's ability to understand the meaning of words and passages. Students with learning disability in reading comprehension may also struggle with basic reading as decoding words, but comprehension is the greater weakness. Some students with a learning disability in reading comprehension can read aloud with little or no difficulty pronouncing words, but they do not understand or remember what they've read. Reading aloud, their words and phrases are often read with no feeling, no change in tone, no logical phrasing, and no rhythm or pace.

5.3. Lack of efficient teacher training

The lack of an adequate teacher training diminishes students' motivation and a correct approach to the knowledge. It is well tested that the use of outdated methodologies does not enhance a significant learning and create bad language habits.

5.4. Inadequate language acquisition

Almost all people have a learning disability at learning a second language, especially after the nine years old. Compared to the first language acquisition the brain is clunk and the learning is a "stop and start process".

HYPOTHESES SYSTEM

Working hypothesis

The use of reading comprehension strategies improves the results of students who pass the KET in Cardinal Spellman Girl´s School, during the third term, 2010-2011 school year.

Null hypothesis

The use of reading comprehension strategies does not improve the results of students who pass the KET in Cardinal Spellman Girl´s School, during the third term, 2010-2011 school year.

PART III

METHODOLOGICAL DESIGN

3.1. Research type and design

This research was applied, descriptive and of field. The technique for collecting data was the test. This study was quasi experimental. It is a pre experiment.

3.2. Population and sample size

The population was 109 students of the seventh years “A”, “B” and “C”.

3.3. Field work

This project took place at Cardinal Spellman School, which is located in Mercadillo and Ulloa Street, in Quito.

The process began with the pre-test (Past papers of the KET) which was taken to the Control group so as to evaluate the previous knowledge, then the treatment process began, this means that the reading strategies were applied and the process was observed and evaluated.

Finally, the post tests gave the final report of the results of this investigation.

3.4. Instruments for data collection

The instrument for gathering data was the test results given by the English teachers.

3.5. Processing and analysis

Quantitative and qualitative data were tabulated and compared. Measures of descriptive statistics were used such as percentages, rates, mean, variance and standard deviation.

PART IV

ANALYSIS AND INTERPRETATION OF RESULTS

4.1. Pre and Post Test

Pre - Test	Weak	Borderline	Good	Exceptional	Total
Reading skill Development	1	24	70	14	109

Post - Test	Weak	Borderline	Good	Exceptional	Total
Reading skill Development	1	33	61	14	109

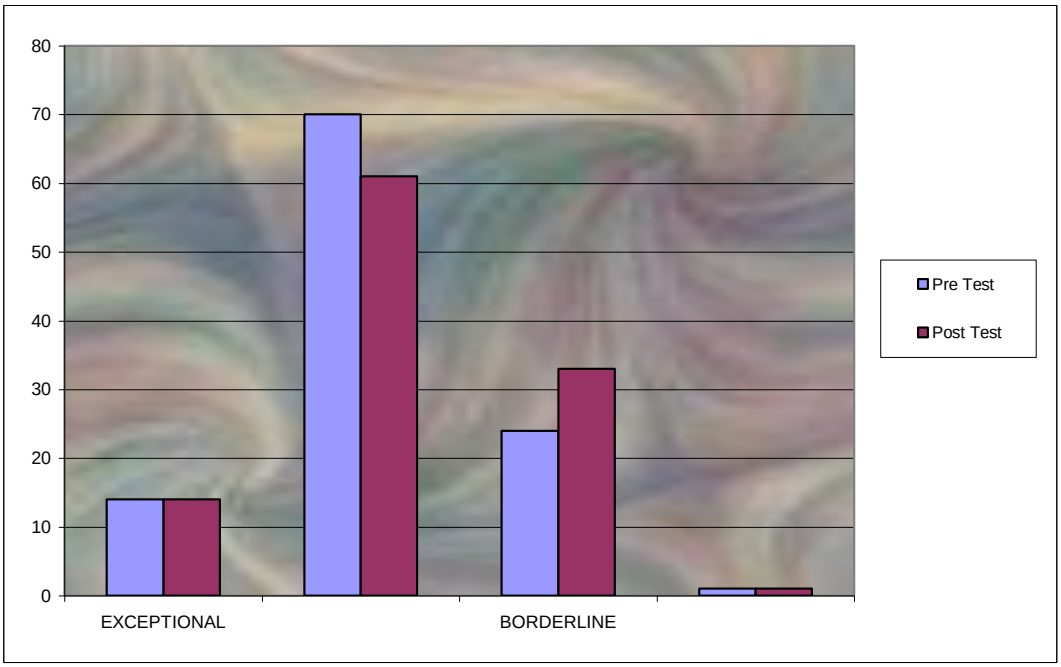


Figure 19: Pre and Post Test results

4.2. Testing Hypotheses

Pre test			Post test		
X	**x**	**x2**	**X**	**x**	**x2**
16	23	529	15	38	529
18	21	441	19	-19	361
21	18	324	19	-19	361
23	16	256	21	20	289
23	16	256	22	32	256
24	15	225	23	28	225
25	14	196	23	25	225
27	12	144	23	23	225
28	11	121	23	22	225
28	11	121	24	-24	196
29	10	100	24	27	196
30	9	81	24	24	196
30	9	81	25	-25	169
30	9	81	25	18	169
31	8	64	26	32	144
31	8	64	27	-27	121
31	8	64	28	-28	100
31	8	64	28	18	100
31	8	64	28	18	100
32	7	49	28	9	100
32	7	49	29	-29	81
32	7	49	29	-29	81
32	7	49	29	23	81
32	7	49	29	19	81
32	7	49	30	21	64
33	6	36	30	21	64
33	6	36	31	-31	49
33	6	36	31	-31	49
33	6	36	31	-31	49
33	6	36	31	15	49
33	6	36	31	15	49
34	5	25	31	15	49
34	5	25	32	-32	36
35	4	16	32	-32	36
35	4	16	33	-33	25
35	4	16	33	-33	25
35	4	16	33	5	25
35	4	16	34	-34	16
35	4	16	34	-34	16

35	4	16	34	-34	16
36	3	9	34	14	16
36	3	9	35	-35	9
36	3	9	35	19	9
36	3	9	35	13	9
36	3	9	35	3	9
36	3	9	36	-36	4
36	3	9	37	-37	1
36	3	9	37	-37	1
36	3	9	37	5	1
36	3	9	38	-38	0
36	3	9	38	-38	0
38	1	1	38	8	0
38	1	1	38	4	0
38	1	1	39	-39	1
38	1	1	40	-40	4
38	1	1	40	-40	4
39	0	0	40	-40	4
39	0	0	40	-40	4
40	-1	1	40	11	4
40	-1	1	41	-41	9
40	-1	1	41	-3	9
40	-1	1	41	5	9
40	-1	1	42	-42	16
40	-1	1	42	-42	16
41	-2	4	42	-42	16
41	-2	4	42	-4	16
41	-2	4	42	6	16
41	-2	4	43	-43	25
41	-2	4	43	8	25
41	-2	4	43	8	25
42	-3	9	43	5	25
42	-3	9	44	-44	36
43	-4	16	44	4	36
44	-5	25	45	-45	49
44	-5	25	45	-45	49
44	-5	25	45	-45	49
45	-6	36	45	-45	49
45	-6	36	45	-45	49
46	-7	49	45	-45	49
46	-7	49	46	-46	64
46	-7	49	46	-46	64
47	-8	64	46	-46	64
47	-8	64	46	5	64

47	-8	64	46	5	64
47	-8	64	46	2	64
47	-8	64	46	2	64
47	-8	64	47	-47	81
47	-8	64	47	-47	81
48	-9	81	48	-48	100
48	-9	81	48	-48	100
48	-9	81	48	-48	100
48	-9	81	48	-48	100
48	-9	81	48	-48	100
48	-9	81	48	4	100
48	-9	81	48	1	100
49	-10	100	49	2	121
49	-10	100	49	2	121
49	-10	100	50	8	144
49	-10	100	51	-51	169
49	-10	100	51	-51	169
51	-12	144	51	-51	169
51	-12	144	51	-51	169
51	-12	144	51	-51	169
52	-13	169	51	-51	169
53	-14	196	51	-51	169
56	-17	289	52	-52	196
61	-22	484	53	1	225
63	-24	576	54	-54	256
63	-24	576	58	-58	400
4258		**8647**	**4151**		**9837**

$\frac{\sum X}{n} = 4258/109$

***x*= 39**

$\frac{\sum X}{n} = 4151/109$

***x*= 38**

The mean of the results of the pre test is 39 and 38 of the post test.

As can be seen the difference between the two means is 1. Now, it is necessary to determine the standard error between the difference of the two means.

Formula:

$$Sx_2 - x_2 = \sqrt{\frac{\sum x1^2 + \sum x2^2}{n1 + n2 - 2}\left(\frac{1}{n} + \frac{1}{n}\right)}$$

$$Sx_2 - x_2 = \sqrt{\frac{8647 + 9837}{109 + 109 - 2}\left(\frac{1}{109} + \frac{1}{109}\right)}$$

$$Sx_2 - x_2 = \sqrt{\frac{18484}{216}\left(\frac{2}{109}\right)}$$

$$= \sqrt{\frac{36968}{23544}}$$

$$= \sqrt{1.570}$$

$$= 1.25$$

1.25 is the expected difference between the mean of the pre and the post test.

In order to determine the accepted hypothesis it is required to get the *T reason* of both means.

Formula:

$$T = \frac{\bar{x}_1 - \bar{x}_2}{Sx_1 - x_2}$$

$$= \frac{39 - 38}{1.25}$$

$$= 0.80$$

0.80 is the ***T reason***. To determine if it is low enough to accept the null hypothesis the freedom degrees are calculated and then check it in the T table.

$$109^{+109 - 2} = 216$$

According to the table, the *T reason* at a level of 0,05 is **1.660**. The calculated T is **0,80** which means that the difference between both of them is not meaningful so the null hypothesis is accepted.

4.3. Conclusions

- Once the causes of this research project were analyzed, the null hypothesis was accepted. The significance level is 1,660 and *t* calculated is 0,80. It means that the difference between the pre and post test is not meaningful. So the use of reading comprehension strategies does not improve the results of students who pass the KET in Cardinal Spellman Girl´s School, 2010-2011 school year.
- It was noticeable that at applying the pre – test, the group was not notified which affected directly to the nervous fact. Students just did the test as a sample without validity for their grades. At applying the post – test, the group was conscious that the grades would have validity.
- During the application of the post – test the students were having their trimestral exams which is another factor that affects to the results of this project.

4.4. Recommendations

- The reading strategies applied in this project need to be improved and applied with the adequate teachers' training.

- It is recommendable not to create as much tension or nerves in the students. They should consider the test as a normal process.

- A reading program since the earlier stages which includes the permanent taking of mock tests contributes to be familiarized with the KET test system evaluation.

- As the taking of the post test matched with the taking of the trimestral exams would be better to schedule it for another date.

PART V

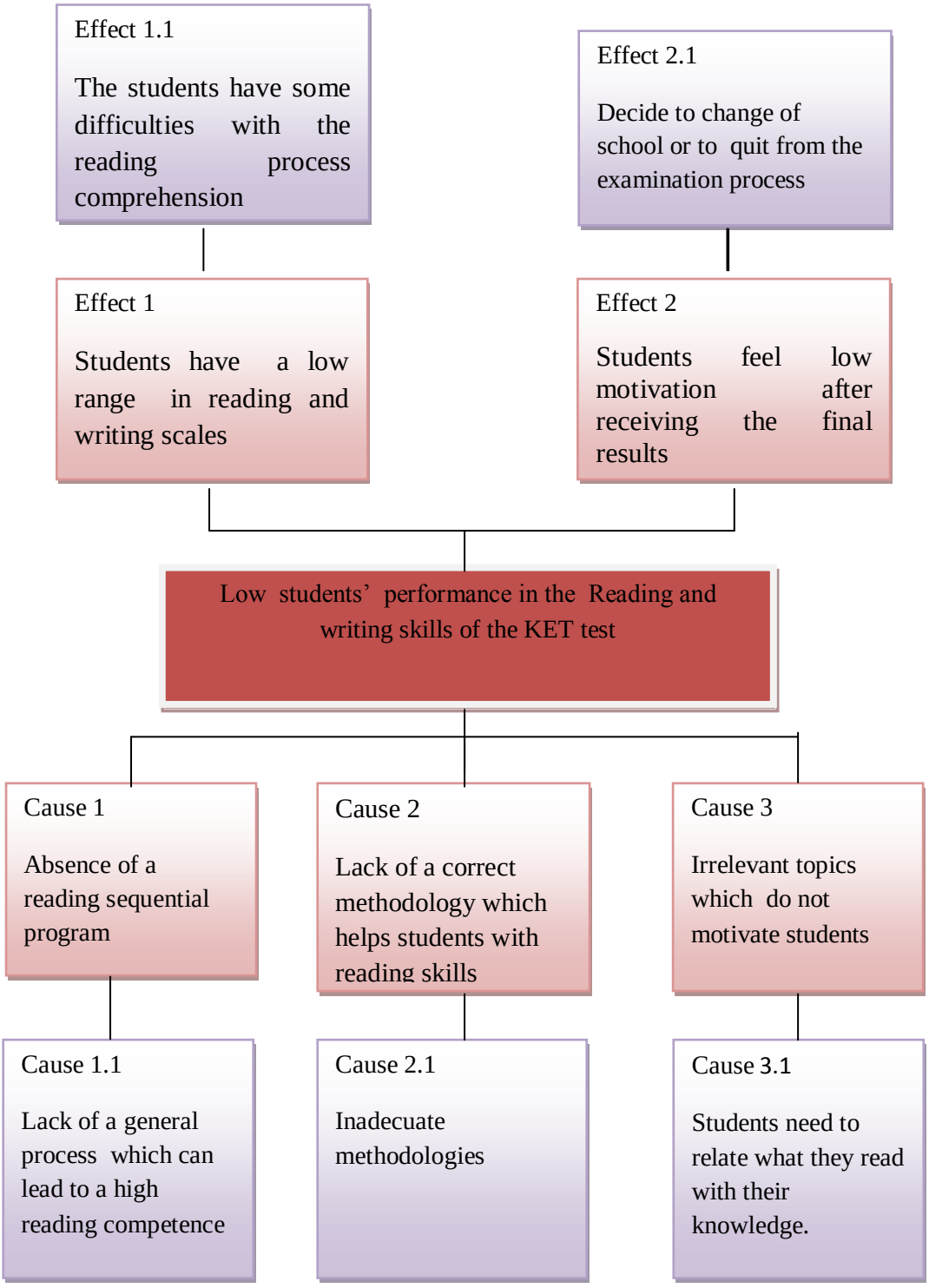
PROPOSAL

5.1. Analysis of the Stakeholders

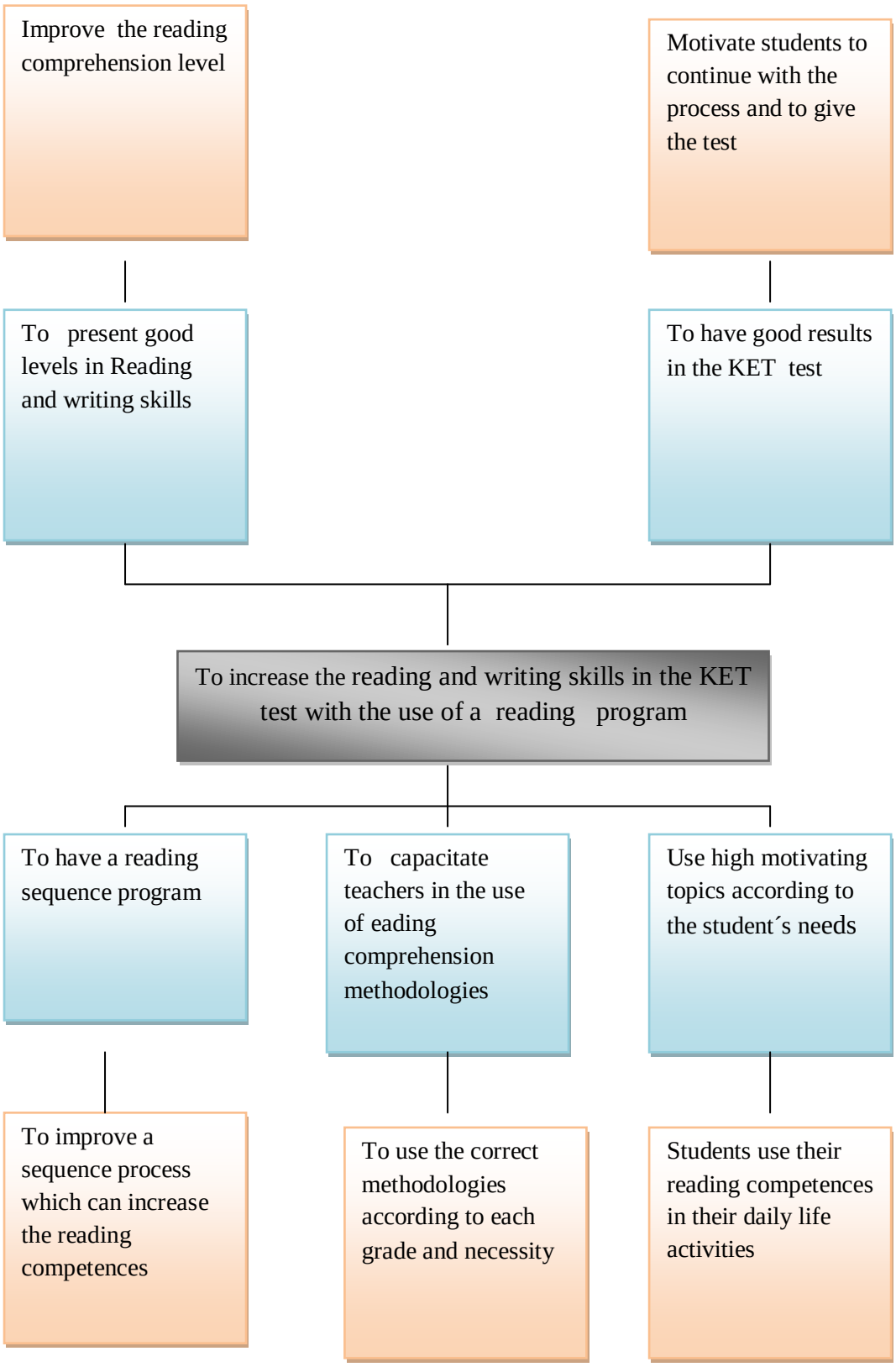
GROUPS	INTERESTS	PROBLEMS	MANDATORY RESOURCES
STUDENTS	The improvement of the Reading skills which help them to increase the general score of the KET	Students get nervous and insecure due to their lack of knowledge of the reading skills	Get the necessary resources to improve the Reading skill
TUTORS	Improvement of the Reading skills level of the KET	Teachers need adequate training in Reading strategies	Improve the teachers Methodology
COMMUNITY	High standard English knowledge supported by International examinations	Students do not like to read	Increase the school´s general score of the students who pass the KET

Table 6: Analysis of the stakeholders

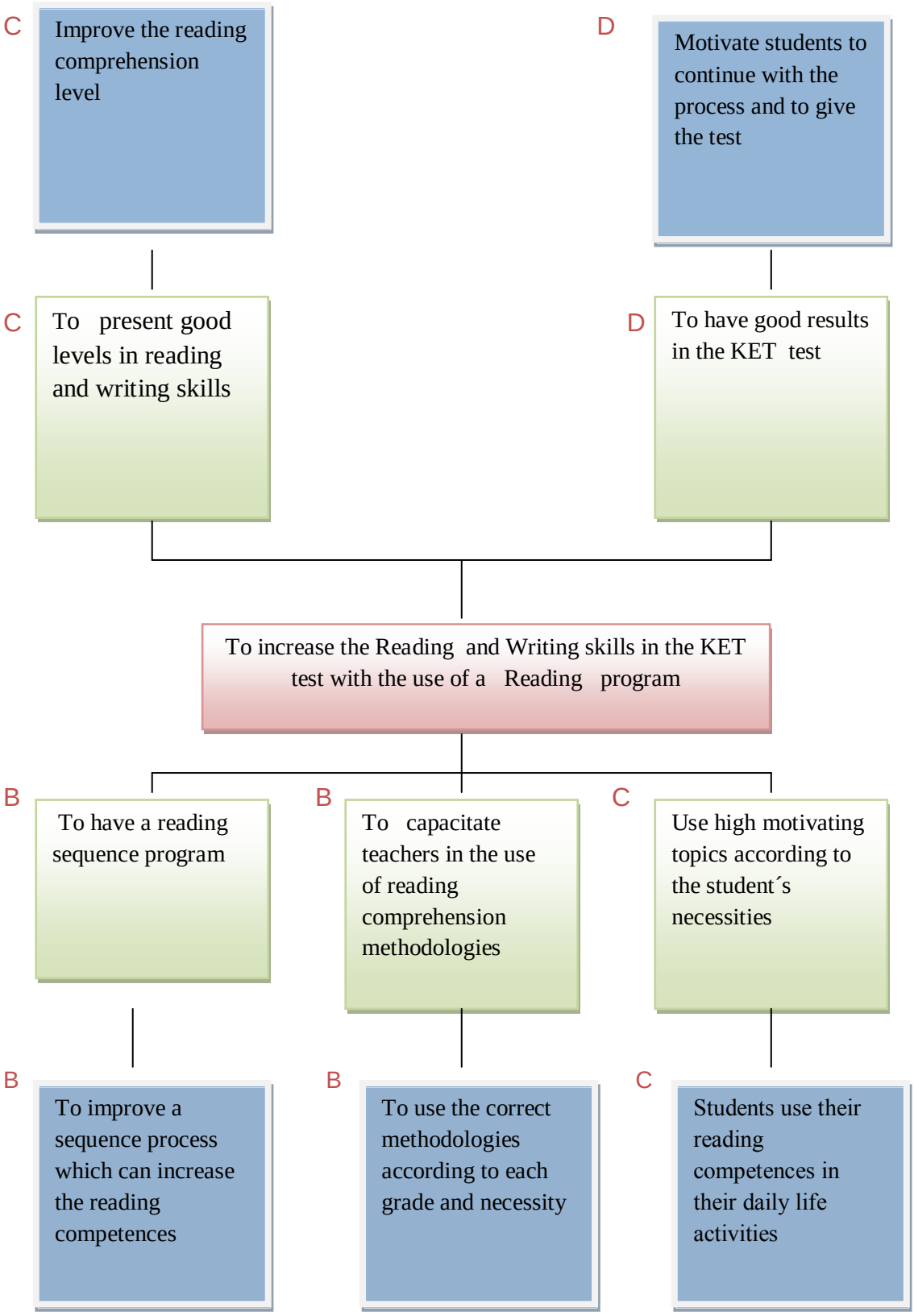
5.2. Problem tree



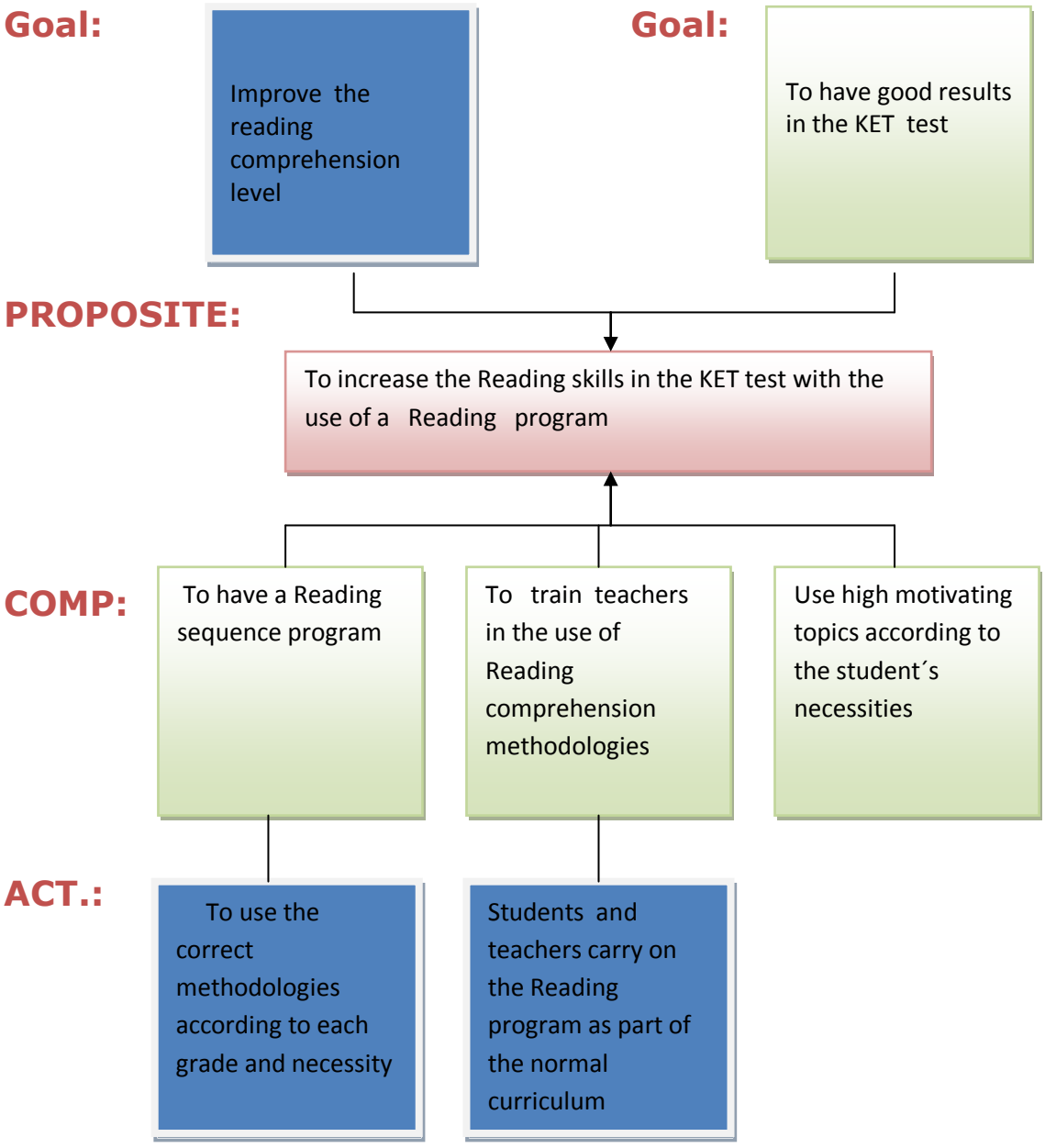
5.3. Objectives



5.4. Alternatives



5.5. Analytical Structure



5.6. Analytical analysis of the objectives

Narrative Objective Resume	Indicators	Verifiers	Assumptions
1.Improve the Reading Comprehension level of the students of the 7th years of Basic Education who give the KET test in Cardinal Spellman Girl's School 2. To have good results in the KET test	The number of students who present a better level of Reading comprehension increases The level of Reading and Writing skills of the students in the KET test increases after the execution of the proposal	The general score of students in Reading increase Final results of the KET test	The students feel more confident and the nerves diminish when taking the test
Purpose To increase the Reading skills in the KET test with the use of a Reading program	The number of students who improve their reading and writing skills increases	Final results of the KET	To have the correct facilities for carrying out the program .

Components *A reading sequence program * To train teachers in the use of Reading comprehension methodologies *Use high motivating topics according to the student´s needs	Each level has the correct type of readers according to their cognitive level. *Teachers are able to efficiently carry on the Reading program using a wide range of reading strategies Interest of the students in the Reading subject	The vocabulary and activities go according each level Good averages in the Reading subject Students improve their grades in Reading subject	The students acquire a good reading comprehension level which help them to increase the KET results
Activities ***** To use the and apply methodologies according to each grade and necessity * Students and teachers carry on the Reading program as part of the normal curriculum	**Resources** *Reading strategies seminars for teachers *Readers and teachers guides *Computer	**Cost** US$1500 *US$1.500	

	*Internet *CD and CD player *Videos		

Table 7: Analysis of the objectives

5.7. Budget

Resources	**Costs**
***Tutor**	US$ 1000
*Computer	US$800
*Internet	US$ 180
*Bibliography about reading strategies	US$700
*Training for teachers	US$1000
Total	US$3680

Table 8: Budget

5.8 Activities timetable

No	TASK	AUG	SEPT	OCT	NOV	DEC
1	Project Elaboration	x	x			
2	Theory Development			x		
3	Diagnosis test			x		
4	Teachers' training	x	x	x		
5	Preparation, design and application of the reading program			x	x	
6	Post test					x

Table 9: timetable

GLOSSARY

1. Enquiring. To ask for information
2. Express: To show or to make known a feeling or an opinion in words.
3. Function: The reason or purpose for communication
4. Functional Exponent: Phrase which is an example of a function and shows the purpose of the speaker.
5. Predicting: To say what you think is going to happen
6. Register: the formality or informality of the language used in a particular situation.
7. Speculating: To guess something
8. Accuracy: The use of correct forms of grammar, vocabulary and pronunciation.
9. Context:

    1. The situation in which language is used or presented in the classroom

    2. The words or phrases before or after a word which help the student to understand that word.

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APPENDIX

APENDIX 01: MOCK PRETEST

Test 4

PAPER 1 READING AND WRITING (1 hour 10 minutes)

PART 1

QUESTIONS 1–5

Which notice (A–H) says this (1–5)?
For questions 1–5, mark the correct letter A–H on the answer sheet.

EXAMPLE	ANSWER
0 You can't go here on Sunday.	F

1 You must use the stairs.

2 You can't go to class.

3 You should drive carefully.

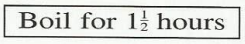
4 You mustn't take your suitcase.

5 You must pay in cash.

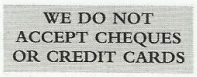
A

B

C



D



E

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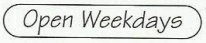

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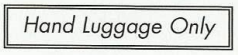

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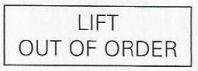


66

PART 2

QUESTIONS 6–10

Read the sentences (6–10) about going on holiday.
Choose the best word (A, B or C) for each space.
For questions 6–10, mark A, B or C on the answer sheet.

EXAMPLE **ANSWER**

0 Tom ..... his clothes into a suitcase. **B**

A did **B** put **C** kept

6 His father and mother were ..... for him in the car.

A sitting **B** staying **C** waiting

7 It was a long ..... to their hotel by the sea.

A way **B** travel **C** road

8 When they arrived there, it was getting ..... .

A difficult **B** slow **C** late

9 Their rooms were on the top floor so they ..... the lift.

A went **B** took **C** drove

10 After supper, they were quite ..... so they went straight to bed.

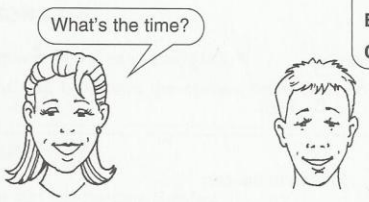
A boring **B** tired **C** hungry

PART 3

QUESTIONS 11–15

Complete the five conversations.
For conversations 11–15, mark A, B or C on the answer sheet.

EXAMPLE



A Tuesday.
B Half past eight.
C 1998.

ANSWER

B

11 Excuse me, when does the next train leave?

A From Platform 4.
B Yesterday.
C In ten minutes.

12 When can we go to the cinema?

A I'm free on Saturday.
B I like the cinema.
C I hope you can come.

13 Have a good holiday.

A You have.
B You will.
C You too.

14 How do you like your meat done?

A I don't like it.
B I like it very much.
C I like it well done.

15 How do you do?

A Very well.
B I'm a doctor.
C How do you do?

QUESTIONS 16–20

Complete the conversation.
What does David say to the waiter?
For questions 16–20, mark the correct letter A–H on the answer sheet.

EXAMPLE		**ANSWER**
Waiter:	Good evening, sir. How can I help you?	
David:	**0**	**B**

Waiter:	Certainly, sir. This one by the window?
David:	**16** .....
Waiter:	And what would you like to eat?
David:	**17** .....
Waiter:	Spaghetti with meat and tomato sauce is very nice, or there is four-cheese pizza.
David:	**18** .....
Waiter:	Fine. And would you like anything with it? Garlic bread or …
David:	**19** .....
Waiter:	OK. And to drink?
David:	**20** .....
Waiter:	Yes, certainly. So that's one four-cheese pizza, one green salad and one mineral water. Thank you, sir.

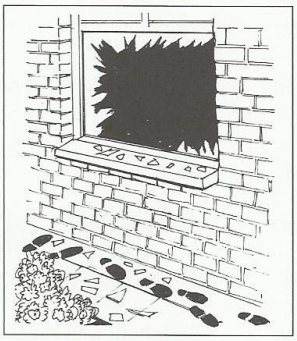
A	Have you got mineral water?
B	Good evening. I'd like a table for one.
C	How much is it?
D	What have you got?
E	I think I'll have the pizza.
F	Can you bring me the menu, please?
G	Nothing more, thanks. Oh yes, perhaps a green salad.
H	Yes, that's fine.

PART 4

QUESTIONS 21–27

Read the article about burglars.
Are sentences 21–27 'Right' (A) or 'Wrong' (B)?
If there is not enough information to answer 'Right' (A) or 'Wrong' (B), choose 'Doesn't say' (C).
For questions 21–27, mark A, B or C on the answer sheet.

BURGLARS LOVE THE AFTERNOON



Most house burglaries happen between 2 p.m. and 6 p.m., say the police.

Inspector Ian Saunders told our newspaper that the number of house burglaries has gone up by more than 30% compared with last year. He also said that 67% of burglaries happen when people have gone out and forgotten to close a door or a window.

He went on to report that night-time burglaries are unusual because families are usually at home at that time. But he said that winter afternoons are the best time for burglars because it is dark and they can't be seen easily. Also many houses are empty at that time, because people are often still at work.

Inspector Saunders said that it is a good idea to leave lights on in living rooms and bedrooms when you go on holiday. This will help to keep burglars away. He also asked neighbours to watch the other houses in the street when people are not at home. They should call the police if they see anything strange. 'We will also tell you how to make your house safe,' Inspector Saunders said. 'This kind of help costs nothing.'

EXAMPLE	ANSWER
0 Most burglaries happen in the morning.	B

A Right **B** Wrong **C** Doesn't say

21 The number of house burglaries is the same as last year.

A Right **B** Wrong **C** Doesn't say

22 Most burglars are men.

A Right **B** Wrong **C** Doesn't say

23 People sometimes make things easy for burglars.

A Right **B** Wrong **C** Doesn't say

24 The summer is more difficult for burglars.

A Right **B** Wrong **C** Doesn't say

25 Burglars don't usually go to houses with lights on.

A Right **B** Wrong **C** Doesn't say

26 Burglars usually drive cars.

A Right **B** Wrong **C** Doesn't say

27 You have to pay for information from the police.

A Right **B** Wrong **C** Doesn't say

PART 5

QUESTIONS 28–35

Read the information about Madame Tussaud's museum in London.
Choose the best word (A, B or C) for each space (28–35).
For questions 28–35, mark A, B or C on the answer sheet.

Madame Tussaud's

One very famous place for tourists in London is Madame Tussaud's museum. Here people ..0.. see figures of famous people made of wax.

Madame Tussaud was born ..28.. France in 1761. Her uncle, a doctor, ..29.. wax figures of people. He opened ..30.. museum of these figures in Paris. Marie helped ..31.. in his work.

In 1789, during the French Revolution, Marie ..32.. sent to prison. Here she had to copy ..33.. heads of famous people when they were dead, including Queen Marie Antoinette's.

In 1795, Marie married François Tussaud ..34.. in 1802 she came to London with her wax figures. Here she opened a museum and her figures can ..35.. be seen today.

EXAMPLE						ANSWER
0	**A**	can	**B**	must	**C**	shall	**A**
28	**A**	at	**B**	by	**C**	in	
29	**A**	make	**B**	made	**C**	makes	
30	**A**	a	**B**	one	**C**	some	
31	**A**	her	**B**	him	**C**	them	
32	**A**	has	**B**	is	**C**	was	
33	**A**	any	**B**	the	**C**	those	
34	**A**	and	**B**	because	**C**	when	
35	**A**	ever	**B**	still	**C**	yet	

PART 6

QUESTIONS 36–40

Read the descriptions (36–40) of some parts of the body.
What is the word for each description?
The first letter is already there. There is one space for each other letter in the word.
For questions 36–40, write the words on the answer sheet.

EXAMPLE	ANSWER
0 This grows on your head.	h a i r

36 You have got two of these with five toes on each one. **f** _ _ _

37 You use these for hearing conversation, music and lots of other things. **e** _ _ _

38 If you break one of these, you can't walk. **l** _ _ _

39 You open and close this when you talk. **m** _ _ _ _

40 If these hurt, you must visit the dentist. **t** _ _ _ _

PART 7

QUESTIONS 41–50

Complete the memos.
Write ONE word for each space (41–50).
For questions 41–50, write your words on the answer sheet.

Memo

To:	All staff	From:	D Brown
Subject:	Holidays	Date:	22.2.02

I (***Example:*** *am*) planning the holidays for next year. Please **41** me when you would like **42** take your holiday. If possible, **43** you give me two dates? Please give me **44** answer by the end **45** the month.

Thank you.

D Brown

Memo

To:	D Brown	From:	J Green
Subject:	Holidays	Date:	23.2.02

Could I take two weeks' holiday **46** July? I'd **47** to take the first two weeks, but if **48** is not possible, the last two weeks will **49** OK. Also, can **50** take three extra days in the first week of December?

John

PART 8

QUESTIONS 51–55

Read the advertisement for student rooms and the letter from Jane Forrest.
Fill in the information on the Application Form.
For questions 51–55, write the information on the answer sheet.

Can you help?

We need rooms for students (maximum 10 km from university)

Rooms needed from **30 September** or **1 January**

Sam Byers, Student Rooms Officer
West Street, Newcastle

3 Bridge Avenue, Newcastle

Dear Mr Byers,

My house is 8 km from the university and has four bedrooms and two bathrooms for students. I am out at work all day, so I can cook breakfast and dinner for them, but not lunch. My rooms are free at the beginning of next year.

Yours,
Jane Forrest

UNIVERSITY STUDENT ROOMS

Application Form

Name:		*Jane Forrest*
Address:	51	
Number of student bedrooms:	52	
How far from University:	53	
Number of meals per day:	54	
Starting date:	55	

74+1=75 74/85

Good!

UNIVERSITY of CAMBRIDGE
Local Examinations Syndicate

Candidate Name
If not already printed, write name in CAPITALS and complete the Candidate No. grid (in pencil).

Candidate's signature Keyla Camila Zavala Escobar

Examination Title

Centre

Centre No.

Candidate No.

Examination Details

Supervisor:

[X] If the candidate is ABSENT or has WITHDRAWN shade here [ ]

KET Reading and Writing Answer Sheet

Use a pencil Mark ONE letter for each question.

For example:

If you think C is the right answer to the question, mark your answer sheet like this: 0 A B C

Change your answer like this:

Part 1

1	A B C	6	A B C D E F G H
2	A B C	7	A B C D E F G H
3	A B C	8	A B C D E F G H
4	A B C	9	A B C D E F G H
5	A B C	10	A B C D E F G H

Part 2

11	A B C D E F G H
12	A B C D E F G H
13	A B C D E F G H
14	A B C D E F G H
15	A B C D E F G H

33

Part 3

16	A B C	21	A B C D E F G H
17	A B C	22	A B C D E F G H
18	A B C	23	A B C D E F G H
19	A B C	24	A B C D E F G H
20	A B C	25	A B C D E F G H

Part 4

26	A B C
27	A B C
28	A B C
29	A B C
30	A B C
31	A B C
32	A B C

Part 5

33	A B C
34	A B C
35	A B C
36	A B C
37	A B C
38	A B C
39	A B C
40	A B C

Turn over for Parts 6 - 8

88

good

Use a pencil

For Parts 6 and 7, write your answers in the spaces next to the numbers (41 to 55) like this:

0	EXAMPLE	0

Part 6		Do not write here
41	of	41
42	my	42
43	and	43
44	in	44
45	on	45
46	of	46
47	has	47
48	the	48
49	ever	49
50	to	50

Part 7		Do not write here
51	Berger	51
52	twenty two years of	52
53	French	53
54	student	54
55	photography and dancing	55

EXAMPLE

Part 8 (Question 56): Write your answer here

Hi Peter

I write you because I want to know if you found my watch. Call me if you find to get it.

Bye

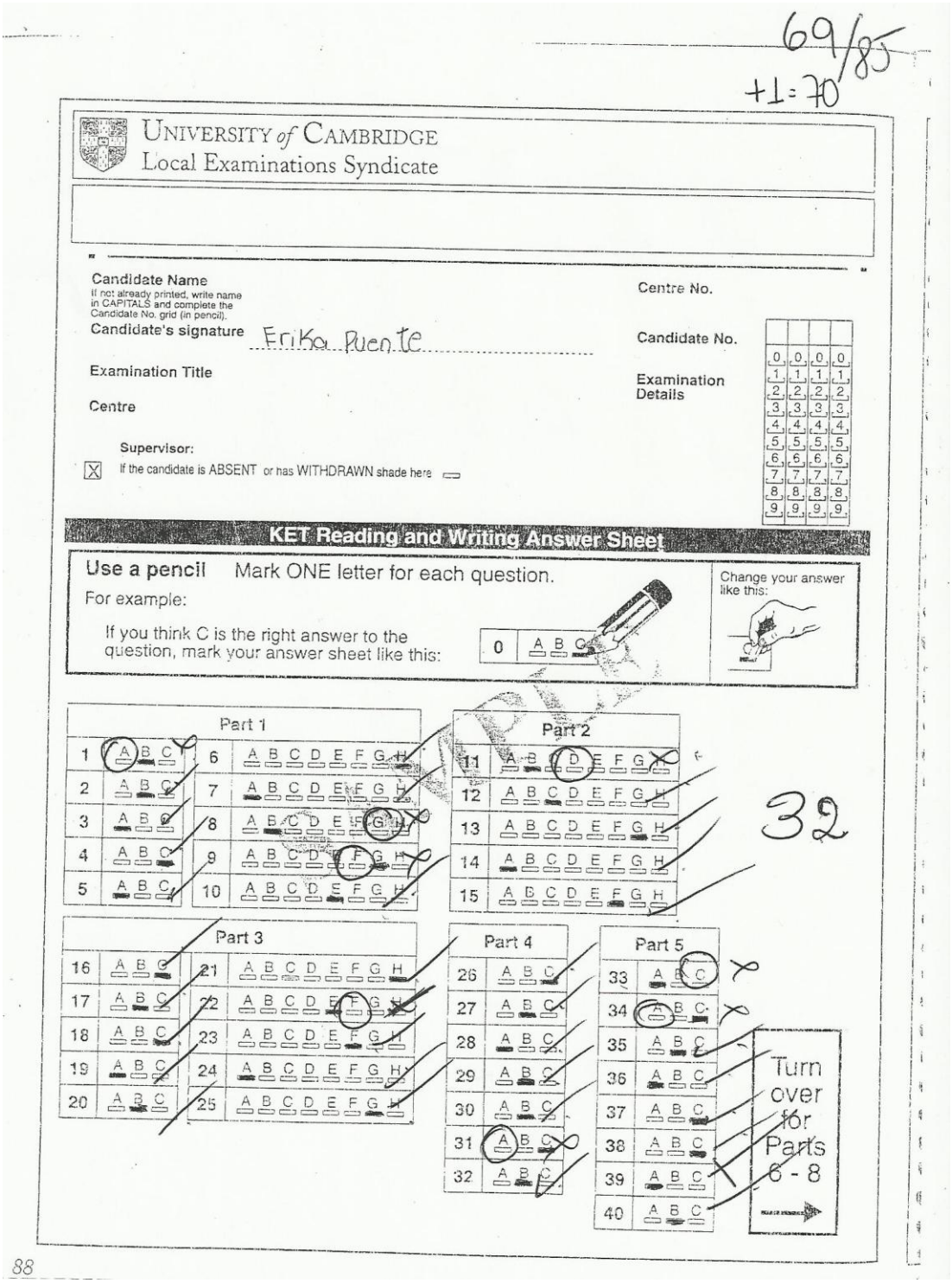
Keyla

Do not write below (Examiner use only)

0 1 2 3 4 5

8.9

APENDIX 02: MOCK POST TEST



69/85
+1 = 70

UNIVERSITY of CAMBRIDGE
Local Examinations Syndicate

Candidate Name
If not already printed, write name in CAPITALS and complete the Candidate No. grid (in pencil).
Candidate's signature Erika Puente
Examination Title
Centre
Supervisor:
[X] If the candidate is ABSENT or has WITHDRAWN shade here

Centre No.
Candidate No.
Examination Details

KET Reading and Writing Answer Sheet

Use a pencil Mark ONE letter for each question.
For example:
If you think C is the right answer to the question, mark your answer sheet like this: 0 A B C

Change your answer like this:

Part 1: 1 A B C; 2 A B C; 3 A B C; 4 A B C; 5 A B C; 6 A B C D E F G H; 7 A B C D E F G H; 8 A B C D E F G H; 9 A B C D E F G H; 10 A B C D E F G H

Part 2: 11 A B C D E F G H; 12 A B C D E F G H; 13 A B C D E F G H; 14 A B C D E F G H; 15 A B C D E F G H

32

Part 3: 16 A B C; 17 A B C; 18 A B C; 19 A B C; 20 A B C; 21 A B C D E F G H; 22 A B C D E F G H; 23 A B C D E F G H; 24 A B C D E F G H; 25 A B C D E F G H

Part 4: 26 A B C; 27 A B C; 28 A B C; 29 A B C; 30 A B C; 31 A B C; 32 A B C

Part 5: 33 A B C; 34 A B C; 35 A B C; 36 A B C; 37 A B C; 38 A B C; 39 A B C; 40 A B C

Turn over for Parts 6 - 8

88

UNIVERSITY of CAMBRIDGE
Local Examinations Syndicate

Candidate Name
If not already printed, write name in CAPITALS and complete the Candidate No. grid (in pencil).

Candidate's signature .....

Centre No.

Candidate No.

0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

Examination Title

Examination Details

Centre

Supervisor:

[X] If the candidate is ABSENT or has WITHDRAWN shade here [ ]

KET Listening Answer Sheet

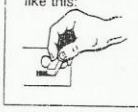
Use a pencil

For Parts 1, 2 and 3: Mark ONE letter for each question.

For example, if you think C is the right answer to the question, mark your answer sheet like this: 0 A B C

SAMPLE

Change your answer like this:



Part 1	
1	A B C
2	A B C
3	A B C
4	A B C
5	A B C

Part 2	
6	A B C D E F G H
7	A B C D E F G H
8	A B C D E F G H
9	A B C D E F G H
10	A B C D E F G H

Part 3	
11	A B C
12	A B C
13	A B C
14	A B C
15	A B C

For Parts 4 and 5: Write your answers in the spaces next to the numbers (16 - 25) like this: 0 Example

Part 4		Do not write here
16	Carey	16
17	Park	17
18	Saturday	18
19	Umbrella	19
20	Station	20

Part 5		Do not write here
21	5:30 am	21
22	907435	22
23	£3.60	23
24	photographs	24
25	28 August	25

90