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PSYCHOLINGUISTICS   AND   THE   PROCESS   OF   TEACHING   READING

IN   ENGLISH   AS   A   SECOND   LANGUAGE   IN   THE   FOURTH

COURSE   OF   COLEGIO   NOCTURNO   SIMON

BOLIVAR   IN   THE   SCHOOL   YEAR

1986 – 1987

THESIS TO OBTAIN THE TITLE OF LICENCIATE IN EDUCATIONAL SCIENCES

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QUITO – ECUADOR

1987

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PROFESSOR OF THE TECHNICAL UNIVERSITY OF LOJA

CERTIFIES: The question work has been
supervised and reviewed on all its parts and
therefore AUTHORIZES its presentation.

Lic. Mario Miranda Delgado

Quito, June 15th, 1987

DEDICATION

This work is dedicated to my parents who have been the most important support through my life.

To Daniel who has helped me at any time, and to Renata who has been my best inspiration.

ACKNOWLEDGEMENT

CONTENTS

ABSTRACT

A linguistic method for teaching reading to students of English as a second language has been developed with Psycholinguistics help, taking as a bases a close analysis of related literature and the experience of working with a group of students.

This treaty proposes one hipothesis, that is the correct use of Psycholinguistics in the process of teaching reading in English as a foreign language will allow the student to get a better understanding of any written subject matter. The method has been used throughout a period of two months with the same experimental group. The results obtained with this group have been compared with the first period exam in which we did not apply any particular method for teaching reading.

In order to compare the results in the group, graphics have been designed, each containing their corresponding arithmetic mean. Even though this method will still has to be proved with more groups, and evaluated, we can certainly state that there are several teaching means which can be used for the teaching of reading.

INTRODUCTION

There has lately been a great emphasis in the use of the functional approach for the teaching of English as a foreign language. The knowledge of English is now-a-days essential and the lack of it is a great handicap for the 20th century man. Therefore a natural reaction against learning and teaching just the grammatical structures of a language is clearly undestandable. We are not trying to minimize the importance of grammar, because is the real backbone of a language. There is a vast literature dealing with the teaching of reading itself...

This paper presents a new way to deal with Reading as a separate skill, considering that reading should be a teaching goal by itself. Teachers have been questioning if because of the permanent obssession of teaching English without forgetting the two basic skills: Reading and Writing. Nevertheless, it is a skill that has been neglected and forgotten in teaching and in the Audio-linqual approach.

The exercises have been practiced with the fourth course of Colegio Nocturno Simón Bolívar during the second quarter.

Chapter one of this paper deals with literature related to the teaching of reading.

Chapter two presents an analysis of Psycholinguistics related to reading, the relation between the parts that make this study an interesting treaty, that is the deep relation that exists with reading and the language itself.

Chapter three is about practical applications in the school, here is attached a serie of exercises to be done during this period.

Chapter four deals with the conclusions and recommendations

There is also attached a segment of analysis of the results of the exams taken to the students during the quarter. These will also be contrasting charts showing the results obtained.

Reading should not be a neglected area. The teacher could use different techniques and procedures to improve and handle reading. The aim of this paper is to present a way to deal with this skill.

CHAPTER ONE

REVIEW OF RELATED LITERATURE

1. REVIEW OF RELATED LITERATURE

1.1 THE READING PROCESS

People who want to teach reading must understand something of the process of reading. Though, there exists a rare person who is able to help others to learn without thinking much about it. Most writing about reading is bound to the assumptions that: a) The skill be acquired in a traditional graded classroom, b) there is an appropriate amount of material to be learned each month of the school year by the normal student, c) there is a developmental sequence or order in which the skills of reading must be acquired, and d) Teaching reading should be the providence of trained and credentialed professionals. However, there is not reason to assume that all the preceding assertions are true; It is important to have a sense of the different ways of finding out how well someone actually reads.

Reading is a separate skill with a value of its own, in this way, we are not simplifying the value of grammar, writing, talking and hearing skills. There are many ways to define reading, some of them are the following:

"- Reading is decoding written words so that can be produced orally.

- Reading is understanding the language of a printed passage.

- Reading is the ability to anticipate meaning in lines of print so that the reader is not concerned with the mechanical details but

with grasping ideas from groups of words
that convey meaning." (1)

Other authors have defined reading based on a hierarchical
structure of reading skills. This hierarchical order is
explained by different models known as taxonomies. The most
common components of reading are:

- Word recognition: The student identifies each word in the
  written form.

- Comprehension: The student establishes a word as a concept.

- Interpretation: The student has new ideas in personal
  perspective.

- Evaluation: The student understands what he read.

- Assimilation: The student has a judgment, then he has a
  emotional response.

I can define reading as a process of thinking, evaluating,
judging, imagining and problem solving.

In contrast with this assertion, Robert Shafer identifies
four steps in the reading act:

- Perception: It is the ability to pronounce the word as
  a meaningful unit.

- Comprehension: It is the ability to make individual words
  construct useful ideas as they are read in context.

- Reaction: It requires a judgmental action.

- Integration: It is the ability to assimilate the idea or
  concept into one's background of experience.

(1) ZINTZ miles V., The reading process, The teacher and the learner. - pag 7. IOWA, 1976.

In this way, reading can be used as a tool in the solution of problems.

> "Reading is an active process that should be
> studied deeply because is a essential form
> of communication in which a reader interacts
> with an author". (1)

There are different investigations and researchers that think that the experience in teaching reading is a very important to student a new definition on this matter. The age of the learner is also a crucial point because the mental development in each age is different, with its own characteristics. The ability of each person and of course the reading situations are different for each one:

> "As a teacher, you must also present students
> with reading situations where they experiment
> with ideas, ask questions and seek answers,
> manipulate things and ideas, reconcile what
> the find at one time with that of another
> time, and compare findings with those of
> others". (2)

The purpose of reading, is the main fact that teachers must show their students, they must explain how the skill will help them, and demonstrate its use.

Along with purpose, many people, including adults, assume that fast reading is efficient reading; then teachers must stress the fact that rat of reading depends upon purpose as well

(1) McINTYRE Virgin

as the reader's interest and background in the subject matter, here again, the importance of the reader's age.

Most reading authorities understand that though processes occur in areas other than reading. Basically, these educators concern themselves with activities that relate to reading. Thus, they call these mental operations "reading skills" (1). This mental functions has caused enormous confusion in education and has resulted in negative effects throughout the curriculum. Until educators clarify which comprehension skills are specific to reading and which are involved in all thraought-provoking activities, confusion will continue.

Content areas are of various types, if content teachers assume that general thinking skills are really reading skills reserved for special classes and teachers, then the development of critical thinking may be left for students to discover by mere chance. When such thought processes are restricted just to reading, there is always the danger they may never be seen as influencing all of learning. Moreover, when teachers ignore how a reader selects key graphic cues the teachers may be overlooking sills specific to reading comprehension.

Numerous researchers and educators interested in reading have promoted the skills approach by conceiving reading achievement as the acquisition of specific reading skills. "The student who is a poor reader is often assesses in terms of missing reading skills". (2)

(1) SHAFER Robert E.. Applied Linguistics and Reading, pag 7. Newark. De la Walre, 1979.

In this point, it is necessary to explain the most important components of reading:

- Eye movement: It is our ability to move the eyes while reading.

- Visual discrimination: It is the ability to link the graphemes with the phonemes and morphemes they represent.

- Interpretation: It refers to the ability to solve the problem of unlocking meaning by adding together a number of associations.

As the reading process has been defined in different ways, its appliance with foreign language learners might be a little different because they have other implications which can understand reading in other views. For example, the native reader has to reach three steps in reading process:

graphic code   _____decoding_____   meaning

While a second language reader has to reach four steps:

graphic code _____ pronunciation _____decoding_____ meaning

Then the reading process in the target language is difficult because the difference in the morphological, syntanctical and linguistic approach. The second language learner to read has to do the same process twice, including the pronunciation which is difficult, specially for Spanish speakers.

"Learning to read effectively demands
systematic developmental instruction
and individualized correction". (1)

Even more if the learner is reading in another language, for this reason is important that readings should be accompanied

(1) SCHUBERT/TORGERSON, Improving the Reading Program, pag 4, Iowa, 1975.

by a diagnostic analysis of reading difficulties and individualized corrective instruction as Schubert suggests.

The difference in the spoken language and written language brings problems in pronunciation, when Spanish learners try to read, first they have to understand what is written. This process implyies a pronunciation, which in many times become more difficult to decode its message. Then, if we consider that teachers in the primary grades teach children how to read while in later grades teachers assing reading for them to learn the content of the course they study; this idea has deep implications for reading in a foreing language, children have problems learning to read in their mother's tongue, even more problems will have learning in a target language, that is why is important and necessary to teach how to read effectively. Just a reading for meaning is important during the initial reading program, it remains the primary reason for reading throughout one's. Consequently, a person learns to read and reads to learn as to concurrent processes all the way through school.

The importance of extending the student's communication skill from listening and speaking to include reading and writing by recording his ideas and concepts in his language has been emphasized in these lines. Learning to read is a complicated developmental process not yet taught to huge number of students around the world.

1.2 NECESSITY AND IMPORTANCE OF READING IN A FOREIGN LANGUAGE

If we have the idea that reading is encouraged, respected and expected, we would have developed sufficiently mature reading habits to succed in general education courses in secondary schools. In this environment, it is easy to overlook the fact that many people in today's life grow up and live out their lives without learning to read in a foreign language.

The most of the people affected are those who live in deprived areas, and in schools with a high percentage of minority ethics groups, where education do not reach the place it corresponds. The total social structure has responded to the inadequacy of the academic high school, here the foreign language is taught in a precary form so the students do not reach a good level of knowledge of the matter and also none reading habit.

Some alternative choices might be programmed, these may be convational training, incentivate reading, educational motivation and other especialized pedagogical programs. When a young student ends his reading program during the first or second level in a foreign language, he would never become mature reader.

Reading must take the child and high schools students into new areas of life and experience which are provided for their

enjoyment through the writing of other people. This fact should be taken as a source to increase their vocabulary and experiences on reading in a foreign language and of course, to meet new cultures and points of view of a different environment. The student needs all the clues he can be given to help him anticipate meaning in all that he reads.

> "As in learning analogous skills, such as how to play the piano, or how to use another language fluently, the student requieres a great deal of easy reading practice. He refines his interesting reading practice. As he refines his decoding skills, more of the words he encounters in print become sight words because while using the context of what he is reading and the analytical skills he has learned, he can immediately identify the necessary word to complete the meaning in the sentence or paragraph". (1)

This clue is related to any foreign language and we can see that is an aim for reading, here is the importance of reading in a foreign language because if we can not recognize any word in the writing form, probably we won't learn to read effectively.

Also the necessity of reading is related with high rates of illiteracy which have been reported through UNESCO publications in the whole world. Social groups in any of the small countries of the world such as ours, make intelligent decission when the nation's majority is illiterate and living in poverty. A way of

(1) ZINTZ Miles V.. The reading process. The teacher and the learner. pag 8. Iowa, 1976.

liberation is learning new languages, and if we have the opportunity to learn at least one in secondary schools, the teachers and the learners must take attention in this process.

Political ideologies in direct contradiction to the Democracy most middle-class Ecuadorians take for granted will surely find their most fertile seed-beds where there are hungry, ignorant people with little hope. Even more if we note that education is for all.

> "Yet, for the masses the only escape from
> marginal existence is poverty in some kind
> of social and economic revolution to
> industrialize their countries with modern
> equipment. Such a possibility is
> possible". (1)

The importance of reading is related with the necessity of our survival because as we note before, illiteracy around the world is elevated and this is one of the ways we can advance in cultural, technological and educative movements.

On the other hand, students should enjoy reading, this may provide them sensitivity, superation, and of course more communication. Reading is a great medium to learn any subject matter that can not be replaced by television, or other more immediate forms of communication.

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(1) ZINTZ Miles V., The reading process. The teacher and the learner, pag 14. Iowa, 1976.

If any one does not believe that reading is an important human activity, he will know it and tend to feel the same way other people do.

"The way the teacher feels about the student and the subject are crucial elements in any teaching-learning situation". (1)

This assertion is very important because if it is applied to foreign language teachers, it shows that the teachers feeling is reflected in his students and of course they will demonstrate what an how they learned. The special teacher's part in the reading process in a foreign language is to "elevate" his students and expect to fail, since he has already decided that they are not like him.

Finally, if a teacher believes reading in a foreign language is a difficult and sacred skill most likely him will make it seem difficult and holy to his students and create learning problems for them. Reading and writing will be acquired naturally if the teacher can be natural about it and believe it is worth doing. So the methods and technics applied in teaching reading in a foreign language should be chossen carefully according to the necessity of the group.

(1) KOHL Herbert, Reading, How to.

1.3 TEACHING READING TO THE BILINGUAL CHILD

Many people who must learn English as a second language after they enroll in school are rooted in culture, language, and experience. The cultural heritage includes all the values, ideals, aspirations, anxieties, taboos, and mores that structure the fundamental habits of behaving.

Some experts from the literature will make clear the anthropological contribution to understanding behavior. There are contrasted beliefs and values that exist in one culture and another, here we can point out the respect to each culture and how it influences in the student's learning process. From this asseveration, we can note a feeling of a teacher:

> "Unless the teacher is patient and understanding
> the student who must learn English as a second
> language develops insecurity instead of
> security, worry instead of certainty, fear
> instead of competence and makes enemies instead
> of friends for the English language". (1)

The child whose cultural heritage is different from that of the value system perpetuated by the school is in need of special educational services that will cross the cultural barriers and meet the language needs before the child can profit from the typical course of study with which he is apt to be comfronted.

Too many teachers are inadequately prepared to understand

or accept the dissimilar cultural values.

"Teachers come from homes where the drive for
success and achievement has been internalized
early, where time and energy are spent
building for the future". (1)

In contrast with this assertion, many children come to the classroom with a set of values and a background of experience radically different from that of the average Ecuadorian child. To teach these children successfully, the teacher must be cognizant of these differences and must above all else seek to understand, without disparagement those ideas, values, and practices different from his own.

"Perhaps if all teachers made children fell
that laughing, crying and playing were
universal languages, there would be less need
to be concerned about the languages that
create barriers to understanding". (2)

There is a generalization about how might be the reading teacher, it refers that oral language readiness appears to be the most important aspect of readiness and beginning reading, both because reading is a form of language and because a pupil's linguistic maturity reflects his thought level and his experiential background.

Refering to the language of the learner, and the teacher, it is important to understand the contrastive analysis of English and Spanish, specially by the teacher who has to introduce a new language, even more if this language is different from the

Spanish structure. The second language must be taken as a separate form of the mother's tongue so there won't be any trouble in the process of teaching reading in a foreign language.

"Respecting the language of the learner implies

that one does not believe that one's own way

of speaking is superior as well as that one is

curious about understanding the structure of

other languages". (1)

To respect someone's language does not merely mean to tolerate it or condescendingly accept it. Respect is an attitude that exists among peer, equals. It is the basis of dialogue between different peoples and different cultural traditions. Without respect in this sense it is not possible to avoid master-slave mentality.

Then, the skills of reading and writing in a second language can be obtained by all people in human, natural, open ways. Another point is that the learning situations has to be tailored to the culture and lives of the students this part corresponds to the teacher because he is responsable of the learning process. A good teacher should be present in this student's lives.

The reading programs must be done by experts, taking out the culture and needs of each group of students, this point referred to rural and urban schools; also the teachers must evaluate constantly the methods they are following and the results they are obtaining according to the purposes of the

(1) KOHL Herbert, Reading, How to, pag 191, USA, 1973

community. The experience of the reading programs applied in secondary schools show that a few percentage of students learn to read in the adequate way. From a linguistic point of view, there are three stages in learning:

1. Transfer stage: a student can learn to read within a year after he has learned to talk if the teacher begins at the student's level with what he knows.

2. Productive stage: from imitation and practice the student can read visual signs automatically and no longer has to think about them. Then comes understanding beneath the symbols. At last the student learns to read.

3. The language: a student considers words rather than objects; symbolic operations become possible, and finally, the fusing of the knowledge of what he learns with previous knowledge.

"Practice and small steps, telling her that
reading is a substitute for talk lead as
to understanding". (1)

Pressures to please, to cover materials, to conform, and to excel may block learning. Early learning surrounded by conflict and/or failure may block learning. The emotional conflict may become a greater problem to the student so that the shuts out or defends himself from learning.

While curiosity is essential to learning, it too may lead to distractibility, it must be channeled and controlled in order for the student to cope with schoolwork. He may have to solve an educative problem when he would much prefer to watch the bird on the windowsill.

(1) McINTYRE Virgie M., Reading Strategies and Enrichment activities for grades 4-9 , pag 12, USA, 1975.

Concluding, much has been done in the last decade to find some solutions to the problems the process of teaching reading to the bilingual childs envolves, yet in attempting to set up the structure or classroom situations to meet the individual differences of personality, ability, motivation, and needs, questions remain. The student's work at home and extraclass are fundamental in the development of knowledge in the process of reading in a foreign language. It is not difficult for any student, just he has to try consciously.

1.4 FOREIGN LANGUAGE TEACHING METHODS OF READING

Many methods have been developed for teaching reading in English as a second language. Each method has its own value, depending the group it is applied and how the students respond to it in few time. Of course the results must perdure a lot of time, then the teacher will be sure that the method was correct, The teacher's choice is fundamental in this case because reading is a benefit students reach for all their lives.

I would point to the market increase in realism evident in both the expressed purpose and the methodology of language teaching, what I mean by "realism" is simply the view of language as it is rather than as it ought to be, and of the learner's need for it as a personally useful tool of social interaction rather than as a rotely learned device of principally esthetic value. Yet this increase in realism has not been at the cost of a firm basis in language teaching theory has been refined and enriched, not only through its own considerable experience, but also by drawing heavily from the knowledge which has been accumulating in linguistics, psychology, sociology, and other behavioral sciences.

Especially linguistics and psychology have contributed most to the development of a number of basic theoretical assumptions about the nature of language, the way it is learned, and the most suitable methods for teaching reading in a foreign language.

It is important to point two views, first teaching reading in the "native" language, and second teaching reading in "foreign" language. In the first case, if the language being taught to read at school is essentially the same as that already internalized by the student during the school language learning period, then it is clear that reading teaching in the high school will be primerily concerned with giving the student a command of such supplemental refinements as additional vocabulary, more complex or stylistically restricted syntactical patterns, and of course other reading and writing skills.

In the second case, if the language being taught at school is other than the one in which the student has already acquired school fluency, then the teaching reading methods must of necessity be quite different: the major task would be to impart a command of precisely those kinds of basic linguistic patterns which were already known in the native language teaching reading situation. Furthermore, the fact that the new language learner has already internalized the basic behavioral patterns of another language, it means patterns which differ from those to be learnt, also means that the reading teaching techniques should take special account of the ways in which the differences between the native and the new language are liable to produce interference problems for the learner.

In the process of finding out about language behavior it sometimes happens that what has been generally accepted as a more or less uniform whole turns out to be in reality a conglomerate of related but empirically distinguishable linguistic systems. As it to be expected, linguists are

generally more aware of such divisions than are reading teachers, partly because linguists have a more refined technique for dealing with minute differences in language behavior, but also because the methodology of linguistic description is to start with discrete individual forms of speech, and to build up from them generalizations about the over-all pattern. Language teachers, on the other hand, have been part of a tradition which has started with the assumption of a more or less uniform whole, embodled, However, even for language teaching of reading this generalized view of language as a uniform whole is better left as a goal than as a starting assumption. Yet even linguists have on more than one occasion found that the data, once collected, have necessitated a revision of previously held views about a particular language.

Now it is necessary to illustrate how the linguistic characteristics of intra-language variation can have a direct bearing on the language teaching methodology distinction. Even though structurally, it is more like Spanish than English in its phonology, but more like English in its grammar and vocabulary, and in certain ways it is also syncretic and innovating.

From the language teaching reading point of view, in spite of striking structural similarities in certain areas such as in vocabulary, structural dissimilarities in other areas such as in grammar, have given rise to language learning problems of a type which are similar to foreign language learning problems, and hence render desirable the use of the foreign language methods in reading teaching.

With this conclusion established, it will be apparent that the development of more suitable language teaching of reading materials for special situations has to depend heavily upon the availability of good linguistic descriptions of those varietes of speech which are normally use by learners of the language to be taught. However, the educator who may be temped to look down on languages, should bear in mind that linguistic descriptions of them, far from being mer scholastic curiosities, can serve as a very useful basis for more effective teaching of the kind of language which he is deeply interested in getting the learner to use.

1.5 FACTORS INFLUENCING READING PROGRESS

There are so many factors which can influence student's reading progress that a much larger reading can be affected in its content. A mere list of influential factors is unlikely to provide useful guide-lines in our context. On the other hand, a broad grouping of factors may help to structure the pattern of influences and serve to illustrate that in each different approach there is an emphasis on the vital importance of certain factors, often to the neglect of other factors considered to be less influential.

Four broad groups of factors affecting the acquisition of reading skills are suggested relating to:
- The task itself and the ways in which it may be mastered
- The learner
- The teacher
- The situation in which the learning takes place.

The task

One group of factors concerns the nature of the task itself, definitions of the skill of reading and beliefs, and theories about how this task may be mastered. When the task consists of reading printed and written English, the alphabet employed and the complexity or simplicity of the accepted rules of English spelling represent important factors in the situation, as do the rules of grammar and the common usage of words and phrases in the

spoken language.

What one understands by "learning to read" and, consequently, what one is aiming at, introduces other factors into this group. There are various stages of learning to read, among these we can name the following: decoding in the very early stages, the structure of the word, the unity of the sentence. All these assumptions hold different views on the nature of the task itself, as well as on the way in which it might best be mastered.

Beliefs about the nature of reading are likely to lead to different practices for beginning reading tuition and so are the various learning theories proposed by psychologists. Each practice constitutes a new set of influential factors. Perhaps even more important is the fact that the manner in which tuition commences may not only spring form beliefs about the nature of reading, but may in itself be a potent factor affecting the kind of reading which results from the tuition.

The learner

This group of factors relates to the learner, it means the individual student who faces the task of learning to read the English language. In every class there will be certain factors common to some, if not all, of the students and other factor which are unique to individual students. The personal factors are more likely to show greater variations than the social

factors between students in the same group or class. These personal factors include physical, intellectual, emotional and personality characteristics. At a physical level, age, health, amount of sleep, eye-sight, hearing and hand and eye dominance may all be influential. Intelligence has long been accepted as closely correlated with reading attainment, as has development. At apersonality level, interest, motivation, persistence and preferred way of working all have bearing on learning to read in a foreign language. Adding to these there are revelant factors in the student's social background such as socio-economic and cultural levels of his parents, including their interest in books the extent to which they read, and their interest in the student's school progress.

"Family literacy, as evinced by measures of

reading and library membership". (1')

The Teacher

Just as each student is unique, so is each teacher. Both personal and social differences distinguish teachers from each other although, because of the selection procedures through which they have passed, there is likely to be a smaller range of differences between teachers than between students. Nevertheless, teachers differ not only in physical characteristics such as personality, ability, training and teaching experience. Also, a teacher's innate characteristics combined with her training and experience have led her to form certain opinions about education, about children and about reading. Her thoughts on these subjects cause her to believe in certain methods, to prefer certain classroom procedures an perhaps to have formed rigid habits of

(1)   SOUTHGATE Vera & ROBERTS G.R., Reading-which approach, pag 21, London, 1971.

teaching reading a foreign language. All these factors relating to the teacher have a great effect on her choice of a reading approach and ultimately on the reading attainments of her pupils.

The situation

Numerous factors present in the situation of helping the the student to read in English, are related both directly and indirectly to the teacher's choice of an approach to reading. Among the broader background features of the reading environment should be listed the type of educational institution in which the reading is to take place and the area in which it is located. At a closer level, physical features of the actual space in which the learning will be undertaken, such as the size of the room, the furniture and the space available for the movement of students are all relevant. The number of other students present in the teaching-learning situation, and the ways in which they resemble or differ from the student in question, also represent important factors in the environment.

The climate of the school and the beliefs of the teacher combine to produce, within this physical environment, a definite pattern of procedures. Thus a dynamic situation of which the teacher, the learner and the task are integral parts, comes into existence. Accordingly, not only the separate features of the environment but also their interactions within this dynamic situation constitute important factors influencing student's reading progress.

CHAPTER TWO

PSYCHOLINGUISTICS APPLIED TO READING

2. PSYCHOLINGUISTICS APPLIED TO READING

2.1 LINGUISTIC APPLICATIONS ON READING

In spite of linguists claim that the primary language function is speech, psychologists say that language is also used by people to communicate with one another in their social group. If teacher are to make reading an interpretative process for students and teach the skills to acquire meanings from the written form of language, they must know something of the nature and components of language.

There are eight general characteristics of language that have implications on reading for the classroom teacher once they are understood: Language is human; primarily oral; culturally transmitted; arbitrary and systematic; habit; personal; the language of a given group is neither good or bad nor right or wrong, it is communication; language is always slowly changing.

As reading is a thought process, next I will point out some assertions about the learning process; viewed by different professionals:

"The structural Linguists: They say that
sentence structure brings comprehension,
they attack the phonics and whole-word
method of teaching reading.

The Psycholinguists: Application of the
techniques and concepts of psychology
as applied to language development is
stressed by these theoriticians who
treat language as a thinking process.

The descriptive Linguists: This group
emphasizes the structure of morphemes
(combination of sound). Word structure,
they say, is important to reading". (1)

There are interesting facts about reading from the
linguistics, who should stimulate the teacher's thinking on
the subject. Adding to this, a person can read insofar as
he can respond to the language symbols represented by graphic
shapes as fully as he has learned to respond to the same
language signals of his code represented by patterns of auditory
shapes. Then, response requires understanding.

In recent years, as emphasis has refocused on the
essentially linguistic basis of reading and writing, increased
attention has been paid to theoretical work in linguistics and
the related disciplines of psycholinguistics and
sociolinguistics and a number of books have appeared on
linguistics and reading which offer a theoretical perspective on
the teaching of reading in a foreign language drawn from these
disciplines.

(1) .... Reading Strategies and Enrichment activities for grades 4-9. 1977

It is important and necessary for teachers of reading that is a value of serious study the language and the connection between the language the students use when talking and listening and the initially strange visual array presented by a written or printed text is central to a language experience apprach, and some students need considerable assistance in making this connection.

The concerns of linguists and teachers are different and this difference will be reflected in the way in which they think about language and language behaviour. Real students do not conform to idealized models constructed by the theorists, nor are the problems students encounter and with which teachers have to deal, necessarily those to which the linguists have given attention.

The implication of much recent psycholinguistic research on reading is that the main difference between reading and listening lies in the different sensory modalities employed and that what the beginning reader chiefly has to learn, therefore, is the correspondence between the two systems of representation. Hence the emphasis on reading for meaning, since it is assumed that, by concentrating on strategies developed for coping with spoken messages will help beginning readers to use cues that are already available to them and allow them to gain the meaning momentum which is essential for effective reading at any level.

The aims of linguists and teachers are essentially different. Linguistics is a descriptive science, where as in

the positive sense of the term, teaching is a prescriptive art. This is not to suggest that linguists take no interest in the applications of the theories they construct on the basis of empirical observations, nor that teachers will not make more effective decisions as a result of acquiring an understanding of the linguists theories. As Shafer suggests, if the theoretical knowledge is to be helpful, it must be carefully selected and restructured into an action oriented program. This also suggest that teachers should be theory-constructors too, but constructors of theories that relate directly to their classroom practice.

The relevance of linguistic theory, therefore, is a matter for the individual teacher to decide. In attempting to construct useful theoretical framewoks to guide the decisions teachers must make in planning appropriate learning experiences for the different studentsin their classes, teachers will want to build bridges toward a wide variety of information and explanation, including the linguistic sciences.

Teachers should interest in the main considerations helping students to learn to read in foreign language:
- Getting meaning from print: It is important to make sense of written language, using expectations derived from the text.
- Relationship between spoken and written language: Preference for working from larger units to smaller units, analyze the language, making comparisons between whole messages. Use of written material that draws upon the sort of spoken language.
- Purposes for reading and writing: Emphasis on finding genuine purposes for reading and writing and on developing appropriate strategies for different purposes.

Applying psycholinguistics principles to the act of reading is now prevalent in the literature and in theoretical discussion of the reading process. This perspective is different from the ones widely applied here to fore; thus significant modifications and different emphasis are required to transfer these principles to daily classroom instructions. Some means that have been effective in helping teachers in this procedure are mantained by psycholinguists and teachers who want to develop in the best way the process of learning to read in foreign language.

2.2 LANGUAGE ACQUISITION AND LEARNING TO READ

Learning to read is a language-learning task and should be seen as such if the underlying process of learning to read is to be understood. Robert Shafer has asserted that learning to read is a natural extension of learning to speak. He also believes that learning to read builds on the thought processes and learning strategies that the student has developed in learning his native language. These observations are confirmed with the suggestion that close parallels exist between the learning strategies used for the acquisition of language and the acquisition of reading. It also demonstrates that students apply these strategies independently if they are given the freedom to do so in the classroom. Results of building on the natural learning strategies of the student in learning to read have been positive.

Since students show themselves to be effective language-learners, it becomes particulary interesting to teachers of reading to examine the learning strategies which produce positive results and to consider whether they can be fostered in learning to read, a task which involves both thought and language.

Linguists have gained insights into the learning strategies of students by making careful observations of student behaviour. It was found that students do not passively receive and imitate the language they hear but actively select and restructure those parts of speech which have meaning to them. In cognitive

development and overall learning style, aswell as in the development of language, students take active roles, scanning whole language and abstracting parts, moving from gross processing to fine, from global to specific.

The first pattern students abstract is that of rhythm or intonation. The melody of language is the first pattern students use in progressing toward fully developed speech:

"A linguist or careful observer can actually

detect the intonation a · baby is imitating

while still at the babbling stage". (1)

It is also the concrete meaning as students understands it in the context of daily life, that guides language development, not sounds in isolation. Modeling and feedback of complete units of meaning guide students learning; they listen to a flow of · language not individual words or sounds.

"Individual efforts are accepted positevely.

There is no criticism of immature language

structures". (2)

Students know that many factors influence the meaning of oral language. The context of everyday settings invites them to create sentences of their own to deal with new situations as they arise. There is an atmosphere of trust and positive regard for their efforts. There is ample opportunity to observe language as a natural means of communication and to select those parts from the whole language with· which the children are ready to deal. Students direct the course of learning themselves,

(1) SHAFER Robert E., Applied Linguistics and Reading. pag 16, Delaware, 1977.

(2) Ibid. . . 17

based on the activities and concrete situations in the home. They apply the rules of language which they themselves have abstracted without conscious awareness.

In contrast with the preceding assertion, students do not perceive the patterns of sounds and rhythms presented as being regular. In both their oral and written responses there is an insistence upon complete s'atements, and students are asked to explicit how they arrive a an answer. The curriculum indicates at what point new material is introduced and students are expected to build skills through step-by-step lessons on the components of written language. Speech is an intuitive skill in the sense that users of language are not consciously aware of the rules they apply or the component parts of speech they manipulate.

In the same way, a structured approach to reading leaves little room for spontaneity. The amount of material is highly limited and often presented without the aid of context or concrete referents. Also, there is little or no fluent reading in class in order to provide a model of normal language intonation. Unless students are read to in their homes, they have no guide to tell them what reading is all about and what it is they are trying to learn to do.

During oral reading in the classroom, individual efforts are corrected as and when needed. Accuracy is stressed and pupils are referred to rules of language to aid them. Even if it is not said in so many words, the message that they are

reading is communicated to them. By insistence upon one or two means of recognizing written language, students become inflexible in their approaches to understanding written texts: an inistency upon accuracy in reading further curlails students willingness to test their own learning strategies. The message implicit in such a curriculum is that students owns approaches to learning cannot be trusted. The requirement to have reference to rules further undermines students' own intruitive learning strategies in the reading process.

A great variety of reading material is needed to supplement any basal or core reader. Explicit rules applied externally do not aid the reading process. Students will generate their own rules, much as they did when learning to speak, if given the opportunity. According to teacher observations, children's eye spans actually increase once they are no longer asked to focus on letters and their sounds.

At this point it is important to keep two points clearly in mid: 1) The aim of reading instruction is to have students read for meaning, and 2) Students must find meaning, using patterns of language.

2.3 LANGUAGE AND READING

As we have noted before, reading is a form of communication such as language, then is obvious that an understanding of the process learning to read should be preceded by an understanding of the total language situation and the use we make of a foreign language, not only as communication art, but also as the vehicle of our thought processes.

> "It has been said that the formulation of
> language is mankind's greatest
> accomplishment; yet, as far as we can
> ascertain, from the very earliest times
> men have been able to communicate in some
> form of speech". (1)

The invention of language presented in a written form was yet another immense step forward in man's progress. Before this innovation, all information had to be passed on by word of mouth. Stories, facts, and the accrued wisdom of any one generation depended on it being memorized and transmited through speech by each succesive generation to the following one. This, out of necessity, decreed that human progress would be slow, facts were often distorted and discoveries and invention were sometimes lost to future generations.

With the advent of written language the keeping of permanent records became possible and the storehouse of human experience was increased. No longer was the communication of knowledge limited to a small group of contemporaries; now a

(1) MOYLE Donald, The Teacher of reading pag 21, London, 1972.

man's work could be transmitted to a wider audience both within and beyond his own generation. More than this knowledge could now be communicated more fully and with less likelihood of inaccuracy and misinterpretation.

In short, writing is the process of presenting speech in a more permanent visual form and therefore reading can be looked upon as the reverse of this process, namely, turning the collection of symbols seen upon a piece of paper into "talk", or in the case of silent reading, into an image of speech sounds. This in English means gaining the ability to read from left to right and from top to bottom of the page, the recognition of letter symbols and their grouping into words.

> "The reader is called upon to make an active
> mental response to the content of the
> passage read". (1)

Then, the reader is called upon, not only to understand the message of the author, but also to reflect upon it, assess its value by comparison with previously concepts and finally to reach out in imagination to new realism as a results of the stimulus of the text. It is suggested that if the students learn to use their reading in this way they will not be in danger of losing their individuality under the pressures of modern mass media, nor will the progress of mankind as a whole be stunted.

Donald Moyle reviews a teaching method with the purpose of

(1) MOYLE Donald, The Teaching of Reading, pag 76.

analysing which will be most helpful to gain a growth of "responsive" reading. It would seem correct that the mental processes included in this type of reading are separate from the act of reading itself. However, we must also consider the uses to which reading is to be put in any analysis of an approach to teaching techniques. If we wish the students to read with understanding, to evaluate and also to think creatively as a result of their reading, must we not encourage these skills from the very beginning. The student must see a purpose in and gain enjoyment from reading in the earliest moments of instruction. The mastery of word recognition is a lengthy process for the student and if he does not experience enjoyment in the medium from the earliest stages he will lack the motivation to use the skill at a later date .

If reading is about the interaction of ideas between author and reader, then the student must be encouraged to read in such a manner from the very beginning. He should also see how useful the skill is in the real world by being placed in situations where reading is essential to the completion of the activity. In other words, he should read for a purpose, to fulfill his needs. When this happens the student will see reading as relevant and essential to his daily life.

It is interesting to point out that a language is not the collection of all sentences that have ever been used by its speakers. A language includes as well all sentences that might be used, in fact an infinite number of possible sentences. It is because one has mastered the rule system by which sentences are constructed that one can deal with new sentences never heard

before and outside one's own experience.

Concluding, the requisite information that students need in order to learn to read clearly depends on the nature of the written systems of their language. English has an alphabetic orthography that relates to the sound structure of the language. The prospective reader will need to know the alphabet and will need help in beginning to relate spellings to the pronounced form of words.

Language learning in students is a process of active construction. What he hear to his teacher and in the environment will help him to develop a rule system which enables him to produce and understand new sentences that have never been uttered before.

2.4 THE ABILITIES AND SKILLS INVOLVED IN THE PROCESS OF LEARNING TO READ

Learning to read is a complex cognitive task demanding a high level of integration and maturity of a wide variety of abilities and skills. It is extremely difficult for a person to analyse what he is actually doing when he reads for the process has become so automatic and speedy in the proper language, nor can the person remember what steps he took and what difficulties he experienced when he first learned to read. Then, the person cannot give an account of the intricate system of sensations and perceptions which appear to take place during his own reading activity.

The manner in which reading takes place will vary according to the type of material being read and the purpose for which it is being read. The material and the purpose, therefore, suggest certain a pproaches to the individual reading task which will be more economical and efficient than others.

The reader must achieve virtually simultaneous processing of three broad areas, namely, and appreciation of the ideas or information expressed, the interpretation of the sentence patterns expressing such ideas or information and the recognition of the words within the sentences. When any of these three areas of activity are absent only part of the reading process in taking place. From the beginning of reading the student should be provided with materials which are meaningful so that he may acquire the habit of using all the

clues available to extract and consider the content expressed.

The recognition of words has often been examined in isolation from meaningful context. As a result there has been a concentration upon the ability of the beginning student to recognize small complex letter shapes, the size of the fixation span the ability to analyse and synthesize the visual and sound components of a word. The student can, and should, emply his knowledge gained from oral language of the probabilities of certain words or types of words occuring and his understanding of the idea being expressed. That is why Donald Moyle terms reading as "a psycholinguistic guessing game".

The student should being reading on the recognition of an unknown word by checking the idea being expressed in the sentence and seeing what the unknown word means. In the early stages of reading, context clues can very often be extracted from the illustrations in very much the same way. The use of context alone is, of course, an inadequate approach to word recognition, for usually there will be more than one word which has the required meaning.

The student must be able to link sound to the printed word and he should reach considerable knowledge of English grammar, it means that grammar structure is according to level of knowledge and the reading materials are under these conditions.

The grouth of ability to recognize words with accuracy is

dependent upon the student realizing the essential order of letter whitin a word. This realization will only come when the visual stimulus and the sound value of letters and letter groups are aquated.

The abilities involved in the process of learning to read can be summarized in the following:

- Intelligence: Most people would agree that there is present in every individual an ability which enters into all taks. It is impossible to know the true extent of this ability for any test we can devise to estimate it will inevitable have to draw its result via activities which will involve environmental and emotional factors.

- Lanquage facility: When fluency in reading is attained the student can use his ability to interpret context in order to enlarge his vocabulary and understanding but until this point is reached, his reading material must be constructed from words which are within his own spoken vocabulary.

- Visual abilities: The importance of visual abilities to the reading process cannot be overestimated.
  If students do not have good visual abilities, then they can confuse letters or words with other similar and, of course, these factors can influence in reading progress.

- Physical factors: Any illness or incapacity which results in long absence or intermittent attendance at school will usually

lead to retardation. Such retardation, however, will be of a general nature rather than a specific nature, and therefore, the teacher will need to keep a very watchful eye on any such students to be found in his class.

- Environmental influences: It is very important and helpful to language development a stimulating atmosphere at home where the student can study and analyse his progress in life. The places where schools are located are other important factors influencing the process of learning to read.

- Emotional factors: They seem to allow a division into two types under the deading of attitudes to reading on the hand and general personality problems on the other. There are some students with gross emotional problems and many who have little interest in reading, rarely reading unless directed to do so, whose reading progress has always been satisfactory. Motivation is one of the most important factors for learning to read. This process demands concentration and interest over a number of years before real fluency in the medium is achieved.

In this way, the most important factors were explained; all teachers should bear in mind these aspects of the process of learning to read in foreign language, which become an indispensable tool in our secondary schools.

2.5 INTEREST AND MOTIVATION ON READING IN ENGLISH

Motivating forces that channel attention and energize action stem from interest. A good teacher capitalizes on interest to stimulate reading. Teachers have often whished they could administer motivation pills to their students. But it is doubtful that a solution to the problem of motivation will ever take capsulated form. What proves effective for one pupil may not work with another. A technique used by teacher X may be ineffectual when tried by teacher Y.

In this sense, the techniques to be used should be study deeply, this study should be according the group, it means environmental and social factors which influence in the educative process.

Motives are conditions within the organism that cause it to seek satisfaction of need. The basis for the condition is obscure, generally speaking, since the real motivation a given student has for a specific learning objective may not be the same as the teacher suspect itit to be. An intrinsic motive to learn something may not be as strong as the extrinsic motive the student established at home, or as strong as his many psychologiccal needs apart from his intellectual growth.

Motivating students is a complex, involved process for teachers and often leaves them baffled when their plans go awry. Since there will be no one way to motivate every student, the

student, the teacher must seek ways to cause each student to set his own goals, both immediate and mediate.

There are some suggestions which will help students and teacher to make a better reading in English:

- Avoid material that is too difficult: Students become discouraged when books introduced are too difficult or too lengthy.

- Provide pupils with a knowledge of results: Progress charts can be designed by students to provide dramatic evidence of growth in vocabulary development, comprehension. Shelf-competition should be encouraged.

- Employ games: Games are motivation and can turn needed drill into enjoyable activity.

- Choose materials that have appeal: Many highly interesting and motivating materials that are instructional boons to teachers are ecountered in everyday life.

- Employ paperbacks: Paperbacks have many advantages. They are inexpensive and, unlike hardcover books, are not associated as readily with study, examinations, and other unpleasantries.

- Do not forget comic books: Special among paperbacks are comic

books. They can do much to nurture a student's inherent desire to read.

- Introduce sustained silent reading: Silent reading has proved successful in motivating students of all ages to read silently for relatively long periods of time.

In selecting any activity for a class project, teachers should have in mind the purposes and also what purposes will make sense and be acceptable to students. The failure to show relevancy to real life situations has resulted in schools as a separate world for many young people. It becomes a duel between what the teacher demands and how little they can get by with and still make passing grades.

CHAPTER   THREE

EDUCATIONAL   APPLICATIONS

3. EDUCATIONAL APPLICATIONS

3.1 EDUCATIONAL CONSIDERATION FOR TEACHING READING IN ENGLISH

There are many educational considerations about this matter, one field, composed generally of psychologists and educators, has tended to view the language of the students as defective. Other camp, composed mainly of linguists has viewed the language of the students as a different yet highly structured, highly developed system.

Then arises a question, can language be a fully developed, complex system (according to the linguists) and yet still be cognitive deficits (according to certain psychologists). Or to put in another way, can these students have speech and language problems that affect communication that are not related in official study programs.

Those psychologists who wish to believe that there is a such a thing as a fully developed different system that produces cognitive deficiency in learners of reading in English, should be taken out the beliefs of linguists to complete a work which need both psychologists and linguists.

The researchers who concerned themselves with applying the

restricted and elaborated thesis to explanations of cognitive
impairment in young students not only relied heavily on
superficial structural differences in language production
between beginning students but also these same researchers
failed to deal with the sociocultural variable and the role it
might play in language production.

Those researchers who would feel that language styles can
be hierarchically distributed with more elaborated steps
indicating more complex thought will first have to deal with the
matter of equivalences across steps. The absence of such
discussions in the literature, along with the fact that there
has been little demonstration that the presence of certain
linguistic forms and usages impair cognitive ability makes it
quite clear that the deficit model connot be applied in relation
to cognitive ability and language style.

Indeed, the fact that the language structure and style is
different in the foreign students from that of the students who
know the language serves only to indicate that the tests that
beginning students are given initially cannot be used as
measurements of potential so much as evidence of what foreign
students know about the new language.

Nonetheless, the differences in language structure and
usage can be handicapping to beginning students when they are
expected to operate in a system that demand the use of English
structure and style. This language difference will create a
problem in terms of oral communication with other students. But

the scope is even broader, the success in educational programs may be hindered because interference from the different linguistic system can cause difficulties in the process of learning to read in a foreign language.

3.2 IDENTIFYING THE ROLE OF THE TEACHER

The secondary reading teacher's role is to increase the reading skills of students. Classes should be offered for students who have ample reading skills as well as for those who have few reading skills. Many authorities believe that unless reading skills that are taught in the lower courses are reinforced in the higher grades, reading skills of the weak reader will not increase and may deteriorate.

The reading teacher should:

- Diagnose each student's reading skills to ascertain the grade level of the material that the student can read.

- Diagnose each student's reading skills to determine from a total list of skills, which specific ones have been mastered.

- Be aware of the reading demands and teaching strategies of the content areas so that these skills can be highlighted and reinforced.

- Provide instruction in these skills at the appropriate level of difficulty.

Teachers should see their role as that of assimilating the

theories provided by the linguists, psychologists, and other researchers in order to apply these theories in their teaching if it is possible and also they should be less dependent, constructing their own theories of reading and learning to read, and giving some of their ideas to suggest the study of languages in which they had engaged.

The job of the teacher is to set up tasks in order of difficulty levels so that they can be carried out successfully by students, see that they carry them out, and guide toward less and less teacher support by student internalization. If she helps with developing language as a cognitive tool by improving vocabulary and problem-solving techniques, then she is helping students to expand, develop, and use their thinking capacity.

As a teacher, she must also present students with reading situations where they experiment with ideas, ask questions and seek answers, manipulate things and ideas, reconcile what they find at one time with that of another time, and compare findings with those of others. An atmosphere where pupils are free to think and evaluate, to learn to have the strength of their own convictions, and the courage to deal with ideas, quite the end products being the ability to examine hypothesizeing situations. Knowing is a process, not a product, the whole brain works together to get the job done. Disturbance in one link affects the process of choosing from among unanticipated combinations those patterns which have significance in reality. If interest in a task requires an element of uncertainty, learning requires a disequilibrium to be created, then satisfied, and genius must go back to a student's creativeness to create, then how

important the job of teaching reading as a thinking process.

Teachers will also have to learn something of foreign language teaching techniques to aid them in preparing materials for representation to students, and some of the evaluation procedures of speech therapy to help them in asseing their effectiveness and the student's progress.

Training of these teachers must also include discussions of the language arts curriculum so that their new knowledge can be applied to making changes in material and presentations that will aid in teaching reading skills.

3.3 EXERCISES FOR IMPROVING READING COMPREHENSION

There are several aspects which are essential in order to achieve reading comprehension among those I consider the following: a) Syntactic aspect; b) Morphological aspect.

The syntactic study and morphological study have been designed in order to help the students guess more accurately at the meaning of unknown words or unclear statements.

The main aim behind a morphological and syntactic previous review of certain requisities for a certain level of proficiency, is to ensure that every student finds himself in the same condition or the rest. That is, the teacher can be certain that the whole group starts out in the same learning condition, having reviewed the essential pre-requisites. The morphological and syntactic structure to be covered should be established according to the level of proficiency of the group of students.

3.3.1 Syntactic Aspects

At an intermediate level of proficiency there are some syntactic structures regarded as a pre-requisite. Therefore at the beginning of the course a careful review of basic aspects was considered to be essentially fulfilled before the actual reading started. The main syntactic structures previously

discussed were:

- Review of the verb To Be
- Review of the most common irregular plurals of nouns
- Review of prepositions. The use of: in, on, at, around, between, among.
- Analysis of the use of adverbs of frequency such as: never, seldom, often, usually, sometimes
- Review of other verbs than To Be in the present tense.

. Among the syntactic structures, these were the basic aspects considered and analyzed at the beginning of the course. The students would go from simple simplified short paragraphs in their texts to short stories given impressed, hence the aim behind this syntactic study was to provide the students with a basic review of necessary requisites for acquiring reading comprehension during the course..

3.3.2 Morphological Aspects

A preliminary morphological study was considered a helpful device which provides the students with tools for decoding words for efficient reading. The morphological study for this particular course included a review of word derivation through the basic affixes. The main purpose for the study of word formation through prefixes and suffixes was the student's need to recognize words.

After following the process of word formation, the new words were put into a context so that the student would perceive how a particular word is used and the part of speech it belongs to. At first the examples were given by the teacher; after a close analysis of them, the students were encouraged to make their own sentence and discuss it in class.

Here is a series of examples to illustrate how the morphological review was carried out.

FILL IN THE BLANKS WITH THE PROPER WORD:

1. A person who sells an apartment is a ....
    b) Without hope is ....
    c) He told the little girl an .... story, so she felt tired and fell asleep.

2. Answer the questions:
    a) What is something one can use? ....
    b) What is a story that you can believe in? ....
    c) Something that one can wash is ....

3. Provide the missing word:
    a) dark   (adj)   darkness   (noun)
    b) ill   "   ....   "
    c) useful   "   ....   "
    d) real   "   ....   "

The students were asked to recognize these words in sentences.

3.4 DETERMINING IMPORTANT KEY WORDS AND PHRASES

An author suggested that a reading method might be more helpful for a student of a second language rather than for a native speaker. There are five basic steps to be followed in this particular method: Survey, Question, Read, Recite and Recall. This method is known as the S.Q.3R reading method.

The students are asked to survey through the material first. There is always a picture with a comment related to the reading that is always the first glance to the reading passage the student has: the reading's title, the picture and its comment. From the picture we try to rise expectations and there is a brief previous oral discussion as an introduction to the reading.

3.4.1 Determining the main idea

The idea of survey is also kept in order to determine the main idea of each paragraph. During the first lessons, the students are asked to underline the principal thought of every paragraph. Later on, the students are asked to write a simple statement stating the main idea of the paragraph and of the reading itself. These exercises should held in every lesson up to the end of the course. The aim is to create a habit in the student to look for the important thought being discussed in a reading.

The following steps (Q.3R) were considered in order to develop the different sections of a linguistic approach. However, when determining the important key words and phrases, it is very important to develop and acquire speed efficiency.

3.4.2 Read and look up exercises

This is a well known activity in the teacher's world. The way in which it has been used is: The student reads in silence a statement; then he would look up and tell the rest of the class what he had just read. The student was not allowed to read when replying. He had to recall the information read and tell it to the rest of the class. He did not necessarily have to use the exact words from the text.

The purpose of this exercise is to develop the student's ability to read acquiring reading comprehension and to develop his ability to recall the information he has just read. Another advantage of this activity is that the student learns to be less dependent on the text itself.

This is also a successfull activity among elementary students. This exercise at the beginning was rather difficult for the students to "read and look up", after sometime this activity was successfully held, amusing and challenging.

3.5 IMPROVING READING SPEED EFFICIENCY

3.5.1 The eye movement process

The first important and approach followed to explain and improve reading speed is a clear explanation of the eye movement process for reading, especially when one is dealing with young students. Once the student has learned about the process and he is conscious about it, he will endeavour not to look backwards very often.

During the first reading class, it is clearly stated and emphasized that our eyes do not move from left to right, down a line, from left to right again, and so forth, as it is always assumed to be.

The students motivation and interest also increase since they like to know the importance or reason for learning a given aspect.

3.5.2 Word and phrase recognition exercises

a) Word recognition exercises:

The second approach to improve reading speed is to do

several exercises on word recognition, phrase recognition and "read and look up" exercises.

1. Find the word as the key word on the left.

   Glamorous: a) glamour   Stutter: a) struggle

              b) grounded   b) stubby

              c) glamorous   c) stubborn

              d) quotation   d) stutter

2. Find a synonym of the key word:

   taken out: a) extracted   Wild: a) properly

              b) relaxed   b) savage

              c) inquired   c) domestic

              d) behaved   d) remote

3. Find an antonym of the key word:

   remain: a) return   refuse: a) help

             b) walk   b) feel

             c) leave   c) accept

             d) jump   d) speak

4. Mark the word that are <u>not</u> related in any way to the key word:

   bed: a) milk   school: a) teacher

             b) blanket   b) desk

             c) sheet   c) dogs

             d) pillow   d) student

5. Mark the words that are related in some way to the key word:

friend: a) love   farm: a) city

             b) grocery   b) rain

             c) shoe   c) plant

             d) rise   d) land

All the vocabulary is known by the students. The exercises must be done as quickly is possible.

The purpose of this exercise is a quickly recognition of the words; it is not to broaden the student's vocabulary in any way. The time the students would spend on each exercise must be limited. The time limit was determined by marking a fluent English as a second language speaker do each exercise and taking consideration the time spend on each one.

b) Phrase recognition exercises:

1. Mark the phrases in colum B which are the same as the ones in colum A.

A	B
a) up to date	a) up to the date
b) write the letter	b) write the letter
c) take a picture	c) take the picture
d) your favorite colour	d) your favorite colour

2. Mark the phrase in colum B which are different from those in colum A.

	A		B
a)	start out with grace	a)	start with grace
b)	plenty of energy	b)	plenty of energy
c)	these are no large stores	c)	these are no large stores
d)	can't understand it	d)	cannot understand it

3. Mark the phrases in colum B which have the same meaning as those in colum A.

	A		B
a)	take it easy	a)	it is a good idea
b)	I don't understand	b)	I do understand
c)	but it hurts	c)	and it hurts
d)	is a mayor handicap	d)	is a great handicap

4. Mark the phrases in colum B which have different meaning from those in colum A.

	A		B
a)	Can you hear well?	a)	Did you hear well?
b)	A brilliant student	b)	A very intelligent student
c)	He really likes candy	c)	He loves candy
d)	Is it a good idea?	d)	It is a good idea

5. Mark the phrases in colum B which are related in some way to those in colum A.

A	B
a) open the door	a) here's the key
b) set the table	b) take the plates
c) I'm still sick	c) take care of you
d) It's fix dinner	d) They are new products

These exercises help to increase the eye span and give practice in reading units. First as the word recognition exercises, the phrases are simple enough to be within the students vocabulary since they are more complex than the word recognition exercises, they were practiced after working with word recognition for a while. The time given was also limited. The time limit was determined in the same way as for the word word recognition exercises.

CHAPTER FOUR

CONCLUSIONS AND RECOMMENDATIONS

4. CONCLUSIONS AND RECOMMENDATIONS

4.1 CONCLUSIONS

The most important conclusion we can arrive at, is that reading can be dealt with as an activity with a value of its own. Many teachers will argue that reading is a skill that cannot be taught since it is an ability that the student has acquired. It is true that when teaching reading in a second language, the student has to transfer his reading skills from the native into the target language.

Nevertheless, the teacher can help the student to improve his reading abilities in different areas. The student needs help because every language is unique.

From the results obtained, we can also see that the teacher can deal with the teaching of reading without diminishing or deviating his attention from the other basic skills. The results obtained as far as communication is concerned, have not decreased. We can even see that if we handle reading as an activity with a value of its own. Therefore, when reading is taught with psycholinguistics help, it contributes to the development of the other skills.

Some specific conclusions are the following:

1. Psycholinguistics is an aim that can help very much to any teacher in teaching reading in English, because both psychology and linguistics have important mechanisms that can help to any student in specific circumstances. Even more, if we consider these together as many investigators and psycholinguistics have done, we can find many aims to help teachers and students in teaching reading in English as foreign language.

2. The reading process is another way to learn more languages. If any child began to read in the early age, he would be able to acquire a new language easily. Related to our context, students who have facilities to obtain literature in English, are open to learn more languages because they see the necessity of this aspect in today's life. Adding to this, is communication very important for the students, written communication is one of the most difunded way to know other cultures and researchers which will help us in any way.

3. The bilingual child needs a special treatment to learn to read in both languages at the same time. The methods used by teachers and the cultures involved in this process are fundamental. Our students must be treat as bilingual in the sense that special techniques must be applied, specially in teaching reading because pronunciation is different in English.

4. Language acquisition is a parallel process with that of learning to read. If we add that learning to read is a natural extension of learning to speak, then we are asserting that these processes are natural and should be treat as such, with comprensible methods and many reading exercises. When students are learning a new language orally they should be reinforced with written exercises so they also will learn to read naturally.

5. Written and spoken languages are the basic elements in the reading process; then psychology and linguistics are joined together to help even more in learning to read. Writing is the process of presenting speech in a permanent form. Reading is decoding written words, then both writing and reading are essential parts of communication. The reading process with psycholinguistics help become an interesting way to learn.

6. All the abilities and other resources the child has in his infance are prevalent in the reading process through all his life. The way in which these abilities are encamined is fundamental in the future, the education a child has in his home is important, the motivation parents give in the primary school is present later.

The resources applied to get the optimus results in any field are things that the child keep through his school years; if they are good the student will supere any problem, if not teachers and parents must solve the difficulties. Then, parents are called to introduce the child in education, this job should be done since the born of the child.

7. The teacher must give a great motivation and he must mantain all the student's attention through out reading; any psychological aim must be taken from experience and students age. The techniques used, the reading material according to the students age and interest will motivate them even more. If the students have responsabilities in the class, with the subject, such as preparing materials for the next reading class, the results will be the best.

8. The role of the teacher is to be a good friend and he will try to help his students when they need, these needs can be proffessional or personal. In each case, the teacher is the best way to solve problems. Besides, he should not forget his functions as educator, going with the students step by step until they get the knowledge and the purposes of education. The teacher must be present in his reading class motivating and solving problems in any special situation.

9. The ability to read is based upon the ability to speak and involves other abilities of the same skill. In the same way that language acquisition is done, the reading processes can be developed because these processes are joined together. Then the abilities developed in learning to speak can be extended to learning to read. The abilities involved in these processes should be developed in kindergarden or in primary school where children are expected to learn easily.

10. The application of psycholinguistics on the reading process can be adapted to any learning level and to any age. It is important to bear in mind the pronunciation of the English learner. The students investigated are in the fourth course, and they have different interests than the students in the first course. Each group has specific interests according to the age, then the teacher should adapt the reading classes going on these facts. Psycholinguistics applied on reading has many ways to develop the learning process in accordance with the level of knowledge and the age. The materials used and the methods and techniques are essential in the students progress. Another point is the difficulty in pronunciation which students have at any level of secondary courses, the teacher must study new techniques applied to bilinguals in the process of teaching reading in foreign languages.

4.2 RECOMMENDATIONS

The following recommendations have been taken from the reality the students show during this investigation. There are many factors that influence in these thoughts, but I think the most common points we need in our education, for our students, now. Changing some aspects, the teaching-learning process would reach more young people who need a realy education. Even more if we are talking about a foreign language which needs more attentions than it has now.

1. The teacher has to develop his own method, according to the present student's need, and according to the context. The creativeness of each teacher has to be developed to apply his own method, bearing in mind the necessities of the student, the social group, the motivation the students have and the level of English acquisition. There are many formal methods which have been investigated and experienced, but if the context is not the same these methods were applied, the results wont be the same because the kindness of the group is different and the surrounding aspects are too.

Even, in the same school, each group is different, and new methods and techniques must be seeken to reach the best results.

2. Official Study Programs must have in their contents and
   for each level something about reading because the
   majority of students cannot read until they graduate
   from high school. In the current Official Study
   Programs there are short readings in their contents,
   but they are not enough if we want to increase the
   reading process through high school. At least once a
   week should exist a Reading Class, specially in the
   Basic Cicle where students need more incentivation
   about English because they are beginning in this study
   formally. English as a whole must be evaluated taking
   the following parts:

   - Grammar structure
   - Writing
   - Reading
   - Vocabulary

   If we take these parts we would reach more than the
   students learn now, with the current Programs. The
   results of this investigation can show the
   efectiveness of teaching reading in a parallel form
   than writing and grammar structure and vocabulary that
   are the principal skills of the language.

   Besides, if we consider the importance of reading, it
   would help the students very much if they learn how to
   read, just not for meaning, but solve problems and also

to understand the reality of other cultures.

3. It would be a good idea to incentivate the use of
    English in primary schools, then students will acquire
    reading in English and Spanish at the same time, so
    they won't have big problems in learning to read in
    both languages. While the student is younger, he has
    more facilities to learn, the abilities are prevalent
    during more time; then if the student begins learning
    English and Spanish in prekinder, he would learn to
    write in both languages and speak in English because
    Spanish is already known. With appropriate materials,
    students will acquire English easily and the process
    involved in these activities will be natural.

    At last, English should be obligatory in Primary
    schools so when they arrive to Secondary, they would
    have bases to develop the teaching-learning process in
    English in the best way.

4. Specialized literature is necessary to have in
    libraries or centres of languages in secondary schools.
    Regulary, in our schools there are not literature in
    English, there are only text books commonly used by
    teachers. If each school would have a specialized
    library with literature for teachers and students, our
    education would be better. Few high schools have small
    laboratories to help the students with the

pronunciation, but the period of its use is limited and the students do not have freedom to use them.

To learn a foreign language implies constant exercitation, for this purpose the schools should have libraries with books, booklets, magazines, etc. all to motivate reading. In this way, students would learn to read quickly, but teachers also would have to increase their knowledge about the subject.

5. Comprehension tests must be introduced as a way of evaluating knowledge and procedures of teaching reading in English as a second language. If we see the Official Study Programs, reading is not evaluated during the course, then it is necessary to point out the importance of reading and of course, the necessity of its evaluation. Comprehension tests are the best way to evaluate reading, if we introduce this kind of evaluation, we are also giving importance to teaching reading and also we are increasing the knowledge of our educational procedures about this subject.

ANALYSIS OF THE RESULTS

In this part a close analysis of the results obtained by the experimental group will be done. The means to carry out this comparison and contrast has been the First Period Exam and the Second Period Exam provided by Colegio Nocturno Simón Bolívar, in the fourth course. The First Period Exam was taken without applying any method, developing the conventional method. Then, the students carry out a new method, applying Psycholinguistics helps in teaching reading in English as a foreign language, the time this process was carried out was two months, then the Second Period Exam was taken.

A very important and critical aspect of this study is to evaluate the proposed method through an analysis of the results obtained in the First Period Exam and in the Second Period Exam (see annex B). It might not be the best way to evaluate, but as it was formerly mentioned, it was an objective means of doing so.

During this time, the students took once a week a reading class with the exercises attached in annex A, they used the text book "English for today" Book Two. Other materials as magazines and short articles brought by the students were also used in these reading classes.

In order to have a clear illustration of the results obtained, there are charts with their corresponding arithmetic

mean and an average of the scores obtained in those exams. Separate charts have been prepared to illustrate the validity of the method. Therefore, we will have charts for listening comprehension, grammar, vocabulary, reading and writing.

The experimental group is about 40 students, they correspond to the night section so there is a varied group, some are young and some are adults, but I think this variation doesn't interfere in the results because all the group studied going on a determined process.

Each part is graded in four points, then the horizontal line corresponds to the notes. The vertical line corresponds to the frecuency. Also there is a general analysis of the notes obtained during the application of the method with the respective graphic.

1. LISTENING COMPREHENSION

The students got the following scores in this part of the exam:

FIRST EXAM

x	f	x.f
1	5	5
2	16	38
3	12	36
4	5	20
	40	99

$X = \dfrac{99}{40}$

$X = 2.47$

SECOND EXAM

x	f	x.f
1	2	2
2	5	10
3	17	51
4	16	64
	40	127

$X = \dfrac{127}{40}$

$X = 3.175$

These charts show the variation that exist between the First Exam and the Second Exam, this variation is 0.705. It represents a significant advantage to the Second Exam.
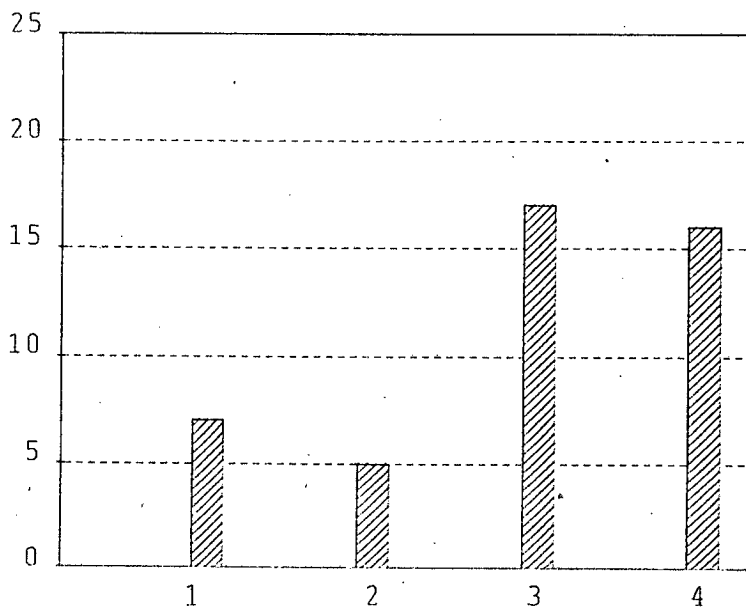
CONCLUSION

The students better their notes during the Second Exam because they understood the new method applied on reading classes. So, their listening comprehension is greater now.

1. LISTENING COMPREHENSION

FIRST PERIOD EXAM
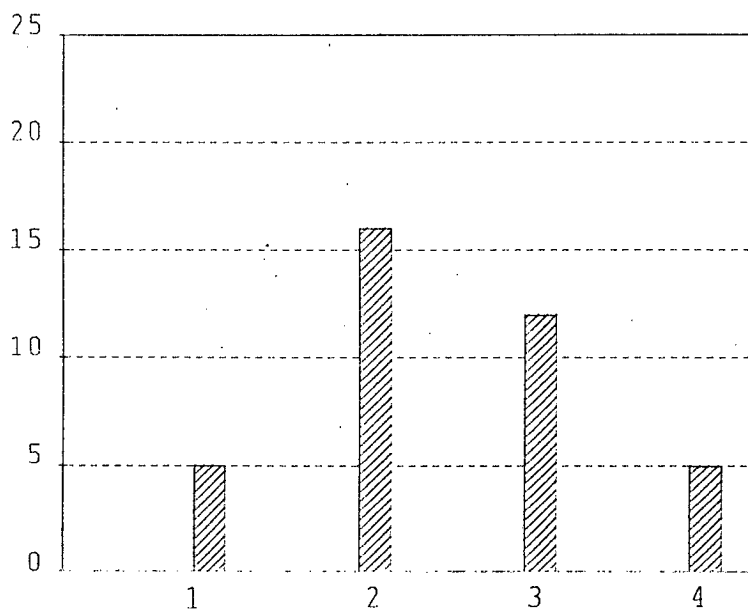
SECOND PERIOD EXAM

2. GRAMMAR

In this section, the students reach the following notes:

FIRST EXAM

x	f	x.f
1	7	7
2	17	34
3	13	39
4	3	12
	40	92

$$X = \frac{92}{40}$$

$$X = 2.30$$

SECOND EXAM

x	f	x.f
1	3	3
2	7	14
3	16	48
4	14	56
	40	121

$$X = \frac{121}{40}$$

$$X = 3.025$$

The variation between the First and the Second Exams is 0.725. It represents an advantage to the Second Period Exam.
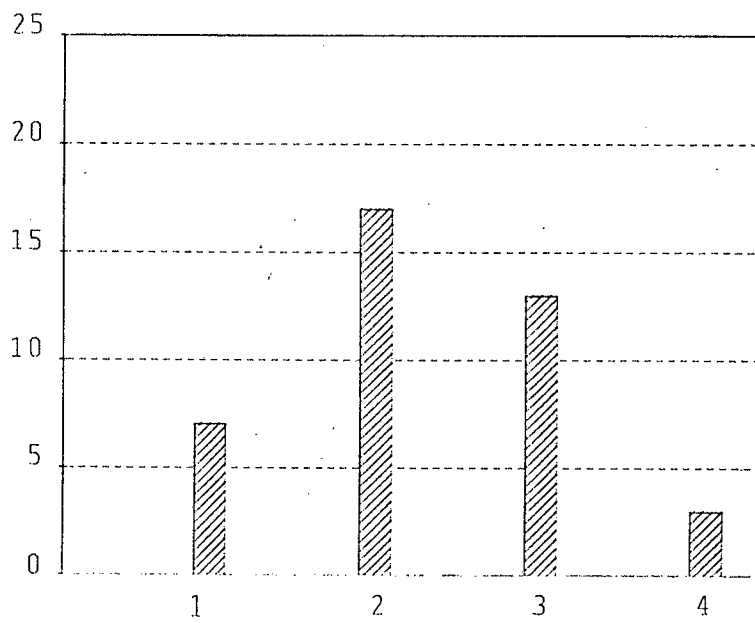
CONCLUSION

The students of the fourth course improve their scores in 0.725 points. This fact represents that the new method is also valid to teach Grammar during the reading classes.
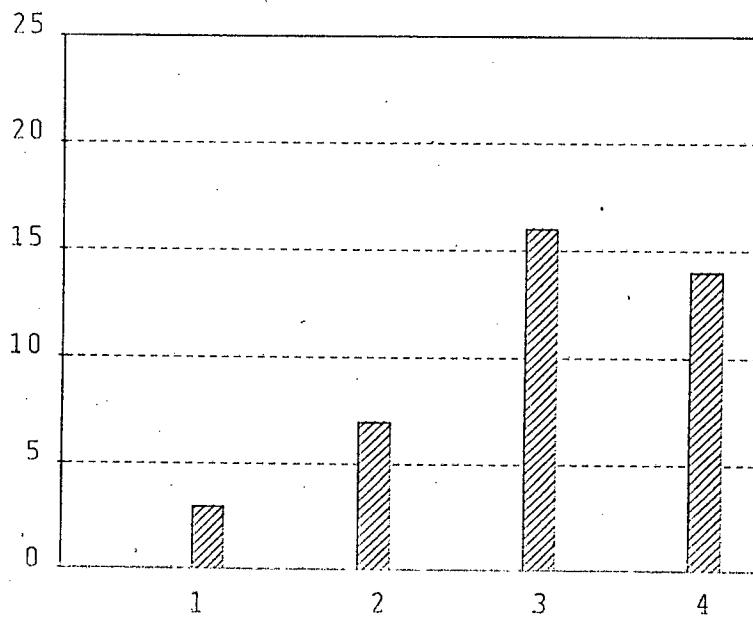
The corresponding graphics will also show this difference.

2. GRAMMAR

FIRST PERIOD EXAM

SECOND PERIOD EXAM

3. VOCABULARY

The following charts show the scores gotten in this part:

FIRST EXAM   SECOND EXAM

x	f	x.f
1	8	8
2	15	30
3	13	39
4	4	16
	40	93

x	f	x.f
1	3	3
2	4	8
3	19	57
4	13	52
	40	120

X= 93   X= 120
   40   40

X= 2.32   X= 3.0

The variation between the First and the Second Exams is 0.68. It represents an inprovement in the Second Period Exam.
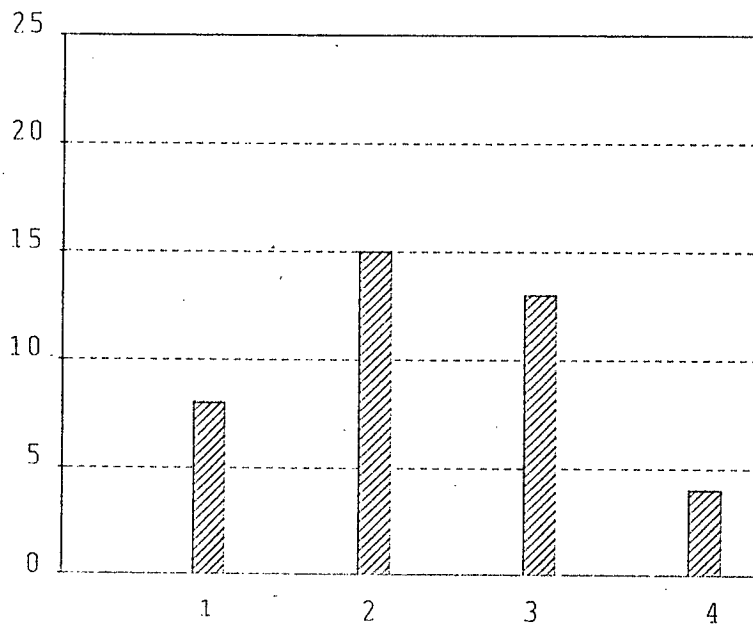
CONCLUSION

There is a significant difference between the Arithmetic Means in the First Exam and the Second Exam. Then the learning process has been greater. The students got a better knowledge of vocabulary during the reading classes.
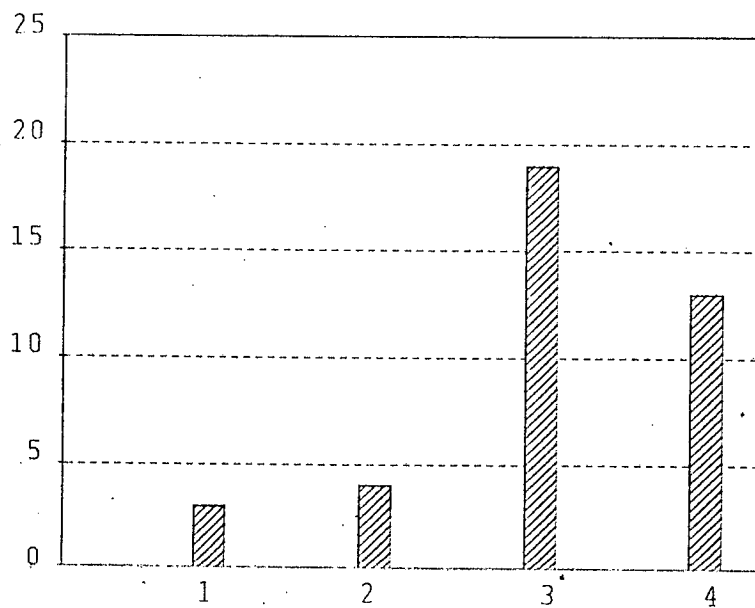
Graphics will show this advantage in the second period.

3. VOCABULARY

FIRST PERIOD EXAM

SECOND PERIOD EXAM

4. READING

In this section, the students got the following grades:

FIRST EXAM

x	f	x.f
1	10	10
2	18	36
3	6	18
4	6	24
-	40	88

SECOND EXAM

x	f	x.f
1	2	2
2	7	14
3	18	54
4	13	52
	40	122

$$X = \frac{88}{40}$$

$$X = 2.20$$

$$X = \frac{122}{40}$$

$$X = 3.05$$

The difference between the Arithmetic means in the First Exam and in the Second Exam is 0.85. It represents that the students better their reading during the Second Period of teaching.
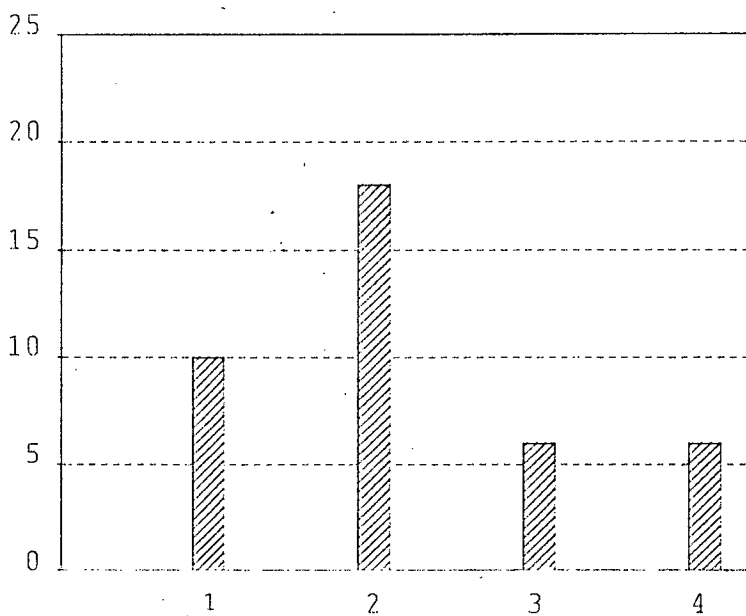
CONCLUSION

The students learned how to read in a better way, their reading approach is representative now, in contrast with that of the First Period classes.
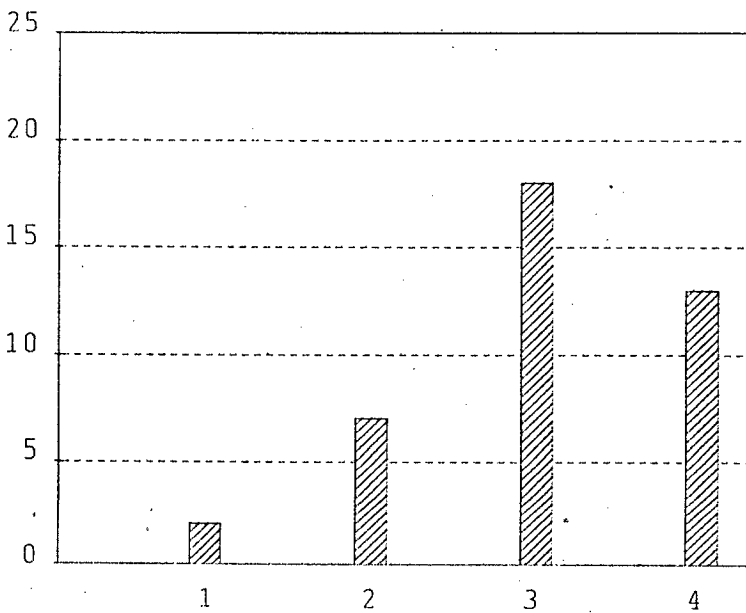
The corresponding graphic of this part will show the

4. READING

FIRST PERIOD EXAM

SECOND PERIOD EXAM

5. WRITING

The students got the following grades in this part:

FIRST EXAM

x	f	x.f
1	10	10
2	10	20
3	15	45
4	5	20
	40	95

SECOND EXAM

x	f	x.f
1	2	2
2	6	12
3	18	54
4	14	56
	40	124

$X = \dfrac{95}{40}$

$X = 2.37$

$X = \dfrac{124}{40}$

$X = 3.1$

The variation between the Arithmetic Mean in the First and the Second Exams is 0.73. It represents a little advantage in contrast with the First Exam.
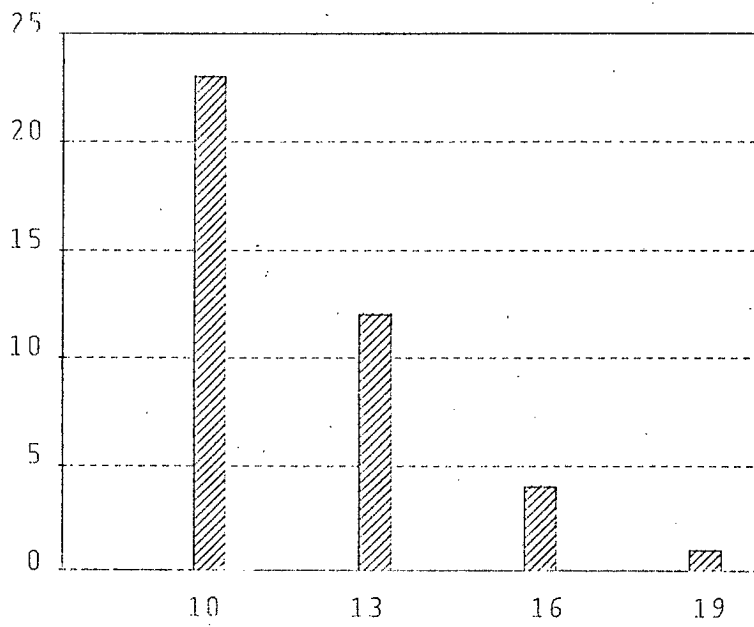
CONCLUSION

There is a significant difference between the First Exam and the Second Exam, then the students better their writing skill during the period that the new method was applied.
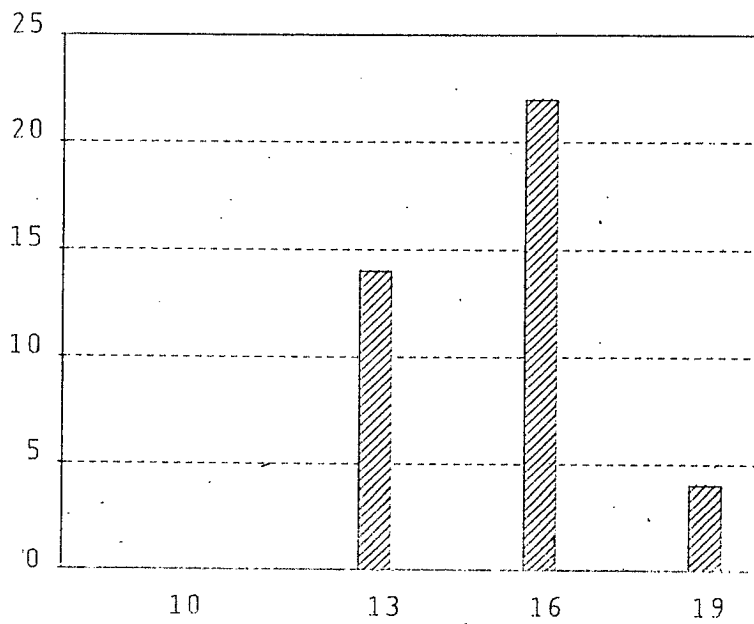
Graphics also show the contrasting advantage, the Second Period Exam has.

GENERAL APPRECIATION

FIRST PERIOD EXAM

SECOND PERIOD EXAM

GENERAL APPRECIATION

The following charts show us the grades obtained by the students in the First Exam and in the Second Exam. The Arithmetic Mean is found with intervals.

FIRST EXAM

x	Xm	f	x.f
18-20	19	1	19
15-17	16	4	64
12-14	13	12	156
09-11	10	23	230
		40	469

$X = \dfrac{469}{40}$

$X = 11.72$

SECOND EXAM

x	Xm	f	x.f
18-20	19	4	76
15-17	16	22	352
12-14	13	14	182
09-11	10	0	0
		40	610

$X = \dfrac{610}{40}$

$X = 15.25$

The difference in the Arithmetic Mean between the First Exam and the Second Exam is 3.53 points. It means that the variance is significant. The average in the First Exam shows that the students are insufficients, tending to regulars. The average in the Second Exam shows that the students are good, tending to very good.

CONCLUSION

The students improve their grades reaching a better assimilation of the subject. Then Psycholinguistics helped us to teach reading in a better way, but also we should not

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EXERCISES OF READING COMPREHENSION

COUNTRIES AND CONTINENTS

Can you find the United States on the map? Can you find Canada? Canada is north of the United States. Can you find Mexico? Mexico is south of the United States.

The official language of the United States is English. The official language of Mexico is Spanish. Canada has two official languages: English and French.

There are seven continents: North America, South America, Europe, Asia, Africa, Australia, and Antarctica. The United States, Mexico and Canada are on the continent of North America. Find your country on map. Which continent is your country on?

COMPREHENSION

1. Can you find Japan on the map?
2. Is Mexico north or south of the United States?

3. Which country is north of the United States?

4. Are there five continents?

5. Is Spanish or English the official language of Mexico?

6. Which continent is your country on?

LIVING NEAR THE NORTH POLE

Maine is next to Canada. When Tony's grandfather was young, he worked in Canada every summer. Once he visited the north of Canada, near the North Pole. The Eskimos live there. This is what Tony's grandfather told him about the Eskimos:

Near the North Pole there are two seasons: winter and summer. The winter nights are long. For more than two months, you can't see the sun, even at noon. The summer days are long. For more than two months, the sun never sets, and there is no night.

The Eskimos have warm clothing. They make most of it themselves. They make it from the skins of animals. From skins, they make coats and hats and even boots.

In this cold climate, tress can't grow. The Eskimos have to build their houses from skins, earth, stone, or snow. When they go hunting, they live in tents of skin. When they move, they take their tents with them. When they are out in a storm and can't get back home, they build houses of snow. They leave these snow houses when the storm is over.

COMPREHENSION

1. Is Maine next to Mexico?

2. Are there four seasons near the North Pole?

3. Do the Eskimos have warm or light clothing?

4. Can they build their houses with wood or skins?

5. What is life for the Eskimos?

MISS YAMADA

Miss Yamada is an airline stewardess from Japan. She can speak four languages: English, French, Chinese, and Japanese.

Miss Yamada is a good stewardess. She knows that her passengers will ask for many things. They will ask for magazines and coffee. And they will probably ask for an aspirin.

She hopes the flight will be smooth. She hopes that the weather will be good and that the plane will be on time. Miss Yamada knows she will like her passengers, and she hopes they will like her, too.

COMPREHENSION

1. Is Miss Yamada an airline hostess?
2. Is she from Mexico?
3. Can she speak Japanese or Navajo?
4. Does she hope the flight will be smooth or bumpy?
5. What languages can she speak?
6. What does she know?

JOHN BEGAY IN NEW YORK

John Begay had to go to New York on business, but he didn't want to. He doesn't like big cities.

He thought he knew how to get around, but he was wrong. He didn't know where to find a bus. He didn't know where to find the subway. He got lost the first day.

Jonh Begay is sure that he knows how to get around in the city now. He's sure that he knows where to go. But he'd rather not go to New York again. Next time, he'll send his cousin.

COMPREHENSION

1. Did Mr. Begay have to go to New York on business?
2. Did he want to go to New York?
3. Did he think he could get around, or did he think he couldn't get around?
4. Was he right or was he wrong?
5. What is Mr. Begay sure about?

FIRST PERIOD EXAM

1. Listening Comprehension

   Listen carefully, then choose the correct answer:

   a) Where are you going to play tomorrow?

      1. at home

      2. in the stadium

      3. on the corner

      4. at the school

   b) What language can your teacher speak?

      1. yes, she can

      2. She speaks English

      3. She can speak English

      4. She cannot speak English

2. Grammar

   Underline the correct part of the sentence it corresponds:

   a) You will go fishing if..

      1. It will be possible

      2. You wanted to go

      3. Your mother says so

      4. Your mother won't say so

   b) Do you have any idea when....

      1. Can I find the director?

      2. I find the director?

      3. I can find the director?

3. Vocabulary

Fill in the blanks with the correct word:

a)   The .. .. would help to learn new languages

   1. teller

   2. employment

   3. teacher

   4. snail

b)   Loja is in the ... . . part of Ecuador

   1. northern

   2. southern

   3. eastern

   4. western

4. Reading

Read the selection and then mark the correct answers:

HUNTING IN THE JUNGLE

   Yucatán is in the tropics. In the northern part, the weather is hot and dry. In the southern part, the weather is hot and humid. There are only two seasons there: a rainy season and a dry season. It rains every day in the rainy season. When it rains, it rains hard.

   There are tall trees and a lot of plants and flowers in the jungle. There are a lot of wild animals, birds, and insects, too.

   Miguel is going to visit his uncle in Yucatán.   He wants to go hunting in the jungle when he gets there.   But

SECOND PERIOD EXAM

1. Listening comprehension

   Listen carefully, then choose the correct answer:

   a) How long will it take to go to Loja?

      1. about two days

      2. by plane

      3. too far

      4. maybe a week

   b) What are you doing tomorrow night?

      1. Nothing special   What?

      2. Nothing special   Why?

      3. Nothing special   Where?

      4. Nothing special   Who?

2. Grammar

   Underline the correct part of the sentence it corresponds:

   a) She shouldn't play near the stove, she ..

      1. burn itself

      2. will burn yourself

      3. burn herself

      4. will burn herself

   b) Is English more difficult ...

      1. the French

      2. than French

      3. it is French

      4. French

3. Vocabulary

Fill in the blanks with the correct word:

a) If it is so cold, you'd better take a .. . sweater

  1. nice

  2. heavy

  3. raincoat

  4. large

b) Marie is the first in her family. She is .. .

  1. the least

  2. the best

  3. the oldest

  4. the youngest

4. Reading

Read the selection and then mark the correct answers:
GOING AROUND THE WORLD

Our world is getting smaller and smaller. A pilot
can fly around the world in less than 50 hours. The
newest planes go 600 miles an hour, and we are now
developing planes that are even go faster.

But it used to take a lot longer to go around the
world. Magellan's men were the first to make the trip.
It took them more than two years. They went by ship.

Magellan was from Portugal, but he sailed for the
king of Spain. On September 20. 1519, he left Spain with

five ships and 240 men.   He as killed in the Philippine
Islands.   More than two years later, on Decembe 21,   1521,
one of the five ships with only 31 men returned to Spain.

Magellan's voyage proved that men could   sail   around
the world.   It proved that the world was round.

Comprehension

1. Was Magellan from Spain?

2. Do the newest planes go 600 miles an hour?

3. Can a pilot fly around the world in less than 50 hours?

4. Who sailed around the world first?

5. What did the voyage prove?

6. How long did it take Magellan's men to sail around the
   world?

5. Writing

Answer or make the question

a) Must a scientist record the facts carefully?

b) Paul is the best in the school.