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UNIVERSIDAD TECNICA PARTICULAR DE LOJA

Facultad de Lenguas

**BASIC TECHNIQUES FOR IMPROVING READING
COMPREHENSION IN THE FIFTH COURSES OF THE PRIVATE
HIGH SCHOOL "LA DOLOROSA" OF LOJA CITY.**

TESIS PREVIA A LA OBTENICION
DEL TITULO DE LICENCIADO EN
CIENCIAS DE LA EDUCACION
ESPECIALIDAD INGLES

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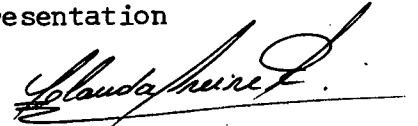
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Lic. Yolanda Freire Ramón, Professor of the Technical University of Loja certifies that the present research in order to get the title of "Licenciado en Inglés" on the theme *Basic Techniques for Improving Reading Comprehension in the Fifth Courses of the Private High School La Dolorosa of Loja City* has been reviewed on all its parts and therefore authorizes its presentation



Lic. Yolanda Freire Ramón

Loja, Agosto de 1991

P E R S O N A L M A N A G E R S H I P

The responsibility of these investigations, results, conclusions and exposed suggestions in the present thesis, are an exclusive belonging to the author .

Luis A. Carrión Mora

G R A T I T U D E

I am grateful to Lic. Yolanda Freire Ramón, adviser of my thesis for her constant assistance in the conduction of this work; and to Lic. Mario Miranda for his valuable advises from the initiation of this investigation.

The author

DEDICATORY

To my wife and my sons who have encouraged me to go beyond the crucial stages of my professional career with success.

Luis A. Carrión Mora

I N T R O D U C T I O N

Everybody is conscious that reading is the factor which raises the culture of a person. It is important to comprehend what we are reading since this activity can modify the norms of behavior of a citizen.

The modern means of communication which mankind has are insufficient to raise the index of a society, consequently it is necessary to appeal to the books, newspapers, magazines, bulletins, articles means which will help us to decipher the unknown world.

For these brief reasons, the teacher should teach to read to his students, to promote the habit of reading, but the success of this means is in comprehending what is written, to interpret the writer's thought, therefore there is indirectly a dialogue, a silent communication between the writer and the reader.

In the teaching-learning process in the Curriculum is the teaching of English as a foreign language. In our native language, the teacher teaches us to read in the levels of education. In the Elementary and in Secondary; in other words, he gives us the means to learn the other subjects.

In the Secondary School, the Authorities through the corresponding Curriculum have taught English as a foreign language in two periods weekly.

The learning of English Language implies the development of some skills as writing, reading, etc. The teacher dedicates generally a good percentage of his work to teach writing as grammatical structures, vocabulary and less time to teach reading, it does not mean repetition of graphemes, but, that which I have called reading comprehension, where the reader knows to do,

comprehending the message sent by the writer.

Taking into account, these factors, and my work as an English Teacher for several years, I have taught looking for new formulas, new resources, new techniques to teach reading comprehension.

I have looked for material, not boring, but exercises where the student feels pleasure in the development of it.

With these antecedents, and for alleviating in part the multiple difficulties of the students when they are in front of a reading. I have outlined the theme about the validity of some Reading Techniques to get a better performance in the comprehension of reading.

To prove the efficiency, I selected five READING TECHNIQUES. I choose the fifth course of the High School "La Dolorosa", where I work for doing the experiment. I taught reading comprehension applying the five techniques teaching during three classes each technique in the group named of experimentation.

With the group named of Control, I taught reading comprehension with the traditional system, the same materials, the same number of classes, etc.

To develop this work some objectives were proposed among the followings:

- * To prove the effectiveness of the Reading Techniques in teaching reading comprehension.
- * To demonstrate that the variety of exercises that these techniques have, allow the classes to be more enjoyable.
- * To demonstrate that the traditional system for teaching reading comprehension does not show positive results.

To do this work, I have employed the inductive-deductive and experimental method, and as a technique, the observation was used. This theme has the following hypothesis: The deficient ability of the students of the fifth course of the High School "La Dolorosa" of the Loja city to read and comprehend what they read in English is due to the lack of the application of reading techniques. Consequently the traditional system which was applied does not give positive results.

The work is divided in four parts:

- * The first part includes theoretical considerations about reading, its different stages, the importance of the reading, its methods, techniques, etc.
- * The second part is related with the description and the analysis of the elements of the research; the students, their characteristics, the experimental and control group, the description of the experiment, the material employed in the experimental and control group, the daily class plans; it is the application of the experiment.
- * The third part was directed to the analysis of the data of the research, it is a statistical analysis of the results(grades) obtained by the students.
- * The fourth part is directed to the verification of the hypothesis, analysing the results obtained in the experimental and in the control group. Because this work is about experimentation it has statistical charts, the conclusions extracted after applying the method of the sum of the differences between means.

This work has as principal objective to prove which of the systems of work is more profitable to achieve a better understanding of reading comprehension.

Finally, I need to clarify that these five reading techniques are not

the unique to teach reading comprehension because there are others that can be valid as well.

CHAPTER 1

THEORETICAL CONSIDERATION OF READING COMPREHENSION

1.1. WHAT IS READING?

Kenneth Goodman offers this definition: "Reading is a selective process. It involves partial use of available minimal language cues from perceptual input on the basis of the reader's expectation. As this partial information is processed, tentative decisions are made to be confirmed, rejected, or refined as reading process."

According to another definition of Goodman, an efficient reader is one who decodes, analyzes, understands-directly from the graphic signals on the printed page, extracting lexical, structural and cultural meaning from those symbols. The proficient or native reader uses three kinds of information to work out the several meaning of what s/ he reads.

GRAPHOPHONIC = sound/ symbol relationship.

SYNTACTIC = grammatical relationship, and

SEMANTIC = experience and concept

Robert Lado, when explaining "What is reading," gives this definition: "To read is to grasp language patterns from their written representation. In a second language, reading is usually taught to students who are already literate in the source language."

Reading is the attaining of meaning as a result of the inter play between perception of graphic symbols that represent language and the memory traces of the reader's past verbal and non-verbal experiences.

Reading is an active process in which the reader is trying to make sense of the written or printed message. The meaning is obtained from the graphic symbols of language (objective element). Both elements are in direct interrelation and they create the meaning.

The nature of reading varies with the skill of the reader, his pur-

pose and the characteristics of the text. Reading maintains an intimate relation with the written, and so ends all the cycle of language: listening, speaking, reading and writing. One who reads seeks a treasure within the pages of a book and he finds a pleasure similar to that of having a friend. The man's best friend is not a dog, but a book.

"Reading is a long distance discussion between the reader and an author... there is an essential interaction between language and the thought in reading... the writer encodes thought as language, and the reader decodes language to thought."(1)

"Reading is ... not a reaction to a text, but an interaction between writer and reader mediated through the text... reading efficiency is a matter of how effective a discourse the reader can create from the text, either in terms of rapport with the writer or in the terms of his purpose in engaging in the discourse in the first place." (2)

Different people use the term reading in different ways, and much confusion can arise from consequent misunderstandings. I think that reading can be defined using the following word groups: understand, interpret meaning, sense; decode, decipher, identify meaning, sense, etc.; articulate, speak, pronounce, etc.

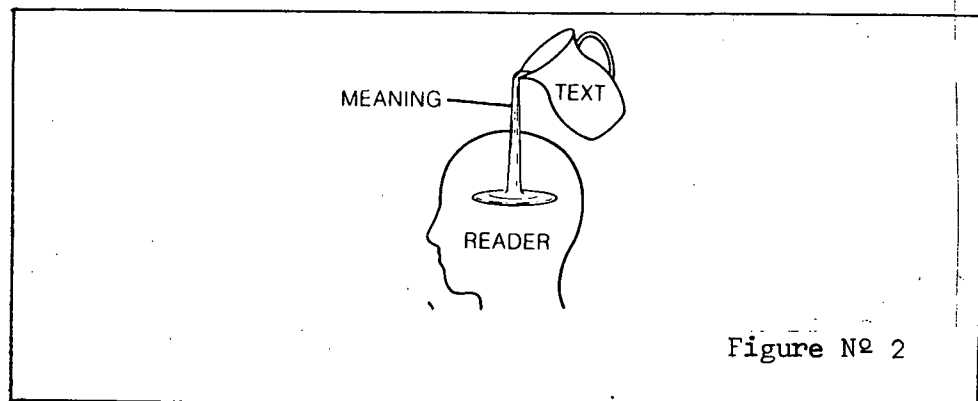
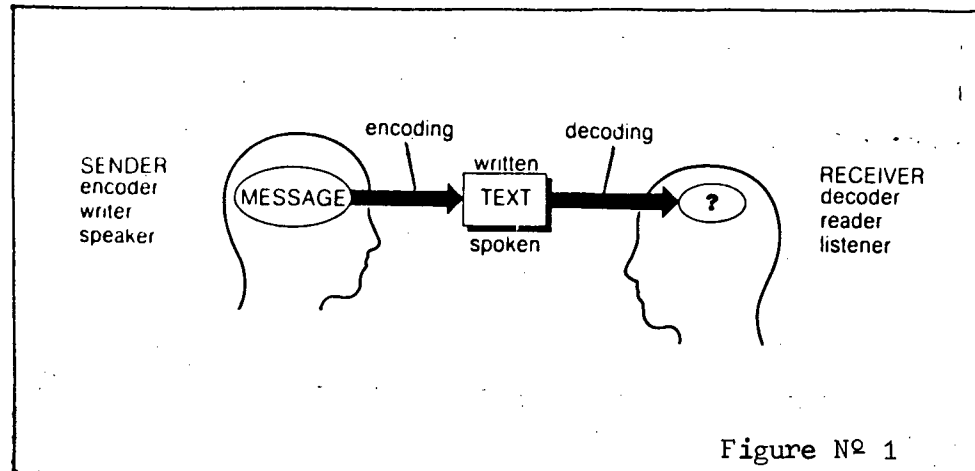
Finally, reading would be defined as:

- Getting a message from a text,
- Extraction of meaning from writing,
- Decoding the message it contains,
- Pronounce the graphic symbols correctly,
- Understand the communication between the sender and the receiver.

1. English Teaching Forum: A Forum Anthology, 1979 - 1983.

2. A Forum Anthology: English Teaching Forum, p. 126, taken from Widdowson, 1979.

Reading is an interaction between the writer and reader through the text. (Figure one and two)



1.2. THE STAGES OF THE READING PROCESS

Reading as an active psycholinguistic process with complex skills and a great number of psychological, physical, and social elements presents a process with physical and physiological factors employing specific mental abilities and eye movements, and sense factors. According to this, the stages of the reading process are explained in the logical steps, for the sake of clarity and in a sequence that seems appropriate to the reading materials and to the students' needs.

The first stage is Pre-reading or skimming which gives the reader a map of what's ahead, so that when the reader reads thoroughly he can

go faster because he knows the general framework into which the details fit. In other words, I am glancing rapidly through a text to determine its gist.

1.2.1. Methods of Skimming

-Preview

-Overview

-Survey

By previewing, the student can find out whether the book or articles is written by a specialist in a certain field and whether it contains the information he is seeking.

In over-viewing, the student can discover the purpose and scope of the material, and can find sections that are of special interest to him. Over-viewing also provides an advance sampling of the book's style and content. This sampling makes it easier in subsequent through readings to maintain the most efficient speed, that is, the highest speed at which you can obtain the desired degree of comprehension.

Through a survey, the student will get the general idea of what the material contains, because it makes clear to the reader the author's overall point of view and conclusions and helps the reader to read the work more critically during a through reading.

Skimming is, then, the skill that helps the student read quickly and selectively in order to obtain a general idea of the material.

1.2.2. Scanning

Scanning helps the student search quickly for the specific information he wishes to get from the material, such as finding the

meaning of a word in a dictionary; finding the heading under which required information appears in an index; finding statistical information in tables, charts, or graphs; and finding the answers to certain questions from a text. As readers run their eyes rapidly over the material, total meaning is not absorbed.

Practice in scanning is best provided by using the kinds of material (texts, reference books, newspapers, telephone books) in which information normally occurs.

1.2.2.1. Procedure for scanning

- a. Keep in mind only the specific information to be located.
- b. Decide which clues will help to find the required information .
- c. Move your eyes as quickly as possible down the page to find the clues.
- d. Read the section containing the clues to get the information needed.

In this technique the student is trained to think of clues to help him find the specific information. These clues may be a word or words, punctuation, alphabetical order, numbers, etc. The students are also trained to move their eyes rapidly, looking only for the clues, in order to obtain the information quickly. It requires a great deal of practice to develop scanning skill; therefore, the student is encouraged to use this technique randomly throughout the program. This technique is challenging to the student and helps to alleviate boredom during the class.

1.3. COMPREHENSIVE READING

Within the stages of the Reading Process for Comprehensive Reading, a combination of various types of knowledge and techniques must be acquired and practiced by the students:

- Vocabulary recognition
- Sentence comprehension
- Paragraph analysis
- Interpretation of illustration

The crucial problem for the reader is to determine the meaning of a word, and thus be able to understand what he is reading. To help him come with this problem, we teach the reader(student) three useful techniques:

- a. To check the meaning of the word in a dictionary.
- b. To interpret the meaning by word analysis. The student is taught to break down words into small elements: stem, prefix, and suffix.
- c. The last technique is to guess the meaning of the word from the context by using the context clues. The student is taught to find the clues: the context may give some definition or contrasting statement that the student can use to discover the meaning of the unfamiliar word; or the context may describe a situation that will enable the student to use experience or imagination to guess the meaning of the word; or the students may be able to infer the meaning from the context.

1.3.1. Sentence Comprehension

The stages for developing the understanding of a Sentence Comprehension are the following:

- a. Sentence analysis
- b. Recognition of punctuation clues
- c. Recognition of reference terms

d. Recognition of signal words.

When reading a textbook, an article, or other material in English it frequently happens that although a student knows every word in a sentence, he still can not understand what the sentence means, especially when it is long and complicated, it is necessary to practice the techniques written above:

- a. Sentences analysis means to break it down into its parts:
- looking for the main verb, and the complements or object
 - finding out the subject head including the modifiers
- This procedure will help the student(reader) to understand the sentence structure.
- b. Recognizing Punctuation Clues means to recognize the meaning and use of punctuation marks. Punctuation, like words, helps to convey the writer's ideas and to help the reader understand the meaning of words and sentences.
- c. Recognizing Reference Terms means that the reader is able to understand different terms which replace each other so that the writer does not have to repeat the same word again and again.
- d. Recognizing signal words, this mean that a signal word is a word or phrase that functions as a connector in a sentence, between sentences, or between paragraphs. The signal words are:
- Addition: and, as well as, besides
 - Cause-effect relationships: hence, due to, as a result, etc.
 - Condition: if, when, unless, etc.
 - Contrast: but, though, despite, etc.
 - Comparison: like, unlike, in the same way, etc.
 - Doubt: possibly, probably, etc.

-Emphasis: above, really, in effect, etc.

-Sequence: first, later, eventually, etc.

1.3.2. Paragraph Analysis

Sometimes a student understands all the sentences in a reading passage, but still does not understand what it says as a whole. This is because he does not know how the material is organized. It, therefore is necessary to help the student understand how the information is organized in the passage. The stage for teaching this procedure are:

- a. Ascertain the topic
- b. Ascertain the main idea
- c. Find major supporting details
- d. Find minor supporting details

1.3.3. Interpreting Illustrations

Presentation of line drawings, graphs, tables, block diagrams, photographs, measurements, and the presentation of facts, help the reader understand the Presented ideas. The students have already learned about these illustrations from other subjects.

1.4. FACTORS INVOLVED IN THE READING SKILL

Before considering the processes involved in the skill of reading, let's take a look at the definition of the word "process", taken from the dictionary, evolution of a serie of facts. Reading, described as a psycholinguistic process, suggests the presence of factors with specific characteristis:

- 1.4.1. Cognitive Factors: Reading is primarily a cognitive process, and the key to fluent reading is not a kind of

visual gymnastics but knowledge. Our knowledge of the language of reading is in the written form and of the subject matter of what the text provides us with a set of expectation about it.

When reading includes guess the meaning of the symbols (words), the factor of cognitive is important because it is the role of intelligence to decode what the reader sees.

The first cognitive factor is perception which involves the meaningful interpretation of what is sensed. When a pattern of nerve impulses reaches the brain from the optic nerve the pattern is compared with the memory traces of similar patterns. For example, Paul has developed the concept of orange, after many experiences of taste, feel, color, size, weight, etc. He has learned to associate the verbal label orange with this collection of meanings (concept), and tries representing both the concept, and its verbal label and the concept it represents. When the reader sees the printed word again and its pattern matches the memory traces of its forms, the traces of the spoken word and its concept arise. The child(reader) says or thinks the oral word and is aware of its meaning. The combination of seeing and recognizing meanings is called perception.

In the reading process, cognitive factors such as perceptual, reasoning, verbal, and numerical aptitudes are interrelated, so that the idea of general intelligence has considerable value. As children approach adolescence, these abilities may develop at varying rates producing lower correlation among them. Intelligence tests give scores in terms of mental age (M.A.) and intelligence quotient (I.Q.). Mental age represents the average degree of maturity a child shows in understanding, reasoning, remembering, etc.

Both the Mental Age and the Intelligence Quotient are related to reading readiness and reading achievement.

1.4.2. Physical and Physiological Factors

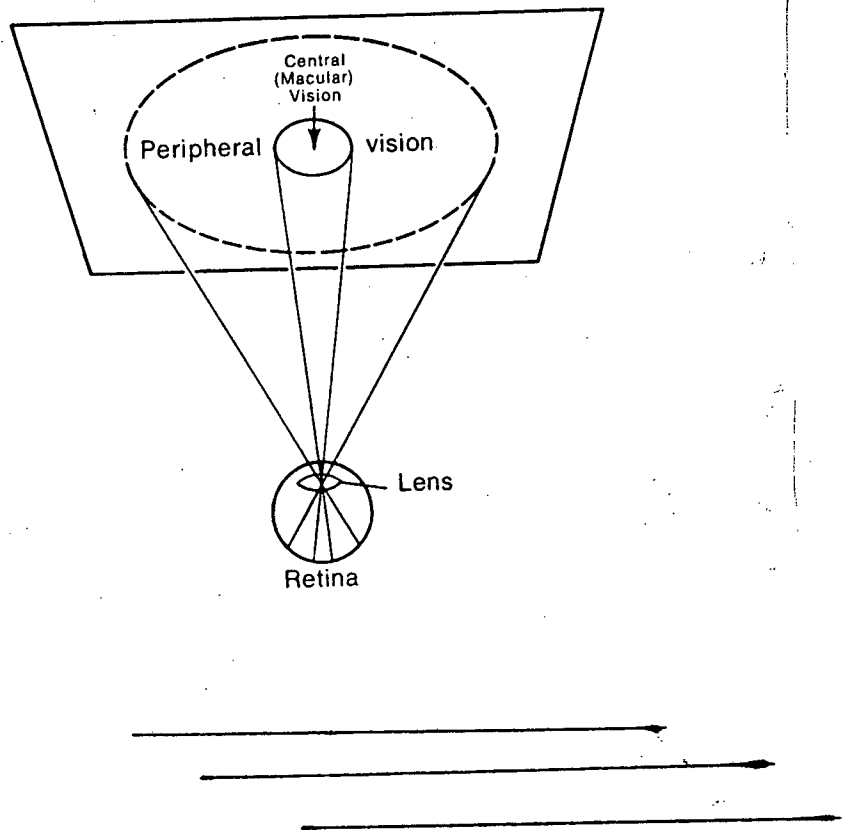
Sensory impediment may enhance difficulty in learning the perceptual tasks in reading. Visual acuity defects can be corrected with glasses. A partial hearing loss may make it difficult for a child to discriminate between similar phonemes, such as /t/ and /d/; /m/ and /n/; /ch/ and /sh/. A child who can not hear the difference will have difficulty associating grapheme with its commonest phoneme.

Rheumatic fever, malnutrition and some endocrine disturbances can lower vitality and energy, and may interfere with efficient learning in general. Poor muscular coordination may indicate an underlying neurological problem which may also produce difficulty in learning to read. Poor brain function produced by either or injury at birth, a head injury, or from a feverish disease may severely affect some functions. It is probable such children will have difficulty in learning to read.

The reading process starts by focusing both eyes on particular marks on a contrasting background, usually black and white. This process starts with sensation. Light reflected into the eyes from the page forms patterns of light and dark on the retina and produces chemical changes in thousands of fibers in the optic nerves. These patterns are conveyed to the brain and the person is aware of seeing something. The print must be clear and of adequate size, the light sufficient, and the eyes able to focus a clear pattern on the retina. During reading the eyes progress in a series of alternating pauses (fixations), and quick, jerky, sidewise movements. The eyes see the print only when motionless

during the fixations.

Peripheral vision: the eye takes in more than most people use in reading.



1.4.3. Cognitive Factors

Cognitive factors include reading comprehension. The ultimate goal of reading instruction is to develop individuals who comprehend what they read. Words occur in smaller groups as phrases and clauses, and in larger groups as sentences, which in turn are organized into paragraphs. Certain subskills must be acquired in order to extract information from printed material. First, the learner must be able to recognize and decode individual words. Once word recognition and decoding skills have been learned the student must be able to ascertain the meaning of these printed words rapidly, relying on memory or inferring from context. It is generally agreed that reading comprehension is a complex process involving high-level cognitive skills. It is not a purely passive, receptive process, but an active process in which the reader brings general knowledge and specific knowledge in the area discussed by the writer to bear on the pattern of words symbolized by the print.

Consequently, reading involves a series of rapid successions of perceptions; recognizing the word in the text is equal to perceiving it. When a writer likes to express an idea he resorts to words, and the reader is trying to recreate that idea when he reads.

Reading comprehension involves the use of one's knowledge of syntax and semantics to extract meaning from a series of sequential perceptions of words. Success in recreating the author's intended meaning depends on many factors: coincidence of thought, knowledge of author, syntactic patterns and identifying clues to

minimize uncertainty about the intended meaning. The incomplete pattern of ideas provided by the first few words builds expectations of what is written ahead. When the expectation is correct, the word recognition is aided. Concepts represented by single words fit together in units of increasing size and complexity: phrase, clause, sentence, paragraphs, and whole selection, etc.

In general, good comprehension means recognizing and understanding general ideas and specific facts and seeing how these ideas and facts are organized and developed.

1.4.4. Social and Cultural Factors

Antecedents

For analyzing the social and cultural factors it is necessary to distinguish between kinds of readers:

- a. Children (beginners) for Primary grades.
- b. Intermediate Grades (9 or 10 years).
- c. Junior and Senior High Schools (secondary students).

Students' progress in reading is directly related to home and neighborhood conditions. When there is an interrelation between parents and students according with the cultural target, (books, stories, magazines, trips, vacations, newspapers, T.V. programs of educational value,) it is easy to understand why the students can become good readers.

Taking into account the three levels of students, they present their own characteristics. Immature social and emotional development are among the reasons why some intellectually ready students have disappointing starts in reading.

Emotional self-control also is important. Temper tantrums, rapid changes in mood, and crying at the slightest provocation

disrupt the learning situation for everyone.

In other cases at home, there is insufficient education, unsatisfying educational experience or inability to assist the students in education. Sometimes, peer pressure to students is more important than the attitudes of parents. Reading is not an isolated fact, because it is related specially with language and also with other factors. Language is "the aspect of human behaviour that involves the use of vocal sounds in meaningful patterns and when they exist corresponding written symbols to form, express and communicate thoughts and feelings.

Parents who have favorable attitudes toward education often encourage intellectual pursuits. Many students do not come from homes that have provided such experiences. Nevertheless, it is incorrect to assume that a child from an economically poor home is necessarily disadvantaged.

Enlarging about the cultural factors the progress of reading depend on knowledge of the recognition of the vocabulary because the "click of comprehension" presumes knowledge of "the script" "Schlesinger suggests that in listening we may not bother to process most of the syntax: that, for the most part, we move from apprehension of semantic elements directly, by matching, to the cognitive (or comprehension) level. He considers that we resort to the analysis of the syntax of the sound signal only when there is ambiguity or when, for some reason, we have not extracted a clear meaning from the signal" (1). If this is so, foreign-language learners need a wide recognition vocabulary for rapid

(1) I.M. Schlesinger: Production and Comprehension of Utterances (Hillsdale, N.J. Lawrence Erlbaum Associates, 1977).

comprehensions, rather than, it seems not be needed for this task, because if we took the time to process each message in detail we would never be able to keep up with the speaker.

To develop facility in comprehending spoken messages, students need much practice in aural recognition of vocabulary they may have been learning mostly in written form. Competitions and other activities which require quick word recognition, grouping, and matching are useful. The students need practice in rapid recognition of prefixes and suffixes and what these contribute to the meanings of words, for example, poor, poorly, poverty, poorer, etc.

Comprehension also requires a deep knowledge of the theme of the speaker's discourse, because much of comprehension is drawing inferences.

1.5. WHY TEACH READING

There is no plan for teaching reading which meets the needs of every situation. Each teacher tries to follow a program that is adapted to his or her pupils, makes efficient use of available materials, and is suited to that particular teacher's teaching abilities.

Reading must be considered an essential component of a college-preparatory English language program even if curriculum planners look only to the value reading skills will have for the student when he is eventually in academic university courses.

There are further reasons, however, to recommended giving reading a more central place in the low-level English Second Language:

First.- Students can usually perform at a higher level in reading than in other skills. They can understand quite accurately written



materials that they are not yet prepared to discuss orally or in writing with equivalent accuracy or thoroughness. In particular, they generally experience little difficulty reading materials that include grammatical structures with which they may not yet be familiar. Students clearly enjoy their success with these comparatively sophisticated materials.

Second.- I think that the knowledge of reading skill is of unquestionable value especially for those students who are preparing to study other subjects and increase their level of culture; in other words, understand and absorb the knowledge of many fields.

Third.- Learning to read means giving the reader the opportunity to acquire information from the written passage. This implies not merely repeating the symbols, but comprehending what is read. If I compare the teaching of other subjects with the teaching of reading, there is a pronounced difference. It is not the same as teaching mathematics, history or grammatical rules. To teach reading means to teach a skill, a natural skill as walking or talking, that is a skill which virtually anyone can learn.

Fourth.- The teaching of the skill, not content, is important especially for those students (students of a second Language) who do not read very well. For them, it is necessary to develop a genuine reading habit in the language, without grammatical or discourse analysis, and not the acquisition of new vocabulary. Like most of the higher cognitive functions, the reading process itself-though our minds are innately programmed to do it is too complex a process to break down into a series of steps that a teacher could take into the classroom and teach. Finally, reading is a service skill. Although everybody may read fiction for pleasure, we often read nonfiction with an eye to performing some other task: the point of getting information and ideas is to use them. Reading thereby serves to integrate a variety language activities,

with different purpose such as the following:

- a. Developmental Reading
- b. Functional Reading
- c. Recreational Reading

a. Developmental Reading, for developing this activity with examples there are the skills, as:

- Recognition of vocabulary:

After reading the passage, underline those words which are the same.

- Comprehension of the passage:

After reading a passage, write into parenthesis F or T if the passage is written by a specialist, etc.

With the first activity it is possible to do many exercises, employing the skill according with the purpose or objective.

b. Functional Reading is concerned with the use of reading as an efficient tool of learning; that is, reading to learn. The student is capable of reading in order to learn other subjects, and consequently can develop many exercises such as the following:

- Use of indexes
- Use of tables of contents
- Use of dictionaries
- Use of encyclopedias
- For information
- Reading maps, charts, and graphs

This second activity is more advanced because it allows the student to learn other subjects with other contents; they read for meaning, they do not decode as a computer would, which means that they do not actually look at the entire contents sentence or of every phrase.

c. Recreational Reading involves the development of interest in reading as a voluntary enjoyable activity and refining reading taste and appreciation. This activity or purpose of the reading is similar to the second because the student is able to do exercises such as:

- Enjoy reading as a voluntary leisure-time activity
- Satisfying interests and needs through reading
- Look for deeper symbolic meanings, etc.

Within the process of learning a foreign language, reading is the source through which the student is capable of acquiring more knowledge. With this tool (reading) secondary-level students already know how to read and comprehend what they read.

Reading remains the main avenue for acquiring information. Foreign students must learn to read before they can read to learn. Reading is an essential tool for subject matter in the elementary or secondary school. Reading plays a leading role in continuing education and self improvement. There is a direct relationship between reading level, the amount of education, and the job level.

Reading is uniquely individual and flexible. It is the only form of mass communication in which a person can control the content and rate of presentation of the material. A reader can select material from a tremendous variety and can read where, when, and how he pleases. The reader sets the pace, pausing to reflect or reread, taking an intermission, skimming, scanning, or taking notes. Reading is a preeminently private, personal, and self-controlled activity.

"According to Goodman, the reader uses only as much information as necessary to get to the meaning and that information is of three types: graphic, syntactic, and semantic. The graphic information is gained visually, the other two are supplied by the reader." (1). Using previ-

1. Albert J. Harris and Edward R. Sipay: How to Teach Reading. A Competency-Based Program.

ously acquired knowledge of language structure, the reader makes predictions of the grammatical (syntactic) structure and supplies concepts that fit into the structure. In turn, the syntactic structure and meaning allow the reader to predict what the graphic input will be comprehension of these characteristics by the foreign student according to the level of knowledge and his/her proficiency is the role of reading within the process of learning a foreign language.

Being the Reading an active process in which the reader (student) is trying to make sense of the written or printed message; reading is not a basically passive, receptive process.

For beginner readers especially, practicing the best pronunciation with good stress and intonation is part of the graphic role of reading; meanwhile the intermediate students need to practice reading skills and comprehend the contents of other subjects they are learning.

Advanced students are capable of avoiding redundancy and they use reading as a vehicle to study other subjects, according to his/her career.

"With the advent of radio, many believed books would lose their place as vehicles of communication, and when the T.V. was invented, many believed this would replace the radio; however, it was not so. All three are different and irreplaceable instruments of communication. The book is especially unique, because it permits one to maintain an attentive spirit with attention and independence to return on reading, in a sense, to listen to ourselves while we converse with the greatest authors of past and present. (1)

It is universally recognized that the ability to read is essential for its functional use in student life. The process of learning a

1. Dario Santa María: El Arte de leer, P. abierta, Vol. 1, n, 1.

foreign language the students who can develop facile reading skills when the content they read presents an intellectual challenge at the level of their experience and thinking, and satisfy their necessities. Reading would seem to be the most attainable language skill for students in countries where English is not spoken.

Since competence in reading a foreign language is the goal for foreign students because through it, they can gain new knowledge, the teacher should develop reading programs materials which catch and challenge the students' intellectual interest.

1.5.1. Differences Between Objectives of Reading Instruction as a Goal and the Skill to get that purpose

The goal for teachers of English as a Foreign Language is to teach the students to read(objective), and they must first learn how to read(method) using a variety of skills. When the contents of reading are either sounds represented by graphic symbols, syntactic represented by sentences, paragraphs, or semantic represented by the meanings, the teacher must employ the skills for each case: phonics (not phonetics), structural clues (grammatical category), morphological information(prefixes, suffixes, etc.), and skimming and scanning for teaching semantic procedures. When the student meet an unfamiliar word in his reading, does he skip over it and continue even if he is unsure of some of the meaning of the passage? Or does he quickly try to figure out the general meaning of the word? In this case the student must be taught to understand the meaning through the total context, deciphering the meaning, interpreting the meaning sense, etc.

As an example of phonics the student may encounter difficulty when the letter /c/ may stand for the /k/ as in /cat/ or for the

/s/ sound as in /city/; other example would be: citizen, bacon, comical, and fancy. This difficulty can be solved by recognition the sound of these words.

1.6. USES AND ADVANTAGES OF READING FOR THE FOREIGN STUDENT

The foreign student is interested in language acquisition, production, comprehension, and specific capacity to acquire the new language as general knowledge because it is basic to studying other areas of human learning.

As new information becomes available on perceptual process, language-teaching professionals are turning their attention to listening and reading. Foreign students need much practice in reading authentic materials recorded in natural situations, rather than artificial materials concocted for educational purposes. Consequently reading again achieves prominence as an important area of language learning and much attention is paid to new information on the reading process.

English foreign language-teacher should be interested in knowing how human beings perceive messages in speech, writing, or reading, and how they process and interpret them. English teacher needs to know how the foreign student transforms the information received from the source (writer).

An alternative to teaching reading is to give the complete process in two aspects:

- a. Intensive, and
- b. Extensive Reading

The teaching methodology for reading comprehension through intensive reading refers to the kind of work done in the reading class or when the student is. It should not be done for more than 10 or 15 minutes at a time. The teacher must therefore provide activities for mixing silent

and oral reading in class together with specific exercises to develop this skill which is difficult for so many students.

The exercises are fundamental and the activities should combine to form a reading comprehension program. The foreign student needs to be able to understand English in order to acquire new knowledge because reading in the class or outside of class reinforces and illustrates.

"The labels indicate a difference in classroom procedures as well as a difference in purpose. Intensive reading involves approaching the text under the close guidance of the teacher (the right kind of guidance) or under the guidance of a task which forces the student to pay great attention to the text. The aim of intensive reading is to arrive at a profound and detailed understanding of the text." (1)

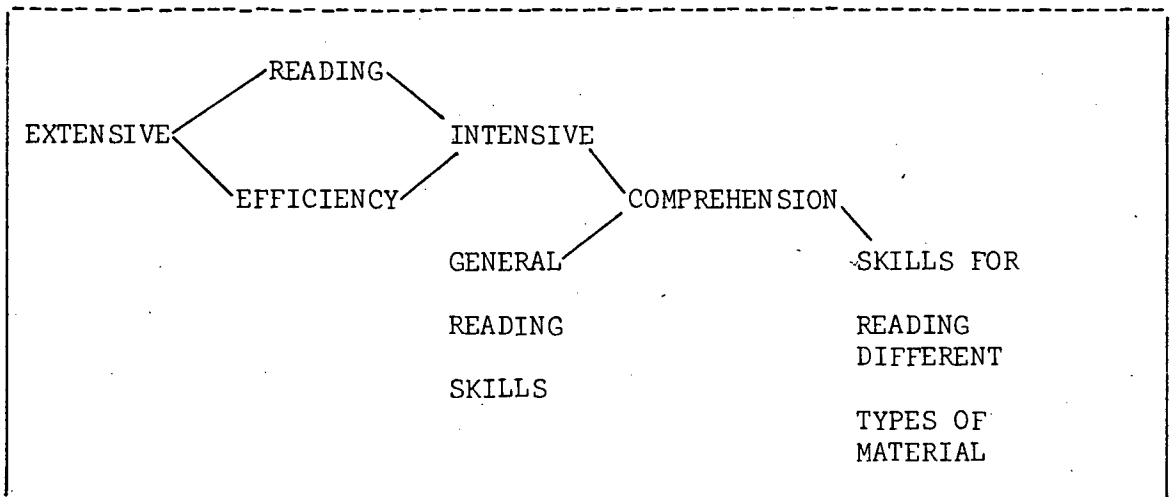
On short texts which can be studied in a lesson or two, than longer ones, it is also generally supposed that in order to understand. For developing the task the student can employ skimming and the scanning.

a. Extensive Reading: The foreign student needs an extensive reading program that will actively promote reading outside of class. The student must spend a half hour in the evening with something he chooses to read such as a magazine, a newspaper, a short story or a text. He does this kind of reading for general information and ideas, as well as for pleasure. In extensive reading, the foreign student has the opportunity to develop the skills of skimming and scanning as a general comprehension and give his opinions or identify the facts.

While the teaching the reading process such as the intensive and extensive reading, efficiency and comprehension are present as the

1. Christine Nuttal: Teaching reading skills in a foreign language; English Language Book Society, Heinemann Educational Books, 1987.

components. The reader tries to understand more material in less time (efficiency); comprehension, on the other hand, serves to extract meaning from a series of sequential perceptions of words. Comprehension requires a deep knowledge of the theme-reading, to understand what the messages give to the reader; it is to recognize and use the organization of a passage as chronological order, process, comparison, contrast, generalizing, and summarizing.



Extensive and Intensive Reading. (1)

As a pragmatic program for reading, extensive reading is the most useful because the texts are scientific or humanist. They contain a great deal of factual information which, the student must read slowly and carefully, in order to extract information and understand the material.

Some class time ought to be devoted to extensive reading, both to maintain interest in it and to train students how to deal with full-length text.

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1. Sonka, Amy: Reading has to be taught, too in a Forum Anthology, Washington 1986, USIA, 120-124.

1.7. HOW TO TEACH READING

Reading serves to integrate a variety of language activities; the point of getting information and ideas is to use them, are in capacity of acquiring their knowledge by efficient reading accumulate 4, 8, 16, or even 20 times more information than by audiovisual.

"Reading is a mental activity. It does not depend on visual sharpness factors, but on factors concerning our capacity nervous communication, memorization and intelligence." (1)

To develop efficient reading is to reinforce the power of creating and apprehending the structure which the intelligence defines. To multiply by 3 the ability of reading is to be freer in front of the tide of general and technical information in the obsessive of mass media.

"Reading is a skill in which we depend time and energy developing it. We must practice it with concentrated exercise. The first step to become a better reader is to do more reading. By improving our reading we are helping ourselves to develop skills that we will use all our life." (2)

The use of graphic symbols to represent meaning is a relatively recent invention in man's history. If the development of the human species were plotted along a time-line representing a single year, we would find that mechanical printing began only a few minutes ago. But in technological societies today a person without reading competence is severely limited; cultural factors such as literacy are widely regarded as an essential tool for learning.

For teaching reading the teacher can employ the correct methodology

1. Bentolila: Reading Comprehension, University Press, 1987.

2. Marion Monroe: Basic Reading Skills, Glenview, 1970, Scott-Foresman.

with the corresponding techniques. The methods of reading are used universally in high schools and in the universities of the United States. They are practiced in UNESCO, taught in the majority of great schools. Reading is important especially in education, in all its levels.

Bentolila says: "The problem of reading is actually in the center of discussions about the innovation of learning. The approaches concerning it are different, but they are often complementary."(1)

The numerous methods of reading are classified by children, high school students, and for university students. The application of methods depends on the kind of student. In all cases the teacher should use, besides text books, any special materials which might be relevant. By relevant is meant a text or serie of texts which is representative of the subjects which the student is studying. In the present case, analyzing the methods used for foreign students, the role-play activities must be well thought out by the teacher so that they provide maximum opportunity for reading practice. The reading process is primarily associated with the instruction in a student's first language.

"The methods widely used are (a) phonics, that is, instruction in the correspondence between English letters and sounds (also known as the "linguistic approach", particularly when the analysis of letter combinations and sound is more precise); (b) whole-word reading, which involves recognition of single words representing objects or concepts well understood by the learners, and then moves into word groups; and (c) the language-experience approach, in which learners tell a brief story, or give a description or a comment, the teacher writes down the language they use, and the learners then read the language they have spoken." (2)

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1. Bentolila: Reading Comprehension, University Press, 1987.
 2. Fraida Dubin in: What every EFL Teacher should know about Reading, in a Forum Anthology. Washington 1986. USIA 125-126.

For the application of these three methods, it is necessary to use the comprehension materials and systematic preparation of exercises to accompany them according to the students level of proficiency.

1.7.1. The Phonics Method

Known as graphophonic comprehends the relationship between the sound and the symbol. It is also known as the linguistic approach. This method is applied for beginner students. The purpose of the phonics method is to enable a reader to identify in its written form a word he already knows in its spoken form. The principal problems for students when the phonics method is applied are:

- a. Similar sounds with different letters
- b. Short or long vowel sounds
- c. Words with prefixes or suffixes.

Examples: Different consonant letters may represent the same sound in written words. In the following words, all the underlined letters represent the /k/ sound.

<u>k</u> ite	l <u>ack</u>	an <u>ch</u> or	<u>acc</u> ount			
short vowel sounds		MAT	PET	BID	STOCK	CUB
Long vowel sounds		MATE	PETE	BIDE	STONE	CUBE

Exercise with words with prefixes and suffixes:

UNEMPLOY EMPLOY EMPLOYMENT
UNEMPLOYMENT

1.7.2. The Whole-Word Reading Method

The Whole-Word Reading Method is more global because it involves words representing objects or concepts, therefore, the improved ability to look at words as a whole for comprehension is only an

intermediate stage in learning to take the whole phrases or other meaning units in a single focus. Basically this teaching strategy for the whole-word method involves getting the student to associate the printed form of a word with its spoken form and with the concept of the word that is already stored in memory. Words may be presented in context or isolation. For developing this method, the student will perform word analysis, breaking down the words into small elements, or using context clues in which the context may give some definition or contrasting with statements.

1.7.3. The Language-Experience Approach

The student understands all the sentences and paragraphs. The student can distinguish the fact and the opinions, the author's purpose, to find the main idea, the relevant sentences and the irrelevant ones. In this case the student knows the words of the vocabulary. In this stage the student is able to use the skills he knows as skimming, scanning, author's purpose, relationship of cause-effect, analogy of time, space, etc. For the application of this method there are a variety of exercises for each case such as the following:

In which sentence does a person express his or her opinion?

- a. "This is the second time I have seen the movie," remarked Barb. ()
- b. Terry said, "I didn't like the movie at all." ()
- c. "I'll see the movie this Saturday night," stated Bob. ()

Phrase recognition exercise: same or different.

SEE THE GIRL

SEE A GIRL ()

IN A DAY

IN THE DAY ()

ALL NIGHT LONG

ALL NIGHT LONG ()

BY THE SEA

BY A SEA ()

The sentence-combining approach: Combine the sentence in each group into only one sentence, using the word in parenthesis to join them.

1. (a) John went to the library. (AND)
(b) Mary went home
2. (a) The students were happy. (BECAUSE)
(b) The students passed the test.

1.8. TECHNIQUES FOR TEACHING READING COMPREHENSION

After the use of the methodology in the reading process the teacher, to achieve the goal in the best way possible should apply the techniques, those didactic resources applied in order to acquire the objectives proposed by the teacher in his/her plan. For each level of students (beginners, intermediate and advanced) the application of the technique has its own level specially according to student's needs

An analysis of the technique that makes easy or difficult comprehension reveals the importance of the use and correct application of the techniques. There are various techniques for helping students increase their reading efficiency. Here in broad terms are the techniques and strategies of reading that we hope will be learned through our text.

- a. Techniques involving flexibility of skill applied for phonics method and whole-word reading.
- b. Word-attack techniques: how to tackle unfamiliar lexical items by using items of morphological inferences from context, etc.
- c. Techniques of utilizing information that is not strictly part in the text itself.
- d. Text-attack skills: the process of interpreting the text as a whole, using all the clues available including cohesion and rhetorical structure.

The techniques written above, we can classify the skills (techniques) among others:

1. Context Clues, Root Words, Prefixes, Suffixes, Prefixes and Suffixes, Vowels and Consonants.
2. Main Idea, Fact and Opinion, Cause-Effect, etc.
3. Skimming, Scanning, Comprehensive Reading, etc.

1.8.1. Context Clues

Some words are often misread because they are read quickly.

Example the words ELBOW-BELOW. Once written the sentence, choose the word that completes the sentence. THEIR - THERE

The birds seem to fly just _____ the white clouds when I watch them from here.

Members were asked to show _____ identification cards to the usher.

1.8.2. Root Words

Many words are formed by adding endings, suffixes or prefixes.

Example: from ACT. acting - actor - counteract - react - inactive.

Underline the root word in agreeable - agreed - agreement.

1.8.3. Prefixes

Play an important role within the reading process because they can expand the vocabulary and consequently other interpretation.

Example: The following words begin with the same letters

UNable - UNjust - UNION - UNcle - UNbroken. Check each word below that contains a prefix meaning opposite of or not. The prefixes are written before the letters or words.

1.8.4. Suffixes

Are written at the end of the word, and like the prefixes, expand the vocabulary.

Example: In the following words the suffixes are underlined.

Complete the sentence written below with the correct word.

musicIAN - musicAL

A serious will practice every day.

1.8.5. Vowels

Draw a line under each one syllable word in which you hear the same vowel that you hear in the key word above the sentences.

VOWEL SOUND IN (ALL)

-Paul asked for a small root beer at the refreshment stand in the park.

-The lawn looks neglected whenever the grass is too tall.

-It wasn't John's fault that his elbow hit Jim's jaw.

1.8.6. Consonants

Read the following lists of words to yourself, listening for the sound given at the top of each list. Put a check before each word in which you hear the sound:

/f/ sound

---fit

---laugh

---telephone

---shepherded

/ch/ sound

---child

---venture

---watch

---chorus

For Reading Comprehension the techniques employed by the teachers are:

1.8.7. Skimming

Skimming is a reading skill the student can use to locate specific information quickly. When the student skims his eyes pass quickly over the reading material, looking for such clues as a numeral, a name, a capital letter, an italicized word, a date, or a letter or word printed in boldface. It is important to remember that you should look for just these clues and not read word for word. It involves speed, preliminary selection of information, and initial judgments about the meaning or the importance of a passage. Over-all impressions and general ideas are the result of skimming, and it is important for us to recognize the special usefulness of such a procedure as one part of the overall process of reading.

It is not necessary for students to skim perfectly and get a sense of the exact, overall meaning of a passage. We can guide them by means of advance questions to skim for the author's basic points, his point of view, and conclusions about the relative importance of one point compared with another. An example of reading employing skimming is when we buy a newspaper, and at a glance we read the title of the many articles for getting general information. Finally, skimming is used for several purposes:

- a. To find a particular piece of information in a passage, a fact, a quotation, a reference.
- b. To grasp quickly the main ideas and most significant details of a selection.
- c. To test whether material can safely be skipped, or on the other hand to pick out from a passage that seems otherwise irrelevant any part that must be read thoroughly.
- d. These different purposes call for different methods.

When skimming for particular information, either a fact or the answer to question, keep in mind exactly what it is you are looking for.

The second purpose for which you skim is to find main ideas and significant details. Skimming for this purpose proceeds differently. You read the first sentence of each paragraph; occasionally, if you feel the first sentence is unhelpful, you may add a phrase or two from the second sentence. This reading of the first sentence gives you the main ideas.

The methods for skimming are:

- Preview
- Overview
- Survey

1.8.8. Scanning

Scanning is another procedure. In scanning the reader is looking for a specific bit of information. She/he ignores everything that does not answer the questions and in this way learns selectivity in a precise way. Scanning helps the student search quickly for the specific information he wishes to get from the material such as when, where, how much, etc.

The teacher is right in assuming, however, that the development of scanning skill is progressively built up and those students move from a position of initial frustration to increased control. Scanning exercises are easy to devise: the easiest are those requiring to student to scan for a single word, or specific fact, etc.

Example: Look at the page ... and find out when Simón Bolívar died. How many times does the word THESE occur in this page.

1.9. TYPES OF MATERIALS FOR TEACHING READING COMPREHENSION .

There are a limited number of ways in which thoughts and ideas are expressed and this makes it possible to identify with a correct use of materials, but the first step the teacher needs to increase the students' motivation to read a difficult selection by providing background information through an overview of the contents. It is more important for a selection to come close to the learner's interest and concerns than to suit the teacher's taste.

Reading materials must describe facts, events, and ideas with which they are already familiar through their everyday lives. Students can develop facile reading skills when the content they read presents an intellectual challenge at the level of their experience and thinking.

The material should be simple enough that the student can find a beginning point in learning to read in a sequential and functional way so that it meets the needs of the student in his continued progress in reading. The material should be built around students' interests and problems. The student will be interested in many types of works he might be able to do as soon as he learns to read well.

The teacher must provide activities that stimulate such an environment as much as possible, together with specific exercises to develop this skill which is difficult for so many students. Exercises are fundamental to the activities of comprehension in English reading; the exercises and the activities should be combined to form a graded reading-comprehension class.

Among the essential activities is work in reading comprehension with graded exercises according with the level and category of students practicing the same exercises, but with the grade of difficulty giving them a sense of progress and continuity of purpose. All activities and exercises can be the same, but taking in mind two specific student's

characteristics:

- a. It must be graded according to the level and category. (beginner, intermediate and advanced students)
- b. It must be interesting, stimulating, and challenging for the students.

At the same time, the systematic nature of a graded reading-comprehension exercises makes it ideal for individualized learning. Some of the types of exercises are developed according to the skill employed, and the experience in developing exercises and material of your own.

When the passage including sentences, paragraphs, illustrations are not understood although the vocabulary is known, it is often because it is long and difficult to comprehend syntactically. The first advice for a student who finds a text difficult for these reasons is:

- a. read it fast, without stopping, getting what you can from it.
- b. read it again slowly, looking up key words in the dictionary if you have one.
- c. next stop and ask yourself questions about what you can think the text is saying.
- d. read it a third time looking for evidence that your predictions were correct. By this time, some of the sentences of the paragraph or the whole passage should be clear. At this point, if some of the sentences are not understood, the teacher should make other activities as the analytic approach:

* Exercises with complex nouns groups which consist of a head noun modified by adjectives or other words. It is called word analysis process. The student is taught to break down words into small elements as the stems, prefixes and suffixes, etc.; in other cases, writers often avoid the repetition of the same words for stylistic reasons preferring elegant variation selecting a word that means a most the same as the word to be avoided; thus, in the same text,

you might find synonyms.

* Paragraph analysis, this exercises is done when the student cannot understand the organization of the materials as a whole. Consequently the teacher with the foreign student should practice with the skill: find the topic, find the main idea, find the major supporting details, and find the minor supporting details.

It is important and ideal for the teacher to choose the right material edit, modify it or create appropriate materials for students with varied needs and purposes to read.

Another potential source for developing the skill in reading comprehension is printed materials (basic and referential texts) such as books, magazines, and newspapers, appropriately altered to meet the requirements of the students.

A last source we can add is the visual comprehension materials with the diagrams and pictures which will often help with, and sometimes be essential to, the interpretation of a text. They are frequently the quickest way to present complex information, which might otherwise take several pages of the text to explain. This is particularly true when the text is concerned with technology or science.

These materials are often used by the writers to assist the reader in the comprehension of a text. This is particularly true of descriptions and explanations of systems and processes. What the writer is trying to communicate, the reader must be able to visualize, or to recognize the same information as the writer.

A wide range of reading skills, strategies and techniques with the materials has been covered, drawn from contemporary work in this field. The material is thoroughly taught, not just tested, and there is a large variety of exercises with which the student and the English Foreign Lan-

guage Teacher can practice.

Another consideration is the student's ability to distinguish the criteria for selecting materials with the teacher, especially with extensive reading materials. To choose books for extensive reading, the criteria of readability (suited to the linguistic level of the reader student) and suitability of content are even more important than when the teacher and the student select the text.

To summarize, extensive materials should be:

- a. Appealing: They must appeal to the intended readers, supplying what they want (their interests). The characteristics of the book are attractive in appearance, well printed, and with good coloured illustrations.
- b. Easy: The language must be easier than that found in the current Foreign language coursebook.
- c. Short: The length of the book must not be intimidating; elementary students need short books that they can finish quickly.
- d. Varied: There must be a wide choice suited to the various needs of the readers in terms of contents, language and intellectual maturity.

In conclusion, reading is not an easy skill, it depends on the creativity of the teacher to prepare the materials in order to comprehend the message on what the reader perceives from the writer.

1.10. DEFINITION OF THE ROLE OF THE TEACHER WITHIN THE PROCESS OF READING COMPREHENSION

Teaching is normally a simple passing on of knowledge from teacher to student, as in teaching names and dates in a History class or teaching rules and formulas in a Math class. But this cannot be true of the

teaching of reading, which is a natural skill, like walking or talking.

The teacher has a crucial role to play in helping students learn to read. The students must do the learning for themselves, but the teacher can have a major effect on whether any given student chooses to go on reading in the language.

The teacher must create the world of reading in a particular class. It is the teacher who must stimulate interest in reading, who must project his enthusiasm for books, and who must help students to see that reading can be of real value to them. This means relating reading to the interests of the students, to what they are thinking and talking about and therefore know enough to relate the content of their reading.

Good reading assignments should grow naturally out of the interests and concerns of individual students.

The major problem for most teachers of a second language is inadequate knowledge of both the content and the form of whatever it is that they are trying to read. Choosing their right materials becomes all important and it is the teacher who must choose, edit, modify, or create appropriate materials for students with varied needs and purposes and in a sequence of increasing difficulty which will lead to improvement.

The kind and the amount of reading will depend on the reading that the teacher introduces to them or helps them to discover.

The readers believe that to comprehend the text they must first comprehend every word in the text. But comprehension depends on processing larger units of text in a series of prediction/confirmations.

A second reading strategy consist of inducing his students to abandon the word-by-word approach to reading by introducing exercises (timed readings, read-and-look up, divided or distorted text).

A third strategy is reading different texts at different rates, and with greater or lesser attention to detail for different purposes. Students must learn to skim the main idea and to scan for specific kinds of information, and they may also have to learn to read critically, to evaluate the author's arguments.

The teacher stimulates interest, selects and adapts appropriate materials, promotes useful strategies and provides each student according to his needs.

1.10.1. Specifications Of The Goals Of The Reading Comprehension (According to the instruction program).

Many teachers realize that the skill students need most is reading. Reading is a multifaceted, complex skill made up of a number of psychological, physical, and social elements. As there are many sides of knowing a language, so there are many aspects to effective, mature reading. Unfortunately, in language pedagogy, too little attention is devoted to this skill.

Few students, even after years of study, are able to read English easily. The vocabulary and syntax of newsmagazines, novels, and nonfiction books seem quite beyond the reach of most students. Students must go beyond the language textbook if they are to get a level where they can read for the purposes of learning, pleasure and enjoyment. Reading would seem to be the most attainable language skill for students in countries where English is not widely spoken. Reading requires only a text and a reader-and possibly a dictionary.

The reading competence in a new language is an achievable goal to teachers. They must develop reading programs that will help students move from textbook prose into reading material

that they select for themselves, according to their own interests and curiosity about the world.

We need the three m's of success in learning to read (maturation, motivation, and meaning).

A level of cognitive maturation must be reached before a child is ready to read, although the age may vary. Motivation: a student reads a lot when other family members read and when there are sample materials to read. Meaning: the child must know the content of the reading.

A reading program should give attention to the skill of reading alone and for its own sake. Practices such as having individuals read aloud, or choral reading in which the class reads aloud following the teacher's model, are questionable ways to teach the reading skill. Such activities offer opportunities for oral practice, and teachers should view them as such.

A reading program should teach strategies explicitly, through intensive reading lessons appropriate to the developmental level of the students.

Learners should be encouraged to use guessing and predicting strategies when they read, and teachers should support them in this activity. The teacher can increase the students' motivation to read a difficult selection by providing background information through an overview of the contents. It is more important for a selection to come close to the learners' interest and concerns than to suit the teacher's taste. As much as possible, learners should read about facts, events, and ideas with which they are already familiar through their everyday lives. Another important activity of the reading

program is "reading at the drop of a pin". Since reading is primarily an individual activity, the teacher should provide a quiet time to read individually. Talking about the content of the selection can come after the individual reading.

In planning for extensive reading, the teacher should provide an environment promotive of the idea that reading yields enjoyment and pleasure. The activities should be planned to get competence and efficiency in reading.

1.10.2. Forms For Assessing (Evaluate) Reading Comprehension

When the teacher considers that his class has gained a good functional control of the spoken language, he may introduce reading as an end in itself. The abilities needed in reading a language include at least the language and graphic symbols, ideas, and stylistics. The good reader can respond simultaneously to the language, ideas, and stylistics of mature writing, and can achieve these understandings with reasonable speed and fluency.

1.10.2.1. General form of the reading test

The test consists of a number of short passages of varying styles and content, each followed by a series of multiple-choice comprehension. By a selection of his passages and a careful working of his items, the test writer is able to test the examinee's understanding not only of the surface meaning of a passage but also of the author's purpose, attitude, and method.

1.10.3. Selection Of The Test Passages

1.10.3.1. Length

The individual test passages should be brief. Passages of between 100 and 250 words are about the proper length.

1.10.3.2. Subject matter

The specific purpose of the test will dictate the subject matter of the passage selected. The test writer may draw upon such works as biographies, prose fiction, encyclopedia entries, and nontechnical articles on the natural and social sciences.

The excerpts must be clear and meaningful when taken out of context, and not require outside subject-matter information to be fully comprehended.

1.10.3.3. Style and treatment of subject

There are paragraphs which (a) deal chronologically with a series of events, (b) compare or contrast two or more people, objects, or events, (c) present an author's individualistic opinions on a familiar object.

1.10.3.4. Language

The simplification of reading passages must be carefully controlled.

1.10.4. Sample Reading Passage and items

The following passage and set of comprehension items will serve to illustrate the principles that were discussed above.

"In the development of literature, prose generally comes late. Verse is more effective for oral delivery and more easily retained in the memory. It is therefore a rather remarkable fact that English possessed a considerable body of prose literature in the ninth century, at a time when most other modern languages in Europe had barely developed a literature in verse. This unusual accomplishment was due to the inspiration of one man, King Alfred the Great, who ruled from 871 to 899. When he came to the throne, Alfred found that the learning which in the previous century had placed England in the forefront of Europe had greatly decayed. In an effort to restore his country to something like its former state, he undertook to provide for his people certain books in English, books which he deemed most essential to their welfare. In preparation for this task, he set about in mature life to learn Latin."(1)

1. According to the information given in the paragraph, King Alfred may most properly be regarded as the father of English.
 - a. poetry
 - b. learning
 - c. prose
 - d. literature
2. The writer suggest that the earliest English poetry was
 - a. written in very difficult language

1. Adapted from Albert C. Baugh: A History of the English Language, Apleton -Century-Crofts, 1957).

- b. not intended to be read silently
 - c. never really popular with the public
 - d. less original than later poetry
3. According to the paragraph, England's learning had brought it to the "forefront of Europe" in the
- a. seventh century
 - b. eight century
 - c. ninth century
 - d. tenth century
4. The writer suggests that at the time of King Alfred most of the other modern languages of Europe had
- a. both a verse and a prose literature
 - b. a literature in prose but not in verse
 - c. neither a prose nor a verse literature
 - d. a literature in verse but not in prose
5. We may conclude from the paragraph that the books which Alfred "deemed most essential" were
- a. written largely in verse
 - b. later translated into Latin
 - c. original with Alfred himself (1)

1.10.5. Diagnosis of Reading Comprehension Ability (Test)

A teacher may be interested in keeping a progress chart for the students or in providing them with periodic feedback on their reading. There are some ways to check comprehension, each of

which tests performance under a different set of conditions.

1.10.5.1. First

The reading can be timed or untimed. When students are being timed, they tend to force themselves to read faster; untimed, they tend to read in what they consider to be a more careful fashion.

1.10.5.2. Second

The comprehension check can also be timed or untimed, i.e., students can have the necessary time to work through the questions or they can be given only a limited amount of time.

1.10.5.3. Third

The comprehension questions can be answered with or without reference to the passage. The student who makes use of principles of organization to remember where particular information is located, even though he cannot remember the specific details, will be able to find the information fast and answer the questions correctly.

1.10.5.4. Fourth

Students can see the questions before they read, and then take the comprehension check after reading the entire article. Or students can underline and read the topic sentences, see the questions, then read the entire article and answer the questions.

Finally, students can read, take notes, and then answer the questions by referring to their notes but not to the original selection.

These five variables can be combined in a number of ways. For instance, notes can be permitted when the reading is timed so that students will have time to underline only the most essential facts. On the other hand, if students need a confidence-building experience, the teacher can run an untimed reading and comprehension check, allowing the students to use the article while answering the questions.

"The reading skills are not simply a matter of practice but can be taught and developed. These skills need not be postponed until the intermediate or advanced levels, but the reading should be an integral component of the ESL (English Second Language) program from the very beginning." (1)

1.10.6. Measuring progress in Reading Comprehension

The teacher must determine each child's levels of reading ability and specific reading strengths and weaknesses. Knowing the child's levels of reading ability allows the teacher to select suitable reading material. Knowing which skills have or have not been mastered enables him to individualize skill development.

One of the first steps to obtain useful information about children's reading ability is to ask the right questions. Knowing what information to obtain enables teachers to select the appropriate measures.

1. Cf. Amy L. Sonka: Reading has to be taught, Too in A Forum Anthology, USIS, Washington 1986, 123-24).

There are basically two situations in which teachers need to know at what reading level pupils are functioning: (1) selecting materials for various purposes and (2) determining the particular reading skills individual children need to learn.

Teachers must attempt to rich the child's general level of reading with material that is neither too difficult nor too easy.

1.10.7. Relating rate to comprehension

The degree of relationship between rate and comprehension varies with the age of the readers, the kinds of materials used, the method used to measure these two factors, and the chil'd purpose for reading.

There are many possible reasons why a pupil may be a slow reader, such as weak word recognition, faulty reading habits, poor comprehension and inflexible rate.

One way to increase rate is having the children read selections under timed conditions. The knowledge that they are being timed and will have to answer comprehension questions is a strong motivation to increase rate without loss of comprehension.

In evaluating functional reading skills, teachers have to rely primarily on their own resources. Some reading manuals contain practice exercises for developing specific study skills and other skills related to the content areas. These exercises may be used directly or can give ideas to make exercises. In the superior grades the teacher can test specific skills recently taught, the meanings of technical forms, finding entries

in dictionaries and encyclopedias. Exercises also show which children have understood and successfully completed and which have not. For the second group, talking about the difficulties experienced with each child in doing the exercises may be better than another test. A useful procedure is to ask the child to do again the items where he was wrong, giving his reasons and explaining his steps.

To test comprehension there are models of reading. For knowing the comprehension the teacher may ask questions about the paragraph. The questions may be mimeographed. So the teacher knows the slow readers and tries to form groups and he tries to reinforce their pupils' weaknesses.

The teacher uses at first a screening test and after an informal reading inventory (IRI), that it is a series of graded selections.

The aim of all these efforts is the pupils can get useful information and become good readers." (1)

1. Cf. Albert J. Harris-Edward R. Sipay: How to teach Reading, Unit 6.

CHAPTER 2

DESCRIPTION OF THE INVESTIGATION

2.1. CHARACTERISTICS OF THE STUDENTS: AGE, NUMBER, COURSES

The application of the experiment was developed in the fifth course of the High School "La Dolorosa". The same is divided in three specialties:

- a. Mathematics with two parallels. Parallel A with 24 students, and Parallel B with 28 students.
- b. Químico-Biológicas with 32 students.
- c. Filosófico-Sociales with 36 students.

The average of their ages is 17 years approximately.

2.2. DESCRIPTION OF THE SAMPLE: CONTROL GROUP AND EXPERIMENTAL GROUP.

With the students of the fifth course of High School "La Dolorosa" five reading techniques are going to be applied: Main Idea, Fact and Opinion, Relation Cause-effect, Skimming-Scanning, Generalizing and Summarizing. The Fifth course is divided in two groups: The Control Group and the Experimental Group. The total of students is 120. The students who belong to the experimental group are those of especialization of Mathematics, and The Control Group are those who belong to the specialization of Químico-Biológicas and Filosófico Sociales. The first group (Experimental Group) will receive three classes with each technique, total 15 classes; and the second group (Control Group) will receive the same number of classes but without any technique. After each class in both groups the evaluation will be done and the score will be registered in the sheet of evaluation.

The attendance to class of the students of the two groups is regular because they are in the last courses of Secondary Education, consequently, there are the participation of all students in the application of the reading techniques as a new methodology in the Reading Comprehension. In the experimental group as well as in the control group, the classes are taught with a previous daily class plan and all the materials and the exercises for each technique.

2.3. ANALYSIS OF THE STUDENTS' CRITERIA ABOUT HOW THEY HAVE RECEIVED THE ENGLISH READING COMPREHENSION CLASSES.

After teaching Reading Comprehension through the application of some techniques the students' criteria had two phases: At the start there was a brief discussion of Reading Comprehension and Translation of a Reading only to try to make clearer what Reading Comprehension is. It is likely that students will not immediately understand Reading Comprehension but it was hoped that they will gradually get a feeling for it as they proceed through the classes.

After the first class about the employment of the Main Idea as a Reading Technique, the students learned to use the ability to find out the most important thing an author is trying to say, the Main Idea or central thought was, perhaps the most valuable comprehension skill. The different opinions favorable because this meant an entertainment the selection of Main Idea, the distinction between essential and nonessential information and between the most important idea and details.

In the same way the students felt interest with the rest of the reading techniques as Fact and Opinion, relation Cause-effect, Skimming and Scanning, etc. Most students get so accustomed to read with these techniques because they are motivated by distractions, comfortable study, positive posture feeling for something, and pleasurable expecta-

tion.

Students tend to enjoy activities asked in the evaluation procedure; they are easy for them, and in which they feel safe and secure.

A number of factors interact to influence reading interest. These fall mainly into two categories:

- Personal Factors, and
- Learning of a new technique or procedure.

To the first belong the age, sex, intelligence attitudes, etc. According with the age, most student display and interest in stories of certain characters of their own age. The reader's sex may influence reading interest because it becomes more pronounced by the Junior High School than in elementary school. Their intelligence is bright, read more, and have a wider range and more nature reading interest.

Analysing the Second Factor, the different exercises developed with each technique, the students felt satisfaction because this meant recreational activity, enjoyment with the practical exercises, etc.

2.4. ANALYSIS AND DESCRIPTION OF THE EXPERIMENT:

In the teaching-learning process of English Language for foreign students, it is important to teach not only grammatical rules, vocabulary but the student can read, understand what he reads. The English teacher can use many procedures, didactic resources in order to teach how the students can understand the readings.

In the present case, I am going to experiment how some reading techniques can develop skills to comprehend readings. The experiment is based on the application of some techniques to comprehend in the best way what the student reads. The students who receive the experiment is called the EXPERIMENTAL GROUP. Other students who receive the classes

about reading is called the CONTROL GROUP.

The place where the experiment is applied is the "LA DOLOROSA" High School. The fifth courses is divided according with the specialization. The courses whose specialization is Mathematics receive the reading comprehension classes with the techniques (experimental group).

The courses whose specialization is Químico-Biológicas and Sociales receive reading comprehension without any technique (control group).

The contents of the reading are the same for both groups. The number of the classes is equal for both groups.

The set of activities for the learners(both groups) is specified in the daily class plan.

The evaluation will be scored / 20 points.

2.5. APPLICATION OF THE TECHNIQUES WITH THE EXPERIMENTAL GROUP.

Teaching of Techniques in the fifth courses of "La Dolorosa" High School.

TECHNIQUES

- 2.5.1. Main Idea
- 2.5.2. Fact and Opinion
- 2.5.3. Cause-Effect
- 2.5.4. Skimming/Scanning
- 2.5.5. Generalizing and Sumarizing

- 2.5.1. First Technique: Main Idea

1. Schedule:

Monday

Tuesday

2. Nro. Classes: Two

3. Objectives: At the end of the study of the MAIN IDEA TECHNIQUE, the student will be able to:

3.1. Identify the main idea in a article, a paragraph, etc.

3.2. Recognize the purposes of the writer.

3.3. Understand what he reads.

4. Didactic Materials:

4.1. Permanent: Chalks, erasers, chalkboard, copy-books, rulers, etc.

4.2. Informative: Books, magazines, newspapers, dictionaries, etc.

4.3. Experimental: The readings with all the activities for evaluating.

5. Evaluation:

After the application of the technique in each class, the students receive the sheets with the readings and the activities to develop. These activities are evaluated from 1 to 20 points, and the score obtained for each student is registered in order to compare with the score of the students of the control group.

2.5.2. Second Technique: Fact and Opinion

1. Schedule: Monday, Tuesday

2. Nro. of classes: Two

3. Objectives: At the end of the study of the FACT AND OPINION TECHNIQUE, the student will be able to:

3.1. Distinguish the facts from the opinions.

3.2. Identify the facts and opinions underlining in a Reading.

4. Didactic Material:

4.1. Permanent: Chalks, erasers, chalkboard, copy-books,

rulers, etc.

4.2. Informative: Books, magazines, newspapers, dictionaries, etc.

4.3. Experimental: The readings with all the activities for evaluating.

5. Evaluation:

After the application of the technique in each class, the students receive the sheets with the readings and the activities set to develop. The same are evaluated from 1 to 20 points, and the score obtained for each student is registered in order to compare with the score of the students of the control group.

2.5.3. Third Technique: Cause-Effect

1. Schedule: Monday and Tuesday

2. Nro. of classes: Two

3. Objectives: At the end of the study of the Cause-effect Technique, the student will be able to:

3.1. Recognize the relation cause-effect.

3.2. Make relations of cause-effect.

4. Didactic Material:

4.1. Permanent: Chalks, chalkboard, copy-books, rulers, etc.

4.2. Informative: Books, magazines, newspapers, dictionaries, etc.

4.3. Experimental: The readings with all the activities for evaluating.

5. Evaluation:

After the application of the technique, in each class, the students receive the sheets with the readings and the activities set to develop. The same are evaluated from 1 to 20

points, and the score obtained for each student is registered in order to compare with the score of the students of the control group.

2.5.4. Fourth Technique: Skimming and Scanning

1. Schedule: Monday and Tuesday.
2. Nro. of classes: Two
3. Objectives: At the end of the study of the SKIMMING AND SCANNING TECHNIQUE, the student will be able to:
 - 3.1. Skim in a reading given.
 - 3.2. Scan within in a reading.
4. Didactic Material:
 - 4.1. Permanent: Chalks, eraser, chalkboard, copy-books, rulers, etc.
 - 4.2. Informative: Books, magazines, newspapers, dictionaries, etc.
 - 4.3. Experimental: The readings with all the activities for evaluating.

5. Evaluation:

After the application of the technique in each class, the students receive the sheets with the readings and the activities set to develop. The same are evaluated from 1 to 20 points, and the score obtained for each student is registered in order to compare with the score of the students of the control group.

2.5.5. Fifth Technique: Generalizing and Summarizing

1. Schedule: Monday and Tuesday.
2. Nro. of classes: Two
3. Objectives: At the end of the study of GENERALIZING AND SUMMARIZING, the student will be able to:
 - 3.1. Generalize and summarize the contents or the meaning of a reading given.
 - 3.2. Understand what they read through the process of summarizing and generalizing.
4. Didactic Material:
 - 4.1. Permanent: Chalks, eraser, chalkboard, copy-books, rulers, etc.
 - 4.2. Informative: Books, magazines, newspapers, dictionaries, etc.
 - 4.3. Experimental: The readings with all the activities for the evaluation activity.
5. Evaluation:

After the application of the technique in each class, the students receive the sheets with the readings and the activities set to develop. The same are evaluated from 1 to 20 points, and the score obtained for each students is registered in order to compare with the score obtained for the students of the control group.

2.6. MATERIALS USED IN THE DEVELOPMENT OF THE EXPERIMENT

2.6.1. First Technique: Main Idea

Materials: Three Readings

2.6.1.1. First Reading

Americans generally work from thirty-five to forty hours a week. In the United States, almost all the single women work; and many married women do, too. They are often teacher, nurses, librarians, secretaries, or clerks. Some women are doctors, lawyers, or dentists.

The people generally hard. Americans are efficient, and time is important to them. They are very active. They are always busy, and often in a hurry, but they are also friendly.

American schools begin in September after a long summer vacation. There are two semesters in a school year; the first semester is from September to January, and the second semester in from February to June. The majority of American children go to public school in every part of the country, and they are free from the kindergarten through high school.

High School students take only four or five subjects at the time. They usually go to the same classes every day, and they have an assignment for every class. They often have one or two periods in school, but they have to study at home, too. They also enjoy many school activities during the year, including band, orchestra, chorus, games, assemblies, plays, and dances.

Americans like sports very much. In the fall the popular sport is football. All the high schools and universities have their teams. The boys on the teams practice after school every day. The game with other

schools are usually on Saturdays afternoons. Thousands of people, young, and old, watch these football games in September, October, and November.

In the winter the polar sport is basketball. There is usually a game every Friday night in one school gymnasium or another. Some parts of the United States have a lot of snow and ice during the winter. Many people there, like to ski or skate. In the other seasons Spring and Summer, millions of Americans enjoy baseball. The schools have their games in the Spring, but the important professionals teams play during the Summer. Of course, a lot of people go swimming in the Summer, too. Some also play tennis or golf, and others go fishing.

Activities:

Finding the Main Ideas:

A. Main Idea: Identify the Main Idea of each passage.

Then write it on lines.

- 1. Main Idea for the first passage is
-
- 2. Main Idea for the second passage is
-
- 3. Main Idea for the third passage is
-

B. Working with words: Write the opposite of the words

written on the left.

- | | | | |
|-----------|-------|-----------|-------|
| 1. women | | 3. hard | |
| 2. single | | 4. active | |

- | | |
|-------------------|-----------------|
| 5. children | 9. young |
| 6. summer | 10. night |
| 7. public | 11. ice |
| 8. much | 12. enjoy |

C. Interpreting Ideas: Check the phrase that completes the sentence correctly.

When we say: In the United States the single and the married women work. It means:

1. In the United States everybody works. ()
2. Some persons like to work. ()
3. It is necessary to work. ()

2.6.1.2. Second Reading

Americans like to travel. Their country is very large. They want to see interesting places in the East, and in the West, the North and the South. Some go by plane or by train, others take boat trips or bus trips, but the majority travel in their own cars. Many families take an automobile trip during the Summer. The tourist business is a big business in the United States.

There are over fifty million cars in the country. In fact, more than seventy per cent (70%) of the families own one. A car is very important in the life of an American because he uses it for business as well as for pleasure. American cities have wide streets, and there are good roads in all parts of the country. There is a lot of traffic on these roads during the summer because that is vacation time for the majority of Americans.

Activities:

A. Main Idea

Check the title that best describes the main idea of the article.

1. The United States is a large country.
2. Vehicles and tourism.
3. The traffic in the United States.
4. Wide Roads and Streets.

B. Check two reasons that best explain why

AMERICANS LIKE TO TRAVEL

1. because there are good roads.
2. because there are four seasons.
3. because it is vacation time.
4. because the country is very large.

C. Main Idea: When a word means the same or almost the same, it is called a synonym. Match each word on the left with its synonym by writing the correct letter next to it.

- | | |
|-------------------|--------------|
| 1. travel | a. necessary |
| 2. to see | b. vehicle |
| 3. cars | c. to watch |
| 4. important | d. trip |
| 5. traffic | e. transport |

D. Write T next to statements that are true. Write F next to the statements that are false.

1. The United States is not a very large country.
2. There are not four seasons in the United States.

3. The roads are good in the United States.
4. There are interesting places in all parts of the United States.

2.6.1.3. Third Reading

Some American women make their own dresses, and many make clothes for their children. The majority of Americans, however, buy their clothes ready-made.

There are several large department stores in most American cities. There are other small stores, too; but people like the big stores because they can usually do all their shopping in one place. Many department stores also have a restaurant for lunch. They open at nine-thirty or ten in the morning, and they close at five-thirty or six in the afternoon. In a department store, there are generally many coats, dresses and suits alike. They come in all sizes. In some departments the clothes are expensive, and in others, they are cheap. Of course, the price depends on the quality and the style.

Activities:

Main Idea

- A. Check the phrase that best identify the main idea of the article.
 1. ready-made dresses.
 2. large department stores.
 3. quality and style.
 4. American dresses.

B. Check the phrase or phrases that best complete each sentence.

1. People like big stores because ...

- a. they buy in one place.
- b. they find quality and style.
- c. they eat in the restaurant of the store.

2. Some American women don't make their own dresses because ...

- a. they buy their clothes ready-made.
- b. they don't spend a lot of money.
- c. the children don't like clothes made by their mothers.

C. Find the words in the article that have the following meanings:

- 1. possess, have (part 1)
- 2. dresses (part 1)
- 3. major (part 1)
- 4. big, enormous (part 1)
- 5. shop, market (part 2)
- 6. little, miniature (part 2)
- 7. space, location (part 2)
- 8. dimension, extent (part 2)
- 9. kind, type (part 2)
- 10. attribute, characteristics (part 2)

2.6.2. Second Technique: Fact and Opinion

Materials: Three Readings.

2.6.2.1. First Reading

What is America? Is it a country, a continent, or a hemisphere? It is all of these things. To some people, America means the New World in general, a world of opportunity; to others, it represents North America, Central America, or South America. People also refer to Latin America and Spanish America. To many, however, America means just one country, United States.

In a general sense, all the people of America are Americans, but they usually have another name. They are specifically Brazilians, Mexicans, or Canadians, according to the official name of their country.

For this reason, a citizen of the "United States of America," is specifically an American. Perhaps his father was from England or Sweden. Perhaps his grandparents were from Germany, Turkey, or China. Perhaps he has a French name or a Spanish name, and perhaps his neighbor has an Italian name, a Greek name, or a Japanese name. Each name represents a certain cultural background, but all of these people are Americans. The United States is truly a "melting pot".

What are these Americans like? They are very much like people everywhere, but they are also different because of their environment. This is natural, and it is true of people all over the world .

We live in different countries, we have different customs, and we speak different languages. No wonder it is difficult to understand one another.

Activities:

A. Write (F) in front of the sentence if it is a fact.

Write (O) in front of the sentence if it is a
opinion.

1. America is an hemisphere.
2. America means the New World.
3. Americans are very much like people.
4. America as a continent has many countries.
5. In each country there are different customs.
6. Mexicans have the best music.
7. Canadians live in the North of America.
8. Brazilian names are difficult names to write.
9. Ecuador has the best climate of the world.
10. A citizen of the United States of America is
an American.

B. Circle two sentences that are Facts.

Circle Three sentences that are Opinions.

2.6.2.2. Second Reading

Postal Customs

Besides the main post office downtown, there are many branches in a large city. There are also big mailboxes on certain corners, perhaps every two or three blocks. Thus, if a person has stamps, he can mail letters near his home. A mail truck picks up these letters near his home sometimes a day and takes them to the main post office.

An American mailman(postman) delivers mail once a day to private homes and three times a day to business

offices downtown. In the country, where each house has a mail box besides the road, the mailman arrives by car every day and puts the mail in these mailboxes. He carries letters and postcards, magazines and small packages; there is also a lot of advertising in the mail as well as envelopes with bills in them. He always has a heavy load at Christmas time, when people send cards or packages to their friends and relatives.

Activities

A. Write (F) in front of the sentence if it is a Fact.

Write (O) in front of the sentence if it is Opinion.

1. An American mailman delivers mail because he is a good employee.
2. He always has a heavy load at Christmas time.
3. He carries letters and postcards, magazines and packages.
4. The large cities have the best post offices.
5. A mail truck up the letters several times a day.
6. If a person has stamps, he can mail letters near his home.
7. The postman delivers the letters and postcards only by car.
8. In the big cities there are mailboxes on certain corners.
9. The envelopes with bill are on the post office only.
10. The postman delivers mail three times a day

to business offices.

B. Decide whether these statements are True or False.

Check the statements that are true.

1. There are not many branches in small cities.
2. When a person has stamps in his home, he can mail letters near his home.
3. A mail truck takes the letters to the main post office.
4. The heavy load for the postman is in Christmas time.
5. The people who live on the road, receive the letters every day.

2.6.2.3. Third Reading

Education for all

Perhaps you know that the American system of education is different in some ways from yours. Briefly, it is a system of public education for all American children, the rich and the poor alike. In a country as large and varied as the United States, it is a huge task to give all the children a good education.

The national government takes a general interest in the nation's schools, but it does not control the academic program, the training of teachers, or the operation of the schools. This work is responsibility of each state and its school districts. As a result the public schools in some states are better than in others, but the general plan of education is the same in all fifty states.

American show a great deal of interest in their children's education. The parents often visit the school and meet the teachers and every American supports the school when he pays his state taxes. He also pays taxes to the school district if he owns property there. This tax money helps to build schools, buy equipment, and pay the teachers. These schools are free to all the children in the school district.

Activities

- A. Write (F) in front of the sentence if it is a Fact. Write (O) in front of the sentence if it is an Opinion.
1. There is a specific program of studies in each country.
 2. In the United States the education for all the American children, the rich and the poor is alike.
 3. Some states have the best training for teachers.
 4. The education of Americans is responsibility of each state.
 5. Americans have a great interest in their children's educations.
 6. Some states pay more money to the teachers.
 7. The national government does not control the academic program.

8. ... Some Americans like the education of other states.
9. ... The parents often visit the teachers because they need to know the knowledge of their sons.
10. ... Every American supports the schools when he pays his state taxes.

B. Circle the word or phrase that completes the Fact Sentence correctly.

1. The American system of education is different from others because it ...
 - a. has new technology.
 - b. has its own customs.
 - c. is situated in the North Hemisphere.
2. The education in some states is better than others because each district has its own...
 - a. taxes.
 - b. responsibility.
 - c. academic program.

2.6.3. Third Technique: Relation Cause-Effect

Materials: Three Readings

2.6.3.1. First Reading

Some people from the country think that the city life is the most interesting. They come to visit friends or go to the hotel in the city. They stay for a few days or as long as a week.

Some visitors think that foreign restaurants are

the best part of the city life. Other have the nicest time in museums. But many people think that movies or concerts are the most important attractions of the city, and most visitors like to go shopping for clothes or presents.

In the cities there also many parks, different types of people tall buildings, and other interesting things to see. Cities also have the busiest streets. After a few days in the city, the visitors begin to think about the country. They remember the trees and flowers. They suddenly do not want to see near the tallest building or the busiest street. Now they prefer a quite place. They want to return home the country.

Activities

A. Write the number of the Cause in front of the correct Effect.

Cause	Effect
1. Because the city life is interesting.	a. People from country go shopping to the cities.
2. Because in the cities there are foreign restaurants.	b. It is impossible to walk downtown.
3. Because the country is quiet.	c. After a few days, they are sad.
4. Because cities have museums.	d. People from country always go to the cities.

Cause	Effect
5. Because the visitors remember the trees and the flowers.	e. People from country eat different kinds of food.
6. Because the visitors prefer a quiet place	f. Visitors want to return home.
7. Because visitors buy clothes and presents.	g. Visitors can remember things and old facts.
8. Because they remember the country	h. People from country think about country.
9. Because the streets are busiest.	i. After a few days, visitors don't like cities...
10. Because there are not anything to buy.	j. People from country go shopping.

2.6.3.2. Second Reading.- Relation Cause-Effect

People from the city often take vacations in the country. They swim and walk in the mountains or ride bicycles on country roads. They see many trees, plants, and animals. Some think that the clear sky and the moon and bright stars at night are the most beautiful things in the country. Others like to hear the sounds of the animals best.

At first people enjoy the country. But at last they

prefer the city. After a week they are bored. They want to return to the city and its many activities. Now they most want to see the movie or be back on a busy street. They leave for home in the city.

Activities

A. Write the number of the Cause in front of the Correct Effect.

Cause	Effect
1. People from the cities enjoy the clear sky, the bright stars, and the animals.	a. because they take vacation in the country.
2. They are quiet under the trees.	b. because they swim, walk in the mountains.
3. After a days, they want to return home.	c. because they are bored.
4. People from the cities like to leave home.	d. because they like to hear the sounds of
5. People from cities are happy in the country	e. because they think that these things are important and necessary.

B. Check the statements that best describe the effect of the following cause.

.....

because they are bored and tired.

1. People from cities that work hard in their offices leave homes to the country.
2. People from cities don't have work.
3. Life in the cities is interesting.
4. People from cities take vacations on the country.

C. Check the Statements that best describe the cause of the following effects.

People from the cities do not enjoy the sounds of the animals,

1. because they are working in their office.
2. because they do not know the birds.
3. because the noise of the cars.
4. because the parks are far from the offices.

2.6.3.3. Third Reading.- Relation Cause-Effect

Overpopulation is one of our greatest problems. It is a world problem as well as a problem of concern to our own country.

Protection of the environment is another problem that affects all of us. Of the many problems of the modern world, three stand out in importance. This problem is closely related to the problem of the over-population.

Race relations is another of our country's most important problems.

Activities:

A. Write the number of the Cause in front of the correct Effect.

Cause	Effect
1. Overpopulation in the cities.	a. workable problems.
2. Lack of protection of the environment.	b. impurity of air.
3. Race relation.	c. social problems.
4. Concern problems.	d. equality of problems.

B. Number these sentences so that they show in order the subsequent effects. Take in mind the following causes.

Cause

* The overpopulation in the cities.

1. there are many people without work.
2. there are problems of health.
3. some of them die with anaemia.
4. all needs are not attended.
5. the criminality appears everywhere.
6. people from country become alcoholic persons.
7. people of countrie like the life of the cities.
8. there are not the sufficient foods in the cities.
9. people from country do not work in their fertile lands.
10. they leave homes to enjoy the attractions of the city.

2.6.4. Fourth Technique: Skimming-Scanning

Materials: Three Readings

2.6.4.1. First Reading

In 1928 an English doctor was working in his laboratory in a London Hospital. The doctor's name was Alexander Fleming. One day he found a tiny of mold in a dish that he was using in his work. He started to throw the mold away. Then he noticed that it seemed unusual. He kept the mold and studied it for a long time. He discovered that it could kill germs. He named it penicillin.

The tiny organisms that cause disease are probably man's most dangerous enemies. They are also so small that they can be seen only with microscope. These tiny organism are called germs or microbes. For thousands of years people did not know what caused disease. Some people believed that disease was caused by an evil spirit inside a sick persons's body. Chicken pox is a common children's disease.

Activities:

A. Check the correct answer.

1. This article is written by an specialist in...
 - a. medicine
 - b. germens
 - c. electricity
2. Which of the following makes a true comparison?
 - a. The penicillin is older than the deseases.
 - b. The germs are the same age the disease.
 - c. Microbes and germs are the same.
3. The discovery of the penicillin by the Dr. Alexander

Fleming was important because:

- a. the penicillin kills the tiny organisms.
 - b. the penicillin kills the microbes.
 - c. the penicillin kills the evil spirit.
4. With the help of the microscope, it is possible to see
- a. the penicillin.
 - b. the germs and the microbes.
 - c. the sick person's body.
5. Does this article deal with:
- a. children's disease.
 - b. man's dangerous enemies.
 - c. the penicillin as the medicine to kill microbes.
6. How many times does the word TINY occur in this article? ()
7. When was penicillin discovered?

2.6.4.2. Second Reading

Thomas A. Edison was an American inventor. He was born in Ohio in 1847. Through his life he worked in various technical and scientific fields. He became very successful and famous. He is specially famous for inventing the electric light.

The ideas of Thomas A. Edison, who was one of the world's great inventors, affect almost every part of our lives. When we pick up a telephone, we are using some of his ideas. When we turn on an electric light, we are benefiting by his ideas. When we put a record on a

phonograph or watch a movie, we are enjoying the results of his ideas. His inventions had an important effect on the whole field of electricity.

Today we depend on electricity more than we realize. Electricity gives us light in darkness, warmth in winter, and coolness in summer. It cooks our food and washes our clothes and dishes. It helps us shave, sew, and clean the house. Electricity gives us movies, and television to entertain us in our free time.

Activities

For scanning:

- A. Look at the second paragraph and write on lines when we use the electricity.
-

- B. Choose the best subtitles to third passage.
- Importance of electricity.
 - Television and movies with electricity.
 - The summer and the winter with the electricity.
- C. In which of the following fields, electricity help us. Check the correct answer.
- play football.
 - medicine.
 - fishing.
- D. Certain words about Edison's life belong to the present and past. Write the number of each word under the correct heading.
- was born
 - benefiting
 - became

- 4. worked
- 5. clean
- 6. today
- 7. shave
- 8. enjoying

PRESENT	PAST
.....
.....
.....
.....

Activities

For skimming

1. Read as quickly as you can, and answer the following questions.

This article refers to:

.....

EDISON	ELECTRICITY	MOVIES
--------	-------------	--------

2. This article ends as:

.....

electricity	electricity in	electricity
help us	the kitchen	in T.V.

2.6.4.3. Third Reading.- Skimming and Scanning Techniques

Hollywood used to be a magic word in the early days of motion picture. It is still the movie capital of the United States, but the motion picture industry is international now. Americans in large cities often have the opportunity to see films from England, France, Italy, Sweden, Mexico, or Japan. Each one is interesting in a

different way; each one shows something of the life in that country.

Today the magic word seems to be television. People used to say "I heard that on the radio," but, now they often say. "I saw that on T.V. News, Information, and entertainment--national and world events all come into the living room today. A person simply has to turn on his T.V. or turn it off whenever he wishes.

American families often gather around their television set in the evening. Some of the best programs are then, such as plays, concerts, movies, and special reports. Many T.V. stations begin to broadcast at six in the morning and continue until midnight, or later. Of course, there are programs of all kinds for people of all ages.

What about educational television? It is growing fast in the United States. Some colleges and city schools have their own educational T.V. systems. Classes in different rooms can hear and see the same teacher at the same time. The best teachers often give these T.V. classes, and this means that there is better instruction for more students.

International television is equal exciting. Distance seems to disappear when voices and pictures can travel around the world in a few seconds. Some day with more satellites like Telstar and early Bird, people will be able to send and receive many live programs from one continent to another. Isn't that magic?

Activities

A. Read as quick as possible then answer the questions.

- 1. What is the general idea of the article?
.....
- 2. Does the article tell us about the importance of TV?
.....
- 3. Is the article of special interest?
.....
- 4. Does TV help to the education system?
.....
- 5. Are there programs for all people?
.....
- 6. Do the TV programs begin at six in the morning?
.....
- 7. Do you see international events in our city?
.....
- 8. Where do the people see films from other countries?
.....

B. Check the word or words which best Answer the questions.

- 1. The movie capital of the United States is
 - a. Hollywood
 - b. London and England
 - c. Washington
- 2. Is property of the United States the motion picture industry?
 - a. Yes, it is
 - b. No, it is not
 - c. Yes, it is now

3. Now, it is easy to see programs from one continent to another thanks to the
 - a. TV international
 - b. satellites cables
 - c. international radios
4. There is a better instruction in the educational system because of ...
 - a. the best teachers with TV classes
 - b. classes by TV everywhere
 - c. colleges and schools have their own educational TV system.
5. In which paragraph do you find the different kinds of programs?
 - a. in the first
 - b. in the second
 - c. in the third
6. In which paragraph do you find the two means of communication?
 - a. in the fifth
 - b. in the second
 - c. in the third

2.6.5. Fifth Technique: Generalizing and Summarizing

Materials: Three Readings

2.6.5.1. First Reading

In 1608 a Dutch inventor, Hans Lippershey, invented the first telescope. He accidentally held two lens in front

of him and looked at the weather vane on the top of a church steeple. This gave Lippershey the idea for a telescope. He used two convex lens. A convex lens curves out on both sides. Objects appeared closer through Lippershey's telescope, but they also appeared upside down.

Shortly after Lippershey invented his telescope, the Italian astronomer Galileo built a different type of telescope. He used a convex lens and concave lens. A concave lens is bowlshaped on both sides. Seen through Galileo's telescope, objects did not appear upside down to the viewer.

An English scientist, Sir Isac Newton, developed the reflecting telescope in the last half of the seventeenth century. A reflecting telescope has a mirror that focuses the light from a star to form an image of the star. This image is then magnified by a convex eyepiece.

Activities

On the lines below write four things that you learned about the telescope. You may reread the article before you decide.

1.
.....
2.
.....
3.
.....

4.
.....

2.6.5.2. Second Reading

Burma is slightly smaller than the state of Texas, but it has more than twice as many people. It has two main regions, Upper Burma and Lower Burma. Upper Burma, with its mines of green jade and the world's finest rubies, contains most of the mineral wealth. Lower Burma, with its many rice fields, contains the agricultural wealth.

A typical family in a village in Upper Burma owns (by itself or with other families) perhaps fifteen acres of land. Usually a family has its own house, garden, and yoke of oxen. Farmers live in villages rather than on their own lands.

Houses in Burma are built with walls of bamboo matting, board floors and thatched roofs. They are usually built upon posts about five feet above the ground. Underneath is kept the spinning and weaving equipment with which the women make cotton cloth.

Activities:

On the lines below write four things that you learned about life in Burma that are different from life in our country. You may reread the article before you decide.

1.
.....

2.
3.
4.

2.6.5.3. Third Reading

Computers perform many different kinds of work. They help, for example, keep bank records accurate and can quickly figure interest on savings accounts and loans. In other business matters, paychecks and bills are prepared by computer. They are also used in the guidance of spacecraf and have played an importan part in planning and carrying out space projects. Yet computers are capable of doing ever more.

A computer has the ability to store millions of bits of information in compact units. The newest computers can do a million simple arithmetic problems a second. Because the machines work so fast, computer experts are now trying to find still more used so that the computers can be kept busy.

In addition to all the work computers do, they can provide amusement too. People who work with computers enjoy programming them to play games like chess and tick-tack-toe. Some programmers have made their computers write music in the styles of various classical composers. Computers are now being used to compose modern music, both serious and light.

Activities:

After reading the article carefully, check each of the following generalizations.

1. More uses and more users of computers mean a wider range of jobs.
2. The computer industry is the largest in the world.
3. The programmer translates the instructions of the computer.
4. The computers are marvelous machines that will become more available to the average man.
5. The use of computers is important in the economy of a country.
6. The computers help the man to save time and energy.
7. Short training courses are required to become a computer operator.
8. The best invention of this century is the computer.

2.7. MATERIALS USED IN THE CONTROL GROUP

The materials used in the teaching of reading comprehension were the same as those used in the experimental group during the taught classes but, the procedure was different. In the experimental group the five reading techniques were applied while in the control group the taught classes about reading comprehension, the traditional system, was used.

Reading is a skill. Sometimes it is done so automatically that

someone does not think of it either as a reading of as a skill to be practiced. Naturally all skills must be practiced, and often concentrated exercises is needed.

The reading techniques used is intended to help the students of experimental group to be a better reader. The reading techniques helped the students to set better understanding from the paragraphs.

What is the difference between the use of the traditional system and the use of the reading techniques. Farther on the results of the research will give the answer.

When we listen to expressions such as, "I did not have any trouble reading that paragraph, but I do not understand what I means; this is the traditional system, the students(readers) probably recognize most words they see, but there is much more reading than just recognizing word.

In the traditional system, the teacher writes a reading on the blackboard, the students copy it in their copy-books. The teacher reads aloud, the students read after the teacher. At the end of the reading the students write the new words, the teacher gives the meaning; and in the process of evaluation the teacher distributes the sheets with the activities to develop them in the following way:

- A questionnaire including testing activities such as:
 - * Multiple-choice, vocabulary, questions
 - * Reading comprehension questions. (After reading the paragraph carefully answer the questions). This is the characteristic of the traditional system which basis difficulty in comprehension tests,

and in boring questions.

* True-false items, the student reads the passage then answer writing F for false statement and T if the statement is true. This is another characteristic of the traditional system. Once the student received the test paper with the questions, he should answer according to what he understood. In the traditional system reading comprehension is tested by presenting the examinee with a passage written in the target language, who is asked to read within a given time limit, then his understanding of the explicit and implicit meaning of the selection is tested by specific questions.

In the teaching of reading comprehension, the principal objective of the traditional system is to answer the questions given while with the employment of the reading techniques many objectives are achieved like the opportunity to practice and develop all the reading skills. The students have the option of accepting or rejecting the ideas presented by a writer. Reading Comprehension, therefore, is the base on which critical reading is built.

From analysis of the results obtained in the two groups, after the evaluation, it will be possible to compare the effectiveness of the reading techniques.

On the next pages are included the materials (reading) in the Control Group with all the activities to be developed in the process of evaluation.

2.7.1. Traditional System

Materials: Three Readings

2.7.1.1. First Reading

Americans generally work from thirty-five to forty hours a week. In the United States, almost all the single woman work; and many married women do, too. They are often teachers, nurses, librarians, secretaries, or clerks. Some women are doctors, lawyers or dentists. The people generally work hard. Americans are efficient and time is important to them. They are very active. They are always busy, and often in a hurry, but they are also friendly.

American schools begin in September after a long summer vacation. There are two semesters in a school year; the first semester is from September to January, and the second semester is from February to June. The majority of American children go to public school in every part of the country, and they are free from the kindergarten through high school.

High School students take only four or five subjects at the time. They usually go to the same classes every day, and they have an assignment for every class. They often have one or two periods in school, but they have to study at home, too. They also enjoy many school activities during the year, including band, orchestra, chorus, clubs, games, assemblies, plays, and dances.

Americans like sports very much. In the fall the popular sport is football. All the high schools and universities have their teams. The boys on the teams

practice after school every day. The game with other schools are usually on Saturdays afternoons. Thousands of people, young and old, watch these football games in September, October, and November.

In the winter the polar sport is basketball. There is usually a game every Friday night in one school gymnasium or another. Some parts of the United States have a lot of snow and ice during the winter. Many people there, like the ski or skate. In the other seasons Spring and Summer, millions of Americans enjoy baseball. The schools have their games in the Spring, but the important professionals teams play during the Summer. Of course, a lot of people go swimming in the Summer, too. Some also play tennis or golf, and others go fishing.

Activities

After reading the passage carefully, the students will answer the following questions:

1. Do married women work?
.....
2. Do you find a woman working as a lawyer in the United States?
.....
3. How many hours do the Americans work?
.....
4. Where do the majority of children study?
.....
5. Does the reading refer to the same theme?
.....

6. Does the last paragraph refer the education system?
.....
7. How many subjects do the students study?
.....
8. What sports do the Americans practice in winter?
.....
9. When do the students practice the sports?
.....
10. When do the students play basketball?
.....

2.7.1.2. Second Reading

Americans like to travel. Their country is very large. They want to see interesting places in the East, and in the West, the North and the South. Some go by plane or by train, others take boat trips or bus trips, but the majority travel in their own cars. Many families take an automobile trip during the Summer. The tourist business is a big business in the United States.

There are over fifty million cars in the country. In fact, more than seventy per cent (70%) of the families own one. A car is very important in the life of an American because he uses it for business as well as for pleasure. American cities have wide streets, and there are good roads in all parts of the country. There is a lot of traffic on these roads during the summer because that is vacation time for the majority of Americans.

Activities

Después de leer detenidamente la lectura, responda a las preguntas que se le hacen en las líneas correspondientes.

1. ¿Les gustas viajar a los Americanos?

.....

2. ¿Dónde están ubicados los lugares interesantes?

.....

3. ¿Explique la forma como viajan los Americanos?

.....

4. ¿Qué actividad es buen negocio en los Estados Unidos?

.....

5. ¿Qué porcentaje de los Americanos tienen carros?

.....

6. ¿Para qué actividades, los Americanos usan sus carros?

.....

7. ¿Cómo son las carreteras y las calles en los Estados Unidos?

.....

8. ¿Cuándo es el tiempo de vacación en los Estados Unidos?

.....

2.7.1.3. Third Reading

Some American women make their own dresses and many make clothes for their children. The majority of Americans, however, buy their clothes ready-made.

There are several large department stores in most Americans cities. There are other small stores, too;

but people like the big stores because they can usually do all their shopping in one place. Many department stores also have a restaurant for lunch. They open at nine-thirty or ten in the morning, and they close at five-thirty or six in the afternoon. In a department store, there are generally many coats, dresses and suits alike. They come in all sizes. In some departments the clothes are expensive, and in others, they are cheap. Of course, the price depends on the quality and the style.

Activities:

Choose the letter which best completes each sentence.

1. American women
 - a. use ready-made clothes.
 - b. don't like big stores.
 - c. go shopping at six o'clock.
2. American children
 - a. buy their clothes.
 - b. use clothes made by their mothers.
 - c. don't go to the big stores.
3. Big stores don't
 - a. open the doors soon.
 - b. buy several clothes.
 - c. have clothes with quality.
4. Americans go to the big stores because
 - a. they take lunch there.
 - b. they buy everything in one place.
 - c. they park their cars there.
5. The big stores are important because

- a. you find clothes in all sizes.
- b. you find clothes with quality and style.
- c. you go there at seven o'clock.

2.7.2. Traditional System

Materials: Three Readings

2.7.2.1. First Reading

What is America? Is it a country? a continent, or a hemisphere? It is all of these things. To some people, America means the New World in general, a world of opportunity; to others, it represents North America, Central America, or South America. People also refer to Latin America and Spanish America. To many, however, America means just one country, United States.

In a general sense, all the people of America are Americans, but they usually have another name. They are specifically Brazilians, Mexicans, or Canadians, according to the official name of their country.

For this reason, a citizen of the "United States of America," is specifically an American. Perhaps his father was from England or Sweden. Perhaps his grandparents were from Germany, Turkey, or China. Perhaps he has a French name or a Spanish name, and perhaps his neighbor has an Italian name, a Greek name, or a Japanese name. Each name represents a certain cultural background, but all

of these people are Americans. The United States is truly a "melting pot."

What are these Americans like? They are very much like people. Everywhere, but they are also different because of their environment. This is natural, and it is true of people all over the world.

We live in different countries, we have different customs, and we speak different languages. No wonder it is difficult to understand one another.

Activities:

After reading the passage carefully, answer the questions given.

1. What is America?

.....

2. How do you call to the people who live in Brazil?

.....

3. How do you call to the people who live in the United States?

.....

4. In how many parts is America divided?

.....

5. How are the customs in our countries?

.....

Complete the following sentences:

1. The people who live in Central America are called

.....

2. The people who live in Mexico are called

3. We live in different countries, and we speak different
ent
4. A citizen of Canada is specifically a
5. The grandparents of the American citizens are from
.....

2.7.2.2. Second Reading

Postal Customs

Besides the main post office downtown, there are many branches in a large city. There are also big mailboxes on certain corners, perhaps every two or three blocks. Thus, if a person has stamps, he can mail letters near his home. A mail truck picks up these letters near his home sometimes a day and takes them to the main post office.

An American mailman(postman) delivers mail once a day to private homes and three times a day to business offices downtown. In the country, where each house has a mail box besides the road, the mailman arrives by car every day and puts the mail in these mailboxes. He carries letters and postcards, magazines and small packages; there is also a lot of advertising in the mail as well as envelopes with bills in them. He always has a heavy load at Christmas time, when people send cards or packages to their friends and relatives.

Activities:

Read the passage written above, then answer the question

given according with the reading.

1. Are there another post offices in other places in the large citites in the United States?

.....

2. Where do you find another mailboxes?

.....

3. When does the mailman deliver the mail?

.....

4. How many times does the mailman deliver the mail to the business offices?

.....

.....

5. Where do you deliver the letters or the post cards when you do not have stamps?

.....

.....

2.7.2.3. Third Reading

Education for all

Perhaps you know that the American system of education is different in some ways from yours. Briefly, it is a system of public education for all American children, the rich and the poor alike. In a country as large and varied as the United States, it is a huge task to give all the children a good education.

The national government takes a general interest in the nation's schools, but it does not control the aca-

democratic program, the training of teachers, or the operation of the schools. This work is responsibility of each state and its school districts. As a result the public schools in some states are better than in others, but the general plan of education is the same in all fifty states.

Americans show a great deal of interest in their children's education. The parents often visit the school and meet the teachers and every American supports the school when he pays his state taxes. He also pays taxes to the school district if he owns property there. This tax money helps to build schools, buy equipment, and pay the teachers. These schools are free to all the children in the school district.

Activities:

After reading the passage carefully, check the correct answer.

1. The American System of Education in the United States is in all countries
 - a. the same
 - b. different
 - c. for public schools
2. Each state has its own of studies.
 - a. training
 - b. academic program
 - c. system

3. Who takes the interest in the nation's schools?
 - a. each state
 - b. the government
 - c. the teachers
4. There are and schools in the fifty states.
 - a. rich poor
 - b. public private
 - c. program training
5. American pay taxes to
 - a. buy equipment
 - b. plan the educative system
 - c. meet the teachers

2.7.3. Traditional System

Materials: Three Readings

2.7.3.1. First Reading

Some people from the country think that the city life is the most interesting. They come to visit friends or go to the hotel in the city. They stay for a few days or as long as a week.

Some visitors think that foreign restaurants are the best part of the city life. Other have the nicest time in museums. But many people think that movies or concerts are the most important attractions of the city, and most visitors like to go shopping for clothes or presents.

In the cities there also many parks, different types of people, tall buildings, and other interesting things to see. Cities also have the busiest streets. After a few days in the city, the visitors begin to think about the country. They remember the trees and flowers. They suddenly do not want to see near the tallest building or the busiest street. Now they prefer a quite place. They want to return home the country.

Activities:

After reading the passage carefully, write into parenthesis (T) if the statement is TRUE, and (F) if the statement is FALSE.

1. People from the country think that the life of the cities is not interesting. ()
2. Visitors find the best food in all restaurants. ()
3. People from the country always go to their friends. ()
4. Visitors like to visit the museums. ()
5. The worst attractions of the city are the movies or the concerts. ()
6. People from the country like to buy clothes or presents. ()
7. People from the city and the country are the same. ()
8. After a few days the people from the country want to return home. ()
9. They are bored by the tall buildings and the busiest streets. ()

10. The people who do not have relatives, they go to the hotel. ()

2.7.3.2. Second Reading

People from the city often taken vacation in the country. They swim and walk in the mountains or ride bicycles on country roads. They see many trees, plants, and animals. Some think that the clear sky and the moon and bright stars at night are the most beautiful things in the country. Others like to hear the sounds of the animals best.

At first, people enjoy the country. But at last they prefer the city. After a week they are bored. They want to return to the city and its many activities. Now they most want to see the movie or be back on a busy street. They leave for home in the city.

Activities:

After reading the passage, circle the number of the incorrect statement in the following groups of sentences, according to the reading.

1. People from the city take vacation everywhere.
2. The mountains are the best places to take vacations.
3. It is interesting to hear the sounds of the animals.
4. When the people ride the bicycles feel bored.
5. It is impossible to see the stars in the cities.
6. For people of the city the first days in the country are pleasant.

7. After some days life in the country is bored.
8. People from the city do not see the movies.
9. When we enjoy vacations, we rest of our activities.
10. For people from the city there is problem with the busy streets.

2.7.3.3. Third Reading

Overpopulation is one of our greatest problems. It is a world problem as well as a problem of concern to our own country.

Protection of the environment is another problem that affects all of us. Of the many problems of the modern world, three stand out in importance. This problem is closely related to the problem of the overpopulation.

Race relations is another of our country's most important problems.

Activities:

Read the passage written above carefully, then answer if the following statements are RIGHT or WRONG. Circle as appropriate.

1. Overpopulation is a type of problem for our country. RIGHT WRONG
2. The plants protect the environment. RIGHT WRONG
3. The lack of protection of the environment. RIGHT WRONG

4. There is problem of racism in our country. RIGHT WRONG
5. Besides the overpopulation, the protection of the environment there are other problems. RIGHT WRONG

2.7.4. Traditional System

Materials: Three Readings

2.7.4.1. First Reading

In 1928 an English doctor was working in his laboratory in a London Hospital. The doctor's name was Alexander Fleming. One day he found a tiny of mold in a dish that he was using in his work. He started to throw the mold away. Then he noticed that it seemed unusual. He kept the mold and studied it for a long time. He discovered that it could kill germs. He named it penicillin.

The tiny organisms that cause disease are probably man's most dangerous enemies. They are also so small that they can be seen only with microscope. These tiny organisms are called germs or microbes. For thousands of years people did not know what caused disease. Some people believed that disease was caused by an evil spirit inside a sick persons's body. Chicken pox is a common children's disease.

Activities:

Choose the letter which best complete each of these sentences, and circle it.

1. Dr. Alexander Fleming discovered that
 - a. he could kill germs
 - b. the mold could kill germs
 - c. he had studied in London
2. Dr. Alexander Fleming found a tiny of mold
 - a. in the hospital.
 - b. in the laboratory.
 - c. in a dish.
3. Dr. Alexander Fleming kept the mold for
 - a. killing, the tiny organisms.
 - b. studying it for a long time.
 - c. naming it as penicillin.
4. The tiny organisms are so small that we see them in...
 - a. the hospital
 - b. the microscope
 - c. the London city
5. Dr. Alexander Fleming named the tiny organisms as ...
 - a. penicillin
 - b. germs or microbes
 - c. chicken pox

2.7.4.2. Second Reading

Thomas A. Edison was an American inventor. He was born in Ohio in 1847. Through his life he worked in various technical and scientific fields. He became very successful and famous. He is specially famous for inventing the electric light.

The ideas of Thomas A. Edison, who was one of the world's great inventors, affect almost every part of our lives. When we pick up a telephone, we are using some of his ideas. When we turn on an electric light, we are benefiting by his ideas. When we put a record on a phonograph or watch a movie, we are enjoying the results of his ideas. His inventions had an important effect on the whole field of electricity.

Today we depend on electricity more than we realize. Electricity gives us light in darkness, warmth in winter, and coolness in summer. It cooks our food and washes our clothes and dishes. It help us shave, sew, and clean the house. Electricity gives us movies, and television to entertain us in our free time.

Activities:

Choose the letter which best completes each sentence.

1. Edison...

- a. is an American scientist.
- b. was an American inventor.
- c. works in various technical fields.

2. Thomas A. Edison invented...

- a. the telephone.
- b. the electric light.
- c. the electricity.

3. The electricity helps to...

- a. the darkness.
- b. the preparation of the food.

- c. walk in winter.
- 4. Edison's ideas affect...
 - a. the movie and the T.V.
 - b. to hour free time.
 - c. part of our lives.
- 5. People who work in the field of electricity are called
 - a. inventor.
 - b. scientist.
 - c. electrician.

2.7.4.3. Third Reading

Hollywood used to be a magic word in the early days of motion picture. It is still the movie capital of the United States, but the motion picture industry is international now. Americans in large cities often have the opportunity to see films from England, France, Italy, Sweden, Mexico, or Japan. Each one is interesting in a different way; each one shows something of the life in that country.

Today the magic word seems to be television. People used to say "I heard that on the radio" but, now they often say "I saw that on T.V. News, Information and entertainment--national and world events all come into the living room today. A person simply has to turn on his T.V. or turn it off whenever he wishes.

American families often gather around their television set in the evening. Some of the best programs are then, such as plays, concerts, movies, and special reports.

Many T.V. stations begin to broadcast at six in the morning and continue until midnight, or later. Of course, there are programs of all kinds for people of all ages.

What about educational television? It is growing fast in the United States. Some colleges and city schools have their own educational T.V. systems. Classes in different rooms can hear and see the same teacher at the same time. The best teachers often give these T.V. classes, and this means that there is better instruction for more students.

International television is equal exciting. Distance seems to disappear when voices and pictures can travel around the world in a few seconds. Some day, with more satellites like Telstar and early Bird, people will be able to send and receive many live programs from one continent to another. Isn't that magic?

Activities:

After reading the passage written above, answer if the statements are true or false. Circle T for true or F for false.

1. Hollywood is the movie capital of the United States. TRUE FALSE
2. Almost all the countries have the picture industry. TRUE FALSE
3. In some cities of the United States, Americans see films of England, France, Italy, etc. TRUE FALSE

- | | | |
|---|------|-------|
| 4. Many T.V. stations have special reports as the international news. | TRUE | FALSE |
| 5. There is not T.V. programs for children. | TRUE | FALSE |
| 6. Each T.V. program for education is not growing fast. | TRUE | FALSE |
| 7. Many T.V. stations start its programs very soon, and finish very late. | TRUE | FALSE |
| 8. Some High Schools have their own education system. | TRUE | FALSE |
| 9. In our days it is possible to see what happens in Japan, through T.V. | TRUE | FALSE |
| 10. International television is not exciting because of the distance. | TRUE | FALSE |

2.7.5. Traditional System

Materials: Three Readings

2.7.5.1. First Reading

In 1608 a Dutch inventor, Hans Lippershey, invented the first telescope. He accidentally held two lens in front of him and looked at the weather vane on the top of a church steeple. This gave Lippershey the idea for a telescope. He used two convex lens. A convex lens curves out on both sides. Projects appeared closer through Lippershey's telescope, but they also appeared upside down.

Shortly after Lippershey invented his telescope, the Italian astronomer Galileo built a different type of telescope. He used a convex lens and concave lens. A concave lens is bowlshaped on both sides. Seen through Galileo's telescope, objects did not appear upside down to the viewer.

An English scientist, Sir Isac Newton, developed the reflecting telescope in the last half of the seventeenth century. A reflecting telescope has a mirror that focuses the light from a star to form an image of the star. This image is then magnified by a convex eyepiece.

Activities:

After reading the passage carefully, then answer the questions that follow.

1. What is the name of the Dutch inventor?
.....
2. Who developed the first reflecting telescope?
.....
.....
3. When did Lippershey invent the first telescope?
.....
4. Was Galileo English or Italian?
.....
5. Did object seen through Galileo's telescope appear to be upside down?
.....

2.7.5.2. Second Reading

Burma is slightly smaller than the state of Texas, but it has more than twice as many people. It has two main regions, Upper Burma and Lower Burma. Upper Burma, with its mines of green jade and the world's finest rubies, contains most of the mineral wealth. Lower Burma, with its many rice fields, contains the agricultural wealth.

A typical family in a village in Upper Burma owns (by itself or with other families) perhaps fifteen acres of land. Usually a family has its own house, garden, and yoke of oxen. Farmers live in villages rather than on their own lands.

Houses in Burma are built with walls of bamboo matting, board floors and thatched roofs. They are usually built upon posts about five feet above the ground. Underneath is kept the spinning and weaving equipment with which the women make cotton cloth.

Activities:

After reading the article carefully, answer the question.

- 1. The houses in Burma are too tall?

.....
.....

- 2. Where do the farmers live in Burma?

.....
.....
.....

- 3. Is Burna a country or a state of the United States?
.....
.....
- 4. Is Upper Burna rich in vegetables?
.....
.....
- 5. How many acres of land does a family of Burna have?
.....
.....

2.7.5.3. Third Reading

Computers perform many different kinds of work. They help, for example, keep bank records accurate and can quickly figure interest on savings accounts and loans. In other business matters, paychecks and bills are prepared by computer. They are also used in the guidance of spacecraft and have played an important part in planning and carrying out space projects. Yet computers are capable of doing ever more.

A computer has the ability to store millions of bits of information in compact units. The newest computers can do a million simple arithmetic problems a second. Because the machines work so fast, computer experts are now trying to find still more uses so that the computers can be kept busy.

In addition to all the work computers do, they can provide amusement too. People who work with computers enjoy programming them to play game like chess and tick-

tack-toe. Some programmers have made their computers write music in the styles of various classical composer. Computers are now being used to compose modern music, both serious and light.

Activities:

After reading the article carefully, answer the following questions:

A. Name four newer uses for computers.

- 1.
- 2.
- 3.
- 4.

B. Name three games played with computers.

- 1.
- 2.
- 3.

C. Name three jobs related to computers.

- 1.
- 2.
- 3.

CHAPTER 3

ANALYSIS OF THE RESEARCH DATA

3.1. STATISTICAL ANALYSIS OF THE STUDENTS RESULTS.

Antecedents:

The present research work started in October after elaborating the General Plan in the Curriculum for the application of the five reading techniques:

- Main Idea
- Fact and Opinion
- Cause-Effect
- Skimming and Scanning
- Generalizing and Summarizing

Each technique was applied in three classes with different materials (readings) and the corresponding daily class plan with its didactic steps (initial activities, elaboration of the knowledge, evaluation, etc). This procedure was the same for the two groups: the same daily class plan, the same number of classes, the same readings; but the difference was in the application of the reading skills (techniques), the specific kind of exercises for each group.

After each class, the comprehension of the reading was evaluated either with the use of the reading techniques (skills) and the traditional system. The grades over 20 were registered in the respective score board.

To verify the results obtained in the application of the five tech-

niques, this will be done in base of the arithmetic means, and to confirm this, the analysis of the all results with the test between the differences of means will be done because this procedure is the most reliable.

To make the analysis of students results obtained in the application of each technique, I will argue on the grades obtained by the students in two groups (experimental and control group) with the purpose to express comparatively the success or the failure obtained during the taught classes about Reading Comprehension through the application of the reading techniques (skills) and the traditional procedure.

3.2. RESULTS OBTAINED OF THE APPLICATION OF THE READING TECHNIQUES IN THE FIFTH COURSES OF THE HIGH SCHOOL "LA DOLOROSA" DIVIDED INTO TWO GROUPS: THE EXPERIMENTAL (SPECIALITY MATEMATICAS PARALLELS A AND B) AND THE CONTROL GROUP (SPECIALITY QUIMICO-BIOLÓGICAS AND FILOSÓFICO SOCIALES)

The fifth course of the High School "La Dolorosa" of the city Loja, has four parallels with 120 students distributed in the following way:

Experimental Group

Speciality Matemáticas

Parallel A 28 students

Parallel B 24 students

Control Group:

Speciality Químico-Biológicas and Filosófico-Sociales

Químico-Biológicas 32 students

Filosófico-Sociales 36 students

In the following pages are the grades of the students in the score board: technique, list of students, the score obtained after each class (I-II-III), and at the footboard the arithmetic mean of each group.

At the end of all the score board is the chart with the results obtained in the teaching Reading Comprehension through the application of the Reading Techniques in the experimental group and the application of the traditional procedure in the control group.

The data are: techniques, arithmetic means, differences between them, etc.

CHART OF THE GRADES OF THE STUDENTS OF THE EXPERIMENTAL GROUP WITH ITS
ARITHMETIC MEAN

High School "La Dolorosa"

TECHNIQUES: MAIN IDEA					
Nº	LIST OF THE STUDENTS	NUMBER OF THE CLASSES			
		I	II	III	\bar{X}
01.	Aguilar Hólger	17	16	16	16
02.	Aldaz Richard	18	17	17	17
03.	Bañegas Luis	17	16	16	16
04.	Benites Edison	17	17	17	17
05.	Bustos Fabián	18	16	16	17
06.	Cabrera Víctor	17	15	17	16

TECHNIQUES: MAIN IDEA				
Nº LIST OF THE STUDENTS	NUMBER OF THE CLASSES			
	I	II	III	\bar{X}
07. Cornejo Segundo	17	16	17	17
08. Coronel Saúl	16	17	18	17
09. Delgado Eduardo	17	17	19	18
10. Jadán Edwin	16	18	17	17
11. Jiménez Franklin	17	17	17	17
12. Maldonado Edison	16	17	16	16
13. Montoya Eduardo	15	16	17	16
14. Naula Armando	14	17	16	16
15. Ojeda Antonio	16	16	15	16
16. Ortega Pío	17	15	16	16
17. Peralta Antonio	16	16	17	16
18. Rivas Jimmy	17	17	17	17
19. Samaniego Geovanny	16	16	16	16
20. Sánchez Wilson	17	17	17	17
21. Sarango Julio	18	16	16	17
22. Villalta Vicente	17	17	17	17
23. Villavicencio Luis	16	17	17	17
24. Villavicencio Angel	17	16	16	16
25. Aguirre Maykeend	16	16	18	17
26. Alvarez Juan	15	15	17	16
27. Cabrera Darwin	17	14	17	16
28. Calva Marco	17	15	16	16
29. Carrera José	17	16	17	17
30. Carrión Joe	16	20	18	18
31. Chillogallo Carlos	15	18	18	17

TECHNIQUE: MAIN IDEA				
Nº LIST OF THE STUDENTS	NUMBER OF THE CLASSES			
	I	II	III	\bar{X}
32. Espinoza Kenny	16	17	17	17
33. Fiscal Milton	17	17	17	17
34. Freire David	16	18	16	17
35. Galvez Jorge	15	17	15	16
36. Guevara Juan	13	16	17	15
37. Neira Jaime	11	17	16	15
38. Núñez Earling	17	17	15	16
39. Pullaguari Carlos	16	18	16	17
40. Quishpe Jorge	17	17	17	17
41. Reyes Max	16	18	18	18
42. Rivas Oscar	15	19	17	17
43. Sánchez Julio	17	18	16	17
44. Sánchez Joffre	16	17	17	17
45. Silva Sandro	15	17	18	17
46. Silva Richar	16	17	19	17
47. Tuza Jimmy	17	16	17	17
48. Ulloa Jorge	12	18	18	16
49. Urdiales Jesús	15	17	17	16
50. Vidal Manuel	16	18	16	17
51. Vivar Germán	16	17	17	17
52. Zúñiga Alfredo	16	17	18	17
				16.63

CHART OF THE GRADES OF THE STUDENTS OF THE CONTROL GROUP WITH ITS
ARITHMETIC MEAN

High School "La Dolorosa"

TECHNIQUES: TRADITIONAL SYSTEM					
Nº	LIST OF THE STUDENTS	NUMBER OF CLASSES			
		I	II	III	\bar{X}
01.	Alvarado Fausto	14	16	16	15
02.	Ambuludí César	15	13	15	14
03.	Arévalo Rodolfo	16	14	15	15
04.	Bustamante Richar	13	15	16	15
05.	Bravo Roberth	15	16	15	15
06.	Calle John	14	13	14	14
07.	Carrión Edgar	14	14	17	15
08.	Chamba Gerardo	13	15	15	14
09.	Chimbo Marco	16	15	14	15
10.	Fernández Didio	15	13	15	14
11.	Flores Geovanny	14	15	15	15
12.	Gallo Carlos	15	15	14	15
13.	Guamán Marco	16	15	15	15
14.	Guamán Max	14	14	15	14
15.	Hidalgo Fernando	15	13	16	15
16.	Iñiguez Javier	14	14	17	15
17.	Medina Lennin	15	15	14	14
18.	Miranda Milton	16	14	12	14
19.	Ordóñez Armando	17	13	15	15
20.	Paladines Félix	13	12	16	14
21.	Quevedo Franklin	15	16	14	15

TECHNIQUES: TRADITIONAL SYSTEM				
Nº LIST OF THE STUDENTS	NUMBER OF THE CLASSES			
	I	II	III	\bar{X}
22. Ramón Carlos	14	15	15	15
23. Riofrio Yuri	15	15	16	15
24. Riofrio Fausto	15	15	15	15
25. Rojas Max	14	14	16	15
26. Ruiz Ramiro	13	15	15	14
27. Sánchez Jorge	16	15	17	16
28. Sarango Fredy	15	14	15	15
29. Torres Rubén	14	15	14	14
30. Torres John	15	15	15	15
31. Uchuari Edgar	16	13	15	15
32. Yupangui César	13	14	15	14
33. Aguirre Eduardo	11	13	14	13
34. Ambuludi José	12	12	13	12
35. Armijos Kléber	14	14	12	13
36. Armijos Vicente	13	15	15	14
37. Arteaga Paco	12	16	16	15
38. Baraja Homero	15	17	17	16
39. Bonilla Luis	16	17	14	16
40. Bustamante Ricardo	17	13	13	14
41. Campoverde Marco	12	12	12	12
42. Carrión Fredy	14	14	11	13
43. Delgado Vicente	15	15	12	14
44. Díaz Olivio	16	16	14	15
45. Esparza Franklin	15	17	16	16
46. Garcés César	14	16	15	15

TECHNIQUES: TRADITIONAL SYSTEM				
Nº LIST OF THE STUDENTS	NUMBER OF THE CLASSES			
	I	II	III	\bar{X}
47. Gaona Fredi	13	13	14	13
48. González Oswaldo	12	12	14	13
49. Herrera Estalin	14	14	13	14
50. Herrera Antonio	15	13	12	13
51. Huanca Kléber	13	12	15	13
52. Hurtado Vicente	12	15	16	14
53. Jiménez Marco	11	16	11	13
54. Jumbo Iván	12	17	13	14
55. Jumbo Angel	14	14	14	14
56. Labanda José	15	12	15	14
57. Morales Miguel	16	11	16	14
58. Ojeda Pablo	17	14	14	15
59. Quezada Walter	12	14	14	13
60. Remache Luis	12	15	13	13
61. Peña Estalin	13	16	12	14
62. Román Vinicio	14	17	11	14
63. Sánchez Klímer	14	11	16	14
64. Sotomayor Carlos	13	12	17	14
65. Solórzano Paul	14	13	14	14
66. Torres Paul	15	14	13	14
67. Torres Mario	16	15	12	14
68. Samaniego Pablo	17	16	11	15
				14.28

CHART OF THE GRADES OF THE STUDENTS OF THE EXPERIMENTAL GROUP WITH ITS
ARITHMETIC MEAN

High School "La Dolorosa"

TECHNIQUE : FACT AND OPINION				
Nº LIST OF THE STUDENTS	NUMBER OF THE CLASSES			
	I	II	III	\bar{X}
01. Aguilar Holger	17	16	16	16
02. Aldaz Richard	16	15	15	15
03. Banegas Luis	17	14	16	16
04. Benites Edison	17	16	13	17
05. Bustos Fabian	18	17	16	17
06. Cabrera Víctor	17	16	17	17
07. Cornejo Segundo	17	17	16	17
08. Coronel Saúl	16	17	17	17
09. Delgado Eduardo	17	16	16	16
10. Jadán Edwin	17	16	15	16
11. Jiménez Franklin	16	15	16	16
12. Maldonado Edison	18	14	17	16
13. Montoya Eduardo	16	16	16	16
14. Naula Armando	17	17	16	17
15. Ojeda Antonio	16	17	17	17
16. Ortega Pío	17	16	17	17
17. Peralta Antonio	16	17	17	17
18. Rivas Jimmy	15	16	16	16
19. Samaniego Geovanny	16	17	16	16
20. Sánchez Wilson	17	16	15	16

TECHNIQUES: FACT AND OPINION				
Nº LIST OF THE STUDENTS	NUMBER OF THE CLASSES			
	I	II	III	\bar{X}
21. Sarango Julio	16	17	14	16
22. Villalta Vicente	17	16	17	17
23. Villavicencio Luis	17	15	17	16
24. Villavicencio Angel	16	14	18	16
25. Aguirre Maykeend	16	15	16	16
26. Alvarez Juan	15	14	17	15
27. Cabrera Darwin	18	16	18	17
28. Calva Marco	17	15	18	17
29. Carrera José	17	17	17	17
30. Carrión Joe	18	16	17	17
31. Chillogallo Carlos	16	18	16	17
32. Espinoza Kenny	17	17	16	17
33. Fiscal Milton	16	16	17	16
34. Freire David	15	17	16	16
35. Galvez Jorge	16	16	17	17
36. Guevara Juan	17	17	17	17
37. Neira Jaime	18	17	16	17
38. Núñez Earling	16	17	15	16
39. Pullaguari Carlos	17	18	16	17
40. Quishpe Jorge	18	16	17	17
41. Reyes Max	19	17	16	17
42. Rivas Oscar	17	17	18	17
43. Sánchez Julio	16	16	17	16
44. Sánchez Joffre	17	17	17	17
45. Silva Sandro	16	17	15	16

TECHNIQUE : FACT AND OPINION				
Nº LIST OF THE STUDENTS	NUMBER OF THE CLASSES			
	I	II	III	\bar{X}
46. Silva Richar	15	18	15	16
47. Tuza Jimmy	16	16	16	16
48. Ulloa Jorge	17	17	16	17
49. Urdiales Jesús	18	16	16	17
50. Vidal Manuel	19	17	15	17
51. Vivar Germán	18	18	17	18
52. Zúñiga Alfredo	17	16	17	17
				16.55

CHART OF THE GRADES OF THE STUDENTS OF THE CONTROL GROUP WITH ITS
ARITHMETIC MEAN

High School "La Dolorosa"

TECHNIQUE: TRADITIONAL SYSTEM				
Nº LIST OF THE STUDENTS	NUMBER OF THE CLASSES			
	I	II	III	\bar{X}
01. Alvarado Fausto	14	17	16	16
02. Ambuludí César	15	15	15	15
03. Arévalo Rodolfo	16	16	15	16
04. Bustamante Richar	15	16	17	16
05. Bravo Roberth	14	15	17	15
06. Calle John	13	14	16	14

TECHNIQUE: TRADITIONAL SYSTEM				
Nº LIST OF THE STUDENTS	NUMBER OF THE CLASSES			
	I	II	III	\bar{X}
07. Carrión Edgar	15	15	16	15
08. Chamba Gerardo	14	15	15	15
09. Chimbo Marco	13	16	16	16
10. Fernández Didio	12	17	17	14
11. Flores Geovanny	16	16	16	16
12. Gallo Carlos	17	16	17	17
13. Guamán Marco	15	12	16	14
14. Guamán Max	14	17	18	16
15. Hidalgo Fernando	15	16	16	16
16. Iñiguez Javier	14	15	15	15
17. Medina Lennin	13	16	12	14
18. Miranda Milton	15	15	14	15
19. Ordóñez Armando	16	14	15	15
20. Paladines Félix	15	15	16	15
21. Quevedo Franklin	13	14	17	15
22. Ramón Carlos	14	15	18	16
23. Riofrio Yuri	15	16	16	16
24. Riofrio Fausto	15	15	15	15
25. Rojas Max	14	16	14	15
26. Ruiz Ramiro	15	15	13	14
27. Sánchez Jorge	14	16	12	14
28. Sarango Fredy	15	17	17	16
29. Torres Rubén	12	17	16	15
30. Torres John	13	16	17	15
31. Uchuari Edgar	14	16	16	15

TECHNIQUES: TRADITIONAL SYSTEM				
LIST OF THE STUDENTS	NUMBER OF THE CLASSES			
	I	II	III	\bar{X}
32. Yupangui César	15	17	16	16
33. Aguirre Eduardo	16	14	17	16
34. Ambuludi José	17	16	17	17
35. Armijos Kléber	14	17	16	16
36. Armijos Vicente	15	12	15	14
37. Arteaga Paco	16	14	18	16
38. Baraja Homero	16	16	18	17
39. Bonilla Luis	17	17	18	17
40. Bustamante Ricardo	14	18	16	16
41. Campoverde Marco	15	16	17	16
42. Carrión Fredy	16	17	16	16
43. Delgado Vicente	16	16	18	17
44. Díaz Olivio	15	15	14	15
45. Esparza Franklin	14	14	15	14
46. Garcés César	15	16	17	16
47. Gaona Fredi	16	17	16	16
48. González Oswaldo	16	16	17	16
49. Herrera Estalin	17	13	18	16
50. Herrera Antonio	16	14	16	15
51. Huanca Kléber	17	15	17	16
52. Hurtado Vicente	16	16	16	16
53. Jiménez Marco	15	13	15	14
54. Jumbo Iván	14	14	16	15
55. Jumbo Angel	13	15	15	14
56. Labanda José	14	16	16	15

TECHNIQUE: TRADITIONAL SYSTEM				
Nº LIST OF THE STUDENTS	NUMBER OF THE CLASSES			
	I	II	III	\bar{X}
57. Morales Miguel	15	13	17	15
58. Ojeda Pablo	16	14	16	15
59. Quezada Walter	14	16	15	15
60. Remache Luis	16	13	16	15
61. Peña Estalin	12	--	--	--
62. Román Vinicio	17	12	17	15
63. Sánchez Klímer	16	14	16	15
64. Sotomayor Carlos	17	16	18	17
65. Solórzano Paul	12	17	19	16
66. Torres Paul	13	16	16	15
67. Torres Mario	14	17	17	16
68. Samaniego Pablo	15	18	16	16
				15.41

CHART OF THE GRADES OF THE STUDENTS OF THE EXPERIMENTAL GROUP WITH ITS
ARITHMETIC MEAN

High School "La Dolorosa"

TECHNIQUE: CAUSE-EFFECT				
Nº LIST OF THE STUDENTS	NUMBER OF THE CLASSES			
	I	II	III	\bar{X}
01. Aguilar Hólger	17	14	16	15
02. Aldaz Richard	16	16	15	15

TECHNIQUE: CAUSE-EFFECT				
Nº LIST OF THE STUDENTS	NUMBER OF THE CLASSES			
	I	II	III	\bar{X}
03. Banegas Luis	15	17	14	15
04. Benites Edison	14	16	13	14
05. Bustos Fabián	16	15	14	15
06. Cabrera Víctor	17	16	16	16
07. Cornejo Segundo	16	17	17	17
08. Coronel Saúl	17	16	15	16
09. Delgado Eduardo	16	15	15	15
10. Jadán Edwin	17	16	14	16
11. Jiménez Franklin	15	17	16	16
12. Maldonado Edison	14	17	17	16
13. Montoya Eduardo	16	16	18	17
14. Naula Armando	15	15	14	15
15. Ojeda Antonio	14	14	13	14
16. Ortega Pío	17	16	14	16
17. Peralta Antonio	16	17	15	16
18. Rivas Jimmy	17	16	17	17
19. Samaniego Geovanny	18	17	16	17
20. Sánchez Wilson	16	16	18	17
21. Sarango Julio	15	17	17	17
22. Villalta Vicente	14	14	15	14
23. Villavicencio Luis	16	16	17	16
24. Villavicencio Angel	16	14	18	16
25. Aguirre Maykeend	16	16	16	16
26. Alvarez Juan	17	15	17	16
27. Cabrera Darwin	16	14	18	16

TECHNIQUE: CAUSE-EFFECT				
Nº LIST OF THE STUDENTS	NUMBER OF THE CLASSES			
	I	II	III	\bar{X}
28. Calva Marco	15	16	17	16
29. Carrera José	16	17	16	16
30. Carrión Joe	17	16	17	17
31. Chillogallo Carlos	18	17	16	17
32. Espinoza Kenny	17	16	17	17
33. Fiscal Milton	15	15	16	15
34. Freire David	16	16	17	16
35. Galvez Jorge	17	17	16	17
36. Guevara Juan	15	16	15	15
37. Neira Jaime	14	17	18	16
38. Núñez Earling	17	16	16	16
39. Pullaguari Carlos	18	17	17	17
40. Quishpe Jorge	17	16	16	16
41. Reyes Max	17	17	17	17
42. Rivas Oscar	16	16	16	16
43. Sánchez Julio	18	17	17	17
44. Sánchez Joffre	17	16	16	16
45. Silva Sandro	16	16	17	16
46. Silva Richar	17	17	17	17
47. Tuza Jimmy	18	18	16	17
48. Ulloa Jorge	16	16	16	16
49. Urdiales Jesús	17	17	15	16
50. Vidal Manuel	17	16	16	16
51. Vivar Germán	17	17	17	17

TECHNIQUE: CAUSE-EFFECT				
Nº LIST OF THE STUDENTS	NUMBER OF THE CLASS			
	I	II	III	\bar{X}
52. Zúñiga Alfredo	16	17	16	16
				16.04

CHART OF THE GRADES OF THE STUDENTS OF THE CONTROL GROUP WITH ITS
ARITHMETIC MEAN.

High School "La Dolorosa"

TECHNIQUE: TRADITIONAL SYSTEM				
Nº LIST OF THE STUDENTS	NUMBER OF THE CLASSES			
	I	II	III	\bar{X}
01. Alvarado Fausto	14	13	14	14
02. Ambuludí César	15	15	13	14
03. Arévalo Rodolfo	16	16	12	14
04. Bustamante Richar	17	17	15	16
05. Bravo Roberth	14	16	16	15
06. Calle John	15	14	15	15
07. Carrion Edgar	16	13	16	15
08. Chamba Gerardo	17	16	17	17
09. Chimbo Marco	14	16	18	16
10. Fernández Didio	15	17	16	16
11. Flores Geovanny	17	12	17	15
12. Gallo Carlos	16	14	14	14

TECHNIQUE: TRADITIONAL SYSTEM				
Nº LIST OF THE STUDENTS	NUMBER OF THE CLASSES			
	I	II	III	\bar{X}
13. Guamán Marco	13	13	13	13
14. Guamán Max	14	12	14	13
15. Hidalgo Fernando	15	15	15	15
16. Iñiguez Javier	16	16	16	16
17. Medina Lemmin	14	17	15	15
18. Miranda Milton	15	14	16	15
19. Ordóñez Armando	16	13	17	14
20. Paladines Félix	17	12	16	15
21. Quevedo Franklin	16	15	17	16
22. Ramón Carlos	16	16	18	16
23. Riofrío Yuri	16	17	12	15
24. Riofrío Fausto	15	16	14	15
25. Rojas Max	16	17	15	16
26. Ruiz Ramiro	14	16	16	16
27. Sánchez Jorge	15	14	15	15
28. Sarango Fredy	14	15	16	15
29. Torres Rubén	15	16	17	16
30. Torres John	16	15	16	16
31. Uchuari Edgar	17	14	13	15
32. Yupangui César	14	13	14	14
33. Aguirre Eduardo	17	16	16	16
34. Ambuludi José	16	13	15	15
35. Armijos Kléber	17	14	14	15
36. Armijos Vicente	16	15	13	15
37. Arteaga Paco	15	14	14	14

TECHNIQUE: TRADIITONAL SYSTEM				
Nº LIST OF THE STUDENTS	NUMBER OF THE CLASSES			
	I	II	III	\bar{X}
38. Baraja Homero	16	13	12	14
39. Bonilla Luis	15	12	15	14
40. Bustamante Ricardo	16	15	16	16
41. Campoverde Marco	17	16	16	16
42. Carrión Fredy	16	17	17	17
43. Delgado Vicente	15	16	16	16
44. Díaz Olivio	14	14	15	15
45. Esparza Franklin	17	16	14	16
46. Garcés César	16	15	13	15
47. Gaona Fredi	15	14	12	14
48. González Oswaldo	14	14	14	14
49. Herrera Estalin	13	13	15	13
50. Herrera Antonio	12	16	16	15
51. Huanca Kléber	14	15	17	15
52. Hurtado Vicente	16	14	16	15
53. Jiménez Marco	16	16	15	16
54. Jumbo Iván	17	17	14	16
55. Jumbo Angel	16	16	16	16
56. Labanda José	17	15	15	16
57. Morales Miguel	16	16	14	16
58. Ojeda Pablo	15	17	13	15
59. Quezada Walter	14	16	12	14
60. Remache Luis	13	15	15	14
61. Peña Estalin	15	14	13	15
62. Román Vinicio	14	16	16	15

TECHNIQUE: TRADITIONAL SYSTEM				
Nº LIST OF THE STUDENTS	NUMBER OF THE CLASSES			
	I	II	III	\bar{X}
63. Sánchez Klímer	16	17	17	17
64. Sotomayor Carlos	15	16	16	16
65. Solórzano Paul	16	15	12	14
66. Torres Paul	15	14	14	14
67. Torres Mario	16	16	16	16
68. Samaniego Pablo	17	14	15	15
				15.02

CHART OF THE GRADES OF THE STUDENTS OF THE EXPERIMENTAL GROUP WITH ITS
ARITHMETIC MEAN

High School "La Dolorosa"

TECHNIQUE: SKIMMING AND SCANNING				
Nº LIST OF THE STUDENTS	NUMBER OF THE CLASSES			
	I	II	III	\bar{X}
01. Aguilar Hólger	16	14	15	15
02. Aldaz Richard	15	16	16	16
03. Banegas Luis	16	15	17	16
04. Benites Edison	17	16	16	16
05. Bustos Fabián	18	17	16	17
06. Cabrera Víctor	16	16	17	16
07. Cornejo Segundo	15	17	16	16

TECHNIQUE: SKIMMING AND SCANNING				
Nº LIST OF THE STUDENTS	NUMBER OF THE CLASSES			
	I	II	III	\bar{X}
08. Coronel Saúl	14	16	17	16
09. Delgado Eduardo	15	15	16	15
10. Jadán Edwin	16	14	16	15
11. Jiménez Franklin	17	16	16	16
12. Maldonado Edison	16	17	17	17
13. Montoya Eduardo	16	16	16	16
14. Naula Armando	17	15	15	16
15. Ojeda Antonio	16	14	14	14
16. Ortega Pfo	18	16	16	17
17. Peralta Antonio	16	17	17	17
18. Rivas Jimmy	17	16	16	16
19. Samaniego Geovanny	16	16	17	16
20. Sánchez Wilson	17	17	18	17
21. Sarango Julio	16	16	16	16
22. Villalta Vicente	15	15	15	15
23. Villavicencio Luis	14	14	14	14
24. Villavicencio Angel	16	16	16	16
25. Aguirre Maykeend	16	17	16	16
26. Alvarez Juan	17	16	16	16
27. Cabrera Darwin	16	15	15	15
28. Calva Marco	18	16	16	16
29. Carrera José	17	18	17	17
30. Carrión Joe	16	19	19	19
31. Chillogallo Carlos	17	17	16	17
32. Espinoza Kenny	16	16	15	16

TECHNIQUE: SIMMING AND SCANNING				
Nº LIST OF THE STUDENTS	NUMBER OF THE CLASSES			
	I	II	III	\bar{X}
33. Fiscal Milton	15	16	17	16
34. Freire David	16	17	16	16
35. Galvez Jorge	17	16	16	16
36. Guevara Juan	16	15	17	16
37. Neira Jaime	15	14	17	15
38. Núñez Earling	17	17	16	17
39. Pullaguari Carlos	16	17	15	16
40. Quishpe Jorge	18	16	16	17
41. Reyes Max	17	15	17	16
42. Rivas Oscar	17	16	18	17
43. Sánchez Julio	16	17	17	17
44. Sánchez Joffre	15	16	16	16
45. Silva Sandro	17	17	16	17
46. Silva Richar	16	16	15	16
47. Tuza Jimmy	17	17	14	16
48. Ulloa Jorge	16	16	17	16
49. Urdiales Jesús	17	17	16	17
50. Vidal Manuel	18	16	15	16
51. Vivar Germán	18	16	16	17
52. Zúñiga Alfredo	16	18	17	17
				16.15

CHART OF THE GRADES OF THE STUDENTS OF THE CONTROL GROUP WITH ITS
ARITHMETIC MEAN

High School "La Dolorosa"

TECHNIQUE: TRADITIONAL SYSTEM				
Nº LIST OF THE STUDENTS	NUMBER OF THE CLASSES			
	I	II	III	\bar{X}
01. Alvarado Fausto	13	17	16	15
02. Ambuludí César	12	12	15	13
03. Arévalo Rodolfo	14	14	13	13
04. Bustamante Richar	15	13	12	13
05. Bravo Roberth	16	12	11	13
06. Calle John	17	15	16	16
07. Carrión Edgar	16	11	17	15
08. Chamba Gerardo	15	16	16	16
09. Chimbo Marco	17	17	13	16
10. Fernández Didio	16	16	12	15
11. Flores Geovanny	15	17	11	14
12. Gallo Carlos	14	18	16	16
13. Guamán Marco	13	16	17	15
14. Guamán Max	12	17	11	13
15. Hidalgo Fernando	16	16	12	15
16. Iñiguez Javier	17	17	13	16
17. Medina Lennin	18	16	14	16
18. Miranda Milton	16	15	18	16
19. Ordóñez Armando	17	14	16	16
20. Paladines Félix	16	13	13	14
21. Quevedo Franklin	15	15	12	14
22. Ramón Carlos	16	14	11	14

TECHNIQUES: TRADITIONAL SYSTEM				
Nº LIST OF THE STUDENTS	NUMBER OF THE CLASSES			
	I	II	III	\bar{X}
23. Ríofrío Yuri	17	13	14	15
24. Ríofrío Fausto	16	13	15	14
25. Rojas Max	15	11	16	14
26. Ruiz Ramiro	16	16	14	15
27. Sánchez Jorge	15	17	13	15
28. Sarango Fredy	14	18	14	15
29. Torres Rubén	13	16	15	15
30. Torres John	12	15	16	14
31. Uchuari Edgar	16	14	17	16
32. Yupangui César	17	13	16	15
33. Aguirre Eduardo	16	15	16	16
34. Ambuludi José	15	14	15	15
35. Armijos Kléber	14	13	16	14
36. Armijos Vicente	13	16	15	15
37. Arteaga Paco	12	15	16	14
38. Baraja Homero	16	17	14	16
39. Bonilla Luis	15	16	14	15
40. Bustamante Ricardo	14	14	16	15
41. Campoverde Marco	13	15	15	14
42. Carrión Fredy	12	16	15	14
43. Delgado Vicente	16	17	16	16
44. Díaz Olivio	17	16	15	16
45. Esparza Franklin	16	15	16	16
46. Garcés César	15	14	15	15
47. Gaona Fredi	14	16	14	15

TECHNIQUE: TRADITIONAL SYSTEM				
Nº LIST OF THE STUDENTS	NUMBER OF THE CLASSES			
	I	II	III	\bar{X}
48. González Oswaldo	13	17	16	15
49. Herrera Estalin	16	16	15	16
50. Herrera Antonio	15	15	17	16
51. Huanca Kléber	16	14	15	15
52. Hurtado Vicente	17	15	16	16
53. Jiménez Marco	16	16	17	16
54. Jumbo Iván	15	15	18	16
55. Jumbo Angél	14	16	14	15
56. Labanda José	13	14	15	14
57. Morales Miguel	12	15	16	14
58. Ojeda Pablo	15	16	17	15
59. Quezada Walter	14	15	14	14
60. Remache Luis	15	16	16	16
61. Peña Estalin	--	12	--	--
62. Román Vinicio	16	15	17	16
63. Sánchez Klímer	15	14	16	15
64. Sotomayor Carlos	16	15	15	15
65. Solórzano Paul	17	14	14	15
66. Torres Paul	16	13	15	15
67. Torres Mario	15	16	14	15
68. Samaniego Pablo	14	15	16	15

14.96

CHART OF THE GRADES OF THE STUDENTS OF THE EXPERIMENTAL GROUP WITH ITS
ARITHMETIC MEAN

High School "La Dolorosa"

TECHNIQUE: GENERALIZING AND SUMMARIZING				
Nº LIST OF THE STUDENTS	NUMBER OF THE CLASSES			
	I	II	III	\bar{X}
01. Aguilar Hólger	13	13	14	13
02. Aldaz Richard	14	13	16	14
03. Banegas Luis	15	16	14	15
04. Benites Edison	16	17	16	16
05. Bustos Fabián	15	16	16	16
06. Cabrera Víctor	16	17	16	16
07. Cornejo Segundo	15	13	16	15
08. Coronel Saúl	17	16	17	17
09. Delgado Eduardo	--	--	--	--
10. Jadán Edwin	17	16	15	16
11. Jiménez Franklin	14	16	14	15
12. Maldonado Edison	14	15	16	15
13. Montoya Eduardo	17	16	17	17
14. Naula Armando	14	13	16	14
15. Ojeda Antonio	16	15	16	16
16. Ortega Pío	14	13	12	13
17. Peralta Antonio	16	15	14	15
18. Rivas Jimmy	16	13	16	15
19. Samaniego Geovanny	16	14	15	15
20. Sánchez Wilson	14	15	16	15
21. Sarango Julio	13	12	14	13
22. Villalta Vicente	16	13	15	15

TECHNIQUE: GENERALIZING AND SUMMARIZING					
Nº	LIST OF THE STUDENTS	NUMBER OF THE CLASSES			
		I	II	III	\bar{X}
23.	Villavicencio Luis	16	15	16	16
24.	Villavicencio Angel	13	14	16	14
25.	Aguirre Maykeend	16	16	17	16
26.	Alvarez Juan	14	15	16	15
27.	Cabrera Darwin	17	17	17	17
28.	Calva Marco	13	12	13	13
29.	Carrera José	14	15	17	15
30.	Carrión Joe	17	17	19	18
31.	Chillogallo Carlos	17	17	18	17
32.	Espinoza Kenny	14	15	16	15
33.	Fiscal Milton	16	17	14	16
34.	Freire David	14	13	16	14
35.	Galvez Jorge	15	16	17	16
36.	Guevara Juan	16	15	16	16
37.	Neira Jaime	16	15	14	15
38.	Núñez Earling	14	15	14	14
39.	Pullaguari Carlos	16	15	16	16
40.	Quishpe Jorge	16	14	15	15
41.	Reyes Max	17	17	16	17
42.	Rivas Oscar	16	15	16	16
43.	Sánchez Julio	17	17	17	17
44.	Sánchez Joffre	14	15	14	14
45.	Silva Sandro	13	14	15	14
46.	Silva Richar	14	13	12	13
47.	Tuza Jimmy	16	17	14	16

TECHNIQUE: GENERALIZING AND SUMMARIZING					
Nº	LIST OF THE STUDENTS	NUMBER OF THE CLASSES			
		I	II	III	\bar{X}
48.	Ulloa Jorge	16	17	14	16
49.	Urdiales Jesús	15	14	16	15
50.	Vidal Manuel	16	17	14	16
51.	Vivar German	14	15	15	15
52.	Zúñiga Alfredo	16	17	16	16
					15.27

CHART OF THE GRADES OF THE STUDENTS OF THE CONTROL GROUP WITH ITS
ARITHMETIC MEAN

High School "La Dolorosa"

TECHNIQUE: TRADITIONAL SYSTEM					
Nº	LIST OF THE STUDENTS	NUMBER OF THE CLASSES			
		I	II	III	\bar{X}
01.	Alvarado Fausto	14	13	12	13
02.	Ambuludi César	15	15	15	15
03.	Arévalo Rodolfo	16	14	13	14
04.	Bustamante Richar	15	16	14	15
05.	Bravo Roberth	16	17	16	16
06.	Calle John	13	14	12	13
07.	Carrión Edgar	16	15	14	15
08.	Chamba Gerardo	15	16	15	15

TECHNIQUE: TRADITIONAL SYSTEM				
Nº LIST OF THE STUDENTS	NUMBER OF THE CLASSES			
	I	II	III	\bar{X}
09. Chimbo Marco	14	13	15	14
10. Fernández Didio	14	13	15	14
11. Flores Geovanny	16	17	15	16
12. Gallo Carlos	14	13	12	13
13. Guamán Marco	16	15	15	15
14. Guamán Max	--	--	--	--
15. Hidalgo Fernando	14	15	16	15
16. Iñiguez Javier	16	15	14	15
17. Medina Lennin	--	--	--	--
18. Miranda Milton	17	15	16	16
19. Ordóñez Armando	16	15	14	15
20. Paladines Félix	13	13	14	13
21. Quevedo Franklin	14	13	15	14
22. Ramón Carlos	14	15	14	14
23. Riofrío Yuri	14	13	15	14
24. Riofrío Fausto	16	15	15	15
25. Rojas Max	16	17	16	16
26. Ruiz Ramiro	13	14	14	14
27. Sánchez Jorge	16	17	17	17
28. Sarango Fredy	13	12	15	13
29. Torres Rubén	16	16	15	16
30. Torres John	14	13	12	13
31. Uchuari Edgar	16	15	14	15
32. Yupangui César	16	15	14	15

TECHNIQUE: TRADITIONAL SYSTEM					
Nº	LIST OF THE STUDENTS	NUMBER OF THE CLASSES			
		I	II	III	\bar{X}
33.	Aguirre Eduardo	14	13	14	14
34.	Ambuludi José	15	14	13	14
35.	Armijos Kléber	15	16	15	15
36.	Armijos Vicente	16	15	16	16
37.	Arteaga Paco	14	13	15	14
38.	Baraja Homero	15	14	13	14
39.	Bonilla Luis	14	13	15	14
40.	Bustamante Ricardo	14	15	16	15
41.	Campoverde Marco	16	15	14	15
42.	Carrión Fredy	18	19	19	19
43.	Delgado Vicente	17	18	17	17
44.	Díaz Olivio	14	13	15	14
45.	Esparza Franklin	14	15	15	15
46.	Garcés César	14	15	16	15
47.	Gaona Fredi	14	15	14	14
48.	González Oswaldo	13	15	14	14
49.	Herrera Estalín	14	13	13	13
50.	Herrera Antonio	15	15	15	15
51.	Huanca Kléber	14	13	14	14
52.	Hurtado Vicente	15	16	15	15
53.	Jiménez Marco	14	13	15	14
54.	Jumbo Iván	15	14	15	15
55.	Jumbo Angel	14	15	16	15
56.	Labanda José	14	13	16	14

TECHNIQUE: TRADITIONAL SYSTEM				
Nº LIST OF THE STUDENTS	NUMBER OF THE CLASSES			
	I	II	III	\bar{X}
57. Morales Miguel	15	14	15	15
58. Ojeda Pablo	14	15	16	15
59. Quezada Walter	14	13	15	14
60. Remache Luis	16	17	16	16
61. Peña Estalín	--	--	--	--
62. Román Vinicio	13	14	14	14
63. Sánchez Klímer	14	15	14	14
64. Sotomayor Carlos	13	13	14	13
65. Solórzano Paul	14	15	16	15
66. Torres Paul	15	16	15	15
67. Torres Mario	13	13	14	13
68. Samaniego Pablo	14	15	14	14
				14.65

3.3. ANALYSIS OF THE RESULTS OBTAINED

		T E C H N I Q U E S				
ARITHMETIC MEANS	GROUPS	MAIN IDEA	FACT AND OPINION	CAUSE EFFECT	SKIMMING SCANNING	GENERALIZ. SUMMARIZ.
	EXPERIM.	16.63	16.55	16.04	16.15	15.27
	CONTROL	14.28	15.41	15.02	14.96	14.62
DIFFERENCE		2.65	1.41	1.02	1.19	0.65

If we observe the arithmetic means of the grades of the students in the teaching reading comprehension employing the application of the Reading Techniques in the experimental group and with the traditional procedure in the control group, it is possible to deduce the following:

In teaching Reading Comprehension in the learning of English as a foreign language, the students of the experimental group who received the classes with the five reading techniques (skills) obtained better grades than the students of control group who received the classes with the traditional system.

The differences between the arithmetic means vary according to the kind of the reading technique applied.

- * With the Main Idea Technique the difference is 2.62
- * With the Fact and Opinion Technique the difference is 1.14
- * With the Cause-Effect Technique the difference is 1.02
- * With the Skimming and Scanning technique, the difference is 1.19

* With the Generalizing and Summarizing technique the
difference is 0.65

Finally, with the analysis of the results obtained, comparing the arithmetic means in the two groups, I can assert that the students comprehend what they read in a better way when they receive the reading comprehension class with reading techniques.

CHAPTER 4

STATISTICAL VERIFICATION

To explain in an objective way what we have gained in the comprehension of the reading by the students of the fifth courses in the High School "La Dolorosa" of this city with the two procedures, the use of the Reading Techniques and without them (traditional procedure).

I am going to use the Test of Differences Between the Two Means because it is the method in my experimental work.

For obtaining the data that were required I used the grades of all the students who participated in the experimental and control group grouped in two charts; where the first chart will group the grades of the experimental group of all the taught classes of the first technique Main Idea (three classes that were the results of the experimental procedure) with the application of the reading techniques, and in the second chart are the grades of all the taught classes but without any technique in the control group.

In both cases the data are grouped in an interval of class.

4.1. NOMENCLATURE

4.1.1. Experimental Group

N1 = number of cases

S1 = standard deviation

Sm1 = standard error

SDm = Sum of difference between two means.

4.1.2. Control Group

N2 = number of cases

S2 = standard deviation

Sm2 = standar error

SDm = Sum of differences between two means.

4.2. REPRESENTATION

The representation will be valid for all the charts of the five techniques.

4.2.1. The Arithmetic Means:

M1 = arithmetic mean of the experimental group.

M2 = arithmetic mean of the control group.

4.2.2. The Standard Deviations:

S1 = standard deviation of the experimental group.

S2 = standard deviation of the control group.

4.2.2.1. Standard error:

To calculate the standard error in both cases, the following formulas will be used:

$$Sm1 = \frac{S1}{\sqrt{N1-N2}} \quad (\text{for experimental group})$$

$$S_2 = \frac{S_2}{\sqrt{N_2 - 1}} \quad (\text{for Control Group})$$

S_1 and S_2 are the standard errors.

N_1 and N_2 is the number of the population.

For determining the standard error of the differences of means, the following formula will be used:

$$SDM = \sqrt{(S_1)^2 + (S_2)^2}$$

S_1 = standard error for experimental group

S_2 = standard error for control group

To find the value of Z the following formula is going to be applied:

$$Z = \frac{M_1 - M_2}{SDM}$$

M_1 = arithmetic mean of Experimental Group

M_2 = arithmetic mean of the Control Group

SDM = Standard Error of the differences between Means.

4.3. FIRST TECHNIQUE: MAIN IDEA

Chart of the grades of the students of the fifth courses of the High School "La Dolorosa" obtained after the application of the Main Idea technique specifying the arithmetic mean and the standard deviation for making the test of the differences of the means.

Experimental Group

x	f	xf	d	d ²	xd ²
18	03	54	1.37	1.88	5.63
17	29	493	0.37	0.14	3.97
16	18	288	0.63	0.40	7.14
15	02	30	1.63	2.66	5.31
--	--	---	----	----	----
	52	865			22.05

$$N_1 = 52$$

$$M_1 = 16.63$$

$$S_1 = 0.65 \text{ (standard deviation)}$$

$$S_{m1} = 0.09 \text{ (standard error)}$$

Control Group

x	f	xf	d	d ²	xd ²
16	4	64	1.72	2.96	11.83
15	25	375	0.72	0.52	12.96
14	27	378	0.28	0.08	2.12
13	10	130	1.28	1.64	16.38
12	02	24	2.28	5.20	10.40
	68	971			53.69

$N_2 = 68$
 $M_2 = 14.28$
 $S_2 = 0.89$ (standard deviation)
 $Sm_2 = 0.11$ (standard error)

$$SDM = 0.14$$

Immediately after obtaining these data, I am going to explain the following:

The dependent variable corresponding to the two variables (the two charts of grades) will be identified by (M1) for the data of the first chart; and (M2) for the data of the second chart.

The data obtained in the Experimental and Control Group for the process of the Verification of the Hypothesis across the investigative work are:

The arithmetic means:

$$M_1 = 16.63$$

$$M_2 = 14.28$$

The standard deviations:

$$S_1 = 0.65$$

$$S_2 = 0.89$$

The standard errors:

$$Sm_1 = 0.09$$

$$Sm_2 = 0.11$$

For determining the standard error of the differences of means the following formula will be used:

$$SDM = \sqrt{(Sm_1)^2 + (Sm_2)^2}$$

$$SDM = \sqrt{(0.09)^2 + (0.11)^2}$$

$$SDM = 0.14$$

To find the value of Z, the following formula is going to be applied:

$$Z = \frac{M1 - M2}{SDM}$$

$$Z = \frac{16.63 - 14.28}{0.14}$$

$$Z = 16.76$$

Given the necessary specifications to carry out the Test of differences between the two means, I will continue with the process, so:

The Statistical Hypothesis or its Verification is as follows:

* Null Hypothesis (Ho):

The students' reading comprehension with the use of the Reading Techniques (Main Idea) and without them (Traditional) in two groups does not differ significantly.

* Alternative Hypotheses (H1):

" The students' reading comprehension with the use of the Reading Techniques (Main Idea) and without them (Traditional) in both groups differs significantly.

Analysis:

16.76 is above the level of significance between 1969.

The Null Hypothesis is rejected and the Alternative Hypothesis is accepted. That is: *There is a significant difference between the New Technique applied in the Comprehension of the Reading and in the Traditional System.*

4.4. SECOND TECHNIQUE: FACT AND OPINION

Chart of the grades of the students of the fifth courses of the High School "La Dolorosa" obtained after the application of The Fact and Opinion technique specifying the arithmetic mean and the standard deviation for making the test of the differences of the means.

Experimental Group

x	f	xf	\bar{a}	d ²	xd ²
18	1	18	1.45	2.10	2.10
17	28	476	0.45	0.20	5.60
16	22	352	0.55	0.30	6.60
15	1	15	1.55	2.40	2.40
	52	861			16.70

$$N1 = 52$$

$$M1 = 16.55$$

$$S1 = 0.56$$

$$Sm1 = 0.07$$

Control Group

x	f	xf	d	d ²	xd ²
17	6	102	1.59	2.52	15.02
16	26	416	0.59	0.34	8.81
15	25	375	0.41	0.16	4.00
14	10	140	1.41	2.00	20.00
	67	1033			48

$$N_2 = 67$$

$$M_2 = 15.41$$

$$S_2 = 0.84$$

$$S_{m2} = 0.10$$

$$SDM = 0.12$$

Immediately after obtaining these data, I am going to explain the following:

The dependent variable corresponding to the two variables (the charts of grades) will be identified by (M1) for the data of the first chart; and (M2) for the data of the second chart. The data obtained in the experimental and control group for the process of the Verification of the Hypothesis across the investigative work are:

The arithmetic means:

$$M_1 = 16.55$$

$$M_2 = 15.41$$

The standard deviations:

$$S_1 = 0.56$$

$$S^2 = 0.84$$

The standard errors:

$$S_{m1} = 0.07$$

$$S_{m2} = 0.10$$

For determining the standard error of the differences of means the following formula will be used:

$$SDM = \sqrt{(S_{m1})^2 + (S_{m2})^2}$$

$$SDM = \sqrt{(0.07)^2 + (0.10)^2}$$

$$SDM = 0.12$$

To find the value of Z, the following formula is going to be applied:

$$Z = \frac{M1 - M2}{SDM}$$

$$Z = \frac{16.55 - 15.41}{0.12}$$

$$Z = 9.50$$

Given the necessary specifications to carry out the tests of the differences between the two means, I will continue with the process so:

The Statistical Hypothesis or its verification is as follows:

* Null Hypothesis (H₀):

The students' reading comprehension with the use of the Reading Techniques (Fact and Opinion) and without them (traditional) in two groups does not differ significantly.

* Alternative Hypothesis (H₁):

The students' reading comprehension with the use of the Reading Techniques (Fact and Opinion) and without them (Traditional) in two groups differs significantly.

Analysis:

9.50 is above the level of significance between 1969. The Null Hypothesis is rejected and the Alternative Hypothesis is accepted. That is: *There is a significant difference between the New technique applied in the Comprehension of the Reading and in the Traditional system.*

4.5. THIRD TECHNIQUE: CAUSE AND EFFECT

Chart of the grades of the students of the fifth courses of the High School "La Dolorosa" obtained after the application of the Cause and Effect technique specifying the arithmetic mean and the standard deviation for making the test of the differences of the means:

Experimental Group

x	f	xf	d	d ²	xd ²
17	16	272	0.96	0.92	14.79
16	25	400	0.04	0.00	0.04
15	8	120	1.04	1.08	8.63
14	3	42	2.04	4.16	12.47
--	--	---	----	----	-----
	52	834			35.92

$$N1 = 52$$

$$M1 = 16.04$$

$$S1 = 0.83$$

$$Sm1 = 0.12$$

Control Group

x	f	xf	d	d2	xd2
17	3	51	1.88	3.54	10.63
16	23	368	0.88	0.78	17.91
15	24	360	0.12	0.01	0.33
14	15	210	1.12	1.25	18.74
13	3	39	2.12	4.48	13.45
	68	1028			61.06

$$N2 = 68$$

$$M2 = 15.02$$

$$S2 = 0.95$$

$$Sm2 = 0.12$$

$$SDM = 5.75$$

Immediately after obtaining these data, I am going to explain the following:

The dependent variable corresponding to the two Variables (The charts of grades) will be identified by (M1) for the data of the first

chart; and (M2) for the data of the second chart.

The data obtained in the experimental and control group for the process of the Verification of the Hypothesis across the investigative work are:

The arithmetic means:

$$M1 = 16.04$$

$$M2 = 15.02$$

The standar deviations:

$$S1 = 0.83$$

$$S2 = 0.95$$

The standar errors:

$$Sm1 = 0.12$$

$$Sm2 = 0.12$$

For determining the standard error of the differences of means the following formula will be used:

$$SDM = \sqrt{(Sm1)^2 + (Sm2)^2}$$

$$SDM = \sqrt{(0.12)^2 + (0.12)^2}$$

$$SDM = 0.16$$

To find the value of Z the following formula is going to be applied:

$$Z = \frac{M1 - M2}{SDM}$$

$$Z = \frac{16.04 - 15.12}{0.16}$$

$$Z = 5.75$$

Given the necessary specifications to carry out the tests of the differences between the two means, I will continue with the process so:

The statistical Hypothesis or its verifications is as follows:

* Null Hypothesis (H₀):

The students' reading comprehension with the use of the Reading Techniques (Cause and Effect), and without them (Traditional) in two groups does not differ significantly.

* Alternative Hypothesis (H₁):

The students' reading comprehension with the use of the Reading Techniques (Cause and Effect) and without them (Traditional) in two groups differs significantly.

Analysis:

7.50 is above the level of significance between 1,969. The Null Hypothesis is rejected and the Alternative Hypothesis is accepted. That is: *There is a significant difference between the New Technique applied in the Comprehension of the Reading and in the Traditional System.*

4.6. FOURTH TECHNIQUE: SKIMMING AND SCANNING

Charts of the grades of the students of the fifth courses of the High School "La Dolorosa" obtained after the application of the Skimming and Scanning technique specifying the arithmetic mean and the standard deviation for making the test of the differences of the means.

Experimental Group

x	f	xf	d	d ²	xdf
19	01	19	2.85	8.10	8.10
17	15	255	0.85	0.72	10.74
16	28	448	0.15	0.02	0.66
15	06	90	1.15	1.33	7.99
14	02	28	2.15	4.64	9.28
	52	840			36.77

$$N_1 = 52$$

$$M_1 = 16.15$$

$$S_1 = 0.84$$

$$S_{m1} = 0.12$$

Control Group

x	f	xf	d	d ²	xdf
16	21	336	1.04	1.09	22.92
15	27	405	0.04	0.00	0.05
14	14	196	0.96	0.91	12.77
13	05	65	1.96	3.82	19.11
--	--	---	----	-----	-----
	67	1002			54.87

$$N_2 = 67$$

$$M_2 = 14.96$$

$$S2 = 0.90$$

$$Sm2 = 0.11$$

$$SDM = 0.16$$

Immediately after obtaining these data. I am going to explain the following:

The dependent variable corresponding to the two Variables (the two charts of grades) will be identified by (M1) for the data of the first chart; and (M2) for the data of the second chart.

The data obtained in the experimental and control group for the process of the Verification of the hypothesis across the investigative work are:

The arithmetic mean:

$$M1 = 16.15$$

$$M2 = 14.96$$

The standard deviations:

$$S1 = 0.84$$

$$S2 = 0.90$$

The standard errors:

$$Sm1 = 0.12$$

$$Sm2 = 0.11$$

For determining the standard error of the differences of means, the following formula will be used:

$$SDM = \sqrt{(Sm1)^2 + (Sm2)^2}$$

$$SDM = \sqrt{(0.12)^2 + (0.11)^2}$$

$$SDM = 0.16$$

To find the value of Z the following formula is going to be applied:

$$Z = \frac{M1 - M2}{SDM}$$

$$Z = \frac{16.15 - 14.96}{0.16}$$

$$Z = 7.43$$

Given the necessary specifications to carry out the tests of the differences between the two means, I will continue with the process, so:

The statistical Hypothesis or its verification is as follows:

* Null Hypothesis (Ho):

The students' reading comprehension with the use of the Reading Techniques (Skimming and Scanning), and without them (Traditional) in two groups does not differ significantly.

* Alternative Hypothesis (H1):

The students' reading comprehension with the use of the Reading Techniques (Skimming and Scanning), and without them (Traditional) in two groups differs significantly.

Analysis:

7.43 is above the level of significance between 1,969. The Null Hypo-

thesis is rejected and the Alternative Hypothesis is accepted. That is: *There is a significant difference between the new technique applied in the Comprehension of the Reading and in the Traditional System.*

4.7. FIFTH TECHNIQUE: GENERALIZING AND SUMMARIZING

Charts of the grades of the students of the fifth courses of the High School "La Dolorosa" obtained after the application of the generalizing and Summarizing technique specifying the arithmetic mean and the standard deviation for making the test of the differences of means.

Experimental Group

x	f	xf	d	d ²	xdf
18	1	18	2.73	7.43	7.43
17	6	102	1.73	2.98	17.86
16	16	256	0.73	0.53	8.42
15	16	240	0.27	0.08	1.21
14	7	98	1.27	1.62	11.37
13	5	65	2.27	5.17	25.87
	51	779			72.16

$$N_1 = 51$$

$$N_2 = 15,27$$

$$S_1 = 1.19$$

$$S_{m1} = 0.17$$

Control Group

x	f	xf	d	d ²	xdf
19	1	19	4.38	19.22	19.22
17	2	34	2.38	5.69	11.37
16	7	112	1.38	1.92	13.42
15	24	360	0.38	0.15	3.55
14	22	308	0.62	0.38	8.33
13	9	117	1.62	2.61	23.49
	65	950			79.38

$$N_2 = 65$$

$$M_2 = 14.62$$

$$S_2 = 1.11$$

$$S_{m2} = 0.14$$

$$SDM = 0.21$$

Immediately after obtaining these data, I am going to explain the following:

The dependent variable corresponding to the two Variables (the two charts of grades), will be identified by (M1) for the data of the first chart; and (M2) for the data of the second chart.

The data obtained in the experimental and control group for the process of the verification of the hypothesis across the investigative work are:

The arithmetic means:

$$M1 = 15.27$$

$$M2 = 14.62$$

The standard deviations:

$$S1 = 1.19$$

$$S2 = 1.11$$

The standard errors:

$$Sm1 = 0.17$$

$$Sm2 = 0.14$$

For determining the standard error of the differences of means, the following formula will be used:

$$SDM = \sqrt{(Sm1)^2 + (Sm2)^2}$$

$$SDM = \sqrt{(0.17)^2 + (0.14)^2}$$

$$SDM = 0.21$$

To find the value of Z the following formula is going to be applied:

$$Z = \frac{M1 - M2}{SDM}$$

$$Z = \frac{15.27 - 14.62}{0.21}$$

$$Z = 3$$

Given the necessary specifications to carry out the tests of the differences between the two means, I will continue with the process, so:

The statistical hypothesis or its verification is as follows:

* Null Hypothesis (H₀):

The students' reading comprehension with the use of the Reading Techniques (Generalizing and Summarizing), and without them (Traditional) in two groups does not differ significantly.

* Alternative Hypothesis (H₁):

The students' reading comprehension with the use of the Reading Techniques (Generalizing and Summarizing), and without them (Traditional) in two groups differs significantly.

Analysis:

3 is above the level of significance between 1,969. The Null Hypothesis is rejected and the Alternative Hypothesis is accepted. That is: *There is a significant difference between the New Technique applied in the comprehension of the reading and in the Traditional System.*

4.8. FINAL ANALYSIS:

After analyzing the results emitted by the application of the method, the sum of the differences between the means which explain in the five alternative hypothesis, the comprehension of the reading in the students who belong to the experimental group, where the reading techniques were applied (application of the experiment), made progress significantly.

With this assertion *the established hypothesis in the research*

work has been proved positively which say: The defficient ability of the students to read and understand English is due to the lack of application of basic techniques to teach reading. It is, to say when the teacher wants to teach reading comprehension, he should make a great varity of exercises, developing the students' skills, preparing the didactic resources for each class. This is a hard work, but all is possible when the teacher want to reach the designed objectives.

ANNEX

DAILY CLASS PLANS

EXPERIMENTAL GROUP

DAILY CLASS PLAN 1

I. INFORMATIVE DATA

- 1.1. Teacher: Luis A. Carrión M.
- 1.2. High School: "La Dolorosa"
- 1.3. Trimester: 2th.
- 1.4. Course: Fifth
- 1.5. Major: Mathematics
- 1.6. Subject: English
- 1.7. Unit Title: Structures with verbal forms of the verb "To Be" and other verbs.
- 1.8. Theme: The Main Idea: First Reading
- 1.9. School Year: 1990-1991

II. OBJECTIVES

2.1. For the teacher:

- 2.1.1. To demonstrate the importance of the Main Idea Technique as a good strategy when teaching Reading Comprehension.
- 2.1.2. To teach Structures with the verb "To Be" and other verbs through a reading.

2.2. For the students: Given a reading, the student should be able to:

- 2.2.1. Identify the main idea within a passage correctly.
- 2.2.2. Differentiate the structures of the verb "To Be" and other verbs.
- 2.2.3. Summarize the passage using his/her own words.
- 2.2.4. Give the definition of the new words used in the passage.

III. SCIENTIFIC CONTENT

3.1. The Main Idea

3.2. Structures of the verbs: "To Be" and other verbs.

IV. DIDACTIC PROCESS

4.1. Initial Activities:

4.1.1. Initial Motivation: To carry newspapers, to show the students the pages and the titles, then to ask them to read what they want and to ask other students to identify the parts of importance until they can comprehend the purpose.

4.1.2. Knowledge Exploration: Questions about the previous knowledge.

Grammar structures with the verb to be and other verbs.

Exercises on the blackboard with some students, ones write sentences with the verb to be, and others write sentences with other verbs.

Exercises about vocabulary: The teacher shows an object, and the give the meaning in English.

4.2. Development of the lesson: What is the Main Idea? To deliver the students the sheets with the reading.

The same is divided into three groups. Each part(paragraph) will be ready by the teacher first, and then by the students, who will do the following activities: Underline the new words and look for the definitions in the dictionary.

Underline the structures with the verb to be, and circle the structures written with other verbs.

To explain the students what is the main idea, to underline it in each passage, and to summarize what they read with their own words.

4.3. Reinforcement of knowledge: To ask the students to write in their copy-books the differences between the structures of the verb to be and other verbs, and the concept of the main idea.

To make a summary of the reading in their own words in their copy-

books.

4.4. Evaluation: For evaluating the comprehension of what is understood by main idea the students will develop the activities asked in the sheets, and then answering the questions.

For evaluating the comprehension of the differences between the two structures, the students will develop the exercises in their homes with the underlined new words.

V. DIDACTIC RESOURCES

5.1. Methods: Inductive-Deductive, and Mixed.

5.2. Techniques: Expositive, Interrogative, and Mixed.

5.3. Materials: Chalks, sheets with the readings, dictionaries, etc.

VI. BIBLIOGRAPHY:

WRIGHT, Andrew and BARRET Bryce: Aprendamos Inglés, Tomos I y II, Curso Intermedio, Edición Completa. American Book Company. New York.

DAILY CLASS PLAN 2

I. INFORMATIVE DATA:

- 1.1. Teacher: Luis A. Carrión Mora
- 1.2. High School: "La Dolorosa"
- 1.3. Trimester: 2th.
- 1.4. Course: Fifth
- 1.5. Major: Mathematics
- 1.6. Subject: English
- 1.7. Unit Title: Structures with verbal forms of the verb "To Be" and other verbs.
- 1.8. Theme: The Main Idea: Second Reading
- 1.9. School Year: 1990-1991

II. OBJECTIVES

2.1. For the teacher:

- 2.1.1. To demonstrate the importance of the Main Idea Technique as a good strategy when teaching Reading Comprehension.
- 2.1.2. To teach Negative Sentences in Simple Present Tense through a reading.

2.2. For the students: Given a reading the student should be able to:

- 2.1.1. Identify the main idea within a passage correctly.
- 2.1.2. Differentiate the affirmative sentences and the negative sentences with the verb "To Be" and other verbs.
- 2.1.3. Change affirmative sentences to negative form.
- 2.1.4. Write the synonyms of some words.
- 2.1.5. Summarize the passage using his/her own words.

III. SCIENTIFIC CONTENT:

- 3.1.1. The Main Idea Technique for Reading Comprehension

3.1.2. Negative Sentences in Simple Present Tense.

3.1.3. The Synonyms.

IV. DIDACTIC PROCESS

4.1. Initial Activities:

4.1.1. Initial Motivation: To carry magazines, to show the students the pages and the titles, then ask them to read what they want, then to ask other students to identify the main parts of the articles until they can understand the purpose.

4.1.2. Knowledge Exploration: Questions about previous knowledge.

Do you understand what is the main idea, a summary, a synthesis? The teacher will write a list of verbs on the blackboard.

Three students will write affirmative sentences with the pronouns he, she, and it using these verbs. Other three students will write affirmative sentences with other pronouns and other verbs.

4.2. Development of the lesson: The Main Idea. Review Lesson. To deliver the students the sheets with the reading. The same will be read by the teacher first, then by the students.

To ask the students to underline the verbs he knows within the reading.

To write affirmative sentences with the verbs to like, to travel, to want, to use, as the following:

- Paul uses a new pen.

- They travel to Quito every week (as Previous Pattern) S + V + C

The new pattern: Negative Form: S + AX + NOT + MV + C.

To explain the students the forms of the auxiliary do and does.

To change the affirmative sentences written above to negative form.

- Paul does not use a new pen.

- They do not travel to Quito every week.

To contrast negative sentences with the verb "To Be" and the other verbs.

To identify and underline the main idea within a passage.

To circle the words: large, to see, south, cars. To ask the students the meaning, then to write next to them another words that are the same or similar, and finally to explain the students what is the synonym.

To ask the students to summarize the passage with their own words.

4.3. Reinforcement of knowledge: The students will write on their copy-books the following rulers:

-Use of do and does in negative sentences.

-The main verb in negative sentences is written in simple form (without s or es).

-To write the concept of Main Idea, synonym, etc.

-For homework, the students will write negative sentences with the verbs that are within the reading.

4.4. Evaluation: For evaluating the comprehension of what is understood by main idea as a reading technique, the students will develop the activities asked in the sheets for evaluation.

As homework for evaluating the comprehension of the reading, the students will summarize the passage with his/her own words.

V. DIDACTIC RESOURCES

5.1. Methods: Inductive-Deductive, and Mixed.

5.2. Techniques: Expositive and Interrogative.

5.3. Materials: Chalks, sheets with the readings, dictionaries, etc.

VI. BIBLIOGRAPHY

WRIGHT, Andrew and BARRET Bryce: Aprendamos Inglés, tomos II y III,
Curso Intermedio, Edición completa.
American Book Company, New York,
1967.

DAILY CLASS PLAN 3

I. INFORMATIVE DATA

- 1.1. Teacher: Luis A. Carrión Mora
- 1.2. High School: "La Dolorosa"
- 1.3. Trimester: 2th.
- 1.4. Course: Fifth
- 1.5. Major: Mathematics
- 1.6. Subject: English
- 1.7. Unit Title: Structures with verbal forms of the verb "To Be" and other verbs.
- 1.8. Theme: The Main Idea: Third Reading
- 1.9. School Year: 1990-1991

II. OBJECTIVE:

- 2.1. For the Teacher:
- 2.1.1. To demonstrate the importance of the Main Idea Technique as a good strategy when teaching reading comprehension.
 - 2.1.2. To teach Interrogative Sentences in Simple Present Tense through the reading.
- 2.2. For the students: Given a reading, the student should be able to:
- 2.2.1. Identify the Main Idea within a passage correctly.
 - 2.2.2. Write interrogative sentences in Simple Present Tense.
 - 2.2.3. Write interrogative sentences with the Present Tense of the verb "To Be".
 - 2.2.4. Change Affirmative sentences to Interrogative Form.
 - 2.2.5. Give the definition of the new words used in the passage.

III. SCIENTIFIC CONTENTS OF THE CLASS:

- 3.1. The Main Idea.

3.2. Interrogative sentences in simple present tense.

IV. DIDACTIC PROCESS

4.1. Initial Activities:

4.1.1. Initial Motivation: To carry newspapers, magazines, and other articles of interest for the students. To read some paragraphs, then ask the students to underline the main idea.

4.1.2. Knowledge exploration: Questions about the previous knowledge.

To write 4 affirmative sentences first, then to change them to negative form.

To write the grammatical structure to form negative sentences.

S + Ax. + not + MV + C (Previous Pattern)

4.2. Development of the lesson: The Main Idea (continued).

To deliver the students the sheets with the reading, the same will be read by the teacher first then by the students.

To underline the new words and look for the definition in the dictionary.

To circle the verbs, then write sentences with these verbs, as:

- Americans make their own dresses.
- People like the big stores.
- The price depends on the quality.
- The clothes are expensive.

To change these sentences to negative form remembering the auxiliaries do and does (previous pattern).

To change to interrogative form (New Pattern): Ax + S + MV + C + ?

- Do Americans make their own dresses?
- Are the clothes expensive?

To contrast interrogative sentences with the verb "To Be" and the other verbs.

To underline and write the new words, and look for them in the dictionary as well.

To practice exercises employing the sentences with the verb "To Be" and other verbs.

4.3. Reinforcement of knowledge: The student will write the following rulers on their copy-books:

- Use of the auxiliary do and odes in interrogative sentences.
- The structure of the main verb in interrogative sentences.
- For homework, the students will change to interrogative the following sentences: Alice reads the magazine; Alice is in the magazine store, they practice the exercise, the clothes are expensive, you use expensive clothes, etc.

4.4. Evaluation: For evaluating the first objective, the students will develop the activities asked in the sheets with the reading.

For evaluating the second, third and fourth objectives, the students will write five sentences in interrogative form using the words that are written in the reading.

For evaluating, the fifth objective, the student will write the list of the new words as a new vocabulary.

V. DIDACTIC RESOURCES

5.1. Methods: Inductive-Deductive, and Mixed

5.2. Techniques: Expositive, Interrogative

5.3. Materials: Chalks, sheets with the readings, dictionaries, etc.

VI. BIBLIOGRAPHY

WRIGHT, Andrew and BARRET Bryce: Aprendamos Inglés, Tomos II y III, Curso Intermedio, edición completa, American Book Company, New York, 1967.

DAILY CLASS PLANS

CONTROL GROUP

DAILY CLASS PLAN 1

I. INFORMATIVE DATA

- 1.1. Teacher: Luis A. Carrión Mora
- 1.2. High School: "La Dolorosa"
- 1.3. Trimester: 2th.
- 1.4. Course: Fifth
- 1.5. Major: Filosófico Sociales
Químico-Biológicas
- 1.6. Subject: English
- 1.7. Unit Title: Structures with verbal forms of the verb "To Be" and other verbs.
- 1.8. Theme: Reading Comprehension
- 1.9. School Year: 1990-1991

II. OBJECTIVES

- 2.1. For the teacher:
- 2.1.1. To teach grammatical structures through Reading Comprehension.
 - 2.1.2. Through a Reading, to teach affirmative sentences with the verb "To Be" and other verbs.
- 2.2. For the students: Given a reading the student should be able to:
- 2.2.1. Answer correctly the questions given.
 - 2.2.2. Underline the unknown words.
 - 2.2.3. Look for the definition of words
 - 2.2.4. Write affirmative sentences employing the verb "To Be" and other verbs.

III. SCIENTIFIC CONTENTS

- 3.1. Reading Comprehension
- 3.2. Structures of the verb "To Be" and other verbs.

IV. DIDACTIC PROCESS

4.1. Initial Activities:

4.1.1. Initial Motivation: Conversation with the students about the following topics: The System of work, education, and the sports that we practice.

4.1.2. Knowledge Exploration: Questions about previous knowledge.

To write several sentences by the teacher as the following:

- Paul is here now.
- Paul work here now.
- Alice is foreign student.
- It is interesting class.
- It rains today.

To classify the sentences written above in two groups: sentences with the verb "To Be" and sentences with other verbs.

4.2. Development of the lesson: Reading Comprehension. To deliver the students the sheets with the reading.

The same will be read by the teacher first, then by the students.

To underline the unknown words and look for the definition in the dictionary.

To underline the sentences that belong to the grammatical structures of the verb To Be, and circle the sentences that belong to the structures of other verbs.

Take out these sentences and practice exercises changing the subject:

Example: Americans generally work hard.

An American works hard in his office.

Practice exercises of substitution: Change the noun by the pronoun:

They work hard.

He works hard.

4.3. Reinforcement of knowledge: To write the grammatical rulers learned

in the present class. The grammatical structures for the sentences with the verb "To Be".

S + (is-am-are) + C

S + (was-were) + C

Grammatical Structures with other verbs:

S + (V+ es or S with he, she, it) + C

S + V + C.

- 4.4. Evaluation: After reading the passage carefully answer the questions given. As homework take out from the reading given five sentences with the structures of the verb "To Be", and five sentences with the structures of other verbs.

To write the new words in the copy-books.

V. DIDACTIC RESOURCES

5.1. Methods: Inductive-Deductive, and Mixed

5.2. Techniques: Expositive, Interrogative.

5.3. Materials: Chalks, sheets with the readings, dictionaries, etc.

VI. BIBLIOGRAPHY:

WRIGHT, Andrew and BARRET Bryce: Aprendamos Inglés, Tomos II y III, Curso Intermedio, edición completa, American Book Company, New York, 1967.

DAILY CLASS PLAN 2

I. INFORMATIVE DATA:

- 1.1. Teacher: Luis A. Carrión Mora
- 1.2. High School: "La Dolorosa"
- 1.3. Trimester: 2th.
- 1.4. Course: Fifth
- 1.5. Major: Filosófico Sociales
Químico Biológicas
- 1.6. Subject: English
- 1.7. Unit Title: Structures with verbal forms of the verb "To Be" and others verbs.
- 1.8. Theme: Reading Comprehension: Negative Sentences in Simple Present Tense.
- 1.9. School Year: 1990-1991

II. OBJECTIVES

- 2.1. For the teacher:
- 2.1.1. To teach Reading Comprehension through a passage.
- 2.1.2. Through the reading comprehension to teach negative sentences in Simple Present Tense.
- 2.2. For the students: Given a reading the student should be able to:
- 2.2.1. Repeat the reading after the teacher.
- 2.2.2. Answer some questions after the reading.
- 2.2.3. Differentiate the affirmative and negative sentences.
- 2.2.4. Change affirmative sentences to negative form.
- 2.2.5. Write the synonyms of some words.

III. SCIENTIFIC CONTENTS

- 3.1. Reading comprehension

3.2. Negative sentences in simple present tense.

3.3. The synonyms.

IV. DIDACTIC PROCESS

4.1. Initial Activities:

4.1.1. Initial Motivation: Conversation about the last events.

Questions about what are the main titles of the newspapers. To show the students these news, and ask them to write in a small passage.

4.1.2. Knowledge Exploration: Questions about previous knowledge.

The teacher will write a list of verbs on the blackboard.

One student will write the sentence: Paul sees interesting places. This activity is done on the left. Other student will write John is in his automobile. The following students will do exercises of substitution of the subject in order to use all the pronouns.

4.2. Development of the lesson: What is Reading Comprehension? After

delivering a sheet with a passage, to explain the students the activities that we are going to do: To read the passage by the teacher first, and then by the students. To ask the student underline the new words, then to write them at the end of the sheet.

To circle the verbs that are on the passage, then write them at the end of it.

To write sentences with these verbs.

- Americans like hamburgers.
- They see interesting places.
- Their country is very large.
- A car is very important in that life.

To explain the students the two kinds of structures; with the verb "To Be" and other verbs, as well as they are affirmative structures.

To change to negative forms with the sentences 3 and 4 first.

To change to negative forms the sentences 1 and 2.

To use Do and DOES + NOT with the sentences 1 and 2.

To contrast the negative sentences with the verb to be and other verbs.

To circle the words large, to see, south, cars. To ask the students the meaning, then to write next to them their synonyms.

- 4.3. Reinforcement of knowledge: The students will copy in their copy-books the following rulers or structures:

ures:

For Negative Sentences in Simple Present Tense: S + AX + NOT + MV + C

For Negative Sentences with the Present Tense of Be: S + BE + NOT + C.

Aux: Does for he, she, and it; and Aux. do for I, we, they, you.

Main Verb in simple form means without (s) or (es).

For homework, the students will change to negative the following sentences: Patricia is a good student, Patricia sees interesting places.

- 4.4. Evaluation: For evaluating, the comprehension of the reading, the student will develop the activities asked in the sheet.

For evaluating the comprehension of the synonyms, the students in their homes will write next to the following words its synonyms: car, boat, important, pleasure, roads, traffic, parts, travel, big, and places.

V. DIDACTIC RESOURCES

- 5.1. Methods: Inductive-deductive, and active.

5.2. Techniques: Expositive, Interrogative.

5.3. Materials: Chalks, sheets with the readings, dictionaries, etc.

VI. BIBLIOGRAPHY

WRIGHT, Andrew and BARRET Bryce: Aprendamos Inglés, tomos II y III, Curso Intermedio, Edición Completa, American Book Company, New York, 1967.

DAILY CLASS PLAN 3

I. INFORMATIVE DATA:

- 1.1. Teacher: Luis A. Carrión Mora
- 1.2. High School: "La Dolorosa"
- 1.3. Trimester: 2th.
- 1.4. Course: Fifth
- 1.5. Major: Filosófico-Sociales
Químico-Biológicas
- 1.6. Subject: English
- 1.7. Unit Title: English Grammatical Structures with the verb
"To Be" and other verbs.
- 1.8. Theme: Reading Comprehension: Interrogative Sen-
tences.
- 1.9. School Year: 1990-1991

II. OBJECTIVES

- 2.1. For the teacher:
- 2.1.1. To teach grammatical structures with the verb To Be and
other verbs through Reading Comprehension.
- 2.1.2. To evaluate the comprehension of a passage.
- 2.2. For the students: Given a reading, the student should be able to:
- 2.2.1. Answer the questions given in correct way.
- 2.2.2. Differentiate the affirmative sentences from the Interroga-
tive.
- 2.2.3. Change affirmative sentences to negative form.
- 2.2.4. Give the definition of the new words used in the passage.

III. SCIENTIFIC CONTENTS

- 3.1. Reading Comprehension

3.2. Interrogative sentences in Simple Present Tense.

IV. DIDACTIC PROCESS

4.1. Initial Activities:

- 4.1.1. Initial Motivation: Conversation with the students about the last news appeared in the newspapers.

To make questions about these topics.

4.1.2. Knowledge Exploration:

Questions about previous knowledge

To write on the blackboard affirmative sentences by the teacher first.

To change to negative form by the students.

To write the grammatical structures: S + BE + NOT + C (with To Be) S + AX + MAIN VERB + C (with other verbs) Previous Pattern.

4.1.3. Development of Lesson: Reading Comprehension. Interrogative Sentences.

To write the new words and look for the definition on the dictionary.

To write the structure for Interrogative Sentences:

BE + S + C (for grammatical structures of the verb To Be)

AX + S + MV + C (for grammatical structures of other verbs)

To practice these structures with the following sentences:

- The clothes are expensive.

- Are the clothes expensive?

- The price depends on the quality.

Does the price depend on the quality?

- Americans make their own dresses.

Do Americans make their own dresses?

The same will make with other sentences from the reading.

To explain the students the use of Does and Do.

To develop exercises with the two auxiliaries.

To explain the students the use of the simple form of the verb when we use the auxiliary Does.

- 4.3. Reinforcement of knowledge: To write the grammatical rulers learned in the present class as:

Structures for interrogative sentences with the verb To Be.

Be(am, is, are) + S + C ?

AX + S + MV + C + ? For structures of other verbs in simple present tense.

Does is used for he, she and it; and do for I, we, you, they, etc.

With the auxiliary does, the main verb is used in simple form.

- 4.4. Evaluation: After reading the passage carefully, answer the question given for evaluating the comprehension of the reading.

For evaluating the objective 2 the students as homework will change to question form the following sentences:

The big stores have restaurant.

The small store opens its door very soon.

The student plays his guitar.

V. DIDACTIC RESOURCES

5.1. Methods: Inductive-Deductive, and Mixed.

5.2. Techniques: Expositive and Interrogative.

5.3. Materials: Chalks, sheets with the readings, dictionaries, etc.

VI. BIBLIOGRAPHY

WRIGHT, Andrew and BARRET Bryce: Aprendamos Inglés, tomos II y III, Curso Intermedio, Edición Completa,

American Book Company, New York, 1967.

CONCLUSIONS

and

SUGGESTIONS

CONCLUSIONS

In the educational process, the teacher should realize a suitable plan, which should be elaborated based on proposed objectives which give positive results.

After observing the results and the analysis obtained in the work of the research about the validity of the reading techniques to teach reading comprehension, the following conclusions were obtained:

1. A better comprehension of the reading is achieved when the teacher uses the reading techniques.
2. The teaching of the reading comprehension through the use of the reading techniques motivates the students' interest, an essential factor to obtain a better understanding.
3. The use of the reading techniques in the teaching of reading makes classes more practical and active.
4. The understanding of the reading with the traditional system differs significantly from the achieved with the application of the reading techniques.
5. A better understanding in the comprehension of the reading is obtained with the application of the reading techniques.
6. The student will be interested in the many types of work he might be able to do as soon as he learns to read and write well.
7. Basic reading skills are taught through the use of meaningful exercise material.

SUGGESTIONS

When the English teachers are teaching reading comprehension, they should do it by using Reading Techniques.

1. The teacher should make different kinds of exercises to apply in the teaching of reading comprehension.
2. The material should be simple enough so that the student can find a beginning point in learning how to read.
3. The material should be built around the students interest and problems.
4. Basic reading skills are taught through the use of meaningful exercises material that the reading techniques have.

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