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A CASE STUDY OF AN ENGLISH AS A FOREIGN LANGUAGE READING STUDENT AT FINE-TUNED ENGLISH LANGUAGE SCHOOL. – TEFL PROGRAM PORTFOLIO

Research done in order to achieve the Masters Degree in Teaching English as a Foreign Language

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AUTORSHIP

The thoughts, ideas, opinions and the information obtained through this research are the only responsibility of the author.

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CESIÓN DE DERECHOS

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TABLE OF CONTENTS

INTRODUCTION

This thesis is part of the master's program Master in Teaching English as a Foreign Language. This thesis covers two different chapters. The first chapter is about a course, which was given to one student. This course had the aim to improve reading skills. This skill was selected by the student and the teacher after an interview to decide about a specific skill for the course. The second chapter covered the TEFL program portfolio. This portfolio explains five different assignments done in the master's program, which meet five Interstate New Teacher Assessment and Support Consortium (INTASC) standards.

The first chapter starts with an overall view of reading. It initiates with the importance of reading, continuous with the definition or reading, types of reading, and other essential remarks about reading as a second language. This chapter continues with a brief explanation of every class given to the student. This course was a 24-hour class, and it was given to the student in twelve different sessions. The first session was designed for the student to take a pre-test and continued with ten classes, which consisted on practicing reading strategies. The last class was for the student to take a post-test in order to compare the progress of the student throughout the course.

This first chapter is central. The classes gave the master's student the opportunity to apply a great deal of the knowledge acquired throughout the program. The classes were planned according to Jhon's (who took part of the study) level and his goals. This was an interesting topic to research since reading is an important skill to utilize in both first or second language. Finding a textbook that incorporates exercises to practice and expands reading skills was an important issue for the research. There were some limitations, especially with finding the student who was willing to attend 24-hours of classes during the weekends.

This research was mainly an apply research. The student started the reading classes with one reading level and classes were given in order to

improve his reading level. The methodology applied was a case of study since there was one student involved in the classes. Moreover, there was data collected to compare the improvement after the course. At the end of this chapter there are conclusions and recommendations presented by the teacher.

The second chapter of this thesis was about the TEFL program portfolio. This chapter was about comparing five INTACS standards with five different assignments executed during the master's program. Throughout the program there were many assignments that accomplished many of the standards from INTACS. Another standard was motivation and management. This standard was realized with an assignment done in the class English for Specific Purposes. During this class a course named English for clerks and cashiers was created. The third standard analyzed was communication and technology. During this class a Wikispaces webpage was created to interact with students after classes. Another standard considered was planning. An assignment that meets this standard was done for testing, and it was about elaborating a pre-test. After analyzing the test's score, a class about this topic was given to the student. The last part of the assignment was about given a post-test to compare what the student has learned with the class given. The last standard considered was assessment. An assignment was about creating an iGoogle webpage for personal used. This assignment was created during the class Technology for TEFL.

The master's program Master in Teaching English as a Foreign Language was enriching. This thesis presents many examples of the assignments done during the program. It is essential to highlight that every course studied during the program concluded with an assignment, which permitted students to apply the majority of the knowledge acquired during the class. The EFL student case study is an important example of these assignments. This assignment was part of the course International Applied Professional Experience. In order to complete this task much of the knowledge acquired in other subjects was applied.

CHAPTER I: EFL STUDENT CASE STUDY

THE IMPORTANCE OF READING IN SECOND LANGUAGE LEARNING

According to Carrell, effective reading in second language and first language is critical. Many students have realized reading is the most important of the four language skills in a second or foreign language. Considering the study of English as a first language around the world – the circumstances in which most English learners find themselves – reading is the main reason why they learn the language.

Research in reading comprehension has identifies two major approaches to sources of reading problems (Kirby 1988: 232). The first is the traditional approach. This approach emphasizes that poor readers either lack specific skills or they do not try hard enough. In other words, this implies that what poor readers need to do is to try harder and practice the skills in which they are needy. The second approach underlines the importance of reading strategies and styles. Explaining this approach, it suggest that poor readers either already possess the required skills to be good readers or could develop them relatively easily if they are taught to adopt the correct strategy for reading.

In traditional first language teaching, reading has been the skill most emphasized, and even today is the basis of English as a foreign language instruction in many countries. According to Pretorious, E., there is a strong correlation between reading and academic success, from the primary school right through to university level: students who read a lot and who understand what they read usually attain good grades. Moreover, educational researchers have found a strong correlation between reading and vocabulary knowledge. This means students who have a large vocabulary are usually good readers.

DEFINITION OF READING

Reading is a cognitive process of decoding symbols for the purpose of deriving meaning and/or constructing meaning. According to schema theorists,

knowledge is collected into units called schemata, and embedded into these units of knowledge is information on how this knowledge is to be used. Spiro (1978 in Carrel 1987;1470) provides a good summary of Schema Theory (Anderson 1977, Spiro 1978,1979) as follows: Schema-theory research has shown that the most efficient processing of text is interactive, a combination of top-down and bottom-up processing modes. Top-down processing consists of making predictions about the text based on prior experience or background knowledge, and then checking the text for confirmation of refutation of those predictions. Bottom-up processing implies decoding individual linguistic units (e.g. phonemes, graphemes, words), building textual meaning from the smallest units to the largest, and then modifying preexisting background knowledge and current prediction on the basis of information encountered in the text. Skilled readers constantly shift their mode of processing, accommodating to the demands of a particular text and a particular reading situation. Less skilled readers tend to over-rely on one process or the other and suffer deleterious effects on comprehension as a result.

The important elements of the quotation above are: reading is an interactive process between the reader's background knowledge and the text. In other words, a text cannot carry meaning on its own; and it can have different interpretations. Another element is the information in the text has to compatible with the "schema". Meaning can be acquired if, at least, some of the ideas, values, facts, genre, language, etc. represented in the text are in our repertoire of knowledge. The third element is predicting. This is an important skill for comprehending a text. Readers can predict only if it is an existing knowledge. This means, the more the reader knows about the text, the more they are able to limit their processing choices, which increases their reading efficiency.

Acknowledging incoming information is another element. It can also be pointed out that reading involves "checking the text", or comparing what the reader know about the text and texts of that sort with the actual text. Another important element is the confirmation or modification of preexisting knowledge. Finally, reading suggests skills associated with intelligence, such as adaptability practicality, and quick-thinking.

In other words, reading can be seen as an "interactive" process between a reader and a text, which leads to automaticity or reading fluency, according to Suleiman, H. (2005). In this process, the readers interact dynamically with the text as they try to elicit the meaning and where various kinds of knowledge are being used: linguistic or systemic knowledge (through bottom-up processing) as well as schematic knowledge (through top-down processing). Since reading is a complex process, Grabe argues "many researchers attempt to understand and explain the fluent reading process by analyzing the process into a set of component skills" (1991, p. 379) in reading; consequently researchers proposed at least six general component skills and knowledge areas: the first is skill is automatic recognition skills, the second one is vocabulary and structural knowledge, another one is formal discourse structure knowledge, content/world background knowledge is another component skill, one more component is synthesis and evaluation skills/strategies, and finally metacognitive knowledge and skills monitoring.

THE COGNITIVE TASKS INVOLVED IN READING

Carrell and Eisterhold outline the processes involved in this interactive process where both bottom-up and top-down processing occur simultaneously at all levels: The data that are needed to instantiate, or fill out, the schemata become available through bottom-up processing; top-down processing facilitates their assimilation if they are anticipated by or consistent with the listener/reader's conceptual expectations. Bottom-up processing ensures that the listeners/ readers will be sensitive to information that is novel or that does not fit their ongoing hypotheses about the content or structure of the text; top-down processing helps the listeners/readers to resolve ambiguities or to select between alternative possible interpretations of the incoming data. (1983, p. 557)

On the other hand, researchers are still investigating the ways through which these two kinds of knowledge interact with each other during the process of reading. Jeanne S. Chall, an advocate of the phonics approach, is known for her continued struggle with the war between "those advocating phonics instruction [bottom-up processing] and those advocating whole language [top-down processing], which relies in part on instruction using sight words."

(Abraham, 2002, p. 1) Chall argues that a "systematic direct teaching of decoding should be part of initial reading instruction" (Orasanu, 1986, p. 114). Other bottom-up theorists included Gough (1972), LaBerge and Samuels (1974). Carrell and Eisterhold (1983) state that accessing appropriate content schemata depends initially on "the graphic display" which "must be somehow reconstructed by the reader as meaningful language" (p. 562). Therefore, readers can improve reading comprehension by expanding their vocabularies and gaining greater control over complex syntactic structures. Contemporary insights believe that grammar facilitates learning and its presentations to learners should be through "contextualization of linguistic forms in situations of natural use" (Hedge, 2003, p. 159)

Iversen & Tunmer list the five stages for developing word recognition which were proposed by Spencer and Hay: the fist stage is glance and guess; the second one is sophisticated guessing; the third one is simple phoneme-to-grapheme correspondences (e.g. letter sounding out); the forth one is recognition of analogy (recognition of word patterns within a word, such as *and* in *sand*); and the last one is later word recognition, involving compound words and syllabification (e.g. recognizing playground as play plus ground). (Spencer & Hay, 1998, p. 223)

When readers are confronted with an unfamiliar word, they are first encouraged to look into the word for familiar letter and spelling patterns, and then to use context as back up support to confirm hypotheses as to what that word might be, e.g. make is *m* plus *ake*, as cake is *c* plus *ake*.

Moorman and Ram (1994, p. 646) propose their functional theory, which aims at describing the cognitive tasks involved in reading through the ISAAC (Integrated Story Analysis and Creativity) system.

TYPES OF READING

Extensive Reading is one type of reading. There have been conflicting definitions of the term "extensive reading." (Hedge, 2003, p. 202) Some use it to refer to describe "skimming and scanning activities," others associate it to

quantity of material. Hafiz and Tudor state that: the pedagogical value attributed to extensive reading is based on the assumption that exposing learners to large quantities of meaningful and interesting L2 material will, in the long run, produce a beneficial effect on the learners' command of the L2. (1989, p. 5)

Inspired by Krashen's Input Hypothesis, researchers have shown renewed interest in extensive reading in recent years. This is seen most clearly in various trends adopted by ELT institutions. Students are urged to read independently by using the resources within their reach (Hedge, 2003, p. 200-201). Besides, there has been a growing interest in researching the value of extensive reading. Hafiz and Tudor (1989) conducted a three-month extensive reading programme as an extra activity. The subjects were Pakistani ESL learners in a UK school and their parents were manual workers with limited formal education. The results showed a marked improvement in the performance of the experimental subjects, especially in terms of their writing skills. The subjects' progress in writing skills may be due in part to "exposure to a range of lexical, syntactic, and textual features in the reading materials" as well as the nature of "the pleasure-oriented extensive reading." (Hafiz & Tudor, p. 8)

Hedge believes that extensive reading varies according to students' motivation and school resources. A well-motivated and trained teacher will be able to choose suitable handouts or activities books for the students. *The Reading Teacher* journal, for example, publishes a list every November of over 300 newly published books for children and adolescents that have been reviewed and recommended by teachers.

Hedge (2003) also states that since extensive reading helps in developing reading ability, it should be built into an EFL/ESL programmes provided the selected texts are "authentic" – i.e. "not written for language learners and published in the original language" (p. 218)- and "graded". Teachers with EFL/ESL learners at low levels can either use "pedagogic" or "adapted" texts. Moreover, extensive reading enables learners to achieve their independency by reading either in class or at home, through sustained silent reading (SSR). Carrell and Eisterhold (1983) argue that SSR activity can be effective in helping learners become self-directed agents seeking meaning provided an SSR

program is "based on student-selected texts so that the students will be interested in what they are reading. Students select their own reading texts with respect to content, level of difficulty, and length." (p. 567)

Hedge (2003), however, argues that one is not sure whether Krashen's comprehensible input hypothesis "facilitates intake" in SL learners since "it is difficult to know exactly how any learner will actually use the input available" (p. 204). However, "it can bee seen as an input- enabling activity." (*ibid*) No one can deny the fact that extensive reading helps greatly in "exposing" SL learners to English and especially when the class time is limited. Hedge briefs the advantages of extensive use in the following lines: Learners can build their language competence, progress in their reading ability, become more independent in their studies, acquire cultural knowledge, and develop confidence and motivation to carry on learning. (*ibid*, p. 204-205)

Intensive Reading is another type or reading. In intensive or creative reading, students usually read a page to explore the meaning and to be acquainted with writing mechanisms. Hedge argues that it is "only through more extensive reading that learners can gain substantial practice in operating these strategies more independently on a range of materials." (*ibid*, p. 202) These strategies can be either text-related or learner-related: the former includes an awareness of text organization, while the latter includes strategies like linguistic, schematic, and metacognitive strategies. Hafiz and Tudor (1989) differentiate between extensive and intensive reading: In intensive reading activities learners are in the main exposed to relatively short texts which are used either to exemplify specific aspects of the lexical, syntactic or discoursal system of the L2, or to provide the basis for targeted reading strategy practice; the goal of extensive reading, on the other hand, is to 'flood' learners with large quantities of L2 input with few or possibly no specific tasks to perform on this material. (p. 5)

READING COMPREHENSION

Most researches on reading now focus on the effective reading strategies that increase students' comprehension. Guthrie (1996) argues that most researchers study a single cognitive strategy, rather than conducting a long-term

study of multiple strategies. Besides, few studies have addressed the issues related to "motivation" and "engagement". According to Guthrie engaged reading is based on motivational and cognitive characteristics of the reader...who is intrinsically motivated, builds knowledge, uses cognitive strategies, and interacts socially to learn from text. These engagement processes can be observed in student's cognitive effort, perseverance, and self-direction in reading. (ibid, p. 404)

It is the teacher's responsibilities to motivate reading by selecting the appropriate materials and especially for those at the early stages of learning. Guthrie and Humenick performed a meta- analysis of studies that manipulated several aspects of intrinsic motivation support for reading. These findings suggest that "meaningful conceptual content in reading instruction increases motivation for reading and text comprehension." The second motivation-supporting practice showed that students who were provided choice of text performed higher on reading tasks than those with no choice. The third practice was using interesting texts. This conforms to Hedge's proposal that in selecting task texts, teachers should seek interesting texts and consider variety of topics. Readers' interest can be revealed by setting "a reading interest questionnaire" where students check the fields that suit their interest, i.e. short stories, thrillers, science fiction, etc. Since "each learner will have different strengths to build on and different weaknesses to overcome" (Hedge, p. 205), there is no one defined reading methodology. In her functional approach to reading, Moorman & Ram (1994, p. 646) focus on science fiction genre since "stories offer many opportunities for creative reading".

Carrell et al (1989, p. 647) conducted a study on two metacognitive strategies, semantic mapping (SM) and the experience-text-relationship (ETR) method, to study their effect on SL reading. In semantic mapping, categories and associations are displayed visually in a diagram. Carrell argues that besides "being effective for vocabulary development, semantic mapping has proved to be a good alternative to traditional pre-reading and post-reading activities" (*ibid*, p. 651). In fact, most contemporary reading tasks include pre-reading activities. Therefore, I believe pre-reading activities can be followed by SM strategy since the former aim at increasing learners' motivation. While semantic mapping is

used as a tool to assess students' schema, the experience- text-relationship (ETR) method emphasizes comprehension, i.e., reading for meaning. This method is based on discussion aimed at linking what the reader already knows to what he/she will encounter in the text. It has essentially three simple steps: experience, text, and relationship. In the *experience* step, the teacher leads the students in discussion of their own knowledge or experiences that are related in some way to the passage to be read. In the *text* step, students read short parts of the texts, usually a page or two, and the teacher ask them questions about the content after each section is read. In this step, the teacher may also need to correct any misunderstandings of the text evidenced by the students. In the final step, the *relationship* sequence, the teacher attempts to help the students draw relationships between the content of the text (as developed in the *text* step), and their outside experience and knowledge (as discussed in the *experience* step). In all three steps the teacher is attempting to model and to guide the students systematically through the cognitive processes related to understanding a written text. From the results Carrell et al conclude that...metacognitive strategy training does enhance second language reading when compared to nonstrategy training, as in the control group [and that] while there are similarities between the two methods in their enhancement of second language reading on some measures, on other measures there are differences between them. Finally, our results show that there are significant interactions between students' learning styles and the effectiveness of training in the two different strategies. (p. 665,668)

Hedge (2003) states that although such small-scale studies need substantiation by "further experimental work", they have "contributed to ELT methodology in raising awareness about the characteristics of effective language learning" (p. 81).

Activities used in teaching reading Carrell and Eisterhold (1983) argue that for the beginning reader, the Language Experience Approach (LEA) proposed by Rigg in 1981 is an excellent way to control vocabulary, structure, and content. The basic LEA technique uses the students' ideas and the students' own words in the preparation of beginning reading materials. The students decide what they want to say and how to say it, and then dictate to the teacher, who acts as a scribe. LEA works because students tend to be able to read what they have just

said. The students, in effect, write their own texts, neutralizing problems of unfamiliar content. Another way to minimize interference from the text is to encourage narrow reading, as suggested by Krashen. Narrow reading refers to reading that is confined to a single topic or to the texts of a single author. Krashen suggests that narrow reading is more efficient for second language acquisition.

Contemporary reading tasks, unlike the traditional materials, involve three-phase procedures: pre-, while-, and post- reading stages. Zhang briefs that "comprehension is facilitated by explicitly introducing schemata through pre-reading activities" (1993, p.5). Thus the pre-reading stage helps in activating the relevant schema. Most teachers tend to neglect the pre-reading procedure claiming that there is not enough time. In fact, pre-reading activities motivate students before the actual reading takes place. For example, teachers can ask students questions that arouse their interest while previewing the text. Drucker (2003) suggests the following procedure teachers can take before reading a text:...relate the passage students are going to read to something that is familiar to them. Next, provide a brief discussion question that will engage the students and, after that, provide an overview of the section they are about to read. Name the selection, introduce the characters, and describe the plot (up to, but not including, the climax). Last, direct the students to read the story and look for particular information. (p. 23)

Similarly, Abraham (2002) states that an interactive approach "demands that the teachers activate the students' schema" during the pre-reading phase by helping "students recognize the knowledge that they already have about the topic of a text" (p. 6), i.e. through discussion of titles, subheadings, photographs, identifying text structure, previewing, etc. Such activities are called "pre-reading strategies". As Orasanu (1986) explicates the notion of "schema" (or background knowledge) which... can be thought of as a framework containing slots to be filled by incoming text information. For example, if a reader is presented with a text about going on vacation, he or she would likely have a slot in the vacation schema for packing a suitcase. Text statements about folding clothes or carrying bags could then fill the slot. If a reader did not have a vacation schema with a "suitcase-packing slot," the information about clothes and bags might not be

readily understood. (p. 118)

The aim of while-reading stage (or interactive process) is to develop students' ability in tackling texts by developing their linguistic and schematic knowledge. Hedge (2003) argues that although some oppose the interactive activities carried during the while-reading phase, there are only few research studies that show the "effects of intervention and their outcomes". Moreover, "many students report positively on the usefulness of while-reading activities." (ibid, p. 210) On the contrary, Paran (1996) believes that modern interactive reading models enable SL readers to be "less reliant on top-down processing" and enable them to achieve "greater reliance on bottom-up strategies as they become more proficient" (p. 29). It seems that teachers can use a balanced approach to teaching reading by incorporating both top-down and bottom-up processes, provided they are given flexibility in choosing the reading tasks.

Haller (2000, p. 21-24) modeled a number of school-based post-reading activities, which enhance learning comprehension through the use of matching exercises, cloze exercises, cut-up sentences, and comprehension questions. For the cloze activity, the teacher puts blanks in the story in place of some of the words, usually every fifth word but not the first or the last words in the text. A cut-up sentence activity uses sentences from the given text and helps learners to gain confidence by manipulating the text in various ways. The use of lines in matching can be sometimes confusing for beginners. Haller proposes the use of "paper strips" at the beginning where a student is given the strips and asked to match for example a name with its corresponding activity. Later students can work in pairs as they understand the concept of matching and, finally, the teacher can introduce matching through lines. For extra practice students can copy their matching word slips onto another sheet of paper.

READING APPROACHES

According to VanDuzer, C. (1999) most of what is known about reading comes from first language reading research. The following is a discussion of the approaches behind reading instruction. Phonics. The predominant approach to reading in the 1950s and 1960s was "bottom up," based on the "phoneme" or smallest meaningful unit of sound. Readers derive meaning in a linear manner,

first decoding letters, then words, phrases, and sentences to make sense of print. Rapid word recognition is important to this approach, which emphasizes sight-reading of words in isolation. When word recognition becomes automatic, the reader is not conscious of the process (Gough, 1972). Recent research has again focused attention on the role that this decontextualized component of reading ability plays in the reading process (Oakhill, Beard, & Vincent, 1995).

Through the late 1960s and 1970s, the psycholinguistic or "top down" approach to reading, where meaning takes precedence over structure, became dominant. Although readers make use of sound-letter correspondence and syntactic knowledge, they draw on their experiential background knowledge (schema) to predict the meaning of the text and then read to confirm or correct their predictions (Goodman, 1967; Smith, 1971).

Approaches that draw on schema theory are also referred to as interactive approaches. The reader and text interact as the reader uses prior background knowledge and knowledge from the text to derive meaning (Grabe, 1991; Hood, Solomon, & Burns, 1996). According to VanDuzer, C. (1999) how this happens is still being explored by second language reading researchers.

Other reading approaches are also considered interactive (Grabe, 1991; Hudson, 1998). These approaches, often the subject of first language research, view the reading process as the interaction of both bottom up and top down skills. They focus on how the various aspects of reading (e.g., word recognition, eye movement, and background knowledge) contribute to the reading process.

In the 1980s and 1990s, psycholinguistic views of reading have been questioned by a social theorist perspective that regards reading as both a social and psychological activity. Critical theorists, including Freire (1983), Gee (1990), and Street (1993), view reading as a social process that takes into account the relationship and interaction between author and reader. Meaning flows form an understanding of the cultural, social, and political contexts in which the reading takes place (Hood et al., 1996).

CHARACTERISTICS OF FLUENT READERS

According to VanDuzer, C. (1999), reading is an active, complex process of comprehending written language, encompassing many different skills. The approaches described above grew out of research on reading; they provide insight into what good readers do and can help adult English learners become fluent readers in English. Characteristics of fluent readers are described below:

– Fluent readers read with a purpose (to get information or for pleasure) and understand the purpose of different texts (e.g., ads to encourage buying, editorials to present and influence opinions, recipes to give instructions).

– Fluent readers also read quickly, automatically recognizing letters and words, maintaining a flow that allows them to make connections and inferences that make the text understandable.

– Another characteristic of fluent readers is the use of a variety strategies, depending on the text, to read efficiently (e.g., varying reading speed, predicting what will happen next, previewing headings and illustrations).

– Fluent readers also interact with the text, making use of background knowledge as well as the information on the printed page.

– One more characteristic is that fluent readers evaluate the text critically, determining whether they agree or disagree with the author.

– Fluent readers also expect to understand the text and get meaning from it.

– The last characteristic described by VanDuzer, C. (1999) usually that fluent readers read silently.

IMPORTANCE OF READING WHEN LEARNING A NEW LANGUAGE

According to Mikulecky B. and Jeffries L. there are many reasons why reading is important when learning a new language. The first reason given is that

reading helps students learn to think in the new language. It also helps students to build a better vocabulary. Another reason is that it makes students more comfortable with written English. Students can write better English if they feel comfortable with the language. In addition, reading may be the only way for students to use English if they live in a non-English-speaking country. Finally, reading can help if students plan to study in an English-speaking country.

TEACHING READING

Moorman & Ram (1994) state that although much of the research has been carried out on teaching reading, "yet no theories exist which sufficiently describe and explain how people accomplish the complete task of reading real-world texts" (p. 646). Graesser describes six basic knowledge sources involved with textual comprehension: linguistic, rhetorical, causal, intentional, spatial, and roles, personalities, and objects. The theory, however, lacks a process model for its implementation. Van Dijk and Kintsch proposed their reading model in 1983, but it falls short by being unable to handle creative reading.

Gabb (2000) poses a very important question why learners face difficulties in moving into fluency stage although they have had basic decoding skills. She identifies a number of "barriers" which I believe the most important are limited vocabulary and lack of background knowledge (schematic knowledge). Orasanu (1986) states that "the knowledge a reader brings to a text is a principal determiner of how that text will be comprehended, and what may be learned and remembered" (p. 32). The key aspect to reading fluency is the expansion of vocabulary through the use of word play, puzzles, etc. I believe that beginning readers can expand their vocabulary through phonics, which will at the end help them to become fluent, skillful readers of English texts. As Spencer and Hay (1998) put it: Word recognition is an essential component in the mastery of reading ....and considerable evidence suggests that the major difficulty confronting the beginning reader is the development of rapid, automatic word recognition skills.....Efficient readers use a variety of orthographic data to recognise word units, such as individual letters, letter clusters, morphemes, word stems, and word patterns. (p. 222)

This will help them tackle the phoneme-grapheme irregularities found in English. Besides course books built on "word-frequency counting" are useful for SL learners. Hedge (2003) explains that the most used frequency list is that of M West (1953), which has some 2000 headwords. Most researchers, however, stress the need for presenting vocabularies in context because isolated words do not present a linguistic or a psychological reality. As Spencer & Hay (1998) remark: In particular, children with reading difficulties need to see the high frequency words in context if they are to better comprehend how written language works. Once children have mastery of even a few automatic words they should be exposed to more text that will support and utilise that group of known words. (p. 224)

Drucker (2003) remarks researchers' note that "differences between languages with deep orthographic structures (having many irregular sound-letter correspondences) versus shallow ones (having mainly regular sound-letter correspondences) might cause difficulty for some nonnative readers of English" (p.23). Researchers arrived at this conclusion when they have noticed that the appearance of dyslexia in Italy is about half that of the United States. (ibid) Drucker also explains that teaching vocabulary before reading a text "creates a cognitive load that splits the learner's attention" (ibid, p.24). Teachers can give students in advance a vocabulary list or puzzles (built through educational web sites) that contain the words in the unit. In this way, students can be prepared for the reading lesson. Drucker quotes a statistics made by Zahar, Cobb, and Spada in 2001, which found that learners encounter new words 6-20 times before they are acquired, depending on the context in which exposure to the word occurs.

IMPORTANCE OF TEACHING READING

Hedge (2003) states that any reading component of an English language course may include a set of learning goals. One goal is the ability to read a wide range of texts in English. This is the long-range goal most teachers seek to develop through independent readers outside EFL/ESL classroom. Another goal is to build knowledge of language, which will facilitate reading ability. The third goal is to build schematic knowledge. Another goal is the ability to adapt the

reading style according to reading purpose (i.e. skimming, scanning). Developing an awareness of the structure of written texts in English is another goal. One more goal is to take a critical stance to the contents of the texts. The last goal can be implemented at an advanced level.

SUGGESTIONS FOR DEVELOPING READING INSTRUCTION

According to VanDuzer, C. (1999) knowing what good readers do and comparing this with the strategies used by learners in their classes will enable ESL teachers to gauge learners' needs. Adult English language learners come with varied reading backgrounds and experiences. Some are fluent readers in their native languages; some are not. Their view of literacy will be influenced by the literacy practices of their culture. Yet, they all will share the experience of learning to read in English, and they will approach reading differently from the way native speakers approach it (Rance-Roney, 1997). The following activities can help learners develop reading proficiency. The choice of activity, however, depends on the needs of the learners, the nature of the text, and the demands of the reading task.

READING PROFICIENCY ACTIVITIES

VanDuzer, C. (1999) describes the following seven activities that can be use by teachers as a second language and as a foreign language.

1. Because good readers read with a purpose, learners should read texts that meet their needs and are interesting. Teachers can choose texts, or let the learners choose texts, that are relevant to the learners' lives. They also need to be exposed to texts that they are likely to encounter in everyday life, such as newspapers and magazines, work memos, schedules, and medical instructions.

2. In order to develop automatic recognition skills, learners who are preliterate or literate in a language with a non-Roman alphabet should be given opportunities to develop letter recognition and sound-symbol correspondence skills. This should not be done in isolation, but with familiar

texts that they have practiced orally or heard before (Hood et al., 1996). For example, learners can identify words that begin with a certain sound in a dialogue they know. Learners who are literate in their own language may find phonics instruction unproductive unless differences between their native language and English are pointed out. Spanish speakers, for example, need to know that the letter "a" can express more than one sound in English. Vocabulary development also plays a role in automaticity. In texts where vocabulary may not be familiar, teachers can introduce key vocabulary in prereading activities that focus on language awareness, such as finding synonyms, antonyms, derivatives, or associated words (Hood et al., 1996). Modified cloze exercises, where examples of the target structure (e.g., prepositions) are deleted from a text and learners fill in as many blanks as they can, are also helpful.

3. Using appropriate strategies for various reading tasks increases comprehension, but acquiring an array of strategies is a long and difficult process (Grabe, 1995). Nevertheless, such strategies as skimming for the main idea, scanning for specific information, predicting what a text is about or what will happen next, and making use of the context and illustrations to discover word meanings are critical for English language learners beyond the beginning level.

4. Prereading activities that introduce the text encourage learners to use their background knowledge (Eskey, 1997). Class members can brainstorm ideas about the meaning of a title or an illustration and discuss what they know. The teacher can highlight cultural assumptions inherent in the writing. Awareness of various text types and their styles (advertisements, recipes, editorials) is also helpful.

5. Evaluating texts for implicit values and assumptions is another important reading skill. Reading texts that present different opinions or different descriptions of the same situation help develop an awareness of how language reflects values (Hood et al., 1996). Texts that present an issue without presenting a solution, such as "Dear Abby" letters (without the replies), can lead to discussion and writing about differing points of view

(Auerbach, 1992).

6. Good readers expect to understand what they are reading. Therefore, texts should contain words and grammatical structures familiar to the learners (Eskey, 1997). However, it is not always easy to find texts that are both understandable and interesting for adult English language learners to read. Authentic reading material can often be found by the learners themselves, who have written pieces to share with each other.

7. Extensive reading for a sustained, uninterrupted period of time is not only valuable for developing vocabulary but is also an important way to develop reading proficiency and language acquisition in general (Grabe, 1991; Krashen, 1993). In class, learners can engage in Sustained Silent Reading (SSR) of materials they have chosen themselves. They can be encouraged to read outside of class by maintaining (and periodically turning in) reading logs that list what they have read and by making one- to three-minute oral presentations recommending a book, story, or article to their classmates (Dupuy, Tse, & Cook, 1996).

SUBJECT AND DATA COLLECTION – EFL STUDY CASE STUDY

Jhon Paul Maldonado Burneo was a seventeen-year-old Ecuadorian man who had been studying English as a second language. He studied English in the school and high school, and he also studied English in a language school in Loja, Ecuador. However, he had been studying English formally, he felt he had problems understanding reading. He did not show any difficulties reading and understanding his mother tongue, but he presented some difficulties understanding reading in English.

Jhon was particularly interesting in improving his reading understanding. He was a learner who, as Rivers (1987) describes it "seeks opportunities to communicate". Jhon was willing to take advantages of one to one classes and expand his knowledge in his second language.

THE TEXTBOOK

The textbook used for the reading classes was *Reading Power*. This textbook was published by Addison-Wesley Publishing Company. The book was written by Beatriece S. Mikulecky and Linda Jeffries. This textbook was aimed for students of English as a Second Language. Students must have studied English for about one hundred hours, and have acquired a vocabulary of about six hundred words. The textbook must be used concurrently, since each part focuses on a different aspect of reading instruction. Moreover, each class should contain several different kinds of activities and exercises from the different parts of the book. It is crucial to use all parts of the textbook together in order to a successful reading program.

The materials in this book are designed to take approximately 35 hours of class time. However, the reading course was designed for 24 hours. The materials from the book were accomplished in different ways, because of the structure of the class and the amount of homework assigned.

The textbook is divided in four parts. The first part of the book is called Reading for Pleasure. This is an essential part of the book because research in both first and second language reading confirms that the key to reading improvement is extensive practice. Extensive reading is the beginning, and students must develop the habit of reading. In order to develop the habit of extensive reading in students is by given them the opportunity to select their own materials. This Part I includes lists of appropriate fiction and nonfiction books available at bookstores and libraries. Finally, the textbook suggests students should read as much as they can. They should read books, magazines, newspapers, stories; they must read anything they like.

The second part of the book is Reading Comprehension Skills. This part involves specific thinking processes. The units in this part are designed to provide focused instruction in the reading skills based on these processes. When students are reading greater awareness of the relation between cognitive processes and reading skills will help students to apply the skills. The textbook is

organized with a series of exercises. The exercises start from simple and then gradually more complex.

The third part is Reading Faster. According to the authors of this textbook, lack of comprehension is often a result of reading too slowly. The reason given in the book is that short-term memory can only retain information for a few seconds. In addition, students who read very slowly, word by word, often forget the beginning of a sentence by the time they reach the end. Consequently, instruction in reading faster will improve comprehension. Reading faster is very important because of the way the brain works. It is important for students to read because of the way their brain works. When students read slowly, their brain does not get enough information. Students understand better when they read faster.

The fourth and last part of the textbook is Thinking Skills. This part proposes a series of exercises, which intend to be used by the students at their own pace. As they work through this section of the book, students will gain proficiency in following the logical sequence of ideas in English. Additionally, The exercises will also improve their ability to guess the meaning of unfamiliar words from the context and to recognize synonyms, and antonyms and referents. Students also need to work on understanding English sentences. In other words, students should learn how to get the meaning of sentences and find out how ideas follow each other in English.

The book also suggests working on reading skills. When students read, they use many different skills. Likewise, students need to work on them one at the time. The book points out six important skills students should work on. The first skill is previewing. Students should find out something before they start reading. Then, they can start thinking about the subject. Students will be able to read faster and with more understanding.

Another suggestion given by the book is asking questions as they read. This skill will keep their mind on what they read. Students can remember what they read and pay attention by asking questions.

A third suggestion is to guess what new words mean. It takes too much time to look up every new word, and if they stop, they may forget what they are reading. They sometimes use the whole sentence of paragraph to guess words. Another suggestion is to find the topic and the main idea. The topic and the main idea let students know what is important. When finding the topic and the main idea, students ask two questions. The first question is: What is this about? And the second question is: What does the writer want to say about this?

The fifth suggestion is the understanding of patterns in English. A pattern is a way of putting ideas together. If students find the pattern, they can understand more. They will also remember more. The last suggestion is using signal words. Some words are like signposts on a highway. They tell readers what direction the writer is going. And they help readers to follow the writer's ideas. Signal words also help them guess what they will read about.

PRE-TEST AND POST-TEST

The pre-test and post-test used in this student's portfolio is an example of reading test used by ACT. ACT stands for the American College Testing Program, which emerged in the 1950s, and the organization itself was founded in 1959. ACT is an independent, not-for-profit organization. This organization provides a broad array of assessment, research, information, and program management solution in the areas of education and workforce development. This program serves millions of people in high schools, colleges, professional associations, businesses, and government agencies—nationally and internationally each year. ACT possesses offices across the United States and throughout the world. Their mission is to help people achieve education and workplace success.

The reading placement Test, offered by ACT online, can help determine is students have the skills to succeed in standard entry-level college courses or if they need developmental reading courses or other instructional support. It is also found as COMPASS/ESL reading placement test.

The items included on the test are multiple-choice response options. A sample of the test is offered online which includes an answer key for instructors. The reading diagnostic section includes reading comprehension, vocabulary, and reader profile components.

This test was chosen by the instructor for the student's portfolio because of the level and the online free access. (Annex # 1: Pre-Test and Post-Test Sample)

It is important to mention that the same test was used before the personal classes were given, and after finishing the course. The scores obtained had helped the instructor to verify the student's improvement on the course.

THE PRE-TEST SCORE

The pre-test taken as it was said before was a COMPASS/ESL reading test. This was mainly based on reading comprehension. It has two general categories: referring and reasoning. Referring items posed questions about material explicitly stated in a passage. The reasoning section assesses proficiency at making appropriate inferences, developing a critical understanding of the text, and determining the specific meaning of difficult, unfamiliar, or ambiguous words based on the surrounding context. Jhon, the student who received the reading classes, scored 59% on the pre-test. He showed some problems implying what it was said in some parts of the reading, and recognizing the main idea of the paragraph. It was also difficult for him to comprehend the second passage correctly. (Annex # 2: Student's Pre-Test)

THE COURSE PROGRAM

The classes given to Jhon Maldonado were design as a one-to-one 24-hour program. It is important to clarify that this course was taken by Jhon Maldonado as an extra course. It was complemented by extra tasks done by Jhon at his home. It was just a one-to-one course given on Saturdays by the researcher. The main objective was to improve John's reading ability.

FIRST SESSION

The first session was given on January 9th, 2010. This session begins with a presentation of the rationale for the course; the reasons for designing this reading course. It was particularly important to start the course by giving Jhon the pre-test. The pre-test scores are described under the subtitle "The pre-test score". In the same session several aspects for the course were discussed and the availability of extra time for homework. It was also discuss the importance of reading faster. Jhon understood the importance of reading faster and how the brain works when reading. It was important to clarify that reading faster helps readers understand more. The brain works better when readers read faster. If readers read slowly, they read one word at a time. They must remember many separate words. Soon they can get tired and bore. In contrast, when readers read faster, they can read groups of words together. Subsequently, they can think about ideas and not just single words. That is why readers understand better and remember more. The sessions were distributed for the following three months.

SECOND SESSION

The second session was given on January 16th, 2010. After looking at the pre-test results and brainstorming the importance of reading faster the first class was given. This session started with the reading of three short passages. The researcher timed Jhon's time while reading. There were comprehension questions after each passage. There were two opportunities in order to answer the questions. The first opportunity was right after reading and Jhon was not allowed to look back at the passage. This exercise permitted Jhon to see how much can he remembered. On the second opportunity Jhon was allowed to look back the passage if he needed to.

The questions for the first, second and third passages were about a general idea of the paragraph and specific information about the paragraph. After answering the questions for the three paragraphs, Jhon was able to find a reading rate. His reading rate was fifty words per minute. This exercise challenges Jhon to read faster, practice, and improve his reading skills.

The second exercise during this section is for improving thinking in English. This exercise consists on finishing the sentence with four alternatives given. Furthermore, this exercise permits Jhon to work on guessing meaning of new words, and trying to understand the way ideas work together in English. A number of word identification strategies are required when reading words. The strategies require are phonics, onset/rimes, morphemic analysis, and contextual analysis. The predicable relationship between English sounds (phonemes) and symbols (graphemes) to decode words is known phonics. Phonics instructions typically arises in the beginning stages of reading in English when students learn how sounds and letters correspond to one another and use this knowledge to read and spell. The predictable word patterns in English are known as onsets and rimes. In other words, the onset is a consonant or consonant cluster that precedes the rime or spelling pattern. On the other hand, the onset and rime instruction focuses on predictable word patterns. Another word identification strategy employed to read unfamiliar multisyllabic words is morphemic analysis. In other words, a morpheme is the smallest word part with meaning, for example: prefixes, suffixes, and root words. Contextual analysis is another identification strategy. This strategy permits students to use the clues in the surrounding context to determine the unfamiliar word and its meaning. It is important to know that the previously described word identification strategies operate automatically in concert with one another. For example, a beginning reader might use phonics, onset and rime, contextual analysis, and pictures accompanying the text to read unknown word. On the other hand a more mature second language reader might also draw from visuals but focus more on morphemic and contextual analysis.

During this session it was also discuss the importance of reading for pleasure. It was clarified that reading or pleasure is not the same as studying. Readers do not have to remember everything. When reading for pleasure, no tests on books are presented. Reading for pleasure is more interesting because the readers have the opportunity to choose their own book.

It is important for students who are learning English to read for pleasure because it helps them to read faster, find examples of good writing in English,

learn new words, learn how English speakers use English, learn about the culture of English speakers among others.

Finding a good book is important when reading for pleasure. Readers should look for a book, which is interesting to them. Readers can read some stories and novels; the can also read books with facts and information. Reading novels, stores or books with facts and information helps reader to read faster and better. Another suggestion is to read every day. There are some suggestions to consider in order to choose a book. It is a good idea to read the front and the back cover of the book, and see if the book is interesting. It is always good to begin with a short book. This is why, the number of pages is important. Pictures are a good alternative because they can help readers to understand better. Before choosing the book, it is important to read one or two pages. By reading some pages of the book, the readers will realize if the language used on the book is understandable to them or not. Eventually, when the readers finish reading the chosen book, it is always a good initiative to talk about the book. This is another way to learn more English.

Finally, as an assignment, Jhon should read the book very quickly. For this course, it is important to write down how many pages Jhon reads on the Progress Chart. Jhon is reading on his English class the book "Sense and Sensibility" by Jane Austen. This is why, it seems like it would not be a good idea to send an extra book to read.

Every unit covers different reading skills. In order to improve the reading skill the textbook provides different exercises. It starts with an easy one and they become more difficult. It is essential to do the exercises in order. The first skill to be covered is "Previewing and Predicting". The first exercise is about reading a short passage and Jhon has to write what the paragraph is about. Jhon was not able to predict what the passage was about. It was very useful for Jhon to see the picture given by the textbook.

The next exercise done by Jhon on that session was about a complete introductory paragraph of the text and five topic sentences. After reading it, Jhon had to answered the questions about the passage. He did not have any

difficulties answering these questions. This exercises tells Jhon the importance of Previewing before reading. The book states that Previewing is one of the most important reading skills. The readers should always preview before you read. The readers will find that they understand more if they preview first. Furthermore, according to VanDuzer, C. one characteristic of fluent readers use a variety of strategies, depending on the text, to read efficiently, and previewing is a strategy. Similarly, Abraham (2002) affirms that an interactive approach "demands that the teachers activate the students' schema" during the pre-reading phase by helping "students recognize the knowledge that they already have about the topic of a text". Some activities that can be used are: discussion of titles, subheading, photographs, identifying text structure, previewing, etc.

THIRD SESSION

The third session was given on January 23th, 2010. Throughout this unit Jhon practice Predicting. Another reading strategy is predicting. Predicting means to tell what will happen. Readers will be a better reader if they predict. As readers read, they can guess what will happen. They can use words and pictures to help them predict.

Effective readers can use pictures, titles, headings, text, and personal experiences to make predictions before beginning to read. Predicting requires thinking ahead while reading and anticipating information and events in the text. While reading, readers refine, revise, and verify their predictions. Predictions are important because it activates students' prior knowledge about the text and helps them make connections between new information and what they already know. Snow (1998) has found that throughout the early grades, reading curricula should include explicit instruction on strategies used to comprehend text either read to the students or that students read themselves. This strategy can be part of reading as a foreign language. During a reading classes "think-aloud" strategy is particularly helpful. This strategy can be used before, while, and after reading.

The first exercise of prediction involved using pictures to find the right story. There were two columns: on the left side there were five pictures and on the right side there were manes of the stories. Jhon had to match each name of

the story with each story. The next exercise also included pictures, but this time Jhon had to choose between two sentences and predict what will happen next. The third exercise is about reading a title and read ten different sentences. After reading each sentence, Jhon had to decide whether or not the sentence would be included on that story. The fourth exercise for the day was the same practice as exercise three. Jhon did not present problems when working on these exercises. The last exercise about predicting was called predicting the next idea. Jhon had to read a sentence and decide which sentence will come next.

Before finishing this section Jhon talked about the book he was reading at home: Sense and Sensibility. Jhon predicted what was going to happen next. Some ideas of his predictions were written down to compare them with the reading in the future.

FOURTH SESSION

The fourth session was given on January 30th, 2010. Scanning and guessing word meanings were studying during this session.

Scanning is a technique readers often use when looking for a particular answer. In other words, this technique is applied when people look for specific information; for example this technique can be used when looking for particular number in a telephone book for example. Other examples of scanning are when looking for particular information in an index in a textbook, or when a person needs a word definition from a dictionary.

The first exercise was to look at a shopping list to find out if Jhon was able to remember to order bread. After looking at the shopping list, which consisted on nine words, Jhon had to answer how many words he read. He just read the word brad because that was the only word he needed to read and recognize from the list. This is how the book introduced the definition of scanning. The textbook gives example of texts that are usually scanned. It also gives examples of readings that cannot be scanned such as mystery books, important papers form a layer, among others.

The next exercise was about scanning an index. Jhon had to answer five questions about contents from a book. Jhon did not have to read every word to answer the questions. Furthermore, Jhon did not have to understand every word. Jhon realized how helpful scanning is when finding information.

The next exercise for scanning was about an index. Jhon had to look for page numbers. For this exercises the time was taken and Jhon needed one minute and fourty-nine seconds to find the page numbers and to write the numbers down. The next exercise was about scanning information about movies from a newspaper ad. Jhon needed seven minutes and twenty-three seconds to finish answering the twelve questions given. During this session Jhon did three more similar exercises: the third exercise was about information from an ad about apartments, the next one was about a newspapers story, and the last one was about scanning two news stories for information.

The next strategy practiced during this session was Guessing Word Meanings. Guessing strategy is often encouraged since the enormous number of words in the English language, the size of the average adult's working vocabulary, and the number of words one needs to know to recognize a reasonably high percentage of words on the average written page. For example Webster's Third New International Dictionary contains 460,000 words, and this number does not include plural forms of nouns, different present and past tenses of verbs, neologisms, and some technical terms (Denning and Leben, 1995, p. 3). Unquestionably, the average person's actual passive and active vocabulary is much smaller, but still significant. Although estimates of the size of the working vocabulary of the average English-speaker vary widely, commonly accepted figures hover around 20,000 words (Nation, 1990, p. 11). Word frequency counts indicate that this number is more than sufficient for understanding the vocabulary of most non-technical texts, although estimates again vary. According to Dycus (1997) more and more studies show that a key factor affecting second language reader's ability to make use of context is vocabulary knowledge. Likewise, Laufer's (1996, p. 20-22) summary of second language research on this topic provides some interesting conclusions regarding the importance of vocabulary in reading comprehension and strategy use: the first conclusion is that second language learners tend to rely heavily on words as landmarks of meaning in text,

less so on background knowledge, and to virtually ignore syntax. Another conclusion was that vocabulary knowledge has been consistently shown to be more strongly related to reading comprehension than other components of reading. Another important conclusion was that even if a reader has and uses good metacognitive strategies in first language, they will not be of use in the second language until the reader develops a solid language base. Other points from Barnett's (1988) discussion of research on the guessing strategy: the first one is that usable context varies from rich to poor, and is affected by the proportion of known to unknown words. The second one is that readers with larger active vocabularies can use available context better than those with smaller vocabularies. The last one is that beginning readers and advanced readers have been shown to use guessing strategies more than middle level readers.

The first exercise for guessing word meanings was about filling the blanks. Jhon had to read a passage and then go back and guess a word to put in each space. After doing the exercise Jhon checked his answers with the suggested answers given by the textbook. Jhon could not guess all the missing words. The second and third exercises were about filling the blanks with given words. Jhon did excellent on these two exercises. He knew the meaning of all the words he had to use on the blanks. The next exercise was about reading a passage and guess what kind of word was needed for each space. There were two choices N for noun or V for a verb. The next activity was to put the correct word on the passage. The words were given by the textbook. Jhon made some mistakes when he had to guess the type of word missing, but he did not have any concerns when putting the correct word on the paragraph. During this session, Jhon worked on two more similar exercises, and he did some mistakes again when guessing what kind of word was missing whether a noun or a verb. The next two exercises were about reading a passage and filling the missing words, the first letter of the word was given. Jhon had some difficulties finishing this exercise. He did seventy percent of the two exercises correctly. The next three exercises were more challenging for Jhon. He had to filling the spaces with missing words, but this time no clues were given. (Annex # 3: Guessing word meaning)

At the end of this session, Jhon had to read a passage, which showed some underlined words. Jhon had to read and try to guess the meaning of the underlined words. Jhon presented some difficulties finishing this task. He did fifty percent of this task correctly. On the other hand, he had no concerns answering the questions about the passage. A similar activity was sent home as homework.

Finally, before finishing the session it was time for talking about the novel. It was also time to review the predictions done during the last session, and write some other ones for next weekend.

FIFTH SESSION

The fifth session was given on February 6th, 2010. In this session, Jhon practiced Topics. Topic is the subject, which is discussed, written about or studied, according to the Cambridge Dictionary.

The first exercise Jhon did was about reading a group of words and circling the topic. There were eighteen different groups of words, and Jhon had no problem finishing these exercises. The next two exercises were about writing lists of words under different topics. There were eight different topics given and Jhon had to list words related to the topics. Jhon gave an average of seven words per topic.

The next three exercises were about writing topics. There were several words given on the textbook. Jhon had to write the topic. Jhon was able to use a dictionary to finish this task. He had some problems finding the correct word that means the global topic of all words.

The next three exercises were about finding the word that does not belong to the topic. Jhon had to cross out the word that does not belong. He had some problems finding the correct word; especially on some topics he did not have the knowledge.

The next exercise was about writing two topics. Jhon had to read each list of words. Each list has words about two different topics. Jhon had to write the

words under the topics. Jhon one more time had some difficulties with topics he did not have knowledge about.

Before finishing this session, Jhon had to work on answering questions about conversations. Jhon worked on ten different conversations and he had no problems answering the questions about the conversations.

Expertise in reading involves many competencies according to Jazen, J. and Stoller, F. from Northern Arizona University. Some competencies include decoding, automatic word recognition, knowledge of vocabulary and grammar. Another competence involves familiarity with the topic being read. In addition to these competencies, expert readers also strategic readers, able to command a wide variety of strategies and to use them flexibly and in conjunction with one another (Pressley and Afflerbach 1995; Pressley and Woloshyn 1995). Expert readers use strategies consciously and unconsciously to enhance their understanding and to monitor comprehension; the strategies used by range from local actions, such as guessing the meaning of a word in context, to more global behaviors such as evaluating the text according to the reader's purpose. Research in first and second language contexts has demonstrated that reading strategies can be taught and that students benefit from such instruction. When strategic reading is integrated into instruction, students progress in their abilities to use strategies while reading, they arrive at a richer understanding of text meaning, and their performance on tests of comprehension and recall improves (Carrell, Pharis, and Liberto 1989; Pearson and Fielding 1991; Brown, Pressley, Van Meter, and Schuder 1996). Students also develop a more positive attitude towards reading (Auerbach and Paxton 1997; Jimenez 1997).

One important goal of reading instruction, then, should be to help students become expert, or more strategic, readers. Reading instruction that emphasizes strategic behavior frequently includes the following characteristics:

1. The teacher explains and the class discusses what strategies are and why they are important in helping to improve reading comprehension.

2. The teacher reads and thinks out loud, modeling strategic reading behavior.

3. Member of the class also read and think aloud, and feedback is given to them on their strategy use.

4. Students are frequently reminded about the benefits of strategy use and are asked to explain how they use strategies to process texts.

5. The class has a content base, so that the strategic behaviors that students are learning are embedded in the process of learning to read for authentic purposes, that is, reading to learn.

6. The instructional process is long term, as it is estimated that it takes several years for students to develop as strategic readers (Beard El-Dinary, Pressley, and Schuder 1992; Pressley et al. 1992; Pressly and Woloshyn 1995).

Jazen, J. and Stoller, F. also indicated that although this type of reading instruction has been implemented in several first language contexts, work with reading strategies in the second language field is at a somewhat different stage of development. Most published reports on second language reading focus either on investigations of the strategies that readers are using (Block 1986, 1992; Davis and Bistodeau 1993; Kern1994; Li and Munby 1996; Mendoza de Hopkins and Mackay 1997) or on the results of short-term training studies that involve teaching individual strategies (Carrell 1985; Carrell, Pharis, and Liberto 1989; Carrell 1992; Zhicheng 1992). There are indications, however, that this limited second language focus is changing. One example of this change is an influential model of instruction, the Cognitive Academic Language Learning Approach (CALLA). CALLA is designed to act as a bridge between sheltered and mainstream program for upper elementary and secondary school ESL students. The approach combines content teaching, language improvement, and strategy instruction, though in this context reading strategies represent only part of an array of learning strategies taught to students (Chamot and O'Malley 1987, 1994). In other example of change, strategic behavior was the focus of two

courses specifically devoted to reading (Janzn 1996; Auerbach and Paxton 1997). In both courses, students appeared to derive benefits from strategic reading instruction, such as self-awareness of their reading processes, and greater confidence and enjoyment in reading in their second language.

To finish this session, Jhon talked about the book he is reading in his English class. He compared the notes written by predicting the story. One more time, he wrote down some predictions for the next chapter.

SIXTH SESSION

The sixth session was given on February 20th, 2010. This session was about Topics of Paragraphs. It is important to indicate that Jhon had some problems identifying topic paragraphs on the pre-test.

It is important to indicate what a paragraph is. A paragraph is a group of sentences that convey an idea. Each sentence works together as part of a unit to create an overall thought or impression. A paragraph is the smallest unit or cluster of sentences in which one idea can be developed adequately. Paragraphs can stand-alone or function as part of an essay, but each paragraph covers only one main idea. In other words, a paragraph is a series of sentences that are organized and coherent, and are all related to a single topic. Almost every piece of writing should be organized into paragraphs. This is because paragraphs show a reader where the subdivisions of an essay begin and end, and thus help the reader see the organization of the essay and grasp its main points.

Paragraphs can contain many different kinds of information. A paragraph could contain a series of brief examples or a single long illustration of a general point. It might describe a place, character, or process; narrate a series of events; compare or contrast two or more things; classify items into categories; or describe causes and effects. Regardless of the kind of information they contain, all paragraphs share certain characteristics. One of the most important of these is a topic sentence.

The most important sentence in a paragraph is the topic sentence, which evidently states the subject of the whole paragraph. The topic sentence is usually the first sentence of the paragraph because it gives an overview of the sentences to follow. The supporting sentences after the topic sentence help to develop the main idea. These sentences give specific details related to the topic sentence. A final or concluding sentence often restates or summarizes the main idea of the topic sentence.

A well-organized paragraph supports or develops a single controlling idea, which is expressed in a sentence called the topic sentence. A topic sentence has several important functions: it substantiates or supports an essay's thesis statement; it unifies the content of a paragraph and directs the order of the sentences; and it advises the reader of the subject to be discussed and how the paragraph will discuss it. Readers generally look to the first few sentences in a paragraph to determine the subject and perspective of the paragraph. That is why it is often best to put the topic sentence at the very beginning of the paragraph. In some cases, however, it is more effective to place another sentence before the topic sentence—for example, a sentence linking the current paragraph to the previous one, or one providing background information.

Most paragraphs in an essay have a three-part structure—introduction, body, and conclusion. This structure can be seen in paragraphs whether they are narrating, describing, comparing, contrasting, or analyzing information. Each part of the paragraph plays an important role in communicating the meaning to the reader. The introduction is the first section of a paragraph; should include the topic sentence and any other sentences at the beginning of the paragraph that give background information or provide a transition. The body follows the introduction; discusses the controlling idea, using facts, arguments, analysis, examples, and other information. Lastly, the conclusion is the final section; summarizes the connections between the information discussed in the body of the paragraph and the paragraph's controlling idea.

In order to learn how to recognize topics of paragraphs, Jhon had to read a short paragraph and choose the best alternative to summarize the topic

sentence. Jhon did six similar tasks and showed some problems identifying some of them. The next tasks for recognizing topic of paragraphs were to read short paragraphs and write down the topic. One more time, Jhon had some difficulties writing some topic sentences. Jhon did a total of nine paragraphs. (Annex # 4: Topics of paragraphs)

The next tasks were about finding the main idea. The main idea tells more about the topic. It tells the writer's idea about the topic. Furthermore, the main idea of a paragraph is the point of the passage, minus all the details. This is the big picture of the paragraph; in other words, the reader needs to think broadly. It includes every detail in just a short statement. (Annex # 5: Main ideas)

The first task for main ideas is to write ideas about a given topic. Jhon was given one topic, and he had to write different ideas about that specific topic. He did an excellent task by writing three different statements according to the topic. The next task was to read a paragraph and write the topic beside the main idea of that specific paragraph. Jhon did not demonstrate any problems answering this task. For further practice, Jhon read three more different paragraphs and write the topic beside the best main idea. During this task, Jhon was able to identify the main idea without any dilemmas. The next three tasks were about reading paragraphs and choosing the best main idea sentence from three different alternatives. The next three exercises were about reading three paragraphs and writing the main idea sentence. Jhon had an assignment to finish at home. He had to do three more similar exercises. Jhon had to read and write main ideas of those paragraphs.

Before finishing this session, Jhon talked about the novel and compare his predictions with the reading.

SEVENTH SESSION

The seventh session was given on February 27th, 2010. During this session Jhon was able to practice finding the pattern of organization. The first task was about looking at some pictures for sixty seconds, and then he had to draw the pictures without looking back at the pictures. Jhon was able to draw

four of five pictures. He had trouble remembering one of the patterns. This exercise introduces how writing is done in English. There are patterns in English, too. When reading, the readers should look for the patters. The patterns will help readers understand and remember what they read.

There are several ways to organize the writing. It is essential to highlight that not every pattern will work for every writer or for every piece of writing. It is important to organize the writing in an order that is interesting, but more importantly it must be logical. In other words, it has to make sense to the reader. Everything must fit together; this is similar to join pieces of a puzzle. There are many patterns in English, and example of a pattern is cause and effect order. In this type of order, the cause or reason is usually discussed first. This then leads to a discussion of the effect or result. Chronological order is another example of a pattern. It is about the order in which the events occurred, from first to last. This is the easiest pattern to write and to follow. Problem to solution order is another pattern. In this type of order, the problem is presented first. Details about the problem and includes the cause that follows. Next, a suggested solution will be discussed, including details that support the solution. Another pattern is spatial order. This type of organization takes the reader form one spot the next, as if the reader were looking at something. It is very descriptive. Climatic order is another type of pattern. It takes the reader from the least important idea to the most important idea. The ideas build in importance, holding the reader's attention. In other words, the best is saved for the last. Reverse climatic order is a type of pattern; which consists on the most important idea is stated first and the least important one is stated last. This method is used most often in newspaper article. This way if the readers do not finish the article they will still know the most important detail. This method grabs the reader's attention in the beginning, but it does not work very well in holding the reader's attention clear to the end. Another type of pattern is process order. In this type of order, a sequence of action is described. It instructs the reader on how to do something. It is basically a set of directions. Owner's manuals and cookbooks are organized in this pattern. Classification order is another type of pattern. In this type of order, the main idea is broken down into smaller areas or classifications. Each classification is then discussed. Comparison/contrast order or block form is a pattern where the organization of one item is discussed in detail before the next

item is mentioned. In other words, each item gets its own "block" of space within the writing. The last pattern discussed is comparison/contrast order or point by point. This type of order is again based on comparison or the similarities and contrast or the differences. Instead of being divided into parts, however, both sides of each point are discussed together.

The first exercise Jhon did was about finding the topic of a paragraph and the main idea. After this, Jhon had to identify the underlined words of the paragraph; which are signal words. Signal words tell readers about the author's pattern of organization. Jhon had to write the list of reasons given on the paragraph about the topic. The next task, Jhon has to answer questions about the topic and main idea of the paragraph. Jhon also had to identify the signal for the list and other signals given on the paragraph. The third exercise Jhon had to identify the topic, the main idea, the pattern signal, the signals and details given in the paragraph. Jhon did three more exercises similar to the one describe above. It is important to mention that these exercises were more difficult for Jhon to finish. (Annex # 6: Finding the pattern organization: listing)

The next three exercises were about time order. Jhon had to read a paragraph, find the topic sentence, and tell the time order pattern. The signals are given and Jhon had to identify the events for each signal. Jhon worked on a second similar exercise. After this exercise, he worked on two more exercises. These two exercises asked for the topic, the signals, and the events for each signal. The last exercise to practice time order is about a six-paragraph essay. Jhon had to find the topic, list the signals, and find events for each signal. (Annex # 7: Finding the pattern organization: Time order)

The next pattern to be practiced was about cause and effect. It is important to clarify that this pattern is not always easy to understand. Jhon read some sentences that show examples of causes and effects. After reading this example. Jhon read ten different sentences and identify the cause and the effect. Jhon did three exercises. He had to read three short paragraphs and write the topic of the paragraph. After doing this, Jhon recognized the causes, the signals, and the effects given on each paragraph. (Annex # 8: Finding the pattern organization: Cause and effect)

The next pattern practiced by Jhon was comparison. Jhon read some examples given in the textbook. He read about two things compare finding similarities and differences. After reading these examples, Jhon compare two different countries. Jhon had to write down similarities and differences. For further practice, Jhon had to read short paragraphs, identify what the paragraph is comparing, and recognize differences and likenesses. Jhon worked on three more similar exercises. To end up with finding the pattern of organization, Jhon did two exercises combining the patterns. Jhon had to identify the pattern and select from five sentences given the sentence that best fits the pattern. (Annex # 9: Finding the pattern organization: Comparison)

Before finishing the session, Jhon discussed about the novel he is reading, and compared the last predictions with what really happened on the book. He one more time wrote down the predictions for the next chapters.

EIGHTH SESSION

The eighth session was given on March 6th, 2010. This session was about using reference words. It is important to emphasize that writers do not like to use the same word many times. They often use other words, which mean almost the same thing. Transition words and phrases help establish clear connections between ideas and ensure that sentences and paragraphs flow together smoothly, making them easier to read.

Pronouns cam be use as reference words. Sometimes pronouns are used instead of nouns. They are small words, but they are very important when reading. The readers will understand more if they pay attention to pronouns.

The first exercise done by Jhon was to read an example when using pronouns. The second example was to read and identify what the underlined pronoun is referring to. The next exercise was about reading different statements, which contain underlined pronouns. Jhon had to circle the word these pronouns refer to. This exercise was quite easy for Jhon. The next exercise was about reading a passage, the pronouns were underlined. Jhon had

to write the pronouns and their referents. He also worked on two similar exercises. These tasks were more difficult for Jhon, but he did about sixty-five percent correctly. The following exercises were about practicing with other kind of pronouns. Jhon did better with these exercises.

NINTH SESSION

The ninth session was given on March 13th, 2010. On this session Jhon practiced on skimming. The textbook mentions that speed is often very important when reading. Readers may have a lot to read, but not much time. For this kind of reading, readers usually do not want to know and remember everything. Readers only want to find out something about it. Readers can do this by skimming. Some examples of readings to skim are newspapers or magazine articles, book covers, library books, mystery, detective or other novels.

In other words, skimming is helpful when readers need to find out about the writer quickly. Readers may require finding out what the writer thinks about some ideas or the writer's point of view. When readers need to be familiar with the point of view they do not have to to read everything, they only need to read a few important words. Furthermore, skimming is used to identifying the main ideas of a text rapidly. When readers read the newspaper, they are probably not reading it word-by-word, instead they are scanning the text. Skimming is done at a speed three to four times faster than normal reading. People often skim when they have lots of material to read in a limited amount of time. It is suggested to use skimming when the readers want to see if an article may be of interest in their research.

There are many strategies that can be used when skimming. Some people read the first and last paragraphs using headings, summarizes and other organizers as they move down the page or screen. Readers might read the title, subtitles, subheading, and illustrations. They should consider reading the first sentence of each paragraph. This technique is useful when readers are seeking for specific information rather than reading for comprehension. Skimming works well to find dates, names, and places. It might be used to review graphs, tables, and charts.

The first activity Jhon had to do was to read an example where some important words are underlined. After reading the underlined words, there is a question stated and Jhon had to answer it. The next exercise is similar to the example, but this time Jhon had to skim the paragraph and answer two questions stated at the bottom. He did not have any difficulties finishing this task. The next exercise to practice skimming is about a series of eight short paragraphs. Jhon had to read one by one and check if the writer is for or against the idea. Jhon had sixty seconds to finish this task. Jhon did fifty percent of the task correctly. There was anther similar exercise, and this time Jhon did better; seventy-five percent of the task was correctly done.

The next task is to practice skimming for pattern organization. Since sometimes readers need to find out quickly how a book or article is organized. They want to know its pattern. They do not need to read all the words. They only have to read the signal words and they will tell about the pattern. The task consists on reading sentences quickly and checking the correct pattern of organization. Jhon had sixty seconds to finish the task. Jhon completed the task with some difficulties; forty percent of the answers were correctly finished. There was another similar task presented. Jhon finished this task, and sixty-five percent was correctly.

Another practice was done to skim for ideas. Readers can also skim when they want to find out the general idea quickly. Speed is important for this kind of skimming, too. Readers should skim at least two times faster that they usually read. Readers can achieve this by changing the way they read. They cannot read every word or even every sentence. They have to leave out a lot. In fact, readers should leave out everything except a few important words. These are the words that tell the readers the general idea. The textbook gives some steps for skimming a chapter from a book or an article from a magazine or newspaper. The fist step is to read the first few sentences at their usual speed. They should ask themselves "What is this about?" The next step is to go to the next paragraph a s soon as they can guess the general idea. They should also remember that they do not need to know the details. They only want to learn something very general about the chapter or article. The third step for skimming

ideas is to read only a few words in each paragraph after that. They should look for the words that tell them more about the general idea. Often they are at the beginning of the paragraph. But they may also be at the end. Lastly, readers need to work quickly. They should remember that details are not important.

The first task, Jhon had to do in order to practice skimming for ideas, is about skimming a book review as quickly as possible. Jhon had to remember that he only wants to find out the general ideas about the book. Jhon should only read the underlined sentences. Then he should try to answer the questions. After answering the questions, Jhon may check his answers by reading the rest of the review. Jhon did three similar exercises. When he completed the task, he had a seventy percent of the task correctly done.

After finishing the session, Jhon discussed about the book Sense and Sensibility. He had finished reading the book by then. He gave his personal opinion about the book. Unfortunately, the topic of this book was not thrilling for him. On the other hand, he liked the fact that he felt comfortable by reading the book; the grammar structure and vocabulary was according to his level.

TENTH SESSION

The tenth session was given on March 20th, 2010. This session was about practicing for reading faster. The textbook has many passages for improving reading speed.

Doyle, D. is an English professor. He has worked at Glendale College since 1979. He wrote an article about reading better and faster. He mentions that for most people, it is easy to learn to read faster. Readers' reading rate is often just a matter of habit. On this article, Doyle, D. gives some tips to try to change some reading habits and improve reading. The first tip is to pay attention. Readers need to pay attention when reading. He adds that most people read in the same way that they watch television, i.e. in an inattentive, passive way. However, reading takes effort and they must make the effort. Doyle, D. gives some simple methods that you can use to pay better attention and get more out of your textbook reading time. Many researchers say that

readers will improve their comprehension if they somehow "preview" the passage before they actually sit down and read every word.

Readers could preview by taking thirty to sixty seconds. They should also look over the title of the chapter, and look at all the headings, subheading and marked, italic or dark print. Readers also need to look at any pictures or illustrations, charts or graphs. Another tip is to quickly skim over the passage, reading the first and last paragraph and glancing at the first sentence of every other paragraph. Readers should also close the book and ask themselves about the main idea and the kind of writing from the reading. Readers also need to ask themselves about the author's purpose. Readers might not think that they could possibly answer these questions with so little exposure to the material, but if they do the preview correctly, they should have some very good general ideas. If they have a general idea of what the passage is about before they really read it, they will be able to understand and remember the passage better. When readers finally get to the point where they are actually slowly reading the passage, read in a "questioning" manner -as if they were searching for something. It sometimes helps if they take the heading or title of a chapter and turn it into a question.

Another tip is to stop talking to themselves when they read. Readers talk to themselves in two ways: one way is by vocalizing, which is the actual moving of their lips as they read. Another way is by subvocaclizing, which is talking to themselves in their heads as they silently read. Both of these ways of talking to themselves will slow readers down to the point in which they find that they cannot read any faster than they can speak. Doyle also adds that speech is a relatively slow activity; for most, the average speed is about 250 WPM (words per minute). On the other hand, reading should be an activity, which involves only the eyes and the brain. Vocalization ties reading to actual speaking. Readers should try to think of reading as if you were looking at a landscape, a panorama of ideas, rather than looking at the rocks at their feet.

The third tip given is to read in thought groups. According to Doyle, studies have shown that when people read, their eyes must make small stops along the line. Poor readers make many, many more fixations (eyestops) than good readers. Not only does this slow them down, but it inhibits comprehension

because meaning is easier to pull from groups of words rather than from individual words or even single letters. Readers should try to read in phrases of three or four words, especially in complete clauses and prepositional phrases. Their minds may internalize them as if the whole phrase is like one big meaning-rich word.

Another tip is not to keep re-reading the same phrases. Doyle adds that poor readers habitually read and re-read the same phrase over and over again. This habit of making "regressions" doubles or triples reading time and often does not result in better comprehension. A single careful, attentive reading may not be enough for full comprehension, but is often more effective than constant regressions in the middle of a reading. It is best to work on paying closer attention the first time through. Readers should do a preview first before the careful reading and try the tips I mentioned above. Readers will remember better without the rereading.

The last tip given by Doyle is to vary their reading rate to suit the difficulty and type of writing of the text. Poor readers always read at the same slow rate. An efficient reader speeds up for easier material and slows down for the hard. Some things were not meant to be read quickly at all. Legal material and very difficult text should be read slowly. Easier material and magazines and newspapers can be read quickly. Poetry and plays were meant to be performed, and if not acted out, then at least, spoken out loud orally. This obviously will conflict with good speed-reading method which forbids vocalization. Religious writings and scripture were originally written to be recited and listened to by an audience which was likely to be intelligent, but illiterate. The "fun" of poetry, plays, or prayer is not really experienced if you "speed read" the text.

Jhon had to read some essays and keep the reading time. After reading Jhon had to circle the best answer. The first time, Jhon could not go back to look at the reading. He had to answer the questions for a second time, this time he was able to read look back at the passage. On the first exercise, Jhon had fifty percent of the answers correctly. Jhon did three more exercises with the same dynamic. Each time Jhon improved his work. Furthermore, Jhon was very motivated by his improvement.

ELEVENTH SESSION

The eleventh session was given on March 27th, 2010. This section was designed for reading faster. Jhon worked on for different passages. Two of these passages were 200 words long. Most of these are simple narratives, with a few dialogues and expository passages includes. The other two passages were 300 words long, and included more expository passages. The researcher made sure that Jhon was timing himself accurately, using the rate table for convering his reading time into reading rate (words per minute), and recording his rate on the Progress Cart. The researcher's interest in the Ptrogress Chart encouraged Jhon to work on improving his reading speed.

TWELFTH SESSION

The twelfth session was given on April 3rd, 2010. This section was planned to score Jhon's improvement on reading. During this last section Jhon was given the post-test.

The post-test showed an improvement over the pre-test by 23 percent. It is important to state that the post-test was the same version used in the pre-test. According to the post-test, he improved in understanding the main idea of the passage, and he also improved in implying what it was said in the reading. Jhon still had some difficulty working on the second paragraph. On the other hand, he was able to understand the main idea of the paragraph. Finding the main idea was on of Jhon's difficulties when taking the pre-test. (Annex # 10: Student's Post-Test)

CONCLUSIONS AND RECOMMENDATIONS: EFL STUDENT CASE STUDY

Comparing the two tests, Jhon improved his reading comprehension. It is important to say that he took about thirty more minutes when taking the pre-test. However, he still has some troubles understanding and implying on some reading points. It is also important to mention that he said his reading skills have improved in his mother tongue also. As it was shown on the tests, he did a lot better in the post-test in English.

The classes were based on the textbook Reading power. First, Jhon did some previewing and predicting exercises. These exercises help students to focus on main points and not to identify supporting ideas. Jhon also worked on scanning, he practiced how to find the main ideas on a text. This was a very important point because in the pre-test Jhon had difficulties answering questions related to this topic. Later, we studied guessing word meanings. This unit helped him to improve vocabulary and understand parts of speech. There were several exercises based on topics of paragraphs and main ideas of the paragraphs. Pattern organization was also studied during this 24-hour course. There were exercises about listing, time order, cause-effect, and comparison. Jhon also practice some exercises using reference words. Jhon had some difficulties identify the referent for a pronoun. He also often failed to notice the way hyponyms could connect ideas. These exercises trained him to become more aware of the way writers commonly use these words in English and how important they are for understanding a text. Skimming was also practiced. Jhon used many of the reading skills he learned on the prior units. Successful skimming requires making guesses from partial evidence, and quickly drawing conclusions about some of the general ideas in the text. This is a complex task—for both native speakers and second language learners—and teachers should not be surprised if their ESL/EFL students find it difficult. Finally, Jhon did some exercises for reading faster. These exercises were particularly essential because they helped Jhon improving his reading skills.

Jhon needs to continue practicing reading comprehension. He could improve his reading skills either by reading in English or in Spanish. He admitted he was not a good reader in his first language. This was the reason why Jhon was the best candidate for this course. The only recommendation for him is to continue reading. He needs to do it not just for pleasure, but he should do reading exercises. They will help him understand any passages better.

CHAPTER II: TEFL PROGRAM PORTFOLIO

The TEFL program portfolio was done based on Interstate New Teacher Assessment and Support Consortium (INTASC). The portfolio was a response to five selected standards. This portfolio includes an assignment artifact described and rationale that demonstrates how the program content has been applied to teaching EFL in the classroom or online. In addition, following the assignment model, it is shown how the researcher has directly applied the course content to the teaching setting and at the same time addressed five of the INTASC standards.

INTERSTATE NEW TEACHER ASSSESSMENT AND SUPPORT CONSORTIUM (INTASC)

The Interstate New Teacher Assessment and Support Consortium (INTASC) is an association of state education agencies and national educational organizations in the United States that dedicated to the reform of the preparation, licensing, and on-going professional development of teachers. This consortium was created in 1987, INTASC's primary constituency is state education agencies responsible for teacher licensing, program approval, and professional development. According to the Council of Chief School Officers the work is guided by one basic premise: An effective teacher must be able to integrate content knowledge with the specific strengths and needs of students to assure that all students learn and perform at high levels.

MISSION OF INTASC

The mission of INTASC is to provide a forum for its member states to learn about and collaborate in the development of

- compatible educational policy on teaching among the states

- new accountability requirements for teacher preparation programs

- new techniques to assess the performance of teachers for licensing and evaluation
- new programs to enhance the professional development of teachers

MODEL STATE TEACHER POLICY

STANDARDS ARE THE POLITY THAT DRIVE THE SYSTEM

INTASC believes that all education policy should be driven by what we want our P-12 students to know and be able to do.   Thus, all aspects of a state's education system should be aligned with and organized to achieve the state's policy as embodied in its P-12 student standards.   This includes its teacher licensing system.   Teacher licensing standards are the state's policy for what all teachers must know and be able to do in order to effectively help all students achieve the P-12 student standards.   The teacher licensing standards become the driving force behind how a state's teacher licensing system (program approval, licensing assessments, professional development) is organized and implemented. Thus, a state's process for approving teacher preparation programs should be designed to verify that a program is aligned with the teacher licensing standards and provides opportunities for candidates to meet the standards. The state licensing assessments should verify that an individual teacher candidate has the knowledge and skills outlined in the licensing standards. The state's professional development requirements for re-licensing should document that in-service practicing teachers are receiving professional development that is aligned with and helping them reach the licensing standards. (Council of Chief State School Officers, n.d.).

WHAT INTASC HAS ACCOMPLISHED SO FAR

Using the above conceptual framework for state teacher policy, INTASC has been working to develop model policy that states can use as a resource as they work to align their own teacher licensing systems.   So far INTASC has accomplished the following:

- developed *model "core" standards* for what all beginning teachers should know, be like, and be able to do in order to practice responsibly, regardless of the subject matter or grade level being taught

- translated the core standards into model licensing standards in mathematics, English language arts, science, special education, foreign languages, arts, and are developing standards for elementary education and social studies/civics

- initiated development of a new licensing examination, the Test for Teaching Knowledge, which will measure a beginning teacher's knowledge and skill in the core standards

- developed and validated a model performance assessment in the form of a candidate portfolio in math, English/language arts and science that is linked to INTASC's standards

- developed principles for quality teacher preparation programs to guide teacher preparation programs on how to incorporate INTASC's performance-based standards

- hosts an annual professional development academy to help states develop capacity to implement a standards-based licensing system by teaching individuals to score INTASC portfolios, to serve as mentors for beginning teachers, and to reform teacher preparation programs so that they incorporate the model standards

- provides ongoing technical assistance to states as they implement standards-based licensing systems

- commissioned papers on the legal implications of a standards-based teacher licensing system, and on assessment instruments for teacher licensing. (Council of Chief State School Officers, n.d.).

WHO DEVELOPS INTASC'S MODEL POLICIES?

Various committees of practicing teachers, teacher educators, school leaders, and state agency staff crafted INTASC's standards, which articulate what all beginning teachers should know and be able to do to teach effectively. The various committees' missions were to take the INTASC core standards and translate them into appropriate policy for the teacher licensing system, specifically into licensing standards for individual candidates and standards for institutions that provide preservice and inservice programs. These committees worked from existing documents of the various professional associations, particularly with recommended subject area standards for P-12 students. The purpose of this work was not to create yet another standards document, but to consider the best thinking of education practitioners and researchers, and to articulate the collective voice of the states regarding sound teacher licensing policy. (Council of Chief State School Officers, n.d.).

PUBLIC COMMENT IS REQUESTED ON THE MODEL POLICIES

INTASC engages the profession and the public in a dialogue about the soundness and appropriateness of all the proposed teacher standards. First, INTASC collects feedback on the standards through a questionnaire. Second, INTASC conducts focus groups that respond to the model standards, analyze how current state policies and programs would have to be revised to reflect the standards, and suggest strategies for bringing about these changes. The purpose of the focus groups is not only to refine and fine-tune the standards, but also to start laying the groundwork necessary for states to take ownership of the standards. (Council of Chief State School Officers, n.d.).

INTASC'S STANDARDS ARE A RESOURCE FOR STATES

INTASC's role is one of consensus building among the states, and not decision making. All authority for state policy resides within each state's governance structure. The INTASC standards are "model" standards and intended to be a RESOURCE that all states can use to develop their own state standards. INTASC encourages states to take the model standards and discuss and debate them

among their own stakeholders to come up with their own language. INTASC's hope is that states will agree with and honor the values in the model standards, and in this way move us toward consensus and compatible educational policies around what good teaching looks like and how it can be assessed. (Council of Chief State School Officers, n.d.).

THE INTASC STANDARDS

According to the Western Region Education Service Alliance, there are ten INTASC standards. The same webpage states that the Performance-Based Licensure product uses the ten standards articulated by the Interstate New Teacher Assessment and Support Consortium (INTASC). These standards reflect the professional consensus of what beginning teachers should know and be able to do. The standards and the key indicators associated with them follow. They provide the framework for the rubrics used to assess the products.

STANDARD 1: CONTENT PEDAGOGY

This standard states that the teacher understands the central concepts, tools of inquiry, and structures of the discipline he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

The key indicators consider that the candidate:

1.1 demonstrates an understanding of the central concepts of his or her discipline.

1.2 uses explanations and representations that link curriculum to prior learning.

1.3 evaluates resources and curriculum materials for appropriateness to the curriculum and instructional delivery.

1.4 engages students in interpreting ideas from a variety of perspectives.

1.5 uses interdisciplinary approaches to teaching and learning.
1.6 uses methods of inquiry that are central to the discipline.

STANDARD 2: STUDENT DEVELOPMENT

This standard states that the teacher understands how children learn and develop, and can provide learning opportunities that support a child's intellectual, social, and personal development.

The key indicators consider that the candidate:

2.1 evaluates student performance to design instruction appropriate for social, cognitive, and emotional development.

2.2 creates relevance for students by linking with their prior experiences.

2.3 provides opportunities for students to assume responsibility for and be actively engaged in their learning.

2.4 encourages student reflection on prior knowledge and its connection to new information.

2.5 accesses student thinking as a basis for instructional activities through group/individual interaction and written work (listening, encouraging discussion, eliciting samples of student thinking orally and in writing).

STANDARD 3: DIVERSE LEARNERS

This standard states that the teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

The key indicators consider that the candidate:

3.1 designs instruction appropriate to students' stages of development, learning styles,strengths and needs

3.2 selects approaches that provide opportunities for different performance modes.

3.3 accesses appropriate services or resources to meet exceptional learning needs when needed.

3.4 adjusts instruction to accommodate the learning differences or needs of students (time and circumstance of work, tasks assigned, communication and response modes).

3.5 uses knowledge of different cultural contexts within the community (socio-economic, ethnic, cultural) and connects with the learner through types of interaction and assignments.

3.6 creates a learning community that respects individual differences.

STANDARD 4: MULTIPLE INSTRUCTIONAL STRATEGIES

This standard states that the teacher understands and uses a variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skills.

The key indicators consider that the candidate:

4.1 selects and uses multiple teaching and learning strategies (a variety of presentations/explanations) to encourage students in critical thinking and problem solving.

4.2 encourages students to assume responsibility for identifying and using learning resources.

4.3 assumes different roles in the instructional process (instructor, facilitator, coach, audience) to accommodate content, purpose, and learner needs.

STANDARD 5: MOTIVATION AND MANAGEMENT

This standard states that the teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

The key indicators consider that the candidate:

5.1 encourages clear procedures and expectations that ensure students assume responsibility for themselves and others, work collaboratively and independently, and engage in purposeful learning activities.

5.2 engages students by relating lessons to students' personal interests, allowing students to have choices in their learning, and leading students to ask questions and solve problems that are meaningful to them.

5.3 organizes, allocates, and manages time, space and activities in a way that is conducive to learning.

5.4 organizes, prepares students for, and monitors independent and group work that allows for full and varied participation of all individuals.

5.5 analyzes classroom environment and interactions and makes adjustments to enhance social relationships, student motivation/engagement and productive work.

STANDARD 6: COMMUNICATION AND TECHNOLOGY

This standard states that teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

The key indicators consider that the candidate:

6.1 models effective communication strategies in conveying ideas and information and when asking questions (e.g., monitoring the effects of messages; restating ideas and drawing connections; using visual, aural, and kinesthetic cues; being sensitive to nonverbal cues both given and received).

6.2 provides support for learner expression in speaking, writing, and other media.

6.3 demonstrates that communication is sensitive to gender and cultural differences (e.g., appropriate use of eye contact, interpretation of body language and verbal statements, acknowledgement of the responsiveness to different modes of communication and participation.

6.4 uses a variety of media communication tools to enrich learning opportunities.

STANDARD 7: PLANNING

This standard states that the teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

The key indicators consider that the candidate:

7.1 plans lessons and activities to address variation in learning styles and performance modes, multiple development levels of diverse learners, and problem solving and exploration.

7.2 develops plans that are appropriate for curriculum goals and are based on effective instruction.

7.3 adjusts plans to respond to unanticipated sources of input and/or student needs.

7.4 develops short and long-range plans.

STANDARD 8: ASSESSMENT

This standard states that the teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

The key indicators consider that the candidate:

8.1 selects, constructs, and uses assessment strategies appropriate to the learning outcomes.

8.2 uses a variety of informal and formal strategies to inform choices about student progress and to adjust instruction (e.g., standardized test data, peer and student self-assessment, informal assessments such as observation, surveys, interviews, student work, performance tasks, portfolio, and teacher made tests).

8.3 uses assessment strategies to involve learners in self-assessment activities to help them become aware of their strengths and needs, and to encourage them to set personal goals for learning.

8.4 evaluates the effects of class activities on individuals and on groups through observation of classroom interaction, questioning and analysis of student work.

8.5 maintains useful records of student work and performance and can communicate student progress knowledgeably and responsibly.

8.6 solicits information about students' experiences, learning behavior, needs, and progress from parents, other colleagues, and students.

STANDARD 9: REFLECTIVE PRACTICE: PROFESSIONAL DEVELOPMENT

This standard states that the teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others and who actively seeks out opportunities to grow professionally.

The key indicators consider that the candidate:

9.1 uses classroom observation, information about students and research as sources for evaluating the outcomes of teaching and learning and as a basis for experimenting with, reflecting on, and revising practice.

9.2 uses professional literature, colleagues, and other resources to support self-development as a learner and as a teacher.

9.3 consults with professional colleagues within the school and other professional arenas as support for reflection, problem-solving and new ideas, actively sharing experiences, and seeking and giving feedback.

STANDARD 10: SCHOOL AND COMMUNITY INVOLVEMENT

The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

The key indicators consider that the candidate:

10.1 participates in collegial activities designed to make the entire school a productive learning environment.

10.2 links with counselors, teachers of other classes and activities within the school, professionals in community agencies, and others in the community to support students' learning and well-being.

10.3 seeks to establish cooperative partnerships with parents/guardians to support student learning.

10.4 advocates for students.

STANDARDS BASED ON POSITION PAPER

After reading all the standards, five of them were selected to demonstrate how the program content has been applied to teaching EFL in the classroom or online. From the master's entire program five assignments were selected and associated with five standards. Each standard is supported by one artifact to clarify the standards connection. The standards selected were: content pedagogy, motivation and management, communication and technology, planning, and assessment.

STANDARD 1: CONTENT PEDAGOGY

This standard says that the teacher understands the central concepts, tools of inquiry and structures of the discipline he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

Educational Research was a subject taken during the master's course and gave the opportunity to all the students to work on a research. The research was about teacher's evaluation. The assignment's name was: Study of textbook and teacher's performance used during spring course 2009 by Indira Cevallos. The research started by practicing surveys to students. The study was mainly about the textbook used in the class and the teacher's performance. The information gather about the book was about the content and the resources. The information collected about the teacher's performance was about the activities used by the teacher in order to teach different skills.

The teacher's performance, Dr. Chiappone was very useful throughout this research. The teacher gave many concepts and tools to clearly understand the subject's goal. The teacher definitely helped in every single aspect to reach the goal when doing the research. Moreover, this subject was encouraging to improve activities used in the next courses.

The surveys were taken to all the students. The final assignment was presented with the surveys and the results found. According to Marsden (1991), evaluation must be given a high priority and must be fully incorporated into the

instructional development process. Brinkerhoff (1988) states that one way to evaluate is to choose a strategy and implement it successfully. In this study, the researcher chose to measure the textbook contents and teacher's performance by asking the students about their personal reactions towards them. The researcher created a survey focused on the topics to be measured.

The study had two different goals, one goal of the study is to evaluate the textbook content and activities proposed in it. The objective is to establish if the students understand the topics and grammar included in the textbook and materials related to it. An additional objective is to determine if the students are benefitting from the textbook activities. Another goal was to evaluate the teacher's performance. The objective is to determine if the activities that the teacher applies in the classroom accomplish the students' expectations. A further objective is to identify difficulties in the teacher's performance.

STANDARD 5: MOTIVATION AND MANAGEMENT

This standard affirms that the teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Throughout the masters program many subjects met this standard. An example of them is the class English for Specific Purposes. This class created a learning environment that encouraged interaction, active engagement in learning, and self-motivation.

During this class an assignment about and ESP class was purposed. The assignment worked was about creating an ESP course for cashiers. In order to meet this objective the students had to interact with different clerks and cashiers who were working at the moment in different stores in Loja. After discussing different aspects with these people, the course was designed the course, which was focused exclusively on language that can be useful in shops.

This assignment definitely met this standard. Not only did the teacher encourage students throughout the task, but it also developed many group strategies to be successful on this assignment.

English for Cashiers was a language course prepared for people who work in grocery stores, department stores, restaurants, and other small businesses to communicate effectively with customers. In many businesses, the cashier is the first person, and sometimes the only person a customer sees; and this is why the importance of having a good communication skills. Cashiers should be friendly, helpful, and polite when treating customers.

The aim of English for cashiers was to enable people to use English with more self-confidence. It would also provide cashiers key phrases and vocabulary, which would be used in their daily work. English for cashiers offers communication for general and specialized cashier functions, as bank tellers. This course covers not only routine phraseologies; it emphasizes those types of communication not included by phraseologies, such as giving details about specific questions.

STANDARD 6: COMMUNICATION AND TECHNOLOGY

This standard says that the teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

The class Technology in TEFL allowed students to create a wikispaces webpage. This site was completely created by the students taken this class. The wikispaces created was according to all the classes taught by every student at the moment of taking this class. Indira Cevallos' wikispaces permitted all her students to work on extra projects. They can do it with a partner or by themselves. The web page is organized in a simple form. They enter and can link to the class they are taking.

Every class has different activities; it also includes links for extra grammar exercises. Including technology in classes has given all the students the opportunity

to create their own products and demonstrate what they have learnt in the classroom.

This assignment met this standard; Dr. Moore has the knowledge on technology. He taught this class by using different tools on the Internet. Furthermore, since technology is very attractive to teenagers, it was very successful for the teacher and students to use this tool with the class.

A web definition about Wikispaces states that it is a hosting service (sometimes called a wiki farm) based in San Francisco, California. Launched in March 2005, Wikispaces is owned by Tangient LLC and is among the largest wiki hosts, competing with PBworks, Wetpaint, Wikia, and Google Sites (formerly JotSpot). It is important to say that many teachers around the world are using Wikispaces as a tool to improve teaching.

STANDARD 7: PLANNING

This standard states that the teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Dr. Alemany gave a class about testing. This class consisted on many assignments about testing. The instructor planned the class in order to make be a useful tool in our environment. All the assignments were according to what can be done in the classes.

This particular assignment was done with one student from Fine-Tuned English. The first step was to give a pre-test. The student had been studying English for two years, and she had already studied this grammar topic. However, she wanted to have a further explanation because she demonstrated some complications on understanding the structure.

This assignment was completed with one student. She is 38 years old and works as a doctor. We are about to finish with her classes for this semester, and in order to complete this task we read all the grammars she had studied during the last six months. She desired to expand her knowledge on Past Tense. She felt that

she needed a further explanation and practice. Therefore, the following assignment was about Simple Past Tense using regular and irregular verbs.

The pretest was given on one day. The class was planned by using the pretest results. The class was given the following day. Finally, the posttest was given on day 3. The activities cover the goals of the unit. It could be said that the majority of the time the class presented oral activities, and for about ten minutes the student filled in a worksheet.

STANDARD 8: ASSESSMENT

This standard affirms that the teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

The assignments done for Technology for TEFL met this standard. These assignments had a continuously evaluation. I had to create many different web pages using different techniques from the Internet.

According to a web definition, it states that iGoogle was formerly Google Personalized Homepage and Google IG, a service of Google, is a customizable AJAX-based startpage or personal web portal (much like Netvibes, Pageflakes, My Yahoo!, and Windows Live Personalized Experience). Google originally launched the service in May 2005.

The web pages were created according to the teacher's needs. An iGoogle page was created for personal used.

This assignment met this standard. The teacher used formal and informal assessment strategies to evaluate the intellectual, social, and physical development of the learner.

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Annex #1: Pre-Test and Post-Tense *Sample*

Reading

COMPASS/ESL Reading Placement Test
The reading comprehension items are of two general categories: referring and reasoning. Within each of these two general categories are several content categories that further specify the skills and knowledge assessed by each item. Referring items pose questions about material explicitly stated in a passage. Reasoning items assess proficiency at making appropriate inferences, developing a critical understanding of the text, and determining the specific meanings of difficult, unfamiliar, or ambiguous words based on the surrounding context.
Samples of items in the primary content categories of the COMPASS Reading Placement Test are provided on the following pages.

Sample Passage 1
What Methods Do Andean Farmers Use?
Public debate around climate change and its effects on agriculture tends to focus on the large-scale industrial farms of the North. Farmers who work on a small scale and use traditional methods have largely been ignored. However, as the world slowly comes to terms with the threat of climate change, Native farming traditions will warrant greater attention.
In the industrial model of agriculture, one or two crop varieties are grown over vast areas. Instead of trying to use local resources of soil and water optimally and sustainably, the natural environment is all but ignored and uniform growing conditions are fabricated through large-scale irrigation and the intensive use of artificial fertilizers and pesticides. For example, a handful of basically similar potato varieties, all of which require nearly identical soil conditions, temperature, rainfall, and growing seasons, account for almost all global production. When these global crops are no longer suited to the environment in which they are grown, when their resistance to disease and pests begins to fail, or the climate itself changes, the best way to rejuvenate the breeding stock will be to introduce new genetic material from the vast diversity of crop varieties still maintained by indigenous peoples.
In contrast to the industrial model, Andean potatoes and other Andean crops such as squash and beans grown by Quechuan farmers exhibit extraordinary genetic diversity, driven by the need to adapt crops to the extraordinary climatic diversity of the region. Along the two axes of latitude and altitude, the Andes encompasses fully two-thirds of all possible combinations of climate and geography found on Earth. The Andean potato has been adapted to every environment except the depth of the rainforest or the frozen peaks of the mountains. Today, facing the likelihood of major disruptions to the climatic conditions for agriculture worldwide, indigenous farmers provide a dramatic example of crop adaptation in an increasingly extreme environment. More importantly, Native farmers have also safeguarded the crop diversity essential for the future adaptations.
Adapted from Craig Benjamin, "The Machu Picchu Model: Climate Change and Agricultural Diversity." © 1999 by Craig Benjamin.

Reading Placement Test Sample Items
1. What is the main idea of the first paragraph?
A. Attention to Native farming practices will lead to greater awareness of the threat of climate change.
B. Popularity of small-scale farming in the North will lead to greater attention to Native farming practices.
C. Global demand for food will lead to increasing efficiency of large-scale farming in

the North.

D. It will be worthwhile to include a greater focus on Native farming practices in public discussions concerning the threat of climate change.

E. Despite potential climate change, public debate will have little effect on industrial farming practices.

2. In the second paragraph, the information about potato-growing practices in the industrial model of agriculture serves to:

A. give an example of a potential problem that Native farming practices could help to alleviate.

B. show the likely global consequences of a possible food shortage caused by industrial farming practices.

C. show how pests and disease are less effectively resisted by crops grown in the industrial farming model.

D. give an example of how public debate has had little effect on the agricultural practices of the North.

E. give an example of how Native farming practices and industrial farming practices derive from different climatic conditions.

3. The passage states that which of the following is true of the small number of potato varieties that account for most of the potatoes produced on Earth currently?

A. They are grown in the Andean region.

B. They all require very similar soil and climate conditions.

C. They are no longer suited to their environment.

D. They are based on genetic material from crops developed by indigenous peoples.

E. They make optimal use of available soil and water resources.

4. As it is used in the passage, the underlined word *fabricated* most nearly means:

A. woven. **B.** falsely stated. **C.** fully clothed. **D.** manufactured. **E.** unwrapped.

Sample Passage 2
Fortune Tellers

A young couple entered the restaurant in Andy's view. They were holding hands. Andy sat back down in his chair. He felt sick. He turned and faced his father, who was eating *xôi*.

"What's the matter, son?" asked his father. "I thought you were going to the birthday party."

"It's too late."

"Are you sure?"

Andy nodded. He looked at the plate of *xôi*. He wanted to bury his face in it.

"Hi, Andy." A voice came from behind.

Andy looked up. He recognized the beautiful face, and he refused to meet her eyes. "Hi, Jennifer," muttered Andy, looking at the floor.

"You didn't miss much, Andy. The party was dead. I was looking for you, hoping you could give me a ride home. Then I met Tim, and he was bored like me. And he said he'd take me home…. Andy, do you want to eat with us? I'll introduce you to Tim."

Andy said, "No, I'm eating *xôi* with my father."

"Well, I'll see you in school then, okay?"

"Yeah." And Andy watched her socks move away from his view.

Andy grabbed a chunk of *xôi*. The rice and beans stuck to his fingernails. He

placed the chunk in his mouth and pulled it away from his fingers with his teeth. There was a dry bitter taste. But nothing could be as bitter as he was, so he chewed some more. The bitterness faded as the *xôi* became softer in his mouth, but it was still tasteless. He could hear the young couple talk and giggle. Their words and laughter and the sounds of his own chewing mixed into a sticky mess. The words were bitter and the laughter was tasteless, and once he began to understand this, he tasted the sweetness of *xôi*. Andy enjoyed swallowing the sticky mess down. Andy swallowed everything down—sweetness and bitterness and nothingness and what he thought was love.
Adapted from Nguyen Duc Minh, "Fortune Tellers." in the collection *American Eyes*.©1994 by H. Holt

1. Who is telling this story?
A. Jennifer **B.** Andy **C.** Tim **D.** Andy's father **E.** An unnamed narrator

2. What is the most reasonable conclusion to make from the statement in the first paragraph, "He felt sick."?
A. Eating *xoi* with his father gave Andy a stomachache.
B. Andy was upset when he saw Jennifer holding hands with Tim.
C. Andy was unhappy about the restaurant his father had selected.
D. Andy was upset with Jennifer for making him miss the party.
E. Andy mistakenly thought that Tim was his best friend.

3. According to the passage, Tim would most likely describe the party as:
A. mysterious. **B.** lively. **C.** dull. **D.** upsetting. **E.** remarkable.

4. Based on the last paragraph, it can be most reasonably inferred that Andy's increasing enjoyment of eating *xôi* was related to:
A. hearing Tim and Jennifer laughing and talking.
B. the fact that it stuck to his fingernails.
C. sitting at a table with Tim and Jennifer while he ate.
D. the fact that his father made the *xôi*.
E. seeing Tim and Jennifer eating *xôi*.

5. This passage is mainly about the relationship between:
A. Andy and his father. **B.** Andy and Tim. **C.** Andy's father and Tim. **D.** Jennifer and Tim.
E. Jennifer and Andy.

Sample Passage 3
In the 1930s, why did author Zora Neale Hurston choose Eatonville,
Florida, to be the first source for her collection of folklore?
I was glad when somebody told me, "You may go and collect Negro folklore." In a way, it would not be a new experience for me. When I pitched headforemost into the world I landed in the crib of Negroism. It was fitting me like a tight chemise. I couldn't see it for wearing it. It was only when I was off in college, away from my native surroundings, that I could stand off and look at my garment. Then I had to have the spy-glass of anthropology to look through.
I was asked where I wanted to work and I said, "Florida. It's a place that draws people—Negroes from every Southern state and some from the North and West." So I knew that it was possible for me to get a cross section of the Negro South in one state. And then I realized that I felt new myself, so it looked sensible for me to choose familiar ground. I started in Eatonville, Florida, because I knew that the town was full of material and

that I could get it without causing any hurt or harm. As early as I could remember, it was the habit of the men particularly to gather on the store porch in the evenings and swap stories. Even the women would stop and break a breath with them at times. As a child when I was sent down to the store, I'd drag out my leaving to hear more.

Folklore is not as easy to collect as it sounds. The ideal source is where there are the fewest outside influences, but these people are reluctant at times to reveal that which the soul lives by. I knew that even *I* would have some hindrance among strangers. But here in Eatonville I knew everybody was going to help me.

Adapted from Zora Neale Hurston, *Mules and Men*. ©1935 by J.B. Lippincott Company.

1. Which of the following does the author use as a metaphor for the culture in which she was born?
A. College **B.** Garment **C.** Southern state **D.** Spy-glass **E.** Story

2. Based on the first paragraph, it is most reasonable to conclude that while in college the author:
A. decided to become a professor of anthropology.
B. decided that she did not want to live permanently in Eatonville, Florida.
C. felt that her teachers prevented her from studying what she wanted.
D. became disenchanted with anthropology.
E. understood her own culture in new and different ways.

3. As it is used in the passage, the highlighted word *material* most nearly means:
A. diversity. **B.** fabric. **C.** information. **D.** money. **E.** energy.

4. In the second paragraph, the author indicates that one reason she chose to work in Florida was that she wanted to collect folklore:
A. from people of different geographical backgrounds.
B. where her teachers suggested she do so.
C. from a place she had never visited.
D. in a state far from where she grew up.
E. in a state with a large urban population.

5. In the first paragraph, the author's claim, "In a way, it would not be a new experience for me," refers to the fact that:
A. she had already attended college in Florida.
B. she had already collected folklore in Florida for a college course.
C. she had already experienced new cultures by leaving home.
D. she was already familiar with the folklore she was to collect.
E. she had already received permission to conduct the study.

6. Based on information in the third paragraph, which of the following statements about the interactions on the porch can be most reasonably inferred?
A. The adults encouraged the author (as a child) to stay and tell stories.
B. Men were more frequent participants than were women.
C. Most of the storytellers had not grown up in Eatonville.
D. The author's parents sent her to the porch to hear the stories.
E. One man in particular told most of the stories.

7. In the last paragraph, the author writes that folklore collecting:
A. is less difficult than it appears.

B. is easiest to accomplish in isolated places because people there freely reveal their innermost thoughts.
C. can be difficult in isolated places, even though the people there are the best sources.
D. is more difficult than publishing what has been collected.
E. is the best way to reveal what is important to people.

8. Which of the following is NOT among the reasons the author gives for her decision to collect folklore in Eatonville?
A. The people of Eatonville would be grateful that she published their stories.
B. The people of Eatonville would have many stories for her collection.
C. Eatonville and its people are familiar to her.
D. She believes that she can collect stories without doing harm.
E. She believes that the people of Eatonville will help her in her project.

Correct Answers for Sample Reading Items
Sample Passage 1
Question # Correct Answer Content Category
1) D 2) A 3) B 4) D

Sample Passage 2
Question # Correct Answer Content Category
1) E 2)B 3)C 4)A 5)E

Sample Passage 3
Question # Correct Answer Content Category
1) B 2) E 3)C 4)A 5) D 6) B 7) C 8) A

Annex #2: Student's Pre-Test

STUDENT: <u>Jhon Paul Maldonado Burneo</u>

59%

What Methods Do Andean Farmers Use?

Public debate around climate change and its effects on agriculture tends to focus on the large-scale industrial farms of the North. Farmers who work on a small scale and use traditional methods have largely been ignored. However, as the world slowly comes to terms with the threat of climate change, Native farming traditions will warrant greater attention.

In the industrial model of agriculture, one or two crop varieties are grown over vast areas. Instead of trying to use local resources of soil and water optimally and sustainably, the natural environment is all but ignored and uniform growing conditions are fabricated through large-scale irrigation and the intensive use of artificial fertilizers and pesticides. For example, a handful of basically similar potato varieties, all of which require nearly identical soil conditions, temperature, rainfall, and growing seasons, account for almost all global production. When these global crops are no longer suited to the environment in which they are grown, when their resistance to disease and pests begins to fail, or the climate itself changes, the best way to rejuvenate the breeding stock will be to introduce new genetic material from the vast diversity of crop varieties still maintained by indigenous peoples.

In contrast to the industrial model, Andean potatoes and other Andean crops such as squash and beans grown by Quechuan farmers exhibit extraordinary genetic diversity, driven by the need to adapt crops to the extraordinary climatic diversity of the region. Along the two axes of latitude and altitude, the Andes encompasses fully two-thirds of all possible combinations of climate and geography found on Earth. The Andean potato has been adapted to every environment except the depth of the rainforest or the frozen peaks of the mountains. Today, facing the likelihood of major disruptions to the climatic conditions for agriculture worldwide, indigenous farmers provide a dramatic example of crop adaptation in an increasingly extreme environment. More importantly, Native farmers have also safeguarded the crop diversity essential for the future adaptations. Adapted from Craig Benjamin, "The Machu Picchu Model: Climate Change and Agricultural Diversity." © 1999 by Craig Benjamin.

1. What is the main idea of the first paragraph?
A. Attention to Native farming practices will lead to greater awareness of the threat of climate change.
B. Popularity of small-scale farming in the North will lead to greater attention to Native farming practices.
C. Global demand for food will lead to increasing efficiency of large-scale farming in the North.
D. It will be worthwhile to include a greater focus on Native farming practices in public discussions concerning the threat of climate change.
E. Despite potential climate change, public debate will have little effect on industrial farming practices.

2. In the second paragraph, the information about potato-growing practices in the industrial model of agriculture serves to:
A. give an example of a potential problem that Native farming practices could help to alleviate.
B. show the likely global consequences of a possible food shortage caused by industrial farming practices.
C. show how pests and disease are less effectively resisted by crops grown in the industrial farming model.
D. give an example of how public debate has had little effect on the agricultural practices of the North.
E. give an example of how Native farming practices and industrial farming practices

derive from different climatic conditions.

3. The passage states that which of the following is true of the small number of potato varieties that account for most of the potatoes produced on Earth currently?
A. They are grown in the Andean region.
B. They all require very similar soil and climate conditions.
C. They are no longer suited to their environment.
D. They are based on genetic material from crops developed by indigenous peoples.
E. They make optimal use of available soil and water resources.

4. As it is used in the passage, the underlined word *fabricated* most nearly means:
A. woven. B. falsely stated. C. fully clothed. D. manufactured. E. unwrapped.

Fortune Tellers
A young couple entered the restaurant in Andy's view. They were holding hands. Andy sat back down in his chair. He felt sick. He turned and faced his father, who was eating *xôi*.
"What's the matter, son?" asked his father. "I thought you were going to the birthday party."
"It's too late."
"Are you sure?"
Andy nodded. He looked at the plate of *xôi*. He wanted to bury his face in it.
"Hi, Andy." A voice came from behind.
Andy looked up. He recognized the beautiful face, and he refused to meet her eyes. "Hi, Jennifer," muttered Andy, looking at the floor.
"You didn't miss much, Andy. The party was dead. I was looking for you, hoping you could give me a ride home. Then I met Tim, and he was bored like me. And he said he'd take me home…. Andy, do you want to eat with us? I'll introduce you to Tim."
Andy said, "No, I'm eating *xôi* with my father."
"Well, I'll see you in school then, okay?"
"Yeah." And Andy watched her socks move away from his view.
Andy grabbed a chunk of *xôi*. The rice and beans stuck to his fingernails. He placed the chunk in his mouth and pulled it away from his fingers with his teeth. There was a dry bitter taste. But nothing could be as bitter as he was, so he chewed some more. The bitterness faded as the *xôi* became softer in his mouth, but it was still tasteless. He could hear the young couple talk and giggle. Their words and laughter and the sounds of his own chewing mixed into a sticky mess. The words were bitter and the laughter was tasteless, and once he began to understand this, he tasted the sweetness of *xôi*. Andy enjoyed swallowing the sticky mess down. Andy swallowed everything down— sweetness and bitterness and nothingness and what he thought was love.
Adapted from Nguyen Duc Minh, "Fortune Tellers." in the collection *American Eyes*.©1994 by H. Holt

1. Who is telling this story?
A. Jennifer B. Andy C. Tim D. Andy's father E. An unnamed narrator

2. What is the most reasonable conclusion to make from the statement in the first paragraph, "He felt sick."?
A. Eating *xoi* with his father gave Andy a stomachache.
B. Andy was upset when he saw Jennifer holding hands with Tim.
C. Andy was unhappy about the restaurant his father had selected.
D. Andy was upset with Jennifer for making him miss the party.
E. Andy mistakenly thought that Tim was his best friend.

3. According to the passage, Tim would most likely describe the party as:
A. mysterious. **B.** lively. **C.** dull. **D.** upsetting. **E.** remarkable.

4. Based on the last paragraph, it can be most reasonably inferred that Andy's increasing enjoyment of eating *xôi* was related to:
A. hearing Tim and Jennifer laughing and talking.
B. the fact that it stuck to his fingernails.
C. sitting at a table with Tim and Jennifer while he ate.
D. the fact that his father made the *xôi*.
E. seeing Tim and Jennifer eating *xôi*.

5. This passage is mainly about the relationship between:
A. Andy and his father. **B.** Andy and Tim. **C.** Andy's father and Tim. **D.** Jennifer and Tim. **E.** Jennifer and Andy.

In the 1930s, why did author Zora Neale Hurston choose Eatonville, Florida, to be the first source for her collection of folklore?

I was glad when somebody told me, "You may go and collect Negro folklore." In a way, it would not be a new experience for me. When I pitched headforemost into the world I landed in the crib of Negroism. It was fitting me like a tight chemise. I couldn't see it for wearing it. It was only when I was off in college, away from my native surroundings, that I could stand off and look at my garment. Then I had to have the spy-glass of anthropology to look through.

I was asked where I wanted to work and I said, "Florida. It's a place that draws people—Negroes from every Southern state and some from the North and West." So I knew that it was possible for me to get a cross section of the Negro South in one state. And then I realized that I felt new myself, so it looked sensible for me to choose familiar ground.

I started in Eatonville, Florida, because I knew that the town was full of material and that I could get it without causing any hurt or harm. As early as I could remember, it was the habit of the men particularly to gather on the store porch in the evenings and swap stories. Even the women would stop and break a breath with them at times. As a child when I was sent down to the store, I'd drag out my leaving to hear more.

Folklore is not as easy to collect as it sounds. The ideal source is where there are the fewest outside influences, but these people are reluctant at times to reveal that which the soul lives by. I knew that even *I* would have some hindrance among strangers. But here in Eatonville I knew everybody was going to help me.

Adapted from Zora Neale Hurston, *Mules and Men*. ©1935 by J.B. Lippincott Company.

1. Which of the following does the author use as a metaphor for the culture in which she was born?
A. College **B.** Garment **C.** Southern state **D.** Spy-glass **E.** Story

2. Based on the first paragraph, it is most reasonable to conclude that while in college the author:
A. decided to become a professor of anthropology.
B. decided that she did not want to live permanently in Eatonville, Florida.
C. felt that her teachers prevented her from studying what she wanted.
D. became disenchanted with anthropology.
E. understood her own culture in new and different ways.

3. As it is used in the passage, the highlighted word *material* most nearly means:
A. diversity. **B.** fabric. **C.** information. **D.** money. **E.** energy.

4. In the second paragraph, the author indicates that one reason she chose to work in Florida was that she wanted to collect folklore:
A. from people of different geographical backgrounds.
B. where her teachers suggested she do so.
C. from a place she had never visited.
D. in a state far from where she grew up.
E. in a state with a large urban population.

5. In the first paragraph, the author's claim, "In a way, it would not be a new experience for me," refers to the fact that:
A. she had already attended college in Florida.
B. she had already collected folklore in Florida for a college course.
C. she had already experienced new cultures by leaving home.
D. she was already familiar with the folklore she was to collect.
E. she had already received permission to conduct the study.

6. Based on information in the third paragraph, which of the following statements about the interactions on the porch can be most reasonably inferred?
A. The adults encouraged the author (as a child) to stay and tell stories.
B. Men were more frequent participants than were women.
C. Most of the storytellers had not grown up in Eatonville.
D. The author's parents sent her to the porch to hear the stories.
E. One man in particular told most of the stories.

7. In the last paragraph, the author writes that folklore collecting:
A. is less difficult than it appears.
B. is easiest to accomplish in isolated places because people there freely reveal their innermost thoughts.
C. can be difficult in isolated places, even though the people there are the best sources.
D. is more difficult than publishing what has been collected.
E. is the best way to reveal what is important to people.

8. Which of the following is NOT among the reasons the author gives for her decision to collect folklore in Eatonville?
A. The people of Eatonville would be grateful that she published their stories.
B. The people of Eatonville would have many stories for her collection.
C. Eatonville and its people are familiar to her.
D. She believes that she can collect stories without doing harm.
E. She believes that the people of Eatonville will help her in her project.

Annex #3: Guessing word meaning

Yhon Pavel Maldonado

Exercise 8

Read this passage. Then go back and try to guess a word for each space. Write the word on the line to the right. Work with another student.

One day, Annie was trying to teach Helen. They went for a walk, and _they_ (1) came to a well. Helen was _very_ (2) warm and thirsty. Annie put Helen's hand _on_ (3) the water. She took a _glass_ (4) and gave Helen a drink. Helen _was_ (5) glad to have a cool drink.

Then (6) Annie took Helen's hand. She used her _hand_ (7) to write "W A T E R" on Helen's _hands_ (8). Suddenly, Helen understood! She knew that _Annie_ (9) was telling her something. The feeling _of_ (10) her hand was the name for _water_ (11)! Then Helen was very happy. She _was_ (12) excited. Now she could find out the _name_ (13) of everything. She took Annie's hand.

1. _they_ ✓
2. _very_ ✓
3. _on in_
4. _glass / cup_ ✓
5. _was_ ✓
6. _then_ ✓
7. _hand finger_
8. _hands_ ✓
9. _Annie_ ✓
10. _of on_
11. _water_ ✓
12. _was became_
13. _name_
14. _Helen_

Great job!! :)

Annex # 4: Topics of paragraphs

Jhon Paul Maldonado

Exercise 2   CHOOSING THE BEST TOPIC

A. Make a check after the best topic. Write "too specific" or "too general" after the other topics. Work with another student.

1

On American television there are many ads about kinds of soap. They show soap for washing clothes. They also show soap specially for washing dishes. Some ads show soap only for washing floors. Other ads are about soap for washing cars. Television ads show soap for washing people too. Often the ads tell about special soap for washing your hair. Other soap is just for taking care of little babies. American television seems very interested in cleaning!

Great!!

a. soap in the United States   _too general_

b. soap for washing in the house   _too specific_

c. ads for soap on American TV   _✓_

2

The evening news on television is very popular with many Americans. They like to find out what is happening in the world. On television they can see real people and places. They believe it is easier than reading the newspaper. Many people think television makes the news seem more real. They also think the news on television is more interesting. The television news reporters sometimes tell funny stories and even jokes. This makes the news about wars and crime seem less terrible.

a. why news programs have funny stories   _too specific_

b. why Americans like television news   _✓_

c. what is happening in the world   _too general_

3

In the United States there are two kinds of television stations. One kind is commercial. About 841 of the television stations in the United States are commercial stations. These stations are businesses. They show ads to make money. The other kind of television station is public. These stations do not show any ads. They get some money from the government. They also get money from the people who watch public stations.

a. the two kinds of television stations in the U.S.   _✓_

b. public television stations   _too specific_

c. television in the United States   _too general_

B. Write the topic for all three paragraphs. _____

Reading Comprehension Skills   **83**

74

Annex # 5: Main ideas

Jhon Paul Maldonado

Exercise 1

Read each paragraph. Ask yourself, "What is the topic? What is the main idea?" Write the topic beside the best main idea. The Answer Key is on page 264.

1

Clothes can tell a lot about a person. Some people like very colorful clothes. They want everyone to look at them. They want to be the center of things. Other people like to wear nice clothes. But their clothes are not colorful or fancy. They do not like people to look at them. There are also some people who wear the same thing all the time. They do not care if anyone looks at them. They do not care what anyone thinks about them.

a. ___Clothes___ are colorful.

b. ___Clothes___ can tell a lot about a person.

c. ___Clothes___ always look nice on some people.

2

It is important to bring the right clothes when you travel. If you are going to a cold country, you should bring warm clothes. Be sure you have a hat and gloves, too. If you are going to a hot country, you need different clothes. You do not want heavy or dark clothes. In hot weather, light clothes are best. If you are going to a city, you may need some nice clothes. You may want to go to a special restaurant or a concert. It is different if you are traveling by bicycle in the country. Then you will want comfortable clothes. But one rule is the same for all travelers. Do not bring too many clothes!

a. ___Clothes___ for warm weather are light.

b. ___Clothes___ are important when you travel.

c. _____ can be heavy.

3

Clothes today are very different from the clothes of the 1800s. One difference is the way they look. For example, in the 1800s all women wore dresses. The dresses all had long skirts. But today women do not always wear dresses with long skirts. Sometimes they wear short skirts. Sometimes they wear pants. Another difference between 1800 and today is the cloth. In the 1800s, clothes were made only from natural kinds of cloth. They were made from cotton, wool, silk or linen. But today, there are many new kinds of man-made cloth. A lot of clothes are now made from nylon, rayon, or polyester.

a. _____ of the 1800s were beautiful.

b. _____ are made of man-made cloth.

c. ___Clothes___ today are different from the clothes of the 1800s.

Annex # 6: Finding the pattern of organization. Listing.

Jhon Paul maldonado Burneo.

Exercise 1

Read each paragraph. Underline the signal words. Write the topic, the main idea and the pattern signal. Then list the other signal words and the details. The Answer Key is on page 264.

Good job!!

1

Computers are helpful in many ways. First, they are fast. They can work with information much more quickly than a person. Second, computers can work with lots of information at the same time. Third, they can keep information for a long time. They do not forget things the way people do. Also, computers are almost always correct. They are not perfect, of course, but they usually do not make mistakes.

a. Topic _____ Computers .

b. Main idea _____ Computers are helpful .

c. Pattern signal _____ many ways .

Signals	Details
first .	They're fast
second .	Computers can work with lots of information
third	They can keep information for a long time .
also .	computers are almost always correct .
they are not perfect but .	they usually do not make mistakes ✗

2

These days, it is important to know something about computers. There are a number of ways to learn. Some companies have computer classes at work. Also, most universities offer day and night courses in computer science. Another way to learn is from a book. There are many books about computers in book stores and libraries. Or, you can learn from a friend. After a few hours of practice, you too can work with computers. You may not be an expert, but you can have fun!

a. Topic _____ Computers .

b. Main idea _____ It's important to know about computers

c. Pattern signal _____ number of ways .

Signals	Details
some .	companies have computer classes at work .
also	most universities offer day and night courses in computer science
another .	book . ✗
or .	learn from a friend .

Annex # 7: Finding the pattern of organization. Time order

Yhon Paul Maldonado Burneo.

TIME ORDER

> **EXAMPLE A**
>
> Albert Einstein was born in <u>1879</u> in Ulm, Germany. He graduated from the University of Zurich in Switzerland in <u>1905</u>. In <u>1905</u> he also did some of his most famous work in physics. In <u>1919</u> he won the Nobel Prize for Physics. Between <u>1919</u> and <u>1933</u> he lived in Germany and traveled a lot to talk to other scientists. Then in <u>1933</u> he had to leave Germany because of Hitler and the Nazi party. He moved to the United States. From <u>1933</u> until his death he lived in Princeton, New Jersey. He died on <u>April 18, 1955</u>.

What is the topic of this paragraph? _Albert Einstein._

How can you tell this is a time order pattern? _some important events in the life of Albert Einstein_

You can tell because the signals in this paragraph are all dates. Each date points to an event in the life of Albert Einstein. Here are all the signals. Write the events:

Signals	Events
1879	was born in Ulm, Germany.
1905	He graduated from the University of Zurich.
1905	he did some of his most famous work in physics.
1919	he won the Nobel Prize for Physics.
1919-1929	he lived in Germany a lot to talk to other scientists.
1933	He had to leave Germany
1933-1955	He lived in Princeton.
April 18, 1955	He died.

Annex # 8: Finding the pattern of organization. Cause and effect

Jhon Paul Maldonado. Burgea.

CAUSE AND EFFECT

This pattern is not always easy to understand. These sentences show examples of causes and effects.

Great!!

EXAMPLE

Shoes with high heels <u>can cause</u> foot problems.

What is the cause of foot problems? *Shoes with high heels.*
What is the effect of shoes with high heels? *Foot problems.*
What are the signal words? *can cause*

Exercise 1

Find the cause and the effect in each sentence. Underline the signal words. The Answer Key is on page 266.

1. Exercise <u>can make</u> you hungry and thirsty.
   Cause ___Exercise.___   Effect ___hungry and thirsty.___

2. Many car accidents happen <u>because of</u> ice and snow on the road.
   Cause ___ice and snow.___   Effect ___ice snow car accidents.___

3. Bad food and not enough sleep <u>are two reasons</u> for bad health.
   Cause ___bad health. bad food___ Effect ___bad health.___
   ___and not enough sleep.___

4. Many doctors today believe that smoking cigarettes <u>may lead to</u> cancer.
   Cause ___Smoking cigarettes.___ Effect ___Cancer.___

5. Some people become nervous <u>because of</u> drinking coffee.
   Cause ___drinking coffee.___   Effect ___nervous.___

6. Many fires in homes <u>are due to</u> careless smokers.
   Cause ___careless smokers.___ Effect ___fires in homes.___

7. Heart disease is sometimes <u>the result of</u> eating too much.
   Cause ___eating too much.___ Effect ___heart disease.___

8. Very bright sunlight <u>can cause</u> your eyes to hurt.
   Cause ___bright sunlight.___   Effect ___eyes are to hurt.___

9. High insurance costs are one <u>result of</u> car accidents.
   Cause ___car accidents___   Effect ___high insurance.___

10. Serious family problems <u>can cause</u> illness.
    Cause ___serious family.___   Effect ___illness___

116   Reading Power

78

Annex # 9: Finding the pattern of organization. Comparison

Jhon Paul Maldonado Burmes

Exercise 3

Underline the signal words in each paragraph. Write the likenesses and differences on the lines.

1

Good work!! :)

In some ways English breakfasts <u>are very similar</u> to American breakfasts. In <u>both</u> countries people usually eat large breakfasts. English and American breakfasts <u>both</u> include several dishes. They may include some fruit juice, cereal, and then eggs and toast. In <u>both</u> places, there may also be some meat with the breakfast. <u>However</u>, there are also some differences between American and English breakfasts. In England, people usually drink tea in the morning. <u>However</u>, most Americans prefer coffee. The English usually do not eat sweet things for breakfast, <u>but</u> many Americans like sweet bread or coffee cake.

What is this paragraph comparing? English breakfast and American breakfast.

Likenesses	Differences
large breakfasts.	England people → tea.
meat with the breakfast.	English people → coffe
fruit juice, cered, eggs.	England usually don't
toasts.	eat sweet things for
	breakfast, but Americans
	like sweet bread.

2

American breakfasts are very different from breakfasts in Italy. In general, American breakfasts are much larger than Italian breakfasts. Americans may eat several different foods for breakfast. They may eat cereal and eggs and toast. But Italians usually just have bread and coffee. Many Americans also like to eat some kind of meat. Italians almost never eat meat early in the morning. Finally, American coffee is different from Italian coffee. Americans do not drink strong coffee in the morning. Italians always like their coffee strong and dark.

What is the paragraph comparing? American breakfast and Italy breakfast.

Differences

American are much larger then Italian breakfast. American may eat several different food. For breakfast but Italians just have bread and coffee. Americans eat meat at breakfast but Italians don't. Americans don't drink strong coffee at mornings but Italians do.

Annex # 10: Student's Post-Test

STUDENT: <u>Jhon Paul Maldonado Burneo</u>

82%

What Methods Do Andean Farmers Use?

Public debate around climate change and its effects on agriculture tends to focus on the large-scale industrial farms of the North. Farmers who work on a small scale and use traditional methods have largely been ignored. However, as the world slowly comes to terms with the threat of climate change, Native farming traditions will warrant greater attention.

In the industrial model of agriculture, one or two crop varieties are grown over vast areas. Instead of trying to use local resources of soil and water optimally and sustainably, the natural environment is all but ignored and uniform growing conditions are fabricated through large-scale irrigation and the intensive use of artificial fertilizers and pesticides. For example, a handful of basically similar potato varieties, all of which require nearly identical soil conditions, temperature, rainfall, and growing seasons, account for almost all global production. When these global crops are no longer suited to the environment in which they are grown, when their resistance to disease and pests begins to fail, or the climate itself changes, the best way to rejuvenate the breeding stock will be to introduce new genetic material from the vast diversity of crop varieties still maintained by indigenous peoples.

In contrast to the industrial model, Andean potatoes and other Andean crops such as squash and beans grown by Quechuan farmers exhibit extraordinary genetic diversity, driven by the need to adapt crops to the extraordinary climatic diversity of the region. Along the two axes of latitude and altitude, the Andes encompasses fully two-thirds of all possible combinations of climate and geography found on Earth. The Andean potato has been adapted to every environment except the depth of the rainforest or the frozen peaks of the mountains. Today, facing the likelihood of major disruptions to the climatic conditions for agriculture worldwide, indigenous farmers provide a dramatic example of crop adaptation in an increasingly extreme environment. More importantly, Native farmers have also safeguarded the crop diversity essential for the future adaptations.

Adapted from Craig Benjamin, "The Machu Picchu Model: Climate Change and Agricultural Diversity." © 1999 by Craig Benjamin.

1. What is the main idea of the first paragraph?
A. Attention to Native farming practices will lead to greater awareness of the threat of climate change.
B. Popularity of small-scale farming in the North will lead to greater attention to Native farming practices.
C. Global demand for food will lead to increasing efficiency of large-scale farming in the North.
D. It will be worthwhile to include a greater focus on Native farming practices in public discussions concerning the threat of climate change.
E. Despite potential climate change, public debate will have little effect on industrial farming practices.

2. In the second paragraph, the information about potato-growing practices in the industrial model of agriculture serves to:
A. give an example of a potential problem that Native farming practices could help to alleviate.
B. show the likely global consequences of a possible food shortage caused by industrial farming practices.
C. show how pests and disease are less effectively resisted by crops grown in the industrial farming model.
D. give an example of how public debate has had little effect on the agricultural practices of the North.
E. give an example of how Native farming practices and industrial farming practices

derive from different climatic conditions.

3. The passage states that which of the following is true of the small number of potato varieties that account for most of the potatoes produced on Earth currently?
A. They are grown in the Andean region.
B. They all require very similar soil and climate conditions.
C. They are no longer suited to their environment.
D. They are based on genetic material from crops developed by indigenous peoples.
E. They make optimal use of available soil and water resources.

4. As it is used in the passage, the underlined word *fabricated* most nearly means:
A. woven. B. falsely stated. C. fully clothed. D. manufactured. E. unwrapped.

Fortune Tellers
A young couple entered the restaurant in Andy's view. They were holding hands.
Andy sat back down in his chair. He felt sick. He turned and faced his father, who was eating *xôi*.
"What's the matter, son?" asked his father. "I thought you were going to the birthday party."
"It's too late."
"Are you sure?"
Andy nodded. He looked at the plate of *xôi*. He wanted to bury his face in it.
"Hi, Andy." A voice came from behind.
Andy looked up. He recognized the beautiful face, and he refused to meet her eyes. "Hi, Jennifer," muttered Andy, looking at the floor.
"You didn't miss much, Andy. The party was dead. I was looking for you, hoping you could give me a ride home. Then I met Tim, and he was bored like me. And he said he'd take me home…. Andy, do you want to eat with us? I'll introduce you to Tim."
Andy said, "No, I'm eating *xôi* with my father."
"Well, I'll see you in school then, okay?"
"Yeah." And Andy watched her socks move away from his view.
Andy grabbed a chunk of *xôi*. The rice and beans stuck to his fingernails. He placed the chunk in his mouth and pulled it away from his fingers with his teeth. There was a dry bitter taste. But nothing could be as bitter as he was, so he chewed some more. The bitterness faded as the *xôi* became softer in his mouth, but it was still tasteless. He could hear the young couple talk and giggle. Their words and laughter and the sounds of his own chewing mixed into a sticky mess. The words were bitter and the laughter was tasteless, and once he began to understand this, he tasted the sweetness of *xôi*. Andy enjoyed swallowing the sticky mess down. Andy swallowed everything down—sweetness and bitterness and nothingness and what he thought was love.
Adapted from Nguyen Duc Minh, "Fortune Tellers." in the collection *American Eyes*.©1994 by H. Holt

1. Who is telling this story?
A. Jennifer B. Andy C. Tim D. Andy's father E. An unnamed narrator

2. What is the most reasonable conclusion to make from the statement in the first paragraph, "He felt sick."?
A. Eating *xoi* with his father gave Andy a stomachache.
B. Andy was upset when he saw Jennifer holding hands with Tim.
C. Andy was unhappy about the restaurant his father had selected.
D. Andy was upset with Jennifer for making him miss the party.
E. Andy mistakenly thought that Tim was his best friend.

3. According to the passage, Tim would most likely describe the party as:
A. mysterious. B. lively. (C. dull.) D. upsetting. E. remarkable.

4. Based on the last paragraph, it can be most reasonably inferred that Andy's increasing enjoyment of eating *xôi* was related to:
(A.) hearing Tim and Jennifer laughing and talking.
B. the fact that it stuck to his fingernails.
C. sitting at a table with Tim and Jennifer while he ate.
(D.) the fact that his father made the *xôi*.
E. seeing Tim and Jennifer eating *xôi*.

5. This passage is mainly about the relationship between:
A. Andy and his father. B. Andy and Tim. C. Andy's father and Tim. D. Jennifer and Tim.
(E.) Jennifer and Andy.

In the 1930s, why did author Zora Neale Hurston choose Eatonville, Florida, to be the first source for her collection of folklore?

I was glad when somebody told me, "You may go and collect Negro folklore." In a way, it would not be a new experience for me. When I pitched headforemost into the world I landed in the crib of Negroism. It was fitting me like a tight chemise. I couldn't see it for wearing it. It was only when I was off in college, away from my native surroundings, that I could stand off and look at my garment. Then I had to have the spy-glass of anthropology to look through.

I was asked where I wanted to work and I said, "Florida. It's a place that draws people—Negroes from every Southern state and some from the North and West." So I knew that it was possible for me to get a cross section of the Negro South in one state. And then I realized that I felt new myself, so it looked sensible for me to choose familiar ground. I started in Eatonville, Florida, because I knew that the town was full of material and that I could get it without causing any hurt or harm. As early as I could remember, it was the habit of the men particularly to gather on the store porch in the evenings and swap stories. Even the women would stop and break a breath with them at times. As a child when I was sent down to the store, I'd drag out my leaving to hear more.

Folklore is not as easy to collect as it sounds. The ideal source is where there are the fewest outside influences, but these people are reluctant at times to reveal that which the soul lives by. I knew that even *I* would have some hindrance among strangers. But here in Eatonville I knew everybody was going to help me.

Adapted from Zora Neale Hurston, *Mules and Men*. ©1935 by J.B. Lippincott Company.

1. Which of the following does the author use as a metaphor for the culture in which she was born?
A. College (B. Garment) C. Southern state D. Spy-glass E. Story

2. Based on the first paragraph, it is most reasonable to conclude that while in college the author:
A. decided to become a professor of anthropology.
B. decided that she did not want to live permanently in Eatonville, Florida.
C. felt that her teachers prevented her from studying what she wanted.
D. became disenchanted with anthropology.
(E.) understood her own culture in new and different ways.

3. As it is used in the passage, the highlighted word *material* most nearly means:
A. diversity. B. fabric. (C. information.) D. money. E. energy.

4. In the second paragraph, the author indicates that one reason she chose to work in Florida was that she wanted to collect folklore:

A. from people of different geographical backgrounds.

B. where her teachers suggested she do so.

C. from a place she had never visited.

D. in a state far from where she grew up.

E. in a state with a large urban population.

5. In the first paragraph, the author's claim, "In a way, it would not be a new experience for me," refers to the fact that:

A. she had already attended college in Florida.

B. she had already collected folklore in Florida for a college course.

C. she had already experienced new cultures by leaving home.

D. she was already familiar with the folklore she was to collect.

E. she had already received permission to conduct the study.

6. Based on information in the third paragraph, which of the following statements about the interactions on the porch can be most reasonably inferred?

A. The adults encouraged the author (as a child) to stay and tell stories.

B. Men were more frequent participants than were women.

C. Most of the storytellers had not grown up in Eatonville.

D. The author's parents sent her to the porch to hear the stories.

E. One man in particular told most of the stories.

7. In the last paragraph, the author writes that folklore collecting:

A. is less difficult than it appears.

B. is easiest to accomplish in isolated places because people there freely reveal their innermost thoughts.

C. can be difficult in isolated places, even though the people there are the best sources.

D. is more difficult than publishing what has been collected.

E. is the best way to reveal what is important to people.

8. Which of the following is NOT among the reasons the author gives for her decision to collect folklore in Eatonville?

A. The people of Eatonville would be grateful that she published their stories.

B. The people of Eatonville would have many stories for her collection.

C. Eatonville and its people are familiar to her.

D. She believes that she can collect stories without doing harm.

E. She believes that the people of Eatonville will help her in her project.