The strategy of reading readers as a basic tool to increase english oral production in future english teachers of modern languages at la salle university

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BOGOTÁ, D. C.
2004
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BIBIANA HERNANDEZ PARRA
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Project for the title of Degree of Licentiate in Modern Languages

Professor
Clara Eunice Rodríguez

LA SALLE UNIVERSITY
MODERN LANGUAGES FACULTY
ENGLISH
BOGOTÁ, D. C.
2004
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To our lord of Heaven, our everlasting support in our lives in every situation and in every place we are and to our family members, who we love.
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Because the idea for this project began to take shape in our minds for the support given by our students from the sixth and eighth semesters of Modern languages, we thank them too.
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INTRODUCTION

The project titled “The strategy of reading Readers as a basic tool to increase English oral production in future English teachers of modern languages at La Salle University”, is focused on providing students with useful and practical tools to guide them with consistent information that will help them transform their speaking level, based on a reading process, that is planned to be developed along this research.

Reading has received increasing attention by teachers and researchers in recent years due to its relevance for students as well as for professionals in several fields. This material may be useful in a range of situations and is addressed primarily to students for whom English is their second language, and who are willing to master it in the same way they master their mother tongue. The main objective of this research is to implement reading activities, that will promote students from one level of reading to a higher level of reading, with which they will increase their lexical support to successfully develop a good oral ability.

In order to do so, it is important to engage students to read and talk about a series of proposed reading materials, organizing also guided practice around those readings. If we do so, then we can have students demonstrate themselves that they can afford to hold several productive communicative situations, in and outside the university classrooms.

For its understanding this research project has been divided into the following chapters: the first chapter is titled the Nature of reading, which aim is to provide the reader with several definitions of the word reading, which will give students the clue to get involved in this process given by some author’s points of view. The second chapter, titled the Reading process, deals with the reading comprehension and a good level of word learning, that students may need as a
support to focus the reading process, that might begin with a low vocabulary level while going up the ladder to a higher level of complex reading and understanding.

The third chapter, titled **Analyzing the reading process**, is where one of the authors establishes some major distinctions between the process of learning to read in regards to fluent reading, and between word identification versus reading for comprehension. Here authors take in consideration some basic reading strategies such as: previewing the text to build expectation about the reading, making predictions, and posing questions, etc.

The fourth chapter, titled **Reading comprehension strategies**, determines the way to decode and understand texts as well as the way of knowing what cognitive strategies to use, as the procedure for readers to succeed at reading comprehension. Here is where being a strategic and skillful reader is one of the characteristics of a good reader.

The fifth chapter, titled **Vocabulary issues in teaching reading**, holds that there is no doubt that vocabulary is important to obtain meaning from a text. Once students know the basics of grammatical structures, they are prepared to understand the relationship between words. Here students should give a look to the meanings of words such as nouns, verbs, adjectives and adverbs in order to focus their attention in the content of the text. Some individual students may have a need for words that are relevant for their areas of interest.

The sixth chapter, titled **Guided reading**, has to do with the reading as a teaching strategy in which a group of students is guided through a reading text. Teacher’s role is to guide students toward reading strategies that will enable them to successfully comprehend the text. Guided reading relies on the basis of the following essential steps: before the reading, during the reading and after the reading.
The seventh chapter, titled **Promoting oral language development in the classroom**, has to do with two elements of oral language development: comprehension input and social interaction. The comprehension input comes when students develop a literature study circle based on a specific reading text in order to begin a discussion about it. The social interaction is promoted in the classroom by encouraging students to work in pairs and groups.

The eighth chapter, titled **Defining oral proficiency as communicative competence**, deals with the proficiency that students should have in order to use language effectively and appropriately throughout a range of social, personal, school and work situations required for their daily living. In this way, communication can be conveyed accordingly if language proficiency emphasizes grammatical rules governing sounds (phonology), word forms (morphology), word orders (syntax) and vocabulary meaning (semantics).

The ninth chapter, titled **Language proficiency: listening, speaking, reading and writing**, deals with a theoretical point of view that holds that interrelationships between listening, speaking, reading and writing (the four basic abilities) can make proficient communicators. The tenth chapter, titled **Communicative competence**, refers to something dynamic that happens in the classroom because it is the interrelation that shows how students talk and act, which at the same time influences greatly what they learn. In other words, students need to know with whom, when and where they can speak and act so that they must have speech and behavior that are appropriate for classroom situations. The full participation in class activities starts competence in both, the social and interactional aspects of classroom language.
The eleventh, and last chapter titled the **Characteristics of the discussion method**, is focused to the experiential learning that relates to the fact that students learn best when they discover knowledge through active participation. At this stage students’ experiences serve as the basis for the discussion.

There was one limitation that really affected the researchers of this project to successfully accomplish better results, for both sixth and eighth semesters in the evening program. It was time, because the university program was very tight, (only one hour class per week in each class) and did not provide with the chance to increase the time in a two-hours-class process weekly in order to achieve better results.

It is necessary to emphasize that reading English texts is the clue to better improve our understanding and to become skilled in oral production. It is important to take into account and follow the steps previously discussed in order to get involved in the whole process that will lead us to master it accordingly. If we apply these sorts of readings (Readers), there is no doubt that students will improve their speaking levels, because these texts are interesting, students can go over certain grammatical facts, they can increase their knowledge and because books themselves are an easy to read series that students really enjoyed and approved since the very beginning.
1. GENERALITIES

As future teachers, students should be conscious that without reading they cannot afford to strengthen their communication for the purpose of the English class. Reading is a well-known activity that requires a good concentration in order to go over certain grammar facts, that are not clear, because students in most of the cases do not know how to use them and to connect ideas, sentences or words in order to have the opportunity to understand its use in a more logical way, that could be coherent. Besides that, it is extremely necessary to learn more vocabulary to successfully activate our speaking.

Readings should be of good interest not only for the aspects mentioned before, but for learning of other topics of interest, that each author suggests and presents which will increase our understanding in other fields of learning. Part of these reading strategies deal with book selection, the process of making predictions, posing questions, rereading, talking to infer and drawing conclusions, skimming and scanning whenever possible, and vocabulary building strategies, among others. Based on this information, students will be able to handle strategic reading and see what we can do as good readers, and as students as well. This is something students have to give credit with enthusiasm, because it is not easy specially when a student stands in front of the class for the first time, where he/she is not used to and may feel not prepared to handle the class.

It is necessary to evaluate how much students know about English grammar, because it is a good field of knowledge and see if they can connect that knowledge with good supported English oral speech to achieve a good class, with leadership where being active, creative, dynamic, spontaneous to have the capability to
improvise when necessary and much more, is the key to easily accomplish our goal of good communication.

Here comes together the fact, that all of these ideas when integrated as a final result will lead students to the communicative competence in which, they are activating the four basic skills necessary to become good teachers. Up to this point, students need to understand that being a teacher is not that easy, and that is why, they are here and need to get ready for such a challenge with courage and decision, because that is the profession they chose and accepted, besides that, their responsibility is to educate the human beings for tomorrow.

The reflections above mentioned lead students to state a problem, that has been found during the process of teacher development in the department of Modern Languages at La Salle University.

1.1 PROBLEM DESCRIPTION

Reading is an intellectual activity that connects our thinking with our matters of study. Reading instructs us and enriches our thinking. These two actions enable us to both individually and collectively live our lives in a very active and conscious way.

Reading and learning are two words that always come together, because one depends on the other. It means that if students do not read to increase their understanding now as students in order to strengthen our knowledge, how can they succeed as future practitioners, and moreover as teachers? The problem that has been seen in many of the students of Modern Languages is that, they cannot speak fluently, because they do not have enough vocabulary to carry on a good conversation. As a matter of fact it would be possible to claim that they are not even good readers.
Reading is a very complex activity that requires of good disposition. In order to begin ourselves in this ability we need to ask ourselves the following questions: ¿what abilities do I have as a reader? ¿Am I preparing myself to read with benefit? ¿Am I conscious enough to understand that reading is a complex activity that needs to be practiced often? ¿Do I consider myself a good reader? Based on those questions we have thought the research question could be stated as follows: ¿What could be the appropriate English language know-how students of Modern Languages at La Salle University should practice to improve their English oral production?

To clear the problematic situation in order to define the research goals, the researchers carried out a survey (annex A) at reading. That survey was designed to detect if students on their sixth and eighth semesters of Modern Languages had trouble to communicate themselves, when trying to express ideas, or when it was necessary for them to speak English in or outside the classroom. So what was done was to collect their opinions in regards to this lack of speaking. The survey showed that students are not able to speak since they receive more emphasis on grammar than they do at speaking (Annex H). They claim for more English oral practice in the classroom with topics that should be selected by themselves.

1.2 REMARKS ABOUT THE ENGLISH SURVEY

The matter of this investigation began when we decided to create a model of English survey in order to observe what would be the possible problems students were facing to encourage them to speak, knowing in advance that they have already had a good support in grammar, specially on their sixth and eighth semesters, but they did not know how to focus their knowledge up to know in an informal conversational practice.
It is considered that students’ opinions were the key to analyze what they needed to say about our English Survey, which was applied to 100 students, of the Licenciatura of Modern Languages in the evening program, during the month of March/2003 at La Salle University. Their comments and suggestions consigned in written provided the researchers with a variety of information, which was considered very relevant, and interesting in order to begin developing this project. The model of English survey was applied to students on their levels mentioned before, which order of questions was designed to detect possible inconveniences students were facing on their learning process, focused mainly at speaking so that, the researchers could work on the purpose of this research.

Based on the survey format, the results gathered in general terms are as follows: all of the students said they loved English as their second language, but when they were asked if they were good at English speaking, they said that they were afraid, insecure, or perhaps not able to speak because they did not practice that much speaking.

Here comes the stone in the shoe for the eighth semester when asked if they had a good level at speaking, they said they still needed to improve through more oral practice, due to the fact that most of them said they could not hold a conversation, because they did not have a good knowledge of vocabulary.

When they were asked if English was difficult to speak, they said it was somewhat difficult due to lack of practice, and mostly, because they are not pronouncing properly, and when they were asked if teachers emphasized at speaking some of them said some teachers dedicate more time to grammar than they should do at speaking, thereafter, when asked about the proper methods teachers ought to follow to improve at speaking, they said teachers should use vocabulary exercises and deal with several topics so as to create discussions in class. They want
practice with songs, videos and involve everybody individually at speaking. They wished they could speak fluently.

The project researchers summarized that information and analyzed the student’s difficulties about the survey, and here all of this information is presented in order to see what should be done with these reflections to properly focus good resources in this research.

- English class emphasizes much more in grammar than in any other skill.
- English in the classroom is not spoken that much and some teachers do not seem to emphasize about it.
- Translations is a common variable, therefore students do not think in English.
- English classes are very passive and students are not motivated to learn because they have other expectations from this career.
- Some teachers in most of the cases do not show leadership and do not use new strategies to focus the class.
- Some teachers do not generate the environment for students to speak English in or outside the classroom.
- Students do not know how to carry on a conversation because of their low reading level and therefore do not enrich their vocabulary themselves.
- The new methodology program itself at the university is not bringing new changes.

There are some suggestions students have proposed to increase their speaking level, which go with all those changes that should be considered inside the classroom as a stimulus, for both students and teachers, that will not affect the curriculum and may generate good changes. These changes might be, perhaps, the solution to their claims.
Most of the students are absolutely convinced of this, specially now that they have learnt quite a lot of grammar, and they do not know how to use that cumulus of knowledge; moreover, now that they are preparing for their practice in some schools assigned by the university, and these changes should become the starting and jumping point to enable them to hold conversations, without hesitation, where they can handle their nervousness and worries by themselves.

Following are some of the students’ proposals taken out of the English Survey:

- Have conversational classes that involve different topics with real situations.
- Set up conversational clubs.
- Share information between classmates.
- Read different topics to stimulate them to think in English while they learn and improve their vocabulary.
- Listen and speak in English through singing, acting, playing role plays, watching videos, etc., so as to make better at pronunciation.
- Play games in English.
- Have some contact with native speakers that should visit the university.

The conclusion is that the students’ proposals mentioned before can give the researchers positive clues that are going to give a solution for the matter of oral communication. The researchers have thought that their point of view at this stage is valid in conjunction to the proposed reading project with *Readers*, because they are going to provide them with good resources in terms of vocabulary, and mostly, because these readings cover different topics which will be read with pleasure, because books will be chosen directly by them. This hypothesis can be tested on the reading practice, and the researchers hope to hold productive discussions on each reading material in class.
1.3 BACKGROUND

Based in the English survey, it is noted that, there is some trouble inside the classrooms, because students do not feel well trained at English speaking. That is not a matter that the teacher has to solve alone. The university needs to join its entire educative member staff to promote innovations in education.

Because it is not a matter of a university only, it is logical to think that Colombia is facing trouble on this field due to the fact that very little is done in education, and that is why, it is good to see the case of Latin America, in terms of educational innovation.

The state of the art in this field is important and could give us lights on, when solutions have been proposed, and what path has been followed to give alternative solutions to the stated problem.

1.4 STATE OF ART ON EDUCATIVE INNOVATIONS IN LATIN AMERICA

State of Art refers in this case to the innovative educative situations, which in the case of Latin America and the Caribbean they are currently done through a series of educative reforms, in order to solve a period of crisis. The tendency is to look for new solutions to old problems or at least to get a solution to emergent problems.

A study was done at the end of 1997 and 1999 through the cooperation agreement among three international institutions, that were worried about the innovation in Latin America. They are: the Andres Bello Agreement, the Educative Reform Promotion Program in Latin America and the Caribbean and the UNESCO Education Regional Office for Latin America and the Caribbean.
Social and educative contexts on which computerized innovations are developed showed common characteristics, such as worry for education quality, the development of educative reforms, that tend to accomplish education quality and poverty and inequality, that really affect all public policies, including the one of the education field. The more frequent strategies to implement reforms and innovations with a wide coverage are the gradual application, or small experiences fulfillments or demonstrations that will take a fixed form progressively.

The area in which more innovation activity takes place is curriculum (29.5%), followed by pedagogical proposals, which goal is diversity and where abandoned and school repetition rates decreased (17.8%), teachers formation (17.2%), school autonomy (12.5%), and educative policies and the educative system reorganization (10.5%). The areas with the less innovation frequencies are: new technologies on information and communication (5.2%), educative intervention (4.7%) and community participation (2.6%).

The following chart (picture 1) shows the innovation given in Chile and we consider it would be almost the same in our country where there was not possible to find a similar report.
### Picture 1. Number of innovations per areas, sub areas and its percentages

<table>
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<th>Sub areas</th>
<th>Innovation number</th>
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<td>Repetition, desertion</td>
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<td>12.5</td>
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<tr>
<td></td>
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<td><strong>17.2</strong></td>
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<td>Self intervention schools</td>
<td>7</td>
<td>3.7</td>
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<tr>
<td></td>
<td>Pedagogical projects</td>
<td>6</td>
<td>3.1</td>
</tr>
<tr>
<td></td>
<td>Institutional educative projects</td>
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<td>6.2</td>
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<td><strong>TOTAL</strong></td>
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<td><strong>13.0</strong></td>
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<tr>
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<td>Educatve reforms</td>
<td>9</td>
<td>4.7</td>
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<tr>
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<td>Compensatory programs</td>
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<td>1.0</td>
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<tr>
<td>reorganization</td>
<td>Educatve attention modalities</td>
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<td>4.7</td>
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<tr>
<td></td>
<td><strong>TOTAL</strong></td>
<td><strong>20</strong></td>
<td><strong>10.4</strong></td>
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<tr>
<td>Information and communication</td>
<td>Information technology</td>
<td>6</td>
<td>3.1</td>
</tr>
<tr>
<td>means</td>
<td>Radio, TV, newspapers</td>
<td>4</td>
<td>2.1</td>
</tr>
<tr>
<td></td>
<td><strong>TOTAL</strong></td>
<td><strong>10</strong></td>
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<td>Registration</td>
<td>2</td>
<td>1.0</td>
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<tr>
<td></td>
<td>Finance</td>
<td>2</td>
<td>1.0</td>
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<tr>
<td></td>
<td>Quality measurement</td>
<td>2</td>
<td>1.0</td>
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<tr>
<td></td>
<td>Information system</td>
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<td>1.0</td>
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<td></td>
<td>Inter institutional articulation</td>
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<td></td>
<td><strong>TOTAL</strong></td>
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<td>School-community relationship</td>
<td>Civil society participation</td>
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<td>0.5</td>
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<td></td>
<td>Community education</td>
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<td>2.1</td>
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<tr>
<td></td>
<td><strong>TOTAL</strong></td>
<td><strong>5</strong></td>
<td><strong>2.6</strong></td>
</tr>
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Taken from State of Art on Educative Innovations in Latin America by Rosa Blanco Guijarro, Graciela Messina Raimondi, Santiago, Chile (2000).
According to Rosa Blanco Guijarro and Graciela Messina Raimondi (2000), they say that in the case of Colombia, innovations obey to non-government efforts in regards to a non-innovative paradigm, where the starring, is the teacher.

There is a great number of experiences at schools, in non-governmental organizations and at the universities. Innovations cover the following topics: diversity attention, educative projects, development of active methodologies, didactics on specific fields or open schools for working kids and those kids from the streets. Some of the innovations refer to formation of solidarity webs, learning groups and the promotion of a teachers movement. There is some cooperation between the schools and the universities which can be observed in the chart.

Innovation in Colombia does not depend on non-governmental policies at all due to the Colombian administrative education, that has started the principle of making education inside the schools, where every character is involved. In this way school educative institutional projects are promoting and transforming our culture and the school living and behold different actions to guarantee the education quality and participation. Colombia is the country with most of the innovations, referred to educative projects on this analysis, as a matter of fact there is a huge influence of this program on other countries. Of all other countries, Colombia is the only one that informs of a computerized information system for innovations on education which is in charge of the Ministry of National Education.

Another involved institution is Colciencias as part of the government that promotes scientific investigation, and also the teachers association that has supported some innovations. As we can see, both government and civil society have special dynamism in the field of education. Most of the innovations are developed in basic education with a great number of programs in middle or secondary education.
It is clear that we have to promote cultural changes in any specific field. The one we propose here with this investigation is reading Readers, which will enhance the students comprehension to make ourselves understood in a foreign language, our English second language.

There are three universities where some research has been conducted in order to find out if there is information in relation to “reading to promote oral communication,” such as the National University of Colombia, the Javeriana University, and the Pedagogical University, but nothing was found. It seems that this is the first research in this matter.

1.5 RESEARCH QUESTIONS

As stated in the description of the problem found, reading is a very complex activity that requires of good disposition. In order to begin ourselves in this ability we need to ask ourselves the following questions:

- ¿What abilities do I have as a reader?
- ¿Am I preparing myself to read with benefit?
- ¿Am I conscious enough to understand that reading is a complex activity that needs to be practiced often?
- ¿Do I consider myself a good reader?

Based on those questions the researchers thought that the top question could be stated as follows: ¿How could reading Readers be an appropriate English language know-how students of Modern Languages at La Salle University should practice to improve their English oral production?
1.6 OBJECTIVES

1.6.1 General objective

To implement reading activities that will provide students with different learning levels with good lexical support in order to develop oral ability in the English language.

1.6.2 Specific objectives

1.6.2.1 To organize guided practice around authentic reading materials such as those of Readers that might begin with 800 until 4,000 different words.

1.6.2.2 To engage students to read and talk about the proposed reading materials in four different levels as means to interact while sharing knowledge and increasing oral production.

1.6.2.3 To have students demonstrate themselves that upon learning new words they can be able to manage an English class because they already know grammar structures.

1.6.2.4 To make students aware that they can communicate themselves in real life situations and that they can deal with other contexts outside the classroom for their own interests as means to improve.

Based on this order of ideas, it is definitely necessary to read Readers, in order to prepare students for the challenge of being outstanding practitioners and English teachers as well, caring of course, for speaking increasing levels, where good lexical support and speed at speaking be the result with a very good level of comprehension, that could be considered as real tools and the subject for
innovation. La Salle University needs to forge competent speakers and the tools can be searched and provided by the same students and teachers, when critical projects can be developed, for the welfare of the faculty of languages, specially now that the university is being controlled by the National Accreditation Council.

Let's take a look now to the theoretical framework as the support for our graduation subject, which according to several authors, it is the key to increase speaking while learning different subjects that will be needed to succeed at any given real situation involved with English as our second language.
1. THEORETICAL FRAMEWORK

It is very important to understand the concept of reading, because it is the most significant skill in the academic programmes (syllabus), where it is taught, because it helps learners to enlarge the knowledge of the foreign language; the process of reading itself, is also necessary for it involves relations between words and moreover, cognitive processes that we have to rely on. The strategies suggested by the authors are also important because they are the key to focus our readings properly; the vocabulary is one of the most important variables at speaking, because without it students can not afford to enlarge their oral communication. “It remains true that a central task for learners is the acquisition of a sufficient large vocabulary in their traditional conversations”¹. The guided reading has a lot to do with the procedures suggested by the authors to lead readings in the classroom so as to get excellent benefits from them, the way to promote oral production, which enable students to increase their speaking, because there will be exercises such as singing, dramatizing, and others that can be introduced in the classroom.

2.1 THE NATURE OF READING

For studious people, reading is essential to success in our society. In the present century, the reading skill is very valuable and important in the social and economical aspects. The author, Gilma Zuñiga Camacho (2001), defines reading as “the platform from which critical thinking, problem solving and effective expression are launched.” In this way, a good reader - defined as the individual that has a direct relation with an author, that understands his written language, interpret his message, study the book content and that follows a process of reading is often associated with deep knowledge and successful academic work.

There are many outstanding people such as politicians, teachers, parents and so on that are considered as very effective readers. Reading is so important that the same author defines it as the process of getting meaning from print, using knowledge about the written alphabet and about the sound structure of oral languages for purposes of achieving understanding.

2.1.1 Defining reading

Reading is an incredibly active occupation that stimulates students and people to think deeply and that is why readers, for the purpose of this project have to become critical in mastering as much lexical as they can by implementing some exercises, that will help them accomplish their aims as students, practitioners, and therefore professionally as English teachers. Following are some of the most common definitions for the word reading, which will enrich the reader's understanding.

Laura Robb (1996: 7) believes that reading is like a conversation between two people. It is a dialogue between reader and author. Good readers bring their knowledge and experiences to an author’s words to help them understand and recall the text. Good readers like good conversationalists, are able to use the information to arrive at a deeper understanding of something. They do not merely recall what they read, they comprehend it.2

Additionally, Pamela J. Cooper and Cheri Simmonds (1999: 194) define at the same time the communicative reading as follows: “It requires an appreciation of one’s material as a work of literary art and the ability to communicate that work of art through voice and body. It demands full intellectual and emotional response

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from the interpreter and a control and channeling of the understanding and emotion to elicit the appropriate response from the audience."  

Based on the previous main definitions of reading, it is meaningful to take into account that the author and the reader hold a conversation, that stimulates the first character to enhance comprehension and understanding, but emphasizing in vocabulary. At this stage, it is necessary to refer to some important reasons to better understand the process of reading, which will us ideas on how to focus our efforts by executing activities involved with reading, such as working in groups or in pairs that will increase our oral production. Let’s consider the following reasons:

Jeremy Harmer (1998: 68), considers that there are many reasons why getting students to read English books is an important part of the teacher’s job. It happens because many of them want to be able to read texts in English either for their careers, for study purposes or simply for pleasure. Anything teachers can do to make reading easier for students must be a good idea in both ways, individually or in groups.

Pamela J. Cooper and Cheri Simmonds (1999: 174) state why it is important to work in groups while reading: the way some authors define working in small groups of students is as follows: “Persons who communicate with one another often over a span of time and who are few enough that each person is able to communicate with all others, not indirectly, but face-to-face.” Based on this, let’s say that what students are searching is to accomplish special outstanding oral communication.

Jeremy Harmer (1998: 68) expresses additionally that, “reading texts will also provide with opportunities to study language vocabulary, grammar, punctuation and the way we construct sentences, paragraphs and texts. Lastly, good reading

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5 Pamela J. Cooper and cheri Simmonds (1999). “Communication for the classroom teacher” Boston, p 174
texts can introduce interesting topics, stimulate discussion, excite imaginative responses and the springboard for well-rounded fascinating lessons."  

There is no doubt, that reading is a very important tool that students have to continue improving to better increase their speaking and understanding, because through reading Readers, one can go over the grammar process along the reading and make some practice in all four different language skills, but emphasizing mostly at speaking. It also helps learners to extend their vocabulary and use of English in four different levels that include topics of myths, legends, classical stories, mystery, fiction, contemporary, and so on.

In sum, this is how students of Modern Languages can get started off no matter what their English level is, the aim is to encourage them or to motivate them for reading as means to go over grammar, to make sure that they are solving possible questions, in regards to structures, and at the same time to learn as many words as they can in order to be able to understand whatever kind of text, and therefore, to easy carry on conversations as well.

Upon delivery of the present project, our proposal is that students will stimulate themselves to read books (Readers), for further information in order for them to solidify their knowledge, and teach them how to become good teachers in their future high schools. Reading is the key that enables students to understand many things that are still hidden to their knowledge. It is not only the relationship between a word and the next one that conveys meaning, but a complex process that is carefully explained by the authors in the following titles. Keep in mind that analysis and comprehension, coding, decoding and interpretation and so on is needed to understand it.

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6 Jeremy Harmer (1198) "How To Teach English", Essex, page 68.
2.1.2 Considerations on Literacy

Gilma Zuñiga Camacho (2001: 9) raises the following question to consider this topic: what is the reason for reading? It is easy, because students need to know about the world, so in order to do so they need to be literate. Literacy is embedded in language, therefore reading and writing have been traditionally associated with literacy up to the point that societies, that do not have a writing system are considered illiterate\(^7\).

It is an outcome of cultural transmission. Literacy abilities are acquired by individuals only in the course of participation in socially organized activities with written language. In order to put literacy in more manageable terms, the author (with permission of Scribner-1988) uses three metaphors to define it: literacy as adaptation, literacy as power, and literacy as state of grace. Literacy as adaptation is the sort of literacy that is needed to survive in society, the pragmatic value.

The second metaphor emphasizes a relationship between literacy and group or community advancement. Here is where literacy has been seen as an instrument for human liberation and change. Paulo Freire, the Brazilian educator, bases his influential theory of literacy education on the need to make of it a resource for fundamental social transformation. In his theory of literacy, people are taught to reason, to evaluate, and to think clearly. At this point, literacy teaching begins with a critical examination of society and of participants’ relationship to society.

On the third literacy, the state of grace, this literacy is associated with special attributions to the person who reads and writes a lot about a specific topic to memorize it. In this literacy, the literate assumes that there is a canon of books which any cultured person should know.

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\(^7\) Gilma Zuñiga, 2001. “Constructing Literacy from Reading in First and Second Language”, page 9.
Literacy is a social activity, where people have different literacies associated with different domains of life, and these differences are increased across different cultures or historical periods, leading to the notions of computer literacy, music literacy, or political literacy.

Reading is not an isolated activity in the classroom, it is the way teachers help children become part of that society in which they live, and make them feel confident with reading and writing with ease, and thus become literate people able to function successfully in the society where they are growing. Now let's turn to the reading process and its components.

2.2 READING PROCESS

Suzanne F. Peregoy and Owen F. Boyle (2000: 379), think that proficient readers when approaching a given text, follow a process that, without considering what type of text it could be (a newspaper, a recipe or a novel), they approach with a purpose in mind for reading it. Next comes attention to the print, with visual processing proceeding from left to right, top to bottom of the page, given that we are talking about reading in English.8

The processing print involves decoding the words on the page. Fluent readers recognize most words almost instantly, using sound/symbol knowledge, grammar and meaning cues as they decode. Comprehension initially requires processing word sequences as meaningful units at the phrase or sentence level in order to begin to construct meaning.

Further continued comprehension requires not only understanding the sentence but also the relationships among sentences as text meaning is reconstructed. Decoding, in our view then, provides the reader access to the words on the page,

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whereas comprehension requires the reader to process word meanings in the context of grammatical relationships among the words in a sentence to arrive at the meaning.

Continuing with Peregoy, it is largely through the relationships of words to each other that English sentences convey meaning. You may have observed how some students read word by word, as if the words in the sentence were nothing more than random list. They have decoded the words without comprehension of the sentence. To get at the meaning, the reader must attend to the words as meaningful language in order to understand the ideas in the sentence. When teachers ask a beginning reader to “read it again, but this time with expression,” they are attempting to focus students on pulling meaning from sentences and expressing that meaning in their oral reading. In order to get that far in comprehension, the reader must understand the meaning of the words in context.

Reading with comprehension thus calls into play the reader’s English language knowledge and is dependent upon the reader’s ability to understand the specific morphology, syntax and semantics of the language used in the text. There is more to reading comprehension than decoding words and comprehending sentences. After all, most passages consist of at least several paragraphs structured in particular ways. Therefore, in addition to knowledge of decoding, syntax and semantics, the reader’s prior knowledge of the passage’s content and familiarity with its genre and text structure play a major role in comprehension. Reading along, the reader needs to hold on to his or her ongoing interpretation of the meaning in order to elaborate, modify and further build upon it, thereby keeping the interpretation going and growing.

Reading is thus a complex, cognitive-linguistic process that depends upon the reader’s ability to engage background knowledge, language knowledge and memory while processing print. Reading is also a social process which involves
communicative interaction between the author and the reader. In this view, text comprehension is simultaneously driven by the reader’s purpose, prior knowledge and ongoing interpretation as these interact with the continued decoding and comprehending of the print on the page to achieve communication.

Finally, proficient readers monitor their own understanding as they read along to determine whether their interpretation makes sense and to make sure they are achieving their purpose for reading. To this, we as investigators want to give our opinion in regards to this topic.

As far as we understand on our view about the reading process, there are things that we have to keep in mind such as the prior knowledge about the reading, purpose of the reading, the decoding ability, written text knowledge of the reading and everything related to cognitive process of reading.

2.2.1 Reading Comprehension

Let’s begin this topic with the following question: how do readers comprehend a text? Some may say that it is perhaps the ability to recall a text, or to ask questions about what has been read, or to make mental representations of the texts or to link the text to what is already known. Furthermore, comprehension would also be said to exist when the reader can connect the text with other texts or with experiences. Others would say that there is comprehension when the reader is able to monitor his/her process, stopping, rereading the speed of reading, looking back in text to verify comprehension. Gilma Zuñiga Camacho (2001: 12) says that there are many different perspectives to define it. Here she presents four theories, that will provide us with important insights into the process of reading comprehension.⁹

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2.2.2 Four theories of the reading process

2.2.2.1 Reading as Perceptual Process (bottom-up or outside in). For this theory the meaning is in the text itself. The meaning comes from making out the meanings of letters, then the words, then the sentences and finally the texts. This process is understood as a very fast one, which information flows through the processing system in a series of stages. The basic idea is that visual information is initially sampled from the printed page and the information is transformed through a series of stages with little influence from general world knowledge, contextual information, or higher order processing strategies. At this stage reading was confined to deciphering the sound-letter relationship and gaining automatizing in decoding.

2.2.2.2 Reading = Thinking (top down or inside out). This theory says that reading is a psychological process that integrates physical stimuli and general knowledge. The meaning is in the person that is reading. The foundations for this reading is given on knowledge and intentions. The reader needs to overcome various bottlenecks in the reading process system by using general knowledge and contextual information from the literary selection being read in order to make hypothesis about what will come next. Up to this moment, the reader is on a cycle that involves the initial hypothesis of what will be read next, the hypothesis confirmation by minimally sampling the visual information on the printed page, and then the generation of a new hypothesis about the next material to be encountered. This model places importance to the meaning making. However, it denies the role of decoding and the important role of sound-letter recognition in the process of reading.
2.2.2.3 **Reading is both Perceptual and Thinking** *(interactive).*

Comprehension is perceived here when there is a match between textual information coming from outside the head and the concepts stored inside our head. This perspective sounds contrary to conventional wisdom which states that comprehension is the process of getting meaning from a page, views comprehension as an interactive process of bringing meaning to a text as well as getting meaning from the text.

Reading comprehension involves different processes for different people and contexts, the psychological processes involved in generating meaning by relating the parts of the text to one another and to store information such as rules, schemata and memories of events.

2.2.2.4 **Reading/Writing is Social Use of Written Language** *(Transactional).* Under this theory, the reading process is affected by three components: the reader, the text and the context. In this paradigm, there is a transactional relationship. The human being is seen as part of nature, continuously in transaction with an environment. Each one conditions the other. The concept of transaction can be applied to analysis of the reading process. Every reading act is an event involving a particular reader, a particular pattern of signs, a text, and occurring at a particular time in a particular context. Instead of two fixed individuals acting on one another, the reader and the text are two aspects of a total dynamic situation. The meaning does not reside ready-made in the reader but happens or comes into being during the transaction between reader and text.
2.3 ANALYZING THE READING PROCESS

According to Frank Smith (1971-9) there is one distinction between learning to read and proficient reading or fluent reading. The beginning reader has to acquire special skills that will be of very little use to him once he/she develops reading fluency.\(^{10}\)

The second major distinction is between word identification and reading for comprehension. This distinction is frequently mentioned in the reading literature, but rarely maintained. However it will be argued that the reading to identify words and reading to obtain information are processes with similar aspects but with quite different outcomes, and that it is possible to read for comprehension without actually identifying individual words. To clarify this distinction, the term “word identification” rather than reading will be used when comprehension is not in question.

Two processes of word identification will themselves be distinguished, immediate and mediated word identification. The possibility the skilled reader normally identifies a word by discriminating all or some of its component letters and putting together the sound of the word by some knowledge of spelling or phonic rules will be examined and rejected. The author argues that this type of word identification, to be termed mediated word identification, usually occurs only when the reader encounters a word that he has not previously seen in print. The identification is “mediated” because instead of the reader is going directly from the ink marks on the page to the identification of the word, some additional non visual process of word synthesis intervene. The ability to go directly from the ink marks to the identification will be term immediate word identification.

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The term immediate does not imply that the identification is instantaneous, but that is direct and as fast as any monolinguistic act of recognition can be, for example the identification of a tree or ship or face or any other object can not possibly be mediated by reading off the name in any alphabetic sense. One either knows or does not know the name for most objects, but because written words are constructed from letters, there is an alternative to immediate identification in the form of some mediating method of working out what the name must be to form the identification and integration of word parts.

The raw material of reading, whether for immediate word identification or for identification of the letters or groups of letters from which the name of the word can be determined, will be termed distinctive features. Features are elements of the visual aspect of words, the inmarks on paper.

The author shall refer to these collections of inmarks, to the visual stimuli of reading, the visual configuration, or the visual array. This terminology will permit him to distinguish, where necessary, between the word that is represented by inmarks on paper, and the inmarks themselves. Normally we use the words “word and letter” to refer both to the inmarks themselves on the paper and to the word or letter that represent marks; this is a frequent source of confusion. It is not always apparent that when we say “he can’t read that word” and “he doesn’t know that word” the term word is being used in two quite different senses.

Immediate word identification occurs only when the reader has a feature list that will permit allocation of a configuration to a named word category. Absence of an appropriate feature list (because the reader has not had the opportunity to construct one during his earlier reading experience) prevents immediate identification of a word since identification of the word must be mediated through discovery of the name by some other procedure, such as “sounding out” the word by the application of phonic rules to its component letters.
The two alternative methods of the word identification may be represented by diagrams. In chart 1(a), identification proceeds directly from discrimination of the features in a visual array to allocation of the array to a category that has a name; such identification is essentially no different from examining a visual stimulus and allocating it (on the basis of distinctive features) to a class that has the name “tree” or “Dalmatian dog” or “steamroller”. In chart 1(b) the reader has to learn a category name by some mediating process (which may be phonic, but could be simply asking someone who can read the word immediately) in order to allocate the array to a category. Once the array-category-name relations have been established, as in chart 1(b), the reader can construct a feature list for the named category so that in the future similar configurations may be allocated to the category immediately.

<table>
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<th>Distinctive feature discrimination</th>
<th>Word feature lists</th>
<th>Word category</th>
<th>Word name</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) Immediate word identification</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Distinctive feature discrimination</th>
<th>Letter feature lists</th>
<th>Identification of letters</th>
<th>Word name</th>
<th>Word category</th>
</tr>
</thead>
<tbody>
<tr>
<td>(b) Mediated word identification</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

In short, the author proposes that the elements that are distinctive features of the visual configurations of letters may also (in particular combinations) be the distinctive features of words, and that the same process of immediate identification may be used for whole words as for individual letters. In other words, the
immediate identification of words can bypass the identification of letters, as indicated in chart 3.

Chart 2. Immediate and Mediated Word Identification

Reading for comprehension (chart 3) is too complicated to discuss at this point, however the author hypothesize that there are two ways of reading for comprehension just as there are two ways of identifying words: mediated comprehension requires the prior identification of words, while immediate comprehension can be accomplished by going directly from the visual features to the meaning. Only the fluent reader can take the immediate shortcut; the beginner must do everything the hard way. The possible extent of immediate comprehension depends, and does immediate word recognition, upon a number of factors including the knowledge a reader has built up during his reading experience of the way words and letters (and therefore distinctive features) occur together in the language.

As an example, it is obvious to an experienced reader of English that if the first letter of a word is t, the next letter will almost certainly be h, r, w, or a vowel. If the first word of a sentence is “we”, a verb is very likely to follow. This kind of prior knowledge, which reduces the alternative number of possibilities that a letter or
word can be, is termed redundancy. In order to understand the process for the comprehension, the following picture will show in detail those steps:

Chart 3. **Immediate and Mediated Comprehension**

![Diagram](chart.png)

2.4 **READING STRATEGIES**

Before begin talking about the strategies, let’s check the definition given by Arthur Cohen (1990: 83), in which he states that it has to do with the mental processes involved in accomplishing reading tasks. They help readers approach a text effectively and make sense of what they read. He distinguishes **skills** from **strategies** in that “skill is an overall behavior of general class of behaviors and strategy is the specific means for realizing that behavior”. For example scanning can be considered a skill, while looking for a date in a text would be a strategy for realizing this skill.11

According to former author, good judgment and care is important to use reading strategies appropriately. The success depends on circumstances such as the kind of text, the strategy used, the reader’s purpose and the context. We need to focus

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on strategies that students as readers can use before, while and after reading such as making predictions, asking questions and others.

2.4.1 Making Predictions

**Book Selection.** Just take some time and think about how you choose a book. For vacation and entertainment reading, you might select a fast, easy read with lots of action, romance, and perhaps mystery. At other times you might choose to read a favorite nineteenth century novel. When we select books that we expect will please us, we are using prediction strategies. Predicting begins when readers look for a book that they might enjoy and can read with fluency.

**Predicting Before and While Reading:** in addition to creating anticipation, predicting before reading can activate learners' prior knowledge and experiences about a topic. Recall and comprehension can improve when readers think about what they know about a topic before they even open the front of the book.

**Analyzing Predictions After reading:** now readers return to the predictions made before and while reading to confirm or adjust them. Making adjustments after reading requires analyzing a presentiment in relation to the actual story.

2.4.2 Posing Questions

Posing questions **before reading** fiction, non-fiction, or a textbook chapter encourages students to set purposes for reading. The questions also provide students with a framework for thinking as they read and helps them monitor their ability to remember information.

**Asking Questions While Reading:** the questions raised before reading can move readers into a book and generate enthusiasm for completing the book.
**Asking Questions After Reading:** in addition to raising discussion and study questions, have students return to the list of questions they posed before starting a book. Read through the list, noting questions the text did and did not answer. Point out that good readers seek out other books to find explanations for unanswered questions.

### 2.4.3 The K-W-H-L

This strategy, was originally called the K-W-L, for three questions designed to engage readers in non-fiction texts: What do I know? What do I want to know? What have I learned? The questions elicit students’ prior knowledge, recall their curiosity about a topic, and support research, motivating students to seek answers for their questions in other texts.

### 2.4.4 Previewing the Text to Build Expectations

Authors Jo Ann Aebersold and Mary Lee Field (1998) think that previewing enables students to establish their own expectations about what information they will find in the text and the way that information will be organized. Previewing introduces various aspects of the text, helps readers predict what they are going to read, and gives them a framework to help make sense of the information. Several features in the text, which are usually distinct from the running text, aid the reader’s ability to predict. These are particularly useful when previewing long texts:

- The title
- The author, source
- Subtitles
- Subheadings
- Photographs, drawings
- Graphs, charts, tables
• Spacing (e.g., extra space between paragraphs)
• Print that is different in size, darkness or style

Working with the title of a text is one previewing activity for establishing expectations about the content of a text. Others involve reading selected parts of the text in order to sample the ideas presented, and to establish a mental framework for reading. All of the following involve some reading beyond the title of the text. Pay attention to former author in regards to some pre reading strategies:

2.4.5 Pre reading strategies:

• Read the introduction (all the paragraphs that comprise the introduction) and identify the key issues to be discussed.
• Read the conclusion paragraph, if present, carefully
• Skim the text
• Read the first sentence of each of the body paragraphs (the paragraphs after the introduction and before the conclusion) to see what ideas are mentioned in them.
• Scan parts of the text for specific information

In informational texts, specially academic essays, technical books, college text books, and specialized scholarly writing, the introduction sets up the main issues and gives the reader clues to the main parts of the argument, the conclusion frequently repeats some or all of those main ideas. Thus, reading both the introduction and conclusion of academic texts will often give the reader useful clues about the main ideas the writer is making. In contrast, newspaper articles tend to give the reader the main idea at the beginning but seldom indicate the types of details that follow. They rarely have conclusions.

Another useful strategy is skimming. **Skimming** is usually defined as a quick, superficial reading of a text in order to get the gist of it. Although there is some question about what exactly readers do when they skim, it does appear to be a strategy for getting clues to the main ideas, divisions, points, or steps in an argument. Some teachers, however substitute another, more defined technique, called sampling.

Students are **sampling** when they read the first sentence of each main paragraph in the body of a text as a way to get an overview of the information. It is most useful with shorter texts, such as an article or a chapter. Scanning is looking quickly through the text for specific piece of information.

It involves these steps:

- Determine what key words to look for
- Look quickly through the text for those words
- When you find each word, read the sentences around it to see if they provide the information being sought.
- If they do, do not read further. If they do not, continue scanning.

The strategy of scanning is useful in the pre reading stage to build knowledge. Teachers can have students zero in on one topic by asking them a specific question and having them scan to answer that question. This familiarizes them with the text. Another possible pre reading use of scanning is to check predictions that students make about the contents of the text to be read. Scanning is also a useful strategy after having read a text as well. The process is still the same. Students can review the text to find a specific piece of information. The difference is that as a post-reading activity, readers have the advantage of having read the text and thus remembering various parts.
The following picture (picture 2), summarizes the strategies and behaviors that we as readers should have in mind in order to successfully achieve a good level of reading.
### Strategies and Behaviors of Good Readers

<table>
<thead>
<tr>
<th>Behavior</th>
<th>Reading Strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uses imagery to understand and enjoy reading.</td>
<td>Visualization</td>
</tr>
<tr>
<td>Chooses a book appropriate to reading level.</td>
<td>Book selection</td>
</tr>
<tr>
<td>Knows the purpose of the text and can set own purposes for reading.</td>
<td>Skimming; Questioning; Predicting.</td>
</tr>
<tr>
<td>Predicts, then reads to confirm or adjust predictions.</td>
<td>Making Predictions</td>
</tr>
<tr>
<td>Recalls details of what he/she has read.</td>
<td>Pausing, summarizing; retelling; note-taking</td>
</tr>
<tr>
<td>Clears up confusing parts.</td>
<td>Rereading; thinking-aloud; Using Context Clues</td>
</tr>
<tr>
<td>Asks questions and reads to answer these questions.</td>
<td>Questioning; Setting purposes; Rereading; skimming</td>
</tr>
<tr>
<td>Selects and uses new and interesting vocabulary.</td>
<td>Using Context clues; skipping, Going on, and Rereading</td>
</tr>
<tr>
<td>Inquires to further understand information in text.</td>
<td>Questioning; Rereading</td>
</tr>
<tr>
<td>Uses text to discover unstated meanings.</td>
<td>Inferring; Concluding; Comparing / Contrasting</td>
</tr>
<tr>
<td>Seeks help when needed.</td>
<td>Self-monitoring</td>
</tr>
<tr>
<td>Access what he/she already know about different text structures.</td>
<td>Using Prior Knowledge</td>
</tr>
</tbody>
</table>
2.5 READING COMPREHENSION STRATEGIES

Gilma Zuñiga Camacho (2001: 15), says that by determining here how readers decode and understand texts as well as knowing what cognitive strategies good readers use and how they affect comprehension has been the topic of study for the last 25 years. These strategies are defined as cognitive activities readers use when they construct meaning from text. They are flexible steps that readers adapt to the comprehension demands of texts.\(^3\)

Being a strategic and skillful reader is one of the characteristics of the good reader. The good reader reflects on the purposes for reading, assess the text structure and then selects the appropriate reading strategies. Because reading strategies and metacognitive skills are learned and generalized to a wide range of contexts, they are at the core of most reading instruction programs. Even though each reader has specific characteristics, successful readers also share much in common. A list of strategies may include:

- Recognize words quickly
- Use text features (subheadings, transitions, punctuation, etc)
- Use titles to infer what information might follow
- Use word knowledge
- Analyze unfamiliar words
- Identify the grammatical functions of words
- Read the meaning, concentrate on construction meaning
- Guess about the meaning of the context
- Evaluate guesses and try new guesses if necessary
- Monitor comprehension
- Keep the purpose for reading the text in mind

\(^3\) Gilma Zuñiga, 2001. “Constructing Literacy from Reading in First and Second Language,” page 15.
• Adjust strategies to the purpose for reading
• Identify or infer main ideas
• Understand the relationship between the parts of the text
• Distinguish main ideas from minor ideas
• Use context to build meaning and aid comprehension
• Make connections to information already known
• Generate images based on the text
• Change speed of reading according to text difficulty
• Predict what comes next in the text
• Tolerate ambiguity in a text (at least temporarily)

(Adapted from Aebersold & Field, 1997).

Author recommends that instruction in comprehension strategies should begin with teacher explanations, followed by mental modeling of the strategies in the context of real reading. These practices should occur with additional and rich metacognitive information, such as when, how, why, and where a comprehension strategy ought to be used and to adapt it to new situations.

2.6 VOCABULARY ISSUES IN TEACHING READING

Knowing vocabulary is important for getting meaning from a text. Second language readers frequently say that they need more vocabulary so that they can understand the meaning of the sentences.

Understanding the basics of grammatical structures enables readers to understand the relationship between words, but it does not provide access to the meaning of the sentence. Knowing the meanings of the content words (nouns, verbs, adjectives, and adverbs) does. On the other hand, teachers cannot teach students all the words they need to know to read a text with ease - limited classroom time
does not permit it - and the students can not learn all necessary vocabulary in one class – memory does not allow it. Thus, teachers need to decide which words students need to know and how to bring words to the attention of students in meaningful and useful ways.

Teachers have long considered frequency of use to be an important factor in determining which words to focus students’ attention on: the words that they will encounter most frequently in the language as a whole are the ones that they should learn. Over the years, several word lists have been produced of words that occur frequently in texts. Since word lists differ depending on the types of texts that are analyzed, any one list is of limited use to a particular group of students. Furthermore, individual students may have a need for words that are important to their areas of interest but are not used frequently. Thus, word frequency, although important, is not the only principle that guides teachers’ selection of vocabulary to present in the classroom.

In order to organize our short weekly time, we proceeded implementing lesson plans, which annexes are attached ahead.

### 2.7 GUIDED READING

Suzanne F. Peregoy and Owen F. Boyle (2000: 402) express that guided reading is a teaching strategy in which a small group of students is guided by ourselves as teachers through reading a text, that is at the student’s instructional reading level. The text may be narrative, expository or even poetic, but it must be a text that challenges students a bit.\(^{14}\)

The teacher’s role is to guide students toward reading strategies that will enable them to successfully comprehend the text. The strategies on which the teacher

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chooses to focus will depend upon the text itself, along with the strategy knowledge and learning needs of the students in the group. Usually, the guided reading group meets several times a week, if not daily, in our case it is just one hour a week with two different group levels, they are 6th and 8th levels. As a result, the teacher has plenty of time to observe students and gauge their reading abilities informally.

During the guided reading session, the goal is to assist students in understanding what was read and responding to it personally and critically. Guided reading can be specially helpful to beginning English learners, but it is also very practical and useful for more advanced English language learners who are reading complex narrative and expository texts.

Guided reading is a powerful tool because it provides frequent opportunities for students to read challenging material individually or in small groups with the support and guidance of the teacher. In this way, guided reading provides a support routine, i.e., a predictable routine with which students become comfortable and secure. Students know that the reading material will be somewhat difficult, but the teacher will be there to help them with it, and that is how they will become better readers. The teacher’s job during guided reading will be to select reading material at gradually increasing levels of difficulty, “for the purpose of this project, students are reading books of 1,300 - 1,900 and 2,400 different words for the 6th semester; and 2,800 and 3,800 headwords for the 8th level as well.” In addition, the teacher must be prepared to observe students, assess informally and provide help, modeling and directing instruction that address student needs.

While guided reading may vary from one teacher to another, it usually includes several procedures recommended by the author Suzanne F. Peregoy and Owen F. Boyle (2000: 403) as follows:
2.7.1 You begin by introducing the story or other text, beginning with the title, author an illustrator, inviting students to make predictions about the text; this helps to create a purpose for reading.

2.7.2 Based upon what they have seen of the story, students engage in a brief discussion about the story base on the title, the illustrations, the topic and their expectations of what the story will be about.

2.7.3 Next, you ask students to read a portion or all of the text. Either read aloud or silently depending on your knowledge of the students’ capabilities and your purpose.

2.7.4 With more proficient students, you may have them read larger chunks of the text or story to discuss as a group, providing help and guidance as needed.

2.7.5 After reading the story, you will want to facilitate or guide the students to think about what they have read by asking students to share their own responses to the story, to discuss their favorite parts, or to discuss main ideas or themes in a story.

2.7.6 You may follow up the last phase of guided reading with brief, explicit discussion of useful reading strategies for reading and understanding the selection just read. One way is to invite a student to tell how they figured out a particular word if you notice him/her applying a good strategy or one you have recently been teaching, e.g., the use of chunking, or decoding parts of a long word, one part at a time.
2.7.7 Finally, following the guided reading lesson you may invite students to respond to a story by creating a puppet show or readers’ theater or by responding in their literature response journals.

As researchers leading this investigation, it is also seen that out of reading other activities can be developed to enhance students understanding specially with English oral production which is the object of this project. Those activities can help students to break the ice. Up to now, and based on what was seen in class and in some of the cases is that some students are very shy or nervous to stand in front of the class. Let’s take into consideration that it is really important to stimulate those practitioners and to urge them to do their best to be involved in those activities without prejudices so as to accomplish a good level of speaking.

In this way they will gain security to act and to become real good future teachers and leaders in the classroom. For more details, let’s refer to fig 5., next page to The essential Elements of Guided Reading, proposed by Suzanne F. Peregoy and Owen F. Boyle (2000: 405), with permission of Irene Fountas and Gay Su Pinnell : Good Teaching for All Children. (Heinemann, A division of Reed Elsevier Inc., Portsmouth NH, 1996.

The following picture provides students with certain roles that both teacher and students should follow in the reading process. The chart also shows how in the after reading step lots of oral communication is proposed.
### Picture 3. **The essential elements of guided reading**

<table>
<thead>
<tr>
<th>The Essential Elements of Guided reading</th>
<th>Before the reading</th>
<th>During the reading</th>
<th>After the reading</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teacher</strong></td>
<td>. selects and appropriate text, one that will be supportive but with a few problems to solve.</td>
<td>. “listens in”</td>
<td>. talks about the story with children</td>
</tr>
<tr>
<td></td>
<td>. prepares an introduction to the story.</td>
<td>. observes the reader’s behaviors for evidence of strategy use</td>
<td>. invites personal response</td>
</tr>
<tr>
<td></td>
<td>. briefly introduces the story, keeping in mind the meaning, language, visual information in the text, and the knowledge, experience, and skills of the reader</td>
<td>. confirms children’s problem-solving attempts and successes</td>
<td>. returns to the text for one or two teaching opportunities such as finding evidence or discussing problem-solving</td>
</tr>
<tr>
<td></td>
<td>. leaves some questions to be answered through reading</td>
<td>. interacts with individuals to assist with problem solving at moment of difficulty (when appropriate)</td>
<td>. assesses children’s understanding of what they read</td>
</tr>
<tr>
<td><strong>Children</strong></td>
<td>. engage in a conversation about the story</td>
<td>. read the whole text or a unified part to themselves (softly or silently)</td>
<td>. sometimes engages the children in extending the story through such activities as drama, writing, art, or more reading</td>
</tr>
<tr>
<td></td>
<td>. raise questions</td>
<td>. request help in problem solving when needed</td>
<td></td>
</tr>
<tr>
<td></td>
<td>. build expectations</td>
<td></td>
<td>. may reread the story to a partner or independently</td>
</tr>
<tr>
<td></td>
<td>. notice information in the text</td>
<td></td>
<td>. sometimes engage in activities that involve extending and responding to the text (such as drama or journal writing)</td>
</tr>
</tbody>
</table>

The Essential Elements of Guided Reading according to the author, this chart was reprinted by permission of Irene Fountas and Gay Su Pinnell: Good Teaching for All Children. (Heinemann, A division of Reed Elsevier Inc., Portsmouth NH, 1996.)
2.8 PROMOTING ORAL LANGUAGE DEVELOPMENT IN THE CLASSROOM

According to Suzanne F. Peregoy and Owen F. Boyle (2000: 116), the classroom is a natural environment for a large variety of oral language learning opportunities, which will be involved with writing and reading activities.\textsuperscript{15}

The author mentioned before states that teachers can organize their classrooms in ways that encourage the two most important elements of oral language development: \textit{comprehension input} and \textit{social interaction}. He says that it is necessary to keep in mind that a predictable schedule helps students adjust to the classroom and provides easily acquired basic vocabulary with the repeated routines. He states that some typical routine instructional events can include circle time, journal time, literature study circles, writing process, and theme studies.

In order to make these instructional events maintain the same structure while the content changes, they should provide a familiar routine with repetition of familiar language that cause student participation and learning. For example, a literature study circle has a small-group discussion chart centered on one book. That chart remains stable through the term of the practice, but the content, of the book being discussed changes. Another stable feature of the literature study circle is the discussion of literary elements and the informal turn-taking procedures. Thus students become familiar and comfortable with the literature study circle as an interactional chart that supports their oral language use and development.

If we want to involve our students in literature study, process writing or theme studies, it is always important to review our own instructional delivery to incorporate additional cues to convey meaning, especially nonverbal cues such as dramatization, gestures, pictures, and concrete objects.

As teacher-researchers we can analyze and evaluate ways in which classroom activities and verbal/visual adaptations work with our English learners by keeping a daily log or videotaping lessons for later analysis. Verbal strategies that help students understand your talk include repeating key vocabulary, and main summarizing vocabulary formats.

Social interaction can be promoted in the classroom by encouraging students to work in pair and groups. In addition to the oral language development opportunities available during managerial and instructional routines, there are a number of wonderful learning activities that present to view oral language use in ways that promote acquisition. It is very interesting, because many of these activities are based on the arts, though it is not the purpose of this project, it will really give everybody a cue also on how to improve oral production on activities that can help and depend on the reading material that might be used for the classroom.

This makes sense if we stop to consider that the arts employ nonverbal media of communication. When this media are combined with language use, a natural source is provided for comprehension and production of oral language. They will provide opportunities for negotiation of meaning through social interaction, they facilitate oral language development. Each activity below can be easily adapted for beginning, intermediate-level or high-level students, and the authors want to suggest those activities to reinforce at oral practice. In many cases there we should improvise possible adaptations that make student participation easier or more difficult so that teachers may adjust the level to challenge their students appropriately.
2.8.1 Songs

Song will bring laughter and beauty into the classroom. Songs also promote a feeling of unit in the class, particularly important when differences among students prevail, and we personally want to say that from our point of view that is a common variable. In addition, all students can participate at some level, regardless of their English language proficiency. Some songs may be related to a theme or topic of study, whereas others may be favorite tunes suggested by your students.

The authors also recommend to get song letters in written so students task will be to fill out those spaces with words missing. Because songs are popular with all ages, this activity can be successful throughout the levels. Just let’s make sure that all our students sing each song they get to sing with interest and enthusiasm.

2.8.2 Drama

Another way to stimulate social interaction in the classroom in order to increase oral production is by acting out stories and events in literature, or theme studies that can be a highly motivating way for students to process and present information they have studied. Dramatic establishments in the classroom range from informal to formal. During free time, students can create their own dramas within the context of the readings. To this activity, the author wants to recommend us the following book: improvisations for the theater (Spolin, 1963/1983), which outlines numerous drama techniques, beginning with simple pantomimes, progressing to brief, context embedded dialogs, an moving on to one-act plays. The nonverbal warm-up activities involve all students and create confidence and concentration, preparing them for later activities that require oral language use.

The next level of activities involves students in brief improvisations based on a situation for which they create a dialogue. For example, the teacher might say that the children are stuck in an elevator for 10 seconds, and then for 5 minutes, and
finally, for 2 hours. The students then create appropriate dialogue for each of the situations. Gradually, the activities lead students to where they can improvise little plays of their own. Drama activities provide students with a variety of contextualized and focus activities that gradually involve more participation and more oral language proficiency; they are also no threatening and a lot of fun.

2.9 DEFINING LANGUAGE PROFICIENCY AS COMMUNICATIVE COMPETENCE

Suzanne F. Peregoy and Owen F. Boyle (2001: 29) state in general, that language proficiency may be defined as the ability to use a language effectively and appropriately throughout the range of social, personal, school, and work situations required for daily living in a given society.  

In literate societies, language proficiency includes both oral and written language. As educators, we want our students to become competent in four language processes: listening, speaking, reading and writing.

The definition of language proficiency emphasizes not only the grammatical rules governing sounds, word forms, and word orders to convey meaning (phonology, morphology, syntax, and semantics), (chart 4), but also knowledge of social conventions of language use (e.g., how to start and end a conversation smoothly; how to enter a conversation without interrupting other individuals; how and when to use informal expressions such as slangs as opposed to more formal ways of speaking; how, whether, and when to establish a first-name basis in a formal relationship).

Thus as we can see, judgments concerning language proficiency are deeply rooted in social and cultural norms. For this reason, the term communicative competence

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is often used instead of *language proficiency* to emphasize the idea that proficient language use extends beyond grammatical forms to include language functions as well as the social conventions of language to achieve communication.

Chart 4. **Pragmatics**

**PRAGMATICS:**
Sociolinguistic rules governing language use in communicative context


It is important to see that when students use language, they must coordinate all language subsystems (i.e., phonology, morphology, syntax, semantics, pragmatics) simultaneously in a way that is appropriate to the social situation in order to communicate effectively.

People should adjust their linguistic style from formal to informal, oral to written, according to their needs and purposes. Fully developed language proficiency, or
communicative competence, thus includes the development of a repertoire of oral and written language skills from which to choose to achieve communication across a range of social situations, including academic situations. Students learning English as a second language face a complex task that must take place gradually over time. Simultaneously, many will also develop and maintain proficiency in their home language, including literacy skills, thereby becoming bilingual and biliterate. For children living in bilingual communities, maintenance of the home language represents a vitally important aspect of communicative competence: bilingual communicative competence.

Consider for example, the fact that the home language may be a child's only means of communicating with parents and grandparents. As a result the home language becomes the primary vehicle for transmission of cultural values, family history, and ethnic identity the support of self-esteem.

In conclusion, language proficiency means the way we practitioners and future English teachers should use language ability properly in a practical way where grammar and coherence along with language subsystems will play a good role, and specially taking into account the language social conventions so as to make of the communicative competence a real fact that enable us inside and outside the classroom to better use our communication. This all together will be reflected every time we express ourselves before an audience where our words with our ideas will fit as something well-known as rhetoric.

2.10 LANGUAGE PROFICIENCY: LISTENING, SPEAKING, READING AND WRITING

Suzanne F. Peregoy and Owen F. Boyle (2000: 374), believe that the strongest communicators are those who are effective users of both the oral and written word, and because we value both oral and written communication, we believe in setting goals for all students in listening, speaking, reading and writing. In addition to these
values and beliefs, we also hold a theoretical view concerning the interrelationships among the four language processes and language proficiency in general.\footnote{Suzanne F. Peregoy and Owen F. Boyle, 2001. “Reading, Writing & Learning in ESL,” page 374.}

Our theoretical view holds that individuals process a reservoir of general language knowledge which is brought into play during any act of listening, speaking, reading or writing. Such knowledge consist of the grammatical conventions, vocabulary and other linguistic elements of language as these work together to convey and comprehend meaning. In addition to certain general aspects of linguistic knowledge, each language process requires certain elements that are particular to it.

Every time a student uses any one of the four language processes, the general language reservoir is exercised, creating a stronger base for subsequent efforts is listening, speaking, reading. In addition to developing general aspects of language knowledge, considerable attention is necessary to help students become proficient in the special demands inherent in each of the four languages processes, which is why as teachers we at times must focus specially on assessing performance in reading, writing, listening or speaking in ways that yield useful analysis to form and guide instruction in each area. When we do so, we get a zero in on the student's strengths and needs in each area.

Another point of view, is that when we place information on all four language processes in front of us, as in a portfolio, we can see the big picture of a student's language proficiency. Moreover, as we begin to look closely at the various performance samples in portfolio, we can make comparisons across reading, writing, listening and speaking that may help us better understand a student’s strengths and struggles in oral and writing language development.
With this understanding, we are in a position to acknowledge and build on the strengths, while providing instruction to meet the student’s learning needs. In this chapter, we focus primarily on reading assessment, due to its importance for all learning and because many non-native English speakers struggle to achieve in this important school and life skill. Thereafter, we provide case studies of individual students to illustrate how to glean information from the assessment process we recommend.

The following chart (chart 5) illustrates our view of assessment as an integral part of the instructional cycle. First, we assess to find a student’s strengths and needs, then we instruct the student based upon these needs. As we teach, we evaluate and adjust our instruction based on how well the student is responding and learning. Finally, we assess the student’s progress again. We repeat this cycle until the student is ready to move to more advanced material. Implicit in this approach are several assumptions about how students become better readers and writers. First, students become better at reading and writing by engaging in these processes daily, both independently and with teacher assistance.

For example, journal writing and self-selected reading are two ways students apply their literacy abilities at their level of independence, while guided reading and student-teacher writing conferences are two ways to provide teacher assistance. When the teacher is on hand to assist, students work at their next level of development. Thus, our second assumption about how students become better at reading and writing is that they are nudged to read and write texts that are little difficult for them by virtue of such features as length, content, vocabulary, genre, text structure and so forth. With teacher assistance, students can work through challenging texts successfully. To work effectively with students in their zones of proximal development, teachers need to have a clear view of general developmental progressions in reading and writing.
Supporting, a holistic approach, provides students help with reading or writing a text as a whole, supported by teacher assistance and modeling. Supporting thus provides practice in coordinating all the complex aspects of comprehending or producing a text. Direct instruction involves explicit teaching of a particular skill or strategy aimed at improving a student’s reading or writing and often includes teacher modeling of the skill or strategy as part of the lesson.

Direct instruction may address reading and writing processes at any level, from phonics and spelling strategies to higher level critical thinking and composing strategies. In order for direct instruction to be effective, however, it is necessary to identify an area of need and teach to it. It is not often that a solution as simple as teaching compound words will solve a student’s reading problems. More often a systematic, analytic approach to assessment is needed. Moreover, several assessment and instructional strategies may be required over a period of time before substantial progress can be measured. Addressing student’s diverse
learning needs may mean changing and adjusting our instruction many times. It
certainly means that we must have a great deal of strategies on hand to assist
students.

Picture 4. Reading Assessment of English Language Learners

<table>
<thead>
<tr>
<th>Reading level</th>
<th>Instrument that might be used</th>
<th>What is tested</th>
<th>What might be learned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning readers:</td>
<td>Running records: As students reads, the teacher checks off words that student reads correctly and codes those students have troubles with.</td>
<td>Student reading fluency and ability to process print: decoding, syntax, use of context, etc.</td>
<td>Whether students have basic ability to recognize words automatically so that they can concentrate on comprehension.</td>
</tr>
<tr>
<td>Intermediate readers:</td>
<td>Miscue analysis: Student reads materials while you are listening or tape recording, words are coded by you and comprehension questions are asked or student recalls information.</td>
<td>Student strategies for processing print; possible difficulties with print, and comprehension of information as given in recall or answering questions.</td>
<td>What student knows or doesn’t know based upon oral reading whether student is “barking at print” or actually comprehending.</td>
</tr>
<tr>
<td>Advanced readers:</td>
<td>Comprehension checks: Looking at student’s ability to understand both narrative and expository texts; e.g., GRI (Group Reading Inventory).</td>
<td>Student ability to comprehend materials at high levels including: Factual, inferential and applicative.</td>
<td>Student’s sophistication in reading various level and genres of print.</td>
</tr>
</tbody>
</table>

2.11 COMMUNICATIVE COMPETENCE

Communication is the continuous process of expression, interpretation and negotiation. The opportunities for communication are infinite and includes systems of signs and symbols of which language is but a part. The color of our skin, the way we dress, the way we wear our hair, the way we stand, smile, listen, nod and pause all communicate to others along with the sound of our voice and the words we speak. We are concerned with communication from birth and learn to respond in new contexts as we accumulate life experiences.  

These are the characteristics of competence in communication:

2.11.1 Communicative competence is a dynamic rather than a static concept. It depends on the negotiation of meaning between two or more persons who share to some degree the same symbolic system. In this sense, then, communicative competence can be said to be an interpersonal rather than an interpersonal trait.

2.11.2 Communicative competence applies to both written and spoken language, as well as to many other symbolic systems.

2.11.3 Communicative competence is context specific. Communication takes place in an infinite variety of situations, and success in a particular role depends on one’s understanding of the contexts and on prior experience of a similar kind. It requires making appropriate choices of register and style in terms of the situation and other participants.

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2.11.4 There is a theoretical difference between competence and performance. Competence is defined as a presumed underlying ability, and performance as the overt manifestation of that ability. Competence is what one knows. Performance is what one does. Only performance is observable, however, and it is only through performance that competence can be developed, maintained and evaluated.

2.11.5 Communicative competence is relative, not absolute, and depends on the cooperation of all the participants involved. It makes sense, then, to speak of degrees of communicative competence.

The development of the concept of communicative competence as it relates to language teaching can be traced to two sources, one theoretical, the other practical. The former comes from discussions in psychology, linguistics and communication theory, the latter comes from pedagogical needs and concerns. In both theory and practice the perspective provided by the concept communicative competence is broader than narrowly descriptive linguistic view that characterized methodologies for foreign language learners.

In order to undertake communication in class on the basis of the discussion method upon completion of reading each book of the sets of Readers that are planned to be read in class with all necessary tools to stimulate our students, lets check the proposal that a couple of authors have to say in order to focus our classes.
2.12 CHARACTERISTICS OF THE DISCUSSION METHOD

We followed some characteristics for discussions once the student read the assigned material for each class session, which is suggested by Pamela Cooper, and Cheri Simmonds (1999: 149), they are:

2.12.1 Experiential Learning

Experiential learning relates to the fact that we learn best when we are actively involved in the learning process, it means when we discover knowledge through active participation.

The author says that using this discussion method, a student’s concrete, personal experiences, are followed by observation, reflection, and analysis of these experiences. This process leads to formulation of abstract concepts and generalizations, which leads to hypotheses to be discussed and tested in future experiences, so this process can occur in the discussion as a whole in class, as well as in each individual student’s mind.19

2.12.2 Emphasis on students

This characteristic method of discussion, is the one that flows directly from the experiential learning. Students are the focus of this method. It is their experiences that serve as the basis for the discussion. Here is where we as teachers, must have a specific goal in mind and a general framework for reaching the goal, the student determines the specific direction the discussion takes.

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2.12.3 Focus on critical thinking

Here what comes by consensus is that although “the basics” is extremely necessary when students are taught how to make critical thinking, so students must be competent thinkers so as to provide with the right answers when discussing about a book.

2.12.4 Use of questions

The discussion method involves a questioning strategy. In advance of the discussion, we have to prepare carefully sequenced questions in order to organize the discussion. We need to be flexible and adapt our questioning strategy to the needs of the students. The student responses must be integrated into the discussion and the student’s questions should be raised no matter what he/she feels like to ask. It is necessary to keep in mind that questioning is the single most influential teaching practice because teacher questions promote student involvement and are central to the analysis and synthesis of ideas.

2.12.5 Response to questions

Because much research suggests that how we respond to students will suffocate or enhance the discussion process, here the author give us suggestions to help us respond appropriately to our students and thus encourage their participation:

- Respond to student answers positively and constructively
- Accept and develop student’s feelings
- Praise rather than criticize
- Encourage
- Use active listening
- Encourage student input
• Accept student mistakes
• Use a variety of responses
• Encourage quiet students
• Discourage students who monopolize the discussion
• Provide wait time
2. METHODOLOGY OF THE INVESTIGATION

The aim is to provide some guidance about the methodology of reading in English. Although the main concern is reading strategies approach, other available and useful approaches to deal with reading in English classes will be mentioned so that students can get further information about them.

3.1 TYPE OF INVESTIGATION: PRE-EXPERIMENTAL

In order to define this type of methodology, Diane Larsen-Freeman and Michael H. Long (1991-20), consider that it is good first to have clear what we understand by experimental methodology in order to define the other. At this point both authors define the first, when in a true experiment, researchers attempt to establish a causal relationship between some treatment and some consequence. An example given is that if we conduct an experiment in a classroom, the treatment might be some particular error-correction strategy, and the consequence might be the eradication of certain errors in learners spoken performance. To establish a valid manner to define it, two criteria must be satisfied: (1) there must be experimental and control groups (i.e., groups distinguished by which treatment they have experienced) and (2) subjects must be randomly assigned to one of these groups.20

3.1.1 The pre-experimental methodology, is defined when it fails to meet both criteria and hence is so termed Pre-experimental. Pre-experimental design can provide useful insights in second language acquisition which later may be tested using more rigorous procedures. This type of pre-experimental design is called the one group pretest-posttest design.

3.2 POPULATION

Students of Modern Languages at La Salle University. Two groups of students that attended classes in the evening program: 6th (12 students) and 8th (25 students) semesters, whose ages are between 22 and 34 years old. Chart 6.

Chart 6. Representative samples

<table>
<thead>
<tr>
<th>Students from 6th</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Males</td>
<td>Percentage</td>
<td>Females</td>
<td>Percentage</td>
<td>Total</td>
</tr>
<tr>
<td>2</td>
<td>16.66 %</td>
<td>10</td>
<td>83.34 %</td>
<td>12</td>
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<td></td>
<td>100%</td>
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<td>100%</td>
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<table>
<thead>
<tr>
<th>Students from 8th</th>
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</thead>
<tbody>
<tr>
<td>Males</td>
<td>Percentage</td>
<td>Females</td>
<td>Percentage</td>
<td>Total</td>
</tr>
<tr>
<td>6</td>
<td>24 %</td>
<td>19</td>
<td>76 %</td>
<td>25</td>
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<td>100%</td>
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<td>100%</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Students from 6th and 8th semesters</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Males</td>
<td>Percentage</td>
<td>Females</td>
<td>Percentage</td>
<td>Total</td>
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<tr>
<td>8</td>
<td>22 %</td>
<td>29</td>
<td>78 %</td>
<td>37</td>
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3.3 MATERIAL

Two different sets of selected Readers were used in the implementation of the reading proposal. They are described as follows:

3.3.1 6th semester group

- **Voodoo island** – level two – Elementary – 700 word vocabulary
  
  Michael Duckworth
  
  Oxford University Press, 1989
  
  Lesson plan (annex N)
- **The Happy Prince and other tales** – level three – Pre intermediate
  1300 word vocabulary
  Oscar Wilde
  Longman Pearson Education Limited, 1988
  Lesson plan (annex M)

- **The House by the Sea** – level three – Pre intermediate
  1300 word vocabulary
  Patricia Aspinall
  Cambridge University Press, 1999
  Lesson plan (annex P).

- **Three Adventures of Sherlock Holmes** – level four – Intermediate
  1700 word vocabulary
  Arthur Conan Doyle
  Longman Pearson Education Limited, 2000
  Lesson plan (annex Q).

- **The Fruit Cake Special and other stories** - level four – Intermediate  1900 word vocabulary
  Frank Brennan
  Lesson plan (annex R).

3.3.2 8th semester group

- **Nothing but the Truth** - level four – Intermediate
  1900 word vocabulary
  George Kershaw
  Cambridge University Press, 1999
Lesson plan (annex S).

- **The Body** – level five – Intermediate
  2300 word vocabulary
  Stephen King
  Penguin Readers, 1994
  Lesson plan (annex T).

- **East 43rd Street** – level five – Advanced
  2800 word vocabulary
  Alan Battersby
  Cambridge University Press, 2000
  Lesson plan (annex U).

- **In the shadow of the Mountain** – level five – Advanced
  2800 word vocabulary
  Helen Naylor
  Cambridge University Press, 1999
  Lesson plan (annex V).

3.3.3 **Tapes, tape-recorder, video camera.**

Tapes and electrical/electronical devices such as the tape recorder and a video camera, were just used at the beginning and at the end of the semester itinerary reading class process, to be able to record and analyze students’ knowledge and evolution. Besides this, we worked on some observation formats (Annex B and C), which we used to compile and store their level of reading, speaking, pronunciation, vocabulary, comprehension, among others in order to assess their evolution in terms of communicative competence. Out of all this information we designed some
statistical graphs that gave us an approximate idea of their grammar knowledge when ending our practice on the second semester of 2003.

3.3.4 Lesson Plans

Lesson plans based on sequenced activities were intended to impulse students to read and practice reading strategies in order to increase their oral production, which were a very good tool and support to manage our classes. There are two sets of lessons plans done, one for each semester that makes a total of twenty seven working units (Annexes M through V).

3.4 PROCEDURES

Our reading practice was conducted on a weekly basis, with one hour on each class session, and occasionally an hour and a half. We explained our students that our object was to read a series of different books that dealt with different topics such as myths, legends, classical stories, mystery, fiction, etc., in order to enhance their vocabulary level. Previous material from two different editorials was presented in class for the students to select good book titles so they were able to start the reading process.

Our job as teachers during guided reading was to help selecting reading material to gradually increasing levels of difficulty. We suggested reading books of 1,300 - 1,900 and 2,400 different words for the 6th grade; and 2,800 and 3,800 headwords for the 8th level as well. In addition, we prepared guides to observe students, to assess informally and to provide help that would address student needs.

The key to work out each class hour was by the implementation of lesson plans, that should start with global understanding of the text and then move towards more detailed understanding in order to develop reading strategies efficiently,
which helped us handle our time properly for each activity, though our variable was always lack of time, specially on Saturday mornings.

In our first day presentation, and for each class we encouraged and notified the students that our goal was to generate expectation for each reading class activity explaining, that we would be increasing the level of difficulty by heightening the quantity of words, and that they had to motivate for reading if they really wanted to improve their oral production, we needed to use different contexts to build meaning and increase comprehension, we would be using some key reading strategies, such as those of predicting beginning with the book cover from the very moment we began the reading that would give them an idea about the content of the book, which always generated different ideas about it, and as we read each book several other ideas would come to work with it.

We based our job on three different “achievements”:

- To have students identify and get familiar with grammar for them to clarify on the reading practice.
- To have students enjoy reading with different activities while learning unfamiliar words.
- To have the students produce informal conversation about each topic proposed for each week.

The second step was the “warming up” activities that were very related with the matter of new vocabulary, but emphasized on praying, and that is why we included the following short activities:

- Pray the Lord’s Pray by heart.
- Have students use their dictionaries in class to look up new words, and
- Familiarize students with new words from short Bible versicles.
The third step was to “present the topic” proposed after complexion of reading. At this time we organized the class according to the activity, that is, individually or in groups. Each reading was always followed by a discussion of each single book.

The fourth step was the “controlled practice”, which was almost always divided into two activities. The first one was to listen to the students discussion which was done on the basis of individual and collective participation that would involve each single detail of the book. In order to do so, we divided all chapters according to number of students so we made sure everybody was participating to join them all in the same activity, and course, relying on the time.

The second part for this step was worked out in four different activities employing one activity for each book. Those activities were explained as follows:

- Teacher draws a chart on the board with five columns (annex F). First column is headed with one word (could be noun, verb, adjective or adverb) chosen randomly from the book, following the other columns for nouns, verbs, adjectives and adverbs, one for each one. The didactics exercise consisted on that student upon the very first word given should detect if the word was any of the category above mentioned in order to write it properly on the right column, then he/she had with the same word to look at the root of the word to create another word, that would form the next category, so at the end we had a family of words with the same prefix and different suffix. In this way students could be able to create new words out of one word, and become more productive at speaking. Once we had this done, they could proceed to go on and making up a sentence with each single word, but in a different context taking into account that each sentence should have meaning and grammatical coherence.
• The other activity was that upon complexion of book reading a series of slips with questions printed on each one, students should randomly or personally chose one, read to the class and respond it according to content of book. If the answer did not fit the question, other student could go ahead and answer it properly. For this activity each student should be involved participating and teachers in charge for this practice had to stimulate all students to participate in discussions (Composition and redaction and English questionnaire – Annex D).

• The next activity dealt with big flash cards, that should reflect the contents of book, which should be explained in order for each student to understand the whole topic.

• The following activity dealt with presentations (drama). In this session, students had to share each story so as to represent its content, reflecting the real message written in the book, acting out each single scene in a gradual manner that will call the attention and interest in the class.

• Other activity consisted on deliberately discuss openly about the book contents stimulating students to participate actively to achieve what we propose from the beginning.

The fifth step deals with **Resources**. Every time we finished a book we used to advise the students that the next book material was already left at the photocopy office so that they could get a copy to be read and be prepared for the next class. We provided the student with other resources such as markers, and paper to work on the big flash cards. We brought our personal recorder and video camera to record the first and last lessons only. Tapes for recording were bought directly by us. Other resources we used, were the classroom, the board, the eraser, some seats and the most important, the human resources: the students.

The sixth step was the **homework**, that dealt precisely with reading next book which copies were always left at the photocopy shop, besides this, each student
had the vocabulary format (annex E), which they should use to reinforce on each unfamiliar word they found while reading each book, and they had to do new sentences with each word but in a different context. Filling out the format was mandatory and it was controlled by the teachers to assess the class improvement. Additionally, they had to find out some common expressions in order to fill out the Expression samples format, with its corresponding Spanish translation (Annex G).

The seventh and eighth step dealt with solution to problems and evaluation, which we were solving as we advanced on each class, demanding individual and collective participation.

3.5 COLLECTING DATA TECHNIQUES

Four written instruments (English survey-1, Direct observation formats-2, Direct questions format-1) and one electronic device were designated, used and implemented in order to collect the information needed during the scheduled reading process to assess the evolution while developing our research in accordance with several opinions given by the students such as:

- **English Survey**
  On this format we registered the information given by students in regards to their learning process and inconveniences they could be facing at speaking. (see annex A).

- **Direct observation**
  This format was designed to register what students (on a collective basis) did in a normal class day in order to detect advantages and disadvantages seen in class. Page two. (see annex B).
• **Direct observation**
  This format was designed to register what students (on an individual basis) did in a normal class day in order to assess their evolution at the basic English skills seen in class. (see annex C).

• **Direct questions**
  It was a series of questions format done at the end of each reading activity in order to find out if students succeeded in comprehension. (see annex D).

• **Tapes**
  Used to record voice and students’ presentations and attitudes towards the class. This tool was a key to go over each single student evolution in order to design the collective charts that show the level of evolution in percentages.
4. DATA ANALYSIS

Following the information printed and issued as the “English Survey Format” (annex A), and “The Class Observation Formats”, (annexes B and C) two formats in conjunction with the information compiled on “tapes” when we first began classes, we analyzed and concluded that something had to be done out of that collected information in order to reinforce the students’ knowledge. We noticed that their speaking level was low because they neither read enough nor speak in or outside class (annexes A, B and C). We took charge of bringing a change showing these kind of readings and new materials which resulted in a big effort done by students and ourselves which gave us very good outcomes in spite of the fact that we did not have the necessary time due to one hour class basis per week, otherwise we could have gone further in this process to better train our students and therefore have obtained better results.

Based on former collected information (English survey and the observations as well as the information recorded in tapes), which showed us how much they were doing by then, that information was reflecting statistically and as an approximation of their English level in terms of vocabulary, reading and speaking (annex J and K), that their level in a scale from 1 to 100, matched only that of a 40% rate of knowledge in those previous discussed skills. Later on, one more statistical chart was done at the end of training, which showed us that they really had advanced as they were going throughout the process on the sixth and eight semesters. A slight change can be seen (about 10% only) particularly at vocabulary, speaking and reading as we already mentioned (annex K) - though some change was made also at other subjects that can be appreciated in the same statistical-bar-like chart of our analysis on both sixth and eighth semesters.
There is one consolidated statistical-line-like chart (annex L), that shows the level of Readers readings that begins with 800 different headwords until 2800 headwords applied in both semesters. In the following chart (chart 7) we can see the positive difference as a result of the students’ reading process mentioned in the annexes and pictures 6 through 8.

Chart 7. **Consolidated skill increase results**

| MODERN LANGUAGES – SIXTH SEMESTER |  
|-----------------|-----------------|-----------------|
| READING | SPEAKING | VOCABULARY |
| 15% | 10% | 10% |

| MODERN LANGUAGES – EIGHTH SEMESTER |  
|-----------------|-----------------|-----------------|
| READING | SPEAKING | VOCABULARY |
| 10% | 5% | 10% |
5. CONCLUSIONS AND PEDAGOGICAL IMPLICATIONS

We have discussed the most important aspects related to the object of our research, that is “The strategy of reading Readers as a basic tool to increase oral production in future English teachers of Modern Languages at La Salle University”. In order to accomplish this goal, we have suggested to commit ourselves to reading, of course, following all necessary steps as mentioned in the introduction, not only those suggested here, but those that we ought to follow to better focus our students so that they can enhance their oral production in a critical and positive way.

If we look at annexes J through L, we can deduce that our goal (reading Readers) was accomplished because students did their job punctually spite of the fact that their syllabus was full and tight. They really undertook and managed the reading process which is clearly reflected in those charts. We are happy to share with you that this kind of readings will always bring positive change in terms of communication. We think that this is one of the easiest ways to increase oral productivity when students commit to reading.

Besides this, several concepts to define the word reading, have been included and analyzed to have clear understanding on this skill. This analysis has led us to conclude that comprehension is an essential goal expected from learners involved in the reading process. The importance of determining why students should read this sort of books is because at this skill everybody can enjoy with pleasure while reading interesting books with ease-to-read materials, that will involve them to approach more lexical than as explained later on, can help students carry on conversations, furthermore, students will be able to solve particular points of view in different situations related to communication in the second language.
It is also very important to reflect on the analysis of the reading process discussed widely by Frank Smith, where we need to analyze the distinction between learning to read and proficient reading or fluent reading, and the distinction between word identification and reading for comprehension, in order to stimulate proficiency language for the communication, which includes both oral and written language. For our purposes as educators, we want our students to become very competent in four basic language processes: listening, speaking, reading and writing, but emphasizing at speaking.

If teachers get more involved at student’s speaking skill practice, students will consciously be more prepared for the phenomenon of communication, because they will request themselves commitment for oral production. At this point, students should be requested more active participation in several activities, in order to stimulate students for conversation, and based on readings, have them do activities, that perhaps are not taken into account like those of singing, making drama and others that students may suggest, then they will become very proficient speakers for class and life situations. More emphasis should be given in the classroom encouraging students to the most important elements of oral language development, such as comprehension input and social interaction.

The way we teacher-researchers can influence our students to focus their emotions and possible tensions properly is by making them act out in the classroom with former mentioned activities, that will be reflected positively in language production. We consider that sometimes students do not participate because of nervous at the moment of any given presentation, but here is where we might see the possibility to promote stimulus to decide how to improve.

Teachers, we urge you all to devote ourselves to accomplish all kinds of oral activities to stimulate our students to active speaking in and outside the classrooms and mostly now that our city has a challenge for the next ten years.
BIBLIOGRAPHY


READERS


ENGLISH SURVEY

Name: 
Age: 
Semester: 
Date and day’s journey: 

The following survey has been designed to detect if students of Modern Languages at La Salle University in both the old and new programs have trouble to communicate themselves when expressing ideas or when it is necessary to speak English in or outside the classroom. Please make sure to answer all these questions. Thanks for your opinion.

1. Do you like English as a second language?

2. Do you think you’re good at speaking?

3. Up to this stage, do you think you have accomplished a good level at speaking?

4. Do you speak English or moreover can you carry yourself on a conversation?

5. Is it difficult to speak English? Why?

6. What is keeping you from doing a good speaking?

7. Do you think that English teachers emphasize at speaking?

8. What should be the appropriate methods or activities to succeed at speaking?

9. Would you like to speak English fluently?

10. According to your opinion, what should be the ratio (%) for the following skills in order to succeed at English?

   a) reading ........, b) writing ........, c) listening ........, d) speaking........
Annex B.

PROFFESIONAL OBSERVATION ENGLISH SCHEDULE I

Teacher's name: __________________ Class: ____________
Observer's name: __________________ Date: ____________
Number of students: __________________ Time: ____________

**PERSONAL QUALITIES:**

<table>
<thead>
<tr>
<th>Presence / Style:</th>
<th>Comments:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Voice:</td>
<td></td>
</tr>
<tr>
<td>Rapport:</td>
<td></td>
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<table>
<thead>
<tr>
<th>Activity:</th>
<th></th>
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</thead>
</table>

**IMPLEMENTATION:**

<table>
<thead>
<tr>
<th>General class management:</th>
<th>Comments:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction and presentation techniques:</td>
<td></td>
</tr>
<tr>
<td>Question techniques:</td>
<td></td>
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<tr>
<td>Language skill development:</td>
<td></td>
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<tr>
<td>Teaching aids:</td>
<td></td>
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<td>Teaching materials:</td>
<td></td>
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<tr>
<td>Awareness / Treatment of error:</td>
<td></td>
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<td>Smoothness of flow:</td>
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<td>Ability to adapt / Extemporize:</td>
<td></td>
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<tr>
<td>Achievement of aims / Objectives:</td>
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<tr>
<td>OBSERVATION:</td>
<td>Comments:</td>
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<tr>
<td>-----------------------------------------------------------------------------</td>
<td>-----------</td>
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<tr>
<td>Do students pay attention?</td>
<td></td>
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<tr>
<td>Do students understand explanations?</td>
<td></td>
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<tr>
<td>Are they good at speaking?</td>
<td></td>
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<tr>
<td>Do they have good pronunciation?</td>
<td></td>
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<tr>
<td>Can students carry on a conversation?</td>
<td></td>
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<tr>
<td>Does teacher emphasize at conversation?</td>
<td></td>
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<tr>
<td>How is the general average of class at speaking?</td>
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<tr>
<td>What is the general ratio (%) at speaking?</td>
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<td>What is the general ratio at writing?</td>
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<td>What is the general ratio at reading?</td>
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<tr>
<td>Do students generate rapport?</td>
<td></td>
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<tr>
<td>Are students interested in the class?</td>
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</tbody>
</table>
Conventions:

1 Voodoo Island 800 headwords
2 Happy Prince and Other Tales 1300 headwords
3 The House by the Sea 1300 headwords
4 Three Adventures of Sherlock Holmes 1700 headwords
5 The Fruit Cake Special and other Stories 1900 headwords
6 Nothing but the Truth 1900 headwords
7 The Body 2300 headwords
8 East 43rd Street 2800 headwords
9 In the Shadow of the Mountain 2800 headwords
These charts were done based on two different classes that took place in late February/2003. They were considered as a support to start our project which gave us an idea about both reading and speaking deficiencies students could have at that very moment to begin our research.
These charts were done in classes that took place during the month of October/2003. There was some positive change in regards to same semesters particularly at vocabulary, reading and speaking.
Both charts are the result of students’ answer about the English Survey during February/2003.
Sample: 56 students
First chart.
Questions:
1- Do you think you are good at speaking?
2- Do you think you have accomplished a good level at speaking?
3- Can you carry on a conversation?
4- Is it difficult to speak English?
5- Do you think English teachers emphasize at speaking?
6- Would you like to speak English fluently?

Answers: Blue line means Yes
Red line means No
Yellow points means More or less

Second chart
Student's opinion about the required (%) in four basic skills necessary to succeed in English.
<table>
<thead>
<tr>
<th>Behavior to be observed</th>
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<tbody>
<tr>
<td>Generates rapport</td>
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<td>Interested in the class</td>
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<td>Sensitive to learn vocabulary</td>
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<td>Accepts suggestions and help</td>
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Note: level could be (I) needs improvement, (A) acceptable, (S) satisfactory, (O) outstanding
Annex D. Composition and redaction and English questionnaire

Make a short essay about the present reading. Composition and redaction will be evaluated here.

Please answer the following questions about the reading:

1. What did you like the most about this reading?
2. Which part of the reading matched a specific event or circumstance of your life?
3. Do you identify yourself with any character of this reading? Why?
4. Where did the story take place?
5. What did you like the less about this reading?
6. How many words do you think you have learned with this book?
7. What is the lesson or moral you have learned with this reading?
8. Do you have any comment about this exercise?
Annex D. Composition and redaction and English questionnaire

Make a short essay about the present reading. Composition and redaction will be evaluated here.

Please answer the following questions about the reading:

1. What did you like the most about this reading?
2. Which part of the reading matched a specific event or circumstance of your life?
3. Do you identify yourself with any character of this reading? Why?
4. Where did the story take place?
5. What did you like the less about this reading?
6. How many words do you think you have learned with this book?
7. What is the lesson or moral you have learned with this reading?
8. Do you have any comment about this exercise?
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<tr>
<th>No.</th>
<th>NOUN</th>
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Annex G.

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<th>EXPRESSION SAMPLES</th>
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## Book titles and Quantity of words

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<thead>
<tr>
<th>Book titles</th>
<th>Quantity of words</th>
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<tbody>
<tr>
<td>1 Voodoo Island</td>
<td>800 headwords</td>
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<tr>
<td>2 Happy Prince and Other Tales</td>
<td>1300 headwords</td>
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<tr>
<td>3 The House by the Sea</td>
<td>1300 headwords</td>
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<tr>
<td>4 Three Adventures of Sherlock Holmes</td>
<td>1700 headwords</td>
</tr>
<tr>
<td>5 The Fruit Cake Special and other Stories</td>
<td>1900 headwords</td>
</tr>
<tr>
<td>6 Nothing but the Truth</td>
<td>1900 headwords</td>
</tr>
<tr>
<td>7 The Body</td>
<td>2300 headwords</td>
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<tr>
<td>8 East 43rd Street</td>
<td>2800 headwords</td>
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<tr>
<td>9 In the Shadow of the Mountain</td>
<td>2800 headwords</td>
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These charts were done based on two different classes that took place in late February/2003. They were considered as a support to start our project which gave us an idea about both reading and speaking deficiencies students could have at that very moment to begin our research.
These charts were done in classes that took place during the month of October/2003. There was some positive change in regards to same semesters particularly at vocabulary, reading and speaking.
Both charts are the result of students’ answer about the English Survey during February 2003. Sample: 56 students

First chart:
Questions: 1. Do you think you are good at speaking?
2. Do you think you have accomplished a good level at speaking?
3. Can you carry on a conversation?
4. Is it difficult to speak English?
5. Do you think English teachers emphasize at speaking?
6. Would you like to speak English fluently?

Answers: Blue line means Yes
Red line means No
Yellow points mean More or less

Second chart: student’s opinion about the required % in four basic skills necessary to succeed in English.
ENGLISH READING LESSON PLAN FOR THE 6TH SEMESTER

Teachers:  Francisco J. Navarrete B. and Bibiana Hernández P.
Group:     6th semester – Evening classes
Schedule:  18:00 – 19:00 (Tuesdays only)
Topic:     Reading about The Happy Prince and other stories by Oscar Wilde
Date:      August/2003

1. ACHIEVEMENT

Have the students read to generate expectation about the reading through major and minor ideas, and encourage themselves to motivate for reading using contexts to build meaning and increase comprehension, predicting what comes next in the text, generating images based on its contexts, and at the same time learning as many words as possible, in order to be able to understand all sorts of texts and therefore improving their oral production.

Achievement no. 1  have students identify and get familiar with grammar.
Achievement no. 2  have the students enjoy reading while learning unfamiliar words.
Achievement no. 3 have the students produce informal conversations about the topic proposed.

WARMING UP

Pray The Lord’s Prayer. Students should learn it by heart. Second, with a short bible versicle is written on the board, students individually have to look up in their dictionaries the new words they do not understand. Third, teachers on duty (researchers on their practice) will socialize the content of the versicle to have students get familiar with the bible in English. About 10 min activity.

2. PRESENTATION

Teachers will join students in groups of two in order to discuss about the proposed reading Material. Each group will have to share each chapter previously assigned. At this stage students will have to demonstrate that they are using new words according to each context, making sure that they understood its contents and that they are able to give full explanation in detail. About 5 min. activity.

3. CONTROLLED PRACTICE

This practice is divided into two sessions. In the first session (24 min.), six groups of students discuss about a chapter as per explanation given in presentation. In the second session (21 min.), the classroom is divided into two groups in order to follow a class dynamics about the reading. Teacher draws a chart on the board with five columns, each column is headed with noun, verb, adverb and adjective and the new word given by the teachers. Because a word has been chosen randomly from the reading, students have to write the word according to the right
word column, where the word belongs and based on that specific word, they should try to find out the form of the word that will fit each column. Thereafter, students will have to make up a sentence with meaning and grammatical coherence. The group that best performs on each exercise given will get a point. About 45 min. activity.

4. RESOURCES

The classroom, the teacher, students, book presented to work with, printed matter such as copies of the book, the board, a marker and the eraser.

5. HOMEWORK

In annex 5, (format for vocabulary) students should complete columns with new words found in the reading. With each word students have to make a sentence in another context different from the one the word was found in the book. They also are advised that next class students will hold a practice with written questions that teacher will assign to each student.

5. SOLUTION TO POSSIBLE PROBLEMS

Problems will be solved all the time as we advance in class and in context.

6. EVALUATION

Each student should individually participate in the classroom as means to improve at speaking. Teachers will demand individual and collective participation.
ENGLISH READING LESSON PLAN FOR THE 6TH SEMESTER

Teachers: Francisco J. Navarrete B. and Bibiana Hernández P.
Group: 6th semester- Evening classes
Schedule: 18:00 – 19:00 (Tuesdays only)
Topic: Reading about Voodoo Island by Michael Duckworth
Date: August/2003

1. ACHIEVEMENT

Have the students read in order to generate expectation about the reading, and encourage themselves to motivate for reading, as means to go over grammar to make sure that they are solving themselves possible questions, in regards to structures and at the same time to learn as many words as they can, in order to be able to understand whatever kind of text, and therefore to easy carry on conversations as well.

Achievement no. 1 have students identify and get familiar with grammar.
Achievement no. 2 have the students enjoy reading while learning new words.
Achievement no. 3 have the students produce informal conversations about the topic proposed.
2. WARMING UP

Pray The Lord's Prayer. Students should learn it by heart.

Second, with a short bible versicle written on the board, students individually have to look up in their dictionaries the new words they do not understand. Third, teachers on duty (researchers on their practice) will socialize the content of the versicle to have students get familiar with the bible in English. About 15 min activity.

3. PRESENTATION

Teachers will join students in groups of two, in order to discuss about the proposed reading Material. Each group will have to share each chapter previously assigned. At this stage, students will have to demonstrate that they are using new words according to each context, making sure that they understood its contents and that they are able to give full explanation in detail. About 5 min. activity.

4. CONTROLLED PRACTICE

This practice is worked out in two sessions. In the first session (20 min.), students give speeches as requested in the presentation. In the second session (20 min.), each student have to take a slip containing a question about the Voodoo Island reading. Each student chooses a question randomly and answers immediately with real meaning and coherence. If any student observes that the answer given previously is not the right one, other students can discuss until everyone agrees with it. About 40 min. activity.
5. RESOURCES

The classroom, the teacher, students, book presented to work with, printed matter such as copies of the book, the board, a marker and the eraser.

6. HOMEWORK

In annex 5, (format for vocabulary) students should complete columns with new words found in the reading. With each word students have to make a sentence in another context different from the one the word was found before. Teachers advise students that they will be provided with some paper and markers for an activity, that will be developed next class, in regards to book reading proposed for the next session.

7. SOLUTION TO POSSIBLE PROBLEMS

Problems will be solved all the time as we advance in class and in context.

8. EVALUATION

Each student should individually participate in the classroom as means to improve at speaking. Teacher will demand individual and collective participation.
ENGLISH READING LESSON PLAN FOR THE 6th SEMESTER

Teachers: Francisco J. Navarrete B. and Bibiana Hernández P.
Group: 6th semester – Evening classes
Schedule: 18:00 – 19:00 (Tuesdays only)
Topic: Reading about The House by the Sea by Patricia Aspinall
Date: September/2003

1. ACHIEVEMENT

Have the students read in order to generate expectation about the reading, and encourage themselves to motivate for reading as means to go over grammar, to make sure that they are solving themselves possible questions, in regards to structures and at the same time to learn as many words as they can, in order to be able to understand whatever kind of text, and therefore to easy carry on conversations as well.

Achievement no. 1 have students identify and get familiar with grammar.
Achievement no. 2 have the students enjoy reading while learning new words.
Achievement no. 3 have the students produce informal conversations about the topic proposed.
2. WARMING UP

Pray The Lord’s Prayer. Students should learn it by heart.

Second, with a short bible versicle written on the board, students individually have to look up in their dictionaries the new words they do not understand.

Third, teachers on duty (researchers on their practice) will socialize the content of the versicle to have students get familiar with the bible in English.
About 15 min activity.

3. PRESENTATION

Teachers will assign each half of the book to each half of the class in order to have the students make some big flash cards about the reading proposed for this class. Students will have to explain and demonstrate that they are using new words in context for this activity, making sure that they understood those words and the book contents.
About 5 min. activity.

4. CONTROLLED PRACTICE

In this session, students will have some time in order to get ready some big flash cards and markers, in order to explain the reading related to “The House by the Sea”. Each student has to prepare to give individual speech about an idea of the book that he/she has drawn previously. If we have time off we can pose questions for each individual explanation given.
About 40 min. activity.
5. RESOURCES

The classroom, the teacher, students, book presented to work with, printed matter such as copies of the book, big flash cards, tape to fix the cards, the board, and markers.

6. HOMEWORK

In annex 5, (format for vocabulary) students should complete columns with new words found in the reading. With each word (noun, verb, adjective or adverb), students have to make a sentence in another context different from the one the word was found before. Students are also advised that for the next session, according to the next topic, students need to prepare to socialize and dramatize its contents.

7. SOLUTION TO POSSIBLE PROBLEMS

Problems will be solved all the time as we advance in class and in context.

8. EVALUATION

Each student should individually participate in the classroom as means to improve at speaking. Teacher will demand individual and collective participation.
ENGLISH READING LESSON PLAN FOR THE 6th SEMESTER

Teachers: Francisco J. Navarrete B. and Bibiana Hernández P.
Group: 6th semester – Evening classes
Schedule: 18:00 – 19:00 (Tuesdays only)
Topic: Reading about Three Adventures of Sherlock Holmes by Arthur Conan Doyle
Date: September/2003

1. ACHIEVEMENT

Have the students read in order to generate expectation about the reading no matter what their level is, to encourage themselves to motivate for reading as means to go over grammar, to make sure that they are solving themselves possible questions, in regards to structures and at the same time, to learn as many words as they can in order to be able to understand whatever kind of text and therefore to easy improve on oral communication.

Achievement no. 1 have students identify and get familiar with grammar.
Achievement no. 2 have the students enjoy reading while learning new words.
Achievement no. 3 have the students reproduce informal conversations about the topic proposed.

2. WARMING UP

Pray The Lord’s Prayer. Students should learn it by heart.

Second, with a short bible versicle written on the board, students individually have to look up in their dictionaries the new words they do not understand.

Third, teachers on duty (researchers on their practice) will socialize the content of the versicle to have students get familiar with the bible in English. About 15 min activity.

3. PRESENTATION

Teacher will assign three stories selected by the students out of the five of this book which will be represented in groups of four students each. Students will have to explain and demonstrate that they can improve at speaking, at the time that they are using new words in context for this activity. About 5 min. activity.

4. CONTROLLED PRACTICE

In this session, students will have to share each story so as to represent its content, reflecting the real message written in the book, acting out each single scene in a gradual manner that will call the attention and interest in the class. About 40 min. activity.
5. RESOURCES

The classroom, the teacher, students, book presented to work with, printed matter necessary to play a role, tape-recorder if necessary, the board, and markers.

6. HOMEWORK

In annex 5, (format for vocabulary) students should complete columns with new words found in the reading. With each word (noun, verb, adjective or adverb), students have to make a sentence in another context different from the one the word was found before.

7. SOLUTION TO POSSIBLE PROBLEMS

Problems will be solved all the time as we advance in class and in context.

8. EVALUATION

Each student should individually participate in the classroom as means to improve at speaking, while representing a character. Teacher will demand active participation.
ENGLISH READING LESSON PLAN FOR THE 6\textsuperscript{th} SEMESTER

Teachers : Francisco J. Navarrete B. and Bibiana Hernández P.
Group : 6\textsuperscript{th} semester – Evening classes
Schedule : 18:00 – 19:00 (Tuesdays only)
Topic : Reading about \textit{The Fruit Cake Special and other stories} by Frank Brennan
Date : October/2003

1. ACHIEVEMENT

Have the students read to generate expectation about the reading through major and minor ideas no matter what their English level is, and encourage themselves to motivate for reading using contexts to build meaning and increase comprehension, predicting what comes next in the text, generating images based on its contexts, and at the same time, learning as many words as possible in order to be able to understand all sorts of texts and, therefore improving their oral production.

Achievement no. 1 have students identify and get familiar with grammar.
Achievement no. 2 have the students enjoy reading while learning unfamiliar words.
Achievement no. 3 have the students produce informal conversations about the topic proposed.

2. WARMING UP

Pray The Lord’s Prayer. Students should learn it by heart.

Second, with a short bible versicle written on the board, students individually have to look up in their dictionaries the new words they do not understand.
Third, teachers on duty (researchers on their practice) will socialize the content of the versicle to have students get familiar with the bible in English.
About 15 min activity.

3. PRESENTATION

Teachers will join students in groups of two in order to discuss about the proposed reading Material. Each group will have to share each chapter previously assigned.
At this stage students will have to demonstrate that they are using new words according to each context, making sure that they understood its contents and that they are able to give full explanation in detail.
About 5 min. activity.

4. CONTROLLED PRACTICE

In the first session (20 min.), students work in couples as explain in the presentation, and in the second session (20 min.), the classroom is divided into two groups in order to follow a class dynamics about the reading. Teacher draws a chart on the board with five columns, each column is headed with noun, verb, adverb and adjective and the new word given by the teachers. Because the word has been chosen randomly from the reading, students have to write the word
according to the right word column and based on that specific word, try to find out the form of the word that will fit each column. Thereafter, students will have to make up a sentence with meaning and grammatical coherence. The group that best performs on each exercise given will get a point.

About 40 min. activity.

5. RESOURCES

The classroom, the teacher, students, book presented to work with, printed matter such as copies of the book, the board, a marker and the eraser.

6. HOMEWORK

In annex 5, (format for vocabulary) students should complete columns with new words found for this level of reading. With each word students have to make a sentence in another context different from the one the word was found in the book.

7. SOLUTION TO POSSIBLE PROBLEMS

Problems will be solved all the time as we advance in class and in context.

8. EVALUATION

Each student should individually participate in the classroom as means to improve at speaking. Teachers will demand individual and collective participation.
ENGLISH READING LESSON PLAN FOR THE 8th SEMESTER

Teachers: Francisco J. Navarrete B. and Bibiana Hernández P.
Group: 8th semester – Evening classes
Schedule: 07:00 – 08:00 (Saturdays only)
Topic: Reading about Nothing but the Truth by George Kershaw
Date: August/2003

1. ACHIEVEMENT

Have the students read in order to generate expectation about the reading, and encourage themselves to motivate for reading as means to go over grammar, to make sure that they are solving themselves possible questions in regards to structures, and at the same time, to learn as many words as they can in order to be able to understand whatever kind of text and, therefore to easy increase on oral production.

Achievement no. 1 have students identify and get familiar with grammar.
Achievement no. 2 have the students enjoy reading while learning new words.
Achievement no. 3 have the students produce informal conversations about the topic proposed.
2. WARMING UP

Pray The Lord’s Prayer. Students should learn it by heart.

Second, with a short bible versicle written on the board, students individually have to look up in their dictionaries the new words they do not understand. Third, teachers on duty (researchers on their practice) will socialize the content of the versicle to have students get familiar with the bible in English. About 15 min activity.

3. PRESENTATION

Teachers will join students in groups of six in order to discuss about the proposed reading Material. Each group will have to share each chapter previously assigned. At this stage students will have to demonstrate that they are using new words according to each context, making sure that they understood its contents and that they are able to give full explanation in detail. About 5 min. activity.

4. CONTROLLED PRACTICE

In the first session (20 min.), students should present the book explanation as requested in the presentation, and in the second session (20 min.), each student have to take a slip containing a question about the book “Nothing but the Truth”. Each student chooses a question randomly and answers immediately with real meaning and coherence. If any student observes that the answer given previously is not the right one other students can discuss until everyone agrees with it. About 40 min. activity.
5. RESOURCES

The classroom, the teacher, students, book presented to work with, printed matter such as copies of the book, the board, a marker and the eraser.

6. HOMEWORK

In annex 5, (format for vocabulary) students should complete columns with new words found in the reading. With each word students have to make a sentence in another context different from the one the word was found before.

7. SOLUTION TO POSSIBLE PROBLEMS

Problems will be solved all the time as we advance in class and in context.

8. EVALUATION

Each student should individually participate in the classroom as means to improve at speaking. Teacher will demand individual and collective participation.
ENGLISH READING LESSON PLAN FOR THE 8TH SEMESTER

Teachers: Francisco J. Navarrete B. and Bibiana Hernández P.
Group: 8th semester – Evening classes
Schedule: 07:00 – 08:00 (Saturdays only)
Topic: Reading about The Body by Stephen King
Date: September/2003

1. ACHIEVEMENT

Have the students read to generate expectation about the reading through major and minor ideas and encourage themselves to motivate for reading using contexts to build meaning and increase comprehension, predicting what comes next in the text, generating images based on its contexts and at the same time learning and recalling as many words as possible in order to be able to understand all sorts of texts and therefore improving their oral production.

Achievement no. 1 have students identify and get familiar with grammar.
Achievement no. 2 have the students enjoy reading while learning unfamiliar words.
Achievement no. 3 have the students produce informal conversations about the topic proposed.

2. WARMING UP

Pray The Lord’s Prayer. Students should learn it by heart.

Second, with a short bible versicle written on the board, students individually have to look up in their dictionaries the new words they do not understand.
Third, teachers on duty (researchers on their practice) will socialize the content of the versicle to have students get familiar with the bible in English.
About 15 min activity.

3. PRESENTATION

Teachers will assign each student one chapter so he/she will discuss about the proposed reading material. Each student will have to share each chapter previously assigned. At this stage each student will have to demonstrate that they are using new words according to each context, making sure that he/she understood its contents and that they are able to give full explanation in detail.
About 10 min. activity.

4. CONTROLLED PRACTICE

In this session, the classroom seating arrangement is in circle, in order to follow a class dynamics about the reading. Teacher will listen to each student discussion about a chapter. Student will have to be clear and concise while explaining the topic assigned. Teacher will pose questions randomly about each chapter to a different student.
About 35 min. activity.
5. RESOURCES

The classroom, the teacher, students, book presented to work with, printed matter such as copies of the book, the board, a marker and the eraser.

6. HOMEWORK

In annex 5, (format for vocabulary) students should complete columns with new words found for this level of reading. With each word students have to make a sentence in another context different from the one the word was found in the book.

7. SOLUTION TO POSSIBLE PROBLEMS

Problems will be solved all the time as we advance in class and in context.

8. EVALUATION

Each student should individually participate in the classroom as means to improve at speaking. Teachers will demand individual and collective participation.
ENGLISH READING LESSON PLAN FOR THE 8th SEMESTER

Teachers: Francisco J. Navarrete B. and Bibiana Hernández P.
Group: 8th semester – Evening classes
Schedule: 07:00 – 08:00 (Saturdays only)
Topic: Reading about East 43rd Street by Alan Battersby
Date: September/2003

1. ACHIEVEMENT

Have the students read to generate expectation about the reading through major and minor ideas, and encourage themselves to motivate for reading using contexts to build meaning, and increase comprehension, predicting what comes next in the text, generating images based on its contexts, and at the same time learning as many words as possible in order to be able to understand all sorts of texts and, therefore improving their oral production.

Achievement no. 1 have students identify and get familiar with grammar.
Achievement no. 2 have the students enjoy reading while learning unfamiliar words.
Achievement no. 3 have the students produce informal conversations about the topic proposed.

2. WARMING UP

Pray The Lord’s Prayer. Students should learn it by heart.

Second, with a short bible versicle written on the board, students individually have to look up in their dictionaries the new words they do not understand. Third, teachers on duty (researchers on their practice) will socialize the content of the versicle to have students get familiar with the bible in English. About 15 min activity.

3. PRESENTATION

Teachers will join students in groups of five in order to discuss about the proposed reading Material. Each group will have to share each chapter previously assigned. At this stage students will have to demonstrate that they are using new words according to each context, making sure that they understood its contents and that they are able to give full explanation in detail. About 5 min activity.

4. CONTROLLED PRACTICE

In the first session (20 min.), students work in groups as explain in the presentation, and in the second session (20 min.), the classroom is divided into two groups in order to follow a class dynamics about the reading. Teacher draws a chart on the board with five columns, each column is headed with noun, verb, adverb and adjective and the new word given by the teachers. Because the word has been chosen randomly from the reading, students have to write the word
according to the right word column and based on that specific word, try to find out the form of the word that will fit each column. Thereafter, students will have to make up a sentence with meaning and grammatical coherence. The group that best performs on each exercise given will get a point.

About **40 min.** activity.

5. **RESOURCES**

The classroom, the teacher, students, book presented to work with, printed matter such as copies of the book, the board, a marker and the eraser.

6. **HOMEWORK**

In annex 5, (format for vocabulary) students should complete columns with new words found for this level of reading. With each word students have to make a sentence in another context different from the one the word was found in the book.

7. **SOLUTION TO POSSIBLE PROBLEMS**

Problems will be solved all the time as we advance in class and in context.

8. **EVALUATION**

Each student should individually participate in the classroom as means to improve at speaking. Teachers will demand individual and collective participation.
ENGLISH READING LESSON PLAN FOR THE 8TH SEMESTER

Teachers: Francisco J. Navarrete B. and Bibiana Hernández P.
Group: 8th semester - Evening classes
Schedule: 07:00 – 08:00 (Saturdays only)
Topic: Reading about In the Shadow of the Mountain by Helen Naylor
Date: October/2003

1. ACHIEVEMENT

Have the students read in order to generate expectation about the reading and, encourage themselves to motivate for reading as means to go over grammar, to make sure that they are solving themselves possible questions, in regards to structures and at the same time, to learn as many words as they can in order to be able to understand whatever kind of text and, therefore to easy carry on conversations as well.

Achievement no. 1 have students identify and get familiar with grammar.
Achievement no. 2 have the students enjoy reading while learning new words.
Achievement no. 3 have the students produce informal conversations about the topic proposed.
2. WARMING UP

Pray The Lord’s Prayer. Students should learn it by heart.

Second, with a short bible versicle written on the board, students individually have to look up in their dictionaries the new words they do not understand. Third, teachers on duty (researchers on their practice) will socialize the content of the versicle to have students get familiar with the bible in English. About 15 min activity.

3. PRESENTATION

Teachers will assign each half of the book to each half of the class in order to have the students make some big flash cards (carteleras), about the reading proposed for this class. Students will have to explain and demonstrate that they are using new words in context for this activity, making sure that they understood those words and the book contents. About 5 min. activity.

4. CONTROLLED PRACTICE

In this session, students will have some time in order to get ready some big flash cards and markers in order to explain the reading related to “In the Shadow of the Mountain”. Each student has to prepare to give individual speech about an idea of the book that, he/she has drawn previously. If we have time off we can pose questions for each individual explanation given. About 40 min. activity.
5. RESOURCES

The classroom, the teacher, students, book presented to work with, printed matter such as copies of the book, big flash cards, tape to fix the cards, the board, and markers.

6. HOMEWORK

In annex 5, (format for vocabulary) students should complete columns with new words found in the reading. With each word (noun, verb, adjective or adverb), students have to make a sentence in another context different from the one the word was found before. Students are also advised, that they will have to dramatize a topic that will be coordinated with teacher Patricia Julio, for their final exam which will be recorded. This tape will give us an idea about how much the class improve at speaking and in oral production. This presentation will take place at the Room F200.

7. SOLUTION TO POSSIBLE PROBLEMS

Problems will be solved all the time as we advance in class and in context.

8. EVALUATION

Each student should individually participate in the classroom as means to improve at speaking. Teacher will demand individual and collective participation.