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FACULTAD DE FILOSOFÍA LETRAS Y CIENCIAS DE LA EDUCACIÓN
CARRERA DE LENGUAS Y LINGÜÍSTICA
MODALIDAD SEMIPRESENCIAL

EDUCATIONAL PROJECT
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE
DEGREE OF LICENCIADA EN CIENCIAS DE LA EDUCACIÓN
MAJOR IN LENGUA Y LINGÜÍSTICA INGLESA

TOPIC
THE INFLUENCE OF TECHNOLOGICAL
RESOURCES IN THE IN PROVEMENT OF
READING COMPREHENSION.

PROPOSAL
THE DESIGN OF A BOOKLET WITH
TECNOLGICAL RESOURCES
EXERCISES.

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UNIVERSIDAD DE GUAYAQUIL

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De mis consideraciones:

En virtud de la disposición de la Autoridad Académica de la Escuela de Lenguas de fecha Octubre 18, del 2016 en la cual se me designó Asesor de Proyectos Educativos de la Licenciatura en Ciencias de la Educación, especialización LENGUAS Y LINGÜÍSTICA, tengo a bien informar lo siguiente:

Que las estudiante: RODRIGUEZ CANDO ANGELA YESSENIA
Diseñó y ejecutó el Proyecto Educativo

TOPIC: THE INFLUENCE OF TECHNOLOGICAL RESOURCES IN THE IMPROVEMENT OF READING COMPREHENSION.

PROPOSAL: THE DESIGN OF A BOOKLET WITH TECNOLOGICAL RESOURCES EXERCISES.

La misma que ha cumplido con las directrices y recomendaciones dadas por el suscrito. La participante ha ejecutado las diferentes etapas constitutivas del proyecto, y por lo expuesto se procede a la APROBACIÓN y pone a vuestra consideración de rigor para los efectos legales correspondientes.

Muy Atentamente

MSc. Rodrio Guerrero Segura
ASESOR
DEDICATION

I am really grateful to God who makes it possible and a special feeling of gratitude to my husband and my children for their patience for suffering my absence in weekends.

Ángela Yessenia Rodríguez Cando
ACKNOWLEDGEMENT

I am deeply indebted to my husband who stimulating motivation and valuables ideas, his support was very essential for me.

I would like to thank to my family especially my children for their help and comprehension every time.

Ángela Yessenia Rodríguez Cando
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**ÁREAS TEMÁTICAS:** Lenguas Inglesa

**PALABRAS CLAVE:**

**RESUMEN:**
In the current educational conditions that require constant changes and improvements in all aspects such as methodological, pedagogical, technological, etc, many needs must be covered especially in one of the most important subject that is English as a foreign language.

The School of Basic Public Education Rafaela Vallejo Barahona, located in Av Cooperative Civic Union. Mana # 33 and Av. Guillermo Cubillo Calle 20 A, is under study of this research and contributing to the training of students in 8th year Basic education in the English area, so students develop reading comprehension, through a bibliographic study, designing a teaching guide (a workbook) with updated teaching aids.

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**RESUMEN:**

En las condiciones educativas actuales que requieren cambios y mejoras constantes en todos los aspectos, como metodológico, pedagógico, tecnológico, etc., se deben cubrir muchas necesidades, especialmente en una de las asignaturas más importantes que es el inglés como idioma extranjero. La Escuela de Educación Pública Básica Rafaela Vallejo Barahona, ubicada en la Unión Cooperativa Cívica Av. Mana # 33 y Av. Guillermo Cubillo Calle 20 A, está estudiando esta investigación y contribuyendo a la capacitación de estudiantes en 8º año de Educación Básica en el área de inglés, para que los estudiantes desarrollen la comprensión de lectura a través de un estudio bibliográfico, diseñando una guía de enseñanza (un cuaderno de ejercicios) con información actualizada. material didáctico.

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UNIVERSIDAD DE GUAYAQUIL
FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN
ESCUELA DE LENGUAS Y LINGÜÍSTICA

TEMA: “La Influencia De Los Recursos Tecnológicos En La Mejora De La Comprensión De La Lectura”
PROPOSAL: El Diseño De Un Folleto Con Recursos Tecnológicos
INVESTIGADORES: ANGELA YESSENIA RODRÍGUEZ CANDO
CONSULTOR ACADÉMICO: Msc. RODRIGO GUERRERO S.

RESUMEN

Así, en la Escuela de Educación Básica Rafaela Vallejo Barahona, surge la necesidad de que los docentes conozcan e implementen las tecnologías de la información y la comunicación para optimizar los procesos de aprendizaje, especialmente en el desarrollo de la comprensión lectora, ya que es una habilidad compleja según Pulverness, Spratt y Williams. (2012) que consta de al menos tres componentes: el lector (que usa el conocimiento previo para hacer inferencias sobre el contenido de un texto), el texto (que transmite los aspectos y conceptos lingüísticos que el autor quiere transmitir) y la tarea (la demanda cognitiva lleva al lector a comprender el texto). Durante el proceso de lectura, estos componentes interactúan, son inseparables y se convierten en procedimientos dinámicos que permiten a los estudiantes adquirir conocimientos de la mejor manera y obtener resultados exitosos.

VOCABULARIO      HABILIDAD LECTORA      APRENDIZAJE
ASÍ, en la Escuela de Educación Básica Rafaela Vallejo Barahona, surge la necesidad de que los docentes conozcan e implementen las tecnologías de la información y la comunicación para optimizar los procesos de aprendizaje, especialmente en el desarrollo de la comprensión lectora, ya que es una habilidad compleja según Pulverness, Spratt y Williams. (2012) que consta de al menos tres componentes: el lector (que usa el conocimiento previo para hacer inferencias sobre el contenido de un texto), el texto (que transmite los aspectos y conceptos lingüísticos que el autor quiere transmitir) y la tarea (La demanda cognitiva lleva al lector a comprender el texto). Durante el proceso de lectura, estos componentes interactúan, son inseparables y se convierten en procedimientos dinámicos que permiten a los estudiantes adquirir conocimientos de la mejor manera y obtener resultados exitosos.
INTRODUCCION

The skill acquired in reading can promote the acquisition of language skills like listening, speaking, and writing. Some primary school pupils find it difficult to read and understand despite the fact that reading is indispensable. Some show a carefree attitude towards reading. This problem is not peculiar to primary schools, but pertains to all categories of readers. Lasisi (2007) asked a fundamental issue regarding what books Nigerians read. This query included if political office holders in the country read. This author wanted to make it clear from the raising of the question what he feels about reading in the Nigerian context. He meant it is not part of the culture not even of the people that control the Nigerian destiny.

Some English teachers are not advancing in their approach to teaching reading as a skill or comprehension. The consequence is poor performance among learners. Common description of these teachers is that they lack strategies of imparting or even planning reading skills to pupils. This condition needs improvement because some pupils find it difficult to read and comprehend or decode a simple sentence. Amutheazi highlights that it is necessary to investigate the causes of poor reading comprehension among students in order to find a solution to the problem.

The ability to read is one determiner of students' success or failure. They must form the habit of reading to perform well in all subjects. A good reader has a better opportunity for greater achievement. Ajibola, (2006) states that a reading habit is cultivated by individuals who are ready to dedicate their live to it.
CHAPTER I

THE PROBLEM

ANTECEDENTS

In the current educational conditions that require constant changes and improvements in all aspects such as methodological, pedagogical, technological, etc, many needs must be covered especially in one of the most important subject that is English as a foreign language.

The School of Basic Public Education Rafaela Vallejo Barahona, located in Av Cooperative Civic Union. Mana # 33 and Av. Guillermo Cubillo Calle 20 A, is under study of this research and contributing to the training of students in 8th year Basic education in the English area, so students develop reading comprehension, through a bibliographic study, designing a teaching guide (a workbook) with updated teaching aids.

PROBLEM+

The problem that is presented at many public schools in the country is related to the management of technological resources, this situation affects student learning directly and needs to be adequately applied by teachers.

Having performed a deep investigation of what is happening within the methodological and strategic processes of teachers and their practices in the English learning process. This research has permitted to verify that there are several deficiencies, obsolete methods, such as those mentioned below:

- Limited reflection of educational work in the teaching-learning process - causing passive students who do not participate in the process.
- Classes are still traditionalists, limiting the active academic contribution of students.
We can see how few teachers take advantage of new learning strategies in their classes, demonstrating the lack of activities and exercises to develop listening comprehension. A primary activity like planning based on strategies, it is not important for many teachers, and even deliver their English classes without audio-visual resources that allow students to get in touch with English daily, thus the opportunity for the students to be involved in their learning processes is lost.

In the XXI century there are still teachers that resist change, they do not use current teaching resources or technological resources in their classroom management, and their classes are only narrative, without interaction, without individual or group participation. Brinton, Celce-Murcia, & Snow (2014) mention that effective teachers domain declarative and procedural knowledge.

Thus, in the School of Basic Education Rafaela Vallejo Barahona, the need for teachers to know and implement the technologies of information and communication to optimize learning processes especially in developing reading comprehension arises because it is a complex skill according to Pulverness, Spratt, & Williams (2012) that consist of at least three components: the reader (which uses prior knowledge to make inferences about the contents of a text), the text (which transmits both linguistic aspects and concepts that the author wants to transmit) and the task (cognitive demand brings the reader to understand the text). During the reading process these components they interact and they are inseparable and these become in dynamic procedures that allow to the students to acquire knowledge in the best way and get successful results.

With this, I look for the improvement of educational quality of the institution, since students improve their learning level; as its subject of study will be presented in a dynamic and modern way.

LOCATION OF THE PROBLEM
The ability to read is one determiner of students' success or failure. They must form the habit of reading to perform well in all subjects. A good reader has a better opportunity for greater achievement. Ajibola, (2006) states that a reading habit is cultivated by individuals who are ready to dedicate their live to it.

The skill acquired in reading can promote the acquisition of language skills like listening, speaking, and writing. Some primary school pupils find it difficult to read and understand despite the fact that reading is indispensable. Some show a carefree attitude towards reading. This problem is not peculiar to primary schools, but pertains to all categories of readers. Lasisi (2007) asked a fundamental issue regarding what books Nigerians read. This query included if political office holders in the country read. This author wanted to make it clear from the raising of the question what he feels about reading in the Nigerian context. He meant it is not part of the culture not even of the people that control the Nigerian destiny.

Some English teachers are not advancing in their approach to teaching reading as a skill or comprehension. The consequence is poor performance among learners. Common description of these teachers is that they lack strategies of imparting or even planning reading skills to pupils. This condition needs improvement because some pupils find it difficult to read and comprehend or decode a simple sentence. Amutheazi (2000) highlights that it is necessary to investigate the causes of poor reading comprehension among students in order to find a solution to the problem.

**SCIENTIFIC FACT**

Reading comprehension deficiency of students in grade 8 year Basic Education School of Rafaela Fiscal Vallejo Barahona, of the city of Guayaquil, Parroquia Tarqui, Cooperativa Union Cívica Av. Mana # 33 y Av. Guillermo Pareja Cubillo Calle 20A in 2015.
According to the assessment made by Education First (EF) international company specialized in teaching languages, a score of 46.90 out of 100 placed Ecuador in the number 48, with the lowest level of English among 60 countries of the world (Telegraph, January 28, 2014)

Demonstrating the imminent necessity to train students with a better level of English, producing in them meaningful learning that they are based for their potential professional future.

**CAUSES**

- Application of outdated teaching methodologies.
- Lack of interest in learning English Language
- Weak participation of the students in the proposed activities.
- Absence of didactic and technological teaching resources
- Learning disabilities such as dyslexia and lack of language development
- Medical problem that is not seen until the child is older
- The home life of children and parents environment will affect their study competence
- The lack of quality reading instruction is another reason for the lack of reading comprehension

**PROBLEM FORMULATION**

How will the use of teaching aids to develop reading comprehension of students 8th Basic year Basic Education School of Rafaela Fiscal Vallejo Barahona, of the City of Guayaquil, Parroquia Tárqui, Cooperativa Civic Union Av. Mana # 33 and Av. Guillermo Pareja Street Cubillo 20A in the period 2015-2016 influence?
VARIABLES

Independent:
Technological Resources

Dependent:
Reading comprehension

OBJECTIVES

General objective
1. To examine the impact of the use of teaching aids, to develop reading comprehension, through a bibliographic study to design a teaching guide with updated teaching aids for reading comprehension.

Specific Objectives

1. To determine the influence of usage of educational facilities through a literature review, interviews with students.
2. To diagnose the level of reading comprehension by analyzing and evaluating students.
3. To select the most important aspects of the research to design a guide date teaching means to strengthen reading comprehension.

Research Questions

1. What are the most effective teaching aids?
2. How often should they be used in the classroom?
3. Do teaching techniques improve reading comprehension?
4. Why is it important to develop reading comprehension?
5. How the application of a tutorial helps improve students' reading comprehension?

6. How long this tutorial exercises applied for development of reading comprehension?

JUSTIFICATION

In the current society is strongly influenced by the use of Information and Communication Technology that is the reason that all professional of any technical, technological or undergraduate career must possess information necessary competence for the use of technological advances and the insertion of the virtual world in their day to day work.

Here is where the need for this project is reflected, in order to the students from this institution improve the reading comprehension, academic performance and therefore their quality of education.

This project will have a great impact among the principal, teachers and students, because the learning process is updated through optimal management of a necessary and current material, so that teachers dictate their classes with more enthusiasm and the students will show interest in learning.

It is necessary to emphasize that by managing of these didactic resources will reinforce and optimize meaningful learning, because in this way the teacher will transmit his knowledge in the broader current and dynamic context.

Being students and directives the beneficiaries, as they will be motivated towards their learning subject, obtaining better results in their academic performance, strengthening their technological skills and updating their knowledge.
Improving their academic level and developing their computer skills will allow in the future to be inserted successfully in the global society of technological knowledge, which is governed by the contemporary paradigm called connectives.

The paradigm in question has as main members to students who are currently in various institutions of higher education, since they belong to the generation which originated from the twentieth century are considered natives of a new era called digital era.

For this reason teachers who are not native to the digital era, but rather immigrants from the same, must be able to update their knowledge and be those enablers that allow digital natives to use these technological benefits in their training and do not allow that only they serve as an entertainment media. Establishing an intrinsic relationship between the directives beneficiaries of this project, teachers and students.
CHAPTER II

THEORETICAL FRAME

ANTECEDENTS

THEORETICAL FOUNDATION

It is important especially for new teachers to know the basics about the development of a lesson. These key hints are provided by Scrivener (2005):

- Use the course book.- As teachers we sometimes like to bring different material or create resources to supplement the course book. When facilitators should count on the longer experience of the writer of the book and develop the lesson as it was planned. It is recommendable to take time to read carefully through the unit of the book and teacher’s guide in order not to improvise. If there is access to have handy an idea book or recipe text which provides details of what your need to know in order to deliver a good lesson.

- A lesson is a sequence of activities.- Every class is made up of a series of linked activities that are presented separately. The first task is to choose the most appropriate exercises and organize them accordingly.

- Learn something about your students.- Whenever possible talk with previous teachers to learn something about individuals and the group as a whole.

- Plan student-focused activities.- Follow a route map that starts with a lead-in activity to connect what students know to what they are
going to be taught, set up the exercises by making sure to provide brief and clear instructions, check understanding of the task and the content, monitor students while they work in pairs or groups, and conclude the tasks by inviting students to provide feedback.

- Make a written plan of the running order of your activities.- Keep your plan handy but make sure you write out a simple list showing the exercises in order. You need to have a clear idea of what your expectations and intended sequence of tasks will be, if you will include the timing.

- Consider aims.- Share your purpose with your students. This will keep students focus on the lesson and provide a motivation to continue working knowing what they will get out of the work done.

- Fluency or accuracy.- Give a focus on either to each activity. This way you practice and reinforce both giving balance to the lesson.

- Get the room ready; get yourself ready.- Organize the room as you think will work best for your lesson. Be sure to have everything you need for delivering the class. Think that it is your space while you are teaching. Also, you can visualize how you will be addressing students.

- Have at least an emergency activity.- Consider to have an emergency plan or activity, just in case an issue that you had not considered before arises. This is also helpful for fast finishers or if the lesson went so good and so fast that you still have some minutes left.

Thornbury (2006) defines reading as a receptive skill which does not mean it is a passive one. Yet, it is an interactive one. There is interaction between the reader and the text. Readers apply their background knowledge of the topic to raise questions. Depending on the answers they get more questions might come up. In order to get started with this process, students need to be able to decode the letters, words, and language of the sentences that make up the text. This is known as the bottom-up process. There is also the top-down process which involves
drawing on discourse knowledge, schematic knowledge, and immediate contextual information. This author compares reading to different levels of knowledge, and comprehension is built with the knowledge that students bring to the class and the one they lack about the topic.

Harmer (2007) contributes to this topic by saying that this skill is useful for language acquisition. The more students read the better they get at it. Moreover, it has a positive effect on vocabulary knowledge, spelling, and writing (since they provide good models from writers). This benefit is also shared by Cross (1991) when he mentions that reading offers language input, just as listening. Cross adds that through the rich language environment, students can acquire a large vocabulary and an implicit command of the limitless language forms, in a pleasure way and almost effortlessly. He also urges teachers to develop students’ reading competence.

Current classrooms worldwide have a broad range of equipment and technology available (Harmer, 2007). For the past 200 years, classroom settings have been the same: chairs, teacher’s desk, and board. They are located in mainly the same place around the countries. There have been some additions like tape recorders, televisions, VHS, DVD, overhead projector, data projector, and computers. Traditionally teachers and students write on the board before with chalk now with whiteboard markers. Facilitators handle the equipment and students work on their textbooks as instructed by the teachers. Technology has included updated resources an example is the interactive whiteboard with several features, to mention some:

- Teachers and students can save and print everything they do on the board since it functions as a large monitor. Teachers can then use that material for other extended activities either individually or in pairs, groups, according to the implemented exercise.
- Its connection to the computer let teachers not only display windows office documents or slides but also access the internet and use the endless resources online. Teachers should plan a set of different tasks using that material, not just ask students to look for a site and start working on it. Teachers need to scaffold techniques or monitor whether students are on task or not.
- If students have their own stations, they can also project their work once they have finished it. Classmates can assess the work, provide feedback or grade using a checklist or rubrics provided by the teachers. Rubrics can be shared at the beginning of the lesson, or they can be created along with students.
- Audio files can be stored and played either by a speaker system or by individual headphones at the different desks. Students can switch monitors listen to the recordings and write down what their classmates have said. A post activity might include make appropriate corrections to the speech. Classmates can add follow-up questions to have peers extend, and enhance the work once they make the necessary corrections. Students can repeat it orally or in written applying all the suggestions provided by their peers or the teacher.

INFORMATION AND COMMUNICATION TECHNOLOGY

The best way to define the term Information and communication technology (ICT) is to analyze various concepts investigated throughout the process.

Thompson (2012) states that technologies of information and communication involve devices, tools, electronic hardware and parts that can manipulate data that enhances the development and economics of any institution. It is important to note that in these areas which are complex as the ones that companies have to face, only the organizations that are knowledgeable and can use all venues at its disposal, and are willing to
learn take advantage of the market and optimize the opportunities to achieve their goals and become successful.

A useful definition of ICT according to Toomey (2001) is that it involves those technologies and devices used to access, gather, manipulate, and present or transmit information. They might include hardware, software applications, and connectivity. This author highlights the increasing convergence of computers, multimedia, and communication devices as well as the quick and vertiginous change that is present in all of these technologies and their application.

The field of education has been affected by ICTs, which have clearly affected teaching, learning, and investigation. A great amount of research has proven the benefits to the quality of education. ICTs is likely to innovate, accelerate, enrich, and deepen skills, to engage and motivate students, to help interaction between school experience and work practices, to create economic viability for tomorrow's employees, as well as strengthening teaching and helping schools improve.

The 1990s was the raise of computer communications and information availability, particularly with the popularity and accessibility of internet-based options such as electronic mail and the World Wide Web (WWW). At the same time the CD-ROM was the standard for delivering packaged software (replacing the floppy disk). As a result educators started to focus their practices on the use of technology to improve student learning as a rationale for investment. Any investigation about the use of computer systems in schools is built on an understanding of the relationship between schools, learning and computer technology. When the potential use of computers in schools was first introduced, a beginning conception was that computers will teach students. In a sense it was considered that the computer would replace the teacher’s job as a robot computer may take over a welder’s job. Collis (1989) describes this as “a rather grim image” where “a small child sits alone with a computer".
Nevertheless, the use of information and communication technologies in the educative field has been divided into two main categories: ICTs for and in Education. The first refers to the development of data and communications technology specifically for teaching/learning objectives, while the second involves the adoption of general components of data and communication devices in the teaching learning process.

Traditional teaching has focused on content. For many years course have been written around textbooks. Teachers have taught through lectures and presentations interspersed with tutorials and learning activities designed to consolidate and rehearse the content. Contemporary settings are now favoring curricula that promote competency and performance. Curricula are starting to emphasize capabilities and to be concerned more with how the information will be used than with what the information is. Contemporary ICTs are able to provide strong support for all these requirements and there are now many outstanding examples of world class settings for competency and performance-based curricula that make sound use of the affordances of these technologies (Oliver, 2000). The integration of information and communication technologies can help revitalize teachers and students. This can help to improve and develop the quality of education by providing curricular support in difficult subject areas. To achieve these objectives, teachers need to be involved in collaborative projects and development of intervention change strategies, which would include teaching partnerships with ICT as a tool. According to Zhao and Cziko (2001) three conditions are necessary for teachers to introduce ICT into their classrooms: teachers should believe in the effectiveness of technology, teachers should believe that the use of technology will not cause any disturbances, and finally teachers should believe that they have control over technology. However, research studies show that most teachers do not make use of the potential of ICT to contribute to the quality of learning environments, although they value this potential quite significantly. Harris (2002) conducted case studies in three
primary and three secondary schools, which focused on innovative pedagogical practices involving ICT.

ICT increases the flexibility of delivery of education so that learners can access knowledge anytime and from anywhere. It can influence the way students are taught and how they learn as now the processes are learner driven and not by teachers. This in turn would better prepare the learners for lifelong learning as well as to improve the quality of learning. In concert with geographical flexibility, technology-facilitated educational programs also remove many of the temporal constraints that face learners with special needs. Students are starting to appreciate the capability to undertake education anywhere, anytime and anyplace. One of the most vital contributions of ICT in the field of education is Easy Access to Learning. With the help of ICT, students can now browse through e-books, sample examination papers, previous year papers etc. and can also have an easy access to resource persons, mentors, experts, researchers, professionals, and peers-all over the world.

To conclude the analysis of the term ICT Martinez Sanchez (1996: 102) states that people can understand new devices, media and data processors that emerge from the junction of the advances develop by the arousal of electronic and digital technology and, including both the ones known and those which will be developed as a result of conceptual instruments, its usage and the advances of human knowledge on this regard.

**OBJECTIVES OF THE USE OF ICT**

- to help the learners become competent and confident users of ICT who can make efficient, effective and creative use of basic application software in their everyday activities;
- to encourage the learners to become critical and reflective users of ICT who can evaluate the capabilities and limitations of the
technology and of social, technical, political, ethical, organizational and economical principles associated with its use;

- to prepare the learners for the society of tomorrow by making them adaptable users of ICT who have the necessary openness and flexibility of mind to be able to adjust to future changes in the technology.

- to encourage the learners to develop the appropriate social skills that are essential for co-operative and collaborative learning based around ICT; and,

- to empower ICT disadvantaged learners by ensuring sufficient access for those learners who have little out-of-school opportunities to use the technology;

- to facilitate better communication between the learners thereby promoting greater social understanding and harmony;

- to ensure equity between all learners by providing appropriate qualitative and quantitative opportunities to overcome social and learning disadvantages.

- to help the learners appreciate the richness of our cultural heritage by facilitating access to all aspects of our unique culture;

- to help the learners become cultured citizens of the modern world by facilitating the discovery and appreciation of the cultural heritage of various countries around the world.

- to encourage the learners to develop the appropriate personal skills that are essential for independent learning based around ICT;

- to assist the learners to develop their potential to their fullest by facilitating the acquisition of knowledge; by helping the learner concentrate on higher order cognitive tasks rather than on lower order routine tasks and by positively affecting the attitude of the learner towards further learning; and,

- to help the learners with special needs integrate themselves within school and society by increasing their independence and by developing their abilities and interests.
ICT presents an entirely new learning environment for students, thus requiring a different skill set to be successful. Critical thinking, research, and evaluation skills are growing in importance as students have increasing volumes of information from a variety of sources to sort through (New Media Consortium, 2007). ICT is changing processes of teaching and learning by adding elements of vitality to learning environments including virtual environments for the 6 purpose. ICT is a potentially powerful tool for offering educational opportunities. It is difficult and maybe even impossible to imagine future learning environments that are not supported, in one way or another, by Information and Communication Technologies (ICT).

**IMPORTANCE OF THE ICT IN LEARNING PROCESS**

Information and Communications Technologies (ICT) education is basically our society’s efforts to teach its current and emerging citizens valuable knowledge and skills around computing and communications devices, software that operates them, applications that run on them and systems are built with them. What are these things? How do they work? How do you use them productively? How are they deployed, assembled, managed and maintained to create productive systems? How they are used in specific business and industry settings? What are the underlying science and technologies behind them and how might those be developed to advance ICT fields? ICT is complex and quickly changing, and it is confusing for many people. It is so pervasive in the modern world that everyone has some understanding of it, but those understandings are often wildly divergent.

We are living in a constantly evolving digital world. ICT has an impact on nearly every aspect of our lives - from working to socializing, learning to playing. The digital age has transformed the way young people communicate, network, seek help, access information and learn. We must recognize that young people are now an online population and access is through a variety of means such as computers, TV and mobile phones.
As technology becomes more and more embedded in our culture, we must provide our learners with relevant and contemporary experiences that allow them to successfully engage with technology and prepare them for life after school.

It is widely recognized that learners are motivated and purposefully engaged in the learning process when concepts and skills are underpinned with technology and sound pedagogy. Education Scotland provides advice on resources for practitioners, parents and pupils to engage with these technologies in order to inform and enhance the learning experience.

These resources include, but are not limited to the world's first national schools intranet which provides access to a range of tools and resources for pupils and practitioners. Examples of innovative uses of technology in practice, including game based learning through computer games and the use of mobile technologies support and advice on internet safety and responsible use for all video material on iTunes, communication via social media tools such as Twitter and Facebook.

Technology for information and communication (TIC) is a social development that has facilitated the transference of information and communication processes, several technological programs, software and sites, in construction areas and knowledge building extent as a result to satisfy the needs of the members of a particular social organization, society or community.

**ICT CHARACTERISTICS**

- ICT constitute media and information gain of all varieties, including scientific, to which people can access on their own
- It results a huge economic relief in a great long-term. Although over time gain it results a big deal
• In Latin America can be underlined their use in universities and institutions
• Affect many fields of human science and sociology, organizational theory and management
• They are associated with use of the Internet and computing frequently.
• They are considered matters of public and political debate, since its use implies a promising future
• They have greater control and benefits in greater proportion in the educational area and it makes it more accessible and dynamic
• They are innovative and creative. They give access to new forms of communication.

Access to information and communication technology (ICT) in education can help individuals compete in a global economy by creating a skilled workforce and facilitating social mobility. Policymakers emphasize that ICT in education has a multiplier effect throughout the education system, by:

• Enhancing learning and providing students with new sets of skills;
• Reaching students with poor or no access (especially in rural and remote regions);
• Facilitating and improving the training of teachers;
• Minimizing costs associated with the delivery of traditional instruction; and improving the administration of schools in order to enhance the quality and efficiency of service delivery.

THE MOST COMMON ICT USED

Information and communication technology has brought profound changes to almost all aspects of our lives in recent years. It has transformed activities as basic as how we work, communicate with each
other, treat illnesses, travel, and shop and enjoy our leisure time. The pace of change shows no sign of slowing: indeed, the development of ICT and its applications to areas such as the integration of media are continuing at even faster rates than heretofore. In a relatively short period of time, ICT skills have become as fundamental to living a full life as being able to read, write and compute. Ireland has been a leading player in the development of the ICT industry. We have been a leading exporter of ICT hardware and software, and many of the key businesses in the industry have important bases here. Like other countries, we have also recognized that if our young people are to live full lives in a world transformed by ICT, they need to have opportunities to acquire and develop ICT skills from an early age. Since the late 1990s, we have made considerable investments in ICT infrastructure in schools, and in training for teachers and other professionals. Until now, little national research evidence has been published on the impact that the new technologies have had on schools and especially on teaching and learning. This report examines the extent to which ICT has been used in schools at both primary and post-primary levels and, more importantly, assesses the impact that ICT has had on teaching and learning, including the ways in which ICT is used to support the learning of students with special educational needs. The evaluation shows that while much progress has been achieved in the roll-out of ICT in schools, considerable challenges remain. The report presents findings and recommendations that will be of interest to teachers, principals, school support services, curriculum developers and policy-makers. I hope that it will inform debate and policy decisions on how we can ensure that young people have the skills, knowledge and attitudes necessary to benefit from the opportunities presented by this powerful technology in the years ahead.
INTERNET

Gispert (1999) defines internet as network most commonly used as well as a network of networks. It is made up of a set of hundreds and thousands of networks that are interconnect computers which function locally, nationally or internationally. They share information and services for the users.

Moreover, Falières N. (2006) contributes in this topic by adding that internet works with a set of computers connected through a network around the world; people can share information either in public or private pages or so called sites, internet users can communicate among them synchronous and asynchronous at any time.

The Internet has revolutionized the computer and communications world like nothing before. The invention of the telegraph, telephone, radio, and computer set the stage for this unprecedented integration of capabilities. The Internet is at once a world-wide broadcasting capability, a mechanism for information dissemination, and a medium for collaboration and interaction between individuals and their computers without regard for geographic location. The Internet represents one of the most successful examples of the benefits of sustained investment and commitment to research and development of information infrastructure. Beginning with the early research in packet switching, the government, industry and academia have been partners in evolving and deploying this exciting new technology. Today, terms like "bleiner@computer.org" and "http://www.acm.org" trip lightly off the tongue of the random person on the street.

This is intended to be a brief, necessarily cursory and incomplete history. Much material currently exists about the Internet, covering history, technology, and usage. A trip to almost any bookstore will find shelves of material written about the Internet.
In this paper, several of us involved in the development and evolution of the Internet share our views of its origins and history. This history revolves around four distinct aspects. There is the technological evolution that began with early research on packet switching and the ARPANET (and related technologies), and where current research continues to expand the horizons of the infrastructure along several dimensions, such as scale, performance, and higher-level functionality. There is the operations and management aspect of a global and complex operational infrastructure. There is the social aspect, which resulted in a broad community of Internets working together to create and evolve the technology. And there is the commercialization aspect, resulting in an extremely effective transition of research results into a broadly deployed and available information infrastructure.

The Internet today is a widespread information infrastructure, the initial prototype of what is often called the National (or Global or Galactic) Information Infrastructure. Its history is complex and involves many aspects - technological, organizational, and community. And its influence reaches not only to the technical fields of computer communications but throughout society as we move toward increasing use of online tools to accomplish electronic commerce, information acquisition, and community operations.

The internet is made up of millions upon millions of small computer networks all brought together to form the vast "Inter-Network". That word never caught on, so it was shortened to the much easier-to-say "Internet".

A large part of the Internet is the 'World Wide Web' (WWW). This is made up of web sites that have one or more web pages. This is the part of the Internet that you probably use most of the time. But the Internet isn't just web pages. It also includes other services such as:
• Instant messaging
• Chat rooms
• Email
• File transfers
• News groups
• Peer to peer networks
• Forums

Note that no-one 'owns' the Internet. This is because each part of it is made up of individual networks that someone has put together and then linked to the Internet.

**Multimedia and Hypermedia**

Another crucial element that characterizes the Internet management system is called by some author’s media or hypermedia.

According to C. Gispert (1999) states that the multimedia concept involves the integration of passages and visual material with recordings that highlights its presentation. Readers may or may not be free to choose reading steps, but this boom of technology is a reality. It is a very substantial improvement.

**Electronic mail (e-mail)**

Another important element of internet is the appropriate email management.

Partin (1997) argue about email. He mentions that is the most frequent device used in computer networks. This communication made through computer systems display a simple process using a scheme in which any person that deals with internet can send text messages to an acquaintance that shares the same knowledge in any other location. Each
person creates their own electronic addresses and they send messages through their electronic accounts.

Also according Falières N. (2006) in the education area, there are plenty of studies that favor the use of email and consider it as an excellent tool for general transmission of messages, information and documents attached as files. They also permit the development of discussion groups synchronously in real time or chats as well as asynchronously or in deferred time through bulletin boards.

According to the statement made by this author, email not only gives facilities as far as communication is concerned, but also provides the tools necessary for the organization of information through it is handled.

Moreover according to C. Gispert (1999) there is a combination of telephones, answering machines and faxes in the electronic mail. There are some characteristics of this device, just to mention a few: fast but interactive, persistent not requiring users to be always behind their computer screens, and multimedia which improves the quality of the messages and the information transmitted. Multimedia helps to send or receive not only written texts but also images (animated or not), sounds and in general any digitalized version.

**Email and webmail**

There are two main types of email, client-based email and webmail. Client-based email is often used by business users and involves the email being downloaded from a server to an application (such as Microsoft Outlook or Mozilla Thunderbird) on the user's computer. Webmail is accessed through a web browser and can be accessed from any computer with an Internet connection.

To set up this type of email you need:
• a computer
• an Internet connection
• an account with an ISP (Internet Service Provider)
• an email application, Outlook, Thunderbird or Entourage

Your Internet Service Provider will give you an email account, a password and a mailbox such as yourname@hostname.co.uk.

With a dial-up connection you have to pay the cost of your Internet phone calls (local rate) and in most cases a subscription to your provider (though some are free). Dial-up users can download their emails and read them offline to keep costs down.

A broadband connection is ‘always on’ with a flat-rate subscription. Very few people pay by the minute nowadays and the majority of people pay a monthly fee for broadband access.

Anti-virus scanning is becoming standard on email accounts and many email providers now offer a spam (electronic junk mail) filtering service.

**Webmail**

Webmail, as its name suggests, is web-based email. To use webmail you do not need any email software - just a computer connected to the Internet and a browser. Webmail accounts are usually free.

Users simply sign up to a webmail service such as Google mail, Hotmail or Yahoo. They are then given a unique user name, password and a personal mailbox. The mailbox is accessed by visiting a specific web address and logging in. Once logged in, users can send and receive messages.
The advantage of webmail is that users can receive and send email from any computer in the world with Internet access and a browser.

Some ISPs will enable their customers to access their mailbox via webmail as well as through the email software on their PC.

**Conference Video**

Internet not only allows you to send out information in the network, but it can also be used to transmit images captured by video. The video communication network connection, computer and still expensive but have great potential in the educational sector.

According to C. Gispert (1999) video conference sessions involve sending sounds and images between one another. It can be done in pairs or many users at the same time. In the education field, this is helpful because schools can organize geographically dispersed populations to work or develop projects under the supervision of a coordinator teacher or by a specialist adviser. Again these sessions can be in real or deferred time. Groups can meet regular to catch up on their work. They may do their tasks without meeting their members and report their advancements when they have the conference session.

According to the statement made by the author through a videoconference it is possible to visually and in real time connecting with people who are in distant places to exchange messages with them.

Therefore, this resource is useful for meetings, courses or conferences without scrolling. In this sense, it expects strong impact of the use of videoconferencing in the university. Although as already mentioned this system still it is costly in many cases it is much cheaper to move several people to attend a course or meeting.
Chat

According Falières N. (2006) talk ("chat" in Internet parlance) is not made through the voice, but by typing on the keyboard, it also becomes a recursive tool, for example for students English language, who can talk with English speakers in this way, without having to move abroad. Thus, messages that each user types are seen from your computer and other connected users.

Blogs

They are writing personal spaces on the Internet, and take various forms such as various users who surf the net. The known writer as web blogger published his notes with dates, so that your readers can follow step by step what is published and filed. They are real online communities where they share their interests, communicate, think and write news related to their fields.

Falières N. (2006) describes weblogs as the so called blogs in Spanish. They are a form of expression of the creator’s ideas and thoughts. They are kept in a chronological order and saved immediately. They are registered in a web page.

Therefore, the obvious importance of the creation and management of blogs as a tool to publicize or disseminate the different views of its author, in the case of teachers: school activities, homework, lessons, etc.

READING COMPREHENSION

According to Grabe (1997) reading involves interaction between the students and the text. This author adds that this skill requires efficient knowledge of the language and the world. Readers should have a kind of previous information of the topics dealt in the passages. In other words,
reading involves to own a rich background knowledge as well as some ability to comprehend texts by decoding the words and their relationships when forming sentences.

We define reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. We use the words extracting and constructing to emphasize both the importance and the insufficiency of the text as a determinant of reading comprehension. Comprehension entails three elements:

- The reader who is doing the comprehending
- The text that is to be comprehended
- The activity in which comprehension is a part.

In considering the reader, we include all the capacities, abilities, knowledge, and experiences that a person brings to the act of reading. Text is broadly construed to include any printed text or electronic text. In considering activity, we include the purposes, processes, and consequences associated with the act of reading.

These three dimensions define a phenomenon that occurs within a larger socio cultural context that shapes and is shaped by the reader and that interacts with each of the three elements. The identities and capacities of readers, the texts that are available and valued, and the activities in which readers are engaged with those texts are all influenced by, and in some cases determined by, the socio cultural context. The socio cultural context mediates students’ experiences, just as students’ experiences influence the context. We elaborate on each element in subsequent sections.

Reader, text, and activity are also interrelated in dynamic ways that vary across pre-reading, reading, and post-reading. We consider each of
these three “micro periods” in reading because it is important to distinguish between what the reader brings to reading and what the reader takes from reading. Each act of reading is potentially a micro developmental process. For example, in the pre-reading micro period, the reader arrives with a host of characteristics, including cognitive, motivational, language, and non-linguistic capabilities, along with a particular level of fluency. During the reading micro period, some of these reader characteristics may change. Likewise, during the post-reading micro-period of the same reading event, some of these same reader characteristics, or other reader characteristics, may change again.

Much research related to reading comprehension has focused on specific factors (e.g., vocabulary knowledge) without specifying either that the effect of that factor reflects a relationship among reader, text, and activity or that the factor may change from pre-reading to reading to post-reading.

The process of comprehension also has a macro developmental aspect. It changes over time, as the reader matures and develops cognitively, as the reader gains increasing experience with more challenging texts, and as the reader benefits from instruction. From among the many factors influencing the macro development of comprehension, we have selected instruction, particularly classroom instruction, for special attention as we sketch the research agenda needed to improve comprehension outcomes.

Reading comprehension can simply be defined as understanding what you are reading. Even though that sounds easy it really isn't, because it requires our full attention and focus when reading. If you aren't properly processing what you are reading as you are reading through text then you have poor reading comprehension, and if you do then vice-versa. Its pretty much impossible to try and captivate the act of comprehending, but that's why improving your comprehension is a process.
Essentially reading comprehension works by series of cognitive processes. When a person begins to read, the brain is using its understanding of individual sounds in language, phonics (connection between letters and sounds and the relationship between sounds, letters, and words) and the ability to construct a meaning from what you are reading, which is the essentially the end result: comprehension.

There are elements that make up the technique of reading comprehension: vocabulary knowledge & text comprehension. In order to understand what you're reading you must be able to understand the vocabulary used in the piece of writing you're reading. If the individual words have no meaning then the general story won't either. Children can use what they know about vocabulary to try and process it, but they also require to continually be taught new words. Aside from understanding each word in a text, a child also has to be able to make sense of them and has to be able to come up with a conclusion of what it truly means, this process overall is referred to as text comprehension. It's much more complex and varied than just basic vocabulary knowledge. Readers apply quite a few different text comprehension strategies to enhance reading comprehension. These include surveillance for understanding, answering and developing questions, summarizing & being aware of and using a text's construction to aid comprehension.

Without comprehension, reading is simply like keeping track of symbols on a page with your eyes & sounding them out. Think about being presented with a story written in Egyptian hieroglyphics with no understanding of their significance. You may value the words visually then be able to come up with various small pieces of meaning from the page, but you are not really reading through the story. The letters on the page do not possess a meaning. They are really simply symbols. People read for many purposes however understanding is invariably an integral part of their objective. Reading comprehension is essential simply because without it reading doesn't provide the reader with any specific information.
Reading comprehension is truly crucial to existence. Much continues to be written about the importance of practical literacy. In order to endure and thrive in today's world individuals will have to be able to comprehend common texts such as bills, mortgage agreements (leases, purchase contracts), instructions on packaging and travel documents (bus and train schedules, maps, travel directions). Reading comprehension is a vital component of functional literacy. Consider the potentially dire consequences of not having the ability to comprehend dosage directions on a bottle of medicine or even warnings on a container of dangerous chemicals. With the ability to understand whatever they read, individuals are able not only to live securely and efficiently, but additionally to continue to develop socially, emotionally and intellectually.

Types of Reading

Extensive reading

It could be defined from different points of view (Hedge, 2003). Some authors define it as activities of "skimming and scanning. For others, it is the amount of reading of material. Hafiz and Tudor claim that the pedagogical value attributed to extensive reading is based on the assumption that exposing learners to large quantities of meaningful and interesting material will, in the long run, produce a beneficial effect on the learners' command of the language (1989)

Extensive reading inspired by Krashen’s Input Hypothesis, has been readopted in different EFL institutions and universities since students are asked to read independently using available material online or at their reach (Hedge, 2003).

According to Hedge extensive reading varies according to students’ motivation and school resources. Then, the teacher has to find the correct material to meet the students, needs.
Extensive reading is an individual activity that can be not only in class but also at home. It helps students to find their way to be independent. Learners can be allowed to select their own reading materials according to their interests and level of language they have."

Hedge describes the advantages of extensive use as learners can build their language competence, progress in their reading ability, become more independent in their studies, acquire cultural knowledge, and develop confidence and motivation to carry on learning.

**Intensive Reading**

Intensive reading is associated with short texts used to make students explore the meaning and get familiar with the writing mechanisms. They are used to practice or focus on specific lexical, syntactical or discourse aspects of the target language or to practice a selected reading strategy. However, Hedge states that it is "only through more extensive reading that learners can gain substantial practice in operating these strategies more independently on a range of materials." These strategies can be either text-related or learner-related: the former includes an awareness of text organization, while the latter includes strategies like linguistic, schematic, and metacognitive strategies.

**The Importance of Reading Comprehension**

Imagine your employer has just handed you an important document to read and tells you he expects a summary of the material on his desk by tomorrow. You take a look and see it is written in a language totally foreign to you. After your initial confusion, you may try to make some sense of it and scan the document. While you may be able to phonetically decipher the words and sound them out, that’s where your “reading” would end. You wouldn’t have any idea what the words you just read actually meant. How would you feel? Upset? Discouraged?
The goal of reading is to derive meaning. Obviously, this is an extreme example but sadly, classrooms across the nation are interspersed with students who experience the same type of frustration every day. They don’t possess adequate reading comprehension skills to do what is expected of them. Without comprehension, reading is simply following words on a page from left to right while sounding them out. The words on the page have no meaning. And while people read for many different reasons, the chief goal is to derive some understanding of what the writer is trying to convey and make use of that information – whether for fact gathering, learning a new skill, or for pleasure. That’s why reading comprehension skills are so important. Without them the reader cannot gather any information and use it to efficiently function and enjoy the richness of life.

Reading is a multifaceted process that develops only with practice. There are certain aspects of reading, such as fluency and word recognition, which can be learned in a few years. These basics must be mastered but at the same time reading comprehension should be emphasized in the process. Students can parrot words on a page all day long but if they don’t have the necessary comprehension skills they will not be able to make predictions about what will happen next, monitor their understanding of content, sequence or characters, clarify confusing parts of the text, or connect what they’re reading to their own experience or prior knowledge. And that is what true comprehension is all about.

There is a term known as functional illiteracy that has been discussed in academic and political circles for some time. The term basically describes reading and writing skills that make it very difficult to manage daily living and work in an environment that requires reading beyond the most elementary level. People with such skills may not be purely illiterate, meaning they can read and write in some capacity, but their reading comprehension level is so low they can’t manage the everyday aspects of life.
The lack of strong reading comprehension skills obviously affects a student’s success in school. Academic progress depends on understanding, analyzing, and applying the information gathered through reading. But it goes much further than that. Poor reading comprehension skills have been also been linked to poverty and crime. Consider these facts:

- Over 60% of inmates in the U.S prison system have reading skills at or below the fourth grade level.
- 85% of U.S juveniles in prison are functionally illiterate.
- 43% set of adults with extremely low reading skills live at or below the poverty line.

Reading comprehension skills increase the pleasure and effectiveness of reading. Strong reading comprehension skills help in all the other subjects and in the personal and professional lives.

The high stake tests that control advancement through elementary, middle, and high school and that determine entrance to college are in large parts, a measure of reading comprehension skills. And while there are test preparation courses which will provide a few short-cuts to improve test-taking strategies, these standardized tests tend to be very effective in measuring readers reading comprehension skills.

In short, building reading comprehension skills requires a long term strategy in which all the reading skills areas (phonics, fluency, and vocabulary) will contribute to success.

**Advantages and Disadvantages of Reading Comprehension**

People often describe themselves as fitting into one of two extremes — an avid reader or someone who does not read at all. Both groups express strong arguments to justify their passion or disdain for this
popular pastime, with one camp citing a lack of interest and time issues as disadvantages of reading while the other sees reading as an advantage because of the mental stimulation and relaxation it provides.

Many people tend to read because they need it for work or study purposes and therefore do not associate it with relaxation or enjoyment. This sentiment generally begins in high school, when difficult literary classics such as Shakespeare is mandatory.

In the past, reading was one of the few ways to pass the time, but that was before the advent of technologies beginning with the radio, then television and now computers, the Internet and gaming consoles — in other words, people have many other options for spending time nowadays. With leisure time a precious commodity in this hectic day and age, many people prefer to spend this time doing something that actually interests, relaxes or excites them, ranging from more active pursuits such as playing sports and socializing to more passive activities such as watching movies or video games.

**Advantage:** Reading Is Good Exercise for the Brain

Unlike watching television, reading activates parts of the brain that would otherwise remain dormant. Stimulating the brain through reading helps keep it strong and active, thereby reducing the risk of developing conditions such as Alzheimer's disease while improving concentration and memory.

Reading is also a valuable learning tool that helps expand knowledge, skills and vocabulary, which in turn give readers more confidence to deal with a variety of situations and discuss a wider variety of topics.

**Disadvantage:** Reading Is a Time Waster
With the availability to audio books and the adaptation of many books into television series and movies, many people would prefer not taking the extra days and hours to sit down and actually read a book. For many people who do manage to take time to read during their busy daily routine, reading is usually just a means to help pass the time while commuting, having a meal or even sitting on the toilet.

**Advantage: Reading Is Relaxing**

Reading provides a peaceful escape at any time of day from digital gadgets and the constant bombardment of information that comes from living in the digital age. As well as providing an avenue for relaxation, reading provides an ideal way to unwind at the end of a hectic day. People who read before bed develop a sleep association, their body identifying reading with falling asleep, which helps them fall asleep more easily and sleep more soundly.

**EPISTEMOLOGICAL FOUNDATION**

In order to read accordingly, accurately and appropriately, students need to decode words, and their relationships in the sentences. Scrivener (2005) includes four aspects of the language to consider when analyzing sentences:

- The sounds or phonology.
- The meaning of each word or group of words which is lexis or vocabulary.
- The interaction of words with each other in the sentences or grammar.
- The function of the words in particular contexts.
- The relationships of sentences and how they interact or create meaning or communicate to each other.
They are also called the language systems: phonological, lexical, grammatical, functional, and discourse. Teachers should observe them in order to focus on any or a combination of the systems when introducing them to the students.

“The big revolution in classroom technology has been in the development of computers and associated hardware and software.” (Harmer, 2007). This author adds that they are used for presenting, getting information, and/or composing.

At the presentation stage if computers are hooked to data projectors, teachers can display different presentation media using pictures that can be animated or not. PowerPoint is also a very attractive tool to introduce information changing and adapting the texts according to the teachers’ or students’ preferences. If the classrooms have interactive boards, everything that is displayed can be saved and print for future reference. If students have their own working stations with computers, they can access the internet and project their tasks to the class. It is under the teachers’ creativity and imagination to add, change, adapt, and use these resources.

For getting information “computer-based technology has allowed users to access an extraordinary wealth of information in ways that were impossible before”. Computers are excellent reference tools to search the internet or by using designed CD-ROMs or DVDs. There are many dictionaries, encyclopedias, books, and research studies online. The learning community can access them by typing key words in a search engine.

Getting students to write is difficult, now with the technology word processing continues being an issue but teachers can set students to work either in pairs or groups to come up with a piece of writing together. They can share the screen or work individually. Technology has eased
teacher's time to correct writings since there is editing software like Track Changes. The options to use computers as a supplementary or main resource are limitless. Teachers can also encourage students to send emails to the teacher, to peers or pals around the world. Instructors have to make sure students know chatting etiquette so they there is no cultural misunderstandings. Again the effectiveness of the teachers is paramount to motivate students to use computers positively and accordingly. Students do not want to waste their time in nonsense or undirected searching or misuse the great potential of nowadays technology.

Brinton, Celce-Murcia & Snow (2014) refer to technology as digital technology which includes an assortment of devices from a programmable smartpen to a desktop computer, software programs, databases, or webpages that students can have access to. They add a tablet is useless unless it has relevant apps (applications). In many cases, apps are more relevant that the devices themselves. Above all it is not technology that matters but how teachers make use of it within or outside classroom settings.

PHILOSOPHIC FOUNDATION

Harmer (2007) includes six reading principles that teachers should observe when planning their reading lessons:

1. Encourage students to read as often and as much as possible.
2. Students need to be engages with what they are reading.
3. Encourage students to respond to the content of a text (and explore their feelings about it), not just concentrate on its construction.
4. Prediction is a major factor in reading.
5. Match the task to the topic when using intensive reading texts.
6. Good teachers exploit reading texts to the full.
An important consideration to keep in mind, for Harmer (2007), is copyright and plagiarism. Students must know that copyright laws ban people from reproducing other people’s original work (chapters or pages from books, for example). If they do so, they are liable to prosecution, at least in the United States. Plagiarism, on the other hand is taking other people’s original work as theirs. It is a great amount of work to keep reminding students about these two issues. Harmer is very clear to say “both infringing copyright, and plagiarizing other people’s work are unacceptable in an academic environment”.

Scrivener (2005) approaches the technology and internet-based learning by saying that Computer Assisted Language Learning (CALL) seems to advance in large steps over the years. Sometimes it is called the future of the language learning-teaching process. In some contexts it is a fairly expensive white elephant. This author thinks it is somewhere in the middle. It is obvious the value of computers for home study, self-access and distance learning. In the classroom, computers share the same advantages and disadvantages of video recordings. Teachers need to make sure to exploit the materials instead of just plonk students down in front of the screen and let the program do all the work. Facilitators need to deal with their own computer literacy. However, it is not necessary to be tech savvy to deliver effective lessons. Next some considerations when using computers in the class:

- Teachers should consider planning lessons that include short periods of computer usage not only base the class around just the computer. Activities can be ten minutes typing a composition which would be printed and read by other classmates.
- Group work can also be organized around computers. Four students for example can work with one monitor, one is the secretary typing the task and the others can provide ideas or brainstorm to help in the writing, they can also read and proofread.
- If there is only one computer. Teachers can plan a lesson with activities that let students work on several things at different times. Thus, each student, pair or group have the opportunity to work for a while with the computer.
- During the lesson students can look up new words at computer-based reference materials which are very useful. Students can get a great deal of insights from a dictionary, thesaurus or encyclopedia.

PEDAGOGICAL FOUNDATION

This foundation can be introduced by paraphrasing some words from Scrivener (2005). He says that teachers are influenced by the teaching practices they were exposed to when they were students. In this regard, Thornbury (2006) raises an issue on whether teachers test reading or teach it. He describes traditional readings tasks as reading a text and then answering comprehension questions. This is also called a testing approach. As opposed to these treatments of reading lessons, authentic reading teaching involves helping learners become more effective by scaffolding the sub-skills and training them on strategies. A list of these might include:

- Understanding words and identifying their grammatical function.
- Recognizing grammar features, such as word endings, and unpacking (or parsing) the syntax of sentences.
- Identifying the topic of the text, and recognizing topic changes.

1 It is the process of analyzing sentences into their component parts. (Thornbury, 2006).
- Identifying text-type, text purpose, and text organization, and identifying and understanding discourse markers and other cohesive devices (cohesion^2).
- Distinguishing key information from less important information.
- Identifying and understanding the gist.
- Inferring the writer's attitude.
- Following the development of an argument.
- Following the sequence of a narrative.
- Paraphrasing the text.

Some activities that might help with the above-mentioned sub-skills are: underlining, contrasting, comparing, identifying, circling, categorizing, predicting, summarizing, sorting pictures in order, using graphics to extract key information, among others.

Harmer (2007) suggests that teachers can encourage students to focus on different aspects (vocabulary, grammar, or punctuation) every time they read a text.

For Cross (1991) teachers should help students become good readers, which means to be autonomous and able to read outside the classroom. If students are taught to read efficiently and independently, they will keep the knowledge for the rest of their lives. He mentions the attributes of reading in L1. Methodology should be influenced by the used that the students make of reading skills as language users. He includes: choice, purpose, strategies, quantity, silence, speed, and context. Lastly, he suggests scanning tasks: find new words, locate grammar features, find a specified advertisement, compare details, check dates, shopping lists, make word sets, and newspaper headlines; as well as skimming tasks:

^2 It is to combine grammatical and lexical means to organize connected texts. (Thornbury, 2006)
compare, select a title, draw inferences, decide the question that the author wants to answer, and create a title.

As a transition to technology, Scrivener (2005) describes traditional teaching as “…’chalk and talk’ – in other words, the teacher spends quite a lot of class time using the board and explaining things – as if ‘transmitting’ knowledge to the class – with occasional questions to or from the learners. After these explanations, the students will often do some practice exercises to test whether they have understood what they have been told.” This can be the same scenario with exactly the same situation but with a technology setting. If technology is to be included in the classroom, Thornbury (2006) mentions computer-assisted language learning. He defines this as the way computers are complement classroom instruction. It is a part of technology-enhanced language learning (TELL). These programs date back to the 50s and 60s. At that time the programs were written for mainframe computers. There were limitations as well as a prevailing behaviorist approach. It has improved over time. Soon, the potential of computers was exploited through games and simulations. However, there is a gap between technology and the learning process. Even though, teachers now count with sound, animations, and full-motion video. They still tend to focus on mechanical aspects like gap-filling, and answering multiple choice questions. Nowadays, teachers count with a broad and endless number of software; most of them are downloadable from the web. They should be trained on how to create material to implement in their classes.

**PSYCHOLOGICAL FOUNDATION**

To create a positive atmosphere teachers should demonstrate respect, empathy and authenticity. Scrivener (2005) expands this by saying that teachers that enjoy these three qualities strengthen their relationships. But teachers should not mime or pretend they own these
characteristics they should be rooted at the level of everyone’s genuine intentions. Communication is also more open and honest in an educational climate that is positive, forward looking and supporting. Learners are less fear of taking risks or assuming challenges. A benefit of this environment is that learners gradually take more and more of the responsibility for their personal and individual learning rather than expecting that someone else does the job.

For Rogers and Frelberg (as cited in Scrivener, 2005) authenticity is the most important feature. This means not to play the role of being a teacher but be yourself. Teachers should assume that they can take risks, that they are vulnerable and human and above all honest.

Thornbury (2006) suggests that in order to be effective readers, teachers have to scaffold some strategies that will help learners overcome problems when reading by themselves. Some strategies that can be considered are:

- Using contextual and extra-linguistic information to make predictions regarding the topic of the text.
- Brainstorming background (or schematic) knowledge in advance of reading.
- Skimming
- Keeping the purpose of the text in mind.
- Guessing the meaning of words from context.
- Dictionary use.

If teachers are to develop their own material, they should study the special needs of their population of students. Silberstein (1994) contributes with some indications when creating activities to be used in reading lessons:
- Reading needs.- Find texts that fit students. In the Ecuadorian context this is not the case, since the authorities provide the books that will be used in the classes. What teachers can do is develop activities to match the readings or look for short texts to reinforce the main text.

- Students abilities.- Activities implemented in the classrooms should guarantee certain level of achievement for students. Besides, if texts have some challenging activities they tend to work best. Instructors should consider some features when choosing a text like: length, syntactic complexity, topic, vocabulary, discourse structure, and, the reader’s previous experience with similar texts.

- Authenticity.- Passages should be authentic in the way that they reflect real-world texts. Students need to read a lot and often quickly to build up a store of textual knowledge and experiences with different types of texts. Sometimes teachers need to adapt, edit or simplify passages to make it accessible to students and provide students with authentic reading that otherwise they might not enjoy.

Technology can be used in the classroom for limitless activities as teachers can develop resources to practice any skill. Students were born with this technology so they feel confident, comfortable and motivated using what they are acquainted with. Scrivener (2005) includes that it may be too obvious to say but the single best use of a computer is probably just to work on writing, just the same way people make use of these devices in the real world. So, this author suggests teachers to take advantage of this resource to let students produce texts. Facilitators can organize stations in groups, one student is in charge of writing while the others support by providing more ideas, reading and proofreading. Teachers can encourage students to be creative when designing the final

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3 It describes the rules for sequencing words to show their relationships of meaning within sentences. (Thornbory, 2006).
presentation of their work. This leads to another important field of education which is grading. Students can send their final product by mail, print, or on a computer disk. If teachers have a digital version, they can use the reviewing section so they can add comments. Students can make corrections as suggested by the teacher in a less traumatic and faster way. Some recommendations might be to ask students to keep a backup just in case something happens as well as to make sure the format is legible and fits the teacher’s machine. Additional activities might be to provide texts for students to correct before they actually produce their own compositions. Students can complete blank spaces individually, or in pairs. They can switch papers to compare or contrast answers.

SOCIOCOLOGICAL FOUNDATION

Harmer (2007) confirms that good reading texts can introduce interesting discussions according to the topics. Teachers can stimulate participation and interaction among students by asking for imaginative responses. Readings also provide a springboard for well-plan, and engaging classes. Scrivener (2005) contributes in this topic by providing some interaction patterns:

- **Pairwork.**- Assigned by the teachers, chosen by students, randomly selected, face to face, back to back, across the room, communicating orally or in writing.
- **Small or large groups (from three to six students).**- Assign roles to the members of the group: secretary to take notes, leader, and pirates (to go to other groups to compare, gain, or enhance ideas).
- **Whole class.**- Mingle exercises (every student stands up, walks around, meets and talks to each other). Students should talk to one classmate at a time. Teachers can add sounds or bells to indicate the time students are expected to spend with one another in order to continue practicing with other students.
Whole class.- Simulating a plenary. It can be a conversation lead by the teacher, a student or group of students. A pair or group discussion is generated after some time of participation of the lecturer(s).

Nuttall (2005) argues that the focus on what and how students acquire a new language is particularly an issue when we talk about comprehension, provided that this process is invisible. Questions are a good source to check what is going on in students’ minds and thus get some answers to know if there is comprehension. Mistakes at this stage is important since it can guide teachers to find the content of misunderstanding and support students or take correct decisions whether to change the activity or use another technique to help students understand the texts. Correct answers might be accidentally making this activity valueless. Therefore teachers should encourage students to provide the reasoning behind their responses. This author suggests planning questions that make students work at the text and focus their attention on the difficult sections of the passage. Teachers should know how to deal with questions, for example, she explains the most challenging question can be fruitless if the teacher accepts the first correct answer and continues with the class. It will be helpful if every single student struggles to provide an answer. Instructors need to show the learners that reading tasks are opportunities for studying and thus practicing the language, not tests or grades to be achieved. Teachers’ attitude is also crucial when dealing when answers, especially wrong answers. Correct answers might cause a little learning, but incorrect answers are opportunities for provoke learning not only for a single student but the whole class. There are situations where students might say a wrong mistake but if they can be given the opportunity to explain their reasoning behind their response, that interpretation may be valid even if it is different from the teachers’ perspective. Teachers should create a positive atmosphere where students are not afraid of committing mistakes.
Promoting discussion and students interaction among them and with the text is recommendable. (Nuttall, 2005). At any stage of the lesson students should be given the opportunity to work in pairs and respond to the text with help from the teachers. Facilitators need to set activities that lead students to interact with the passage either questioning to it, contributing, adding, deleting details and the list is endless. This kind of exercises promotes an active discussion with the text, and the text talk, that teachers can identify as a key to help students develop interpretive skills. Additionally, students practice the process of critical thinking that efficient readers use. Group work is essential because in small or large groups students receive insights from every individual perspective, even from the weakest learner.

Thornbury (2006) remarks that the more imaginative exploitations of computers have included the development of interactive multimedia environments. They involve problem-solving activities, word-processing software to create and proofread texts, and reading coaches that monitor students reading aloud and give useful feedback. There are also programs where students can recognize their speech for pronunciation practice; or they can simulate a human interaction through writing prompts. Another area is computer mediated communication, networked computers and internet have permitted more opportunities for teacher-students interaction as well as among students. Moreover, internet is a reach resource where students can find information or texts to suit their needs or interests. Students can use search engines for endless purposes. A technique that has developed is web quests. A recent device, part of technology, is the interactive whiteboard. This displays online or any digitally-stored resource. Teachers can manipulate in full view of the class.

Thornbury (2006) also include Computer-mediated communication (CMC), also known as on-line communication. The implementation of such technology involves networked computers to enhance the process of interacting to exchange messages. This trend is increasing these days and
is becoming popular as an excellent venue for the learning community. There are many different ways of interaction patterns: teacher-students, among students, and authorities-teachers-students either one-to-one, one-to many or many-to-many. This type of communication can be synchronous (real time interaction through chats or discussion software) or asynchronous (delayed communication, for example using emails, posting on message boards, or reading and answering to blogs). A new term was also implemented that is virtual classrooms or virtual learning environments (VLEs). Teachers and students interact using specialized programs. The exchanges are given by web cameras and video conferencing. Researchers are studying whether CMC can supplement or replace real classroom settings. Findings include:

- There is more and a balance participations than in a traditional classroom.
- The language used displays a higher level of complexity and better lexical density than the one applied in face-to-face conversation.
- Teachers can create a variety of conditions for communication and interaction patterns.
- This experience train learners for future use of this technology in academic and professional settings.

Finally, Thornbury (2006) mentions Blended or hybrid learning when CMC is used as a supplement to main classes. He describes this as teachers prepared out of class activities. Students have to participate in discussion, forums, collaborate in projects, send emails, or chats following prompts given in the webpages.

**LEGAL FOUNDATION**

Current Ecuadorian constitution recognizes the right of Education as an inalienated right to its citizens especially to children who have not
only the right to education but the right to equal opportunity. There should not be discrimination and immune from any other deficiencies. Thus, the constitution guarantees quality as well as the best type of welfare. The government supports these regulations to the utmost respect of the law and all its responsibilities upon such, consequently guaranteeing the right to pursuit equality and complete sovereign.

The intercultural organically education law defines the common education as an instrument of society's transformation recognizing particularly children and teenagers as the center of the teaching-learning process. The Ministry of Education personnel has developed several documents open to the community through their website. These official instruments require that students by the end of eighth basic year need to gain an A.1.1. level according to the Common European Framework (CEF) standards which is intended to give the same basis for language education in areas like curriculum design, methodology and assessment as described by Thornbury (2006). That means students are supposed to fully comply the following in terms of reading that is the focus of this study:

- Sociolinguistic appropriateness.- Pupils can establish basic social contact by using the simplest everyday polite forms of: greetings and farewells; introductions; saying please, thank you, sorry, etc.
- Grammatical accuracy.- Learners show only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire.
- Vocabulary range.- Pupils has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.
- General Linguistic range.- Students have a very basic range of simple expressions about personal details and needs of a concrete type.
The school year is divided into two terms of five months each. In each term students are assessed every six weeks, and within the six weeks they have formative assessment. The documents provided by the Ministry of Education include the essential assessment indicators for each skill, for reading students should be able to achieve by the end of the school year:

- Scan longer expository, procedural, narrative, transactional, and persuasive texts to locate desired information from different parts of the texts.
- Skim to understand the gist of transactional and persuasive texts.
- Recognize the line of argument in the treatment of the issue presented, though not necessarily in detail.
- Identify the main conclusions in clearly signaled argumentative texts.
- Understand clearly written, straightforward descriptions of viewpoints and job-related language.
- Distinguish fact from comment.
- Make use of clues such as typographical devices (e.g. bolding, italicizing, underlining, paragraphing).

It is advisable the community considers reading and keeping these documents handy since they become a venue to check the advancement of the class and serve as a checklist to know which competences have been acquired and which need improvement. Teachers are given samples for all kinds of planning. The authorities observe and audit the job of the faculty by comparing and contrasting with the expectations of the authorities.
A fundamental thought that must domain teachers’ attitude is described by Scrivener (2005) as teachers should look deeply and closely at what they really want for their students. Facilitators should know how their real feelings for their students are. Lastly it is the attitude and intentions rather than methodology that instructors might need to work on.

Thornbury (2006) points out that what makes reading difficult is not the lack of reading skills (since students are supposed to transfer the skills they use when dealing with texts in their own language) but the lack of language knowledge. This means students are not confident enough to decode words and sentences. It is necessary for them to start by getting a wide insight of vocabulary and grammar to understand words and identify how they form sentences. This can lead students to rely on contextual guessing but at the expense of getting the wrong meaning and application of the words. Thus, not understanding the text appropriately.

Teachers need to guide students before they actually start reading. Nuttall (2005) provides and explains a list of six explicit and direct tasks considered to be effective, helpful and supportive to students:

- Providing a reason for reading.- Given that students are given the texts they are going to read. It is not motivating for them to study a text that they have not selected. If teachers are supposed to make this activity sort of authentic, in real life people need a purpose to read. Teachers should rely on their creativeness in order to set an imaginary purpose that would motivate students to do the tasks.

- Introducing the text.- There are different types of introduction teachers should avoid too long explanations, giving students a lot of content from the passage, irrelevant facts or details might be confusing for students, or not involving students in the introduction.
The intention is to guide students in the right direction activating students’ prior knowledge. Teachers had the hard work to get learners into the right mood for the passages to be read. A rule to keep in mind is teachers should not say anything that students can share or that through good questioning facilitators can get from the learners in the class.

- Setting a top-down task.- It is more rewarding a detailed work if students have a global impression of the text from the beginning. Teachers provide a contextual framework that facilitates the rest of the class.

- Breaking up the text.- It is good for intensive work. It makes easier to work thoroughly on a part of the passage than with the whole. Timing will be best distributed in sections. There can be a series of lesson using the same passage but divided in small sections.

- Dealing with new language.- This is an important and controversial issue. Some teachers introduce the new vocabulary and structures at the beginning. It would be more effective to deal with these features of the language while reading. Teachers can use the context to use deductive thinking and let students discover the function, form and meaning of structures.

- Asking signpost questions.- In real life people will see signpost to show the way they need to take. Its function is to provide correct directions making it easier to understand and comprehend the passage in this particular situation. However, writing good signpost questions requires some skill that can be acquired by practicing with colleagues. They are supposed to provide constructive criticism.

When choosing activities, Silberstein (1994) suggest the following reminders to keep in mind:
- Activities should reflect the needs and desires of the students. Teachers have to observe or diagnose first their students in order to fit the passages to the class.

- Teachers should remember that a variety of reading texts can provide practice in similar aspects of reading. It is important to choose the skills or strategies that teachers want to train students on. They can reinforce and consolidate with different passages. Learners could be scaffold the skills and in time students can start working individually. Teachers have to monitor the advance of students in certain period of time, for the Ecuadorian context can be after the first quizmaster and take corrective measurements in the second quizmaster.

- Reading activities are well placed within the context of integrated language study. Text can be used to address reading comprehension as well as language study. They help students to become efficient readers and can transfer those skills to any text type. Readings also are a great input of vocabulary and grammar structures that students can later use in the production skills (speaking and writing).

- Teach before you test. The way teachers present their strategies check comprehension or are part of assessment. If teachers ask after students read, they are testing. This is a process identify as a traditional one according to Thornbury (2006). If instructors want to check understanding they should write or say the questions before students are exposed to the passages.

- Activities should be realistic in terms of students’ abilities, goals and the real world. Passages have to be graded according to students’ knowledge of the content and their proficiency. In this regard, it is important that teachers make use of a variety of pre-reading activities and exercises to connect what students know about the topic to the new content. Thus, motivating and ensuring
students’ participation and interaction with the text during the delivery of the lesson.

- The reading text or passage defines the activities to be applied with it. Not all skills and strategies fit in any reading text. Teachers’ knowledge and experience will determine the techniques to be applied and if they do not work, teachers should take the correct decisions in order to change the type of activity, adapt or supplement with other content or exercises.

- Reading classes benefit from the inclusion of a variety of integrated tasks. This will raise students’ attention. Teachers can include a dynamic where students stand up and do a kind of relaxation movement to continue reading. Questions can also be used to promote oral production. Teachers can ask students to work in pairs or groups and ask each other the queries. Another activity is to change to drawing the texts or words whenever possible.

Scrivener (2005) recommends an experiential cycle that can be applied to any skill. This process involves five phases: doing something (activities, exercises, tasks with the passage), recalling what happened (through questions or retelling), reflecting on that (making students self-assess their participation and what they have learned, teachers can use learning logs), drawing conclusions from the reflection (learning from the mistakes that might have arisen during the activity), and using the conclusions to inform and prepare for future practical experiences (to enhance future work). Other considerations are data, feedback, monitoring, guidance and support from different people during the process, yet the essential learning experience is in doing things by yourselves.

Especially for this age group, Cant & Superfine (1997) list some principles to consider when developing games and resources. The most important are that children learn by doing, variety is motivating, children
learn in different ways, and it is better to build a positive classroom atmosphere. These authors also suggest the Yes/No game. It is useful for revising vocabulary and details of any passage that has been studied. It can be applied at the end of the lesson. Students have to stand on a line and they have to jump to the left (Yes) or to the right (Not). Teachers post a question and students jump to the side of the answer. It can be used at any level and any passage. If teachers want to extend the activity, students can write their questions and take turns to say them.

The last recommendation is to observe the specifications for assessment provided by the authorities in their website. Pulverness, Spratt & Williams (2012) consider assessment as judging the learners’ academic performance by collecting data about every single student in the class. Teachers assess students for different purposes. There are different methods to do so. Lastly, assessment can affect teaching, methodology and motivation for learning. Thus, it is important to think on receiving a good influence on teaching and learning when testing.

Learners can be assessed formally or informally. Formal assessment includes tests and exams, students receive a grade for their work. This kind of assessment helps teachers to:

- Diagnose students’ knowledge and competences.
- Decide which level learners should go into.
- Find out how well learners have acquired the content of the class with a progress test.
- See how well students have done within the whole year of studies.
- See how well students are at language through proficiency tests. The contents of these tests are not based on the course syllabus but the language as a whole.
Formal assessment can be formative. Students get feedback from the teacher in order to make appropriate changes to enhance their work. It can also be addressed continuously not at the end of the term using pieces of work to be done along the term or through portfolios. Some task types used in formal assessment for reading are:

- True/false sentences.
- Yes/no or information questions.
- Multiple-choice questions.
- Information transfer or table completion.
- Ordering paragraphs.
- Choosing titles for texts or paragraphs.
- Cloze tests.

Informal assessment involves observation in order to report how well students are doing something and often teachers provide comments on learners' performance.

It is impossible to learn successfully without a teacher, mentions Scrivener (2005). Often students see teachers as role models. So the role of the reading teacher as described by Clarke & Silberstein (as cited in Silberstein, 1994) is to train students to define their own purposes and techniques for a particular text. Teachers have to motivate students to take risks, to make their best guesses, and to ignore their impulses to be always correct.
GLOSSARY OF RELEVANT TERMS

Communication
The act or an instance of communicating; the imparting or exchange of information, ideas, or feelings.

Environment
External conditions or surroundings, esp those in which people live or work.

Improve
To make or become better in quality; ameliorate.

Learning
Knowledge gained by study; instruction or scholarship.

Knowledge
The facts, feelings, or experiences known by a person or group of people.

Reading Comprehension
A text that students use to help them improve their reading skills, by reading it and answering questions relating to the text. Sometimes used as a test or examination of reading skills. A reading comprehension can be in the student's own or another language.
Technology

The total knowledge and skills available to any human society for industry, art, science, etc.

Skill

Proficiency, facility, or dexterity that is acquired or developed through training or experience.
CHAPTER III

METHODOLOGY

Research Design

This project is based on research that is characterized by the specifications governed in the scientific method.

According to E. Ander-Egg (2006) “Research is a thoughtful, systematic, controlled and critical process that aims to discover, describe, explain or interpret the facts, events, processes, relationships and constant or generalizations that exist in a given field of reality.”

It should be noted therefore that the research undertaken must meet certain characteristics mentioned by Mc. Millan and Schumacher (2008) such as:

• Objectivity explicitly describes the data collection and procedures.

• Accuracy to describe in detail the phenomena.

• Check to be readily ascertainable.

• Generalizable through summaries of possible applications.

Research Types

To be more specific, the present research process contemplated scientific field research, literature and descriptive.
Research field

This field research is because much of it is held in direct contact with the object of study.

F. Moran (2000) describes the field research as the place where the study takes place. This means the setting where the researchers observe the phenomenon and use that data with the guidance of scientific tools to conclude on discoveries.

So in view of this research project was developed in the scene, School of Languages and Linguistics, Faculty of Philosophy, by applying different research instruments, it is considered by both field research.

Qualitative research is concerned with understanding and interpreting another person's social world through accessing their lived experiences. Three types of qualitative field research methods are described here that focus on capturing lived experiences: direct observation; participant observation; and qualitative interviews.

- Direct Observación
- Participant Observation
- Qualitative Interviews
- Helpful Links

**Direct Observation**

- Data is gathered primarily through close visual inspection of a natural setting
- Rather than actively engaging members of a setting in conversations or interviews, the direct observer strives to be unobtrusive and detached from the setting
• Direct observation is not necessarily an alternative to other types of field methods, such as participant observation or qualitative interviews. Rather, it may

Be an initial approach to understanding a setting, a group of individuals, or forms of behavior prior to interacting with members or developing interview protocols

Advantage of direct observation:

• It offers contextual data on settings, interactions, or individuals

Disadvantage of direct observation:

• Behaviors observed during direct observation may be unusual or atypical

Forms of data gathered from direct observation:

• The principle form of direct observation is field notes, which detail behaviors, conversations, or setting characteristics as recorded by the researcher

• A complementary or alternative approach is Structured Protocols, which may include a checklist or rating scale

• Photographs or video images are another form of data collected

Direct observation as a research method is most appropriate to open, public settings where anyone has a right to be or congregate. Conducting direct observation in private or closed settings -- without the knowledge or consent of members -- is more likely to raise ethical concerns.

Participant Observation

• A field research method whereby the researcher develops an understanding of the composition of a particular setting or society by taking part in the everyday routines and rituals alongside its members
Qualitative Interviews

Qualitative interviews are a type of field research method that elicits information and data by directly asking questions of members. There are three primary types of qualitative interviews: informal, conversational; semi-structured; standardized, and open-ended.

Informal, Conversational Interviews

- Frequently occur during participant observation or following direct observation
- The researcher begins conversing with a member from a setting. As the conversation unfolds, the researcher formulates specific questions, often spontaneously, and begins asking them informally
- Appropriate when the researcher wants maximum flexibility to pursue topics and ideas as they emerge during the exchange

Advantage of informal interviewing:

- Allows researcher to be responsive to individual differences and to capture emerging information

Disadvantage of informal interviewing:

- May generate less systematic data, which are difficult to classify and analyze

Semi-Structured Interviews

- Involves formally recruiting a member from a setting for the specific purposes of conducting an interview
Prior to the interview, a list of predetermined questions or probes, also known as an interview guide, are devised so that each interviewee will respond to a similar series of questions.

Questions should be of an open-ended nature to elicit as much detail and meaning from the interviewee as possible.

The researcher is free to pursue and probe other topics as they emerge during the interview.

**Advantage of semi-structured interviewing:**

- Systematically captures data across interviewees

**Disadvantage of semi-structured interviewing:**

- Does not offer as much flexibility to respond to new topics that unfold during the interview

**Standardized, Open-Ended Interviews**

- Similar to a survey since questions are carefully scripted and written prior to the interview, which serves to minimize variability in question wording.
- The researcher asks a uniform series of questions in the same order to each interviewee.
- The questions are open-ended to capture individual differences across interviewees.
- Particularly appropriate for qualitative studies involving multiple interviewers.

**Advantage of standardized interviewing:**

- Enables comparability across interviewees
Disadvantage of standardized interviewing:

- Does not offer as much flexibility to respond to new topics that unfold during the interview

Both standard and semi-structured interviews are typically tape-recorded and should begin with obtaining informed consent from the interviewee prior to starting the interview. Additionally, the researcher may write a separate field note to describe the member's reactions to the interview, or events that occurred before or after the interview.

**Helpful Links**

- Qualitative Methods Workbook
- Ethnography, Observational Research and Narrative Inquiry
- Qualitative Methods Workbook
- An Introduction to Qualitative Research

**Bibliographical Research**

Literature is considered by its scientific basis, depending on theoretical grounds, as described above, and which in turn provides a basis for the clarification of the research variables.

**Descriptive Research**

Descriptive research is the characterization of a fact, phenomenon, individual or group in order to establish its structure or behavior.

The results of such research are located at an intermediate level in terms of depth of knowledge is concerned.
Descriptive research mission to observe and quantify the modification of one or more features in a group.

**RESEARCH METHODS**

**Experiments**

People who take part in research involving experiments might be asked to complete various tests to measure their cognitive abilities (e.g. word recall, attention, concentration, reasoning ability etc.) usually verbally, on paper or by computer. The results of different groups are then compared. Participants should not be anxious about performing well but simply do their best. The aim of these tests is not to judge people or measure so-called intelligence, but to look for links between performance and other factors. If computers are used, this has to be done in such a way that no previous knowledge of computers is necessary. So people should not be put off by this either.

The study might include an intervention such as a training program, some kind of social activity, the introduction of a change in the person’s living environment (e.g. different lighting, background noise, different care routine) or different forms of interaction (e.g. linked to physical contact, conversation, eye contact, interaction time etc.). Often the interaction will be followed by some kind of test (as mentioned above), sometimes before and after the intervention. In other cases, the person may be asked to complete a questionnaire (e.g. about his/her feelings, level of satisfaction or general well-being).

Some studies are just based on one group (within-group design). The researchers might be interested in observing people’s reactions or behavior before and after a certain intervention (e.g. a training
programmer). However, in most cases, there are at least two groups (a between-subjects design). One of the groups serves as a **control group** and is not exposed to the intervention. This is quite similar to the procedure in clinical trials whereby one group does not receive the experimental drug. This enables researchers to compare the two groups and determine the impact of the intervention. Alternatively, the two groups might differ in some important way (e.g. gender, severity of dementia, living at home or in residential care, etc.) and it is that difference that is of interest to the researchers.

**Surveys**

Surveys involve collecting information, usually from fairly large groups of people, by means of questionnaires but other techniques such as interviews or telephoning may also be used. There are different types of survey. The most straightforward type (the “one shot survey”) is administered to a sample of people at a set point in time. Another type is the “before and after survey” which people complete before a major event or experience and then again afterwards.

**Questionnaires**

Questionnaires are a good way to obtain information from a large number of people and/or people who may not have the time to attend an interview or take part in experiments. They enable people to take their time, think about it and come back to the questionnaire later. Participants can state their views or feelings privately without worrying about the possible reaction of the researcher. Unfortunately, some people may still be inclined to try to give socially acceptable answers. People should be encouraged to answer the questions as honestly as possible so as to avoid the researchers drawing false conclusions from their study.

Questionnaires typically contain multiple choice questions, attitude scales, closed questions and open-ended questions. The drawback for
researchers is that they usually have a fairly low response rate and people do not always answer all the questions and/or do not answer them correctly. Questionnaires can be administered in a number of different ways (e.g. sent by post or as email attachments, posted on Internet sites, handed out personally or administered to captive audience (such as people attending conferences). Researchers may even decide to administer the questionnaire in person which has the advantage of including people who have difficulties reading and writing. In this case, the participant may feel that s/he is taking part in an interview rather than completing a questionnaire as the researcher will be noting down the responses on his/her behalf.

**Interviews**

Interviews are usually carried out in person i.e. face-to-face but can also be administered by telephone or using more advance computer technology such as Skype. Sometimes they are held in the interviewee’s home, sometimes at a more neutral place. It is important for interviewees to decide whether they are comfortable about inviting the researcher into their home and whether they have a room or area where they can speak freely without disturbing other members of the household.

The interviewer (which is not necessarily the researcher) could adopt a formal or informal approach, either letting the interviewee speak freely about a particular issue or asking specific pre-determined questions. This will have been decided in advance and depend on the approach used by the researchers. A semi-structured approach would enable the interviewee to speak relatively freely, at the same time allowing the researcher to ensure that certain issues were covered.

When conducting the interview, the researcher might have a check list or a form to record answers. This might even take the form of a questionnaire. Taking notes can interfere with the flow of the conversation,
particularly in less structured interviews. Also, it is difficult to pay attention to the non-verbal aspects of communication and to remember everything that was said and the way it was said. Consequently, it can be helpful for the researchers to have some kind of additional record of the interview such as an audio or video recording. They should of course obtain permission before recording an interview.

Case studies

Case studies usually involve the detailed study of a particular case (a person or small group). Various methods of data collection and analysis are used but this typically includes observation and interviews and may involve consulting other people and personal or public records. The researchers may be interested in a particular phenomenon (e.g. coping with a diagnosis or a move into residential care) and select one or more individuals in the respective situation on whom to base their case study/studies. Case studies have a very narrow focus which results in detailed descriptive data which is unique to the case(s) studied. Nevertheless, it can be useful in clinical settings and may even challenge existing theories and practices in other domains.

Participant and non-participant observation

Studies which involve observing people can be divided into two main categories, namely participant observation and non-participant observation.

In participant observation studies, the researcher becomes (or is already) part of the group to be observed. This involves fitting in, gaining the trust of members of the group and at the same time remaining sufficiently detached as to be able to carry out the observation. The observations made might be based on what people do, the explanations they give for what they do, the roles they have, relationships amongst them and features of the situation in which they find themselves. The
researcher should be open about what s/he is doing, give the participants in the study the chance see the results and comment on them, and take their comments seriously.

In non-participant observation studies, the researcher is not part of the group being studied. The researcher decides in advance precisely what kind of behavior is relevant to the study and can be realistically and ethically observed. The observation can be carried out in a few different ways. For example, it could be continuous over a set period of time (e.g. one hour) or regularly for shorter periods of time (for 60 seconds every so often) or on a random basis. Observation does not only include noting what happened or was said but also the fact that a specific behavior did not occur at the time of observation.

**Observational trials**

Observational trials study health issues in large groups of people but in natural settings. **Longitudinal** approaches examine the behavior of a group of people over a fairly lengthy period of time e.g. monitoring cognitive decline from mid to late life paying specific attention to diet and lifestyle factors. In some cases, the researchers might monitor people when they are middle-aged and then again after 15 years and so on. The aim of such studies is usually to determine whether there is a link between one factor and another (e.g. whether high alcohol consumption is correlated with dementia). The group of people involved in this kind of study is known as a **cohort** and they share a certain characteristic or experience within a defined period. Within the cohort, there may be subgroups (e.g. people who drink moderately, people who drink heavily, people who binge drink etc.) which allow for further comparisons to be made.

In some cases, rather than following a group of people from a specific point in time onwards, the researchers take a **retrospective**
approach, working backwards as it were. They might ask participants to tell them about their past behavior, diet or lifestyle (e.g. their alcohol consumption, how much exercise they did, whether they smoked etc.) They might also ask for permission to consult the participants’ medical records (a chart review). This is not always a reliable method and may be problematic as some people may forget, exaggerate or idealize their behavior. For this reason, a prospective study is generally preferred if feasible although a retrospective pilot study preceding a prospective study may be helpful in focusing the study question and clarifying the hypothesis and feasibility of the latter (Hess, 2004).

PURPOSES OF RESEARCH

Descriptive research

Although some people dismiss descriptive research as `mere description', good description is fundamental to the research enterprise and it has added immeasurably to our knowledge of the shape and nature of our society. Descriptive research encompasses much government sponsored research including the population census, the collection of a wide range of social indicators and economic information such as household expenditure patterns, time use studies, employment and crime statistics and the like. Descriptions can be concrete or abstract. A relatively concrete description might describe the ethnic mix of a community, the changing age problem of a population or the gender mix of a workplace. Alternatively the description might ask more abstract questions such as `Is the level of social inequality increasing or declining?', `How secular is society?' or `How much poverty is there in this community?' Accurate descriptions of the level of unemployment or poverty have historically played a key role in social policy reforms (Marsh, 1982). By demonstrating the existence of social problems, competent description can challenge accepted assumptions about the way things are and can provoke action. Good description provokes the `why' questions of explanatory research. If we detect greater social polarization over the last
20 years (i.e. the rich are getting richer and the poor are getting poorer) we are forced to ask `Why is this happening?' But before asking `why?' we must be sure about the fact and dimensions of the phenomenon of increasing polarization. It is all very well to develop elaborate theories as to why society might be more polarized now than in the recent past, but if the basic premise is wrong (i.e. society is not becoming more polarized) then attempts to explain a non-existent phenomenon are silly. Of course description can degenerate to mindless fact gathering or what C.W. Mills (1959) called `abstracted empiricism'. There are plenty of examples of unfocused surveys and case studies that report trivial information and fail to provoke any `why' questions or provide any basis for generalization. However, this is a function of inconsequential descriptions rather than an indictment of descriptive research itself.

**Explanatory research**

Explanatory research focuses on why questions. For example, it is one thing to describe the crime rate in a country, to examine trends over time or to compare the rates in different countries. It is quite a different thing to develop explanations about why the crime rate is as high as it is, why some types of crime are increasing or why the rate is higher in some countries than in others. The way in which researchers develop research designs is fundamentally affected by whether the research question is descriptive or explanatory. It affects what information is collected. For example, if we want to explain why some people are more likely to be apprehended and convicted of crimes we need to have hunches about why this is so. We may have many possibly incompatible hunches and will need to collect information that enables us to see which hunches work best empirically.
RESEARCH PROCEDURES

The procedures used in my research are:

1. Problem formulation
2. Research design
3. Sample selection
4. Instruments application
5. Final results
6. Analysis of results
7. Conclusions and Recommendations

Methods

The Direct Method

In this method the teaching is done entirely in the target language. The learner is not allowed to use his or her mother tongue. Grammar rules are avoided and there is emphasis on good pronunciation.

Grammar-translation

Learning is largely by translation to and from the target language. Grammar rules are to be memorized and long lists of vocabulary learned by heart. There is little or no emphasis placed on developing oral ability.

Audio-lingual

The theory behind this method is that learning a language means acquiring habits. There is much practice of dialogues of every situations. New language is first heard and extensively drilled before being seen in its written form.
The structural approach

This method sees language as a complex of grammatical rules which are to be learned one at a time in a set order. So for example the verb "to be" is introduced and practiced before the present continuous tense which uses "to be" as an auxiliary.

Communicative language teaching (CLT)

The focus of this method is to enable the learner to communicate effectively and appropriately in the various situations she would be likely to find herself in. The content of CLT courses are functions such as inviting, suggesting, complaining or notions such as the expression of time, quantity, location.

The Silent Way

This is so called because the aim of the teacher is to say as little as possible in order that the learner can be in control of what he wants to say. No use is made of the mother tongue.

Community Language Learning

In this method attempts are made to build strong personal links between the teacher and student so that there are no blocks to learning. There is much talk in the mother tongue which is translated by the teacher for repetition by the student.

Immersion

This corresponds to a great extent to the situation we have at our school. ESL students are immersed in the English language for the whole of the school day and expected to learn math, science, humanities etc. through the medium of the target language, English.
Immigrant students who attend local schools find themselves in an immersion situation; for example refugee children from Bosnia attending German schools, or Puerto Ricans in American schools.

**Task-based language learning**

The focus of the teaching is on the completion of a task which in itself is interesting to the learners. Learners use the language they already have to complete the task and there is little correction of errors.

(This is the predominant method in middle school ESL teaching at Frankfurt International School. The tasks are subsumed in a major topic that is studied for a number of weeks. In the topic of ecology, for example, students are engaged in a number of tasks culminating in a poster presentation to the rest of the class. The tasks include reading, searching the internet, listening to taped material, selecting important vocabulary to teach other students etc.)

**The Natural Approach**

This approach, propounded by Professor S. Krashen, stresses the similarities between learning the first and second languages. There is no correction of mistakes. Learning takes place by the students being exposed to language that is comprehensible or made comprehensible to them.

**The Lexical Syllabus**

This approach is based on a computer analysis of language which identifies the most common (and hence most useful) words in the language and their various uses. The syllabus teaches these words in broadly the order of their frequency, and great emphasis is placed on the use of authentic materials.
POPULATION AND SAMPLE

Population

Population is defined as the total set of individuals, objects or observable measures that have some common characteristics in one place and at any given time.

In this research project, the target population that was analyzed is in the School of Languages and Linguistics, Faculty of Philosophy, Letters and Science Education at the University of Guayaquil.

The school has 400 students divided into two sessions: morning and evening; and a faculty consisting of 18 teachers, traditionally chaired by the Director of the School.

<table>
<thead>
<tr>
<th>#</th>
<th>STAFF</th>
<th>POPULATION</th>
<th>SAMPLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>DIRECTIVES</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>TEACHERS</td>
<td>18</td>
<td>1</td>
</tr>
<tr>
<td>3</td>
<td>STUDENTS</td>
<td>400</td>
<td>46</td>
</tr>
<tr>
<td></td>
<td>TOTAL</td>
<td>419</td>
<td>48</td>
</tr>
</tbody>
</table>

OPERATIONALIZATION OF THE VARIABLES

This study focuses on reading comprehension using technological resources. Operationalizing these two variables we can identify the independent variable which is the technological resources. The dependent
variable corresponds to reading comprehension. This means students will or will not comprehend a text using technological resources.

The dimensions are specified according to the variables and they will be some aspects of reading: skills and strategies. Also, the activities that teachers might apply to train students to be effective readers. An important dimension is the selection of passages according to the level of the students, their interests, and observing the regulations and specifications provided by the local education authorities. The tasks and activities presented should match the text. Silberstein (1994) says that the text determines what you do with it. She exemplifies this by the situation of the people and a telephone book. This kind of text invites to apply scanning not skimming or any other reading subskill.

As for technology, it depends on which are the resources available for the use of the teachers. They might include some very basic as a tape recorder and a CD, DVD and television, overhead projector, data projector and a computer with or without internet access. If classrooms are equipped with the latest technology, teachers can implement fantastic lessons. They can introduce the topic by displaying animated or still images from the internet, or show a video, or provide context with a situation. If students do not know a word they can search it on the net and find different meanings according to the source they find. In this regards, teachers should train students on how to choose the meaning that fits the context they are reading.

The indicators measure the level of comprehension reached by students in terms of their participation inside and outside the class, the interaction patterns (teacher-students, among students, synchronous or asynchronous), and the motivation of both teachers and students during the development of the lesson. Teachers must feel confident with the resources they are implement. Moreover they should know how to use them, not knowing the mechanics of technology might cause interruptions
to figure out the system and procedures to follow. Teachers could lose valuable time to get started or continue with the lesson. In the second case, they should review before going on to assure students are following instructions and content. Teachers can also ask for help to students. In most cases students are more tech savvy than the instructors. Facilitators should take this as the new generation facilities and not as students boycotting the class. In earlier times, a traditional class was seen as jug and mug, adds Scrivener (2005), this is the knowledge is poured from one recipient to an empty one. This was because the teacher was seen as the knower and had to pass that knowledge to the learners.

<table>
<thead>
<tr>
<th>Variables</th>
<th>DIMENSION</th>
<th>INDICATORS</th>
<th>ITEM</th>
<th>INSTRUMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dependent Reading comprehension</td>
<td>Reading skills and strategies. Reading activities. Passages. CD DVD Tape recorder Computer Online resources</td>
<td>Students read better and faster. Students respond to the text accordingly. Students work individually and independently. Students’ participation is enhanced when using technology. Students interact with pairs. Technology enhances class discussion.</td>
<td>Will students comprehend better with technological resources? Which activities should teachers implement to check reading comprehension? How technology will motivate students to read better? Will students’ comprehension improve with the use of technology?</td>
<td>Reading activities. Tape recorder. Computer CD DVD Tutorial for teachers. Passages. Visual aids. Lesson plans. Reading comprehension standards. Assessment sheets. Satisfaction surveys. Students’ feedback.</td>
</tr>
</tbody>
</table>
Objective of the survey

To know students point of view about why the Reading comprehension is so difficult for them

Specific information

Write an ‘x’ on the answer you consider the most appropriate on each of the required statements.

<table>
<thead>
<tr>
<th>STATEMENTS</th>
<th>ALWAYS</th>
<th>USUALLY</th>
<th>OFTEN</th>
<th>SOMETIMES</th>
<th>NEVER</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.-The reading is so interesting for the students.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.-The students can read fluently</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.-The reading is so easy to understand for you.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.-The vocabulary is so important in the reading.</td>
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<td></td>
<td></td>
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<tr>
<td></td>
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<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>The reading is boring for the students.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>When you do not understand a word you look for it in the dictionary.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Teachers use interesting methods to teach reading.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>There are interesting methods to teach reading.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>There are some visual resources in the classroom to help the reading comprehension.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>All the students comprehend the reading at the same time.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

SOURCE: Escuela de Educación Básica Fiscal Rafaela Vallejo Barahona
ELABORATED BY: Ángela Yessenia Rodríguez Cando
INTERVIEW TO THE DIRECTOR

Objective of the interview

To know directive’s point of view about the importance of effective reading comprehension in the students.

QUESTION # 1: Do you think reading skill is really important for the students?

ANSWER # 1: ____________________________________________

_____________________________________________________

QUESTION # 2: Do you think students should practice reading?

ANSWER # 2: ____________________________________________

_____________________________________________________

QUESTION # 3: Do you think is important to use audio visual aids to teach reading?

ANSWER # 3: ____________________________________________

_____________________________________________________

QUESTION # 4: What is the biggest problem of the students to comprehend reading?

ANSWER # 4: ____________________________________________

QUESTION # 5: Do you think is important to improve vocabulary and grammar to comprehend reading?

ANSWER # 5: ____________________________________________
UNIVERSIDAD DE GUAYAQUIL
FACULTAD DE FILOSOFIA CIENCIAS Y LETRAS DE LA EDUCACIÓN
ESCUELA DE LENGUAS Y LINGÜÍSTICA
INTERVIEW TO THE ENGLISH TEACHER

Objective of the interview

To know English teacher’s point of view about the importance of effective reading comprehension in the students.

QUESTION # 1: Do you think students may have a good acquisition of the language practicing reading?

ANSWER #1: __________________________________________

QUESTION # 2: How do you develop Reading comprehension in your students?

ANSWER #2: __________________________________________

QUESTION # 3: Do you think is useful to look for unknown words in the dictionary for the students can comprehend the reading?

ANSWER #3: __________________________________________

QUESTION # 4: How do teachers motivate their students to read more?

ANSWER #4: __________________________________________

QUESTION # 5: Do you think teachers should use new strategies to teach reading in a better way?

ANSWER #5: __________________________________________
ANALYSIS OF RESULTS

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>always</td>
<td>12</td>
<td>28%</td>
</tr>
<tr>
<td>usually</td>
<td>20</td>
<td>45%</td>
</tr>
<tr>
<td>often</td>
<td>4</td>
<td>9%</td>
</tr>
<tr>
<td>sometimes</td>
<td>8</td>
<td>18%</td>
</tr>
<tr>
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<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>total</td>
<td>44</td>
<td>100%</td>
</tr>
</tbody>
</table>

SURVEY TO THE STUDENTS

Statement 1.- The reading is so interesting for the students. **Sample:** 44 students

CHART OF FREQUENCY

Source: Escuela de Educación Básica Fiscal Rafaela Vallejo Barahona
Elaborated by: Ángela Rodríguez Cando

GRAPHIC 1

The reading is so interesting fo the students

Analysis

According to the results, 28% of students always find the reading so interesting, the 45% of the students usually find the reading so interesting, the 9% of students often find the reading so interesting, the 18% of the students sometimes find the reading so interesting and the 0% of the
students never found the reading so interesting. For this reason I will design a teaching guide with updated teaching aids for reading comprehension.

ANALYSIS OF RESULTS

SURVEY TO THE STUDENTS

**Statement 2.** - The students can read fluently. **Sample:** 44 students

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>always</td>
<td>1</td>
<td>2%</td>
</tr>
<tr>
<td>usually</td>
<td>5</td>
<td>11%</td>
</tr>
<tr>
<td>often</td>
<td>7</td>
<td>16%</td>
</tr>
<tr>
<td>sometimes</td>
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<td>36%</td>
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<tr>
<td>never</td>
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<td>35%</td>
</tr>
<tr>
<td>total</td>
<td>44</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Escuela de Educación Básica Fiscal Rafaela Vallejo Barahona
Elaborated by: Ángela Rodríguez Cando

**GRAPHIC 2**

The students can read fluently

Analysis
According to the results, 2% of students always can read fluently, the 11% of the students usually can read fluently, the 16% of students often can read fluently, the 36% of the students sometimes can read fluently and the 35% of the students never can read fluently. For this reason I will design a teaching guide with updated teaching aids for reading comprehension.
ANALYSIS OF RESULTS
SURVEY TO THE STUDENTS

Statement 3.- The reading is so easy to understand for you.  Sample: 44 students

CHART OF FREQUENCY

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>always</td>
<td>5</td>
<td>11%</td>
</tr>
<tr>
<td>usually</td>
<td>14</td>
<td>32%</td>
</tr>
<tr>
<td>often</td>
<td>9</td>
<td>21%</td>
</tr>
<tr>
<td>sometimes</td>
<td>15</td>
<td>34%</td>
</tr>
<tr>
<td>never</td>
<td>1</td>
<td>2%</td>
</tr>
<tr>
<td>total</td>
<td>44</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Escuela de Educación Básica Fiscal Rafaela Vallejo Barahona
Elaborated by: Ángela Rodríguez Cando

GRAPHIC 3

The reading is so easy to understand for you

Analysis

According to the results, 11% of students always know the reading is so easy to understand, the 32% of the students usually know the reading is so easy to understand, the 21% of students often know the reading is so easy to understand, the 34% of the students sometimes know the reading is so easy to understand and the 2% of the students never understand
the reading. For this reason I will design a teaching guide with updated teaching aids for reading comprehension.

**ANALYSIS OF RESULTS**

**SURVEY TO THE STUDENTS**

**Statement 4.** - The vocabulary is so important in the reading. **Sample:** 44 students

**CHART OF FREQUENCY**

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>always</td>
<td>42</td>
<td>96%</td>
</tr>
<tr>
<td>usually</td>
<td>1</td>
<td>2%</td>
</tr>
<tr>
<td>often</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>sometimes</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>never</td>
<td>1</td>
<td>2%</td>
</tr>
<tr>
<td>total</td>
<td>44</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Escuela de Educación Básica Fiscal Rafaela Vallejo Barahona

Elaborated by: Ángela Rodríguez Cando

**GRAPHIC 4**

The vocabulary is so important in the reading

Analysis

According to the results, 96% of students always know the vocabulary is so important in the reading, the 2% of the students usually know the
vocabulary is so important in the reading, and the 2% of the students never know the vocabulary is so important in the reading. For this reason I will design a teaching guide with updated teaching aids for reading comprehension.

ANALYSIS OF RESULTS
SURVEY TO THE STUDENTS

Statement 5.- The reading is boring for the students. Sample: 44 students

CHART OF FREQUENCY

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>always</td>
<td>4</td>
<td>9%</td>
</tr>
<tr>
<td>usually</td>
<td>6</td>
<td>14%</td>
</tr>
<tr>
<td>often</td>
<td>4</td>
<td>9%</td>
</tr>
<tr>
<td>sometimes</td>
<td>19</td>
<td>43%</td>
</tr>
<tr>
<td>never</td>
<td>11</td>
<td>25%</td>
</tr>
<tr>
<td>total</td>
<td>44</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Escuela de Educación Básica Fiscal Rafaela Vallejo Barahona
Elaborated by: Ángela Rodríguez Cando

GRAPHIC 5

The reading is boring for the students

Analysis
According to the results, 9% of students always find the reading boring, the 14% of the students usually find the reading boring, the 9% of students often find the reading boring, the 43% of the students sometimes find the reading boring and the 25% of the students never find the reading boring. For this reason I will design a teaching guide with updated teaching aids for reading comprehension.

**ANALYSIS OF RESULTS**

**SURVEY TO THE STUDENTS**

**Statement 6.** - When you do not understand a word you look for it in the dictionary. **Sample:** 44 students

**CHART OF FREQUENCY**

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>always</td>
<td>27</td>
<td>61%</td>
</tr>
<tr>
<td>usually</td>
<td>9</td>
<td>21%</td>
</tr>
<tr>
<td>often</td>
<td>2</td>
<td>5%</td>
</tr>
<tr>
<td>sometimes</td>
<td>5</td>
<td>11%</td>
</tr>
<tr>
<td>never</td>
<td>1</td>
<td>2%</td>
</tr>
<tr>
<td>total</td>
<td>44</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Escuela de Educación Básica Fiscal Rafaela Vallejo Barahona
Elaborated by: Ángela Rodríguez Cando

**GRAPHIC 6**

*When you do not know a word you look for it in the dictionary*
Analysis

According to the results, 61% of students always look for new words in the dictionary, the 21% of the students usually new words in the dictionary, the 5% of students often new words in the dictionary, the 11% of the student's sometimes new words in the dictionary and the 2% of the students never look for it.

ANALYSIS OF RESULTS
SURVEY TO THE STUDENTS

Statement 7.- Teachers use interesting methods to teach reading.
Sample: 44 students

CHART OF FREQUENCY

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>always</td>
<td>38</td>
<td>86%</td>
</tr>
<tr>
<td>usually</td>
<td>4</td>
<td>9%</td>
</tr>
<tr>
<td>often</td>
<td>2</td>
<td>5%</td>
</tr>
<tr>
<td>sometimes</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>never</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>total</td>
<td>44</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Escuela de Educación Básica Fiscal Rafaela Vallejo Barahona
Elaborated by: Ángela Rodríguez Cando

GRAPHIC 7

Teachers use interesting methods to teach reading
Analysis

According to the results, 86% of students always notice teachers use interesting methods to teach reading, the 9% of the student’s usually new words in the dictionary, the 5% of students often new words in the dictionary. For this reason I will design a teaching guide with updated teaching aids for reading comprehension.

ANALYSIS OF RESULTS

SURVEY TO THE STUDENTS

Statement 8.- There are interesting methods to teach reading. Sample: 44 students

CHART OF FREQUENCY

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>always</td>
<td>9</td>
<td>21%</td>
</tr>
<tr>
<td>usually</td>
<td>15</td>
<td>34%</td>
</tr>
<tr>
<td>often</td>
<td>15</td>
<td>34%</td>
</tr>
<tr>
<td>sometimes</td>
<td>4</td>
<td>9%</td>
</tr>
<tr>
<td>never</td>
<td>1</td>
<td>2%</td>
</tr>
<tr>
<td>total</td>
<td>44</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Escuela de Educación Básica Fiscal Rafaela Vallejo Barahona
Elaborated by: Ángela Rodríguez Cando

GRAPHIC 8
According to the results, 21% of students always notice there are interesting methods to teach reading, the 34% of the students usually and often notice there are interesting methods to teach reading, the 9% of the students sometimes notice there are interesting methods to teach reading and the 2% of the students never notice this.

ANALYSIS OF RESULTS

SURVEY TO THE STUDENTS

Statement 9.- There are some visual resources in the classroom to help the reading comprehension. **Sample:** 44 students

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>always</td>
<td>5</td>
<td>11%</td>
</tr>
<tr>
<td>usually</td>
<td>4</td>
<td>9%</td>
</tr>
<tr>
<td>often</td>
<td>2</td>
<td>5%</td>
</tr>
<tr>
<td>sometimes</td>
<td>22</td>
<td>50%</td>
</tr>
<tr>
<td>never</td>
<td>11</td>
<td>25%</td>
</tr>
<tr>
<td>total</td>
<td>44</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Escuela de Educación Básica Fiscal Rafaela Vallejo Barahona
Elaborated by: Ángela Rodríguez Cando
There are some visual resources in the classroom to help the reading comprehension

Analysis

According to the results, 11% of students always notice there are some visual resources in the classroom to help the reading comprehension, the 9% of the students usually notice there are some visual resources in the classroom, the 5% of students often notice there are some visual resources in the classroom, the 50% of the students sometimes notice there are some visual resources in the classroom and the 25% of the students never notice this.

ANALYSIS OF RESULTS

SURVEY TO THE STUDENTS

Statement 10.- All the students comprehend the reading at the same time.
Sample: 44 students

CHART OF FREQUENCY

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>always</td>
<td>1</td>
<td>2%</td>
</tr>
<tr>
<td>usually</td>
<td>3</td>
<td>7%</td>
</tr>
<tr>
<td>often</td>
<td>7</td>
<td>16%</td>
</tr>
<tr>
<td>sometimes</td>
<td>28</td>
<td>64%</td>
</tr>
<tr>
<td>never</td>
<td>5</td>
<td>11%</td>
</tr>
<tr>
<td>total</td>
<td>44</td>
<td>100%</td>
</tr>
</tbody>
</table>
According to the results, 2% of students always comprehend the reading at the same time, the 7% of the students usually comprehend the reading at the same time, the 16% of students often comprehend the reading at the same time, the 64% of the students sometimes comprehend the reading at the same time and the 11% of the students never comprehend the reading at the same time. For this reason I will design a teaching guide with updated teaching aids for reading comprehension.

ANALYSIS OF RESULTS

The best way to find and solve the educational problems to the students of 8th grade, basic education at “UNIDAD EDUCATIVA FISCAL RAFAELA VALLEJO BARAHONA” is through a survey with clear statements that help us to understand the reality about the educative process. The data collected were tabulated and analyzed through specific methods. The alternatives of the survey were “always” “usually” “often” “sometimes” and “never” which helped to establish conclusions and recommendations.
## SURVEY TO THE STUDENTS

<table>
<thead>
<tr>
<th>STATEMENTS</th>
<th>ALWAYS</th>
<th>USUALLY</th>
<th>OFTEN</th>
<th>SOMETIMES</th>
<th>NEVER</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.-The reading is so interesting for the students.</td>
<td>12</td>
<td>20</td>
<td>4</td>
<td>8</td>
<td>0</td>
<td>44</td>
</tr>
<tr>
<td>2.-The students can read fluently</td>
<td>1</td>
<td>5</td>
<td>7</td>
<td>16</td>
<td>15</td>
<td>44</td>
</tr>
<tr>
<td>3.-The reading is so easy to understand for you.</td>
<td>5</td>
<td>14</td>
<td>9</td>
<td>15</td>
<td>1</td>
<td>44</td>
</tr>
<tr>
<td>4.-The vocabulary is so important in the reading.</td>
<td>42</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>44</td>
</tr>
<tr>
<td>5.-The reading is boring for the students.</td>
<td>4</td>
<td>6</td>
<td>4</td>
<td>19</td>
<td>11</td>
<td>44</td>
</tr>
<tr>
<td>6.-When you do not understand a word you look for it in the dictionary.</td>
<td>27</td>
<td>9</td>
<td>2</td>
<td>5</td>
<td>1</td>
<td>44</td>
</tr>
<tr>
<td>7.-Teachers use interesting methods to teach reading.</td>
<td>38</td>
<td>4</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>44</td>
</tr>
<tr>
<td>8.-There are interesting methods to teach reading.</td>
<td>9</td>
<td>15</td>
<td>15</td>
<td>4</td>
<td>1</td>
<td>44</td>
</tr>
<tr>
<td>9.-There are some visual resources in the classroom to help the reading comprehension.</td>
<td>5</td>
<td>4</td>
<td>2</td>
<td>22</td>
<td>11</td>
<td>44</td>
</tr>
<tr>
<td>10.-All the students comprehend the reading at the same time.</td>
<td>1</td>
<td>3</td>
<td>7</td>
<td>28</td>
<td>5</td>
<td>44</td>
</tr>
</tbody>
</table>

**SOURCE:** Escuela de Educación Básica Fiscal Rafaela Vallejo Barahona
**ELABORATED BY:** Angela Yessenia Rodríguez Cando
CONCLUSIONS

Considering the survey, my conclusions are:

1. According to the results obtained the students in the eighth year of basic education do not like reading, so it represents a real sacrifice for them.

2. The most teachers do not use the appropriate methodological strategies to develop reading comprehension. They do not motivate their students.

3. New words are seen by students as a great obstacle to comprehend a text. It is necessary for students to properly comprehend the words or the vocabulary of a written passage in order to be able to decode the message, thus comprehend a written text.

4. The students often complain of the fact that they cannot recall the information they just read. They need to hold the information in working memory long enough for the information to be more extensively processed, and often some of them lack it.

5. Students read a little or nothing. This is considered to be a great obstacle for students to comprehend a written text. These were the aims of the study, and the results will be presented in the following. If a breakdown occurs in one of the aspects mentioned above then the students usually fail to decode a text, and analyze its meaning, which often results in reading comprehension problems and failure.

6. The type of text is another factor that influences a lot reading comprehension. It is considered to be one major barrier. Some texts are easy to be perceived some others are very difficult.
RECOMMENDATIONS

1. Provide students with a variety of opportunities to review what they have read. Try story maps, or story re-telling.

2. Encourage students to make connections between the reading passage and their worlds. Connection charts can be set up where students are encouraged to link what they learned to their experiences and world knowledge.

3. Use cooperative learning activities. Assign each student a part of the reading they are responsible for teaching to other group members. This provides the opportunity for students to paraphrase what they have read, which may help commit the information to memory.

4. Encourage students to re-read passages. They will be able to read with increased speed and fluency, which will allow them to extract more knowledge from what they read.

5. Allow students to demonstrate their understanding of readings in a variety of ways. Students may like to draw pictures, make charts, write a poem, write a play, etc.

6. The results of this investigation suggest a review of the teaching resources used by teachers in the learning process, so we recommend updating processes and teacher training are conducted with technological approach, encouraging computer skills of teachers.

7. Implement new technological teaching resources to channel a significant learning based on constructivism, for students to new demands and challenges of the knowledge society and the digital era applied to their training, enabling them to become autonomous learners fit.
CHAPTER IV

PROPOSAL

Implementation of a workbook with different types of readings to develop reading comprehension in English for the students of eighth year of Basic Education Rafaela Vallejo Barahona, Public School for year 2015-2016

ANTECEDENTS

Reading Comprehension is a crucial component of second language acquisition. As a core part of language learning it is, obviously, not an effortless process. Students often complain of not understanding a text, therefore they fail in answering to the comprehensive questions. Unfortunately, this is a reality evidenced and proven from unsatisfactory results of students in English Language in schools (as these students have been the objective of this study). In this context it is very important to reveal why students have difficulties in comprehending a text. At first, it is necessary to detect the problems that generally appear along this process. In this context, focus should be given to questionnaires as their results are good detectors of problems encountered by students. This would direct us to a proper strategy for problem solving and improving the situation. The survey in question was submitted to students from the Rafaela Vallejo Barahona School, using questionnaires, sample texts, observations, focus groups etc. Second, theories related to these problems and strategies that could be of help should be provided. Basically, theories and approaches of Reading Comprehension are: ‘bottom-up’, ‘top down’ and ‘the meta cognitive view’.
JUSTIFICATION

This present research project is appropriate because it helps to students to improve their reading comprehension.

It is also important because it contributes to science as follows: Students will be more predisposed to read another language and seek the means to understand the reading.

Thus we can see that the direct beneficiaries are students.

When we refer to problems related to Reading Comprehension certainly there are a lot and they vary from the simplest to the biggest ones, and to our surprise they may be different from what we think. The first question of our inquiry is: Which are the main problems faced by school students in Reading Comprehension?

The result showed that Reading Comprehension difficulty occurs frequently even in students who are good in spelling. This difficulty in reading comprehension occurs for many reasons.

Learning English Language is very important nowadays. Actually there is not a satisfactory level of students’ outcome as they have shown a lot of problems concerning second language acquisition, respectively English Language. The word “problems” includes a lot of aspects, but this study will be focused on Reading Comprehension. Since reading is considered to be the core part of language acquisition, it is necessary to make a proper study about this process, the identification of the core problems faced during reading comprehension which create obstacles on language learning. Another objective of the study is finding out some strategies that best work in solving reading comprehension problems.
Based on the questionnaires we did in some of the high schools of Albania, as described in the Methodology section, we are going to show the results on the chart below. Students were asked to answer several questions about problems they face while trying to comprehend the text.

Students prefer some types of text to work with it in schools, while others they consider to be not interesting, thus difficult for them. In these context students should be encouraged to do extensive reading and use some sort of techniques to encourage them. As for instance when reading novels it’s highly recommended to use these techniques in the classroom:

• Talk about what happened in the text

• Write about what happened in the text

• Dramatize what happened in the text.

Students who are good at monitoring their comprehension knows when they understand what they read and when they do not. They have strategies to “fix” problems in their understanding as the problems arise. Research shows that instruction, even in the early grades, can help students become better at monitoring their comprehension.

Comprehension monitoring instruction teaches students to:

• Be aware of what they do understand

• Identify what they do not understand

• Use appropriate strategies to resolve problems in comprehension

Graphic organizers illustrate concepts and relationships between concepts in a text or using diagrams. Graphic organizers are known by different names, such as maps, webs, graphs, charts, frames, or clusters.
Regardless of the label, graphic organizers can help readers focus on concepts and how they are related to other concepts. Graphic organizers help students read and understand textbooks and picture books.

Graphic organizers can:

- Help students focus on text structure "differences between fiction and nonfiction" as they read
- Provide students with tools they can use to examine and show relationships in a text
- Help students write well-organized summaries of a text

Questions can be effective because they:

- Give students a purpose for reading
- Focus students' attention on what they are to learn
- Help students to think actively as they read
- Encourage students to monitor their comprehension
- Help students to review content and relate what they have learned to what they already know

The Question-Answer Relationship strategy (QAR) encourages students to learn how to answer questions better. Students are asked to indicate whether the information they used to answer questions about the text was textually explicit information (information that was directly stated in the text), textually implicit information (information that was implied in the text), or information entirely from the student's own background knowledge.
In story structure instruction, students learn to identify the categories of content (characters, setting, events, problem, and resolution). Often, students learn to recognize story structure through the use of story maps. Instruction in story structure improves students' comprehension.

Summarizing requires students to determine what is important in what they are reading and to put it into their own words. Instruction in summarizing helps stunts:

- Identify or generate main ideas
- Connect the main or central ideas
- Eliminate unnecessary information
- Remember what they read

Research shows that explicit teaching techniques are particularly effective for comprehension strategy instruction. In explicit instruction, teachers tell readers why and when they should use strategies, what strategies to use, and how to apply them. The steps of explicit instruction typically include direct explanation, teacher modeling ("thinking aloud"), guided practice, and application.

Effective comprehension strategy instruction can be accomplished through cooperative learning, which involves students working together as partners or in small groups on clearly defined tasks. Cooperative learning instruction has been used successfully to teach comprehension strategies. Students work together to understand texts, helping each other learn and apply comprehension strategies. Teachers help students learn to work in groups. Teachers also provide modeling of the comprehension strategies.
OBJECTIVES

General Objective

To examine the impact of the use of teaching aids to develop reading comprehension through a bibliographical study to design a teaching guide with updated teaching aids for reading comprehension in order to improve reading comprehension skill.

Specific Objectives

To diagnose the level of reading comprehension through an analysis and evaluating students.

To choose the most important aspects of the research.

To design a media guide updated to reinforce teaching reading comprehension

IMPORTANCE

The reason for doing this project is to diagnose a specific reading problem based on what I see and hear when students read, and how to find texts that are on the appropriate level for my students.

I am now aware of techniques for recognizing the demands of a text, such as scrutinizing its vocabulary, required background knowledge, length, and text patterns.

DESCRIPTION OF THE PROPOSAL

With the workbook the teacher can provide instructions to allow students to see, learn, and use a variety of comprehension strategies as they read.
Before Reading

Before reading, the teacher may:

- Motivate students through activities that may increase their interest (book talks, dramatic readings, or displays of art related to the text), making the text relevant to students in some way.

- Activate students' background knowledge important to the content of the text by discussing what students will read and what they already know about its topic and about the text organization.

- Students, with some help from the teacher, may:
  - Establish a purpose for reading.
  - Identify and discuss difficult words, phrases, and concepts in the text.
  - Preview the text (by surveying the title, illustrations, and unusual text structures) to make predictions about its content.
  - Think, talk, and write about the topic of the text.

During Reading

- During reading, the teacher may:
  - Remind students to use comprehension strategies as they read and to monitor their understanding.
  - Ask questions that keep students on track and focus their attention on main ideas and important points in the text.
  - Focus attention on parts in a text that require students to make inferences.
• Call on students to summarize key sections or events.

• Encourage students to return to any predictions they have made before reading to see if they are confirmed by the text.

• Students, with some help from the teacher, may:

  • Determine and summarize important ideas and supportive details.
  • Make connections between and among important ideas in the text.
  • Integrate new ideas with existing background knowledge.
  • Ask themselves questions about the text.
  • Sequence events and ideas in the text.
  • Offer interpretations of and responses to the text.
  • Check understanding by paraphrasing or restating important and/or difficult sentences and paragraphs.
  • Visualize characters, settings, or events in a text.

**After Reading**

• After reading, the teacher may:

  • Guide discussion of the reading.
  • Ask students to recall and tell in their own words important parts of the text.
  • Offer students opportunities to respond to the reading in various ways, including through writing, dramatic play, music, readers' theatre, videos, debate, or pantomime.
  • Students, with some help from the teacher, may:
• Evaluate and discuss the ideas encountered in the text.
• Apply and extend these ideas to other texts and real life situations.
• Summarize what was read by retelling the main ideas.
• Discuss ideas for further reading.

APPLICATION OF THE PROPOSAL

Phase I
Presentation of the proposal

Phase II
Application of the proposal

Phase III
Evaluation of the proposal

SOCIAL IMPACT

Reading is fundamental to function in today’s society

Reading comprehension skills increase the pleasure and effectiveness of reading. Strong reading comprehension skills help in all the other subjects and in the personal and professional lives.

BENEFICIARIES

Students of eighth grade Basic Education of Rafaela Vallejo Barahona will benefit with this project.
Bibliography


ANNEX ONE

DOCUMENTS
UNIVERSIDAD DE GUAYAQUIL

FACULTAD DE FILOSOFIA, LETRAS Y CIENCIAS DE LA EDUCACION

CARRERA: LENGUAS Y LINGÜÍSTICA

CERTIFICADO PORCENTAJE DE SIMILITUD

Habiendo sido nombrado MSc. RODRIGO GUERRERO SEGURA, Tutor del trabajo de titulación certifico que el presente trabajo de titulación, ha sido elaborado por RODRIGUEZ CANDO ANGELA YESSENIA, con mi respectiva supervisión como requerimiento parcial por la obtención del título LICENCIADO EN CIENCIAS DE LA EDUCACION en la CARRERA: LENGUAS Y LINGÜÍSTICA.

Se informa que el trabajo de titulación: “THE INFLUENCE OF TECHNOLOGICAL RESOURCES IN THE IMPROVEMENT OF READING COMPREHENSION” PROPUESTA “THE DESIGN OF A BOOKLET WITH TECHNOLOGICAL RESOURCES EXERCISES”, ha sido orientado durante todo el periodo de ejecución en el programa antiplagio, quedando el 10% coincidencia.

Msc. RODRIGO GUERRERO SEGURA
Guayaquil, Julio 1, 2015

Msc.

Sonnia Alarcon

Rectora

Escuela Fiscal Rafaela Vallejo Barahona

Ciudad

De mis consideraciones:

Por medio de la presente yo, Angela Yessenia Rodríguez Cando, con C.I. 0914893805, estudiante de la facultad de Filosofía, escuela de Lenguas y Linguística, Universidad de Guayaquil, solicito a ud de la manera más comedida me permita hacer mi proyecto con el tema: MEDIOS DE ENSEÑANZA PARA FORTALECER LA COMPRENSIÓN LECTORA de los estudiantes de 8° año básico, en la distinguida institución que ud dirige.

Agradezco de antemano su atención a la presente y me reitero de Ud.

Muy Atentamente,

[Signature]

Angela Yessenia Rodríguez Cando

C.I. 0914893805

[Received]

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ESCUELA DE EDUCACION BASICA FISCAL

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GUAYAQUIL 20 DE JULIO DEL 2015.

Por medio de la presente certifico que la Sra. Angela Yessenia Rodríguez Cando con C.I.: 0914893805 se encuentra realizando el proyecto de tesis en la institución educativa con el tema “MEDIOS DE ENSEÑANZA PARA FORTALECER LA COMPRENSION LECTORA DE LOS ESTUDIANTES DE 8VO AÑO BASICO”, del idioma inglés.

Es todo lo que puedo decir en honor a la verdad. La interesada puede hacer uso de este documento para los fines pertinentes.

Atentamente:

[Signature]

Sonia Alarcón Vergara

Directora
ANNEX TWO
PHOTOS
ENGLISH AREA DIRECTOR
WITH THE STUDENTS
Humor

A big mystery: the tremendous benefits of laughter.

Humor, the tendency of particular cognitive experiences to provoke laughter and provide amusement, affects how we perceive and respond to life. It enhances the quality of life and may relieve the body from so many health problems. In fact, humans are the only creatures on earth that are endowed with the ability to laugh.

The difference between humor and laughter is that humor is a perceptual process while laughter is a behavioral response. People of all ages and cultures respond to humor. The majority of people are able to experience humor, i.e., to be amused, to laugh or smile at something funny, and thus they are considered to have a sense of humor. The hypothetical person lacking a sense of humor would likely find the behavior induced by humor to be inexplicable, strange, or even irrational. Though ultimately decided by personal taste, the extent to which a person will find something humorous depends upon a host of variables, including geographical location, culture, maturity, level of education, intelligence and context.

Regular laughter sessions can have important effects on our health and wellbeing. For instance, laughter is considered to be a stress buster and researchers found a direct link between laughter and healthy function of blood vessels. Laughter causes the dilatation of the inner lining of blood vessels, the endothelium, and increases blood flow. It also has been shown to lead to reductions in stress hormones such as cortisol and epinephrine. When laughing the brain also releases endorphins that can relieve some physical pain. Laughter also boosts the number of antibody-producing cells and enhances the effectiveness of T-cells, a type of cells that lead to a stronger immune system.
Since laughter does effect the body, mind and spirit the only thing you have to do to lead a happy life is LAUGH, as simple as that.

Comprehension:

1. The expression "stress buster" means:
   a. something that stops stress,
   b. something that produces stress.

2. Laughter strengthens:
   a. the immune system
   b. the muscles

3. The response to humor is the same everywhere in the world.
   a. True
   b. False

4. A person lacking the sense of humor may find it difficult to get along with other people.
   a. True
   b. False

The Great Wall Of China

The Great Wall of China, one of the greatest wonders of the world, was first built between 220–206 BC. In fact, it began as independent walls for
different states when it was first built, and did not become the "Great" wall until the Qin Dynasty. Emperor Qin Shihuang succeeded in his effort to have the walls joined together to serve as fortification to protect the northern borders of the Chinese Empire from invasion. Afterwards it was rebuilt and maintained over the years, between the 5th century BC and the 16th century.

One of the myths associated with the Great Wall of China is that it is the only man-made structure that can be seen from the moon with the naked eye. The legend originated in Richard Halliburton's 1938 book Second Book of Marvels. However, This myth is simply not true. Richard Halliburton's claim was contradicted by astronauts Neil Armstrong and Yang Liwei. A more plausible assumption would be to say that the Great Wall can be visible from a low orbit of the earth which is not unique in this regard as many other artificial constructions can be seen from that height.

Comprehension

1. The Great Wall of China was first built as a single wall.
   a. ☐ True
   b. ☐ False
2. The Great Wall of China
   a. [ ] was built in a single dynasty.
   b. [ ] was refurbished during its history.

3. The Great Wall was first designed
   a. [ ] to protect the Empire from invasion.
   b. [ ] to help trade between different provinces.

4. The wall can be seen from moon with the naked eye.
   a. [ ] True.
   b. [ ] False.

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Pollution and its Negative Effects

Pollution is the degradation of natural environment by external substances introduced directly or indirectly. Human health, ecosystem quality and aquatic and terrestrial biodiversity may be affected and altered permanently by pollution.
Pollution occurs when ecosystems can not get rid of substances introduced into the environment. The critical threshold of its ability to naturally eliminate substances is compromised and the balance of the ecosystem is broken.

The sources of pollution are numerous. The identification of these different pollutants and their effects on ecosystems is complex. They can come from natural disasters or the result of human activity, such as oil spills, chemical spills, nuclear accidents ... These can have terrible consequences on people and the planet where they live: destruction of the biodiversity, increased mortality of the human and animal species, destruction of natural habitat, damage caused to the quality of soil, water and air ...

Preventing pollution and protecting the environment necessitate the application of the principles of sustainable development. we have to consider to satisfy the needs of today without compromising the ability of future generations to meet their needs. This means that we should remedy existing pollution, but also anticipate and prevent future pollution sources in order to protect the environment and public health. Any environmental damage must be punishable by law, and polluters should pay compensation for the damage caused to the environment.

Comprehension

1. The damage caused by pollution might be irreversible:
   a. True
   b. False
2. The ecosystem
   a. can always cope with pollutants
   b. may not always be able to cope with pollution.

3. Pollution
   a. is always caused by humans.
   b. may sometimes be caused by natural disasters.

4. An ideal solution to prevent pollution would be to
   a. refrain the development of some countries.
   b. continue developmental projects.
   c. take into consideration the future generations need to live in a healthy environment.
Summer is the warmest of the four temperate seasons which also include winter, spring, and autumn. It occurs between spring and autumn. It is known for the longest days and shortest nights. The seasons start on different dates in different cultures based on astronomy and regional meteorology. However, when it is summer in the southern hemisphere, it is winter in the northern hemisphere, and vice versa. Summer is traditionally associated with hot dry weather, but this does not occur in all regions. For example, the wet season occurs during summer across many parts of the tropics and subtropics. Tropical cyclones develop and roam the tropical and subtropical oceans during the summer. In the interior of continents, thunderstorms are most likely to produce hail during the afternoon and evening. Schools and universities have a summer break to take advantage of the warmer weather and longer days.

People take advantage of the warmer temperatures by spending more time outdoors during the summer. Activities such as traveling to the beach and picnics occur during summer months. Sports such as cricket, volleyball, skateboarding, baseball, softball, soccer, tennis, water polo, and football are played. Water skiing is a uniquely summer sport, which is done when waters approach their warmest of the year.
Comprehension:

1. Summer occurs between winter and spring
   a. ☒ True
   b. ☐ False

2. Summer is characterized by hot and dry weather everywhere in the world
   a. ☐ True.
   b. ☒ False.

3. Summer occurs at different times depending on the regions.
   a. ☒ True
   b. ☐ False
**Mickey Mouse** is a cartoon character who has become an icon for the Walt Disney Company. Mickey Mouse is short for Mitchell Mouse. It was created in 1928 by Walt Disney and Ub Iwerks and voiced by Walt Disney.

The first appearance of Mickey Mouse was in *Plane Crazy* on May 15, 1928. But the Walt Disney Company celebrates Mickey Mouse birth as November 18, 1928 upon the release of *Steamboat Willie*, because it is the first Mickey Mouse Cartoon with sound. The anthropomorphic mouse has developed along the years. He first appeared in color in 1935. The first *Technicolor Disney* film was *Flowers and Trees* from 1932. He also evolved from being simply a character in animated cartoons and comic strips to become one of the most recognizable symbols in the world.

Mickey's popularity has grown around the world. This was due to his angelic nature. Mickey never does anything immoral. However, in 2009 the Walt Disney Company announced that they will begin to re-brand the Mickey Mouse character by moving away from his pleasant, cheerful image and reintroducing the more devious side of his personality, starting with the upcoming *Epic Mickey*, a Mickey Mouse video game. The Walt
Disney company thus intends to show the mischievous side of Mickey's personality.

**Comprehension:**

1. Mickey Mouse's birthday is celebrated on
   a. [ ] May 15, 1928
   b. [ ] November 18, 1928

2. The first Mickey Mouse with sound first appeared in
   a. [ ] Steamboat Willie
   b. [ ] Plane Crazy

3. Mickey Mouse first appeared in color in
   a. [ ] 1932
   b. [ ] 1935

4. Mickey Mouse has always been popular thanks to
   a. [ ] his good nature,
   b. [ ] mischievous side of his character.
Yes, all started with a mouse. But since the creation of Mickey Mouse in 1928, hundreds of characters have been born from the imagination of Disney Studios. Some have known worldwide fame and success. Others appeared only a few times but have nevertheless contributed to the originality, humor and the freshness of Walt Disney productions.

The following is a list of the most popular Walt Disney Characters:

**Mickey Mouse**

*Mickey Mouse* was created in 1928 by Walt Disney and Ub Iwerks and voiced by Walt Disney. He first appeared in *Steamboat Willie*. He evolved from being simply a character in animated cartoons and comic strips to become one of the most recognizable symbols in the world. His popularity is mainly due to his angelic nature.

**Donald Duck**

Donald Duck first appeared in the *Silly Symphonies* cartoon *The Wise Little Hen* on June 9, 1934. He is a white anthropomorphic duck with a yellow-orange bill, legs, and feet. Donald's most famous personality trait is his easily provoked and explosive temper.
**Goofy**

Goofy is an anthropomorphic dog and is one of Mickey Mouse's best friends. His original concept name was "Dippy Dawg" in cartoon shorts created during the 1930s. Along with being predictably clumsy, Goofy is often shown as having little to no intelligence. But this interpretation isn't always definitive; occasionally, Goofy is shown as intuitive and clever, albeit in his own unique, eccentric way.

**Pluto**

as most frequently appeared as Mickey Mouse's pet dog. He also had an independent starring role in 48 Disney shorts in the 1930s, 1940s and 1950s. Pluto is unusual for a Disney character in that he is not anthropomorphized beyond showing an unusually broad range of facial expressions or use of his front paws at key points; he is actually represented as a normal dog (unlike Goofy who is an anthropomorphic dog)

**Comprehension:**

1. Mickey Mouse was an original creation of Walt Disney
   a. ☑️ True
   b. ☐ False

2. Donal Duck first appeared in 1928
   a. ☑ Truer
   b. ☐ False

3. Goofy is stupid
   a. ☑ True
b. False

4. Pluto is an anthropomorphic character
   a. True
   b. False.
Earth Day

Many countries around the world celebrate Earth Day. It is a day that is meant to raise awareness and appreciation about the Earth's natural environment.

The first Earth Day was held in the USA. It was founded by United States Senator Gaylord Nelson as an environmental teach-in - a sort of general educational forum or seminar. That was on April 22, 1970. While this first Earth Day was focused on the United States, an organization launched by Denis Hayes, who was the original national coordinator in 1970, took it international in 1990 and organized events in 141 nations.

Earth Day is now coordinated globally by the Earth Day Network, and is celebrated in more than 175 countries every year. Numerous communities celebrate Earth Week, an entire week of activities focused on environmental issues. In 2009, the United Nations designated April 22 International Mother Earth Day.

Comprehension:

1. The first Earth Day was celebrated around the world
   a. True
   b. False

2. The celebration became international thanks to Senator Gaylord Nelson
   a. True
3. A few countries celebrate the Day
   a. True
   b. False

4. The day is now coordinated by The earth Day Network at the international level
   a. True
   b. False.
Halloween (also spelled Hallowe'en) is an annual holiday celebrated on October 31. It has roots in the Celtic festival of Samhain and the Christian holy day of All Saints.

Halloween has origins in the ancient festival known as Samhain, which is derived from Old Irish and means roughly "summer's end". This was a Gaelic festival celebrated mainly in Ireland and Scotland. This festival celebrates the end of the "lighter half" of the year and beginning of the "darker half", and is sometimes regarded as the "Celtic New Year". The celebration has some elements of a festival of the dead. The ancient Celts believed that the border between this world and the Other world became thin on Samhain, allowing spirits (both harmless and harmful) to pass through. The family's ancestors were honored and invited home whilst harmful spirits were warded off. It is believed that the need to ward off harmful spirits led to the wearing of costumes and masks. Their purpose was to disguise oneself as a harmful spirit and thus avoid harm.

But where does the origin of the name "halloween" come from? Well The term Halloween, originally spelled Hallowe'en, is shortened from All Hallows' Even – e'en is a shortening of evening. It is now known as "Eve of" All Saints' Day, which is November 1st. As Christianity started to spread, the church tried to supplant these pagan festivities with the Christian holiday (All Saints' Day) by moving it from May 13 to November 1. Although All Saints' Day is now considered to occur one day after Halloween, the two holidays were once celebrated on the same day.

Halloween is also related to A jack-o'-lantern (sometimes also spelled Jack O'Lantern) which is typically a carved pumpkin. In a jack-o'-
lantern, typically the top is cut off, and the inside flesh then scooped out; an image, usually a monstrous face, is carved onto the outside surface, and the lid replaced. At night, a light is placed inside to illuminate the effect.

Trick-or-treating is a customary celebration for children on Halloween. Children go in costume from house to house, asking for treats such as candy or sometimes money, with the question, "Trick or treat?" The word "trick" refers to a (mostly idle) threat to perform mischief on the homeowners or their property if no treat is given. In some parts of Ireland and Scotland children still go guising. In this custom the child performs some sort of show, i.e. sings a song or tells a ghost story, in order to earn their treats.

Comprehension:

1. The word Halloween means:
   a. [ ] hallows' day
   b. [ ] hallows' evening

2. Why did people wear masks on Halloween?
   a. [ ] They wanted to be unrecognizable.
   b. [ ] They wanted to frighten away evil spirits.
   c. [ ] They wanted to frighten their friends.

3. When children ask "trick or treat?":
   a. [ ] They want you to give them candy
   b. [ ] They give you a treat in return of candy or money
c. They let you in peace in return of candy or money

4. During Samhain festivities:
   a. only evil spirits are present
   b. only good spirits are present
   c. both evil and good spirits are present
Christmas which is celebrated on December 25th is an important Christian holiday. The origin of the word "Christmas" comes from "Christ" and the "Holy.Mass". It is believed that the day commemorates the birth of Jesus Christ although a lot of people doubt that the Day corresponds to the actual date of his birth. In spite of its Christian origin, Christmas is also celebrated by a lot of non-Christian countries and the celebration includes a lot of non-religious customs. People exchange gifts and greeting cards. Homes are decorated with Christmas trees, light and garlands. Dinners are planned with special food and all the families gather to have a lot of fun.

A central imaginary figure in Christmas is Father Christmas, also called Santa Claus. He is believed to fly on his sleigh bringing gifts for children.

Christmas is also an opportunity for economic growth. It has become an important period for business activity. Shops make a lot of profit and a lot of countries realized this economic impact.
Comprehension

1. Christmas celebration is on
   a. December 24,
   b. December 25,

2. Jesus Christ's Date of birth
   a. is on December 25th.
   b. We are not sure about the exact date.

3. Santa Claus comes
   a. on foot
   b. on a flying sleigh
**The Whale**

Whale is the common name for various marine mammals of the order Cetacea. Whales breathe air and are not fish. They are mammals that spend their entire lives in the water. Whales are of two types: toothed (Odontoceti) and baleen (Mysticeti) whales.

The anatomy of whales can be described as follows:

- Like all mammals, whales breathe air,
- They are warm-blooded,
- They nurse their young with milk from mammary glands,
- They have body hair.
- Beneath the skin lies a layer of fat called blubber, which stores energy and insulates the body.
- Whales have a spinal column, a vestigial pelvic bone,
- Whales have a four-chambered heart.
- The neck vertebrae are typically fused, trading flexibility for stability during swimming.

Whales breathe via blowholes; baleen whales have two and toothed whales have one. These are located on the top of the head, allowing the
animal to remain almost completely submerged whilst breathing. Breathing involves expelling excess water from the blowhole, forming an upward spout, followed by inhaling air into the lungs. Spout shapes differ among species and can help with identification.

The largest whales are blue whales. In fact, the blue whale is the largest animal known to have ever existed at 30 m (98 ft) and 180 tonnes. These huge animals eat about 4 tons of tiny krill each day, obtained by filter feeding through baleen, a comb-like structure that filters the baleen whales' food from the water.

Comprehension:

1. Wales are enormous fish.
   a. ☐ True
   b. ☐ False

2. Whales don't have hair.
   a. ☐ True
   b. ☐ False

3. Blues whales are toothed.
   a. ☐ True
   b. ☐ False
Dolphins are marine mammals closely related to whales and porpoises. The name is originally from Greek *(delphus)*, meaning *womb*. The animal’s name can therefore be interpreted as meaning a *fish with a womb*. Along with whales and porpoises, dolphins are descendants of terrestrial mammals. There are almost forty species of dolphin and are found worldwide. They are carnivores, eating mostly fish and squid. Dolphins are members of the family *Delphinidae* which evolved relatively recently, about ten million years ago.

Dolphins’ senses are very developed. Most dolphins have acute eyesight, both in and out of the water, and they can hear frequencies ten times or more above the upper limit of adult human hearing. Hearing is also used for *echolocation*, which all dolphins have. Dolphin teeth are believed to function as antennae to receive incoming sound and to pinpoint the exact location of an object. Beyond locating an object, *echolocation* also provides the animal with an idea on the object’s shape and size, though how exactly this works is not yet understood. The dolphin’s sense of touch is also well-developed, with free nerve endings densely packed in the skin, especially around the snout, pectoral fins and genital area. However, dolphins lack an olfactory nerve and lobes, and
thus are believed to have no sense of smell. They do have a sense of taste and show preferences for certain kinds of fish.

Dolphins are capable of making a broad range of sounds using nasal airsacs located just below the blowhole. Individual dolphins communicate using a variety of clicks, whistle-like sounds and other vocalizations. The clicks are directional and are for echolocation, often occurring in a short series called a click train. The click rate increases when approaching an object of interest. Dolphin echolocation clicks are amongst the loudest sounds made by marine animals.

Comprehension:

1. The dolphin is a fish.
   a. ☐ True
   b. ☐ False

2. Humans have better hearing abilities than dolphins.
   a. ☐ True.
   b. ☐ False.

3. Dolphins communicate using only clicks.
   a. ☐ True
   b. ☐ False
Elephants are large mammals of the family Elephantidae and the order Proboscidea. Traditionally, two species are recognized, the African elephant and the Asian elephant, although some evidence suggests that African bush elephants and African forest elephants are separate species. Other families of the order Proboscidea, including mammoths and mastodons are now extinct.

Elephants are scattered throughout sub-Saharan Africa, South Asia, and Southeast Asia. Male African elephants are the largest surviving terrestrial animals and can reach a height of 4 m (13 ft) and weigh 7,000 kg (15,000 lb).

All elephants have several distinctive features the most notable of which is a long trunk or proboscis, used for many purposes, particularly breathing, lifting water and grasping objects. Their incisors grow into tusks, which can serve as weapons and as tools for moving objects and digging. Elephants' large ear flaps help to control their body temperature. Their pillar-like legs can carry their great weight. African elephants have larger ears and concave backs while Asian elephants have smaller ears and convex or level backs.
One of the biggest threats to elephant populations is the ivory trade, as the animals are poached for their ivory tusks. Other threats to wild elephants include habitat destruction and conflicts with local people. Elephants are used as working animals in Asia. In the past they were used in war; today, they are often put on display in zoos and circuses.

**Comprehension:**

1. Mammoths and mastodons live in Africa.
   a. [ ] True
   b. [ ] False

2. Elephants live in all continents.
   a. [ ] True.
   b. [ ] False.

3. Ivory trade is the main threat that elephants are facing.
   a. [ ] True
   b. [ ] False
Santa Claus, also known as Saint Nicholas, Father Christmas, Kris Kringle, or simply "Santa", is a figure which was derived from the Dutch figure of Sinterklaas, a historical, legendary and mythological figure who in many Western cultures, is said to bring gifts to the homes of the good children during the late evening and overnight hours of Christmas Eve, December 24 or on his Feast Day, December 6 (Saint Nicholas Day). The legend is based on the tales concerning the historical figure of gift giver Saint Nicholas.

While Saint Nicholas was originally portrayed wearing bishop's robes, today Santa Claus is generally depicted as a plump, jolly, white-bearded man wearing a red coat with white collar and cuffs, white-cuffed red trousers, and black leather belt and boots (images of him rarely have a beard with no mustache). This image became popular in the United States and Canada in the 19th century due to the significant influence of caricaturist and political cartoonist Thomas Nast. This image has been maintained and reinforced through song, radio, television, and films. In the United Kingdom and Europe, he is often depicted in a manner identical to the American Santa Claus, but he is commonly called Father Christmas.
Comprehension:

1. Santa Claus is Saint Nicolas
   a. [ ] True
   b. [ ] False

2. Nowadays Santa Claus is depicted wearing bishop's robes
   a. [ ] True
   b. [ ] False

3. Today's image of Santa Claus was conceived in the United States and Canada.
   a. [ ] True
   b. [ ] False
Coffee is a popular brewed drink prepared from roasted coffee beans. Coffee plants are cultivated in over 70 countries, primarily in the equatorial regions of the Americas, Southeast Asia, India and Africa. Once ripe, coffee beans are picked, processed, and dried.

Green (unroasted) coffee beans are one of the most traded agricultural commodities in the world. Once traded, the beans are roasted to varying degrees, depending on the desired flavor, before being ground and brewed to create coffee. The two most commonly grown coffee beans are the highly regarded *arabica*, and the less sophisticated but stronger and more hardy *robusta*.

The drink

Coffee is one of the most popular drinks in the world. It is slightly acidic and can have a stimulating effect on humans because of its caffeine
content. It can be prepared and presented in a variety of ways. The effect of coffee on human health has been a subject of many studies; however, results have varied in terms of coffee's relative benefit. The majority of recent research suggests that moderate coffee consumption is benign or mildly beneficial in healthy adults.

History

Coffee cultivation first took place in Southern Arabia. The earliest credible evidence of coffee-drinking appears in the middle of the 15th century in the Sufi shrines of Yemen. In the Horn of Africa and Yemen, coffee was used in local religious ceremonies. As these ceremonies conflicted with the beliefs of the Christian church, the Ethiopian Church banned the secular consumption of coffee until the reign of Emperor Menelik II. The beverage was also banned in Ottoman Turkey during the 17th century for political reasons, and was associated with rebellious political activities in Europe.

Economy

Coffee is a major export commodity: it was the top agricultural export for twelve countries in 2004, the world's seventh-largest legal agricultural export by value in 2005, and “the second most valuable commodity exported by developing countries,” from 1970 to 2000. Further, green (unroasted) coffee is one of the most traded agricultural commodities in the world. Some controversy is associated with coffee cultivation and its impact on the environment. Consequently, organic coffee is an expanding market.

Comprehension:
1. Most of the coffee plants are grown in northern countries.
   a. ☐ True
   b. ☐ False

2. There are two major types of grown coffee beans.
   a. ☐ True
   b. ☐ False

3. Coffee as a drink was first prepared in Ethiopia.
   a. ☐ True
   b. ☐ False

4. Coffee cultivation has no effect on the environment.
   a. ☐ True
   b. ☐ False