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CENTRO UNIVERSITARIO: MATRIZ GUAYAQUIL

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MENCIÓN: LENGUAS Y LINGÜÍSTICA INGLESA

TEMA

INFLUENCE OF THE CONTEXTUAL WORD-INFERRING PROCESS IN READING COMPREHENSION

PROPUESTA

DESIGN OF A SYSTEM OF ACTIVITIES BASED ON THE CONTEXTUAL WORD-INFERRING PROCESS

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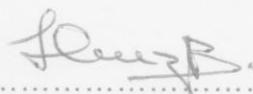
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Propuesta: Design of a system of activities based on the contextual word-inferring process.

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FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN

ESCUELA DE LENGUAS Y LINGÜÍSTICA

CENTRO UNIVERSITARIO: MATRIZ GUAYAQUIL

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TEMA: INFLUENCE OF THE CONTEXTUAL WORD-INFERRING PROCESS IN READING COMPREHENSION.

PROPUESTA: DESIGN OF A SYSTEM OF ACTIVITIES BASED ON THE CONTEXTUAL WORD-INFERRING PROCESS.

APROBADO

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Tribunal No 2   Tribunal No 3

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DEDICATION

I would like to dedicate this thesis to all the teachers that I have had throughout my life, from my parents and family to my teachers at the university. Thank you for teaching me.

You are the reason I am who I am today.

Julio Alejandro Rodriguez Estéfano

DEDICATION

This thesis is dedicated to the educative community, to all the people who use this material with educative purposes, and those who contribute to the improvement of the learning-teaching process.

Leticia Maribel Agualongo Ocampos

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I strongly believe that I would not have been able to do this without the help of so many people. I would like to thank my family, especially my parents for being amazing role-models and for supporting me in my desire to go further in life. Becoming a teacher was not an easy road to take and their patience was very important for me during this journey.

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Julio Alejandro Rodriguez Estéfano

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Leticia Maribel Agualongo Ocampos

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RESUMEN:
Esta tesis explora la influencia del proceso de inferencia de palabras por contexto en la habilidad de comprensión de lectura en inglés como lengua extranjera en estudiantes de Bachillerato de 3º de Bachillerato en Guayaquil, Ecuador. Esta tesis argumenta que, si un texto está diseñado para tener en cuenta el contexto del estudiante y su conocimiento previo, este puede ser capaz de inferir palabras desconocidas utilizando esa información (proceso de inferencia de palabras por contexto). Este estudio utilizó una prueba diagnóstica para evaluar el nivel de las habilidades de inferencia de los estudiantes en inglés; entrevistas y encuestas para recoger información sobre la situación actual de la escuela y proponer un sistema de actividades para ayudar a mejorar su nivel de inglés a B1.2 de competencia. Por último, este trabajo contribuye al debate que sugiere que la inferencia puede ser una herramienta valiosa para desarrollar y mejorar la habilidad de comprensión de lectura.

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Influence of the contextual word-inferring process in reading comprehension

Design of a system of activities based on the contextual word-inferring process

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ABSTRACT:

This thesis explores the influence of the contextual word-inferring process in the reading comprehension skill in English as a foreign language on students of 3rd Year Bachillerato of a high school in Guayaquil, Ecuador. This thesis argues that if a text is designed to take in consideration the context of the student and their prior knowledge, they will be able to infer unknown words using that information (contextual word-inferring process). This study used a diagnostic test to assess the level of the inference abilities of the students in English; interviews and surveys to gather information about the current situation of the school and proposes a system of activities to help improve their English level to B1.2 of proficiency. Finally, this paper contributes to the debate which suggests that the inference can be a valuable tool to develop and improve the reading comprehension skill.

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RESUMEN

Esta tesis explora la influencia del proceso de inferencia de palabras por contexto en la habilidad de comprensión de lectura en inglés como lengua extranjera en estudiantes de Bachillerato de 3º de Bachillerato en Guayaquil, Ecuador. Esta tesis argumenta que, si un texto está diseñado para tener en cuenta el contexto del estudiante y su conocimiento previo, este puede ser capaz de inferir palabras desconocidas utilizando esa información (proceso de inferencia de palabras por contexto). Este estudio utilizó una prueba diagnóstica para evaluar el nivel de las habilidades de inferencia de los estudiantes en inglés; entrevistas y encuestas para recoger información sobre la situación actual de la escuela y proponer un sistema de actividades para ayudar a mejorar su nivel de inglés a B1.2 de competencia. Por último, este trabajo contribuye al debate que sugiere que la inferencia puede ser una herramienta valiosa para desarrollar y mejorar la habilidad de comprensión de lectura.

Palabras claves: lectura comprensiva, inferencia, inglés como lengua extranjera.

INTRODUCTION

This thesis is a study of the influence of the contextual word-inferring process in the reading comprehension of the students of Third Year Bachillerato of "Otto Arosemena Gomez" High School term 2016-2017. After a field, bibliographic and statistical research, this thesis proposes the design of a system of activities with reading comprehension purposes, using the previously mention process to do so.

The goal of this project is aimed to improve the academic level in today's classroom. This project used a diagnosis evaluation to determine if the students used the process correctly and to assess their reading comprehension levels.

Chapter I contains the context of the investigation, investigation problem, causes, objectives and justification.

Chapter II contains the theoretical and scientific ground in which this thesis is based on. This has the background of the thesis and the theoretical framework which includes Philosophical, Pedagogical, Psychological, Sociological, Didactic, Linguistic and Legal foundations.

Chapter III explains the methodological design, types of investigation, techniques and instruments used in the research to gather data. This chapter ends with conclusions and recommendations about the data gathered.

Chapter IV focusses on the proposal: its objectives, the theoretical bases and the description of the proposal and its implications. Also gives the conclusions reached at the end of this project.

CHAPTER I

THE PROBLEM

1.1 CONTEXT OF THE INVESTIGATION

This research project analyzed the influence of the contextual word-inferring process in the reading comprehension of the students of Third Year Bachillerato of "Otto Arosemena Gomez" High School term 2016-2017.

This school was created according to the executive order No-262 on May 23rd 1967 and it is located on the west suburbs of Guayaquil, on the urban parish "Febres Cordero" (today the most populated parish in the city), during the presidential term of Dr. Otto Arosemena Gomez and Guayas governor Mr. Benjamín Rosales Aspiazu. This was reported by the Sub Secretary of General Education of the Coast, Mr. Alejandro Vélez Viteri.

This educational center started, according to some documents in the school, with 150 young girls and 148 young boys. On April 8th 1970, the Bachillerato began raising the status of the institution to the same level of other educational centers in Guayaquil.

At the beginning it was situated in the pro-improvements committee building of the neighborhood "The Swan" (in Spanish: "El Cisne"), later on in its own building given by the governor of Guayas and eventually, thanks to the principal of the school, Dr. Marcos Martillo Murillo, and the mayor of the city at that time (1976), the construction of the High School was ordered on the 29th Avenue and O'Connor Street which is where it is located today. In 1980 the construction of two new buildings were issued for the Bachillerato.

This school has students from the neighborhood, from the "Perimetral" and the west suburbs, thus most of the students come from a poor social class and this makes the school a vulnerable context. The first teachers of this newly created high school came from an agreement with the Faculty of Philosophy of the University of Guayaquil appointing Mr. Ricardo Chávez Coca as principal in charge and supervisor of middle education.

The school previously had the morning schedule for young ladies and the afternoon schedule for young boys but today the General Basic Education (GBE) of the High School has the morning schedule and the Bachillerato is on the afternoon schedule for both genders.

The "Otto Arosemena Gomez" High School belongs to the district number 4 "Portete" of the Parish "Febres Cordero" located in the zone number 8. Its circuit code is 09D04C05.

1.2 INVESTIGATION PROBLEM

1.2.1 CONFLICT SITUATION

The insufficiency in the reading comprehension of the students of Third Year Bachillerato of "Otto Arosemena Gomez" High School term 2016-2017 begins in the GBE with the poor use of the reading activities processes like the contextual word-inferring process. When the students enter the Bachillerato this deficiency gives troubles to their teachers who have to manage to raise the academic level and the reading comprehension skill. By the time they get to the Third Year Bachillerato, their reading comprehension has improved but it is not at the intended level for this year.

The Third Year of Bachillerato does not have a system of activities to help improve this deficiency, thus the students do not finish the academic year with the appropriated level of reading comprehension's techniques.

1.2.2 SCIENTIFIC FACT

Inadequate reading comprehension of the students of Third Year Bachillerato of "Otto Arosemena Gomez" High School term 2016-2017.

1.3 CAUSES

- Inadequate use of the inferring process.
- Poor development of inference in the reading comprehension process.
- Necessity of strengthening the activities in the development of the inference to construct the meaning of new words through the context.

1.4 FORMULATION OF THE PROBLEM

How does the contextual word-inferring process influence reading comprehension of the students of the Third Year Bachillerato of "Otto Arosemena Gomez" High School term 2016-2017?

1.5 OBJECTIVES

1.5.1 GENERAL OBJECTIVE

The general objective of this research is to analyze the influence of the contextual word-inferring process in the reading comprehension of the students through a bibliographic, field and statistic study to design a system of activities based on the contextual word-inferring process.

1.5.2 SPECIFIC OBJECTIVES

The specific objectives of this research are:

- To value the level of contextual word-inferring process through a field, bibliographic and statistic study.
- To characterize the reading comprehension through a field, bibliographic and statistic study.

- To design a system of activities based on the contextual word-inferring process through the interpretation of the information gathered.

1.6 QUESTIONS OF THE INVESTIGATION

What is the current situation of the development of the reading comprehension of the students of the Third Year Bachillerato of "Otto Arosemena Gomez" High School term 2016-2017?

Which are the causes influencing the development of the reading comprehension of the students of the Third Year Bachillerato of "Otto Arosemena Gomez" High School term 2016-2017?

Which theoretical references support the relationship between contextual word-inferring process and reading comprehension?

If a system of activities of contextual word-inferring process is created, will the development of the reading comprehension be improved?

1.7 JUSTIFICATION

In recent years, according to documented research, in most educational centers in Guayaquil, teachers have used strategies and techniques which belong to traditional teaching in reading comprehension. That has not allowed the students to reach the goal established in the National Curriculum Guidelines, English as a Foreign Language (2014) and they do not have the knowledge that is expected from them by the time they finish their Third Year Bachillerato.

The aim of the present project is to help the educators of educational institutions improve the inference process used in classrooms. This will help transform the teaching-learning process of the communicative competence of English as a foreign language according to the quality standards of the Ecuadorian Ministry of Education.

One of the benefits that are expected from this project is the design of a system of activities based on the contextual word-inferring process which, not only aims to help the teachers of schools in this city, giving them a novel tool to improve the environment inside the classroom, but also to help students to be proactive, analytic, critical, and reflexive when they work with reading comprehension activities, thus being able to reach and increase the academic level.

The population in whom this project is based on is the students of the Third year Bachillerato of "Otto Arosemena Gomez" High School thus they will benefit directly from this project. The rest of the educative community and the society will indirectly benefit from this research project.

The design of said system has as a main goal helping the teacher to fulfill the National Curriculum Guidelines, English as a Foreign Language (2014) in reading comprehension. This way the students will have the opportunity to get the academic status required, in other words the level B1.2 according to the levels of proficiency stated by the Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR) and adapted by the Ecuadorian Ministry of Education.

The relevance of this work lies in the objectives and politics exposed by the "Well-living National Plan" (2013) in its chapter six "National objectives of well-living" objective number four "Strengthen the capacities and potentialities of the citizenship". One of the policies in that objective is: "To improve educational quality at all levels and modalities, for the generation of knowledge and holistic training of creative, solidary, responsible, critical, participatory and productive people, under principles of equality, social and territorial equity" (SENPLADES, 2013, p. 63). This explains that the quality of the education has to improve thus the processes and techniques used in class should be at the desired level; the system of activities in this thesis will try to provide the students and teacher with a tool to improve the quality of their education.

The art. 26 of the Ecuadorian Constitution, section five "Education" states that:

Education is a right of persons throughout their lives and an unavoidable and mandatory duty of the State. It constitutes a priority area for public policymaking and state investment, the guarantee of equality and social inclusion and the indispensable condition for the good way of living. Persons, families and society have the right and responsibility to participate in education. (Republic of Ecuador, 2011, art. 26)

Therefore, education should be a priority and the state should always look for projects that are aimed in that direction, like this one.

The article 298 establish that the government has to guarantee the education and its quality and it has to have a budget allocation (Republic of Ecuador, 2011) and the education system has to develop the abilities and potentiality of the population, so they can learn and produce knowledge, arts and culture among other things.

Also, according to article 343 the center and focus of the education has to be the individual and this function must be flexible, dynamic, inclusive, efficient and effective (Republic of Ecuador, 2011).

There is also the art. 347 literal 7 and 8 of the Ecuadorian Constitution that says:

7. To eliminate pure, functional and digital illiteracy and to support post-literacy processes and continuous education for adults and overcoming education lags.
8. To incorporate information and communication technologies in the education process and promote the linkage between teaching and productive and social activities. (Republic of Ecuador, 2011, art. 347, lit. 7 and 8)

On that note, the development of the contextual word inferring process may allow the students to further their education when they leave the classroom. Reading comprehension is a tool that will give the students the ability to research updated information in English; the proposal is aimed to give the student the ability to do so therefore, the literal 8 is met in this thesis.

This research project is grounded in the work of Spear-Swerling (2006) which explains: "When children encounter an unfamiliar word in reading, they may make use of context cues, that is, information from pictures or from sentences surrounding the unknown word" (para. 1) and "The use of context to aid comprehension should be consistently encouraged by teachers, although some contexts are more helpful than others for this purpose." ("Using context in comprehension", para. 1).

Cain (2007a) supports the idea of contextual word-inferring process because, since even when context does not always allow the students to reveal word meanings, the chance to do so is still very substantial.

In conclusion, this research will give data about the students and their familiarity with the reading inference techniques which will improve their ability to learn a foreign language through reading comprehension to achieve the B1.2 level of English proficiency.

CHAPTER II

THEORETICAL FRAMEWORK

2.1 BACKGROUND OF THE THESIS

The current situation of the education system in Ecuador to learn English as a foreign language is improving. The changes made in the last five years were aimed to improve the quality of the education and to help the students to develop their communicative language skills in English.

This could be seen in the **National Curriculum Guidelines, English as a Foreign Language** (2014) made by the Ecuadorian Ministry of Education. The goal in this curriculum was that the students reach a level B1.2 of

Fig.1: Levels of proficiency and their application per school year
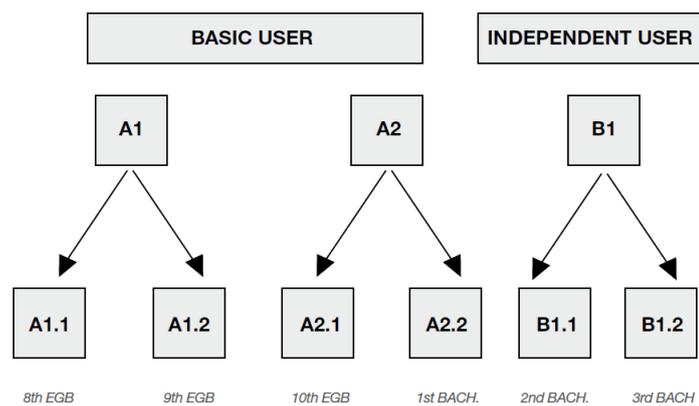
Source: National Curriculum Guidelines, English as a Foreign Language (2014)
Author: Ministry of Education of Ecuador, Ecuador

proficiency in English by the end of their high school life, in other words the students become independent users of the language. This proficiency level system was adapted from the Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR).

This branched system has been developed by the Ministry of Education to meet the local needs and did not differ much from the original system. Overall, a student with level B1 of proficiency in English must be able to:

(…) the language learners are capable of understanding the main points of **readings** written in clear, familiar, standard language. These readings can be related to work, personal life, and leisure activities. Additionally, at this level, learners are able to communicate effectively while travelling in countries that used the target language, write simple, coherent essays about familiar topics, personal interest, experiences, events and desires, and justify their opinions (i.e. by giving simple, brief reasons), and explain the future plans. (Ministry of Education of Ecuador, 2014, p. 7)

This thesis looks forward to help students to meet these criteria in one of the four skills, reading comprehension in order to fulfill the goals set by the Ecuadorian Ministry of Education for high school students.

Reading, overall, is a very important topic that must be addressed in Ecuador. The INEC (in Spanish: Instituto Nacional de Estadística y Censo) in October 2012 published a report from a census made in 2010 about reading habits of the population of five cities: Guayaquil, Ambato, Quito, Machala and Cuenca. Said report showed that, as an average 73.5% of the population are readers with an average of half a book a year and in Guayaquil 77% of the people are readers. Even when the statement "three out of four people are readers" does not sound that bad, half a book a year is very disappointing.

The reasons why people with 16 years and more of age read were: to know more about something (52%), to obtain information (32%), academic or work-related purposes (7%), for personal growth (3%) and for pleasure (3%). The reasons why people did not read were: lack of interest (56.8%) lack of time (31.7%) concentration problems (3.2%) and others (8.2%) (INEC, 2012). According to Zainuddin (2011), in general the reasons why people read may vary and might land in categories like: maintaining good social relations, entertainment, obtaining information necessary for everyday living and academic purposes. Therefore, the motivation that pushes a person to read may vary but all in all, reading is a

major part of a person's everyday life and a must in their set of abilities so they can improve their quality of life.

Other studies, like the one made by the UNESCO in Latin America and the Caribbean in 2006 SERCE (in Spanish: Segundo Estudio Regional Comparativo y Explicativo) and 2014 TERCE (in Spanish: Tercer Estudio Regional Comparativo y Explicativo) showed that even when there was an improvement in Ecuador in reading and language learning (in Spanish) on students of the 4th Year of GBE and 7th year of GBE, Ecuador was still below the average in Latin America (UNESCO, 2015). The development of children in Ecuadorian education is rising slowly but steadily. This is something that should encourage teachers all over the country to continue working hard, towards a better future for the kids and the country.

Even when in Ecuador there are these studies to push the idea that the country is walking in the right path when it comes to reading, these examples were not the same for English as a foreign language. Ecuador, in 2015 according to Education First English Proficiency Index (EF EPI), had a Low Proficiency and the EF EPI Score was 51.67. This meant that Ecuador was in 5th place out of 14 countries in Latin America and in 38th place out of the 70 countries researched (EF EPI, 2015). This means that Ecuador is still under the average in Latin America in English proficiency but the new curriculum is in place so there is an improvement from the previous years.

Therefore, the habit of reading in Guayaquil is not something to be proud of. Reading is an amazing tool in the process of learning overall and the acquisition of English as a foreign language is no stranger to this. Therefore, reading habits should be motivated in the students because if a student does not read in their native language, they will not be able to use this magnificent learning tool to acquire a foreign language such as English.

2.1.1 HISTORICAL OVERVIEW OF METHODS TO TEACH ENGLISH

Historically there have been several approaches and methods to teach English to non-English speakers. The first example came from the age when Latin and Greek were taught as a foreign language, the method used was called **Grammar-Translation Method.** This method was based on the study of the grammatical structures of the sentences. Therefore, it did not desire to learn the language itself.

Since the language in question was not the target of learning, the teachers of this classical method did not have to be fluent on the language or even native speakers. Communication was not the goal of Grammar-translation teaching. It was broadly used until World War II in the United States and in some places this method is still in use (Zainuddin, 2011).

From the Grammar-translation method, **the Direct Method** was born which was completely different. It was created by Frankle in 1884 and this method did not allow the student to speak in their native language, just in the target language. It also used visual cues to avoid translation. The goal of this method was to think and speak in the target language.

The next approach was the **Natural Approach** on the final quarter of the 20th century and language proficiency was the emphasis in this case. This was developed by Terrell who believed that the whole time employed in class must have communication activities instead of the traditional grammar explanation (Zainuddin, 2011).

Today's approach for English teaching is the **Communicative Approach.** For Zainuddin (2011) this approach has three theoretical principles:

1. The communication principle: Activities that involve communication promote the acquisition of language.

2. The task-principle: Activities that engage students in the completion of real-world tasks promote language acquisition.

3. The meaningfulness principle: Learners are engaged in activities that promote authentic and meaningful use of language. (p. 72)

These principles are the foundation of today's education and part of the system developed by the Ministry of Education and its goal is meaningful communication. This also motivates the students to learn by doing and the use of the English language is encouraged from the very beginning. The goal is always to communicate. These principles are also important for the development of this thesis since the proposal works with same approach.

The work of Salazar and Medina (2015) about inference called: **"Influence of the Inferring technique in reading comprehension"** supports the idea that the inference technique would help students improve their reading comprehension skill. The approach that they used during their research was the communicative approach and had the same goals as the Ministry of Education towards reading. In the end, the main goal was to determine the influence of the inferring technique in reading comprehension in order to improve the quality of the classes by giving the teachers a guide with didactic activities. That is a good starting point for this thesis because even when the inferences in both cases seem similar, they look to infer different things, the case of this thesis the meaning of unknown words through context.

In conclusion, after reviewing the information presented in this part of the **CHAPTER II**, it can be concluded that reading is very important to learn a foreign language like English. Also, the communicative approach is the approach which works the best in the current education system since it fulfills the needs of today's classroom, the need to communicate with the environment. Finally, the inference is a tool which has been proven effective in reading comprehension on a previous work and the same or better results are expected on this project.

2.2 THEORETICAL GROUNDS

2.2.1 LINGUISTICS FOUNDATION

The principles in the National Curriculum Guidelines, English as a Foreign Language (2014) by the Ministry of Education established that: "Language is a system for the expression and conveyance of meaning. The primary function of language is interaction and communication. The structure of the language reflects its functional and communicative uses" (p. 5). When it comes to education, there have been several methods, techniques, guidelines, methodologies and approaches throughout history and every single one of them has been proved right in their time. On that regard, the National Curriculum has acknowledged:

> That the communicative approach is currently the most recognized, accepted norm in the field of language teaching and learning worldwide because it comprises a theoretically well-informed set of principles about the nature of language and of language learning and teaching. (Ministry of Education of Ecuador, 2014, p. 5)

Therefore, it is safe to say that the goal of learning a language is to communicate and interact with the environment. The current education system bets on the communicative approach to learn English as a foreign language, as this approach fulfills better the needs to communicate with others. Furthermore, the communicative approach is ideal to achieve the goal of learning any new language and this thesis will work with said approach in its proposal, not only because, as stated by the MinEduc (Ministry of Education), is the most recognized norm in what language education refers to, but because it is also aligned with the goals, needs and objectives of today's education in Ecuador.

One of the advantages of the communicative approach is that it focuses on real world contexts. This is very important since the ultimate goal is that the students use the skills learned inside the classroom and

take them outside, to not only use their knowledge in their academic life but also in their everyday life. It is also important to point out that the communication approach shows the student a relationship or connection between the uses and functions of the language and its forms, being these grammar, vocabulary and pronunciation, in other words, a language learned to communicate the students' ideas and with other people.

The CEFR (2002) talks about an action-oriented approach and perceives users as social agents. Language learning is the series of actions that these social agents perform in order to complete a task, even if this task does not involve participating in language activities. The use of competences in the process of teaching-learning a language is crucial, since under different contexts, social agents may use different competences in order to finish the task at hand. The correct selection of the strategies to complete a particular task will allow the performers to improve their competences. In summary, the use of a language requires actions to complete a task that allows social agents to develop competences in different contexts with the uses of strategies that will allow the users to improve said competences.

In order to understand the previous statements, it is imperative to know the definitions of certain terms. According to the CEFR **competences** are "the sum of knowledge, skills and characteristics that allow a person to perform actions" (p. 9). Those competences are divided in two: general and communicative language competences. **General competences** are "those not specific to language, but which are called upon for actions of all kinds, including language activities" (p. 9) in other words, knowledge that is used during language activities that is not exclusive to language. **Communicative language competences** are "those which empower a person to act using specifically linguistics means" (p. 9) which complements the general competences in language activities.

Fig.2: Relationship of domains of communicative competence
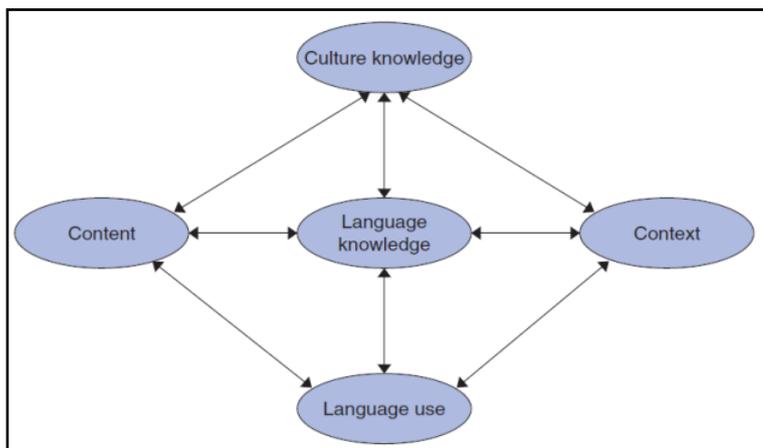
Source: Introducing Second Language Acquisition, p. 134
Authors: Muriel Saville-Troike 2006

There is also **context** which "refers to the constellation of events and situational factors (physical and others), both internal and external to a person, in which acts of communication are embedded" (p. 9). Therefore, context specifies the situation in which specific competences and strategies may be used to complete a task. Finally, a **strategy** "is any organized, purposeful and regulated line of action chosen by an individual to carry out a task which he or she sets for himself or herself or with which he or she is confronted" (p. 10).

To summarize everything stated before, the goal of the proposal that is going to be described in **CHAPTER 4** is improving reading comprehension. To do that this project will work with a proposal that will use the communicative approach since it aligns with the approach chosen by the Ecuadorian Ministry of Education. This approach also is recommended by the CEFR and the authors of this thesis deemed said approach suitable to fulfill the needs to improve the level of reading comprehension in the students that are subjects to this study.

2.2.1.1 GENERAL AND COMMUNICATIVE LANGUAGE COMPETENCES

As stated before, the communicative approach works with competences. **General competences** cover the knowledge from the world which can be learned through experiences or academically, sociocultural

knowledge that includes everyday living, living conditions, interpersonal relations, values, beliefs and attitudes, body language, social conventions, ritual behavior, and intercultural awareness. General competences are important for many activities and those activities include language. This general competence has to be taken in consideration in the design of this proposal since, like it is going to be explained further in this theoretical framework, the inference needs two elements to work, previous knowledge and the information given by the text.

Fig.3: Competences
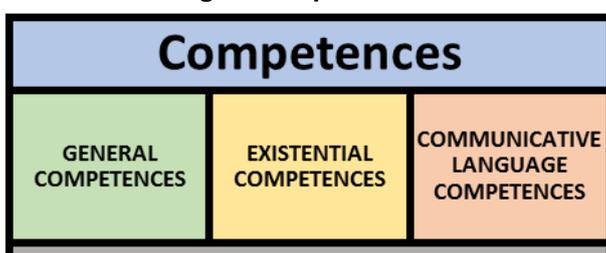
Source: Common European Framework of Reference for Languages: Learning, Teaching, Assessment (2003)
Authors: Rodriguez, Agualongo (2016)

Therefore, the knowledge or competences from the students has to be taken into account before choosing a reading. For example, the experiences of high school students from the suburbs of Guayaquil are experiences from a vulnerable context: drugs, gangs, dysfunctional families, all of these are part of their general competences. Their attitudes and social conventions being children from families who sometimes did not have a good education, families with poor social values or values of any kind, how this people perceive the world is different than a culture like the one from the English language.

There is also something called **existential competences,** which are things from the self that affects the understanding and learning of a language like: attitudes, motivations, values, beliefs, cognitive styles, and personality. These competences also have a major role in the development of language activities; therefore, the reading can be used to influence this competence. If the correct strategy is applied by the student, the competences improve in the right direction. This is very important since a holistic education must have values in it.

To fulfill their language activities, social agents use **communicative language competences.** A communicative language competence is a competence that is exclusive for communication. According to the CEFR these competences have three main components: Linguistic competences, Sociolinguistic competences and Pragmatic competences (CEFR, 2002).

In the National Curriculum Guidelines, it is established what the proficiency level of a B1.2 students should be. From this, the linguistic competences are the ones that this thesis works with the most when designing the system of activities in the proposal. Nevertheless, the other two competences have important points that this thesis also took in consideration.

2.2.1.1.1 LINGUISTIC COMPETENCES

Fig.4: Linguistic Competences
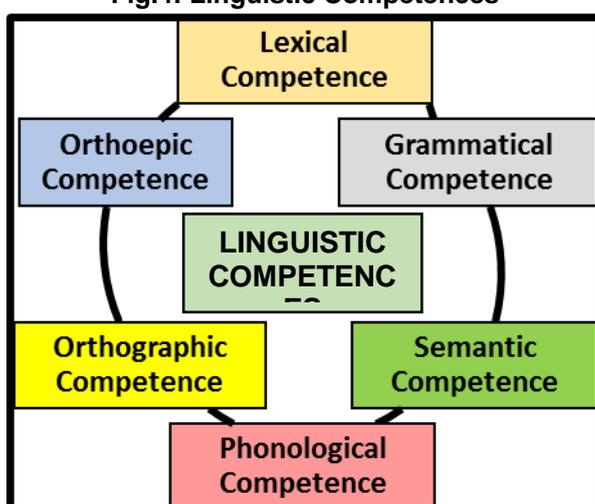
Source: Common European Framework of Reference for Languages: Learning, Teaching, Assessment (2003)
Authors: Rodriguez, Agualongo (2016)

The linguistic competence has six competences within itself. The **lexical competence** relates to the use of vocabulary, meaning lexical and grammatical elements. This competence is particularly important for this thesis since the inference that this project uses requires that the student possess a good percent of the vocabulary used in any particular text.

To teach vocabulary and fixed expressions the inference uses the prior knowledge from the student and the information of the text. The lexical and grammatical elements that are going to be used in this proposal will go accord to the level of English grammar and vocabulary

that the students must have in the Third Year to improve the learning of the language.

Grammatical competence, like its name indicates are all principles that ruled grammar to build sentences. An important distinction made by the CEFR in this competence is the discrimination between morphology and syntax, being morphology the internal organization of words and syntax the order and position of words inside a sentence, this organization is important so it conveys the meaning that the speaker intended. Both are also very important for the design of this proposal to careful guide a student to use their informal knowledge of morphology and syntax to infer the meaning of the unknown words.

According to the CEFR, the **semantic competence** "deals with the learner's awareness and control of the organization of meaning" (p. 115) and the three semantic competences deal with lexical (word meaning) grammatical (grammatical elements) and pragmatic (logical relations) competences. This is such an important competence since word meaning is going to be inferenced by the students in the reading using context cues.

Finally, the phonological competence deals with everything that refers to the production and reception of sounds to communicate, meanwhile the orthographic competence deals with the written symbols that are part of a language, and finally the orthoepic competence can read aloud text in a specific language. This thesis mentions these competences since they are part of the linguistics competences but in reality these are not taken in consideration in the proposal for this is a reading comprehension project and although the reading part of this variable may have good use of this competences, the focus of this thesis is the cognitive part, the comprehension ability through the cognitive process known as inference.

In conclusion, since a competence is the knowledge needed to perform an action, the linguistics competences are important to complete the action of inferring a word through the context. They hold most of the knowledge which is required from the grammatical and contextual point of view to infer the meaning of unknown words and the proposal need to work around the knowledge that the students have in their last year of high school in order to give the students a good tool to improve their ability to infer and to learn English.

2.2.1.1.2 SOCIOLINGUISTIC COMPETENCES

Fig.5: Sociolinguistic Competences
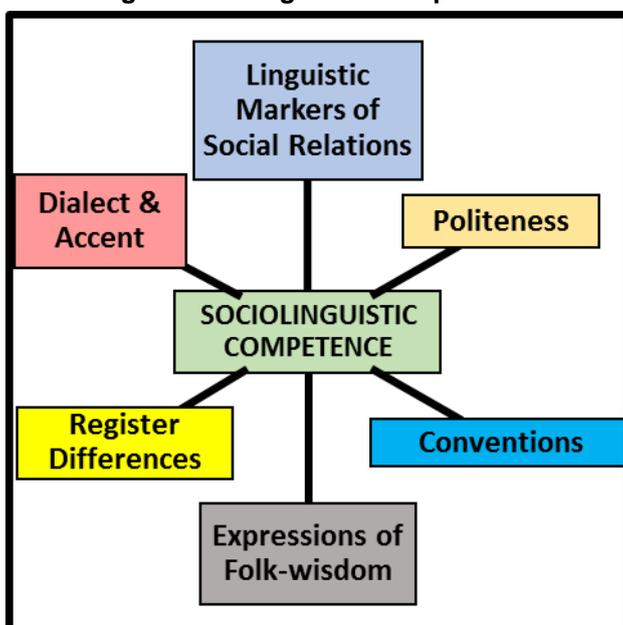
It is important to remark that the sociolinguistic aspect of the language is important when someone wants to learn a language since the language itself is part of the culture of a place or group of people.

Before defining what the sociolinguistic competence is, first it is necessary to understand its views on language. Language is a sociological phenomenon and this is not only important for this competence but for this whole thesis, everything related to sociocultural phenomenon is related with the **sociolinguistic competence**.

Source: Common European Framework of Reference for Languages: Learning, Teaching, Assessment (2003)
Authors: Rodriguez, Agualongo (2016)

Therefore, the sociolinguistic competence is the one who deals with the social dimension of the language and its use. The points that are dealt within this competence are not dealt in any other competence.

Linguistic markers of social relations are the words and expressions used in social relations and interactions. Politeness refers to everything, positively and negatively, that has to do with being polite when people communicate. Expressions of folk wisdom is pretty straightforward what its name dictates, examples are idioms, proverbs, expressions and so on. The differences in context to express the plethora of way to express the same thing are known as register differences. Dialect and accent recognizes the differences that lie in different geographical places, social class and origins which may lead to different ways to express the same messages.

Every single one of these competences has something in common; they are related to a specific group of people. Idioms and expressions, dialects and accents are particular for social classes, clans, tribes, places, cities, countries, and so on. These are important for the people of said groups with a few general exceptions. Teaching English in Guayaquil should not assume that any of these particular divisions of the language is applicable on the students in this city.

Therefore, readings that this proposal will use will be adapted so they can be used to show some of these particularities, like well-known expressions but since English is not a native language in this country, the English in the readings will be international English.

2.2.1.1.3 PRAGMATIC COMPETENCES

According to the CEFR "Pragmatic competences are concerned with the user/learner's knowledge of the principles according to which messages are: organized, structured and arranged ('discourse competence'); used to perform communicative functions ('functional competence'); sequenced according to interactional and transactional schemata ('design competence')" (p. 123).

The **discourse competence** which indicates the ability of the users to use the right sequence to convey the right message as for example it is not the same to say: "I didn't study, so I lost the subject" than "I lost the subject, so I didn't study." Functional competences on the other hand are focused in the use of the language for a particular function, to fulfill a particular task or purpose.

What this project takes from these competences is the discourse more than anything else. In the proposal in order for the student to infer a word he must look at the whole sentence/text to established the meaning of that specific message. The meaning of the unknown vocabulary is inferred by their context that the other words give, therefore the ability to understand the differences in similar but not equal sequences will give the students a heads up to infer a word.

In his work, Text and context: Explorations in the semantics and pragmatics of discourse, Dijk (1977) explored what is known today as the discourse competence. One thing that is very important to know is that a **context** is dynamic which means that context is in constant change, the situation does not remain the same as time passes. But to be able to identify and separate a context so it can be studied, the student must be able to set limits. Then the context is more like a course of events with a start and a finish state. The possibilities of a particular context and the direction which it can take are endless so an actual context must be picked which is going to be defined by the time and place that the event(s) take place.

> An actual context, as well as each of its intermediary states, has a set of alternatives. Some of these are NORMAL and satisfy the basic postulates of communicative courses of events. Others are possible, imaginable, but not normal. In such contexts the basic principles of communication are violated, at least from the point of view of normal contexts. (Dijk, 1977, p. 192)

To explain this further, here is an example to explain what normal and not normal alternatives are. In the sentence "May I borrow your pencil, please?" this is a normal alternative from a context in which a student is politely asking for a pencil to a classmate or teacher. But in this case "Borrow I pencil may your please?" this is not acceptable in any particular context, the only situation in which this expression might be acceptable is if a non-English speaker is trying to communicate.

For all of this, this thesis deems important the discourse competence for the proposal since this competence is closely related to the context. Although the context is going to be inferred using lexical and grammatical cues through the context by the students, this competence is still important so they can see examples of actual context from native speakers and their "normal" alternatives. These will be in the text even when the process of inferring does not work directly with it. The reading will expose the students to this language for further reference, in other words this will increased their prior knowledge in future readings.

Finally, before closing the linguistic foundation, there is an important question that was issued in the work of Dijk (1977), that question is the similarities and differences of text and context. Even when this is sometimes very hard and complicated to explain.

In a nutshell, the big question is: to explain a sentence, to give a meaning to a sentence there are two options, to use the structure of the discourse (text) or to use the sequence of the speech acts in which said sentence is said (context). If there is a context in which a sentence is used to explain its meaning, then why there is the need to study the discourse competence to analyze it.

This approach may sound interesting from the cognitive point of view of language, but there are good reasons why a discourse analysis is necessary even in pragmatics. One good argument is that a sentence is looked as a theoretical unit and it does not take in consideration believes

or any knowledge, just grammatical or logical rules. This is important since the discourse that precedes the sentence (context) cannot always be shown or represented. Relative interpretation can always be given from a sentences since it takes into account its sequence and grammatical rules. That's why the text is still relevant even when the context is the one in the end that gives meaning in a communicative event.

To close this **linguistic foundation** there are a few things that should be outlined: the communicative approach is the ideal approach to learn English in today's education. The use of general, existential and communicative language competences are very important in this thesis for different reasons (context of the students and values). From the communicative language competences, the linguistic (lexical, grammatical and semantic competences), the sociolinguistic and pragmatic (discourse) competences are also part of the knowledge required to design the proposal that works the best for the students that are subject to this thesis.

2.2.2 PEDAGOGICAL FOUNDATION

This part of the pedagogical foundation is linked to the competences on the linguistic foundations. The **Student's Exit Profile for the Level B1.2** is on the National Curriculum Guidelines and o this profile it is established that the student should be able to:

Table 1: PROFICIENCY LEVEL AND COMPETENCES

COMMUNICATIVE COMPETENCE	B1.1: By the end of the 2nd year Bachillerato, students will be able to:	B1.2: In addition to what was learned in 2nd year Bachillerato, by the end of the 3rd year Bachillerato, students will be able to:
Linguistic Component	Have enough language to get by with sufficient vocabulary to express themselves with some hesitation and circumlocutions on topics such as family, hobbies and interests, work, travel and current events.	Have a repertoire of language which enables them to explain the main points in an idea or problem with reasonable precision.
	Handle more unfamiliar topics and situations with lexical limitations that cause repetition and even difficulties at times (especially) when formulating more complex thoughts.	Have a sufficient range of language to describe unpredictable situations and express thoughts on abstract or cultural topics such as films, books, and music.
	Communicate with reasonable accuracy in familiar contexts and generally have good control of routines and patterns although there may be evident L1 influence	Use a repertoire of frequently used routines and patterns associated with more predictable situations and some unpredictable situations quite accurately; though errors may occur, they do not interfere with the conveyance of meaning.
Sociolinguistic Component	Be aware of salient politeness conventions of the foreign culture (i.e. the culture any major country where the target language is the L1) and act appropriately.	Perform and respond to a wide range of language functions, using their most common exponents in a neutral register.
Pragmatic Component	Exploit a wide range of simple language flexibly to express much of what they want.	Adapt their expression to deal with less routine, even difficult situations.
Source: National Curriculum Guidelines, English as a Foreign Language (2014), p. 23-24 **Author:** Ministry of Education of Ecuador, Ecuador		

The key points from all this information that the proposal will tackled will be:

- Have enough vocabulary and knowledge to get by (the inference will help them achieve this)

- Have enough knowledge to handle unknown situation (the inference helps them face unknown vocabulary through context)

- Being able to communicate with familiar topics (the text in the proposal will be based on the context of the students)

- Understand the culture of the language (through the readings they will be able to see the culture of the writer's culture)

And this is how these competences are associated with the reading skill:

Table 2: PROFICIENCY LEVEL AND LANGUAGE SKILLS (READING)

LANGUAGE SKILLS	B1.1: By the end of the 2nd year Bachillerato, students will be able to:	B1.2: In addition to what was learned in 2nd year Bachillerato, by the end of the 3rd year Bachillerato, students will be able to:
Reading	Understand and identify longer, more complex expository, procedural and narrative texts than those in 1st year Bachillerato (e.g. informational reports, experiments, fairy tales, mystery, etc.) with a satisfactory level of comprehension.	Understand and identify longer, more complex transactional texts (e.g. job application letters and forms) than those in previous years as well as simple persuasive texts (e.g. persuasive essays, movie reviews, etc.) with a satisfactory level of comprehension.
	Use appropriate interpretation strategies to deal with the corresponding text types (i.e. expository, procedural and narrative)	Use appropriate interpretation strategies to deal with the corresponding text types (i.e. transactional and persuasive).

Source: National Curriculum Guidelines, English as a Foreign Language (2014), p. 24
Author: Ministry of Education of Ecuador, Ecuador

From the objectives of the language skill in reading the proposal will have texts that will enable the students to understand complex information for a B1 student and being able to correctly interpret the meaning of the message conveyed inferring them through context.

From the pedagogical point of view there are a couple of theories that work fine with this thesis: the constructivism and the meaningful learning theory.

2.2.2.1 CONSTRUCTIVISM

For the **constructivism**, the external world may be there but the observer cannot claim to know its existence. It all comes down to a representation that the observer constructs (hence constructivism) and every experience throughout the life of the observer will change this construct (Begg, 2015). Therefore, the student has a prior knowledge or a construct that is faced with the reality in the classroom which changes this perception or representation and creates a new construct.

Also, since everyone has a different upbringing the construct that each and every one has is different, and the results after the class may differ too. The subjects do not receive the knowledge passively but is create by them, and also they will try to adapt to the new information so they can make sense of the world around them. The role in the education of the constructivism is to create higher order of thinking through language. This makes the process of language acquisition critical in order to ensure the correct development of the students (Jones & Brader-Araje, 2002).

> A child's speech is as important as the role of action in attaining the goal. Children not only speak about what they are doing; their speech and action are part of one and the same complex psychological function, directed toward the solution of the problem at hand. (Vygotsky, 1978, p. 25)

This completes the theory of the constructivism explaining the great importance of the language, since like it has been established before, it is not only a communication tool but has several uses, and is especially important in the development of children.

Therefore, the constructivism is a theory that establishes that the student does not passively wait for the knowledge but it is actively constructing meaning as they go through different experiences. This is

important in the proposal since the students will use the readings to construct new information as they advance in the reading to be able to infer unknown vocabulary, constructing the meaning as they see fit and finally reaching to a new construct to complete the activities post-reading.

2.2.2.2 AUSUBEL'S MEANINGFUL LEARNING THEORY

"If I had to reduce all of educational psychology to just one principle, I would say this: The most important single factor influencing learning is what **the learner already knows**. Ascertain this and teach him accordingly" (Ausubel, 1968, p. vi). This opening quote summarizes some of the views of Ausubel in regards to education. This explains the idea that children are not blank slates for teachers to fill. Today this idea is widely accepted but this concept is not always correctly applied.

> In meaningful learning the recognition of how the new information integrates with prior knowledge and "makes sense" provides much more rewarding intrinsic motivation. Moreover, when the learning is integral to some activity and helps to guide and clarify the activity, there is usually a higher level of positive affect resulting. (Novak, 2011, p. 2)

The students are not just computers that store information without any consideration of what the information is. Humans have feelings and they act and think according to this and all other criteria. How they think and how they feel have important repercussions on the learning process. According to Novak (2011) "In meaningful learning the recognition of how the new information integrates with prior knowledge and "makes sense" provides much more rewarding intrinsic motivation" (p. 2), therefore if the information has to do with knowledge that they previously have them that this becomes instantly more relevant and this makes it easier to make it part of their knowledge.

Ausubel (mentioned by Novak, 2011) said that there were three requirements for the meaningful learning. These are: "well organized, relevant knowledge structures, emotional commitment to integrate new with existing knowledge, conceptual clear subject matter" (p. 2). In other words, the knowledge has to be well structure, has to be relatable with prior knowledge and must be clear.

The core idea from this theory is that the students must make sense of what they are learning. If what they learn does not fit in their process of learning and they can make sense or use of it, the knowledge will not stay with them. That's how this differentiates from the constructivism, the constructivism fixates on the construct that the students do but the meaningful learning fixates on how the students use the information learned. Without this, the information will not stick with the student. On the proposal, the context of the students has been taken in consideration so they can make sense of what they are learning and the knowledge sticks with them.

To close this **pedagogical foundation** there are a few things that should be outlined: the goal according to the National Curriculum in the reading skill will enable the students to understand complex information for a B1 student and the proposal will help to accomplish that and allow them to interpret the meaning of the message in the text. The constructivism will allow the students to construct new information using their prior knowledge and the information of the text that has been chosen to help them infer the meaning of new words. The proposal also will choose the readings so they students can relate to them and according to the meaningful learn something that makes sense for them.

2.2.3 DIDACTIC FOUNDATION

"**Reading** is a dominant skill in learning" (An, 2013, p. 5). With this statement there should not be any doubt of the importance of reading in the learning process. Still for other authors like Perfetti & Stafura (2013)

reading does not possess a real theory since it has too many components. These components working together form what is known as **The Reading System Framework.**

Fig.6: The Reading System Framework
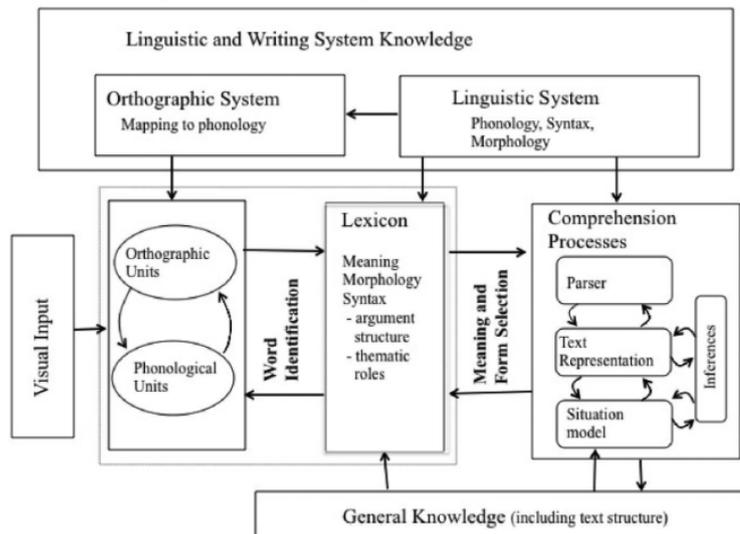
Source: Word Knowledge in a Theory of Reading Comprehension, p. 24
Authors: Perfetti & Stafura (2013)

On this framework there are three claims that can be seen: first there are three sources for knowledge which are linguistic, orthographic and general knowledge, second all the processes like for example inferencing use the three knowledge for example the inference uses general knowledge and possibilities of meanings from the text, and finally these processes take place on a cognitive system.

Reading usually involves two processes, first decoding (the words in the text) and second comprehension (meaning). The acquisition of the vocabulary and the understanding of the meaning are very well known processes which have a plethora of research done, even then it is still subject of continuous research due to its importance.

Reading is an ability that never stops developing, even when the students leave the classroom. This should encourage teachers to give the students good models and techniques for reading so they can use them outside in the real world. When choosing a reading there are several options for the teacher, the one that goes the best with the goals of this thesis is the one that have local settings and common vocabulary. This will allow the students to use their context as prior information and the

common vocabulary makes it very likely for them to know most of the words allowing them to successfully infer. Examples of these materials are newspapers, travel guides, brochures, etc. (Richards & Renandya, 2002).

Before continuing the topic about reading, there are a couple of things that should be addressed, first is that sometimes words may have more than one meaning, like "book" (as a noun or as a verb) and this can lead to a confusion. This **polysemy** can be solved using the context of the sentence to understand its true meaning in that particular case. For Harmer (2007) "what a word means is often defined by its relationship to other words" (p. 18), therefore the context in some cases is key to understand the meaning of a word. This will be explored further on the inference through context since it's in the end what this research is about.

Since the proposal of this thesis is aimed towards the inference of unknown words, it is important to understand that when learning vocabulary, there are cases when the student will learn more than just one word working alone. These lexical phrases should also be taken in consideration when working with readings to learn vocabulary. Also since this is English as a foreign language in the case of learning vocabulary, knowing the translation and the synonyms does not guarantee a successful meaning. Therefore, the use of the context will give reassurance to the student when learning lexical phrases and new words on readings (Richards & Renandya, 2002).

Continuing with the subject of learning vocabulary through context, this may seem to be a difficult strategy in which a student can be successful. First, the vocabulary which the student should possess to infer a word must be around the 95% of the words. Second, inferring is a skill that should be practice for it to have a better success rate. Third, the inference is an amazing tool after learned. Because of this, the proposal will work with texts that are specifically designed for the students that are subject of this research, so they can have a higher successful rate and develop the inference (Richards & Renandya, 2002).

When the student faces an unknown word on a reading, first they decided if the word is necessary or important to understand. Then educated guesses start. Nation & Coady (1988) suggested a **five-step process** that the students may use in this case: it starts determining which part of the speech the word in question is. After that check the immediate context, and then look for a wider context with the surrounding clauses. After this guess the meaning and finally check if that meaning if correct. This confirmation should be checked using a dictionary. Even when the meaning is not 100% correct, if it close enough the exercise is successful.

On a different subject, there are multiple **dilemmas** when teaching reading in English as a second language. Some of these dilemmas are important for the design of the proposal of this thesis so this project will address a few. The first dilemma is that when consulting research about reading, there are many different contexts in which research is done. This is especially important when a teacher of English as a foreign language tries to apply something that was made for native speakers in readings. Some thing can be similar but others are not. The second dilemma is that the knowledge of the sentence structure is very important for the use of the inference in readings. Dilemma three was mention before, it is that the student must know 95% of the vocabulary to be able to infer effectively.

Dilemma four is very important in this thesis; it is the social context and the environment since these influence a lot the students reading development. Middle class families usually give their children tutoring to improve their academic level. The context of the students of this study is from a lower social class so it is highly unlikely that they possess the same level as other students. Finally, the dilemma number five is that the students must use the correct strategies when facing a specific task, the inference is really good and important to develop but not all readings are designed to be inferred (Richards & Renandya, 2002).

Continuing the idea of **strategies**, first it is important to understand what a strategy is. The strategies used in readings can be defined as

"plans for solving problems encountered in constructing meaning" (Duffy, 1993, p. 232). Strategies sometimes are the different between the most proficient student and the others. Being able to choose the correct strategies to complete a task is very important in reading comprehension activities. Therefore, the teacher should teach the students different strategies in different readings. Strategies can be recycled from different activities and stays with the students after finishing school. The proposal of this thesis will give the student the strategy that best fit for each activity on different readings.

Several studies, theories, models and approaches have been developed throughout the years. It must be said that there is not right and unique way to teach reading (remember that every kid is different); here are some of these theories:

The **Basal Reader approach**, also known as bottom-up or skills-based approach tries to:

Also known as the bottom-up approach or skills-based approach, the basal reader approach tends to help students move from the part to the whole by prescribing the acquisition of competences in a systematic order. The reading process is divided into a series of smaller to larger subskills that must be taught in a rigid order. (Donoghue, 2009, p. 164)

The key part of this approach is that is systematic from easy and small tasks to larger ones.

The **Literature-Based Approach** uses texts that are not necessarily intended for teaching. Also known as top-down approach, this one is focused on comprehension and meaning construction. Students can share interpretation and discuss about them at the end of the activity. This one gives freedom to the student to read what they like and there is not prior information given to the students before reading. Some

characteristics of this approach are ideal for the proposal, but there are things like the vocabulary and information pre-reading that makes this approach not 100% ideal.

The **balanced approach** is a combination of both top-down and bottom-up, since works with a "teacher-directed instruction and student-centered discovery learning." (Donoghue, 2009, p. 169) Also the readings chosen for the program are examined by the teacher to determine which one is ideal for each class. Readings on this approach requires word recognition and identification, the development of the vocabulary and most important the comprehension of the reading. This approach is the one that is being chosen for the readings in the proposal because this adapts to its needs the best.

2.2.3.1 MODELS OF READING

In the book Language Arts: Integrating Skills for Classroom Teaching, Chapter 6, Donoghue (2009) stablishes some models for reading comprehension which holds two very important concepts for this thesis. The models of reading, as explained in this book, see the process of reading as an active and constructive process, or at least the processes explained do so.

Fig.7: Receptive processing
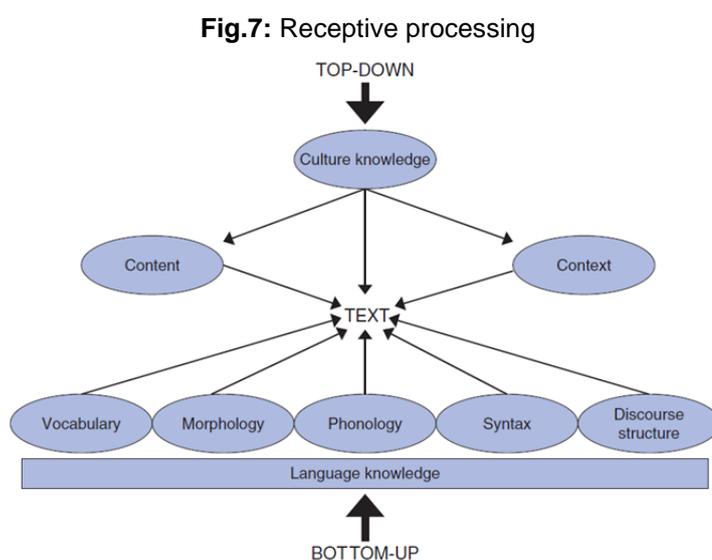
Source: Introducing Second Language Acquisition, p. 155
Authors: Muriel Saville-Troike 2006

The **bottom-up model** is a model in which the teachers view reading as "a set of subskills that must be mastered by students and integrated to the extent that children use them

automatically" (Donoghue, 2009, p.169) It is very important to point out that this view of reading cannot be used if the teacher's approach to the reading skill is the single process view. The bottom-up model starts with letters, then individual words and finally words inside a specific context. Also a series of subskills are taught which later will be applied in the text during the reading process. In other words, the bottom-up process recognizes different linguistic signals individually in the reading (Donoghue, 2009) (Richards & Renandya, 2002).

In contrast to this model, there is the **top-down model**, the famous from whole-to-part model. This model goes to the mind of the reader and the comprehension of the text is core, as oppose to the bottom-up which has the individual elements as core. This model encourages the students to make educated guesses of the meaning of a word using cues like the graphophonic, semantic, and syntactic. This is huge for this thesis, because this is important for the contextual word-inferring process. This approach is a holistic experience and requires the reader to have the word recognition skill develop.

The **interactive model** combines the two using both at the same time, simultaneously changing from one to another in order to fully understand the text. This requires an explanation of the schema theory which is going to be explained further in this foundation. The transactional model takes in consideration the intension or reason for the person to read (check 2.1 "Background of the thesis" for reasons why people read)

Finally, again the **balanced approach** views the literature as the main part of the process and reading is more than word recognition. There is a balance between word recognition and comprehension, where word recognition is never the end of the process but the mean to reach a better comprehension. This model may be useful for the contextual word-inferring process but the Literature-Based approach is more practical.

2.2.3.2 STRATEGIES AND FACTORS THAT INFLUENCE COMPREHENSION

There are several factors that influence reading comprehension. The first factor is the purpose or motivation; this is important since with no motivation there would be no reading. The second is being active, using prior knowledge, the readers think as they read. The third factor is using a correct type of text according to the goal desire. The fourth factor is the instruction; a good instruction gives the reader the appropriate task to maximize the reading process. Finally, the fifth factor is the independent practice which results from the reader choosing books on his own accord thanks to the habit of reading. (Donoghue, 2009)

Some strategies that can be used in reading comprehension activities include: **self-monitoring** which gives the students a sense of what they know and what they do not know. This allows them to understand if they are understanding what they reading and advance through the reading. A way to put this in practice is making the students talk about a short text and keep the conversation going so they see what they know and what they do not. This should be done after the student have read the text several times.

Another strategy is the **cooperative learning** which is when the students work together, like reading out loud. This socialization of the texts allows them to take control of their learning. There is also **story structure** by retelling the story or complete it in order to know what the student know about the story. This helps making them know the structure of the reading and understand the story.

Summarizing is another strategy which consist in giving the most important and crucial facts about the reading. This is important for the students because they have to rephrase the information they just got from reading. One strategy which is good when working with inference is activating prior knowledge. This helps the reader prepare their knowledge

before the reading and them predict information and guess meaning of unknown words.

Some reading skills that are very important for a good reader are the skimming which is a superficial reading to get the grasp of the text fast. Scanning which is looking for specific information in the text. These are good skill to have when working with the inference because it helps to filter information that the student needs to have from the context to infer the meaning of a word (Donoghue, 2009)

Now that several aspects of the reading have been established, it is time to enter to one of the main subjects of this thesis, the contextual word-inferring process. Before continuing, as a summary of what have been stated so far is ahead.

Reading is a very important skill in learning a foreign language and contrary to popular belief; it is not a passive skill. There are several parts involve in reading which makes it very complicated. For the inference what it is important is the information of the text and the general knowledge or prior knowledge. Readings should be carefully chosen by the teacher to increase the possibility of inferring. Context is important in word meaning because of the polysemy and sometimes not only words are learned but lexical structures. To be able to infer the students must know 95% of the vocabulary in the text. Strategies are important to be able to fulfill reading activities and the students should know several for different activities. To counter dilemmas in teaching reading as a foreign language, the texts must be chosen carefully. The major approach and model that fits the proposal the best is the balanced approach. A factor that is important for the proposal is the motivation which goes hand to hand with the preferences of the students. Finally, a good strategy is important since proficient students tend to correctly use a good strategy for reading in contrast of not so proficient students.

2.2.3.4 INFERENCE

Today the inference is widely accepted as necessary for reading comprehension activities. Being a cognitive process which goal is to construct meaning, the inference used information that is in the text and the knowledge from the student to try to guess the meaning of an unknown word (Phillips, 1987).

Before continuing, this is a reminder of what is reading comprehension in second language acquisition because the inference in this foundation is aimed to readings:

> (…) Reading comprehension is known as highly complex, dynamic, multicomponential and multi-dimensional because it involves multiple interactions among reader factors (e.g., first language literacy (L1) literacy, L1 background, language proficiency, background knowledge, knowledge of genre and pragmatics, metalinguistic knowledge, motivation, metacognition, and strategy use) and contextual factors (e.g., text topic and content, text type and genre, text readability, verbal and non-verbal communication (Phakiti, 2006, p. 19-20)

This also makes references of the previously mentioned framework of reading and its components.

On her work Spear-Swerling (2006), she explains several important things about the inference through context cues. First, when the students face a new word, they will try to infer its meaning using what surrounds the word (sentence, pictures). An example of this is the word pale on the sentence "the baby powder on her face made her look pale", with a picture of a lady with a whitish face. This helps them infer the word pale. In this thesis examples of this could be like when a word is a polysemy in which case the context will explain if book is an object which you can read or an action when making reservation, and recognizing which part of the discourse is like a noun, when the text refers of it with a word which fulfill the role of a noun. Finally, as one of the strategies mentioned before, the

students should always monitor their own comprehension as a strategy to see if they understand the text.

Several works of Cain (2001) (2003) (2004) (2007a) (2007b) (2014) have important information about the inference. In 2001, Cain, Oakhill, Barnes and Bryant found out that some students had text-comprehension because of the lack of general knowledge. They gave information to these students prior to the reading and the results show and improvement in the inference ability. Therefore, a vital point in the inference process is the general or prior knowledge.

Cain (2003) made a commentary on children deriving word meaning from context, stating that research has shown that children can learn meaning just by exposing then to the word but in most cases this is achieved by repetitive exposure of the word. Also that research highlighted the influence on vocabulary on verbal IQ and how the inference can help increase the verbal IQ, reading comprehension and vocabulary knowledge. There is also a better performance on students that can define uncommon words on their academic abilities and intelligence because the process behind these activities is very similar. That makes teaching inference to students very important for the development of the reading comprehension ability and on the academic performance of the students.

One fact that helps understand how effective a text can be to help the student infer a word is the proximity of the words that help infer the unknown word on the text. There are a couple possibilities when talking about the proximity of the context to the word, if the context is before then the student uses their current knowledge to infer the word in question. Meanwhile, when the contexts show up after the unknown word then the student uses a searching strategy to find the information that allows him to infer the meaning.

Cain's later work on 2004 stated that there is a correlation between reading comprehension and the words known by the user, and something

really important for this thesis, that the prior knowledge can influence the understanding of a reading. This is huge for this thesis because the texts of the system of activities are chosen base on the context of the students and the prior knowledge that fit said context. This correlates to the previous statement where it was established that good inferencing ability on the students will improve their academic proficiency and reading comprehension. There is another statement that really helps in the design of the proposal on this paper. Cain found out that the proximity of the unknown word to the context affects the ability of the students to infer it when the students are poor readers. This did not affect the ability to infer on more skilled readers. Therefore, in the design of this thesis the proximity of the context and the word will be taken in consideration so the students have a higher chance to infer the meaning of the word regardless of the reading ability. The relationship between the inference from context and the reading comprehension skill was reassured from her work on 2003 on this paper.

Cain (2007a) also made the statement that context not always gives away the meaning of an unknown word, but it is still very likely to do so making it important to teach to students in class to develop reading comprehension and improve their academic proficiency. In this work there are some insights of the strategies that could be teach to students for them to apply the inference skill, this is on Carnine and Kameenui paper which states: "when there's a hard word in a sentence, you look for other words in the story that tell you more about the word" (Carnine et al., 1984, p.198) and this strategy is applied in several exercises.

Meanwhile for Fukkink (2005) the students does not need any special instructions, the only thing needed for young learners to be able to infer is a simple instruction that explains that the inference should come from the context of the text and they will be able to infer successfully, this may help their ability to infer words from the information on the text. This

will help them to not only look for cues in the text to infer but to analyze the information as a whole and select what is relevant to reach the meaning.

This can be taken one step further if you ask the students to justify their answers giving them the chance to explore their thoughts about the meaning of the word and develop their inferring ability. If the children do not have a correct answer, this questioning will allow them to review their analysis and eventually if the answer was correct, reassure the answer and if the answer was wrong to get closer to the right answer. This is related to theory of zone of proximal development, because the teacher helps the students reach their potential ability to infer meaning through context.

The strategy of asking children to explain answers seems to be the one which gives the greatest gains, especially if the teacher, as the zone of proximal development suggests gives a feedback on their reasoning after their explanation. This happens because usually children do not evaluate or question their reasoning after inferring a word, so in the development of the ability, this is a good strategy to teach for then to advance further and gain more from the exercises.

Later, Cain (2007b) also established the relationships of the syntactic awareness and reading comprehension, meaning that students with knowledge of syntax were able to decode unfamiliar worlds better than others with less knowledge of syntax and eventually thanks to this the reading comprehension was more easy for the first group of students.

Also in 2014, Cain and Oakhill explained that the there is a strong correlation between the vocabulary of the reader and the comprehension ability and also that understanding word by word does not ensure the comprehension of the text. Also, the students required the use of inference to be able to comprehend the text and for the inference to work, previous knowledge was required. Finally, in the end they concluded that in some aspects of comprehension the vocabulary is important.

Nuttall (2005) (cited by Medina & Salazar, 2015) "Inference is the technique used in reading comprehension that uses both the students' prior knowledge and what is implicitly written in a text" (p. 114). This concept really shows what the inference is at its core; nevertheless, this definition does not fit completely with the inference of this research project.

Another paper that supports the inference through context is the work of Carnine & Kameenui (1984). From a theoretical point of view, the results from said work established that the inference required a depth in the cognitive process which is why this proposal is aim for the Third Year Bachillerato where the students are supposed to have this cognitive level. This can be also true because at this point they have a broader vocabulary and better reading techniques.

Kispal (2008) gives some good insights about the inference in his paper. First he explained that for students to be able to use the inference skills, they need to be active readers and have a desire to understand the next, also they must control their comprehension to make sure the understanding and a rich vocabulary also helps in the process of inferring which is very important according to many researchers. Also having a wide prior knowledge helps in the inference and sharing the cultural background that the text assumes you have. This feels like the recipe which the proposal in this research wants to use. The requirements which the students need for the inference are met in the proposal to help them have a better experience inferring words.

On the topic of background knowledge, this knowledge is really important and in some way a must to be able to fully understand a text and even when the inference cannot be done without the prior knowledge this not work the same the other way, where a person with the prior knowledge does not ensure the inference of information.

It was also mentioned the importance of choosing the right text to infer. The text should not be very explicit and has to give the students a

few opportunities to infer. Teachers are always searching for texts to help the students get involved with reading (being an active reader is necessary for the inference), choosing the right text is core in the process of reading comprehension and the inference. A very challenging text will not give better results as some may think and sometimes this will hinder the inference since the students will lack of the prior knowledge required for it.

Two characteristics that should be taken in consideration when choosing a text are: how the text is written and the thematic status. Teachers should be careful with the use of synonyms on the text since the repetition of the word will reduce the opportunity for inferences. On regards of the thematic, the topic chosen for the text is very important and the information required for the inferences are better if they are presented at the beginning and not at the end of the text. In the end choosing the text has to be a balancing process. When contrasting a text which makes inferences explicit and a text which has parts that will trigger the inferences, the former was a little redundant for the students with good background knowledge and hindered the inference process. Meanwhile, when the texts were designed to help the inference enhanced the inference process. Therefore, a text which promotes mental activity and ideas which are connected in a single thematic will help the students better than a text with explicit inference which in the end may harm more than it helps. Rewriting the texts to fit the criteria should be considered.

In this paper, it was mentioned the classifications of the inferences according to Graesser, Singer & Trabasso (1994) which goes like this: referential, case structure role assignment, antecedent causal, superordinate goal, thematic, character emotion, causal consequence, instantiation noun category, instrument, subordinate goal action, state, reader's emotion and author's intent. Also the classification according to Pressley & Afflerbach (1995) which is: referential, filling in deleted information, inferring meanings of words, inferring connotations of

words/sentences, relating text to prior knowledge (further divided into 12 sub-types), inferences about the author (5 types), characters or state of world as depicted in text (6 types), confirming / disconfirming previous, inferences and drawing conclusion. Something important to mention is that although these two classifications are very popular among expert, in the end there is not a universal consensus on the classification of the inference, still this two were mention as a point of reference.

The **contextual word-inferring process** is the process which makes use of the inference to make an educated guess of an unknown word using as information the lexical clues of the sentences, the context of the text and the prior information of the user. To be able to achieve this inference, the students must choose a strategy that adapts the best for them. On that regard, the work of Nassaji (2006) has several points to make. Before continuing to be more efficient, for the rest of the foundation the word inference will refer to the contextual word inferring process.

To start, the inference is one of the main cognitive processes and a very important one. The inference is no other thing than predicting and interpreting a word. There are multiple types of inferences, but this one uses a type of lexical inferencing, like the one explained on Nassaji's work, in other words the cues used to infer the word come from linguistic cues. The goal of this is to help learn new vocabulary, but there are some factors that may affect the success of this process. In general, some factors that affect the inference are: the nature of the word and text, the degree of information that surrounds the word, the importance of said words on the comprehension of the sentence/text and the attention form the student on the details and preconceptions about the word (Nassaji, 2006).

In the work of Nagy (1997) there is a model which consists in three types of model that the students possess which influences the inference: the linguistic knowledge, world knowledge, and strategic knowledge. The linguistic knowledge holds the lexical and syntactic information and the

schema of the word, the world knowledge is also known as the prior knowledge of the student and the strategic knowledge is when the student knows the right strategy to apply to complete the activity. The last one may not be necessary altogether since the student will try to infer the word as trial an error and eventually understand how to approach activities but still is encourage for the students to learn strategies.

Huckin and Bloch (1993) have a similar model for inference which has two parts: a knowledge module component which is the schemata, vocabulary and linguistic information and a metalinguistic strategic component which is related to picking the correct strategy to achieve the inference. This one differs from the former model in that this suggests that the strategy part of the process is very important for the student to advance and develop the inference. All in all, to know a word, to fully understand its meaning a person should be able to understand all its possible meaning in different context, regardless of the model.

The strategies that Nassaji (2006) found on his work, he classified in three categories: identifying, evaluating, and monitoring strategies. The identifying strategy is the one when the reader tries to identify the meaning of a word in the text using several different sub strategies. The second strategy is known as evaluation. In this one the students were trying to evaluate how accurate the inferenced meaning was in the sentence, also using two different sub strategies. Finally, a third strategy named monitoring was used by the subjects on that particular research. This last strategy as Nassaji (2006) explained is:

> When the learner showed an awareness of the nature of the
> problem by making an explicit judgement about the ease or
> difficulty of the word based on the available cues in the text found in
> his job are shown in the next table. (p. 392)

The first two strategies are considered cognitive strategies (tools used in order to solve a problem with the mind) while the monitoring is a

metacognitive strategy (a method which allows the student to understand how they learn). The next table illustrates these strategies and sub strategies with examples.

Table 3: Types of Strategies

Strategy	Sub strategy	Description
Identifying	Repeating	The learner repeats any portion of the text, including the word, the phrase, or the sentence in which the word has occurred. Example: "'our beliefs waver… waver… waver…' May be… waver is something 'beliefs waver…'"
	Word Analysis	The learner attempts to figure out the meaning of the word by analysing it into various components, such as roots, affixes and suffixes. Example: "'and smell of sewage in their noses …' sew… age… should be a kind of smell. But sew is something… maybe it is a kind of plant, wood."
	Word–Form Analogy	The learner attempts to figure out the meaning of the word based on its sound or form similarity with other words. Example: "'squalor…' may be it is like square… square… It should be something like that."
Evaluating	Verifying	The learner examines the appropriateness of the inferred meaning by checking it against the wider context. Example: "'but when we ourselves become ill, our beliefs waver…' our beliefs change… change… when we become ill our beliefs change… yeah."
	Self-Inquiry	The learner asks himself or herself questions about the word or the meaning he or she has already inferred. Example: "'hazards . . .' Should it be pollution according to the sentence? Pollutions? No, no . . . it should not be that . . . it may be something different."
Monitoring	Monitoring	The learner shows a conscious awareness of the problem by judging its ease or difficulty. Example: "'contract some of the serious and infectious diseases . . .' contract . . . I think contract is make from boss and the staff . . . contract . . . yes . . . this is easy . . . this easy . . . maybe it's difficult, I am
Source: The Relationship Between Depth of Vocabulary Knowledge and L2 Learners' Lexical Inferencing Strategy Use and Success, p. 392 **Author:** NASSAJI, H. (2006)		

Something very important in the inference of this works is that subjects that had better lexical knowledge were the ones who did better in most activities.

Another very important work about inference is from Yin (2013). In his work, he stated that "lexical inferencing is referred to as guessing the meaning of an unknown word using available linguistic and other clues" (p. 29). This is close to the inference that this research is working with since it also uses linguistics clues and context to infer. For him, the lexical inferencing is the primary tactic that foreign students use when they face unknown words in an English text. That is why researching about this topic is very important to help new students in the English language allowing them to have a better time in the process of learning the language through reading and also the acquisition of new vocabulary.

Fig.8: Clue Types and Taxonomy (Linguistic Clues)
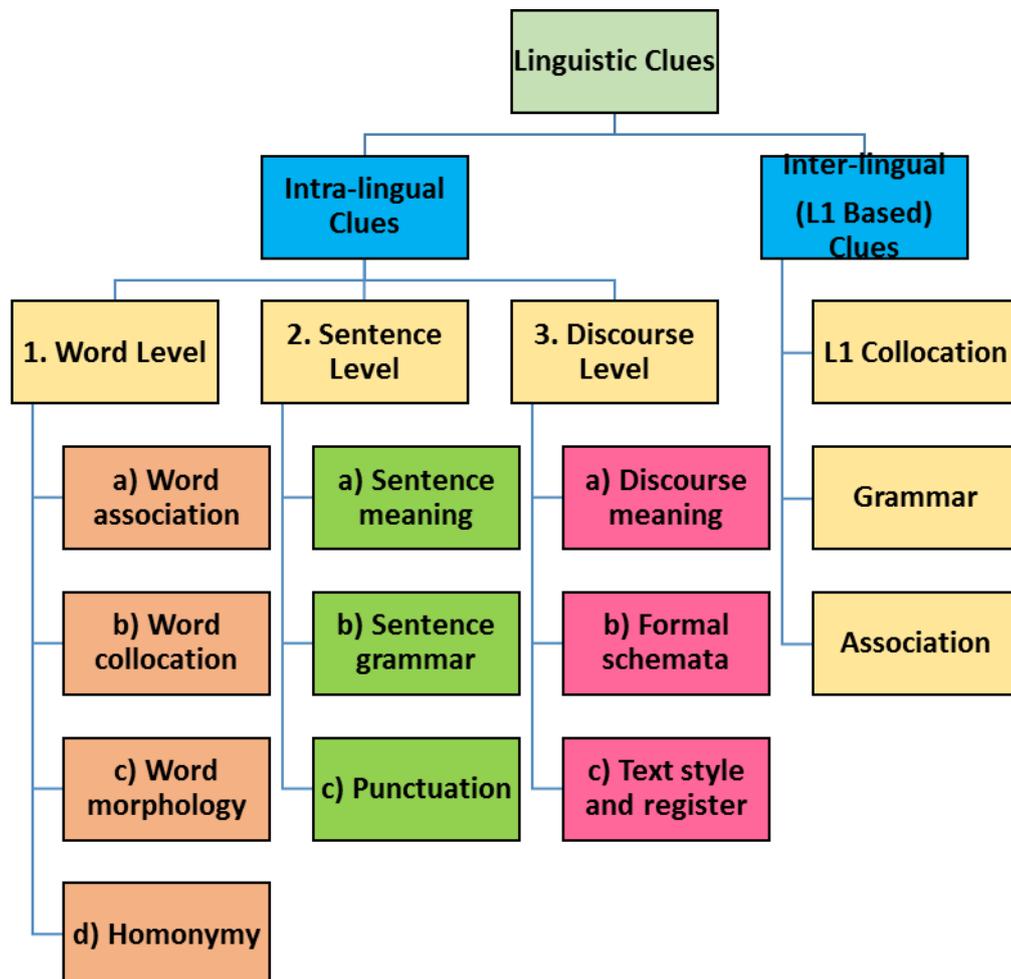
Source: Infer the Meaning of Unknown Words by Sheer Guess or by Clues? – Yin (2013) (p. 31)
Authors: Rodriguez, Agualongo (2016)

In his work there was a classification of the clues that a text has to help the inference: the linguistic clues and the non-linguistic clues. The non-linguistic clue is the world knowledge (prior knowledge) which as stated before is the knowledge required to infer that is not stated in the text. The linguistic clues are divided in two: Intra-lingual Clues and Inter-lingual (L1 Based) Clues.

The intra-lingual clues are the clues they gather from the target language. In word level this means how they associate words with others, words that are together frequently, the morphological structure of the words and the likeness of the words with other words with similar sound or spelling. The sentence level refers to the meaning of the sentence as a whole, the grammar and syntactic properties and the punctuation. The discourse level is who the context surrounding the word, the knowledge (schema) and the style of the text.

The inter-lingual clues are clues that come from their native language like associations with words that seem similar from both languages, certain similarities in the grammar and some collocations from their native language. This information is really useful when rewriting the texts for the proposal to give the students a better chance to infer the word, especially the intra-lingual clues (this is explained on the linguistic foundation).

To close this **didactic foundation** there are a few things that should be outlined: the proposal of this thesis will use carefully chose the texts so it fit the goals of the activities. It also will utilize all the strategies in reading and inference on this foundation. The inference in the proposal is the contextual word-inferring process and the key of this inference is the linguistic knowledge. This plus the general knowledge and the right inference strategy, together will allow the student to raise their inference ability through the proposal and raise their proficiency level to B1.2

2.2.4 PSYCHOLOGICAL FOUNDATION

The definition of the word comprehension establishes that it is an ability which allows a person to understand the meaning of a concept based on reason. This ability is no other than a higher cognitive process that establishes a relationship between an object and a representation of said object in the brain.

Comprehension is also present in the process when a person tries to solve a problem. There are several steps that usually take place in this process: first, the understanding of the problem, then generating a hypothesis, followed by a test of said hypothesis and finally evaluating the results. This shows the importance of comprehension in the cognitive process and it is important to point at that the background knowledge which the person has is very important in the process of comprehension (Wang, Gafurov, 2010).

This comes in handy when studying reading comprehension since comprehension is a big part of it. The key point to take away from this explanation is that comprehension (in general) establishes an association between something in the world and a representation in the brain. This representation comes from the information perceived by the senses and the prior knowledge which is the next topic of this part of the thesis.

To summarize the idea of comprehension, when the brain tries to create a concept, it uses the knowledge it possesses from experience prior to the moment of thinking and tries to create the between object and a mind representation. All in all, the ability of the brain to understand something relies on prior knowledge which makes it important in the learning process. Therefore, a teacher should have not only the material or text which they are going to be use in class in consideration, but the context and background of the students to make the most of the class. This is very important in the proposal since it will take advantage of the context and the student's prior knowledge to improve the reading skill.

2.2.4.1 THEORY OF THE SCHEMA

"Every act of comprehension involves one's knowledge of the world as well" (Anderson, Reynolds, Schallert, & Goetz 1977, p.369). The reason to use this quote as an opening statement is because it states something very important in the theory of the schema, and that is prior knowledge.

According to Carrell & Eisterhold (1983):

(...) traditionally in the study of second language comprehension (as much as, if not more so than, in the study of first language comprehension), the emphasis has been almost exclusively on the language to be comprehended and not on the comprehender. (p. 553)

What Carrel & Eisterhold are trying to imply in this paragraph is that in general studies try to focus on ideas to improve language learning that are language-centric and not learner-centric. When instead of focusing the language that the students are learning, the teacher takes in consideration their context and their prior knowledge, there is going to be a significant improvement in their learning.

The theory of the schema is very important for the psycholinguistic model of reading. In this model the students may look like they are playing a guessing game, trying to decode a message by trial and error, using the information of prior knowledge and the one taken from the text.

On the same note, it is important to point out that when a person is reading, they chose the information that they deemed important and decode it until they reach a meaning that they consider satisfy their needs. Prior knowledge also helps the student from other languages to compensate some deficiencies that they may encounter in the process of learning a new language. There is also the statement that any written or spoken text does not actually have the meaning but only a direction for the

receiver to construct a meaning by themselves with previously acquired knowledge.

But, what exactly is the schema theory? For many years the definition of the word schema has changed, from the knowledge obtained from past experiences to the organization of prior knowledge. It is enough to understand that a schema is a unit of knowledge that establishes a relationship with other information, which is why when a schema is mention, what it actually means is some knowledge and where it fits with the rest of the information. For example, when someone mentions a car, the schema of the car has, motor, tires, speed, transportation, and everything that is car-related.

That's why according to the schema theory the text (in reading comprehension) does not possess the meaning but only points in the direction than the author intended when writing the text and the reader is the one who construct the meaning in the end. "This previously knowledge is called the readers' background knowledge (prior knowledge), and the previously acquired knowledge structures are called schemata" (An, 2013, p.130).

Therefore, the schemata of a person come from the relationship created from the world and the mind representation of it and when the reader faces a text, these schemata plus the information on the text (that only gives directions to the reader and does not hold the meaning itself) give the reader the tools to give their interpretation of what is being read. The interactive process between the schema and the text is what gives in last instance the meaning. Comprehension relays in the ability of the reader to relate with the text, like the opening quote suggest.

The bottom-up and top-down processes are part of the schema theory. In reading, the bottom-up process is triggered by a specific part of the text and top-down tries to confirm the predictions (guessing game) from a broader point of view. (This is explained in the Didactic Foundation)

Even when these processes work in opposite directions, both are used simultaneously during reading comprehension activities.

In summary, these two processes work while reading in a way that, sometimes a word triggers a schema that push the meaning towards one direction and sometimes the whole sentences gives a confirmation about the topic of the reading which could not be otherwise establish without the full sentence/paragraph/text.

The nature of the text creates a sub classification of schemata. The first one is known as formal schema. This refers to how the text is presented and the genres. Second the content schema, which is when the content of the reading is from a specific topic. Third, cultural schema which like its name suggests refers to the knowledge of a particular society and everything related to them. Finally, the linguistic schema, knowledge about vocabulary and grammar, and this is very important since the comprehension of a text will never be possible if the ability of decoding is not proper, hence the need for the grammar and vocabulary knowledge.

The texts in the proposal come from different types of schemata, especially content and cultural schemata, since this thesis highly values context and prior knowledge in the students as a key to improve their reading comprehension abilities.

Any particular schema may be activated when a textual cue or stimuli points in certain direction. This activation gives the reader a signal with a direction to follow to complete a reading task. Anything from the text, from the title to a word or groups of words can activate a schema giving directions to the reader to reach the intended goal. Another concept that should be explained before finishing this schema chapter is the schema instantiation. This is the process where the schemata have all its slots filled (slots are the spaces for information inside the schemata). This happens when the message is being comprehended.

For that reason, in the reading process the text can be adapted to the context of the students so the cues that it possesses will give the directions that the teachers need to teach a specific topic, for example values, grammar, vocabulary, and so on.

2.2.4.1.1 IMPORTANCE OF THE THEORY OF THE SCHEMA IN THE PROCESS OF TEACHING AND LEARNING ENGLISH AS A FOREIGN LANGUAGE

In the process of teaching and learning English as a foreign language, the role of the schema (prior knowledge) in reading comprehension is very important since this knowledge comes from a different culture. This instead of being a liability, becomes a way to help make sense of what the students are reading, trying to compensate any holes in the grammar, semantics or syntax. This is much better when the text is culture-oriented, that's why text should help to activate the proper schemata so the students have an easier time decoding the text (Carrell & Eisterhold, 1983).

"Reading comprehension occurs when the total meaning of a passage is fitted into this network of information organized in ways meaningful to a society" (Carrell & Eisterhold, 1983, p.562-563). What this paragraph means by "into this network" is the knowledge from the reader; also this knowledge as it has been stated numerous times is cultural related, from the context the subject is from.

To summarize the schemata theory: not taking in consideration the prior knowledge of the students is omitting half of the process in reading. Reading comes from the combination of the information that the texts gives (which does not possess the meaning but a mere direction to be interpreted) and the prior knowledge of the person. This knowledge is known as schema. It is suggested that there must be a balanced between the background knowledge the text assumes the students have and the actual background knowledge. Schemata may be activated by cues in the

reading which may give the ability to the teacher if they adapted or pick a reading which can teach what it is intended.

Therefore, the schema theory is really important for the design of this thesis since it will take advantage of the context and prior knowledge of the students. This thesis will use this to improve their ability to infer the meaning through the context of the words in the text. The text in the proposal has been adapted to meet the needs of this specific context to give a specific direction to the students for them to learn values (expressed in the philosophical foundation) and develop their reading comprehension skill.

2.2.4.2 LEARNING AND DEVELOPMENT DURING CHILDREN AND ADOLESCENTS LEARNING PROCESS

The development of the psychological functions of the human beings relay on learning. Nevertheless, the processes involve in the development and the ones related with learning are not in sync. In this part of the psychological foundation, Vygotsky's work about the relationship of development and learning in children and adolescents will give a theoretical ground to understand the theory of zone of proximal development.

The relationship between development and learning has a major role in the psychology of the education. Because of this, Vygotsky explains a new theory that differs from the previous ones at the time (1978). Before the zone of proximal development was explained by Vygotsky, it was thought that the development of a child and the process of learning were not linked. The school did not have any influence in the maturation process of the individual.

Later there were three theories that were related to the development and the learning process in children and young adults. The first one claimed that the development came first and then the learning

process tried to keep up, in order words the development outruns the learning process. The second said that there both one thing; development and learning were together in the students, in other words, learning is development. Finally, a third one established a combination of the two. On one hand the process of maturation depends on the nervous system but the learning process is considered also a developmental process.

There is also the idea which establishes that if a person is good in a specific subject like math or language, they must be good in other subjects but this had a different theory. In the end, it was not the case that someone was good in one subject but the skills like attention and concentration could be applicable to other subjects. Therefore, it was not the subject that can be focused on another topic but certain skills could be applied in other topics but not always, just when the skill fit the case.

2.2.4.3 ZONE OF PROXIMAL DEVELOPMENT

Before explaining what the zone of the proximal development is, this thesis finds commendable to point out that sometimes this theory is misinterpreted and sometimes even considered "probably one of the most used and least understood constructs to appear in contemporary educational literature" (Palinscar, 1998, p.370). Therefore, this particular take on the famous zone of the proximal development theory is aimed to encourage the idea that the actual developmental level of the student has implications on the schema (prior knowledge) when the inference is used in reading.

Every person, every student, even before they enroll in any education center or school, their learning process has already begun. It does not matter what subject or topic they are learning at school, there is some prior knowledge they have acquired through communication with their environment throughout their lives. This communication may have started by imitating the adults that surrounds them but eventually language becomes the tool to gain information. When they start school, their brains

have lots and lots of information, coming from different backgrounds and context that differs from family to family.

When they enter school, the students face something that influences their development, the zone of proximal development. The theories about the development and the learning process pointed out that in some way there is a close relationship between the two. Nevertheless, for all intense and purposes, one type of development is not enough, and Vygotsky gives two instead.

The first one, known as actual developmental level, is the one that gives the level of the child's mind which is determined by the child's mental age. Usually this level is the same for every kid of the same age, or at least is close if the years studying are similar. This can be measured by a test. Said test establishes task for the child to complete with no help, and after completing a task, the subsequent tasks are more difficult until their level can be measure.

But, what happens when a teacher gives the students some help, questions or indications before the task? Or help them with half of the activity giving examples for them to complete? With this the teacher can establish the capacities and abilities of the students that they have yet to develop, and in this scenario students with the same actual developmental level may drastically fell apart.

Therefore, for Vygotsky the **zone of proximal development** (1978) "It is the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers" (p. 86).

Therefore, this explains that the actual developmental level shows the development and maturation of the child and the potential development level shows the potential of the student when the process of

maturation is developed tomorrow. The actual development works in retrospect (seeks the past) and the zone of proximal development works prospectively (seeks the future).

This theory goes in contraposition of the previously theory that stated that the development outruns the learning process, here the process of learning is not parallel with the development and this lags behind the learning process producing the zone of proximal development (ZPD).

Therefore, a child can perform a number of tasks alone but with the help of somebody like a teacher or mentor, the student can compensate for the lack of maturity and fulfill more complexes tasks. This is the ZPD, and the potential for each kid is different if they have the right help to do exercises. In this thesis, the proposal looks to give the students a helping hand through the inference and at the end of each reading activity, there will be an explanation of how each specific answer was thought and the process behind that. This will help the students to reach and achieve more tasks compensating for their lack of maturity which they need for certain activities in reading comprehension.

The definition of the word comprehension establishes that it is an ability which allows a person to understand the meaning of a concept based on reason. This ability is no other than a higher cognitive process that establishes a relationship between an object and a representation of said object in the brain.

To close the **psychological foundation**, there are a few theories that should be outlined: comprehension is the creation of a concept from the brain; it uses the knowledge from experience to create a link between object and mind and relies on prior knowledge. Prior knowledge and the information of the text are parts of the reading process and both must be taken in consideration, the knowledge from a person can be known as schema. Schemata are important in the cognitive process of

comprehension. This thesis will take advantage of the prior knowledge of the students and their schemata in the design of the system of activities to help them improve their English. The ZDP is the capacity of the student to solve problems with the help of a mentor to compensate their lack of maturity and show their true potential. This thesis will work with the context of the students to design texts in the proposal to take advantage of this and after the inference activities will explain the students the thought process to achieve those answer to help them solve more tasks according to the ZDP.

2.2.5 SOCIOLOGICAL FOUNDATION

In today's society, every piece of information, every paper, every thesis has an abstract, in English at least. Even the National Curriculum Guidelines – English as a Foreign Language (2014), says that English is a **lingua franca** (the language used in different societies to communicate among themselves, an example of this was Latin in ancient time and French before English). Because of this, in the education in the modern era, English must be part of every curriculum in order to be up to date in science and technology. This thesis goal is to help students to be able to read in this important language for them in the future be able to do research and not be ostracized from the world of knowledge.

Reading is known as a communicative process in which the reader can communicate with the author of the text and transport to the author's context. Then reading is also a social process. Not only because there is a communication between the reader and writer but the exchange that happens inside classrooms all over the world. Reading is used as a tool that involves social relationships among the people involved like teachers and students, children and their parents at home, and multiple groups can interact with each other breaking the barriers of time, space and culture thanks to reading. For example, some people share their thoughts about a book and become friends because of it or form small reading groups.

When the teacher asks the students to read, there are multiple ways to do it, and some ways are more sociable acceptable than others (in silent, aloud) and some more beneficial for certain people (alone, in group) (Bloome, 1985).

The results from the reading can help the student gain social status if done correctly and the interaction between the groups can solidify friendships and cooperation among pairs making the process of reading a better one.

Also they might engage in readings which teach values. This will give them the opportunity to work with the story and learn as a group how others interpret the same story, about the lessons inside the story and to take these lessons outside the classroom. They can also learn about negative values that some behaviors may lead to in a control environment (the story) and show alternatives to these in order to learn the right values (Bloome, 1985).

Consequently, the proposal will make the students use the inferences to make educated guesses about unknown words. This will rely on the information that each student has as individuals, and this guesses can be socialized so they can enrich their relationship and expand their own knowledge.

2.2.5.1 SOCIAL PROCESSES AND READING

Different types of research points to different takes on reading as a social process. It can be seen as a cognitive-linguistic process in a social communicative context. There is also the one that fixates with the social uses of reading, for example written texts come from the culture of a society and the texts reflect the information about them, a reflection of their relationships and their customs. A third approach studies how reading is the tool that communities use to give their offspring the necessary knowledge, values and skills for them to fit in their society, and

also how to approach the world and other cultures (Graddol, Maybin & Stierer, 1994).

Now inside the classroom, sometimes a student may understand the texts fully, but when the teacher asks questions, the student will not raise their hand to answer. The reason for this is that sometimes when reading in a foreign language the problem for the student is not the grammar of the vocabulary but the culture barrier. This obstacle prevents children or adolescents to interact with the teacher or their peers.

What happens is that when someone tries to answer a reading comprehension question, their context, culture, background knowledge comes to play. The problem then is that the text or the teacher does not match with the answer that the students give because the text is set in a different cultural context. This is problematic because it can lead to a wrongful evaluation of the reading comprehension ability of the student (Graddol, Maybin & Stierer, 1994).

Still, there are some options to fix this problem: the student can learn the context and culture of the book/text to enable themselves to answer correctly, which it is not ideal. Another option is to find a text which shares the cultural background of the student, which requires the creation of a text for that specific purpose, and texts for every context.

But there is also another good alternative which is to find a balance that encourages interculturality on text (see more about interculturality in 2.2.6.1 Interculturality and Intercultural Awareness). This last alternative provides balance between the culture of the target language and the cultural context from the student, this can be accomplished by the teacher preparing the students before the text or adapting the reading beforehand.

That is what the proposal of this research projects wants to do, design a system of activity. This explores and uses the prior knowledge of the students so they can infer the meaning of words. This system of

activity can work alongside any English book design with the same goals as the one used today in Ecuadorians classrooms. Therefore, the balance between their context and the context from the language can be achieved; the students will be able to use their schemata from their context to infer words with the system of activities and learn about a different culture from the book.

2.2.5.2 SOCIAL USES OF READING

There are multiple reasons why a person read. Reading a science fiction book has different implications than a driver reading traffic signs on the road. Graddol, Maybin, & Stierer (1994) after an extensive research about the social implications of readings came up with some constructs that shows the importance of reading, some of them are:

- Reading helps with interpersonal relationships.
- The existence of several types of literacy activity in different settings makes reading situation specific.
- Reading may give social status (it depends on the activity reading).
- Reading inside the classroom is not necessarily equal to the one use outside of it; still the activities in the classroom should enable the student to use the skills in reading comprehension in job opportunities and social status in the future.

To describe the reading process as a social cognitive process, one may think that it is just necessary to understand both processes, the social process and the cognitive process, but according Graddol, Maybin, & Stierer (1994) this not only means understanding these concepts "but that reading itself is simultaneously a process of socialization, enculturation, and cognition" (p. 104). Therefore, the social cognitive process (in reading) is the combination of these two processes working as one unit.

Following this idea, it is almost unavoidable to talk about reading in a social cognitive process without talking about reading in school. There is a direct correlation between the effects of literacy learning and its variety and the development of the cognitive skills, meaning that in schools where students faced limited literary activities (making the process inherit by then also limited) their cognitive development was limited. This gives the idea that every classroom should encourage teachers and students to participate of broad types of literacy activities in order to not foster the development of the cognitive abilities.

Learning is connected to a specific social nature and abilities and skills develop in order to follow that nature. Even language that functions in the beginning as a tool to communicate with the environment and people ends up becoming the tool to organize the ideas and the train of thought in children. This makes society and the interaction with the child very important not only for the development of their social skills but also the development of their cognitive processes.

Therefore, reading can be used in school to enable children for their personal and academic future. It works as a unit as a cognitive and social process. The lack of literacy will hinder the ability of the child to develop a good cognitive ability. Language is also developed through reading and it is necessary for the interactions between the child and society. The proposal of this thesis not only encourage the students to read and tries to help them improve their reading comprehension and English proficiency level in it, it also helps with their cognitive abilities through the inference.

2.2.5.3 SCHEMA THEORY AND SOCIETY

The Schema model has a social aspect in which it is established that there is intercommunication between the producer (writer of the text) and the receiver (the reader). This relationship takes in consideration several things: first the context in which the producer writes the text, the motivation and goal. Second the prior knowledge of the reader and the

motivation of the reader. This leads to a specific interpretation from reader to reader.

The readers also can transport themselves to the context where the writers intended during the writing process. This is important for the interculturality since the difference between the two contexts will enable the reader to appreciate the culture from the target language without compromising its own.

Finally, it is important to remember that even when texts are meant for readers to understand, a text does not possess a meaning in itself, only the potential to activate schemata in the reader in order to reconstruct a message. In summary, the author does not send the meaning to the reader through text, the text is just a representation that the reader interprets however they want according to the schemata that said text activates. The transactional-sociopsycholinguistic views the reader as an active participant of this exchange (An, 2013) (Rosenblatt, 1978).

This thesis tries to work with the schemata that the students possess when designing the activities and choosing the readings to work with. This will let them develop the reading comprehension skill and the inference taking advantage of their knowledge by choosing the text that activates the schema that helps them infer the unknown words.

2.2.5.4 VYGOTSKY SOCIOCULTURAL THEORY

In this theory of Vygotsky, humans use something called cultural artifacts. These artifacts exist to control the behavior of a person and new artifacts can also be created. In other words, cultural artifacts are human creations which control their behavior and their activities. Language and its characteristics work as an artifact since they have cultural meaning behind them when children learn it.

There is also the imitation of the adult behavior, which is just the subordination of the children to adults. This enables them to a higher level

of development. This social relationship between kids and adults are part of the process in which children learn the cultural artifacts. The use of language is necessary for the subordination to happen. In summary, to be able to control or mediate their social behavior, children subordinate to adults to learn how to behave and then do it by themselves, this utilizes the language to communicate and participate in social activities (Lantolf & Thorne, 2006).

There are three stages for this, first the children use their surroundings to think. This is known as object-regulation. The second, other-regulation, is the regulation from others, like parents or teachers (Here learning a foreign language is really important since children use adults to control their use of the language). Finally, the third one is the self-regulating. In this final stage, the children learn to regulate themselves.

From this stages the one in which the students of the Third year are is the other-regulation, since they need the help of the teacher to regulate the use of this cultural artifact, English. A student that reach a B1.2 becomes an independent user and have the ability to work with English in certain situations by themselves, which is in the end the goal for this level of proficiency in English, becoming an independent user.

To be able to get there the students must go from the second stage to the third stage. Of course a B1.2 is not a level high enough for them to become full independent users; still it is encourage going for that approach. The proposal will work as a mentor with the post-inference activities to help them become independent users and start to be self-regulated.

Besides this, there is also the concept known as private speech, which is the evolution of the language from a social communication skill to a tool which can be used in mental activity. When any artifact like language is used from a psychological function, it is said that the artifact

has been internalized. Internalization of every cultural artifact is a process that ends with the development of children. This in the end will help the student to become full independent eventually.

Finally, imitation is very important for language acquisition. In reading, this is often view more on the speaking skill, still reading can use this imitation factor to improve comprehension. For this, social artifacts must be internalized to give prior knowledge to the student in order for them to develop cognitive processes (Lantolf & Thorne, 2006).

Therefore, English as an artifact must be internalized by students through examples, like the readings in the proposal of this thesis. This will help them to become self-sufficient after leaving high school and develop their English even further in the future.

2.2.5.5 VYGOTSKY CULTURAL HISTORICAL ACTIVITY THEORY

Fig.9: CHAT Triangle
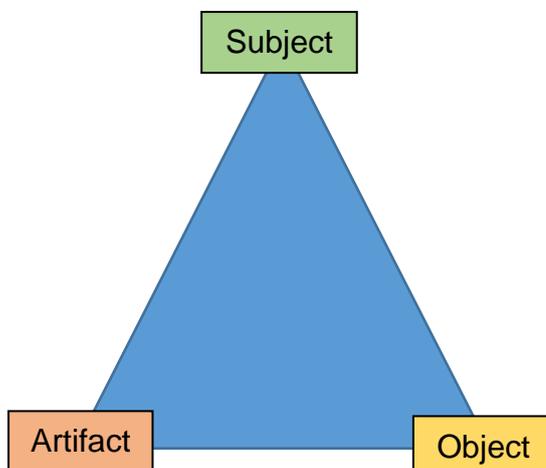
Source: "Activity Systems Analysis Methods: Understanding Complex Learning Environments" (2010)
Authors: Rodriguez, Agualongo (2016)

The relationship that Vygotsky creates between the individual and the social environment came from a Marxian theory, this seeks to describe the development of the individual while facing and engaging activities with the environment and the community. In this theory, the artifacts and other social tools are results from the interaction between the individual and the world. This is not meant to be constant but to evolve and change from time to time, since humans also change and evolve through time (Vygotsky 1987).

Something important about the interaction between the subject and the world is that the subject is not passively waiting for the environment to create meaning and knowledge onto them; it is the interaction that creates such knowledge. The triangle of this process has the following parts: the **subject** who is the individual (or group) which does the activity, second the **artifact/tool** which can be people or prior knowledge which mediates the process and finally the goal of the process known as **object**. The goal of the triangle is to represent the way human consciousness developed, which is different from the more traditional bidirectional interaction subject-object process (Yamagata-Lynch, 2010).

On the proposal of this thesis, this triangle is present. The subjects are the students of Third Year Bachillerato, the artifact is the English language and the system of activity which mediates the process and the goal is to fulfill the activities and reach the B1.2 level of proficiency in English.

"Every function in a child's cultural development appears twice: first, on the social level, and later, on the individual level; first between people (interpsychological), and then inside the child (intrapsychological)" (Vygotsky 1978, p. 57). Therefore, cultural development comes from the social interactions to later be used alone. The concept of internalization also has a place in Cultural Historical Activity Theory (CHAT) but people have criticized this because the internalization works as a dual input and output process and CHAT works in a three-part system which is contradictory (Yamagata-Lynch, 2010).

The development process, according to this theory, suffers the following transformations in order to be internalized. First, the activity that is external is reconstructed internally; this becomes an interpersonal process which eventually becomes the intrapersonal one (like the quote mentioned before the child's cultural development appears twice). This transformation is the result of a series of events in which the tools and

artifacts take participation, and this process continues until it becomes part of child, the process continues until the activity is internalized.

Therefore, when the students do the system of activity the will try to make this external activity and reconstructed internally to internalized. Eventually the activities (inference) and the vocabulary becomes part of the student, but this need a series of events to be successful, so the system of activities will be increasing the difficulty along the book with same types of exercises to help this internalization process.

To close this **sociological foundation** there are a few things that should be outlined: English may be right now the most important language to learn around the world, it communicates any city or country with the outside world. Language is a barrier for the students in reading comprehension abilities when learning a foreign language, this can make them shy to participate in class since, from their perspective, answer may be different from the books and this is not always because poor grammar, but simply being from a different context. The students according to the sociocultural theory of Vygotsky can be regulated by a teacher to learn English but eventually they need to become self-sufficient. Also his CHAT theory explains how thesis will work to achieve the goal of reaching a B1.2 proficiency level in English.

2.2.6 PHILOSOPHICAL FOUNDATION

When it comes to philosophy, in regards of the science of the education, it is important to note that there are several aspects to take in consideration. For example, one of the branches or subdivisions of the philosophy is the axiology. **The axiology** is the study of the values, values which should be incorporated in today's classroom. This is very important since the current education system talks about a holistic education. This holistic education has values included in it and they are very important in the development of the human beings.

Teaching reading in class is an amazing tool to teach values. This allows the teacher to pick a story to teach a specific value in a controlled situation, to give examples about life and how that value positively affects people and their surroundings. Values also can be taught in almost any type of reading, giving the teacher the perfect vehicle to reach their students without having to get out their way in class.

A few years ago in 2009, the UNICEF made **"The Convention on The Rights of the Child"**, which is a treaty, a promise that countries around the world made to children. In this promise several things were handled to ensure a better future for children, one of those things was the aims of education. Several points were addressed there like the physical and mental abilities; personality; talents of the children and how these should be developed in their full potential, the respect for the environment and fundamental freedoms.

Nevertheless, a couple points which are important to point out on article 29 of this treaty, specifically literals c and d which state that:

> (c) The development of respect for the child's parents, his or her own cultural identity, language and values, for the national values of the country in which the child is living, the country from which he or she may originate, and for civilizations different from his or her own;
> (d) The preparation of the child for responsible life in a free society, in the spirit of understanding, peace, tolerance, equality of sexes, and friendship among all peoples, ethnic, national and religious groups and persons of indigenous origin. (UNICEF, 2009, p. 437)

The key word that could summary these two literal is **values**. The process of learning and teaching in today's classroom must include values in their curriculum in order for the education to be holistic. An education without values will not be able to help a child develop in accord to these rights which the UNICEF and all the countries involved believed necessary.

Although there might be an apparent contradiction when the treaty establishes an education that promotes understanding of others and their culture and an education that promotes the student's own culture and identity and national values, the reality is that there should be a balance in both stances, the values that the education must include should encourage a dialogue, and understanding of other cultures but without letting their own culture on a second plane.

Talking about this topic, two terms come to mind: reading and context come to place. Readings are amazing portals to information, and as stated before, an excellent vehicle to teach values. The question about the context of the student and if the reading should be adapted for them comes into place after reading the previous argument. It is true that children should be exposed to different cultures so they can learn about the world, tolerance, acceptance and language itself (since language is part of the culture of a group) still the child's own culture and context shouldn't come in second place.

The text that children use in Guayaquil usually gives them a sample of the culture of an English speaking country. But their own identity is neglected when learning the language, therefore the balance that the UNICEF suggests on teaching values is not met. This gives a major point in creating a system of activity that includes readings that promotes that child's own identity and culture, something that they can relate to.

"Children are capable of playing a unique role in bridging differences that have historically separated groups of people" (UNICEF, 2009, p. 439). This last quote is very endearing. It is interesting to see how an innocent child could bring together two groups that cannot find a common ground on an argument. Also this may improve the quality of life of kids that live in dangerous neighborhoods; values can prevent them from using of drugs and resort to violence or delinquency to solve their problems.

Therefore, values are a must in today's education and reading is an amazing tool that can be used to reach the students. According to the UNICEF the children should appreciate other people's cultures and also their own identity and teachers should find a balance in encouraging both stances. Readings in the context of this study does not meet this balance. Finally, the correct development of children in values may help to improve the quality of life of vulnerable contexts like the one of the subjects of this study, for this values should be included in the current education and reading, once again, is a perfect vehicle to do so. This thesis will use this idea an integrate values in the readings used in the system of activity,

2.2.6.1 INTERCULTURALITY AND INTERCULTURAL AWARENESS

According to the CEFR (2002):

The learner of a second or foreign language and culture does not cease to be competent in his or her mother tongue and the associated culture. Nor is the new competence kept entirely separate from the old. The learner does not simply acquire two distinct, unrelated ways of acting and communicating. The language learner becomes plurilingual and develops interculturality. (p. 43)

In other words, the acquisition of a second language does not remove any knowledge (competence) of the mother tongue. Also the languages are not isolated one from another. On that idea, the CEFR considers an intercultural approach for language learning therefore the learner not only becomes plurilingual but develops intercultural awareness.

But, what is **intercultural awareness**? The CEFR explains that the "Knowledge, awareness and understanding of the relation (similarities and distinctive differences) between the 'world of origin' and the 'world of the

target community' produce an intercultural awareness" (p. 103). In summary, the intercultural awareness gives the social agent (the student) the ability to see the universe that exist in between the world of the language that they know and is familiar with and the world of the target language that they are learning. Readings can see this happens when the reader transports to the world that the writer creates and thank to this, they learn about other cultures, but these are limited to the language they speak. English being the international language of today would increase the possibilities for the students to learn about the world.

This intercultural awareness is encouraged to avoid a transculturation in which the student absorbs the culture from the target language. That is why in the intercultural approach the goal is "(…) to promote the favorable development of the learner's whole personality and sense of identity in response to the enriching experience of otherness in language and culture" (CEFR, 2003, p.1), this is very important in the Ecuadorian's Education since the students should learn the target language without letting the new acquired culture (from American or British English) displace their own. The risk of transculturation happens when the readings disregard the identity of the person who is reading and the culture from the target language is imposed on the students so they can learn it. This has a negative effect since it destroys the students' own identity and creates confusion in them.

"Knowledge of the shared values and beliefs held by social groups in other countries and regions, such as religious beliefs, taboos, assumed common history, etc., are essential to intercultural communication" (CEFR, 2003, p.11), the idea is that language and education should open a dialogue that allows the students to learn about a different culture and identity to help them understand and learn the target language. The students should understand the difference between their own identities; learn about the new one without having to take their beliefs or history as

their own. This new knowledge should open dialogues and let the students learn about the world without having to change their own identity.

In the document "Actualización y Fortalecimiento Curricular de la Educación General Básica" (2010), there are several values that the Ecuadorian Ministry of Education as part of its transversal or cross-axis suggest topics to the teachers to give to their students. Among them there are the development of a democratic citizenship, environmental protection, sexual education, and mental and physical health of the students as well as good habits in their everyday life. But the most important to mention before closing this foundation is the Interculturality.

As stated numerous times in this foundation, it is true that to learn a language the student should learn about its culture. Language is part of the culture of a group and it is important that readings expose the students to this foreign language and culture to help them understand how the native people think so their language is easier to learn. Nevertheless, the interculturality indicates that just because it is important to learn about other culture, it does not mean that the students must replace their own with this new one.

The goal with this intercultural value is to give the students a wider vision of the multiples cultures in cities, and countries all over the world. This vision should always encourage respect and understanding to open a dialogue between them and other cultures (Ministry of Education of Ecuador, 2010).

To close this **philosophical foundation** there are a few things that should be outlined: when it comes to the development of a child, values are key. They should be always part of the classroom and the teachers should use readings as a tool because they are perfect vehicles to deliver these competences. According to the value interculturality, the appreciation of the student's own identity and the national values of their own country should always be encouraged by teachers and as stated by

the UNICEF there should be a balance between the appreciation of culture of others and the love for your own customs and beliefs to achieve a holistic education.

The proposal on this thesis will use readings as vehicles to teach values, like interculturality, to achieve a holistic education and to fulfill the goals that the Ministry of Education of this country has for the future of children.

2.2.7 LEGAL FOUNDATION

From the legal point of view, the first document that this thesis will ground its pertinence is the objectives and politics exposed by the "Well-living National Plan" (2013) in its chapter six "National objectives of well-living" objective number four "Strengthen the capacities and potentialities of the citizenship" which establishes that there must be an education of good quality and the educational process has to improve (SENPLADES, 2013). Therefore, the processes and techniques used in class should be at top level and the proposal of this thesis is aimed to ensure that. The second document to use as legal ground in this thesis is the Ecuadorian Constitution, which says on art. 26: "Education is a right of persons throughout their lives and an unavoidable and mandatory duty of the State" (Republic of Ecuador, 2011). This thesis is aimed towards this goal since it will help fulfill the right of the education for citizenship.

Also on article 27:

Education will focus on the human being and shall guarantee holistic human development, in the framework of respect for human rights, a sustainable environment, and democracy; education shall be participatory, compulsory, intercultural, democratic, inclusive and diverse, of high quality and humane; it shall promote gender equity, justice, solidarity and peace; it shall encourage critical faculties, art and sports, individual and community initiatives, and the

development of competencies and capabilities to create and work. Education is indispensable for knowledge, exercise of rights and building a sovereign country and it is a key strategy for national development. (Republic of Ecuador, 2011)

Through the use of readings, a holistic education can be achieved and all these values can be taught with it. This is important since the education of today requires the student to be taught in values and not only on knowledge. The proposal will help to teach those values through reading.

Article 343 also says:

The national education system shall be aimed at developing the population's individual and collective capabilities and potential, enabling learning and the generation and use of knowledge, techniques, wisdom, arts and culture. The system shall have as its core focus the learning subject and shall function flexibly and dynamically, with an inclusive, efficient and effective approach. The national education system shall incorporate an intercultural vision in line with the country's geographical, cultural, and linguistic diversity and respect for the rights of the communities, peoples and nations. (Republic of Ecuador, 2011)

All of this can be related with the teaching of English and reading but most importantly, the teaching of inference. The inference is a very valuable tool in all aspects of human beings and the cognitive development of each person through the system of activities will help fulfill what has been stated in article 343. The last document on this legal foundation is the LOEI (in Spanish: Ley Orgánica de Educación Intercultural).

Education must be based on the transmission and practice of values which promotes personal freedom, democracy, respect to

rights, responsibility, solidarity, tolerance, respect for gender, generational, ethnic and social diversity, gender identity, migration status and religious belief, fairness, equality and justice and the elimination of all forms of discrimination (LOEI, 2011, Asamblea Nacional Constituyente, art. 2 lit. i)

The readings in the proposal and the design of the system of activities will included and take in consideration values to be taught. Therefore, it follows the goals stated in this article in the transmission and practice of values.

The interculturality and plurinationality will guarantee the actors of the system knowledge, recognition, respect, appreciation, recreation of different nationalities, cultures and peoples that make up Ecuador and the world; as well as their ancestral knowledge, advocating unity in diversity, promoting intercultural and intracultural dialogue, and tending to the valuation of forms and uses of the different cultures that are consonant with human rights. (LOEI, 2011, Asamblea Nacional Constituyente, art. 2, lit. z)

This is related to the interculturality which was explained previously. The proposal will take in consideration the context of the students when choosing and adapting the readings, like this article suggests.

"The right of all persons, communes, communities, peoples and nationalities to form in their own language and in the official languages of intercultural relations is recognize; as well as others in connection with the international community" (LOEI, 2011, Asamblea Nacional Constituyente, art. 2, lit. bb).

To close the final literal of this article, English is the language that the students must learn in order to be able to commute with an international community. This proposal will help to ensure that.

CHAPTER III

METHODOLOGY, PROCESS, ANALYSIS AND DISCUSSION OF RESULTS

3.1 METHODOLOGICAL DESIGN

This was a **mixed research.** This is because there was not a dichotomy on the data gathered between the qualitative and quantitative information. The quantitative information was gathered with empirical techniques like the interview, surveys and a diagnostic test and later measure. The qualitative information was also issued in this research since the information gathered was analyzed and synthetized. Therefore, throughout this research, both types of information were gathered and the interpretation of the results takes both in consideration.

3.2 TYPES OF RESEARCH

This was a qualitative and quantitative research and inside of this research work there are three types of research: descriptive, explicative and proactive research.

This was a **descriptive research** since the characteristics that were developed in the variables were described inside a specific context which was the students of Third Year Bachillerato of "Otto Arosemena Gomez" High School term 2016-2017.

It was an **explicative research** because one of the goals was to find out the causes of the problem (**1.3 CAUSES**), in other words what was the source of the problem in the independent variable. Finally, it was a **diagnostic research** because this research does not only diagnose the problem but also at the final chapter, **CHAPTER 4**, propose a solution to help changing the reality and help to improve the situation.

3.3 POPULATION AND SAMPLE

The population of this research project was the 395 students of the Third Year Bachillerato of Guayaquil of "Otto Arosemena Gomez" High School term 2016-2017 and the two English teachers; this is because they were the subjects of this study. The Third Year Bachillerato is made from twelve sections and all of them were taken in consideration in doing this research.

Table 4: Distribution of the population

Nº	Detail	People
1	Teachers	2
2	3BGU A	40
3	3BGU B	33
4	3BGU C	36
5	3BGU D	35
6	3BGU E	30
7	3BGU F	30
8	3 CONTABILIDAD A	32
9	3 CONTABILIDAD B	31
10	3 CONTABILIDAD C	30
11	3 MECANICA 1	36
12	3 MECANICA 2	35
13	3 ELECTRONICA	27
	Total	397

Source: "Otto Arosemena Gomez" High School, 2016-2017
Authors: Rodriguez, Agualongo (2016)

To get the sample, this research project used the following formula:

$$n = \frac{N}{\%^2(N-1)+1}$$ n = sample, N = population, %2 = percent error

n = 397/ (0.05) (0.05) * (397-1) + 1

n = 397/ (0.0025 x 396) + 1

n = 397 / 0.99 + 1

n = 397 / 1.99

n = 199.50

Since there are two different groups in this population, this project uses the following formula to establish the fraction:

F = n / N   **F =** 199.50 / 397   **F =** 0.5

Table 5: Distribution of the sample

Nº	Detail	People
1	Teachers	1
2	3BGU A	20
3	3BGU B	17
4	3BGU C	18
5	3BGU D	18
6	3BGU E	15
7	3BGU F	15
8	3 CONTABILIDAD A	16
9	3 CONTABILIDAD B	16
10	3 CONTABILIDAD C	15
11	3 MECANICA 1	18
12	3 MECANICA 2	18
13	3 ELECTRONICA	14
	Total	201

Source: "Otto Arosemena Gomez" High School, 2016-2017
Authors: Rodriguez, Agualongo (2016)

3.4 OPERATIONALIZATION OF VARIABLES MATRIX CHART

Table 6: Operationalization of variables matrix chart

VARIABLE	DIMENSION	INDICATORS
INDEPENDENT VARIABLE - INFERENCE	Definition	Spear-Swerling, 2006
		Nuttall, 2005
		Cain 2001 2003 2004 2007a 2007b 2014
		Nassaji 2006
	Strategies	Monitoring
		Evaluating
		Identifying
		Five steps
	Type of Strategy	Cognitive strategies
		Metacognitive strategy
	Models	Nagy (1997)
		Huckin and Bloch (1993)
DEPENDENT VAIRABLE - READING COMPREHENSION	Processes	Decoding
		Comprehension
	Approaches	Communicative Approach
		Literature-Based Approach
		Basal Reader Approach
		Balanced Approach
	Competences	General competences
		Communicative Language competences
	Values in Reading a Foreign Language	Interculturality
	Definitions	Wang, Gafurov, 2010
		An, 2013
	Steps in Problem Solving	Wang, Gafurov, 2010
	Models of Reading	Bottom-Up Model
		Top-Down Model
		Interactive Model
		Psycholinguistic Model
		Balanced Approach
	Strategies	Self-Monitoring
		Cooperative Learning
		Story Structure
		Summarizing
		Five steps
	Dilemmas	Richards & Renandya, 2002

Source: Interpretative Analysis of the variables
Authors: Rodriguez, Agualongo (2016)

3.5 RESEARCH METHODS

This research included the following **theoretical methods**:

Analysis and synthesis: this is because throughout this research project an analysis of the information was done and core ideas to support the proposal were synthesized.

Historical-logical method: it was used on this project since background information was gathered before working on this project about the variables in order for it to be novel and to set a starting point.

Inductive-deductive method: it was, in this case, going from a specific observation to a more general theory. This project made a diagnostic evaluation to asses a particular problem which gave the results that led to the design of a proposal. This proposal is not designed to only work to improve the problem in this thesis but, theoretically speaking could be taken to another context.

This research also used the **Systemic-structural-functional method** to design the proposal which has an integrating view.

This research also included the following **statistical method:**

- Chi-squared test (χ2)

Finally, this thesis did **not** apply **empirical methods**, but some **empirical techniques** like:

- Interview
- Survey
- Diagnostic evaluation

3.6 RESEARCH INSTRUMENTS AND TECHNIQUES

The techniques used in this research were **interview, survey and diagnostic evaluation**. The interview is a tool used to gather personal information and opinions on a particular topic of a subject, in this case two

English teachers of Third Year Bachillerato of Guayaquil of "Otto Arosemena Gomez" High School term 2016-2017.

QUESTIONNAIRE OF THE INTERVIEW

Teacher's Interview

Interviewee Information

Name: _____

Years working as English Teacher: _____

Years working in the institution as English Teacher: _____

Observation: _____

_____

Questions:

1. How many sections are there in the 3rd Year Bachillerato and with how many do you work with?
2. What is the average number of students per classroom?
3. Do the students start the Third Year Bachillerato with the level intended by the National Curriculum Guidelines, English as a Foreign Language (2014)?
4. If the previous answer was NO, what is the average level of the students when they start the Third Year Bachillerato?
5. What is your approach when the students have very different levels of English?
6. How would you assess the current level of reading comprehension of your students?
7. Do you think that reading comprehension helps the students in learning English?
8. How often do the students do reading comprehension activities? How effective are the students in doing said activities?
9. What methods and techniques do you use during the reading comprehension activities?
10. During the reading comprehension activities, do you take in consideration student's prior knowledge?

11. Do the texts in class take in consideration the context of the students and their prior knowledge?

12. Are you aware of the use of the contextual word-inferring process in reading comprehension activities?

13. Do you know how this specific type of inference works?

14. Do you know the requirements that the students need in order to use the contextual word-inferring process effectively?

15. Will the inference positively influence the reading comprehension in the students?

The survey is a statistical tool to gather information from a group through a questionnaire to make statistical inferences about the population which was the Third Year Bachillerato of Guayaquil of "Otto Arosemena Gomez" High School term 2016-2017. The survey on this project used the Likert scale.

QUESTIONNAIRE OF THE SURVEY

Survey

Objective: The objective of this survey is to know the inferential and reading abilities of the students of Third Year Bachillerato.

Information to the surveyed: Every question is about readings in English. The inference is the ability to reach a conclusion base on prior knowledge and the information in the text. Context is the social situation of a person; your context is made by your culture, your social environment and your personal preferences.

STATEMENT	ANSWERS			
Very good (V) - Good (G) - Acceptable (A) - Poor (P) - Very Poor (VP)				
	V	G	A	P
I use the inference during the reading comprehension in texts				

Definitely (D) - Very Probably (V) - Probably (P) - Probably Not (N) - Definitely Not (DN)

	D	V	P	N
I am able to make inferences				
I know strategies to use the inference				
I still have difficulties understanding the message of a text in English				
I have preferences with literary genres (like poems, novels, academics, scientific, etc.) in English				
Inference has helped me a lot in the reading comprehension in the English language				

Excellent (E) – Very good (V) - Good (G) - Bad (B) – Very Bad (VB)

	E	V	G	B
My ability to differentiate between literal and inferential reading is…				

Strongly Agree (S) - Agree (A) - Undecided (U) - Disagree (D) - Strongly Disagree (SD)

	S	A	U	D
I consider necessary the use of the inference to be able to understand a text				
I believe it is necessary the implementation of a system of activities that allows me to develop the inference so I can understand a text in English better.				
If the texts in English that are used in classes were adapted to my context, I would comprehend them better				
Practicing with activities of reading comprehension is useful in the daily life				

To a Great Extent (G) - A lot (A) - Somewhat (S) - Very Little (L) - Not at All (N)

	G	A	S	L
I know the benefits of the reading				

comprehension in the learning of a foreign language (English)					
I like to read texts in English					
Training with exercises that stimulate the inference is greatly useful to daily life					
A system of activities of contextual word-inferring process would be useful to be able to learn English					

Finally, a diagnostic evaluation was made in order to assess the level of reading comprehension of the students with questions that required the use of the inference technique to assess the level of inference and reading comprehension in the students.

DIAGNOSTIC EVALUATION TEST

Reading Comprehension Assessment Test

Objective: Determine the level of Reading comprehension through the inferring process.

Remember: Inference is the ability to make an educated guess using your prior knowledge and the information from the text.

Instructions:

1. Read the text carefully
2. Read the questions carefully
3. Read the text once again
4. Answer the questions

This test lasts a maximum of 20 minutes

TEXT

Gina looked in the mirror at the bright red pustule on her nose. She poked at it carefully, afraid that it might burst on her dress. It was large and painful. The more she prodded it, the larger it got. This is not how it was supposed to go! Gina thought to herself. Then she began crying. Her mother yelled up the stairs, "Gina! Eric is here!" This news made Gina

even more distraught. Now her makeup was running and just as she feared, some of it got on her dress. "Why me? Why today?" Gina lamented to herself between sobs and gasps.

1. A synonym of the word "prod" (prodded in the text) is:
    a. Zit
    b. Cut
    c. Touch
    d. Problem
    e. None of the above

2. Gina is _____ because Eric arrived
    a. Happy
    b. Clean
    c. Hurry
    d. Worried
    e. A and C

3. At the end Gina's dress was:
    a. Running
    b. Clean
    c. Ready
    d. Stained
    e. None of the above

4. In the end, Gina is sad because:
    a. Her dress is running
    b. Eric is here
    c. Her dress is ruined
    d. She doesn't know how to dance
    e. Her mom is yelling

5. When someone is "between sobs and gasps", it means…?
    a. She is praying
    b. She is worried her mom is angry
    c. Eric and her mom
    d. She is going to meet Eric

e. She is crying

3.7 ANALYSIS AND DATA INTERPRETATION

3.7.1 INTERVIEW ANALYSIS

Questions:

1. **How many sections are there in the 3rd Year Bachillerato and with how many do you work with?**

   There are twelve sections and I work with six sections.

2. **What is the average number of students per classroom?**

   There are around 40 to 45 students per classroom.

3. **Do the students start the Third Year Bachillerato with the level intended by the National Curriculum Guidelines, English as a Foreign Language (2014)?**

   No, they did not.

4. **If the previous answer was NO, what is the average level of the students when they start the Third Year Bachillerato?**

   It is an A2.1 level

5. **What is your approach when the students have very different levels of English?**

   I ask students with good proficiency in English to work and the other students; this way I try to balance the class.

6. **How would you assess the current level of reading comprehension of your students?**

   They still have an A2 level.

7. **Do you think that reading comprehension helps the students in learning English?**

   Yes, because they can learn new words according to their preferences.

8. **How often do the students do reading comprehension activities? How effective are the students in doing said activities?**

   The new material (the book given by the government) used in class allows students to work with a reading activity; the class is designed

according to the text. Students do not complete these activities effectively though.

9. **What methods and techniques do you use during the reading comprehension activities?**

   I like stories and tales, in other words I use extensive reading.

10. **During the reading comprehension activities, do you take in consideration student's prior knowledge?**

    I try to adapt the material in order to motivate students in reading comprehension.

11. **Do the texts in class take in consideration the context of the students and their prior knowledge?**

    No, they do not.

12. **Are you aware of the use of the contextual word-inferring process in reading comprehension activities?**

    I know about inference but it is hardly ever used in classroom.

13. **Do you know how this specific type of inference works?**

    No, I do not.

14. **Do you know the requirements that the students need in order to use the contextual word-inferring process effectively?**

    No, I do not.

15. **Will the inference positively influence the reading comprehension in the students?**

    It could be good if there is a different material besides the current student's book, because students would be motivated to read and learn this language.

The results of the interview to the teacher of third year of Bachillerato shows that students do not start the year with the proficiency level expected. According to the teacher, they started and continued with a level A2.1. In order to balance the class, a student with better proficiency in English works together with a student with a low level of proficiency because there are about forty-five students in each class with different levels of proficiency in English.

Furthermore, the teacher thinks that developing reading comprehension could help the students to learn English, but with the current level of proficiency is difficult to complete the tasks given by the book effectively. Even though she adapts the text, students cannot finish the activities successfully.

The textbook used in class (provided by Ministry of Education) is a new edition that includes new activities related with reading skill. In spite of her opinions about the book, she found that students have some problems with said reading activities. This happens because the book does not take in consideration the context of the students, and it causes difficulties for them to properly comprehend the text.

Additionally, the teacher knows about the inference technique but it is hardly ever used during classes, and she also does not know the requirements for applying the inference process that this thesis is proposing. The method most used in class is extensive reading with narrative texts.

Finally, the teacher thinks that a system of activities could help and motivate students to read and learn English.

3.7.2 SURVEY ANALYSIS

Table 7: Survey - Item 1: I use the inference during the reading comprehension in texts

Answer	Students	Percentage
Very good	32	16%
Good	67	34%
Acceptable	78	39%
Poor	17	9%
Very poor	6	3%
Total	**200**	**100%**

Source: Survey taken to students of Third year Bachillerato of Otto Arosemena High School
Authors: Rodriguez, Agualongo (2016)

Fig.10: Survey - Item 1: I use the inference during the reading comprehension in texts
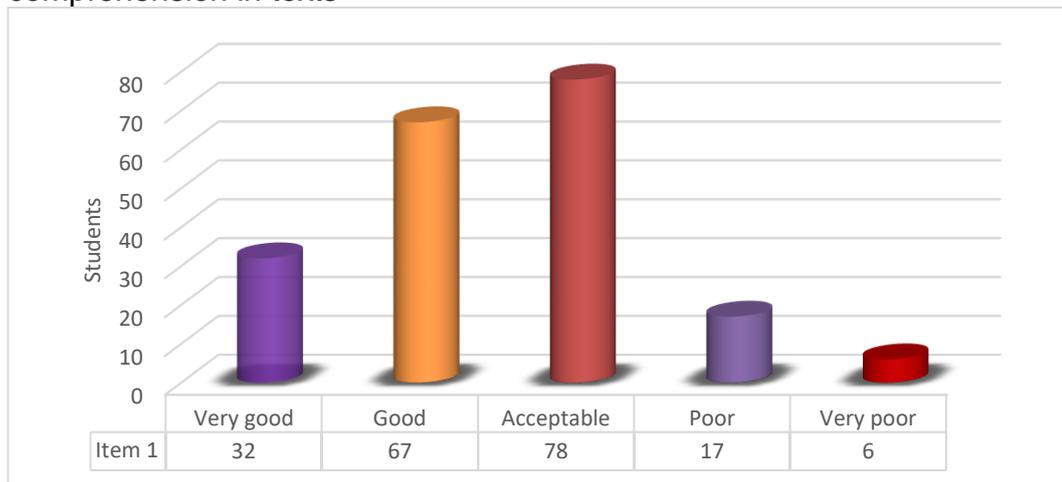
Source: Survey taken to students of Third year Bachillerato of Otto Arosemena High School
Authors: Rodriguez, Agualongo (2016)

Even though this item suggests that most of the students have "acceptable" inference ability for reading comprehension, the results of the diagnostic test prove otherwise. This may have happened because the teacher recognizes the English proficiency level of the students and adapts the reading comprehension activities for their level making them think that they have the level intended for their year because the results of the diagnostic test has proven otherwise.

Table 8: Survey - Item 2: I am able to make inferences		
Answer	**Students**	**Percentage**
Definitely	22	11%
Very probably	32	16%
Probably	118	59%
Probably not	25	12.5%
Definitely not	3	1.5%
Total	**200**	**100%**

Source: Survey taken to students of Third year Bachillerato of Otto Arosemena High School
Authors: Rodriguez, Agualongo (2016)

Fig.11: Survey - Item 2: I am able to make inferences
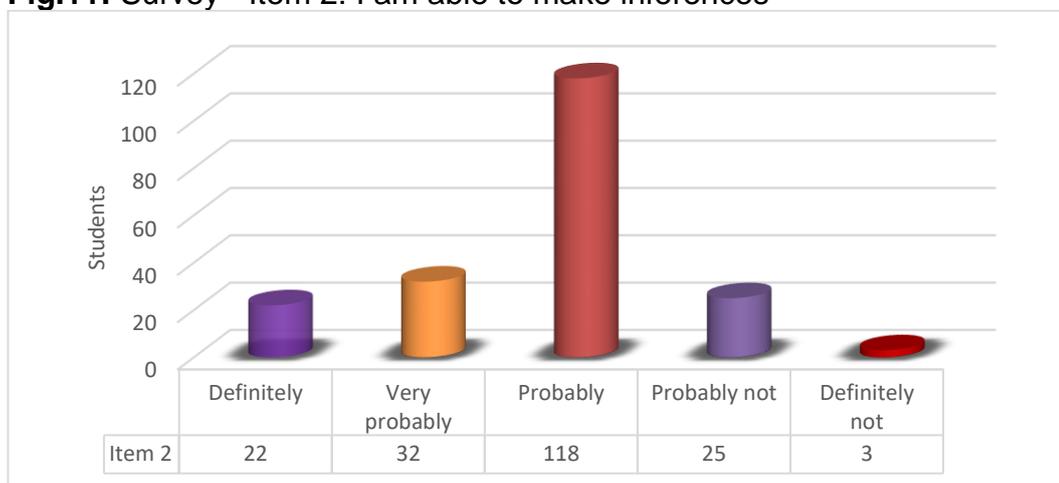
Source: Survey taken to students of Third year Bachillerato of Otto Arosemena High School
**Authors:** Rodriguez, Agualongo (2016)

Even if students think they are able to make inferences, the practice demonstrates that they cannot infer properly, according to the diagnostic test.

Table 9: Survey - Item 3: I know strategies to use the inference

Answer	Students	Percentage
Definitely	12	6%
Very probably	46	23%
Probably	82	41%
Probably not	47	23.5%
Definitely not	13	6.5%
Total	**200**	**100%**

Source: Survey taken to students of Third year Bachillerato of Otto Arosemena High School
Authors: Rodriguez, Agualongo (2016)

Fig.12: Survey - Item 3: I know strategies to use the inference
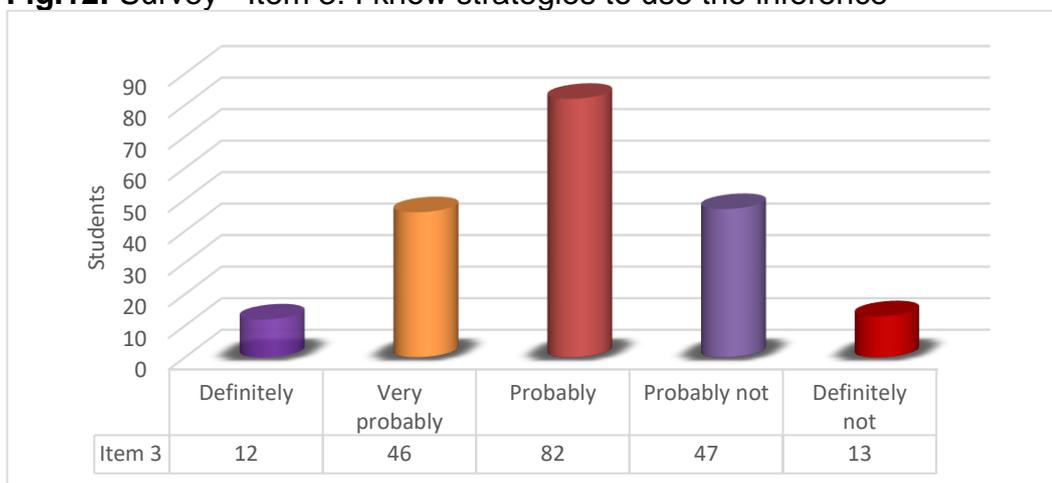
Source: Survey taken to students of Third year Bachillerato of Otto Arosemena High School
**Authors:** Rodriguez, Agualongo (2016)

This item shows that students are not sure about their knowledge in strategies for developing reading and reading comprehension, and also they are not very familiarized with this kind of technique.

Table 10: Survey - Item 4: I still have difficulties understanding the message of a text in English

Answer	Students	Percentage
Definitely	32	16%
Very probably	44	22%
Probably	83	41,5%
Probably not	32	16%
Definitely not	9	4,5%
Total	**200**	**100%**

Source: Survey taken to students of Third year Bachillerato of Otto Arosemena High School
Authors: Rodriguez, Agualongo (2016)

Fig.13: Survey - Item 4: I still have difficulties understanding the message of a text in English
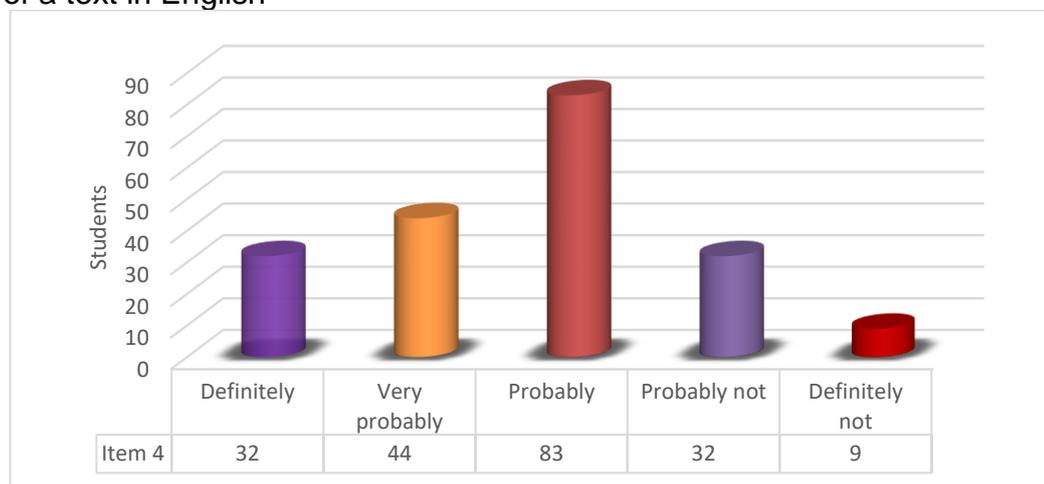
Source: Survey taken to students of Third year Bachillerato of Otto Arosemena High School
**Authors:** Rodriguez, Agualongo (2016)

These results shows that students have difficulties understanding the message of a text and only few of them can do it efficiently.

Table 11: Survey - Item 5: I have preferences with literary genres (like poems, novels, academics, scientific, etc.) in English

Answer	Students	Percentage
Definitely	46	23%
Very probably	34	17%
Probably	58	29%
Probably not	37	18,5%
Definitely not	25	12,5%
Total	**200**	**100%**

Source: Survey taken to students of Third year Bachillerato of Otto Arosemena High School
Authors: Rodriguez, Agualongo (2016)

Fig.14: Survey - Item 5: I have preferences with literary genres (like poems, novels, academics, scientific, etc.) in English
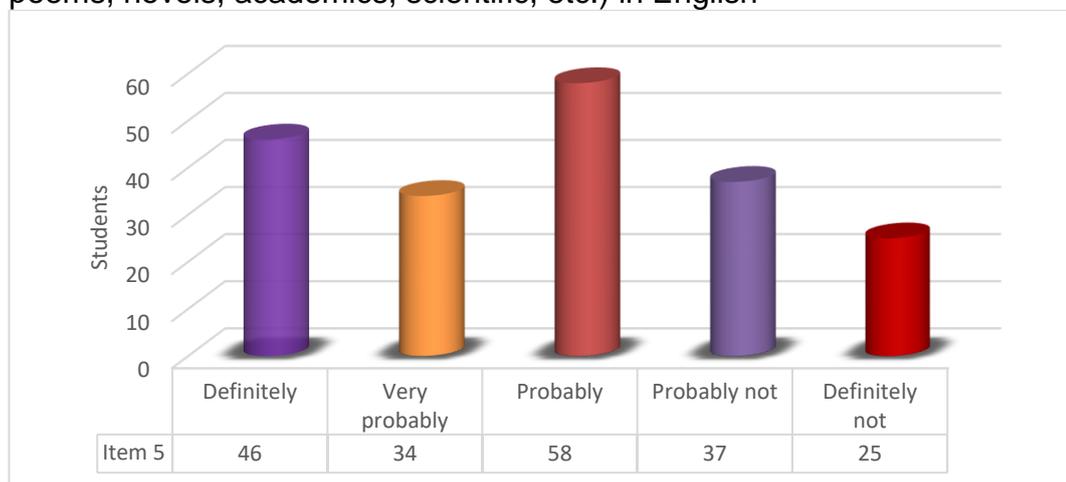
Source: Survey taken to students of Third year Bachillerato of Otto Arosemena High School
**Authors:** Rodriguez, Agualongo (2016)

That means that some of the students do not have interest in literature in foreign language. On the other hand, more of them could be interested in English literature.

Table 12: Survey - Item 6: Inference has helped me a lot in reading comprehension in the English language

Answer	Students	Percentage
Definitely	80	40%
Very probably	51	25,5%
Probably	50	25%
Probably not	14	7%
Definitely not	5	2,5%
Total	**200**	**100%**

Source: Survey taken to students of Third year Bachillerato of Otto Arosemena High School
Authors: Rodriguez, Agualongo (2016)

Fig.15: Survey - Item 6: Inference has helped me a lot in reading comprehension in the English language

Item 6	Definitely	Very probably	Probably	Probably not	Definitely not
	80	51	50	14	5
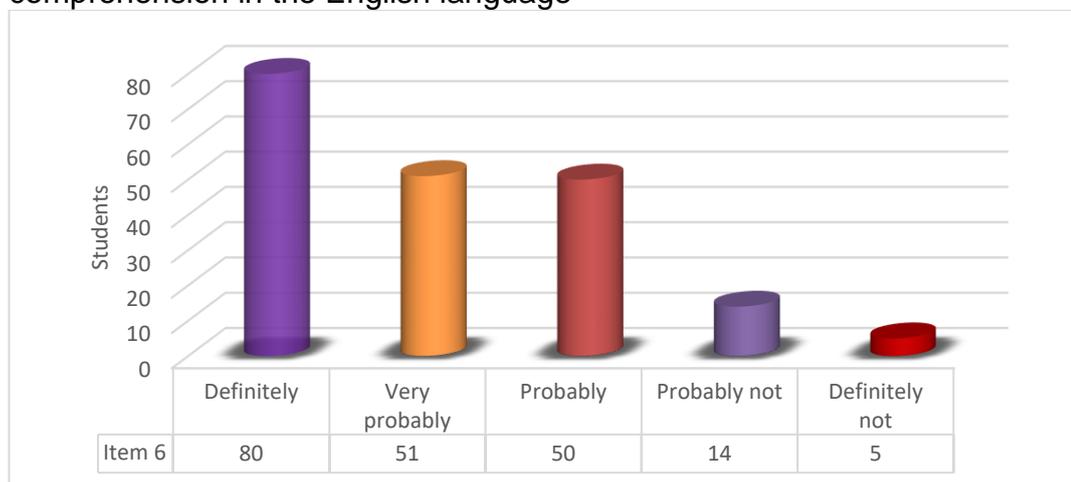
Source: Survey taken to students of Third year Bachillerato of Otto Arosemena High School
**Authors:** Rodriguez, Agualongo (2016)

Most of the students are aware that techniques are important and helpful in order to improve reading comprehension.

Table 13: Survey - Item 7: My ability to differentiate between literal and inferential reading is…

Answer	Students	Percentage
Excellent	14	7%
Very good	33	16.5%
Good	93	46.5%
Bad	59	29.5%
Very bad	1	0.5%
Total	**200**	**100%**

Source: Survey taken to students of Third year Bachillerato of Otto Arosemena High School
Authors: Rodriguez, Agualongo (2016)

Fig.16: Survey - Item 7: My ability to differentiate between literal and inferential reading is…
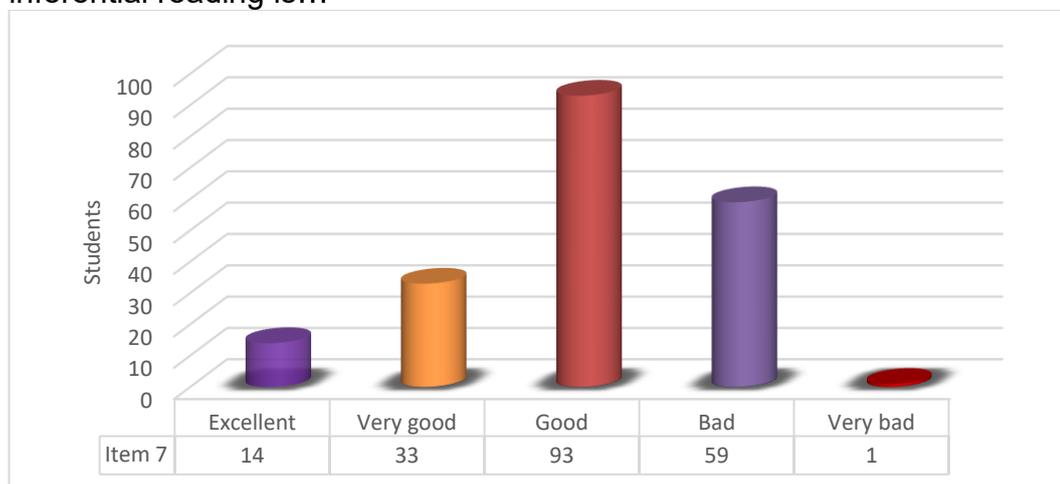
Source: Survey taken to students of Third year Bachillerato of Otto Arosemena High School
**Authors:** Rodriguez, Agualongo (2016)

According to this data, students can differentiate literal and inferential reading, but the practice differs a lot from what they have said.

Table 14: Survey - Item 8: I consider necessary the use of the inference to be able to understand a text

Answer	Students	Percentage
Strongly Agree	64	32%
Agree	84	42%
Undecided	43	21,5%
Disagree	7	3,5%
Strongly Disagree	2	1%
Total	**200**	**100%**

Source: Survey taken to students of Third year Bachillerato of Otto Arosemena High School
Authors: Rodriguez, Agualongo (2016)

Fig.17: Survey - Item 8: I consider necessary the use of the inference to be able to understand a text
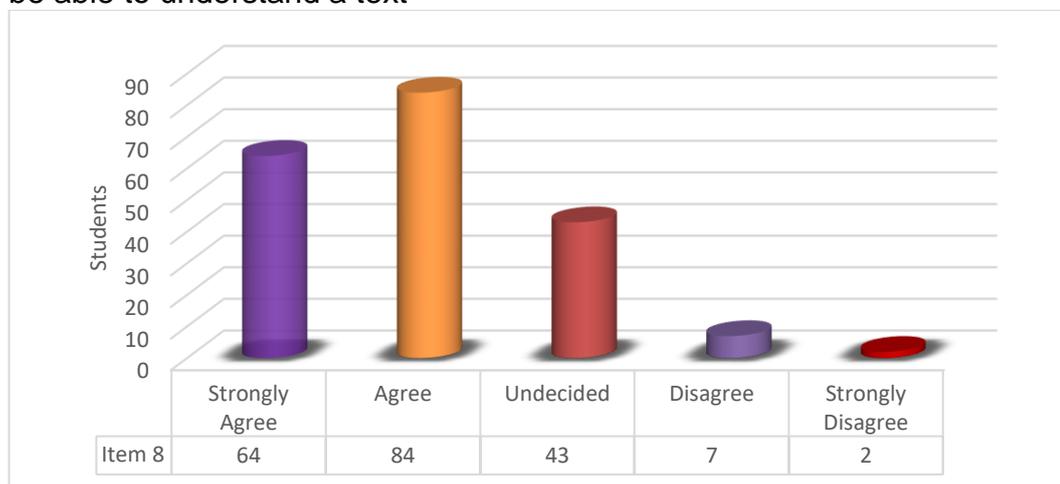
Source: Survey taken to students of Third year Bachillerato of Otto Arosemena High School
Authors: Rodriguez, Agualongo (2016)

Students consider necessary the use of techniques like inference to understand a text since the message of a text or the meaning of a word could be implicit and not only explicit.

Table 15: Survey - Item 9: I believe it is necessary the implementation of a system of activities that allows me to develop the inference so I can understand a text in English better

Answer	Students	Percentage
Strongly Agree	71	35,5%
Agree	89	44,5%
Undecided	33	16,5%
Disagree	6	3%
Strongly Disagree	1	0,5%
Total	**200**	**100%**

Source: Survey taken to students of Third year Bachillerato of Otto Arosemena High School
Authors: Rodriguez, Agualongo (2016)

Fig.18: Survey - Item 9: I believe it is necessary the implementation of a system of activities that allows me to develop the inference so I can understand a text in English better
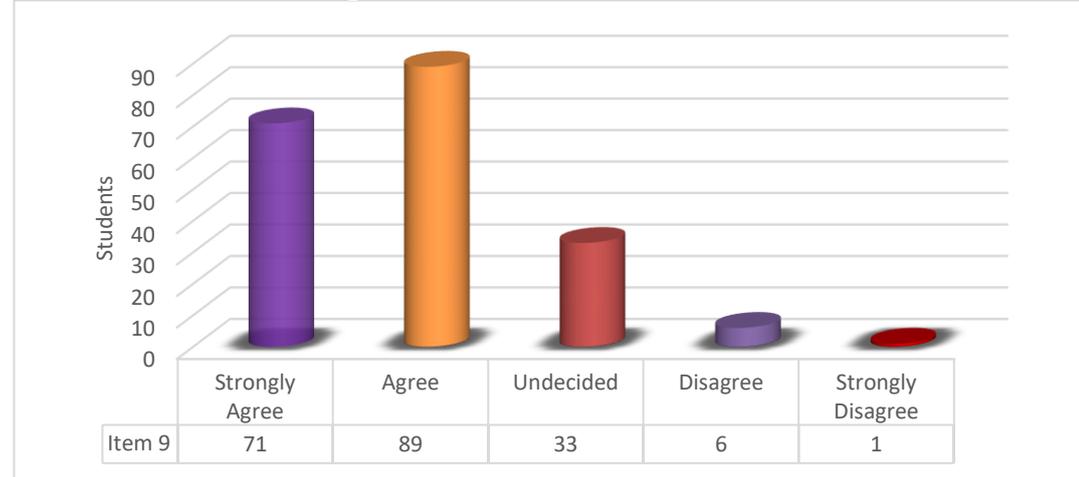
Source: Survey taken to students of Third year Bachillerato of Otto Arosemena High School
**Authors:** Rodriguez, Agualongo (2016)

This information demonstrates that students agree with the implementation of a system of activities, they also consider that said system could help them in improving their language learning.

Table 16: Survey - Item 10: If the texts in English that are used in classes were adapted to my context, I would comprehend them better

Answer	Students	Percentage
Strongly Agree	91	45,5%
Agree	76	38%
Undecided	18	9%
Disagree	13	6,5%
Strongly Disagree	2	1%
Total	**200**	**100%**

Source: Survey taken to students of Third year Bachillerato of Otto Arosemena High School
Authors: Rodriguez, Agualongo (2016)

Fig.19: Survey - Item 10: If the texts in English that are used in classes were adapted to my context, I would comprehend them better

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Item 10	91	76	18	13	2
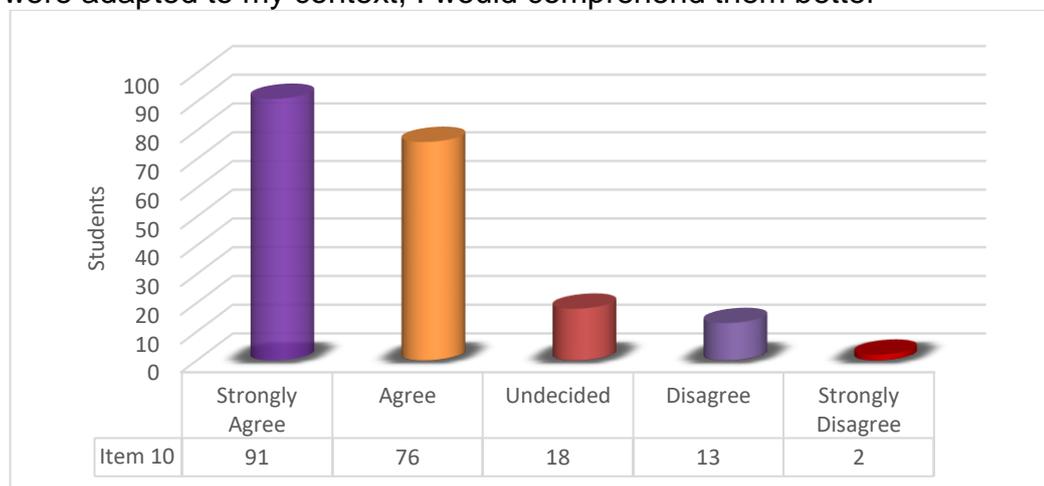
Source: Survey taken to students of Third year Bachillerato of Otto Arosemena High School
**Authors:** Rodriguez, Agualongo (2016)

Since the text used in class does not take in consideration the context of the student, this could interfere in completing the reading activities efficiently.

Table 17: Survey - Item 11: Practicing with activities of reading comprehension is useful in the daily life

Answer	Students	Percentage
Strongly Agree	76	38%
Agree	74	37%
Undecided	32	16%
Disagree	15	7,5%
Strongly Disagree	3	1,5%
Total	**200**	**100%**

Source: Survey taken to students of Third year Bachillerato of Otto Arosemena High School
Authors: Rodriguez, Agualongo (2016)

Fig.20: Item 11: Practicing with activities of reading comprehension is useful in the daily life
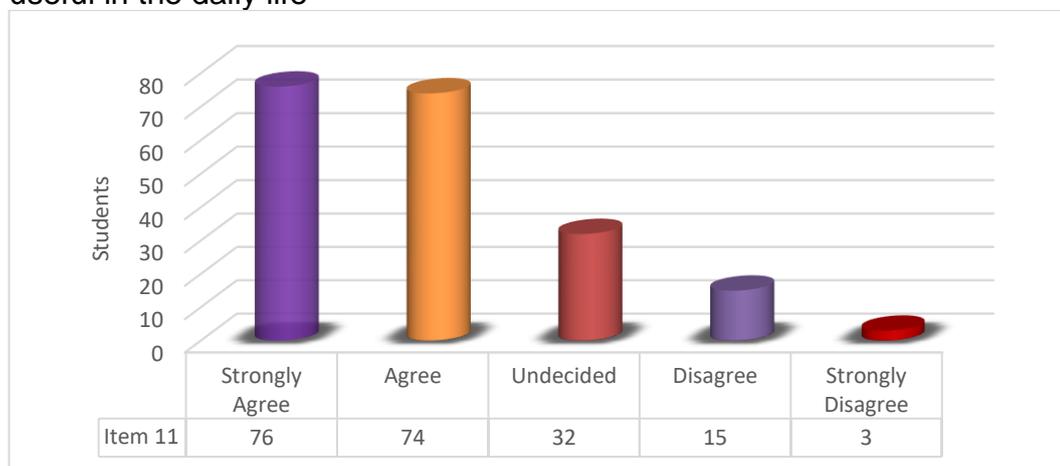
	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Item 11	76	74	32	15	3

Source: Survey taken to students of Third year Bachillerato of Otto Arosemena High School
**Authors:** Rodriguez, Agualongo (2016)

Practicing any activity could improve any skill, especially if it is related to learn a foreign language.

Table 18: Survey - Item 12: I know the benefits of the reading comprehension in the learning of a foreign language (English)

Answer	Students	Percentage
To a Great Extent	43	21,5%
A lot	40	20%
Somewhat	79	39,5%
Very Little	32	16%
Not at All	6	3%
Total	**200**	**100%**

Source: Survey taken to students of Third year Bachillerato of Otto Arosemena High School
Authors: Rodriguez, Agualongo (2016)

Fig.21: Survey - Survey - Item 12: I know the benefits of the reading comprehension in the learning of a foreign language (English)
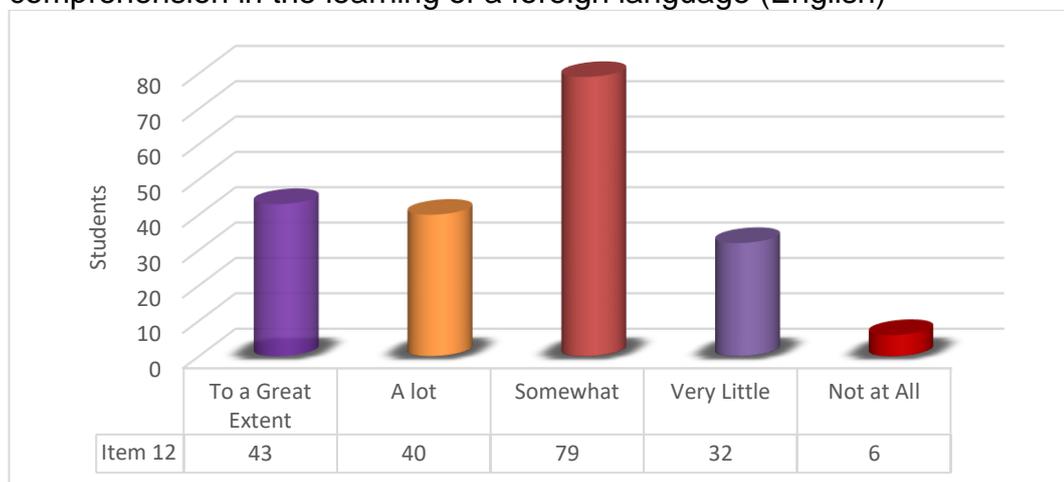
Source: Survey taken to students of Third year Bachillerato of Otto Arosemena High School
**Authors:** Rodriguez, Agualongo (2016)

Students are aware of the benefits of reading comprehension in learning a foreign language, since reading is an important skill that should be learned equally.

Table 19: Survey - Item 13: I like to read texts in English

Answer	Students	Percentage
To a Great Extent	29	14,5%
A lot	37	18,5%
Somewhat	65	32,5%
Very Little	52	26%
Not at All	17	8,5%
Total	**200**	**100%**

Source: Survey taken to students of Third year Bachillerato of Otto Arosemena High School
Authors: Rodriguez, Agualongo (2016)

Fig.22: Survey - Item 13: I like to read texts in English
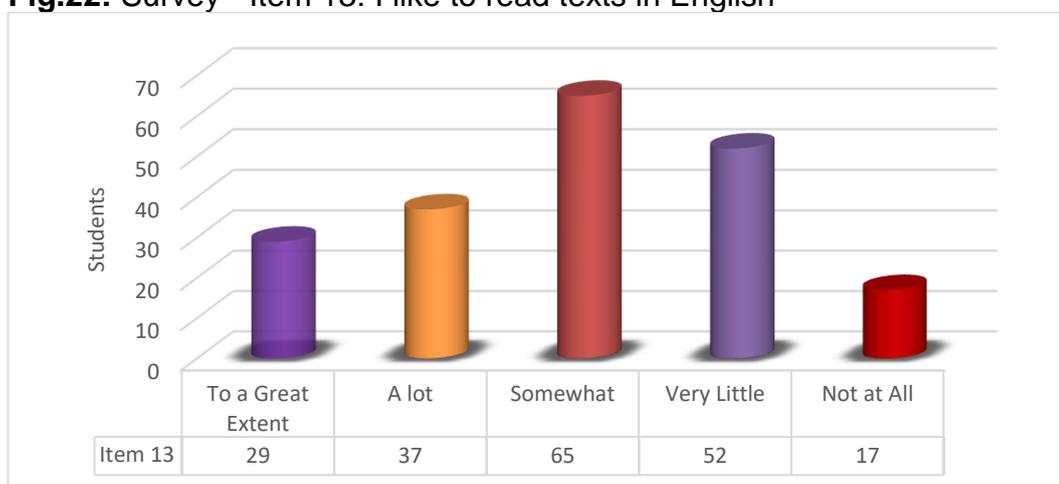
Item 13	To a Great Extent	A lot	Somewhat	Very Little	Not at All
	29	37	65	52	17

Source: Survey taken to students of Third year Bachillerato of Otto Arosemena High School
**Authors:** Rodriguez, Agualongo (2016)

English is learned as a foreign language in all the schools of the country, but according to the National Curriculum it is only mandatory from Eighth year of General Basic Education.

Table 20: Survey - Item 14: Training with exercises that stimulate the inference is greatly useful to daily life

Answer	Students	Percentage
To a Great Extent	53	26,5%
A lot	81	40,5%
Somewhat	40	20%
Very Little	20	10%
Not at All	6	3%
Total	**200**	**100%**

Source: Survey taken to students of Third year Bachillerato of Otto Arosemena High School
Authors: Rodriguez, Agualongo (2016)

Fig.23: Survey - Item 14: Training with exercises that stimulate the inference is greatly useful to daily life
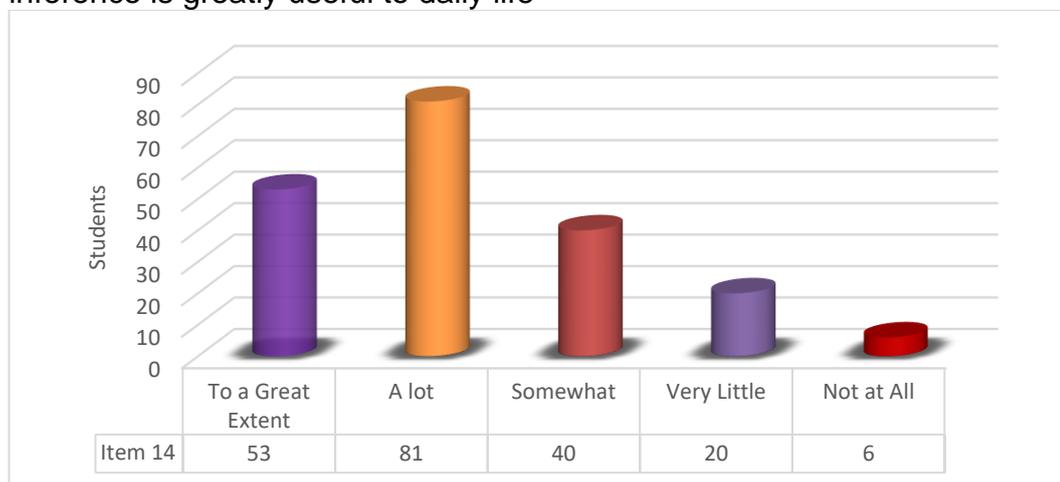
Source: Survey taken to students of Third year Bachillerato of Otto Arosemena High School
**Authors:** Rodriguez, Agualongo (2016)

A great number of students consider that training with exercises to stimulate inference is useful in the daily life, the inference is not only used in reading comprehension, this technique has a lot of fields where can be used.

Table 21: Survey - Item 15: A system of activities of contextual word-inferring process would be useful to be able to learn English

Answer	Students	Percentage
To a Great Extent	83	41,5%
A lot	73	36,5%
Somewhat	30	15%
Very Little	10	5%
Not at All	4	2%
Total	**200**	**100%**

Source: Survey taken to students of Third year Bachillerato of Otto Arosemena High School
Authors: Rodriguez, Agualongo (2016)

Fig.24: Survey - Item 15: A system of activities of contextual word-inferring process would be useful to be able to learn English
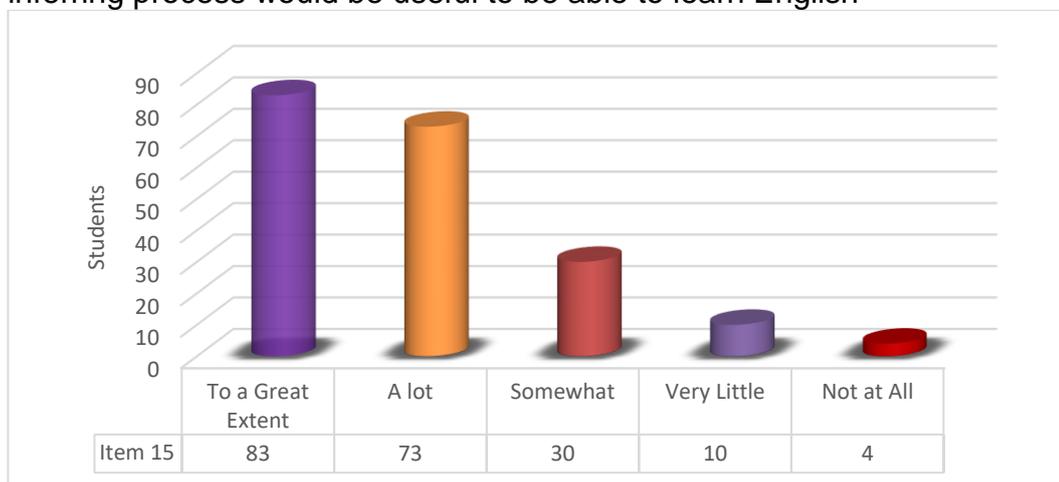
Source: Survey taken to students of Third year Bachillerato of Otto Arosemena High School
Authors: Rodriguez, Agualongo (2016)

The system of activities of the contextual word-inferring process is a tool that aims to improve reading comprehension and consequently to learn English.

3.7.3 DIAGNOSTIC TEST ANALYSIS

ANALYSIS (POINTS OVER 10)

Table 22: Diagnostic test results

	Diagnostic test to know the level of inference and reading comprehension of students.		
	GRADES	**STUDENTS**	**PERCENTAGE**
1	Poor	110	55%
2	Fair	58	29%
3	Good	22	11%
4	Very good	4	2%
5	Excellent	6	3%
6	**TOTAL**	**200**	**100%**

Source: Test taken to students of Third year Bachillerato of Otto Arosemena High School.
Authors: Rodriguez, Agualongo (2016)

Fig.25: Diagnostic test results
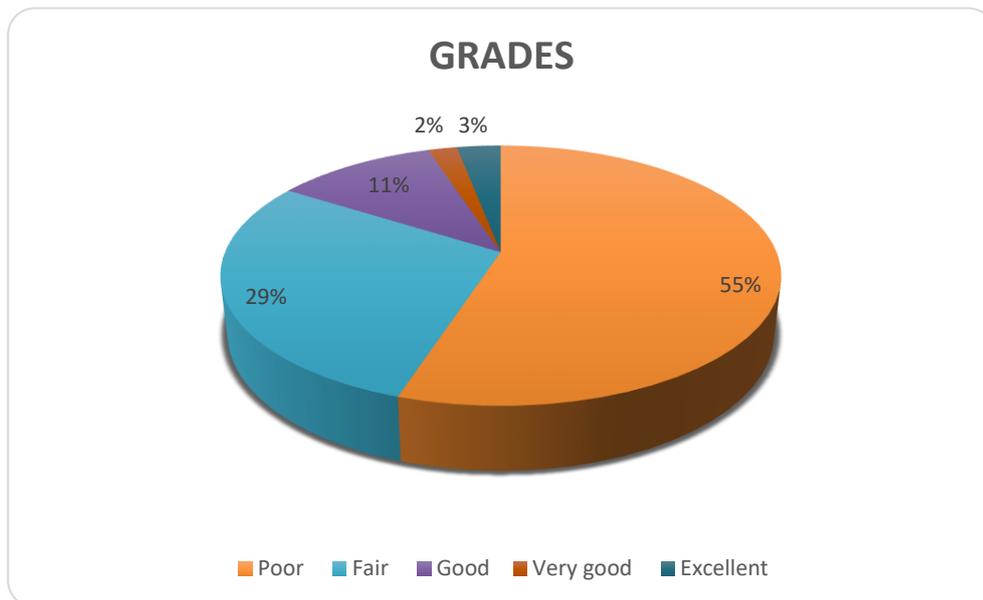
**Source:** Test taken to students of Third year Bachillerato of Otto Arosemena High School.
Authors: Rodriguez, Agualongo (2016)

Table 23: Results per question				
		Correct	Incorrect	No answer	Option b
1 Q1		59	133	8	
2 Q2		30	165	5	
3 Q3		19	177	4	
4 Q4		38	67	3	92
5 Q5		74	118	8	

Source: Test taken to students of Third year Bachillerato of Otto
Arosemena High School.
Authors: Rodriguez, Agualongo (2016)

Fig.26: Results per question
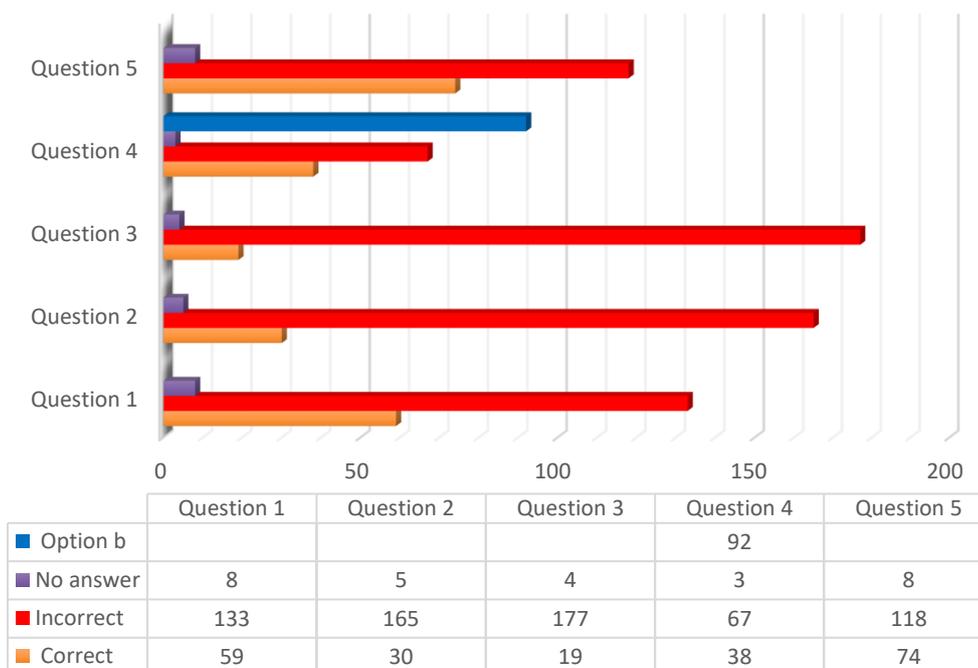
	Question 1	Question 2	Question 3	Question 4	Question 5
Option b				92	
No answer	8	5	4	3	8
Incorrect	133	165	177	67	118
Correct	59	30	19	38	74

Source: Test taken to students of Third year Bachillerato of Otto
Arosemena High School.
Authors: Rodriguez, Agualongo (2016)

After the tabulation of the data gathered from the diagnostic
evaluation it could say that students do not have the required level for
Third year, this means a B1.2. They also cannot infer properly the
meaning of words using the context. Additionally, students find it difficult to
understand the message of a text. Furthermore, students are not familiar

with the contextual word-inferring process, they use non important information to construct inferences or give incomplete information. Although students differ in practice and theoretical knowledge this thesis suggests to further study about the application of techniques for reading comprehension, and also the revision of inference from different points of study.

3.7.4 CHI-SQUARED TEST

The chi-squared test is a statistical test which is used to see if two variables are independent from each other or if both are independent and do not influence each other. On this case, the test would like to find out if the survey question item 4 (I still have difficulties understanding the message of a text in English - Reading) is related or independent from the survey question item 2 (I am able to make inferences - Inference)

Table 24: Chi squared test results

Resumen.

	Casos					
	Válido		Perdidos		Total	
	N	Porcentaje	N	Porcentaje	N	Porcentaje
Reading * Inference	200	100.0%	0	0.0%	200	100.0%

Reading * Inference [recuento, fila %, columna %, total %, esperado].

Reading	Inference					Total
	1	2	3	4	5	
1	3.00	25.00	4.00	.00	.00	32.00
	.48	4.00	18.88	5.12	3.52	.00
	9.38%	78.13%	12.50%	.00%	.00%	100.00%
	100.00%	100.00%	3.39%	.00%	.00%	16.00%
	1.50%	12.50%	2.00%	.00%	.00%	16.00%
2	.00	.00	44.00	.00	.00	44.00
	.66	5.50	25.96	7.04	4.84	.00
	.00%	.00%	100.00%	.00%	.00%	100.00%
	.00%	.00%	37.29%	.00%	.00%	22.00%
	.00%	.00%	22.00%	.00%	.00%	22.00%
3	.00	.00	70.00	13.00	.00	83.00
	1.25	10.38	48.97	13.28	9.13	.00
	.00%	.00%	84.34%	15.66%	.00%	100.00%
	.00%	.00%	59.32%	40.63%	.00%	41.50%
	.00%	.00%	35.00%	6.50%	.00%	41.50%
4	.00	.00	.00	19.00	13.00	32.00
	.48	4.00	18.88	5.12	3.52	.00
	.00%	.00%	.00%	59.38%	40.63%	100.00%
	.00%	.00%	.00%	59.38%	59.09%	16.00%
	.00%	.00%	.00%	9.50%	6.50%	16.00%
5	.00	.00	.00	.00	9.00	9.00
	.14	1.13	5.31	1.44	.99	.00
	.00%	.00%	.00%	.00%	100.00%	100.00%
	.00%	.00%	.00%	.00%	40.91%	4.50%
	.00%	.00%	.00%	.00%	4.50%	4.50%
Total	3.00	25.00	118.00	32.00	22.00	200.00
	1.50%	12.50%	59.00%	16.00%	11.00%	100.00%
	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
	1.50%	12.50%	59.00%	16.00%	11.00%	100.00%

Pruebas Chi-cuadrado.

Estadístico	Valor	df	Sig. Asint. (2-colas)
Chi-cuadrado de Pearson	363.55	16	.000
Razón de Semejanza	309.64	16	.000
Asociación Lineal-by-Lineal	147.84	1	.000
N de casos válidos	200		

Source: Results taken from the PSPP software provided by Proyecto Semillero
Authors: Rodriguez, Agualongo (2016)

The results from this test where obtain from the PSPP software provided by the Proyecto Semillero "Competent Reading is all". To see if the variables were related the numbers in the result should stay between 0,00 and 0,05, if not the variables are independent from each other. The results from the Chi-squared were 0,000 as seen in the next picture.

3.8 CONCLUSIONS & RECOMMENDATIONS

CONCLUSIONS

1. After the tabulation of the data from the applied research instruments, it can be concluded that there is a deficiency in reading comprehension since students are not able to comprehend the message of a reading.

2. Through the analysis of the information gathered, contextual word-inferring process has not been properly used in the classroom of the Third Year Bachillerato of Otto Arosemena High School.

3. Through the analysis of the information, it has been shown that students and teachers agree that a system of activities based on the contextual word-inferring process would be helpful to improve reading comprehension and, at the same time, the English proficiency level.

4. Through the analysis of the information gathered on this research, the authors of this thesis found that there is little information of the contextual word-inferring process in the teaching of English as a Foreign Language (EFL).

5. Finally, the books that are used in classroom, provided by the government, are based on a different context of the subject, meaning, those books do not take in consideration the context of the students, thus affecting the comprehension of a text, the performance of the student in class and, their English proficiency level.

RECOMMENDATIONS

1. It is recommended that the students practice their reading skill, using different types of texts, ICTs (in Spanish: TICs) and activities to improve reading during the classes.

2. It is recommended that educative institutions propose activities focused on teachers to develop the reading comprehension techniques like the contextual word-inferring process.

3. It is recommended to design a system of activity based on the contextual word-inferring process. This will give the teachers and

students a tool which will help them improve their reading comprehension skill.

4. It is also recommended to further investigate the topic inference in the scientific and educative communitive to further advance in the development of new theories and methods that involve this technique to improve the EFL process.

5. Finally, it is also recommended to contextualize the different types of literature use in classes, so those readings are adapted to the necessities of the students.

CHAPTER IV

THE PROPOSAL

4.1 TITLE

System of activities based on the contextual word-inferring process.

4.2 JUSTIFICATION

The justification of this proposal comes from the analysis of the results of the application of the empirical instruments explained in CHAPTER 3 of this thesis. From these results, this research project came to the realization that there is an inadequate use of the inferring process in the classroom and that leads to the poor development of the reading comprehension skill on the students of Third Year Bachillerato of "Otto Arosemena Gomez" High School term 2016-2017. Therefore, there is the necessity of strengthening activities which allows the students to develop the inference ability to construct the meaning of new words through the context. Knowing this, the idea to design of a system of activities based on the contextual word-inferring process for reading comprehension was thought and later issued to help improve the situation and reach the desire level intended for this high school Year which is a B1.2 proficiency in English.

4.3 OBJECTIVES

4.3.1 GENERAL OBJECTIVE

Through the use of the proposal of this thesis the students of Third Year Bachillerato will be able to:

Improve the reading comprehension of the students of the 3rd Year Bachillerato thought a system of activities based on the contextual word-inferring process to help them reach the B1.2 level of English proficiency

according to the National Curriculum Guidelines, English as a Foreign Language (2014).

4.3.2 SPECIFIC OBJECTIVES

The specific objectives of this proposal are to:

- Diagnose the reading comprehension level in relation with the inference.
- Identify the necessary prior information which the reader need for reading comprehension.
- Infer the meaning of words through the contextual word-inferring process to comprehend the reading.
- Explain the cognitive process which the reader needed to develop the inference in the reading.
- Evaluate the reading comprehension skill through the use of the contextual word-inferring process.

4.4 THEORETICAL ASPECTS

From the **linguistic foundation** this proposal is based on the communicative approach and the communicative language competences because the communicate approach is the approach that the proposal uses to teach and the communicative competences are necessary for the students so they can do reading activities using the contextual word-inferring process (Common European Framework of Reference for Languages: Learning, Teaching, Assessment, 2003).

From **the philosophical foundation** this thesis is based on the idea that values should be taught in classes to have a holistic education using the readings to meet this, and the value interculturality is highlighted among the other values. This is in the design of the proposal because the readings must have a balance between exposing the students to the foreign culture and the context from where they are in the readings to achieve interculturality (UNICEF, 2009).

From the **psychological foundation** this thesis is based on the theory of the schema (An, 2013) (Carrell & Eisterhold, 1983) and the zone of the proximal development (Vygotsky, 1978) because the readings in the proposal will use prior knowledge and the schema from the context of the students when adapting the readings and the zone of proximal development because the activities after the reading will guide the students and explain to them the route on how the answers where achieve.

From the **sociological foundation** this thesis is based on the social processes (Graddol, Maybin, & Stierer, 1994) because on the proposal the texts are adapted to the context knowledge of the students. It is also based on the social views of the schema theory (An, 2013) (Rosenblatt, 1978), Vygotsky's sociocultural theory (Lantolf & Thorne, 2006) because English will be internalized as an artifact with the help of repetition of activities and the cultural historical activity theory (Vygotsky 1987) because the system of activity is part of the triangle in this theory that will enable the student to achieve the goal, reach the B1.2 level of proficiency.

From the **pedagogical foundation** this thesis is based on the Student's Exit Profile Level B1 of the National Curriculum Guidelines, English as a Foreign Language (2014) because the proposal will use its objectives in regards of the competences to establish the direction it desires to follow and the goals to reach. There is also the constructivism theory (Vygotsky, 1978) and meaningful learning theory (Ausubel, 1968) because on the proposal the students are taking in consideration and fulfill a major role in the design of the texts since it takes in consideration their context and the meaningful learning because the readings in their proposal are meant for the students to find relatable and interesting for them.

From the **didactic foundation** this thesis will use the information about readings and how to choose them according to certain

characteristics (Richards & Renandya, 2002); the texts should solve the problem of certain dilemmas on this theory which will help in the design of the proposal. The five-step strategy from Nation & Coady (1988), the balanced approach, strategies and factors that influence comprehension (Donoghue, 2009) were all taken in consideration when adapting the system of activities. The main authors that help to develop the contextual word-inferring process where Phillips (1987), Spear-Swerling (2006), Cain (2001) (2007) (2014) and Nassaji (2006). The models and strategies for the contextual word-inferring process were from Nassaji (2006), Nagy (1997) and Huckin and Bloch (1993).

From the **legal foundation** this thesis is based on the objectives and politics exposed by the "Well-living National Plan" (2013) in its chapter six "National objectives of well-living" objective number four "Strengthen the capacities and potentialities of the citizenship" the proposal tries to ensure the quality of the education with a well-design tool. It is based also on the article 27 of the Ecuadorian National Constitution because the proposal promotes a holistic human development and intercultural values and article 343 because it promotes an intercultural vision highlighting the country's cultural and linguistic wealth. It is also based on the art.2 lit. i, z, and bb of the LOEI, because the proposal will teach values (literal i), promote interculturality (literal z) and teach English language which is a must in today's education (literal bb).

4.5 FEASIBILITY

4.5.1 FINANCIAL FEASIBILITY

The following research project is financed thanks to the kind help of the "proyecto semillero" Competent Reading is All with an approved budget by the Faculty of Philosophy, Letters and Science Education and the DIPA (in Spanish Dirección de Investigaciones y Proyectos Académicos)

4.5.2 LEGAL FEASIBILITY

The following project is based, from the legal point of view, in article 27 of the Ecuadorian National Constitution because the proposal promotes a holistic human development and intercultural values and article 343 because it promotes an intercultural vision highlighting the country's cultural and linguistic wealth. The following project is also based, from the legal point of view, on article 2 of the LOEI with the literals, i, z and bb because the proposal will because the proposal will teach values, promote interculturality and teach the English language

4.5.3 TECHNICAL FEASIBILITY

There are not technical requirements for this thesis but the ability of the students and teachers to read English.

4.5.4 HUMAN FEASIBILITY

The authors of this thesis are prepared and able to make the proposal. This proposal also is backed up by the positive disposition of the teachers, students and authorities of the educative institution, which can be seen in the instruments of investigation.

4.5.5 POLITICAL FEASIBILITY

From the political point of view this proposal is based on the objectives and politics exposed by the "Well-living National Plan" (2013) in its chapter six "National objectives of well-living" objective number four "Strengthen the capacities and potentialities of the citizenship" because the objectives of this proposal align with the objectives of this document.

4.6 DESCRIPTION

The proposal starts with an introduction to welcome the readers and establish what the goal of this system of activities is. The next part is called "Design of a system of activity: How this guide came to be?" This

section sole purpose is to explain how the guide was designed, what were the criteria in choosing the readings and the activities and the whole process behind this system of activities.

Then there is an evaluation taken from Cambridge to establish if the student is ready to use this system of activity. The test is a sample test for KEY for schools (A2 proficiency level). After the test, there are the answers for it and an explanation of the results obtained in the test.

Then there is a section call "What's Inference?" which introduce the student to the inference they are going to develop during the reading activities. Following this there is a section called "How do I infer? Strategies" which, as the name suggest, explains some strategies for the students to use in the activities.

Then there is a table of contents which explains what is inside every chapter of the guide:

#	Name of the Unit	Objectives	Value	Prior Information	Text and activities	How did I infer that?
0	Catchy title to attract your attention!	Explanation of the objectives	Example of the value	Explanation of the vocabulary and the value	Explanation of the reading activities	Explanation of the post readings
1	A train to connect our history	• To promote the respect of different cultures • To acquire the required knowledge about the new train in Ecuador in order to fulfil the activities in the reading • To complete the activities (inferring the selected words through context) to understand the meaning of the unknown words • To review and check the correct answers and the process behind them	Respect	Vocabulary about a train that travels from Guayaquil to Quito and vice-versa	Ecuador reopened Train which connects present day with history	• Explanation of how to Infer Passenger, Through, Descend and risk • Answer key
2	Ecuadorians around the world	• To promote self-respect among the students • To acquire the vocabulary necessary to understand the reading about the Ecuadorians pride parade to fulfil the activities in the reading • To complete the activities (inferring the selected words through context) to understand the meaning of the unknown words • To review and check the correct answers and the process behind them	Self-respect	Vocabulary about the Ecuadorean pride parade in New York	Ecuadorean pride on the march at Queens Parade	• Explanation of how to Infer Raised, Roots, Independence, Hard time and Mayor • Answer key
3	Delicias Manabitas	• To promote the interculturality through the identification of Ecuadorian gastronomy • To acquire the required knowledge about Ecuadorian gastronomy in order to fulfil the activities in the reading • To complete the activities (inferring the selected words through context) to understand the meaning of the unknown words • To review and check the correct answers and the process behind them	Interculturality	Vocabulary about Ecuadorian cuisine	A taste of the Ecuadorian coast	• Explanation of how to Infer Stew, Schedule, Sauce and Plantain • Answer key
4	A spikey discovery!	• To promote the value of humility on the students • To acquire the required knowledge about a scientific discovery in order to fulfil the activities in the reading • To complete the activities (inferring the selected words through context) to understand the meaning of the unknown words • To review and check the correct answers and the process behind them	Humility	Vocabulary about a scientific discovery made in "Los Andes".	Researchers find shape-shifting "punk rocker" frog in Ecuadorian Andes	• Explanation of how to Infer Nickname, Researchers, Smooth and Defence • Answer key
5	¡Sí se puede! ¡Sí se puede!	• To promote the value perseverance on the students • To acquire the required knowledge about the Ecuadorian National Soccer Team in order to fulfil the activities in the reading • To complete the activities (inferring the selected words through context) to understand the meaning of the unknown words • To review and check the correct answers and the process behind them	Perseverance	Vocabulary about Ecuador's FIFA profile	Ecuador's FIFA Profile	• Explanation of how to Infer absent, youth, Take charge and Former • Answer key
6	GO east young Valencia!	• To promote the value Leadership on the students • To acquire the required knowledge about an iconic figure in Ecuadorian sports in order to fulfil the activities in the reading • To complete the activities (inferring the selected words through context) to understand the meaning of the unknown words • To review and check the correct answers and the process behind them	Leadership	Vocabulary about a brief biography about an iconic figure in Ecuadorian soccer	Antonio Valencia has proven himself as a solid performer for Manchester United	• Explanation of how to Infer arrival/arrived, turn down, Mixed emotions and Departure • Answer key

Source: To Inference and Beyond!
Authors: Rodriguez, Agualongo (2016)

Then there is chapter 0 which explains the students each section of every Unit in the system. Every Unit has the following information: number

of the unit, objectives, a value, the information needed to infer the text, the text and reading activities, and finally the answers and how those answer where achieve through the inference.

Unit one is about a train which goes from the coast to the highlands and vice versa, this makes the first steps to infer simple words on a text. The information before the reading is vocabulary. The value is respect. The reading of unit two is about a parade done in New York and Ecuadorian pride. The value is self-respect. Unit three is about Ecuadorian food and how foreign people in New York like the dishes. The value is interculturality. Unit four is about a scientific discovery made in "Los Andes". The value of the unit is humility. Unit five is a profile of the soccer national team in Ecuador and the value of the unit is perseverance. Unit six is about an iconic figure of Ecuadorian soccer and the value is leadership.

A final diagnostic follows these units to assess if the student is close or have the level of proficiency desired. This test is also taken from Cambridge; it is the sample test for the PET test. After the test, there are the answers for it and an explanation of the results obtained in the test. Finally, at the end of the proposal there is a "Final thoughts" section and the bibliography of the pictures and readings.

4.7 CONCLUSION

Working on the design of this proposal, the writers of this thesis have come to the conclusion that it is possible to integrate the contextual word-inferring process in the development of the reading comprehension process on the students of Third Year Bachillerato of "Otto Arosemena Gomez" High School to help them reach the B1.2 level of English proficiency according to the National Curriculum Guidelines, English as a Foreign Language (2014).

To make this proposal the Units of the current English book used in class were reviewed so the system of activities goes on the same direction. Readings were adapted from different sources, so the context of the students was taken in consideration. The activities were design using the contextual word-inferring process so the student could develop their reading comprehension ability to reach the proficiency required by the Ecuadorian Ministry of Education. The diagnostic evaluation and final evaluation were designed so the students were aware if they had the level to start this system of activities and at the end if they were successful using it.

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APPENDIXES

APPENDIX 1

Guayaquil, 26 de Octubre del 2016

PH.D

Loma Cruz Rizzo

PROFESORA DE LA ESCUELA DE LENGUAS Y LINGÜÍSTICA,

FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN

Ciudad

De mis consideraciones:

Por disposición de la Autoridad Académica de la Facultad de Filosofía, Letras y Ciencias de la Educación, se le comunica que ha sido designado Revisor-Asesor del Proyecto Educativo de los estudiantes de la Escuela de Lenguas y Lingüística: **AGUALONGO OCAMPOS LETICIA MARIBEL Y RODRIGUEZ ESTEFANO JULIO ALEJANDRO**, con el siguiente tema:

TOPIC: Influence of the contextual word inferring process in reading comprehension

PROPUESTA: Design of a system of activities based on the contextual word inferring inferring process

El mismo que deberá ser revisado, corregido y aprobado siguiendo las normativas, de la Unidad de Titulación de la Facultad, publicado en el portal electrónico, y una vez terminado debe ser entregado de conformidad con el calendario publicado oportunamente.

Atentamente,

MSc. Alfonso Sánchez Ávila

DIRECTOR DE LA ESCUELA DE LENGUAS Y LINGÜÍSTICA

UNIVERSIDAD DE GUAYAQUIL
Facultad de Filosofía, Letras y
Ciencias de la Educación
Escuela de Lenguas y Lingüística
DIRECCIÓN

FUNCIONARIO RESPONSABLE		CARGO	FIRMA
Elaborado por:	Ing. Alexandra Delgado	SECRETARIA	
Aprobado por:	MSc. Alfonso Sánchez Ávila	SUBDIRECTOR	

UG
Universidad
de Guayaquil

Facultad de Filosofía
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Educación

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Oficio No. 145

Guayaquil, 27 de junio del 2016

MSc.

Juán Alberto León Chóez

RECTOR DEL COLEGIO "DR. OTTO AROSEMENA GÓMEZ"

Ciudad.-

De mis consideraciones:

Me dirijo a Ud. con el fin de solicitarle, se sirva otorgar la autorización pertinente, para que los estudiantes: **AGUALONGO OCAMPOS LETICIA MARIBEL Y RODRIGUEZ ESTÉFANO JULIO ALEJANDRO,** de la Escuela de Lenguas y Lingüística puedan aplicar el proyecto de investigación, para la elaboración del trabajo de titulación, previo a la obtención del título de Licenciado(a) en Ciencias de la Educación, mención Lengua Inglesa y Lingüística.

TEMA : Influence of the contextual word inferring process in reading comprehension

PROPUESTA: Design of a system of activities based on the contextual word inferring inferring process.

Por considerar, que el proyecto a realizarse, tendrá la repercusión en beneficio de la Institución que usted acertadamente dirige; aspiro que nuestra petición tenga la acogida favorable de su parte.

Le anticipo mis reconocimientos.

Atentamente,

Ab. Jacinto Calderón Vallejo, MSc.

DIRECTOR DE LA ESCUELA DE LENGUAS Y LINGÜÍSTICA

UNIVERSIDAD DE GUAYAQUIL
Facultad de Filosofía, Letras y
Ciencias de la Educación
Escuela de Lenguas y Lingüística
DIRECCIÓN

	FUNCIONARIO RESPONSABLE	CARGO	FIRMA
Elaborado por:	INg. Alexandra Delgado López	SECRETARIA 1	
Aprobado por:	MSc. Jacinto Calderón Vallejo	DIRECTOR	

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UNIVERSIDAD DE GUAYAQUIL

TUTOR: PhD. Lorna Cruz R.

TIPO DE T. DE TITULACION: Tesis de Grado

NOMBRE DE T. DE TITULACION: Influence of contextual word-inferring process in Reading Comprehension

ESTUDIANTE (S): Julio Rodriguez Estefano

CARRERA (S): Lenguas y Lingüística Inglesa

TUTORIA No.	FECHA TUTORIA	ACTIVIDADES DE TUTORIA	DURACIÓN INICIO	DURACIÓN FIN	TAREAS ASIGNADAS	FIRMA TUTOR	FIRMA ESTUDIANTE(S)
1	18.08.2016	Revisión Cap IV	7:30 10:10	10:10	Completar Cap 4		
2	25.08.2016	Revisión Cap IV Aspectos	7:30 10:30	10:30	Factibilidad, Correcciones		
3	1.09.2016	Revisión Cap IV Propuesta, correcciones	8:30 11:00	11:00	Correciones y Propuesta		
4	8.09.2016	Revisión Diseño Propuesta	8:00 11:00	11:00	Corregir la justificacion		
5	27.10.2016	Diseño del Perví de Propuesta	8:00 11:00	11:00	Reescribir el Gabindous		
6	3.11.2016	Revisión de Cap 1	8:00 11:00	11:00	Cap 2 Revisado		
7	10.11.2016	Revisión de Cap 2	8:00 11:00	11:00	Cap 3 Revisado		
8	30.11.2016	Revisión de Cap 3	8:00 10:00	10:00	Cap 4 Revisado		
9	12.12.2016	Revisión de Cap 4 y Propuesta	8:00 10:00	10:00	Terminar la tesis		

OBSERVACIONES:

Revisión de Jefe de área:

FIRMA:

FECHA DE REVISIÓN:

TUTOR: PhD. Lorna Cruz Rizo

TIPO DE
T. DE TITULACION: Tesis de Grado

NOMBRE DE
T. DE TITULACION: Influence of contextual word-inferring process in Readin

ESTUDIANTE (S): Leticia Agualongo Ocampos.

CARRERA (S): Lenguas y Lingüística Inglesa.

No TUTORIA	FECHA TUTORIA	ACTIVIDADES DE TUTORÍA	DURACIÓN INICIO	DURACIÓN FIN	TAREAS ASIGNADAS	FIRMA TUTOR	FIRMA ESTUDIANTE(S)
1	18.09.2016	Revisión capítulo IV	8:15	10:05	Completar capítulo IV		
2	8.09.2016	Revisión Capítulo IV y Artículo	8:30	10:00	Resultados aprobado bilingü		
3	27.10.2016	Diseño Propuesto	8:30	10:00	Presentación Gelatados		
4	5.11.2016	Revisión Cap. I	8:00	10:00	Cap 2 Revisado		
5	10.11.2016	Revisión Cap. II	8:30	10:00	Capítulo 3. Revisado		
6	30.11.2016	Revisión Cap. III	8:10	10:00	Capítulo 4 Revisado		
7	12.12.2016	Revisión Cap 4 y Propuesto	8:00	10:00	Terminar Anexos		

OBSERVACIONES:

Revisión de Jefe de área:

FIRMA: _____

FECHA DE REVISIÓN: _____

APPENDIX 2

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JULIO RODRIGUEZ ESTEFANO
INTRODUCTION

This thesis is a study on the influence of the contextual word-inferring process in the reading comprehension of the students of Third Year Bachillerato of "Otto Arosemena Gomez" High School term 2016-2017. After a field, bibliographic and statistical research, this thesis proposes the design of a system of activities with reading comprehension purposes, using the previously mention process to do so.

The goal of this project is aimed to improve the academic level in today's classroom. This project used a diagnosis evaluation to determine if the students used the process correctly and to assess their reading comprehension levels.

Chapter I contains the context of the investigation, investigation problem, causes, objectives and justification.

Chapter II contains the theoretical and scientific ground in which this thesis is based on. This has the background of the thesis and the theoretical framework which includes the theoretical basis and Philosophical, Pedagogical, Psychological, Sociological, Didactic, Linguistic and Legal foundations.

Chapter III explains the methodological design, types of investigation, techniques and instruments used in the research to gather data. This chapter ends with conclusions and recommendations about the data gathered.

Chapter IV focusses on the proposal: its objectives, the theoretical bases and the description of the proposal and its implications. Also gives the Conclusions reached at the end of this project.

CHAPTER I
THE PROBLEM
1.1 CONTEXT OF THE INVESTIGATION

This research project analyzed the influence of the contextual word-inferring process in the reading comprehension of the students of Third Year Bachillerato of "Otto Arosemena Gomez" High School term 2016-2017.

This school was created according to the executive order No-262 on May 23rd 1967 and it is located on the west suburbs of Guayaquil, on the urban parish Febres Cordero (today the most populated in the city), during the presidential term of Dr. Otto Arosemena Gomez and Guayas governor Mr. Benjamin Rosales Aspiazu. This was reported by the Sub Secretary of General Education of the Coast Mr. Alejandro Velez Vilari

Address:

Log:

Search operation #1
▼ ▲

[17:47:25] The originality of the text is 100%

☑ Autoscroll   Clea

Done

APPENDIX 3

SURVEY TO THE STUDENTS

Source: Otto Arosemena Gomez" High School
Authors: Rodriguez, Agualongo (2016)

SURVEY TO THE STUDENTS

SURVEY TO THE STUDENTS

Source: Otto Arosemena Gomez" High School
Authors: Rodriguez, Agualongo (2016)

OUR TUTOR IN A SEMILLERO MEETING

Source: Universidad de Guayaquil
Authors: Rodriguez, Agualongo (2016)

OUR TUTOR IN A SEMILLERO MEETING

Source: Otto Arosemena Gomez" High School
Authors: Rodriguez, Agualongo (2016)

GIVING A LECTURE IN THE FIRST PEDAGOGICAL WORKSHOP ABOUT OUR THESIS

Source: Universidad de Guayaquil
Authors: Rodriguez, Agualongo (2016)

INTERVIEW WITH THE TEACHER

Source: Universidad de Guayaquil
Authors: Rodriguez, Agualongo (2016)

STUDENTS TAKING A DIAGNOSTIC TEST

Source: Otto Arosemena Gomez" High School
Authors: Rodriguez, Agualongo (2016)

STUDENTS TAKING A DIAGNOSTIC TEST

Source: Otto Arosemena Gomez" High School
Authors: Rodriguez, Agualongo (2016)

OUR TUTOR

Source: Universidad de Guayaquil
Authors: Rodriguez, Agualongo (2016)

OUR TUTOR

Source: Universidad de Guayaquil
Authors: Rodriguez, Agualongo (2016)

APPENDIX 4

CUESTIONARIO DE LA ENCUESTA
Encuesta
Objetivo: El objetivo de la presente encuesta es conocer sobre la capacidad lectora e inferencial de los estudiantes de tercero de bachillerato.
Información al encuestado:
- Todas las preguntas se refieren a la lectura de textos en inglés.
- La inferencia es la capacidad de llegar a una conclusión en base a tu conocimiento previo y la información de un texto.
- Contexto es la situación social de una persona, tu contexto lo conforma tu cultura, tu entorno social y tus preferencias personales.

ENUNCIADO	OPCIONES DE RESPUESTA

Muy Bien (MB) - Bien (B) - Aceptable (A) - Pobre (P) - Muy Pobre (MP)

	MB	B	A	P
Uso la inferencia durante la lectura comprensiva en textos.				

Definitivamente (D) - Muy probablemente (MP) - Probablemente (P) - Probablemente no (PN) - Definitivamente no (DN)

	D	MP	P	PN
Estoy capacitado para realizar inferencias.				
Conozco estrategias para poder usar la inferencia.				
Aún tengo dificultades para poder comprender el mensaje de un texto en inglés.				
Tengo preferencias de géneros literarios (poemas, novelas, académico, científico, etc.) en obras en inglés.				
Considero que la inferencia me ayudaría bastante en la comprensión lectora del idioma inglés.				

Excelente (E) - Muy bien (MB) - Bien (B) - Mal (M) - Muy mal (MM)

	E	MB	B	M
Mi diferenciación entre lectura literal y lectura inferencial es…				

Muy de acuerdo (MA) - De acuerdo (DA) - Indeciso (I) - En desacuerdo (ED) - Muy en desacuerdo (MD)

	MA	DA	I	ED
Considero necesario el uso de la inferencia para poder comprender un texto.				
Creo necesario la implementación de un sistema de actividades que me permita el desarrollo de la inferencia para comprender mejor un texto en inglés.				
Si los textos en ingles que se usan en clases estuvieran adaptados a mi contexto, comprendería mejor.				
Practicar con actividades de comprensión lectora es de uso práctico en la vida cotidiana.				

Bastante (B) - Mucho (M) - Regular (R) - Poco (P) – Nada (N)

	B	M	R	P
Conozco los beneficios de la comprensión lectora en el aprendizaje de una lengua extranjera (inglés).				
Me gusta leer textos en inglés.				
Entrenar con ejercicios que estimulen la inferencia es de gran utilidad				

para la vida cotidiana.					
Un sistema de actividades de inferencia de palabras según el contexto serial útil para poder aprender inglés.					

CUESTIONARIO DE LA ENTREVISTA

Entrevista al profesor
Información del entrevistado
Nombre: _____
Años trabajando como profesor de inglés: _____
Años trabajando en la institución como profesor de inglés: _____
Observación: _____
_____

Preguntas:

1. ¿Cuantas secciones hay en el tercero de Bachillerato y con cuantas usted trabaja?

2. ¿Cuál es el promedio de estudiantes por clase?

3. ¿Empiezan los estudiantes de tercero de bachillerato con el nivel sugerido por las guías del currículo nacional, inglés como idioma extranjero (2014)?

4. Si la pregunta anterior fue NO, ¿Cuál es el nivel promedio de los estudiantes cuando comienzan el tercero de bachillerato?

5. ¿Cuál es su enfoque cuando tiene que enseñar inglés a sus estudiantes con diferentes niveles?

6. ¿Cómo califica el nivel actual en lectura comprensiva de sus estudiantes?

7. ¿Piensa usted que la lectura comprensiva ayuda a los estudiantes a aprender inglés?

8. ¿Qué tan seguido los estudiantes hacen actividades de lectura comprensiva? ¿Qué tan efectivos son los estudiantes haciendo estas actividades?

9. ¿Qué métodos y técnicas usa usted durante las actividades de lectura comprensiva

10. Durante las actividades de lectura comprensiva ¿Toma usted en consideración el conocimiento previo de los estudiantes?

11. ¿Toman los textos en clases en consideración el contexto de los estudiantes y su conocimiento previo?

12. ¿Está usted consiente del uso del proceso de inferencia de palabras por contexto en la comprensión lectora

13. ¿Conoce usted como este tipo específico de inferencia funciona?

14. ¿Sabe los requerimientos que los estudiantes necesitan para poder usar el proceso de inferencia de palabas por contexto efectivamente?

15. ¿Podrá la inferencia influir positivamente en la comprensión lectora de los estudiantes?

EVALUACIÓN DIAGNÓSTICA

Prueba de Evaluación de Comprensión de Lectura

Objetivo: Determinar el nivel de comprensión de lectura a través del proceso de inferencia.

Recuerde: La inferencia es la capacidad de hacer una conjetura educada usando su conocimiento previo y la información del texto.

Instrucciones:
1. Leer el texto cuidadosamente
2. Lea cuidadosamente las preguntas
3. Leer el texto una vez más
4. Responda las preguntas

Esta prueba dura un máximo de 20 minutos

TEXTO

Gina se miró al espejo ante la púrpura roja brillante de su nariz. Ella lo pinchó con cuidado, temiendo que pudiera estallar en su vestido. Era grande y doloroso. Cuanto más lo pinchaba, más grande era. ¡Esto no es como se suponía que iba! Gina pensó para sí misma. Entonces empezó a llorar. Su madre gritó por la escalera: - ¡Gina, Eric está aquí! Esta noticia hizo a Gina aún más angustiada. Ahora su maquillaje estaba corriendo y justo como ella temía, algo de eso se puso en su vestido. ¿Por qué hoy? Gina se lamentó entre sollozos y jadeos.

1. Un sinónimo de la palabra pinchar es:
   a. Tocar
   b. Cortar
   c. Alzar
   d. Problema
   e. Ninguna de las anteriores
   f.
2. Gina estaba _____ porque Eric llegó.
   a. Feliz
   b. Limpia
   c. Apurada
   d. Preocupada
   e. A & C

3. Al final el vestido de Gina estaba:
   a. Corriendo
   b. Limpio
   c. Listo
   d. Manchado
   a. Ninguna de las anteriores

4. Al final Gina estaba triste porque:
    a. Su vestido estaba corriendo
    b. Eric estaba aquí
    c. Su vestido estaba arruinado
    d. Ella no sabía cómo bailar
    e. Su mamá estaba gritando

5. ¿Cuándo alguien está entre sollozos, está?
    a. Está rezando
    b. Está preocupada por su mamá
    c. Eric y su mamá
    d. Se va a encontrar con Eric
    e. Está llorando

RESPUESTAS

1. Un sinónimo de la palabra pinchar es:

    a. <mark>Tocar</mark>
    b. Cortar
    c. Alzar
    d. Problema
    e. Ninguna de las anteriores

2. Gina estaba _____ porque Eric llegó.

    a. Feliz
    b. Limpia
    c. Apurada
    d. <mark>Preocupada</mark>
    e. A & C

3. Al final el vestido de Gina estaba:

    a. Corriendo
    b. Limpio
    c. Listo
    d. <mark>Manchado</mark>
    e. Ninguna de las anteriores

4. Al final Gina estaba triste porque:

    a. Su vestido estaba corriendo
    b. <mark>Eric estaba aquí</mark>
    c. Su vestido estaba arruinado
    d. Ella no sabía cómo bailar
    e. <mark>Su mamá estaba gritando</mark>

5. ¿Cuándo alguien está entre sollozos, está?

    a. Está rezando

b. Está preocupada por su mamá
c. Eric y su mamá
d. Se va a encontrar con Eric
e. <mark>Está llorando</mark>

APPENDIX 5
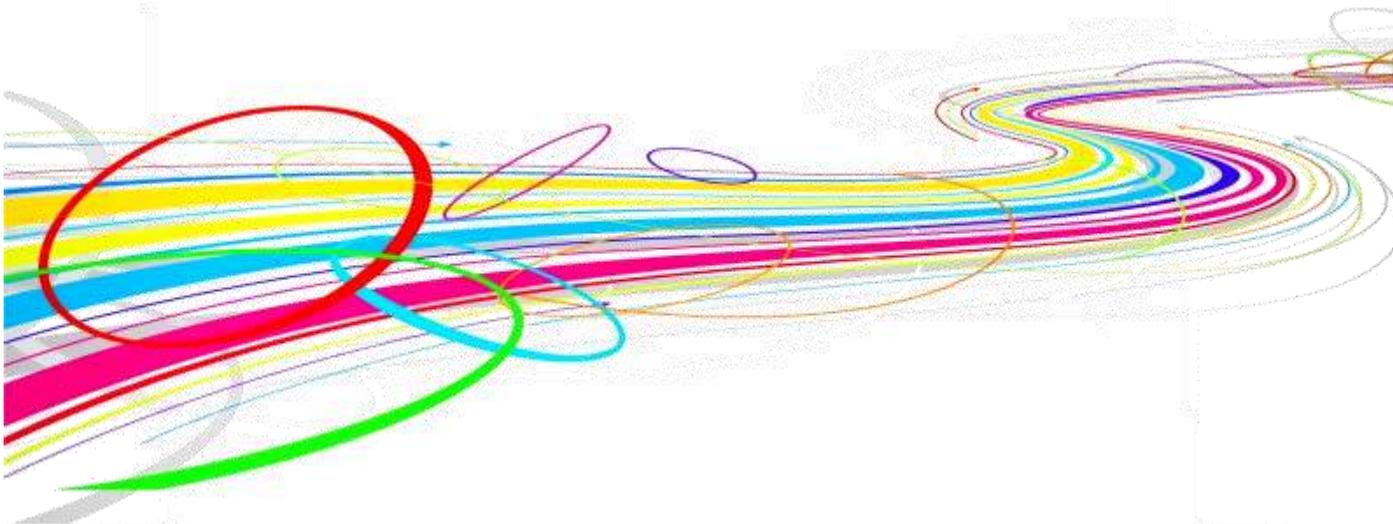
To inference and beyond!

Reading Activities based on Contextual Word Inferring Process

Julio Alejandro Rodriguez Estéfano

Leticia Maribel Agualongo Ocampos

Index

CONTENTS

#	Name of the Unit	Objectives	Value	Prior Information	Text and activities	How did I infer that?
0	Catchy title to attract your attention!	Explanation of the objectives	Example of the value	Explanation of the vocabulary and the value.	Explanation of the reading activities.	Explanation of the post readings.
1	A train to connect our history	• To promote the respect of different cultures. • To acquire the required knowledge about the new train in Ecuador in order to fulfil the activities in the reading. • To complete the activities (inferring the selected words through context) to understand the meaning of the unknown words. • To review and check the correct answers and the process behind them.	Respect	Vocabulary about a train that travels from Guayaquil to Quito and vice-versa.	Ecuador reopened Train which connects present day with history.	• Explanation of how to Infer Passenger, Through, Descend and risk. • Answer key
2	Ecuadorians around the world	• To promote self-respect among the students. • To acquire the vocabulary necessary to understand the reading about the Ecuadorians pride parade to fulfil the activities in the reading. • To complete the activities (inferring the selected words through context) to understand the meaning of the unknown words. • To review and check the correct answers and the process behind them.	Self-respect	Vocabulary about the Ecuadorean pride parade in New York	Ecuadorean pride on the march at Queens Parade	• Explanation of how to Infer Raised, Roots, Independence, Hard time and Mayor • Answer key

| 3 | Delicias Manabitas | • To promote the interculturality through the identification of Ecuadorian gastronomy
• To acquire the required knowledge about Ecuadorian gastronomy in order to fulfil the activities in the reading
• To complete the activities (inferring the selected words through context) to understand the meaning of the unknown words
• To review and check the correct answers and the process behind them | Interculturality | Vocabulary about Ecuadorian cuisine | A taste of the Ecuadorian coast | • Explanation of how to Infer Stew, Schedule, Sauce and Plantain
• Answer key |
| 4 | A spikey discovery! | • To promote the value of humility on the students
• To acquire the required knowledge about a scientific discovery in order to fulfil the activities in the reading
• To complete the activities (inferring the selected words through context) to understand the meaning of the unknown words
• To review and check the correct answers and the process behind them | Humility | Vocabulary about a scientific discovery made in "Los Andes". | Researchers find shape-shifting "punk rocker" frog in Ecuadorian Andes | • Explanation of how to Infer Nickname, Researchers, Smooth and Defense
• Answer key |

5	¡Sí se puede! ¡Sí se puede!	• To promote the value perseverance on the students • To acquire the required knowledge about the Ecuadorian National Soccer Team in order to fulfil the activities in the reading • To complete the activities (inferring the selected words through context) to understand the meaning of the unknown words • To review and check the correct answers and the process behind them	Perseverance	Vocabulary about Ecuador's FIFA profile	Ecuador's FIFA Profile	• Explanation of how to Infer absent, youth, Take charge and Former • Answer key
6	GO east young Valencia!	• To promote the value Leadership on the students • To acquire the required knowledge about an iconic figure in Ecuadorian sports in order to fulfil the activities in the reading • To complete the activities (inferring the selected words through context) to understand the meaning of the unknown words • To review and check the correct answers and the process behind them	Leadership	Vocabulary about a brief biography about an iconic figure in Ecuadorian soccer	Antonio Valencia has proven himself as a solid performer for Manchester United	• Explanation of how to Infer arrival/arrived, Turn down, Mixed emotions and Departure • Answer key

Introduction

Hello and welcome to Inference and Beyond! This is a system of activities design for you to "step up your game". That means improve your abilities or more specifically your reading comprehension skill.

This system of activities is aimed for students of the Third Year Bachillerato in Ecuador. At the end of your high school year you have to reach the B1.2 proficiency level in English according to the Ministry of Education and this system of activities will help you accomplish that.

To get there, we are going to develop a cognitive ability (a brain skill) called Inference but we will explain how it works later. Therefore our goal, yours and ours is to develop your reading comprehension though activities using the inferences as a tool.

Good luck and have fun!

DESIGN OF A SYSTEM OF ACTIVITY: HOW THIS GUIDE CAME TO BE?

Before starting this system of activities, we though you would be interested in how this whole thing was put together. Well the secrets and processes behind Inference and Beyond! are reveal in this section.

You should know first, this is the culmination of a thesis project which is part of an even bigger project which wants to create a system for the six years of high school to improve reading comprehension. Therefore this is the last step of a six–step ladder.

This project began choosing Inference as the tool to improve reading comprehension from an online exercise on smrtenglish.com/smrt/live where a teacher in Canada showed students how to infer the meaning of a word from the context. This sparked the interest from the authors and they started working on a specific type of inference which uses context and the student's prior information to reach the meaning of an unknown word.
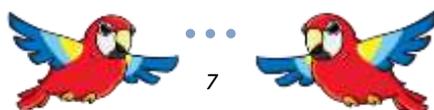
To design the activities first we chose a reading from an English native-speaking country, most of the cases the readings came from newspapers from the USA. Also we picked a value to go together with the reading. Then we checked the level of most of the words of the readings and edited the reading to match a B1 level of proficiency and to be easier for the students to infer. Then the words to be inferred are chosen.

Then we prepared the pre-reading activity "What do I need to know?" with the vocabulary necessary for the students to be able to infer, a short explanation of the value of the unit and also the mascot of the unit. The idea of the mascot of the unit has not any interesting story behind, we just love pets.

Then we prepared the reading activities. This came from back and forward conversations between the authors of the thesis, some are really easy and some are a little more difficult. This was the most difficult part of the whole process, because we had to infer the words multiple times and in different ways to try to cover all possibilities.
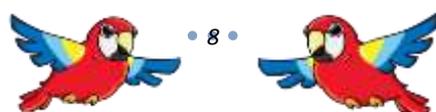
Finally we made the post-reading section explaining the different ways or way to infer the words, maybe some interesting facts and then the answer. Then we wrote the introduction, contents, strategies, this section and the unit 0. Then we established the objectives in each unit and finally the diagnostic at the beginning and the end of this system of activity.

It was a lot of work but it was awesome to do and now that we finished it we are really happy with the results we got.

We want to inspire you to be better and challenge yourself so get ready to start working and once again…

Good luck and have fun!

GETTING STARTED!

Before you start working with this system of activities, we think you should do a test first to assess your English level. This is an   English proficiency test aim for people with A2 level.

This was taken from

http://www.cambridgeenglish.org/exams/key-for-schools/preparation/

This is a sample of the Cambridge English: Key (KET), a test to see if you have the A2 level of English proficiency.

From now own, it is Cambridge rules so Cambridge, take it away...
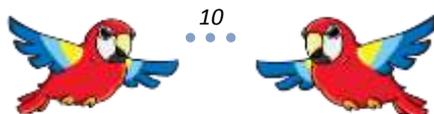
CAMBRIDGE ENGLISH
Language Assessment
Part of the University of Cambridge

answer sheet

Part 1		Part 2	
1	A B C D E F G H	6	A B C
2	A B C D E F G H	7	A B C
3	A B C D E F G H	8	A B C
4	A B C D E F G H	9	A B C
5	A B C D E F G H	10	A B C

Part 3

11	A B C	16	A B C D E F G H
12	A B C	17	A B C D E F G H
13	A B C	18	A B C D E F G H
14	A B C	19	A B C D E F G H
15	A B C	20	A B C D E F G H

Part 4		Part 5	
21	A B C	28	A B C
22	A B C	29	A B C
23	A B C	30	A B C
24	A B C	31	A B C
25	A B C	32	A B C
26	A B C	33	A B C
27	A B C	34	A B C
		35	A B C

INSTRUCTIONS TO CANDIDATES

Read the instructions for each part of the paper carefully

Answer all the questions

Write your answers on the answer sheet. Use a pencil.

Reading and Writing • Part 1

Questions 1 – 5

Which notice **(A – H)** says this **(1 – 5)**?
For questions **1 – 5**, mark the correct letter **A – H** on your answer sheet.

Example:

0	You cannot use your phone.	Answer:	0	A B C D E F G H

1   You should put things back in the right place.

A   NO ENTRANCE TO ART ROOM
    USE OTHER DOOR
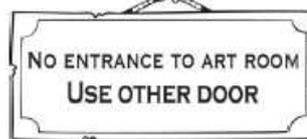
2   Go here if you have lost something.

B   TURN OFF ALL MOBILES DURING LESSONS
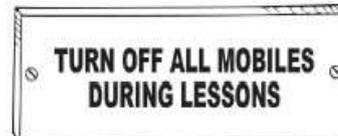
3   You must walk in this place.
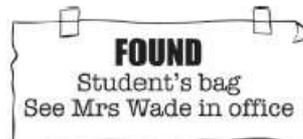
4   These students do not have a lesson.

C   FOUND
    Student's bag
    See Mrs Wade in office
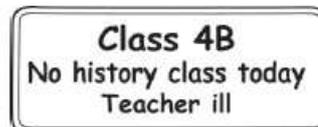
5   You cannot go in through here.
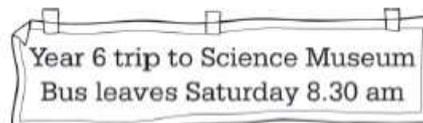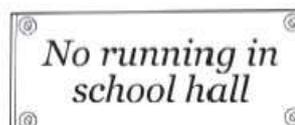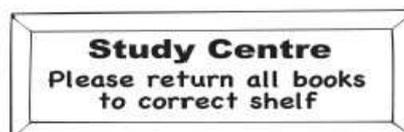
D   Class 4B
    No history class today
    Teacher ill

E   Year 6 trip to Science Museum
    Bus leaves Saturday 8.30 am

F   DO NOT LEAVE BAGS
    IN FRONT OF THIS DOOR

G   No running in
    school hall

H   Study Centre
    Please return all books
    to correct shelf

12

Reading and Writing • Part 2

Questions 6 – 10

Read the sentences about an internet café.
Choose the best word (**A**, **B** or **C**) for each space.
For questions **6 – 10**, mark **A**, **B** or **C** on your answer sheet.

Example:

0   Last month an internet café .... near Ivan's house.

    A   opened   **B**   began   **C**   arrived

Answer:	0	A	B	C
		■	□	□

6   The internet café quickly became .... with Ivan and his friends.

    A   favourite   **B**   popular   **C**   excellent

7   It only .... Ivan five minutes to get to the café.

    A   takes   **B**   has   **C**   gets

8   Ivan often .... his friends there after school.

    A   waits   **B**   meets   **C**   goes

9   The café has different .... of computer games that they can play.

    A   things   **B**   ways   **C**   kinds

10   Ivan thinks there is a lot of .... information on the internet.

    A   certain   **B**   sure   **C**   useful

INSTRUCTIONS TO CANDIDATES
Read the instructions for each part of the paper carefully

Answer all the questions

Write your answers on the answer sheet. Use a pencil.

Reading and Writing • Part 3

Questions 11 – 15

Complete the five conversations.
For questions **11 – 15**, mark **A**, **B** or **C** on your answer sheet.

Example:

0

Where do you come from?

A New York

B School

C Home

Answer: **0** ▨ A ☐ B ☐ C

11	Why didn't you come to the pool yesterday?	**A**	I didn't see them there.
		B	It was a great time.
		C	I was doing something else.

12	I have to go home now.	**A**	Have you been before?
		B	It's still quite early.
		C	How long was it for?

13	Whose phone is that?	**A**	It's not there.
		B	Wasn't it?
		C	I'm not sure.

14	There weren't any more tickets for the match.	**A**	That's a pity.
		B	It isn't enough.
		C	I hope so.

15	Shall we play that new computer game?	**A**	It's all right.
		B	Yes, it is.
		C	If you'd like to.

Questions 16 – 20

Complete the telephone conversation between two friends.
What does Josh say to Matt?
For questions **16 – 20**, mark the correct letter **A – H** on your answer sheet.

Example:

Matt:	Hi, Josh. It's Matt.										
Josh:	0 ....**C**....		Answer:	0	A ☐	B ☐	C ■	D ☐	E ☐	F ☐	G ☐ H ☐

Matt:	Oh, sorry. I'm phoning about the skateboarding competition this afternoon.

A	I'd like a new one but I don't think I'm good enough to win.

Josh:	16 ....

B	I didn't see it. Is the competition on all afternoon?

Matt:	Really? There was some information about it in our club magazine.

C	Hi. You're calling early!

Josh:	17 ....

D	Do the winners get CDs like last year?

Matt:	Just from 2.30 till 5 pm. They give out the prizes at 6 pm.

E	I wasn't very good then.

F	I didn't know that was today.

Josh:	18 ....

G	I haven't got one of those.

Matt:	The prizes are better this time. The top prize is a skateboard.

H	Maybe, we'll see. Shall we meet in the park at 2.00?

Josh:	19 ....

Matt:	You're much better than you were last year!

Josh:	20 ....

Matt:	Great! See you then.

INSTRUCTIONS TO CANDIDATES

Read the instructions for each part of the paper carefully

Answer all the questions

Write your answers on the answer sheet. Use a pencil.

Reading and Writing • Part 4

Questions 21 – 27

Read the article about a young swimmer.
Are sentences **21 – 27** 'Right' **(A)** or 'Wrong' **(B)**?
If there is not enough information to answer 'Right' **(A)** or 'Wrong' **(B)**, choose 'Doesn't say' **(C)**.
For questions **21 – 27**, mark **A**, **B** or **C** on your answer sheet.

Ana Johnson

Ana Johnson is a 13-year-old swimmer who lives in Melbourne in Australia. Her dream is to swim for Australia in the next Olympics.

She swims in both long and short races and she has already come first in many important competitions.

As well as spending many hours in the pool, Ana also makes time for studying and for friends. 'I have lots of friends who swim and we're very close. It's much easier to have friends who are swimmers because they also have to get up early to practise like me and they understand this kind of life. But I'm not so different from other people my age. In my free time I also enjoy going to the movies and parties. There are also some good things about swimming for a club. I travel a lot for competitions and I've made friends with swimmers from other Australian cities and from other parts of the world.'

Ana is becoming well known in Australia and she believes it is important to get more young people interested in swimming. 'I don't mind talking to journalists and having my photograph taken. But last year I was on TV and that was much more fun.'

INSTRUCTIONS TO CANDIDATES

Read the instructions for each part of the paper carefully

Answer all the questions

Write your answers on the answer sheet. Use a pencil.

Example:

0   Ana's home is in Melbourne.

A	Right	**B**	Wrong	**C**	Doesn't say	*Answer:*	**0**	A B C ■ ☐ ☐

---

21   Ana hopes she will become an Olympic swimmer.

    A   Right   **B**   Wrong   **C**   Doesn't say

22   Ana knows that she is better at short races than long ones.

    A   Right   **B**   Wrong   **C**   Doesn't say

23   Ana has won a lot of swimming competitions.

    A   Right   **B**   Wrong   **C**   Doesn't say

24   It is difficult for Ana to make friends with other people who swim.

    A   Right   **B**   Wrong   **C**   Doesn't say

25   Ana likes doing the same things as other teenagers.

    A   Right   **B**   Wrong   **C**   Doesn't say

26   Ana has met people from different countries at swimming competitions.

    A   Right   **B**   Wrong   **C**   Doesn't say

27   Ana prefers speaking to journalists to being on television.

    A   Right   **B**   Wrong   **C**   Doesn't say
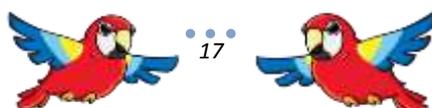
INSTRUCTIONS TO CANDIDATES

Read the instructions for each part of the paper carefully

Answer all the questions

Write your answers on the answer sheet. Use a pencil.

Reading and Writing • Part 5

Questions 28 – 35

Read the article about a circus.
Choose the best word (**A**, **B** or **C**) for each space.
For questions **28 – 35**, mark **A**, **B** or **C** on your answer sheet.

A famous circus

The circus, Cirque du Soleil, began **(0)** .... Montreal, Canada.
It was started **(28)** .... the Canadian Guy Laliberté in 1984.
When he left college, Laliberté travelled around Europe and earned
money **(29)** .... music in the streets. Not long after he returned home, he started Cirque
with **(30)** .... friend, Daniel Gauthier. During the 1990s, Cirque grew quickly. It now
does shows **(31)** .... over the world and the number of people working for it has grown
from 73 to **(32)** .... than 3,500.

The Cirque does not have any animals, but **(33)** .... is music and dance and each show
tells a story. **(34)** .... show, which is called Varian, is about a man who could fly. The
show starts with him falling from the sky and tells the story of how he **(35)** .... to learn
to fly again.

INSTRUCTIONS TO CANDIDATES

Read the instructions for each part of the paper carefully

Answer all the questions

Write your answers on the answer sheet. Use a pencil.

Example:

0	**A**	in	**B**	at	**C**	to

Answer:

0	A	B	C
	■	□	□

28	**A**	from	**B**	by	**C**	of

29	**A**	played	**B**	plays	**C**	playing

30	**A**	their	**B**	his	**C**	its

31	**A**	some	**B**	all	**C**	enough

32	**A**	more	**B**	much	**C**	most

33	**A**	this	**B**	it	**C**	there

34	**A**	One	**B**	Each	**C**	Both

35	**A**	need	**B**	must	**C**	has
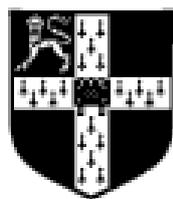
CAMBRIDGE ENGLISH
Language Assessment
Part of the University of Cambridge

READING Answer key

PART ONE	PART TWO	PART THREE
1 H	6 B	11 C
2 C	7 A	12 B
3 G	8 B	13 C
4 D	9 C	14 A
5 A	10 C	15 C
		16 F
		17 B
		18 D
		19 A
		20 H

PART FOUR	PART FIVE
21 A	28 B
22 C	29 C
23 A	30 B
24 B	31 B
25 A	32 A
26 A	33 C
27 B	34 A
	35 C

So how did you do? Did you get all the answers right? Don't worry if you didn't, everybody makes mistakes!

Still, you need at least a minimum score to start working with this activity guide; otherwise you will have trouble with it.

Check your score here to see if you can use this guide:

25 – 35: Excellent you are more than ready for this activity guide.

18 – 25: It's a nice score, the challenges you will face ahead will help you to improve your English

8 – 17: This guide will be very difficult for you, ask for assistant to a teacher or classmate

1 – 7: This guide is not really for you, you do not possess the level needed for this. You can always try but we advise you to ask for help or study and improve your English a little before starting

Now let's advance to the next stage!

WHAT IS INFERENCE?

Ok so what's inference? A good definition for it from Cambridge Dictionary is: "an educated guess that you make or an opinion that you form based on the information that you have".

The inference that we want you to develop is called:

The contextual word-inferring process

This is the process which makes use of the inference to make an educated guess of an unknown word using as information the lexical clues of the sentences, the context of the text and the prior information of the user.

Lexical clues mean that you use the part of the speech and grammar to infer the word, context means that you use the information in the text which gives a specific meaning to a word to infer it and the prior information of the user means everything you know, your knowledge and experience.

HOW DO I INFER STRATEGIES?

To be able to infer, there are a couple of strategies that you can follow. The first one is called the **Five-step process**.

Five-step process

Author: Nation & Coady (1988)

The five-step process is exactly as the name suggests and those steps are the following:

1. Determine the part of speech of the unknown word.

2. Look at the immediate context and simplify it if necessary.

3. Look at the wider context. This entails examining the clause with the unknown word and its relationship to the surrounding clauses and sentences.

4. Guess the meaning of the unknown word.

5. Check that the guess is correct.

Three-step process

Author: Nassaji (2006)

This author classified the inference in three categories: identifying, evaluating, and monitoring strategies.

1. Identifying strategy: the reader tries to identify the meaning of a word in the text using several different sub strategies.

2. Evaluation strategy: the reader evaluates how accurate the inferenced meaning was in the sentence, also using two different sub strategies.

3. Monitoring strategy: the reader judges how ease or difficulty the word was based on the available cues in the text.

The first two strategies are considered cognitive strategies (tools used in order to solve a problem with the mind) while the monitoring is a metacognitive strategy (a method which allows the student to understand how they learn). The next table illustrates these strategies and sub strategies with examples.

On the next page you have a chart that explains different sub-strategies for this three step process:

| Strategy	Sub strategy	Description
Identifying	Repeating	The learner repeats any portion of the text, including the word, the phrase, or the sentence in which the word has occurred. Example: "'our beliefs waver… waver… waver…' May be… waver is something 'beliefs waver…'"
	Word Analysis	The learner attempts to figure out the meaning of the word by analyzing it into various components, such as roots, affixes and suffixes. Example: "'and smell of sewage in their noses …' sew… age… should be a kind of smell. But sew is something… maybe it is a kind of plant, wood."
	Word–Form Analogy	The learner attempts to figure out the meaning of the word based on its sound or form similarity with other words. Example: "'squalor…' may be it is like square… square… It should be something like that."
Evaluating	Verifying	The learner examines the appropriateness of the inferred meaning by checking it against the wider context. Example: "'but when we ourselves become ill, our beliefs waver…' our beliefs change… change… when we become ill our beliefs change… yeah."
	Self–Inquiry	The learner asks himself or herself questions about the word or the meaning he or she has already inferred. Example: "'hazards . . .' Should it be pollution according to the sentence? Pollutions? No, no . . . it should not be that . . . it may be something different."
Monitoring	Monitoring	The learner shows a conscious awareness of the problem by judging its ease or difficulty. Example: "'contract some of the serious and infectious diseases . . .' contract . . . I think contract is is make from boss and the staff . . . contract . . . yes . . . this is easy . . . this easy . . . maybe it's difficult, I am

Name: Types of Strategies
Source: The Relationship Between Depth of Vocabulary Knowledge and L2 Learners' Lexical Inferencing Strategy Use and Success, p. 392
Author: NASSAJI, H. (2006)

Another very important tool you can use to infer is the combination of the linguistics clues and context to infer.

```
                        ┌─────────────────┐
                        │ Linguistic Clues │
                        └─────────────────┘
              ┌──────────────────┐    ┌──────────────────┐
              │   Intra-lingual  │    │   Inter-lingual  │
              │      Clues       │    │ (L1 Based) Clues │
              └──────────────────┘    └──────────────────┘
```

1. Word Level	2. Sentence Level	3. Discourse Level	L1 Collocation
a) Word association	a) Sentence meaning	a) Discourse meaning	Grammar
b) Word collocation	b) Sentence grammar	b) Formal schemata	Association
c) Word morphology	c) Punctuation	c) Text style and register	
d) Homonymy			
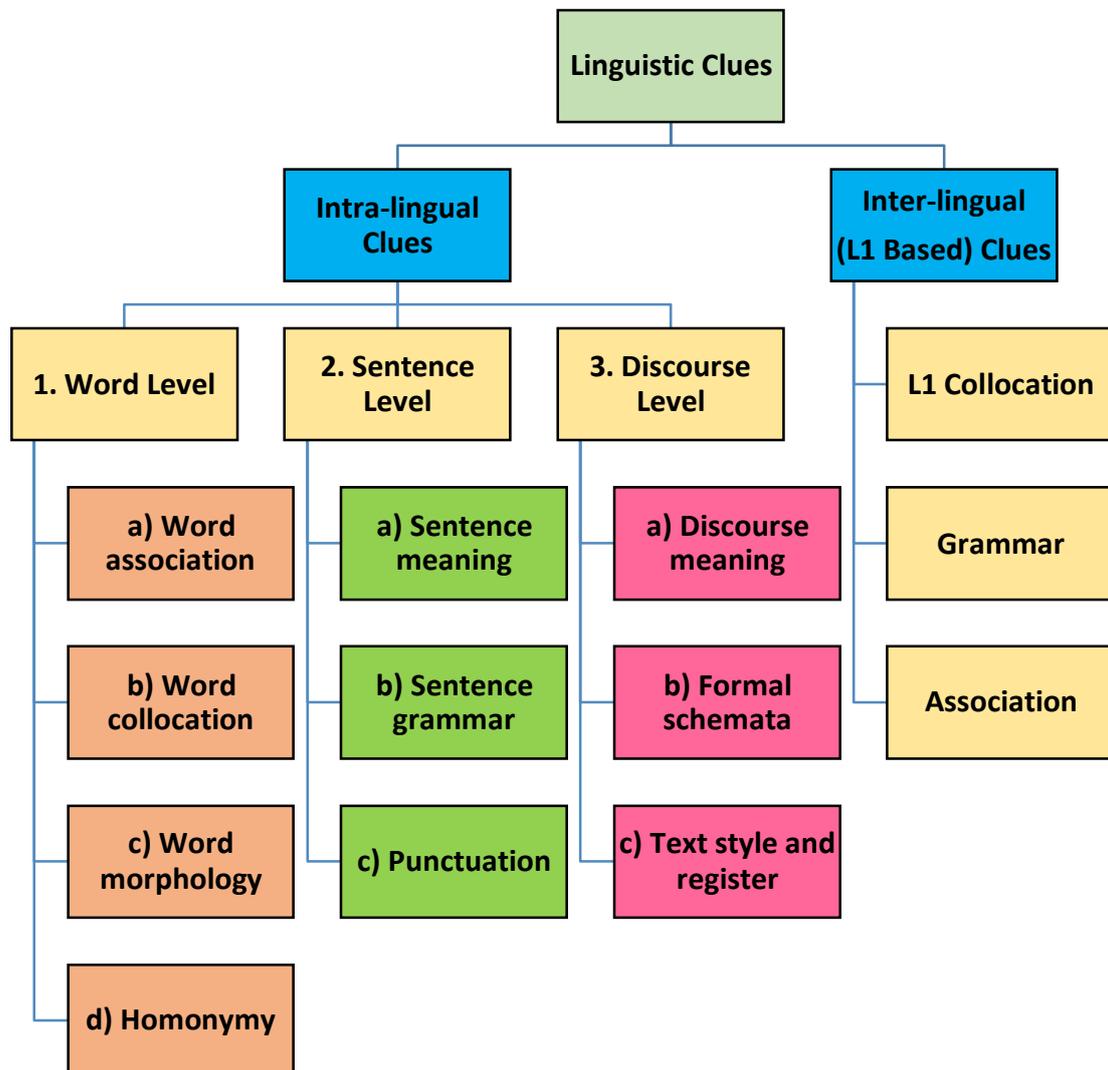
Name: Clue Types and Taxonomy (Linguistic Clues)
Source: Infer the Meaning of Unknown Words by Sheer Guess or by Clues? – Yin (2013) (p. 31)
Authors: Rodriguez, Agualongo (2016)

The intra-lingual clues are the clues you gather from the target language. In word level this means how you associate words with others, words that are together frequently, the morphological structure of the words and the likeness of the words with other words with similar sound or spelling. The sentence level refers to the meaning of the sentence as a whole, the grammar and syntactic properties and the punctuation. The discourse level is who the context surrounding the word, the knowledge and the style of the text.

The inter-lingual clues are clues that come from your native language like associations with words that seem similar from both languages, certain similarities in the grammar and some collocations from your native language.

The final advice we can give you is... just infer the word! Make an educated guess of what the meaning is, check if it makes sense and finally check the dictionary to see if you were right!

Unit 0

Catchy title to attract your attention!

(This is the chapter which explains how every unit works!)

Objectives:

- To promote the value of the unit.
- To acquire the required knowledge to be able to do the inferring activities.
- To complete the inferring activities.
- To review and check the correct answers and the process behind them.

Here you can check what are the objectives of the unit and the value of the unit.

Today's value is…

"VALUE GO HERE"

This is the part of the unit which establishes the vocabulary that you need to know before jumping into the reading. Inference requires that the student at least know 95% of the words to be able to infer the other 5% so here we try to make sure to cover every word, every meaning, every angle that a B1 student should know before starting the reading.

In some cases, you may already know most of the words. If that is the case, this section will help you to warm up before the reading showing you the vocabulary you should know or some tips for the upcoming reading. If you are working these activities with your teacher, this is the time to make questions! do not be afraid to ask anything, because in the end that will help you to complete the activities!

The Reading

As the title says, this is where the reading is. Here you will find the words to be inferred in BOLD so you can prepare yourself for the activities. Don't be afraid to come back to the reading while you are doing the activities. Remember that the inference that you are working with is a Contextual Word-Inferring Process so you have to use the context of the reading to be able to guess their meaning. Check the strategies page if you feel lost

The activities in this section will always give you several choices for you to pick, as stated in the introduction, it is very important that you think the meaning of the word with the information in the reading and the information given in "What do I need to know?" section.

Refrain yourself to use the dictionary for the BOLD words here, the whole goal of the activity is that you guess the meaning of the word solely by inferring. You can use the dictionary for the other words if you desire

So, how did you do in the reading? Well here you will find the intended answer or in some rare cases Answers!

This section will not only give you the possible answers for the words in bold in the reading, but it will also explain what the process behind the answers was.

Let us be clear that even when in most cases these are the most optimal answers there are very few cases in which you can find different options. The important factor here is that if your answer differs from the one given here, you should have a good reasoning behind it and you should state your case with your peers and teacher so they can all learn about it.

Inference does not try to be right but to develop your thinking process to be able to do Educated Guesses of unknown words in reading without the need of the dictionary. There are many words with many different meanings and this will not only gives you a chance to develop a cognitive ability that transcends reading but also a creative mind that will help you understand the language better.

Unit One

A Train to Connect Our History

Objectives:

- To promote the respect of different cultures.
- To acquire the required knowledge about the new train in Ecuador in order to fulfil the activities in the reading.
- To complete the activities (inferring the selected words through context) to understand the meaning of the unknown words.
- To review and check the correct answers and the process behind them.

Today's value is…

"RESPECT"

I
Respect

We
Respect

philipmartin.info

On this unit the value is RESPECT. This can be seen when you learn to appreciate the differences between the scenery on the coast and the highlands. Remember, the differences among us are what make us special, not only as a country but also as individuals. On this unit you will read about a train that travels from Guayaquil to Quito and vice-versa.

The vocabulary for the next reading has some key words that you need know, like the verbs:

Reopen: to open again
Hope: to want something to happen
Ask: to make a question
Relax: to calm
Offer: to ask someone if they want something
Saw: past of the verb see

Now let's check the nouns:
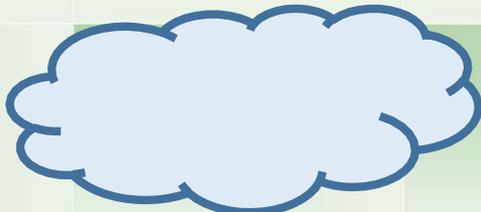
Cloud
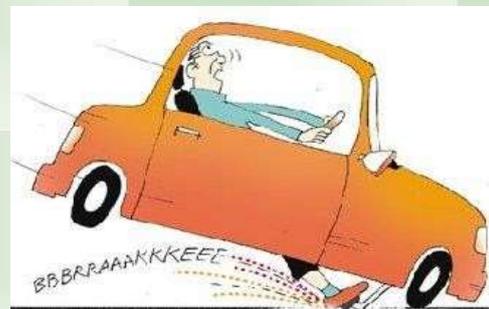
Brake

Feet

Engineer
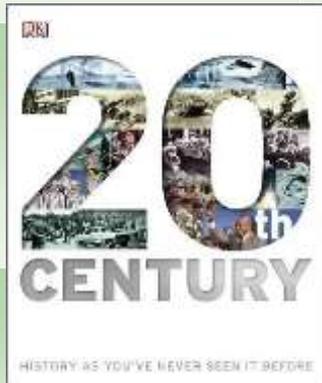
Century

Route
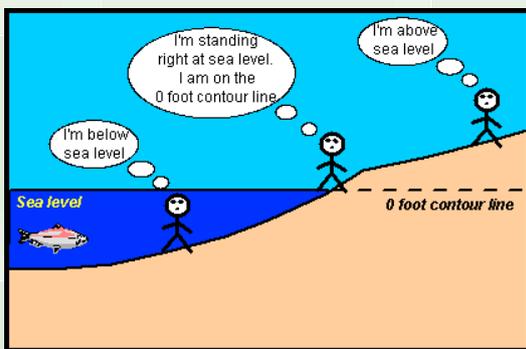
Sea level

Progress

Banana plantation

Sugar cane

Hidden emerald valley

Safety

Port

Reverse

Let's check the adjectives now:

Similar

Braised

Slow-speed

Excited

Finally there are a few more words which you need to be sure to understand:

Safely: in a safe way

Instead: in place of something

Almost: close or near to be

Someone: used to refer a person

While: during the time of

With: together

On purpose: intentionally

The mascot of the unit is a LLAMA!!!

Here is a cute llama asking you:

What are you doing?

Ecuador reopened Train which connects present day with history

QUITO, Ecuador — as the train goes through the clouds and descends the Andes, a passenger thinks: "I hope someone checked the brakes."

That is important because they have to descend 1,755 feet on the Devil's Nose. But the train engineers will not take any risks. They safely stopped for a safety inspection while passengers relax after a lunch of quinoa salad and braised llama.

Our adventure down the mountain safely is similar to a century ago. Instead of fast transportation, the route offers a slow-speed panorama of Ecuador from Quito, the capital, at almost 10,000 feet, to the sea level port city of Guayaquil (or in reverse).

On the trip, we saw many kids and adults excited that life has returned to the historic line. Our progress is slow on purpose, stopping for tours. The train begins to descend through hidden emerald valleys and ends (or begins) on the coast, through sugar cane and banana plantations.

Passenger

1)   Infer the meaning of the word passenger by choosing the correct picture according to the reading.

a)

b)

c)

d)
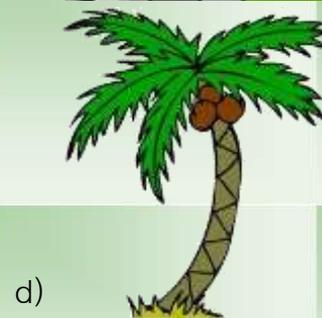
2)   Which of the following pictures has passengers in it?

a)

b)

c)

d)

Through

1) From the actions on the following pictures infer where the objects go through.

a)

b)

c)

d)

e)

f)

2) From the meaning of the word through which of the following sentences is incorrect

a) They walked slowly through the woods.
b) We drove through the tunnel.
c) Our new sofa doesn't fit through the door.
d) He through me the ball.

Descend

1) Infer the meaning of the word descend by choosing the correct picture according to the reading.

a)

b)

c)

d)

2) From the meaning of the word descend choose the correct answer

People descend…

From Guayaquil to Quito   or   From Quito to Guayaquil

From Riobamba to Machala   or   From Machala to Riobamba

Risk

1) From the meaning of the word risk choose the pictures which present
a risk.

a)

b)

c)

d)

2) Which of the next pictures warms you about a Risk?

a)

b)

c)

d)
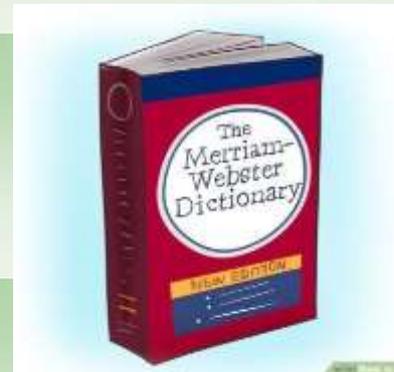
Passenger

The word passenger in the reading is use to describe the people who are travelling inside the train, this gives enough information to answer the questions on the pictures choosing the one with people getting on the train and from the pictures with vehicles the ones with people inside.

Answer: 1) a

2) a, b, c

Through

This word can be tricky to infer (the word can be difficult to understand) since it is a preposition which explains things which go from one end or side of something to the other. The sentence "as the train goes through the clouds" is a prime example and the picture on the first exercise is an exact demonstration of that sentence which gives away the meaning. To clarify the meaning on the activity there are two more examples which come from the experience of travelling around the Ecuador "through hidden emerald valleys and ends (or begins) on the coast, through sugar cane and banana plantations" since most people must be aware of how the road usually have the scenery fill with plantations. Prepositions are not easy to decode from texts, that's why there were multiple right choices on the first and second answer. Therefore if it was challenging for you, don't worry! You are doing well!

Answer: 1) a, b, d, e
2) a, b, c

Descend

This word has a similar word in Spanish "descender". That's your linguistic clue to guess the meaning of Descend. Besides this clue, this word can be inferred by your knowledge of your country. Quito is at 2,850 meters and Guayaquil is at sea level (zero meters), if you travel from Quito to Guayaquil, you go down, in other words··· you Descend. On the first question there were two answers, the biker and the hiker. The biker was obvious but for the hiker I hope you notice that when you go up (ascend) you usually look up, and when you go down (Descend) you look down.

Answer: 1) c, d

2) From Quito to Guayaquil

From Riobamba to Machala

Risk

To infer this word you should be familiar with the word safety since they are related. For now let's extract the key sentences to infer this word: "They safely stopped for a safety inspection" because "the train engineers will not take any risks". Now rearranging the sentences should be clearer, the answers for the activities should be easier to infer.

Answer: 1) a, b, c
2) a, d

Unit two

Ecuadorians around the World

Objectives:

- To promote self-respect among the students.
- To acquire the vocabulary necessary to understand the reading about the Ecuadorians pride parade to fulfill the activities in the reading.
- To complete the activities (inferring the selected words through context) to understand the meaning of the unknown words.
- To review and check the correct answers and the process behind them.

Today's value is

"SELF-RESPECT"

On this unit the value is SELF-RESPECT which comes in handy on this unit since we are about to read about the Ecuadorean pride parade in New York. It is very important to respect others and other's cultures like we saw on Unit 1 but it is also very important to learn to respect yourself. Learn to respect yourself if you want others to respect you, which is the key idea. On this Unit we are going to read about the Ecuadorean pride parade which happens in New York every year.

The vocabulary that you need to know to be able to do this has the following nouns:

Vibrancy: someone energetic, excited and full of enthusiasm

Revelers: someone who dance, drink, sing, etc. at a party or in public, especially in a noisy way

Member: a person who is part of a group

Strength: force or energy to do something

Country: land with its own government, e.g. Ecuador, USA, China.

Immigrants: a person who comes from a different country

Discrimination: treating someone or group of people different in a worse way than others

Parents: dad and/or mom

Homeland: country where someone come from

Parade:

Ecuadorean pride:

Queen:

Pageant:

Flag:

Jersey:

State:

Assembly:

Besides those words, you also need to know:

✓ *Emerge*: to come out of something
✓ *Wave*: to move from one side to another
✓ *Face*: to confront
✓ *Wasborn*: to come out of a mother's body after 9 month of pregnancy
✓ *Among*: in between several things
✓ *Others*: refers to a different group of people
✓ *Deep*: a long way down, profound

The mascot of the unit is a CONDOR!!!

A magnificent condor shows his Ecuadorian pride with the "tricolor" on him.
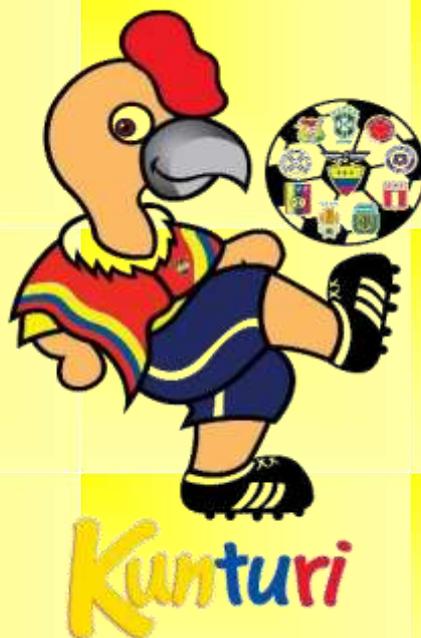
Ecuadorean pride on the march at Queens Parade

Sisvelyn Peralta, the pageant queen in Ecuadorean pride parade in Queens, was born and raised in the United States, but she feels a deep connection to her parents' homeland.

"I know that my roots are in Ecuador," said Juan at parade celebrating the South American country's independence from Spain.

Older generations faced discrimination so that she and others could have a better life, she said. "Especially Latinos, immigrants had a hard time here and knowing everyone can come together one day is a big deal."

Her family is among the 100,000 Ecuadoreans living in New York City. Thousands of revelers along "Northern Boulevard" donned red, yellow and blue soccer jerseys and waved Ecuador's flag.

"Today is an example of the strength and the vibrancy of this extraordinary community," said Mayor Bill de Blasio, who marched as a special guest and grasped hands with celebrants yelling "Alcalde!" at him.

"Every year it gets bigger and bigger," said Francisco Moya member of the New York State Assembly in Queens. "It's just a great cultural experience for people who are not Ecuadorean to come here today, try the food, listen to the music and really see a new culture that's emerging."

Raised

1) If someone says that they were born in Guayaquil and raised in New York, it means···

   a) They were born in Ecuador and then they grew up in the same place
   b) They were born in USA and studied English in Ecuador
   c) They were born in Ecuador and raised in USA
   d) They speak English and Spanish

2) Write in which city you were raised

   _____

Roots

1) Infer the meaning of the word roots by choosing the correct picture according to the reading

a)

b)

c)

d)
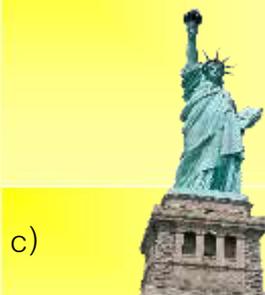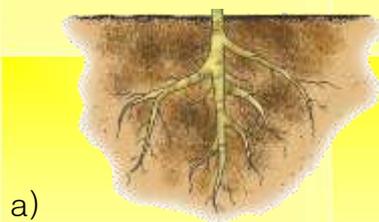
2)   Which are the roots of the people in the reading?

        a) Ecuadorian roots
        b) American roots
        c) It doesn't say
        d) The pageant and pride

Independence

1)   Choose the picture which matches the meaning of the word **independence**

a)   b)

c)   d)
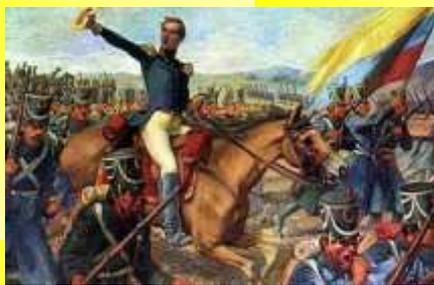
2)   Which of the next dates is considered the **independence** date of Ecuador

        a) August 10th 1809
        b) October 9th 1820
        c) May 24th 1822
        d) March 6th 1845

Hard time

1) Choose the picture which matches the meaning of the word hard time

a)   b)

c)   d)

2) Choose the situation where you think people could have a hard time

   a) People doing a difficult test
   b) People watching T.V.
   c) People in jail
   d) People laughing

Mayor

1) Which of the following people is/was mayor of Guayaquil?

a)   b)

c)   d)

2)   Choose which of the following sentences has the correct meaning of mayor.

   a) The job of a mayor is to govern a city.
   b) The job of a mayor is to fix pipes.
   c) The job of a mayor is to paint houses.
   d) The job of a mayor is to cook dinner.

Raised

To be raise in a city is the city where someone grew up. The key to understand this is the word homeland. Inferring that she was born and grew up in New York was the key for this exercise. It is very straight forward but can be difficult to understand sometimes.

Answer: 1) c

Roots

This one has a very important meaning for the reading. Roots here Works in a metaphorical way. This word can be inferred from the Theme of the reading. It is also tie to the words homeland and the sentence which includes the phrase "born and raised"

Answer: 1) a, b

2) a

Independence

This word has a similar word in Spanish "independencia". That's your linguistic clue to guess the meaning of Independence. On this case, this is the only clue that you had to infer the word which can make it a little challenging so don't worry if you got that answer wrong. On a side note, remember that the date which is considered as the independence of Ecuador is the date of the "Batalla del Pichincha" and that 10th of August is the "Primer grito de indepencia".

Answer: 1) a   2) c

Hard time

The key to infer hard time is in the previous sentence. When they say latinos "faced discrimination" there you can reach to a conclusion that a "hard time" must be something bad, something that people who is discriminated feels.

Answer: 1) a

2) a, c

Mayor

This word had the answer written in Spanish in the Reading. The word mayor is the equivalent of the word "alcalde" in Spanish so if you understood the reading, this must be the easiest word to infer so far. You can also reach to that conclusion if you know who Bill Blasio is, but that is a little more difficult to know, but if you did, congratulations!

Answer: 1) d

2) a

Unit three

Delicias Manabitas

Objectives:

- To promote the interculturality through the identification of Ecuadorian gastronomy.
- To acquire the required knowledge about Ecuadorian gastronomy in order to fulfill the activities in the reading.
- To complete the activities (inferring the selected words through context) to understand the meaning of the unknown words.
- To review and check the correct answers and the process behind them.

Today's value is

INTERCULTURALITY

his unit integrates the value INTERCULTURALITY because of the appreciation of the Ecuadorian dishes of which we should be proud. Some of these dishes are part of the reading and regard as delicious by foreigners here and abroad. Also in this unit because the reading shows how people in other culture appreciate Ecuadorian cuisine and we learn how they describe the dishes in their language. To prepare for the reading it is important to know some words.

In Ecuadorian cuisine there are many ingredients that are very common in many popular dishes:

Meat
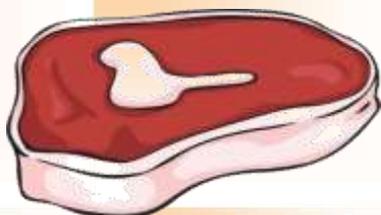
Fish
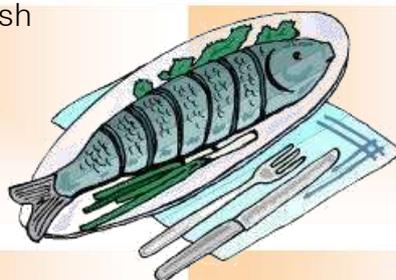
Vegetables

Rice

shutterstock · 128210993

Passion fruit

Peanut butter

Leaf

Also there is a specialized vocabulary for cooking for restaurants:

- *Manage*: organizing someone or something, especially a business
- *Steamed*: having been cooked by using steam
- *Full-service*: A meal consisting of an entry, the main course and dessert
- *Platters*: dishes
- *Business*: the activity of buying and selling goods and services
- *Owner*: the person who owns a business
- *Amount* of liquid

Also there are some words that you should know like:

- ✓ *Tighter*: more than firmly or closely
- ✓ *Grew up*: past tense of grow up (to become an adult)
- ✓ *Thick*: dense

The mascot of the unit is a GOAT!!!

Here is a goat jumping over a pillow!

© Can Stock Photo

A taste of the Ecuadorian coast

On weekends, Delicias Manabitas is a full-service Ecuadorian restaurant, serving platters of goat stew (meat or fish and vegetables cooked slowly in a small amount of liquid) or fried fish with rice, plantains and salad just like the first Delicias Manabitas, which opened in Long Island City 12 years ago.

But on weekdays, this 7-year-old business has a tighter schedule (from Monday to Sunday, from 5am to 7pm), says owner Agustin Moreira, whose wife and daughter manage the original restaurant.

During the work week, says Moreira, $9 buys you the daily special: a soup, a fresh juice, and the dish of the day.

On Fridays, for example, cow foot soup with green onion and cilantro; juice from tropical fruits like passion fruit, naranjilla, and guanabana; and rice with sango de camarón, or shrimp in a thick sauce made with plantains and peanut butter. It is best with a lime juice, says Moreira, who grew up five minutes from the ocean in Manabí.

On weekdays you can also order fish stews called encebollados; ceviches; and the tamale-like bollos, a pillow of mashed plantains and tuna steamed in a banana leaf.

Rice with sango de camaron (shrimp with plantains) at Delicias Manabitas.

Sango de Camaron

Cow foot soup at Delicias Manabitas.
Caldo de Pata

Stew

1) Infer the meaning of the word stew by choosing the correct picture according to the reading.

a)
Seco de chivo

b)

c)

d)

2) Choose the sentence which matches the meaning of the word stew as the one in the Reading

   a) The meat still needs to stew.
   b) Teaching how to stew a sango is quite easy.
   c) My mom can cook a very delicious stew.
   d) To stew a ceviche you are going to need the following ingredients.

Schedule

1)   Infer the meaning of the word schedule by choosing the correct picture
     according to the reading.

a)   b)

c)   d)

Sango de camarón

2)   Choose the sentence which matches the meaning of the word
     schedule as the one in the Reading.

        a) I schedule the sea food for tomorrow.
        b) I need to schedule the doctor's appointment.
        c) The release of the movie is schedule for the next month.
        d) My work schedule at the restaurant is from Monday to Friday,
            from 9am to 5pm.

Sauce

1) Infer the meaning of the word sauce by choosing the correct picture according to the reading.

a

Encebollado

b

c

d
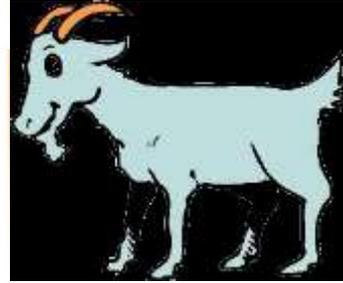
2) Choose the sentence which matches the meaning of the word sauce as the one in the Reading.

    a) The flying saucer passed by my house last night.
    b) Before cooking the meat you need to sauce it with seasoning.
    c) To make a sango you need a peanut butter sauce.
    d) My father sauced the chicken for New Year's evening.

Plantain

1) Infer the meaning of the word **plantain** by choosing the correct picture according to the reading.

a)

b)
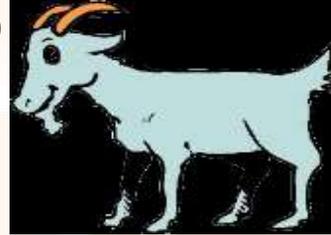
c)

d)

2) Pick the dishes which contain **plantains**.

a)

b)

Sango de camarón

c)

Caldo de pata

d)

Encebollado

e)

Bolón

f)

Bollo

Stew

The answer for the meaning of stew can be acquired from the reading where it is explained what it is: "meat or fish and vegetables cooked slowly in a small amount of liquid" from this choosing the correct picture gives away what stew is all about, a specific kind of dish. In the sentences on the other hand we can see stew used as a noun in one sentence (like in the text) and as a verb on the other three, making the answer easy to spot.

Answer: 1) a

2) c

Schedule

The answer of the meaning Schedule comes directly after the word schedule: "from Monday to Sunday, from 5am to 7pm" which is the time that the restaurant operates which gives you a hint to pick the picture with a schedule for a restaurant. In the sentences we keep the same as before, one sentence use schedule as a noun like in the reading and the others although similar, use the word as a verb.

Answer: 1) a

2) d

Sauce

The meaning for sauce is a tricky one, for this you should know what "sango" is and also infer the meaning of plantain. Then reading "thick sauce made with plantains and peanut butter" describe what a sango is and from them you can make it on your own with the pictures and as all the previous examples when it came to the sentences the difference between noun and verb is crucial to pick the right answer.

Answer: 1) b

2) c

Plantain

This word also can be decoded by just plain common knowledge of Ecuadorian dishes. It also resembles the word "plátano" in Spanish so that's a huge give away. The pictures make it easier also but the final answer could be difficult alone if you are not very familiar with Ecuadorian food. If this one was done in groups you can give more examples of dishes done with plantain to help those who don't understand.

Answer: 1) a

2) a, b, e, f

Unit four

A Spikey Discovery!

Objectives:

- To promote the value of humility on the students.
- To acquire the required knowledge about a scientific discovery in order to fulfill the activities in the reading.
- To complete the activities (inferring the selected words through context) to understand the meaning of the unknown words.
- To review and check the correct answers and the process behind them.

Today's value is

HUMILITY
謙遜
"BE LIKE THE BAMBOO
THE HIGHER YOU GROW
THE DEEPER YOU BOW"
CHINESE PROVERB
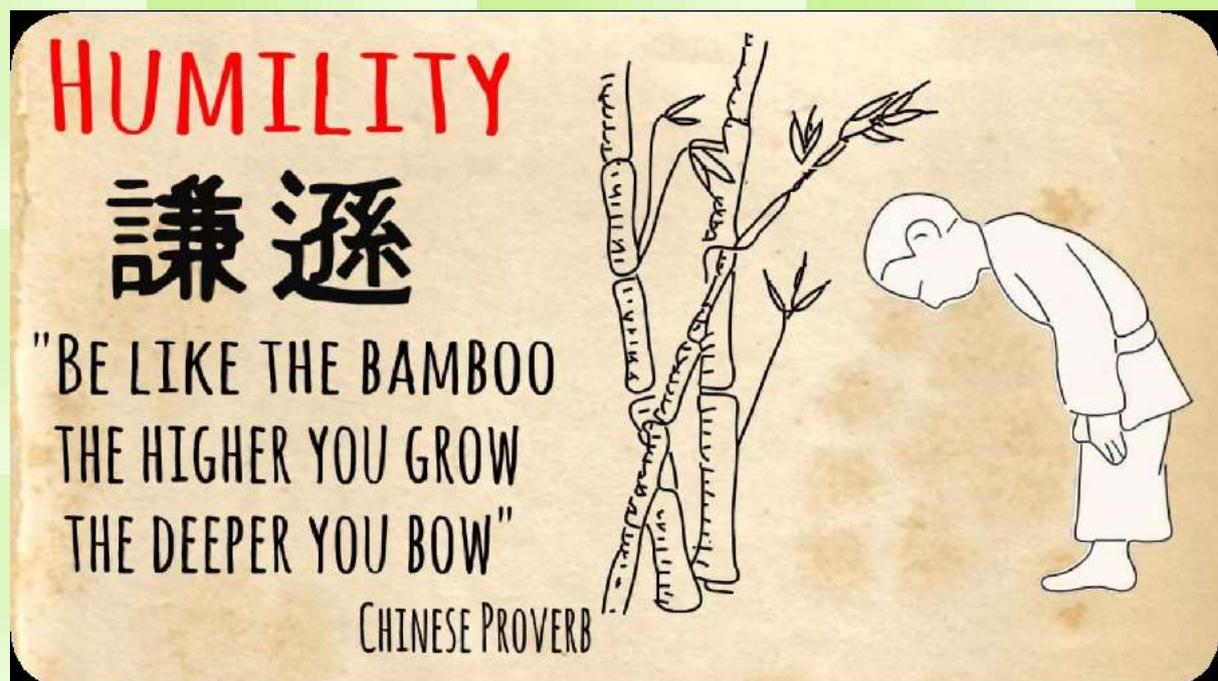
In this unit you will read about a scientific discovery made in "Los Andes". Even when the researchers found an incredible discovery they are **humble** about it. The value of the unit is HUMILITY. It does not matter how big or small the accomplish is, you have to remember to always remain humble, there is always someone better than you, and being humble helps you learn from them.

The vocabulary for this reading has the following nouns:

Shape: physical form
Frog: small amphibian animal
Band: group of musician
Discovery: the process of finding something
Journal: a magazine where scientific discoveries are published
Environment: the surroundings where an animal live
Photograph: pic or photo
Species: a set of animals or plants which have similar characteristics
Genus: scientific term to refer a group

Moss:

Cup:

Skin:

Thor Spik
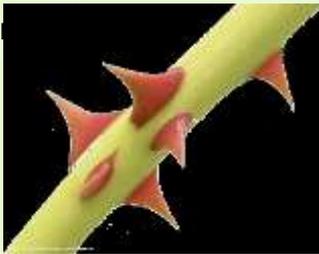
"Punk Rocker":

Verbs:

Shift: to change or transform
Discover: to find something
Publish: to make information available to people
Change: to transform
Depend: to rely on something
Pick up: to take
Cover: spread all over the surface
Took: past simple of take
Thought: past simple of think
Came back: past simple of come back
Come back: to return

Adjectives:

Wrong: opposite of right

Possible: something that can be done

Conjunction:

While: during the time

Actually: in fact or really
Completely: entirely
Back in: to return inside something
Twice: two times

The mascot of the unit is a MONKEY

Monkeys are very active and playful like these in the pictures

"Punk rocker" may sound like the name of a band, but it's actually the new nickname of a shape-shifting frog discovered in the Ecuadorian Andes. The researchers use that nickname because the frog looks like musicians in punk rock.

Some researchers at Universidad Indoamerica found the frog while they were walking through the cloud forest in 2009. Their job is to investigate nature and discover new species. Their discovery was published in a Journal.

The punk rocker frog (Pristimantis mutabilis) is able to "shape shift" because it can change its skin fast. The frog goes from having spikes like thorns all over its body to having smooth skin, depending on its environment.

When the researchers first picked up the frog, it was covered in spikes, but the next morning when they took the frog out to photograph it, its skin was completely smooth. They thought they had picked up the wrong frog because this one had a soft and regular skin.

Then they put the frog back in the cup and added some moss and the spikes came back. The frog changed its skin texture. They also mentioned that the frog uses its shape-shifting for defense. If a predator tries to attack the frog, it will change its skin to scare the predator away.

Nickname

1) Look for the correct nickname. Match the words with the pictures.

Jose Francisco Cevallos

| Punk Rocker | Pancho | El loco | Toño |

Abdala Bucaram

2) Which of the next definitions fits better for the word nickname?

  a) A formal name which annoys people.
  b) A weird name given by the state.
  c) An informal name given by your family and friends.
  d) A name given at birth by your parents.

Researchers

1) Which of the following fits the meaning of the word researcher in the reading?

a)

b)

c)

d)

2) Which of the following pictures have researchers in it?

a)

b)
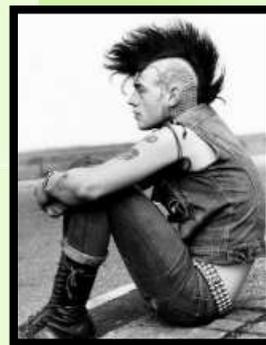
c)

d)

Smooth

1)   Which of the next surface is smooth?

a)

b)

c)

d)

2)   Which of the next definitions fits better for the word smooth?

a) Having a surface that is perfectly regular and soft.
b) Having a surface in bad condition and rough.
c) Having a surface with little spikes and thorns.
d) Having a surface with irregular or uneven quality and texture.

Defense

1)   Infer the meaning of the word defense by choosing the correct picture.

a)

b)

c)

d)

2) Which of the following is the defense used by the frog in the reading?

a)

b)

c)

d)

Nickname

To infer this word your first clue is in the name. Nick – "name". The meaning then is a name. After that if you read the next sentence, you can read that the researchers call the frog punk rocker, because of the way it looks. The exercise also gives you hints writing the nicknames of some known people and the final step comes from the meaning written on the second exercise.

Answer: 1)

| Punk Rocker | Pancho | El loco | Toño |

Abdala Bucaram

2) c

Researchers

The meaning for this word is on the following sentence "Their job is to investigate nature and discover new species" which is only one of their jobs. It is also important to notice that the reading establishes that the researchers are from the "Universidad Indoamericana" which also helps to understand where they work. The exercise tried to use a stereotype of the average researcher to ensure the meaning of the word.

Answer:
1) b
2) c

Smooth

This word is described on the sentence "soft and regular skin". Also the meaning can be infer from the opposite of a thorn-like skin, also from a skin without spikes, which it is not that easy to see but gives you some hints for the meaning.

Answer:
1) d
2) a

Defense

The first clue to infer this word is the word itself. The word seems very similar to its Spanish meaning which is "defensa". The meaning is also explained here "If a predator tries to attack the frog, it will change its skin to scare the predator away." This gives you a very close definition of what defense means.

Answer:

1) b
2) a

Unit five

¡Sí se puede! ¡Sí se puede!

Objectives:

- To promote the value perseverance on the students.
- To acquire the required knowledge about the Ecuadorian National Soccer Team in order to fulfill the activities in the reading.
- To complete the activities (inferring the selected words through context) to understand the meaning of the unknown words.
- To review and check the correct answers and the process behind them.

Today's value is

Perseverance

AIM FOR.... THE STARS

O n this unit you will read Ecuador's FIFA profile which will give you general information on how the world sees our national team. Soccer (in Spanish: Fútbol) is one of the most popular sports in the world. This is not different in Ecuador. The value of the unit is "PERSEVERANCE". An example of perseverance is the Ecuadorian National team which kept trying to qualify to the FIFA World Cup™ for many, many years and eventually managed to do it.

The vocabulary for this reading has the following nouns:

Profile: description of a team or a player.

Tournament: a competition for teams where a series of games are played until one winner is left.

Debut: the first time something or someone participate in an event.

Achievement: something very good and difficult that you have succeeded in doing or fulfilling.

Experience: knowledge or skill to do something after a long time practicing

Target: the objective of a group.

Performance: an event where a person do an activity.

Group stage: in soccer, the first part of a cup competition where the teams are grouped and then compete against each other. Winning this part of the tournament allows you to continue to the next part of the competition.

Coach: the person who trains and manages a team.

Campaign: plan activities which can be successful to reach a goal.

Star: a very famous, successful and/or important person like a sport player.

South:
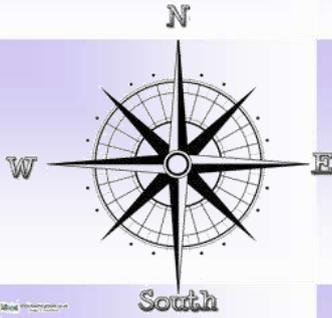
World Cup:

Round of 16:

Soccer clubs:

Verbs:

Began: past tense of begin

Take part: be part of something

Qualify: to successfully achieve the requirements to participate in a tournament.

Made: past tense of make

Been: past participle of the verb BE

Reach: the Spanish equivalent of "alcanzar"

Mix: to combine

Improve: to get better at something

Progress: to improve or develop a skill

Coach: be the coach and manage a team

Adjectives:

Unable: to not have the capacity to do something, opposite of able.

Greatest: superlative of great

Adverb:

Beyond: further away in distance

Finally: after a long time or some difficulty

The mascot of the unit is a GALÁPAGOS TORTOISE

Look at this Galápagos tortoise supporting the national team

¡Sí se puede!
¡Sí se puede!

Ecuador's FIFA Profile

FIFA World Cup™ history

Ecuador began taking part in qualifying for the FIFA World Cup™ for Chile 1962. They made their tournament debut in 2002 at Korea/Japan. Since then they have only been absent for South Africa 2010 because they failed to qualify for that tournament. Their best achievement to date was at Germany 2006, where they reached the Round of 16.

The team

In Walter Ayoví, Antonio Valencia, Felipe Caicedo, Christian Noboa and Enner Valencia Ecuador have the ideal mix of youth and experience. Qualifying for Russia 2018 is the minimum target for a group of players who wants to improve on their performance at Brazil 2014, where they were unable to progress beyond the group stage.

The coach

Gustavo Quinteros was born in Argentina but played for the Bolivian national soccer team. His greatest accomplish as a player was to reach the 1994 FIFA World Cup™ in USA. He has managed several soccer clubs and in 2012 he took charge of Club Sport Emelec. After a good campaign with Emelec he finally took charge of the "tricolor" in 2015.

The former stars

Alberto Spencer, Iván Kaviedes, Agustín Delgado, Iván Hurtado, Luis Capurro, José Cevallos, Alex Aguinaga, Ulises de la Cruz, Edison Méndez

Absent

1) In which of the following pictures is there an absent student?

a)

b)

c)

d)

2) Which of the next sentences does NOT have the correct meaning of **absent**?

    a) A student was absent in class and missed the test today.
    b) The absent teacher goes to work every day.
    c) To be or not to be, that is the absent.
    d) Ecuador played with absent players since some of them were injured.

Youth

1) Which of the following pictures resembles the meaning of the word **youth**?

a)

b)

c)

d)

2)   Which side of the picture resembles physical youth?

This side   This side
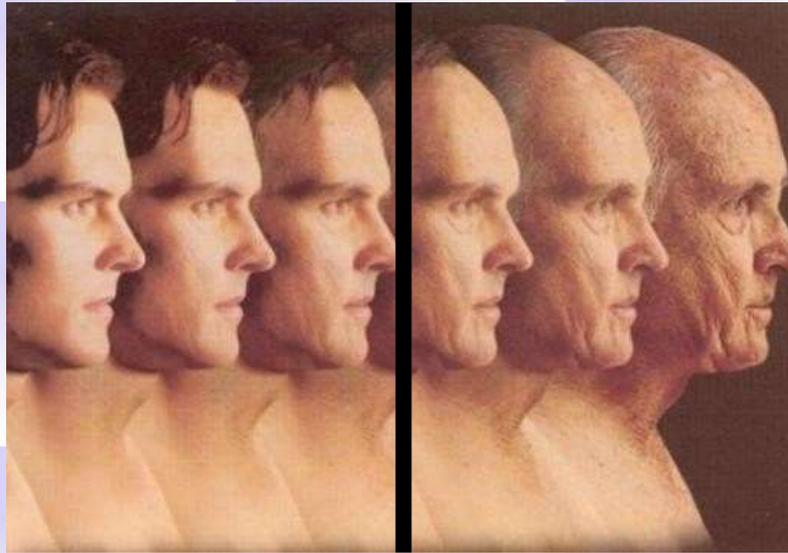
Take charge (took charge)

1)   Choose the definition of take charge according to the reading

     a) To take control of something and manage it
     b) To pick something and give it energy
     c) To raise money for a cause
     d) To impose your will on your friends

2)   According to the reading, a soccer coach can take charge of⋯

     a) A power chord
     b) A family
     c) A soccer team
     d) A friend

Former

1) Which of the following are **former** presidents of Ecuador?

a)

b)

c)

d)

2) Which of the following are **former** soccer players?

a)

b)

c)

d)

Absent

This word can be inferred from the knowledge that the Ecuadorian National team was in every world cup since Korea/Japan until now, except for the South Africa 2010. This gives away the meaning easy. Even if you are not fan of sports, you can always ask a friend or your teacher. If you did not have that information, you could still infer the word from the sentence "they failed to qualify for that tournament" since it explains why they were absent from the competition.

Answer: 1) d

2) a, d

Youth

For this word you have to know the professional players in the Ecuadorian National team. The players that the profile named who represent the "experience" in the team are the older player, like the iconic Antonio Valencia and Walter Ayoví. To have a balance on the team, you have to have young players to have a mix of everything. Another clue for the meaning of youth is the similarity with the word young.

Answer: 1) c

2)

This side

Take charge (took charge)

For this word you also need some knowledge of the coaches of the top teams in Ecuador and the National team. Gustavo Quinteros manage Emelec and eventually the Ecuadorian National team and the moment he decided to do it, you can say: "He took charge". Don't worry if you struggle on this exercise, since it required specific information and some thinking.

Answer: 1) a   2) c

Former

This one is a little easier than the rest; the former starts are the ex-soccer players. The list of players has many recognizable names. Therefore the phrase "former starts" is very similar to ex-stars. Some extra information regarding the word former: look the meaning of "former" and "latter" in the dictionary and find examples which use both.

Answer: 1) a

2) b

Go east young Valencia!

Objectives:

- To promote the value Leadership on the students
- To acquire the required knowledge about an iconic figure in Ecuadorian sports in order to fulfill the activities in the reading
- To complete the activities (inferring the selected words through context) to understand the meaning of the unknown words
- To review and check the correct answers and the process behind them

Today's value is

n this last unit, we have the value "LEADERSHIP". This value is really important for you because a leader can help a group to overcome adversity and set an example for others to keep pushing until reaching a goal. If you have the opportunity, be a good leader to your classmates and/or people that surrounds you. The next reading has a good example of leadership, a brief biography about an iconic figure in Ecuadorian soccer, Antonio Valencia.

The vocabulary for this reading has the following nouns:

Performer: a person who entertain with his/her talent

Weapon: any person or object use to attack

Summer: the season between spring and fall

Last season: previous season

Deal: an agreement

Manager: the person who is responsible for managing an organization

Interest: the feeling of having your attention towards something

Nomination: to be eligible for an award

Award: prize for an achievement

Appearances: in soccer, how many times the player played for a team

Chance: an opportunity

Opportunity: an occasion that makes possible to accomplish something desire.

Assists: in soccer the action to give a pass which ends in a goal

Key role: a vital and important role

Reward: something given in exchange for an achievement

Top player: one of the best players in the world

Vital wins: necessary wins in order to achieve something

Squad: team

The Reds':

Old Trafford:

Wigan Athletic:

Real Madrid:

Champions League:

Adjectives:

Effective: successful to fulfil the results it desires

Solid: certain or safe

Impressive: something that is admired or respected

Score: to make goal

Prove oneself: to show that you are good at something

Establish: to start a relationship with one organization

Pique: to excite or cause interest

Earn: to win money for work or to deserve an award by achievements

Catching the eye: to attract attention

Offer: to ask someone if they would like something

Gave: past tense of give

Couldn't resist: not being able to say no to it

Regain: to take possession of something again

Tasting defeat: to face a lost, to taste a defeat means to experience a lost in a game

Eye-catching: attracting attention to it

Left: past tense of leave

Secure: to make something sure

Adverb:

Several: a considerable amount of something

Positively: in a positive way

The mascot of this last unit is a CHAMELEON.

Because chameleons are cool.

Antonio Valencia has proven himself as a solid performer for Manchester United

The Ecuadorian established himself as one of United's best weapons since his arrival in the summer of 2009 but was again effective last season (2015 – 2016).

The Reds' no. 25 had initially arrived at Old Trafford following a three-year deal with Wigan Athletic, where he had piqued Wigan's manager interest with a series of impressive performances in Ecuador's campaign at the 2006 World Cup. His performances also earned him a nomination for FIFA's Best Young Player award.

In his three seasons at Wigan, Valencia made 83 appearances, scoring seven times and catching the eye of several bigger clubs. Antonio turned down the chance to join Real Madrid. He said NO to the offer that the Madrid gave him but couldn't resist the opportunity to move to Old Trafford in the summer of 2009.

He played a key role as the Reds regained the Premier League title – making him a league champion for the first time – and he ended a campaign with mixed emotions, starting his first Champions League final but tasting defeat against Barcelona.

Valencia's third season at Old Trafford was his most eye-catching, as his assists took United close the 20th league title, and his personal excellence was rewarded with the goal of the season award. Michael Owen's departure in the summer of 2012 gave Antonio the chance to wear the Reds' famous no.7 shirt. Owen left the team and Valencia became their new no.7. Like every top player, Valencia played a key role in vital wins at Stoke City and West Ham to help secure the title in April.

Valencia's season finished positively on a personal note as he not only received a call for Ecuador's World Cup squad but also a new contract that will keep him at the club until at least next summer.
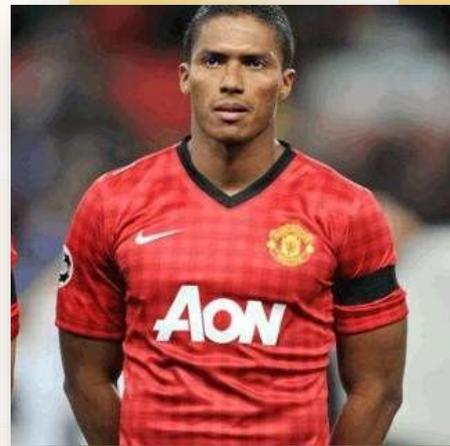
Arrive (arrival – arrived)

1) Which of the following pictures resembles the word arrival?

a)

b)

c)

d)

2) Which of the next sentences has the correct meaning of the word arrived?

a) The team arrived to the airport on time.
b) I arrived the book on the shelf.
c) Ecuador arrived the World cup next year.
d) The house arrived in the basement.

Turn down

1) From the following sentences **underline** the word that is similar to the meaning of turn down?

a) The singer refused the contract with the label.
b) The player did not accept the contract with the club.
c) The artist signed the deal with the gallery.
d) The chef took the samples out of the show.

2)   What does the sentence "Antonio turned down the chance to join Real Madrid" mean?

        a) The Real Madrid offered Valencia a contract and he accepted it.
        b) The Real Madrid offered Valencia a contract and he forfeited it.
        c) The Real Madrid wanted Valencia to go to Barcelona and he declined the offer.
        d) The Real Madrid stopped Valencia for going down in the league.

Mixed emotions

1)   Which of the following can be considered mix emotions?

        a) Salt and Sugar
        b) Sadness and Joy
        c) Love and Hate
        d) Soccer and Courage

2)   Which sentences are good examples of mix emotions?

        a) I was happy that you win but sad that I lost.
        b) The actress was nervous for the audition but felt exited for the opportunity.
        c) The kids were happy in the recess and played soccer.
        d) The jungle is a mix of animal and plants.

Departure

1) Which of the following pictures resembles the word departure?

a)

b)

c)

d)

2) Which of the next sentences has the correct meaning of the word departure?

a) The departure in an airport is where the planes leave.
b) Departures are places in the back of a car.
c) Ecuador catches departures in a soccer club.
d) The bus departures from the station at 7 a.m.

Arrive (arrival – arrived)

To infer this first word, you have to take in consideration the date Antonio Valencia went to become part of an English club was 2009 so he arrived there in 2009, meaning he travel there and reach the destination in 2009. The two words arrival and arrived come from the same word family, one a now and one the past tense of a verb. The information about how Valencia got to Europe to play in 2005 and then going to the Wigan in 2006 gives the idea of the meaning of arrive. Also is good to know that the arrival part of the airport is where the planes land, later we will check the departure part of the airport which is the opposite.

Answer: 1) a

2) a

Turn down

The meaning of this verb can be inferred from the information in the sentences "He said NO to the offer that the Madrid gave him" which clearly states what the verb means. Also in the next sentence "but couldn't resist the opportunity to move to Old Trafford in the summer of 2009" the conjunction "but" gives a sentences with the opposite meaning.

Answer: 1) a) refused, b) did not accept

2) b

Mixed emotions

This expression can be inferred on the sentence "starting his first Champions League final but tasting defeat against Barcelona" where you can clearly see the positive emotion from playing in a Champions League Final and the negative emotion of losing said final.

Answer: 1) b, c

             2) a, b

Departure

This word can be inferred on the sentence "Owen left the team and Valencia became their new no.7" where the author of the reading reiterates the previous sentence "Michael Owen's departure in the summer of 2012 gave Antonio the chance to wear the Reds' famous no.7 shirt". Interesting fact departure is the opposite of arrival, one example of both words can be check on airports being arrivals the place where people reach their destination and departures the place where people leave on planes.

Answer: 1) b

             2) a

FINAL DIAGNOSTIC!

Welcome to the end of this system of activities. We hope this helped you improve your English. Now it is time for a final test, another Cambridge test.

This was taken from

http://www.cambridgeenglish.org/exams/preliminary-for-schools/preparation/

This is a sample of the Cambridge English: Preliminary (PET), a test to see if you have the B1 level of English proficiency.

Again, it is Cambridge rules so Cambridge, so we will see you at the end of the test. By the way, this does not have an answer sheet so you have to answer in the same page.

Reading • Part 1

Questions 1 – 5

Look at the text in each question.
What does it say?
Mark the correct letter **A**, **B** or **C** on your answer sheet.

Example:

0

Vicki! Mum says we can have a sleepover at my house tonight. Come straight from school. I'm cooking dinner for us - how cool is that! See you,
Petra

Why has Petra sent this text?

A She's inviting Vicki to stay with her.

B She wants to meet Vicki at school.

C She's hoping Vicki will cook dinner.

Answer:

0	A	B	C
	■	□	□

1

FOR SALE!

FOOTBALL BOOTS

Size 42
NEVER WORN!
25 euros or nearest offer

See Jack - Classroom 15B

A Jack's football boots are probably not in a good condition.

B Jack may be prepared to accept less than 25 euros for his boots.

C Jack is keen to obtain some new football boots in size 42.

2

ART ROOM

No classes here for students until further notice –
workmen are painting the room

A See the noticeboard nearby for details about the art classes.

B Students should only go into this room if they wish to do some painting.

C Classes will not be held in here until the painting is finished.

3

Hi Jane,

About the school party – can we invite friends who aren't pupils there? Maybe there'll be too many people - but my friend Toni would love to come!

Sarah

Sarah is asking whether Jane

A is bringing any friends to the party with her.

B knows how big the party is going to be.

C thinks anyone from outside school can attend the party.

4

NOTE TO SWIMMING TEACHERS

Swimmers in your classes will be asked to leave this public pool if they run along the side or jump in.

A Swimmers may only practise jumping into the pool if they are with a teacher.

B Swimmers who break the rules may not continue the class with their teacher.

C Swimmers and their teachers must only use this side of the pool for classes.

5

SPECIAL OFFER

TWO MEALS FOR THE PRICE OF ONE - BURGER, FRIES AND DRINK!

A It's as cheap for two people to eat here as one.

B Two people can choose whatever they want to eat and still pay less.

C Special meals are twice the normal size.

Reading • Part 2

Questions 6 – 10

The teenagers below all want to visit a sea life centre.
On the opposite page there are descriptions of eight sea life centres.
Decide which sea life centre would be the most suitable for the following people.
For questions **6 – 10**, mark the correct letter **(A – H)** on your answer sheet.

6 Maria is studying sea creatures that are disappearing due to environmental changes, and wants to attend a talk about them. She's also interested in learning about what's living on the beaches nearby.

7 Cameron's art project is on colourful fish so he wants to draw some, and take home some photos of unusual sea creatures. He and his family also want to swim at the centre afterwards.

8 Josh is interested in tiny sea animals, and wants to actually handle them and learn what conditions they need to live in. He'd also enjoy seeing a feeding session for the larger creatures.

9 Harry is interested in creatures living in cold climates, and how they find food. He'd like to create something for his art homework too, and learn about photographing underwater wildlife.

10 Samantha would love to swim with fish at the centre. She'd also like to learn about a range of sea environments, and about unusual creatures living at the bottom of our oceans.

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Centres

A Goldenwave

Come and see the variety of warm sea environments at this centre – and creatures so small you might not have noticed them living on the beach, or the most beautiful fish living in our oceans. Bring your camera and learn to take the best photos ever!

B Rockwater

We have sea creatures from both warm and cooler waters in our huge glass tanks. You can even go into the water in one, accompanied by staff – ask at the desk! We've also got fish that are rarely seen, as they're normally found in the very deepest water on our planet. No photography is allowed.

C Splashdown

Perfect for family fun – our tropical swimming pool that's only divided from the penguins next door by a wall of glass! See them swimming in their pool while you're in yours! And don't miss their mealtimes - watch as they dive for their food.

D Waterlife

We've got some of the rarest fish in the world, and the most beautiful. See the clown fish with its bright yellow and white stripes! Cameras aren't allowed, but amazing professional pictures are available in our shop. Then once you've seen everything, relax in our fantastic warm pool – strictly for humans!

E Brightworld

Many creatures here are normally found in environments with low temperatures, such as our big group of penguins. Come and see our amazing displays of photos showing these birds diving for their supper! There are also short talks on using your camera for great shots of fish, and painting sessions, too.

F Marine Life

Keen to protect our oceans? Come and see the work we're doing – there are presentations about it every hour. For example, we try to help shark numbers worldwide remain at healthy levels. And visit our amazing rock pool displays full of tiny creatures, typical of ones that make their homes near the sea just metres away!

G Oceanwatch

The focus is on science here – there are films throughout the day about oceans around the world and the environmental problems facing marine wildlife. There's plenty to learn, and lots of souvenirs to buy! Free brochures full of information.

H Waterlife

See some of the smallest sea life such as shrimps and starfish at our rock pool display - and even pick them up! Find out how clean sea water is essential to these creatures, and the effects of pollution. And don't miss watching the penguins and seals have their lunch – that's really popular!

Reading • Part 3

Questions 11 – 20

Look at the sentences below about a rock climbing trip.
Read the text on the opposite page to decide if each sentence is correct or incorrect.
If it is correct, mark **A** on your answer sheet.
If it is not correct, mark **B** on your answer sheet.

11   Samantha and her father travelled a great distance to the place where they went climbing.

12   The place where Samantha and her dad got off the boat was very cheerful-looking.

13   They were disappointed by the accommodation and the transport provided.

14   There were still a number of climbing routes on the island waiting to be explored.

15   Samantha found her climb easy because the route she took had been prepared for climbers.

16   Samantha thinks the island is generally a safer climbing location than most others.

17   Samantha liked the fact that she could chat with people her age after a day's climbing.

18   Samantha had difficulty with the technique of using the rope to make herself safe.

19   Samantha found climbing up the cliff harder than her friend from home did.

20   Samantha and her dad said they would return one day to the beach they found.

CAMBRIDGE ENGLISH
Language Assessment
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CLIMBING TRIP

by Samantha Davis

My dad and I have both done a bit of climbing at our local sports centre. So we decided to go on a trip together, climbing the high rocks along the coastline of a small island. Although it wasn't far from where we live, the journey across the sea took quite a long time – but it was worth it!

As we approached the island, Dad pointed out the rocks covered in colourful plants, wild goats and bees, which were once the only signs of life on this now popular place for visitors. The island has become well-known as a climbing venue and the ferry we took across to the island was full of climbers carrying boots and backpacks.

We arrived at the island's harbour, full of brightly-coloured houses lit by the early-morning sun. We were met by a driver in an ancient old car, arranged by the travel company we'd booked with. The driver took us to the tiny apartment, which, like the car, had seen better days, but it was comfortable and we weren't going to spend much time there anyway.

There are lots of possible climbs up the island's rocks, and not all of them have been discovered by climbers, but many have places clearly marked out so climbers can easily see where to put their hands and feet. All we needed were shoes, ropes and the equipment for attaching the rope to the rocks, although despite the markings on the rocks, I still had problems! Anyway, climbing is obviously not without risk, and things can still go wrong, but you're far less likely to get into difficulties on the island.

There was a wide range of climbers, both in ability and age, so there was no need for my previous worries about being the only teenager. Away from the rocks and back in the town, there was a very sociable atmosphere in the cafes, where we compared notes on what we'd achieved that day.

One day, our climbing destination was a rough cliff, with very little to put my hands and feet on. It was amazing how quickly I learnt to attach my rope onto the rock to avoid falling as I climbed! Then I realised the boy climbing next to me was someone I knew. We waved, smiled and moved on, although he seemed to find the rock far less of a challenge!

Once Dad and I were down at ground level again, we stopped at a beach, which was deserted. We walked along with our feet in the water and promised ourselves that it wouldn't be the last time that we sat on that stretch of beach.

Questions 21 – 25

Read the text and questions below.
For each question, mark the correct letter **A**, **B**, **C** or **D** on your answer sheet.

Water-skiing barefoot

by Dan Thomas

Have you ever been barefoot water-skiing? It's just like normal water-skiing, being pulled along behind a boat at 40 mph – but without any skis! It sounds scary but it's amazing! My cousin used to take me water-skiing, and that's where I first learnt to stand up and balance. But I moved on to barefooting when I did it for a laugh with some mates. And I loved it!

Barefoot water-skiing is one of the most popular watersports there is – to watch, anyway! When someone jumps really high and then lands, it's awesome. And you don't need expensive stuff like boards, although a wetsuit's a good idea. But catching your toes on things in the lake can hurt. I guess you can't help getting water up your nose when you start learning, too, as you have to lie almost flat in the water before you pull yourself up – but it's OK.

Now I'm experienced, I've learnt not to attempt new moves in rough water as it never goes well. Instead, I make sure I limit myself to skiing directly behind the boat, where the water's calmer. I ask the boat drivers to warn me about big waves coming, although they can't always see them.

Finding time to practise regularly is hard as I'm still at school – but then it's not as if I'm into winning prizes and stuff. But if I want to learn a new move, I need to repeat it over and over, and that's not easy in winter when it's cold. Lots of skiers say they'll continue during cold weather, but not many do. So I'm often the only one out on the lake!

21   What is Dan trying to do in this text about barefoot water-skiing?

    A   explain why he's determined to become a champion

    B   convince people that his sport is both safe and easy

    C   suggest the best ways to begin learning his sport

    D   describe what he does to get better at his sport

22   Dan started barefoot water-skiing when

    A   he tried it out just for fun.

    B   he realised how easy it was to do.

    C   he was taught how to do it by his cousin.

    D   he was persuaded by friends to have a go.

23 What does Dan think are the disadvantages of barefoot water-skiing ?

A Although not much equipment is needed, it isn't cheap.

B If your feet hit something in the water, it's painful.

C If you start in the wrong position, you breathe in water.

D Although you jump higher without skis, it's harder to land.

24 How does Dan feel about skiing in rough water?

A confident that his boat drivers will keep him safe

B annoyed about having to ski inside a limited area

C unwilling to try anything he hasn't practised before

D certain of his ability to handle difficult conditions

25 What might Dan write to a friend about his barefoot water-skiing?

A
I'm one of the few people who avoids going once the weather gets a bit colder!

B
The boat travels along in the water at quite a speed, but it's not as frightening as you'd think!

C
It's a fantastic water sport to watch – it's just a shame more people don't enjoy going to see it.

D
If I can fit enough practice of the sport in with my studies, I'm hoping to win a prize.

Reading • Part 5

Questions 26 – 35

Read the text below and choose the correct word for each space.
For each question, mark the correct letter **A**, **B**, **C** or **D** on your answer sheet.

Example:

0   **A** get   **B** help   **C** have   **D** give

Answer: **0** | **A B C D**

WATER

You're thirsty and you **(0)** .... yourself a glass of water. Do you ever **(26)** .... how old that water really is?   The glass of water that you're **(27)** .... to drink may have fallen from the sky as rain only last week. However, water itself has been around pretty much as **(28)** .... as the earth has! In fact, **(29)** .... oceans, seas and rivers cover 70% of the earth, there is a **(30)** .... supply of water, which keeps on moving round the earth. This is **(31)** .... of what's known as the water cycle. The sun heats up water and it turns into clouds, which are **(32)** .... from water vapour. When the clouds become **(33)** .... , the water falls back onto the earth as rain.

Of course, clean water is absolutely essential for good health. The amount of safe drinking water has gone up around the world, but **(34)** .... one billion people still lack easy **(35)** .... to clean water.

26	**A**	decide	**B**	enquire	**C**	wonder	**D**	suggest
27	**A**	around	**B**	ahead	**C**	along	**D**	about
28	**A**	soon	**B**	far	**C**	early	**D**	long
29	**A**	unless	**B**	although	**C**	until	**D**	despite
30	**A**	limited	**B**	narrow	**C**	slim	**D**	lacking
31	**A**	except	**B**	due	**C**	because	**D**	instead
32	**A**	risen	**B**	formed	**C**	raised	**D**	found
33	**A**	strong	**B**	heavy	**C**	complete	**D**	broad
34	**A**	mostly	**B**	particularly	**C**	approximately	**D**	totally
35	**A**	access	**B**	admission	**C**	entry	**D**	contact

CAMBRIDGE ENGLISH
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READING Answer Keys

PART 1

1	B
2	C
3	C
4	B
5	A

PART 2

6	F
7	D
8	H
9	E
10	B

PART 3

11	B
12	A
13	B
14	A
15	B
16	A
17	A
18	B
19	A
20	A

PART 4

21	D
22	A
23	B
24	C
25	B

PART 5

26	C
27	D
28	D
29	B
30	A
31	C
32	B
33	B
34	C
35	A

Once again, how did you do? Did you get all the answers right? Don't worry if you didn't, everybody makes mistakes!

Check your score here to see how far you got after working this system of activities:

25 – 35: Excellent you are more than ready keep moving forward and start reading some B2 texts.

18 – 25: It's a nice score, you have done well, and we advise you to keep practicing with other readings before you decide to try B2 text.

8 – 17: You have some results from the use of this activity guide but they are too low. We advise to try to redo all the activities after a while to keep practicing.

1 – 7: You probably don't have the B1 proficiency level in reading yet. Re-do the first test to assess your proficiency level.

FINAL THOUGHTS!

Congratulations you have completed the reading activity system "To Inference and Beyond! We hope you had a good time doing the exercises and improving your English proficiency level.

As a closing note we would like to suggest to you a couple of things:

One: keep practicing the inference. It is an amazing tool not only for reading but for everything. You may use it already without noticing. The more you use it, the better you will be at doing it.

Second: pick a reading habit! Reading is an amazing tool to learn a foreign language and it can be really entertaining if you pick a book that you find interesting. Keep on reading mater!!!!!!

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