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THEME: DIFFICULTIES IN READING OF FIRST YEAR STUDENTS
AFTERNOON SHIFT AT DR. LORENZO GUERRERO HIGH SCHOOL IN
GRANADA CITY.

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PROBLEM: DIFFICULTIES THAT STUDENTS HAVE IN READING AND UNDERSTANDING IN THE SECOND LANGUAGE.

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DEDICATORY

I am very happy to offer this work to God and principally to my Mother Maria Acevedo.

Also dedicate this work to teacher Crisanto St. Clair for helping me and give me advises to complete and finish this work.

To carry out this research was a great experience because I had the opportunity to talk and share with other students my work. And I hope that my research will be of benefit to other students in the future.

I also thank all the students and English teachers of Dr. Lorenzo Guerrero High School in Granada who gave me the information necessary for my work.

ACKNOWLEDGEMENT

ABSTRACT

This study investigates the difficulties that students from first year afternoon shift at Dr. Lorenzo Guerrero High-school have in reading English. It also investigates the techniques and abilities the teachers have developed to help the students to improve their reading and get them ready for higher studies.

In this study the participants are young students in age from 10 to 16 years. It is based on the learning and increasing of the students' abilities to read paragraphs and readings. They will be able to answer questions, select the correct answers, etc.

Reading will be developed in class sessions (3 days per week) during two months (from September to October). Class sessions will be very motivated by the teacher to make students participate during these sessions and get them to assimilate and learn.

INTRODUCTION

This research paper is based on the difficulties that first year English students from the afternoon shift have in acquiring the basic techniques of reading a second language.

Some factors that interfere in the developing of these techniques are the lack of motivation from English teacher to students, time dedicated to study, among others.

Next, I will analyze each of the techniques that the teacher used to develop the teaching learning process of reading in order to focus the main difficulties that students have.

In other hand, you may be able to observe some questionnaires that I made in order to know what the teacher and students' are in this matter.

Finally, you will find conclusion, recommendations and solutions to overcome these difficulties that interfere in teaching learning process.

JUSTIFICATION

The goal of this work is to find out the main reasons why first year afternoon shift students have difficulties in the acquisition of reading in the second language.

After finding the difficulties I am also interested in teaching the students of first year some techniques to help them to read and ease the reading assignments while studying English.

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I. **OBJECTIVES**

GENERAL OBJECTIVE

To find out the difficulties that students from first year afternoon shift at Dr. Lorenzo Guerrero high school – Granada have in learning to read and understand a reading passage in the target language.

SPECIFIC OBJECTIVES

1- To discover the level of English that the students have acquired previously and the poor interest for the language.

2- To analyze the different activities students have had in the teaching-learning process for improving their reading skill.

3- To learn about the reading techniques that the students have studied and practiced to develop their reading skill.

4- To verify if the condition of the classroom is appropriate, if the students participation is spontaneous and if the time for each period of class is adequate.

II. THEORICAL FRAMEWORK

2.1 HISTORICAL BACKGROUND

The school I did my research was founded forty one years ago, 1966. It was named Dr. Lorenzo Guerrero Gutierrez. The school then was functioning just with primary grades. In the 80´s it changed the name from Dr. Lorenzo Guerrero Gutierrez to Augusto Cesar Salinas. Twenty years later, year 2000, the first and second year of secondary were integrated and the name was changed back to Dr. Lorenzo Guerrero, and until the year 2004 that the school is working with both, primary and secondary.

The English class has been taught in primary school since the year 2002 and in high school since the year 2000. Unfortunately most of the students in primary in primary have not learned the sufficient to be in high school are not interested in this class because they think it is not necessary for their lives. So they need to be motivated to learn this subject.

The teaching of reading in a foreign language has been much discussed. It is possible to present in this research some comprehensive view of the problems involved or of some methods which have been developed for dealing with them. My research has already investigated about the topic because I am interested in finding what the difficulties that they have had and the possible solutions to make students develop reading.

The school I develop my research I could observe some difficulties in the students at the moment of reading the English assignment. The reason of these facts are; first, the little feculence of class established by education ministry (MINED) which says that the English class must be taught three times a week.

Unfortunately, the class sessions established by MINED are 45 minutes each one, but in the school I developed my research were reduced to 40 minutes per sessions due to in this school were included special classes, for example, computing class and guidance class.

Then during the first two months in the classroom I emphasized that they did not learn sufficient to be in first year, they hardly could read short sentences and they hesitated at the time of reading.

Of course there were more facts I detected in most of them, students of first year, and these make them unable to read. I can mention some examples:

- They were not motivated to have a successful class.

- They were not trained to read paragraphs, sentences and some reading.

- In the English sessions students were not clearly explained to understand the subjects.

The learners last year did not learn so much due to the lack of motivations and the negative interest of the teacher to teach. So passing the time students were discouraged and they saw the English class as a game.

Therefore, in class when a student wanted to practice he or she felt insure to be in front of his-her classmates because of the fact mentioned before; so the student did not practice English due to they thought they could be booed by the others, therefore students failed in the reading development.

Students in this level have a lot of mistakes when reading because they omit the punctuation, they do not read the words correctly, and they do not respect the intonation of the questions and sentences with exclamation marks.

So I did a short interviewed to know more than about the students' background in English class. I could find that six students (30%) between the age of 10-16 have been learning English since 5th grade. Five students (25%) between the age of 10 to 16 or more studied English since the 6th grade. But nine students (45%) between the age of 10-16,or more, answered that they have been taught English since 4th grade (see charts on annexes).I could know, too, that seventeen students, both genders (85%) between the age of 10-16,or more, have studied English at home, academy and private classes. But just three

students, both genders (15%) in the age of 10-16 or more, have studied English just at school.

I also knew, according to the interview, that four students (20%) between the age of 10-16 or more, wanted to improve their English using materials adapted to level, age, need. Three students (15%) between the age of 10-12years old said that is better to use telling stories to practice reading. Eight students (40%) between the age of 13-15 years old expressed that they would like to improve reading using reading passages about the school. But two students (10%) between the age of 13-15 years would like to improve their reading using materials about the environment. And three students (15%) in the age of 13-15 would like to better their reading abilities using passages about the town/city.

So, I need to take into account that teaching reading is a skill that students have a lot of problems with and I need to be conscious that we have to motivate and work to help them to read, to pronounce, to make them capable to red and facilitate the learning process and get them to practice at school and at home.

2.2 THEORIES

A. Skimming

B. Skinning

C. Analyzing

D. Using Bilingual Dictionary

E. Reading Between Line

F. Using Semicircle

G. Using Lines

H. Reading without Understanding

I. Motivation

    a) Definition

    b) Extrinsic Motivation

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J. Individual Motivation

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L. Reading speed

M. Testing sentence

N. Matching techniques

O. Giving praise

P. Describing Teachers

Q. Principle for teaching Reading.

At the beginning of my research I found a lot of difficulties in the development of reading to better their English as a foreign language.

After all I will start by mentioned *Theodore H, who expressed that listening and speaking are the primary activities to learn a foreign language. Closer comes reading and then writing which is the major part of communications in printed pages.

So my research is focus on class activities that student will have to pick up sufficient practice to read English activities.

All the activities that will be developed for the students in the classroom are base on real life and real situation.

In these activities they will be able to:

1- Read passages, read sentences in front of the classroom.

2- Read a paragraph in which the students have to involve the place where they live.

3- Read and answer questions, choose the exact answer to complete some statements.

And, this work is to teach students to read a foreign language and help them to solve while studying in high school. Problems such as: stomaring, feel nervous when reading in front of the teacher and the students, read aloud, respect the punctuation and avoid speaking in Spanish in the English reading.

*Theodore H. (1895-1983) N.Y – Teacher of Foreign Languages

It is necessary and important to know that if the students have a good reading in the first language (in our case Spanish) it will be easier for them to read in the second language.

And in this skill (reading) students will be taught to read and comprehend readings (reading comprehension). But maybe many questions will enter into the mind of the students, such as;

A-what is reading comprehension?

B-what do we read?

C-why do we read?

D-how do we read?

And, they are right. They have to know the right answers. The teacher can explain:

1. What is reading comprehension?

Understanding a written text means extracting the required information from it as efficiently as possible. For example, the teacher apply different reading strategies when looking at a notice board to see if there is an advertisement for a particular type of flat and when careful reading an article of special interest in a scientific journal.

Yet locating the relevant advertisement on the board and understanding the new information contained in the article demonstrates that the reading purpose in each case has been successfully fulfilled. In the first case, a competent reader will quickly reject the irrelevant information and find what he is looking for. In the second case, it is not enough to understand the gist of the text; more detailed comprehension is necessary.

In few words reading comprehension is the fact of getting the information required when reading a text, short or long.

2. What do we read?

In most of the cases students read what they need, what is necessary or what is obliged to read.

Here are the main text-types one usually come across:

*Hand-books, textbooks.

*Recipes, advertisements, travel brochures, school brochures, catalogs.

*Rules for games.

*Instructions (e.g., warnings), directions (e.g., How to use…), menus, price list, tickets, etc.

*Maps, timetables, dictionaries, phrasebooks.

3. Why do we read?

There are two main reasons for reading:

*Reading for pleasure.

*Reading for information (in order to find out something or in order to do something with information you get).

4. How do we read?

In this question come across the techniques such as skimming, scanning, reading between lines, among others which are explained below to help students develop reading very well.

These techniques are:

A- Skimming.

It is a good way to get a general idea of light reading, like popular magazines or the sport and entertainment section of the paper e.g., title authors, names, numbers, dates etc.

Skimming is also a great way to review materials, documents you have read before or previously.

Here is how to skim;

"Think of your eyes as magnets. Force them to move fast. Sweep them across each and every line of type. Pick up only a few key words in each time".

B- Scanning.

Scanning is reading quickly for specific information, e.g., title, names, numbers, date, etc.

To scan, follow these three steps:

1-Think of what you are looking for.
2-Move your eyes quickly until you find it.
3-Stop and record the information.

C- Analyzing the topic sentence.

An important skill for reading is finding the main idea. Often the main idea of a paragraph is stated directly. The sentence that states the main idea is called the topic sentence which is often (but not always) the first sentence of the paragraph in different ways: by giving examples or details to illustrate the main idea, expanding upon it with related ideas, or by expressing our emotional reaction to the main idea.

D- Using bilingual dictionary.

In general you should not look up words in the dictionary as you read. You should guess their meanings from the context. But sometimes there will be one or two that will seem especially important, will occur several times or simply will bother you.

Then, you will want to use the dictionary. The trouble is that one word often has several meanings and you must choose the best one which fit with the context of the reading.

So, we use the bilingual dictionary to find out the word meaning that we do not know.

The following three points will help you find the correct definition;

1- A lot of information is given in a dictionary. Pay attention to only what you need.
2- The definitions are numbered. The most common meaning usually appears first, but that is not necessarily the one you want.
3- If a word can function as more than one part speech (as a noun and a verb, for example), you most first decide how it is functioning in the sentence. Then look at the definitions listed after the abbreviation for the part of speech.

E- Reading between lines.

In many readings-comprehension tests, you are asked to read a passage and choose the best answer to one or more questions about it often these questions ask you to make an inference about the reading passage.

Remember that an inference is a true idea that is not stated directly but can be inferred (concluded or deduced) from what is stated. In English, this is often called "Reading between Lines".

F- Using semicircles.

Semicircle is a very important technique to use it in the classroom. It is very common in teachers when teaching. This technique (when it is used) gives more space in the classroom when somebody introduces, reads, etc.

G- Using lines.

This technique is common in class. Teacher use it when test the students.

H- Reading without understanding the meaning of every word.

The purpose is to learn more vocabulary and, more important, skill for guessing the meaning of new words from their context.

Here there are some steps to use this technique:

1- Look over the entire article quickly paying attention to the headings of the different sections and try to get a general idea of the content of each one.

2- Read the article or the main ideas.
Skip over words and phases you do not understand. Do not slow yourself down by looking words up in a dictionary, keep going.

3- Do the post reading exercise called recalling information if you trouble with it, read the article (or parts of it) again. You will probably understand it better for understanding than a slow one. Once you have worked the exercise, you have read well enough for your present purpose.

I- Motivation.

What is called motivation?

it is accepted for must fields of learning that motivation is essential to success: that we have to want to do something to succeed at it. Without such motivation we will almost certainly fail to make the necessary effort.

A. **DEFINING MOTIVATION**

Motivation is some kind of internal drive which pushes someone to do things in order to achieve something.

As H. Douglas Brown points out, a cognitive view o motivation includes factors such as the need for exploration, activity, stimulation, new knowledge, and ego enhancement (Brown 2000: 10-166)

Marion Williams and Richard Burden (1997) suggest that motivation is a state o cognitive arousal "which provokes a decision to act" as a result of which there is "sustained intellectual and or physical effort" so that a person can achieve some previously goal.

For me motivation is the force of will that make students complete their ´purposes in their own personal autonomy or any help of somebody else.

Motivation does not always have to be in the teachers´ hands. It also is in the learners´ hands and even parents' hands.

In discussion of motivation an accepted distinction is made between extrinsic and intrinsic motivation, that is motivation which comes from outside and from inside.

B. **Extrinsic motivation** is caused by a number of outside factors. For example; the need to pass an exam, the hope of financial reward, or the possibility of future travel.

C. **Intrinsic motivation**, by contrast, comes from within the individual. Thus a person might by motivated by enjoyment of the learning process it self or by a desire to make themselves feel better.

D. **Sources of motivation.**

The motivation that brings students to the task of learning English can be affected and influenced by the attitude of a number of people. It is worth considering what and who these are since the form part of the word around students' feeling and engagement with learning process. For example, the society we live, culture, the teacher, the method, etc.

J- Individual motivation.

It consists in motivate students one by one. It occurs when there are a few students in the classroom. Individual motivation is focus on raising the positive attitude to develop their academic performance.

K- Group motivation.

When students are motivated they are able to contribute to the classroom of any activity.

Motivation group must be guided by the teacher. Once have been motivated by the teacher they can work on group and contribute to develop of their knowledge. In dynamic groups students have the opportunity to participate without being afraid of using the afraid of using the opinion of all the group and this will contribute to develop competitiveness experienced in each student.

L- .Reading speed.

Students who read to slowly will easily get discouraged. They will also trend to stumble on unfamiliar words and fail to grasp the general meaning of the passages.

One of the most common ways of increasing reading speed is to give students passages to read and to ask them to time themselves. A conversation table, making the length of the text and the reading time into account , will tell them what their reading speed is and this will make it easier for them to try and read a little faster every time. Reading should also be followed by comprehension questions o activities since reading speed should not be developed at the expense of comprehension.

M- Testing sentence comprehension.

There is no need to test comprehension of an essay if students still have difficulty understanding a sentence. Some sentence-level comprehension items are good for beginning students. The objective of this technique is to get the

right comprehension answer of the sentence. The item which fit with this technique can be True or False statements.

Students can practice this one with a very common exercise, for example give them a reading and statements where students will select the best answer to say if the statement is true or false.

N- Matching techniques.

It is used for beginning students who can read simple passages and can also be used in advanced students, too. This techniques is considered like a copy work when is developed with questions. Students match the best answer among different kinds.

O- Giving praise.

Give praise whenever a student gives a correct answer. Say; "well done" or "excellent". Also praise students when they are prepared to read or speak up, especially beginners. Say; "good try", "thanks for your trying", "thanks for your participation". Give praise when a student tries to do more than what is expected of them. Say; "excellent effort!" Make the whole class feel good about their participation. Teacher may says; "I am impressed with your effort!" or "your English is improving a little bit every day."

P- Describing teachers.
1) What is a teacher?

Teachers use many metaphors to describe what they do. Sometimes they say they are like actors because "we are always on the stage". Others think they are like orchestral conductors because teachers direct conversations and set the pace and tone. Yet others feel like gardeners because they plant the seeds and then watch them grow. The range of images-these and others- that teachers use about themselves indicate the range of views that5b they have about their profession.

Dictionaries also give a variety of messages about teaching. According to the Cambridge International Dictionary of English, ´teaching ´means ´to give

(someone) knowledge or to instruct or train (someone)´, whereas the Longman Dictionary of Contemporary English suggests that it means to ´show somebody how to do something' or to ´change somebody´s ideas´.

It is because views are somewhat mixed as to what teachers are, and because different functions are ascribed to teaching, that we need to examine the teacher´s role not only in education generally, but in the classroom itself.

2) Teachers and learners

Many trainers are found of quoting from a work called The Prophet by Kahill Gibran. 'If the teacher is needed wise, he does not bid you enter the house of his wisdom, but rather leads you to the threshold of your own mind´ (Gibran 1991).

Such humanist sentiments expose a dilemma in the minds of many trainers and trainees. Is teaching about the transmission of knowledge from the teacher to student, or is it about creating conditions in which, somehow, students learn for themselves? To put in another way, if you were to walk into a classroom, where would you expect to see the teacher-standing at the front controlling affairs, or moving around the classroom quietly helping the students only when needed?

The physical manifestation of this trend is to be found in classroom where learners are giving tasks to work on, and where, in the process of performing these tasks(with the teacher´s help), real learning takes place. In these situations the teacher is no longer the giver of knowledge, the controller, and the authority, but rather a facilitator and a resource for the students to draw on. One writer has suggested the teachers in such learners-centered classrooms need special qualities including maturity, intuition, educational skills   (to develop students´ awareness of language and learning) and openness to student input, and a greater tolerance of uncertainty. These qualities are in marked contrast to more traditional teacher behavior (Tudor 1993). Yet they are precisely the characteristics most people would expect of any teacher, traditional or modern, who has their learners' best interest at heart.

As we shall see it is true that in some educational traditions, students, and teachers find learners' classroom quite difficult to come to terms with. It also

seems to be the case that there are many occasions when the teacher will want to be at the front of the class to motivate, instruct or explain something to the whole class. But there are also many activities where encouraging students to solve their own problems on their own or in groups, will have enormously beneficial effects both on learning, and on the dynamics and atmosphere in the classroom. It is not an either…or situation, in others words. Instead our behavior will depend on how we feel about teaching and what we are comfortable with, on the type of activity our students are involved in, and on whom the students are and how they feel about what we are asking them to do.

3) The role of a teacher.

Within the classroom our role may change from one activity to another or from one stage of an activity to another. If we are fluent at making these change our effectiveness as teachers is greatly enhanced.

We have already used the term´ facilitator´ in sections above to suggest the teacher´s role in learners - centered lessons- the way in which facilitator is traditionally used by many commentators. Roles such as prompter, resource, or tutor may well fulfill this concept. Yet in one sense any role which the teacher adopts and which is designed to help students learn-is to some extent facilitative. All roles, after all, aim to facilitate the students´ progress in some way or other, and so it is useful to adopt more precise terms than facilitator as the sections below indicate.

3).1 Controller

When teachers act as controllers they are in the charge of the class and of the activity taking place in a way what is substantially different from a situation where students are working on their own in groups. Controllers take the role, tell students things, organize drills, read aloud, and kin various other ways exemplify the qualities of a teacher-fronted the classroom.

Teachers who view their job as the transmission of knowledge from themselves to their students are usually very comfortable with the image of themselves as controllers. Most people can remember from their past who had a gift for just

such a kind of instruction and who inspired their students through their knowledge and their charisma.

However, not all the teachers possess this ability to inspire, and in less charismatic hands transmission teaching appears to have less obvious advantages. For a star it denies students access to their own experimental learning by focusing everything on the teacher, in the second place it cuts down on opportunities for students to speak because when the class is acting at all, and in the third place, over-reliance on transmission teaching can result in a lack of variety in activities and classroom atmosphere.

Of course there are times when acting as a controller makes sense such as when announcements need to be made, when order has to be restored, when explanations are given, or when the teacher is leading a question and answer session. Indeed in many educational contexts this is the most common teacher role. Many teacher fail to go beyond it since controlling is the role they are used to and are most comfortable with. Yet this is pity because by sticking to one mode of behavior we deny ourselves and the students many other possibilities and modes of learning which are good not only for learning itself, but also for our students' enjoyment of that learning.

3).2 Organizer

One of the most important roles that teachers have to perform is that of the organizing students to do various activities. this often involves giving the students information, telling them how they are going to do the activity, putting them into pairs or groups, and finally closing things down when nit is time to stop.

It is vitally important for teachers to get this role right when it is required. if the students do not understand what they are supposed to do they may well not get full advantage from an activity. i8f we do not explain clearly the ways pairs or groups should be organize, for example, chaos can ensue. if we have not spent some time engaging the students' interest and ensuring their participation, the activity may be wasted.

The first thing we need to do when organizing something is to get students involved, engaged, and ready. in most cases this means to making it clearly that something new is going to happen and that the activity will be enjoyable or interesting or good for teachers.

Once the students are ready for the activity, we will want to give any necessary instructions, saying what the students should do first, what should do next, etc. here is important to get the level of the language right and to try and present instructions in a logical order and is a confusing a way as possible. it is frequently a good idea to get students to give the instructions back, in English or in their own language.

Then it is time for us to start or initiate the activity. At this point students probably need to know how much time they have got and exactly when they should start.

Finally we stop the activity when the students have finished or/and other factors show the teacher and the students that is the time to stop.

3).3- Assessor

One of the things that students expect from their teachers is an indication of whether or not they are getting their English right. This is where we have to act as an assessor, offering feedback and correction and grading students in various ways.

Students need to know how and for what they are being assessed. We should tell them what are they looking for and what success looks like so that they can measure themselves against this.

3).4- Prompter

Sometimes, when students are involved in a role-play activity, for example, they lose the thread of what is going on, or they are lost for words (i.e. they may still have the read but be unable to proceed productively for lack of vocabulary). They may not be quite sure how to proceed. What should teachers do in these circumstances? Hold back and let them work things out for themselves or

instead, 'nudge' them forward in a discreet and supportive way. If we opt for the latter, we are adopting some kind of 'prompting' role.

3).5 Participant

The traditional picture of teachers during students discussion, role play, or group decision making activities, is of people who stand back from the activity, letting the learners get on with it an only interviewing later to offer feedback and/or correct mistakes. However, there are also times when we might want to join in an activity not as a teacher, but also as a participant in our own right.

There are good reasons why we might want to take part in a decision. For example, it means that we can enliven things from the inside instead of always having to prompt or organize from out side the group. When it goes well students enjoy having the teacher with them, and for the teacher, participating is often more instantly enjoyable than acting as a resource.

The danger of teachers as participants, of course is that we can easily dominate the proceedings. This is hardly surprising since we usually have more English at our disposal than our students do. But it is also due to the fact that even in the most egalitarian classroom, the teacher is still frequently perceived of as 'the teacher' and tends to be listened to with greater attention than his or her students. It takes great skill and sensitivity to avoid this situation.

3).6 Resource

In many activities it is inappropriate for us to take on any of the roles we have suggested so far. Suppose that the students are involved in a piece of group writing or reading or that they are involved in preparing for a presentation they are to make to the class. In such situations having the teacher take part, or try to control them, or even turn up to prompt them might be entirely unwelcome. However, the students may still have need of their teacher as a resource.

Students may ask how to say or write something or what a word or phrase means. They may want to know information in the middle of the activity about that activity or they might want information about where to look for something-a book or a web site for example. This is where we can be one of the most important resources they have.

A few things need to be said about this teacher role. No teacher knows everything about the language! Questions like *what is the difference between X and Y?* Or *why can't I say Z?* is always difficult to deal with because most of us do not carry complex information of this kind in our heads. What we should be able to offer, however, is guidance as to where students can go to look for that information. We could go further, however, and say that one of our really important jobs is to encourage students to use resource materials for theirselves, and to become more independent in their learning generally.

3).7 Observer
We will want to observe what students do (especially in oral communicative activities) so that we can give them useful group and individual feed back.

When observing students we should be careful not to be too intrusive by hanging on their every word, getting to be close to them, or by officiously writing things down all the time. Above all we should avoid drawing attention to ourselves since to do so may well distract them from the task they are involved in.

It is often useful, when taking notes on students' performance-either as a whole class, or for individual students- to have columns not only for what students get wrong but also what they do right, either in their use of actual language or in their use of conversational strategies. Observing for success often gives us a different feel for how well our students are doing.

But even when we are acting as controllers, giving feed back or organizing students, we need to be observing at the same time too, constantly alert to the affect our actions are having, trying to tease out feelings and reactions in the classroom. We need to be able to work and observing simultaneously, listening, watching, and absorbing so that we can create the best kind of report between ourselves and our students.

Teachers do not only observe students in order to feedback. Teachers also watch in order to judge the success of the different materials and activities that they take

they take into lessons so that they can, if necessary, make changes in the future. Indeed, one area of teacher development involves just such observation.

Q- Principles for teaching reading.

The principles below were giving by Ray Williams (1986) to help teacher to teach reading skills.

1- The reading material is easy.

In beginning readers select texts that are well within their reading comfort zone, more than one or two unknown words per reading. Hu and nation (2000) suggest that learners must know at least 98% of the words to understand the reading.

2- A variety of reading material on a wide range of topics must be available.

The success of reading depends on largely on enticing students to read. To awake or encourage a desire to read, the text made available should ideally be as varied as the learners who read them and the purpose for which they want to read.

Varied reading materials not only encourage reading, it also encourages a flexible approach to reading. Learners are led to read for different reasons (e.g., entertainment, information, passing the time, etc.), and consequently, in different ways (e.g., skimming, scanning, etc.)

3- Learners choose what they want to read.

The principle of freedom of choice means that learners can select texts as they do in their language, that is, they can choose texts they expect to understand, to enjoy or learn from. Correlative to this principle, learners are also free, indeed

encourage, to stop reading anything they find to be too difficult, or that turns out not to be of interest.

4- Learners read as much as possible.

The most critical element in learning to read is the amount of time spent actually reading. While must reading teachers agree with this, it may be the case that their students are not being given the opportunity or incentive to read, read, and read some more.

5- The purpose of reading is usually related to pleasure, information and general understanding.

A reader´s interaction with a text derives from the purpose for reading. In extensive reading, the learner´s goal is enjoyment of a story, or the passing of the time.

6- Reading is its own reward.

The learners´ experience of reading the text is at center of the reading experience, just as it is in reading in every day life. For this reason, extensive reading is not usually followed by comprehension question. It is an experience complete in itself.

At the same time, teachers may ask students to complete follow-up activities based on their readings. The reasons for this are various: to find out what the students understood and the experience from the reading; to monitor students´ attitudes toward reading, to keep track of what and how much students read, to make reading a shared experience, etc. such activities, while respecting the integrity of students´ reading experiences, extend them in interesting and useful ways.

7- Reading is individual and silent.

It allows students to discover that reading is a personal interaction with the text, and an experience they have responsibility for. Thus, together with freedom to

choose reading material, individual silent reading can be instrumental students discovering how foreign language fits into their lives.

8- **Teachers orient and guide their students**.

Orientation is the first step. Teachers orient students to read to get the information. Guidance goes to the reading experience. Teachers can keep track of what and how much each students read, and their students' reactions to what was read. Based on this information, teaches can encourage to read as widely as possible, and as their language ability.

9- **Teacher is a role of model of reading.**

Teachers must be the model of reading to motivate students to become in readers. They have to have the attitudes and behaviors that a reader have. Teachers must read what students read and share information to be in communication with students.

III. METHODOLOGICAL DESIGN

3.1 HYPOTHESIS

The majority of students of English in first year high school at Dr. Lorenzo Guerrero will be taught to read to ease the acquisition of the language in this class when studying in higher studies.

3.2 POPULATION AND SAMPLE

A- POPULATION

A population is 20 Students of first year afternoon shift students at Dr. Lorenzo Guerrero high school.

B- SAMPLE

My sample was 100% teachers and 30% students' afternoon shift at Dr. Lorenzo Guerrero high school in Granada city.

3.3 METHODOLOGY

The students of first year at Dr. Lorenzo Guerrero were taught the reading techniques (scanning, using bilingual dictionary, etc.) to know how to use them when reading, and of course they were given six readings passages in order to a especial program developed (see annexes) in the students during two months (September to October) per three days in the week.

This program has reading passages about the city they live in, the school, environment, telling stories to encourage students to read about. They were able to read passages, answerer questions, fill in blanks in sentences, true-false statements.

The students were scored according to the participation, checking papers and with a final exam.

3.4 SYSTEM OF VARIABLES

VARIABLES	SUBVARIABLES	INDICATORS	
GENERAL INFORMATION	GENDER	FEMALE ___ MALE ____	
	AGE	10 TO 12 ___ 13 TO 15 ___ 16 OR MORE ___	
ECONOMICAL SITUATION	DOES YOUR FATHER OR MOTHER WORK?	YES ___ NO ___	
	HOW DO YOU CONSIDER THE INCOME IN YOUR FAMILY?	HIGH ___ MIDDLE ___ LOW ___	
	DO YOU WORK TO HELP IN THE ECONOMICAL SITUATION OF YOUR FAMILY?	YES ___ NO ___	
	DO YOU SUPPORT YOUR STUDIES?	YES ___ NO ___	
EDUCATIONAL FACTORS	TEACHER TECHNIQUES USED IN THE CLASSROOM FOR DEVELOPING READING ABILITY.	READING	- SKIMING - SCANNING - ANALYSING THE TOPIC SENTENCE - USING BILINGUAL DICTIONAIRY - READING - BETWEEN LINES - USING SEMICRCLES - READING WITHOUT UNDERSTANDING THE MEANING OF EVERY WORD - MOTIVATION: INDIVIDUAL GROUPAL.

READING	DESIRES OF LEARNING ENGLISH	YES ___ NO ____
	PAY ATTENTION IN CLASS SESSIONS	- ALWAYS __ - OFTEN ___ - SOMETIMES__ - NEVER ___
	TIMES DEDICATED TO PRACTICE ENGLISH	- EVERYDAY - ONE DAY IN A WEEK - TWO DAYS IN A WEEK - THREE DAYS IN A WEEK - NEVER
	FACTORS THAT INFLUENCE NEGATIVELY	- INADEQUATE CLASSROOM CONDITION - INAPROPIATE TEACHING METHODS - LACK OF DIDACTICS MATERIALS - LACK OF MOTIVATION
	ACESS TO MATERIALS	- LIBRARY - BOOKS - STORIES - NEWSPAPER

3.5 TECHNIQUES AND PROCEDURES

Based on my work's theme. I made the survey according to the system of variables.

I collected the data information from the director, the teachers and the students of first year afternoon shift at Dr. Lorenzo Guerrero in Granada city.

First, to collect the information I had to talk to the director and the main teacher of the classroom, first year, to have the rights to work with the students. After that, I started working with them to get previous information. I asked the students about the English teaching they have had the English class sessions, and the importance of the reading abilities which will help the students in the rest of their academic performance. Then, I finished collecting the data. CI reviewed the answers obtained and codified them according to be assigned in the work.

Once, I made the charts we proceed to transfer the information to useful programs (Ms-Word and Excel) and make graphics to show more clearly the results of the research.

IV. DEVELOPMENT

4.1 CRONOGRAM OF ACTIVITIES

	AUG	AUG	AUG	SEPT	SEPT	SEPT	SEPT-OCT	NOV	DEC	JAN
Problem **Sub problem** **Theme-Topic** **General objective** **Specific objectives**	12									
Historical background **Theories**		19								
Hypotheses **Population and sample** **Methodological design**			22-27							
System of variables **Techniques and procedures** **Instruments**				3-7						
Survey **Questionnaires &Interviews**					10-14					
Develop of the English program						SEPT OCT				
Processing information **Analysis & interpretation of results**							1-15			
Recommendations & conclusions								19-20		
Hand in monograph									6	
Presentation and defense										

4.2 INTRUMENTS

I use different kinds of instruments to finish my work. Such as:

a. Survey.

This survey was applied to teachers and 20 students in first year afternoon shift to get information to begin the work.

b. Interview.

b.1 teacher interviews:
It had multiple straight questions to know the background of the situations of the students.

b.2 student's questionnaires:
I did use two different questionnaires. The first one contained questions to know about their background in this subject. The other one had 16 questions related to know the difficulties and the advancement that the students had at the end of the course. Both interviews were applied to the 30% of the students, 20 students, in the two unique first years at Dr. Lorenzo Guerrero in the afternoon shift.

c. Observing classes.
It consisted of observing the class sessions where students will develop the reading abilities.

These instruments were also useful and important to get all the information I was looking for. Of course, was also a big help the wisdom of the tutor to complete and finish the research.

3.3 ANALISIS AND INTERPRETATION OF RESULTS

General information

From twenty students (100%) from first year who answered the questionnaire five students (25%) are between the age of 10 to 12 years old (2 females and 3 males). Fourteen students (70%) answered that they are between the age of 13 to 15 (9 females and 5 males).and the one student who is female answered that she is between the age of 16 or more.

	AGE			
ALTERNATIVE	10 TO 12	13 TO 15	16 - MORE	TOTAL
NUMBER OF STUDENTS	5	14	1	20
PORCENTAJE	25%	70%	5%	100%
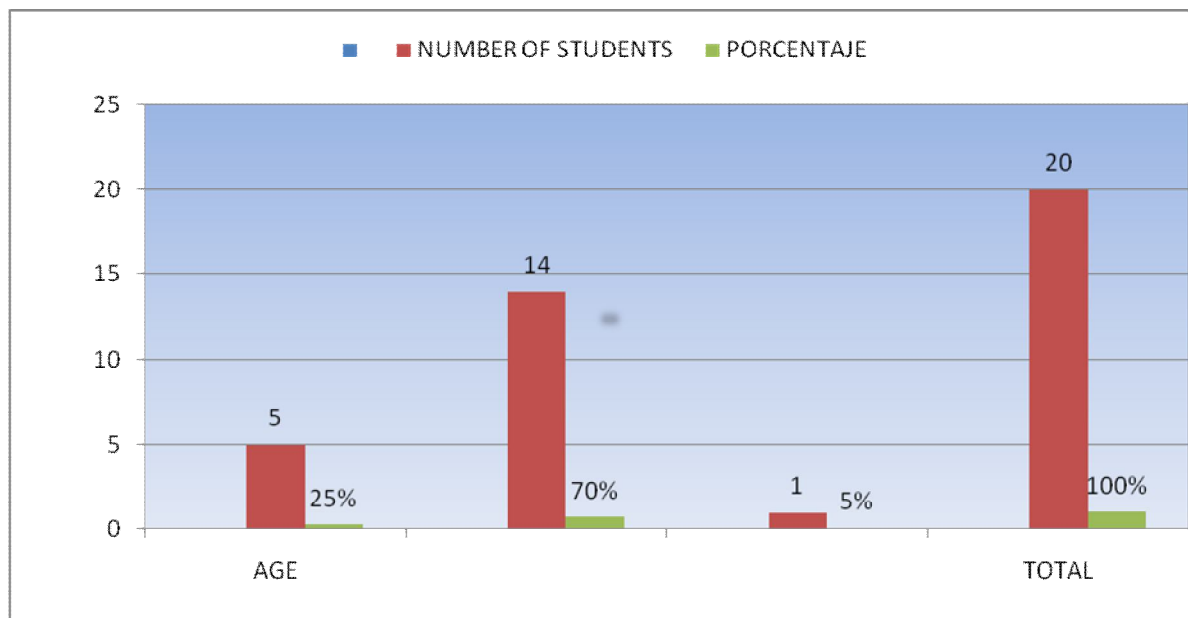
Question 1 Do your father and mother work?

Five students (25%), two females and three males who were between the age of 10 – 12 said that their parents have a job. Fourteen students (70%) nine females and five males answered that their parents have a job. And the female student (5%) between the age of 16 or more said that her parents have a job.

AGE	GENDER		ANSWER		
	FEMALE	MALE	YES	NO	PERCENTAJE
10 TO 12	2	3	X		25%
13 TO 15	9	5	X		70%
16 - MORE	1		X		5%
TOTAL	12	8			100%
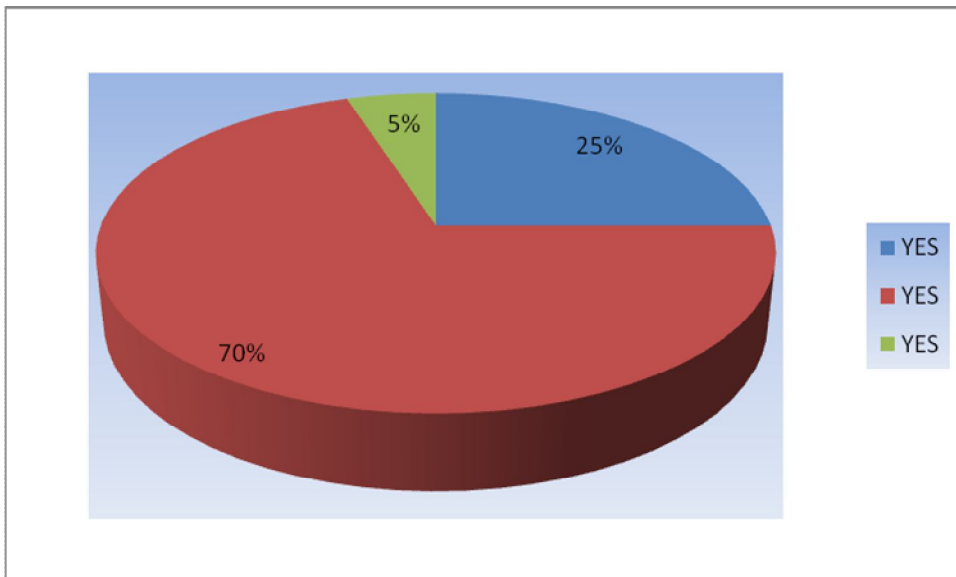
Question 2   How do you considered the income in your family?

Three students (15%), two females and one male who were between the age of 10 – 12 years old considered that the income is middle. Two students (10%) who are males between the age of 10 – 12 said that the income is high. Eight students (40%), six females and two males who were between the age of 13 – 15 answered the income is middle. Three students (15%), two females and one male, between the age of 13 – 15 said that the income is low. Other three students (15%),one female and 2 males, between the age of 13 – 15 considered the income is high. But one female student (5%) who is between the age of 16 or more told the income is middle.

AGE	FEMALE	MALE	ANSWER	%
10 TO 12	2	1	MIDDLE	15%
10 TO 12		2	HIGH	10%
13 TO 15	6	2	MIDDLE	40%
13 TO 15	2	1	LOW	15%
13 TO 15	1	2	HIGH	15%
16 - MORE	1		MIDDLE	5%
TOTAL	12	8		100%
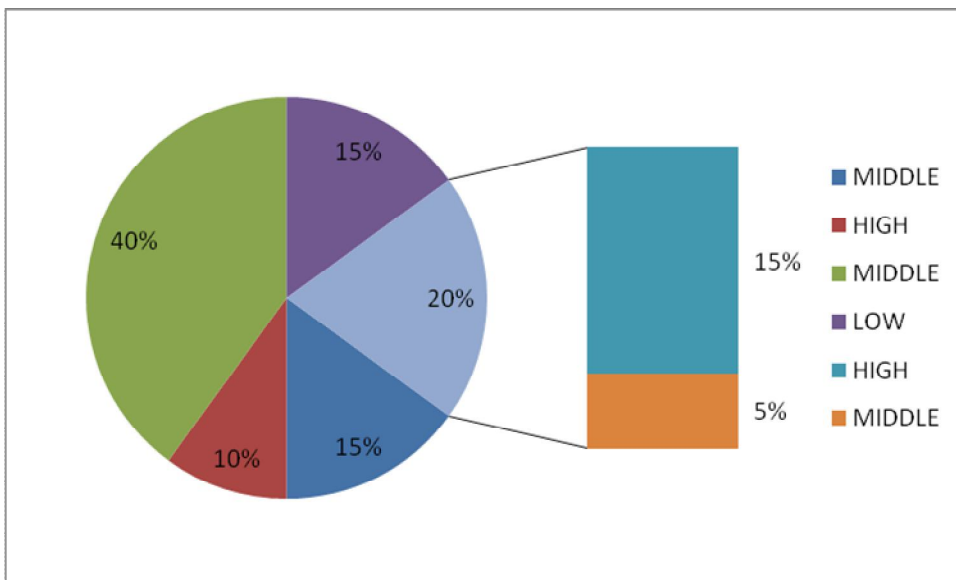
Question3   Do you work to help the economical situation in your family?

Two students (10%) who were males between the age of 10 – 12 answered that they work. Three students (15%) who were two females and one male between the age of 10 – 12 said they do not work. Eight students (40%) who were five females and three males between the age of 13 – 15 years old answered they have a work to help at home. Six students (30%) who were four females and two males between the age of 13 – 15 said that they do not work. One female student (5%) between the age of 16 or more said that she work to help at home.

AGE	FEMALE	MALE	ANSWER	%
10 TO 12		2	YES	10%
10 TO 12	2	1	NO	15%
13 TO 15	5	3	YES	40%
13 TO 15	4	2	NO	30%
16 - MORE	1		YES	5%
TOTAL	12	8		100%
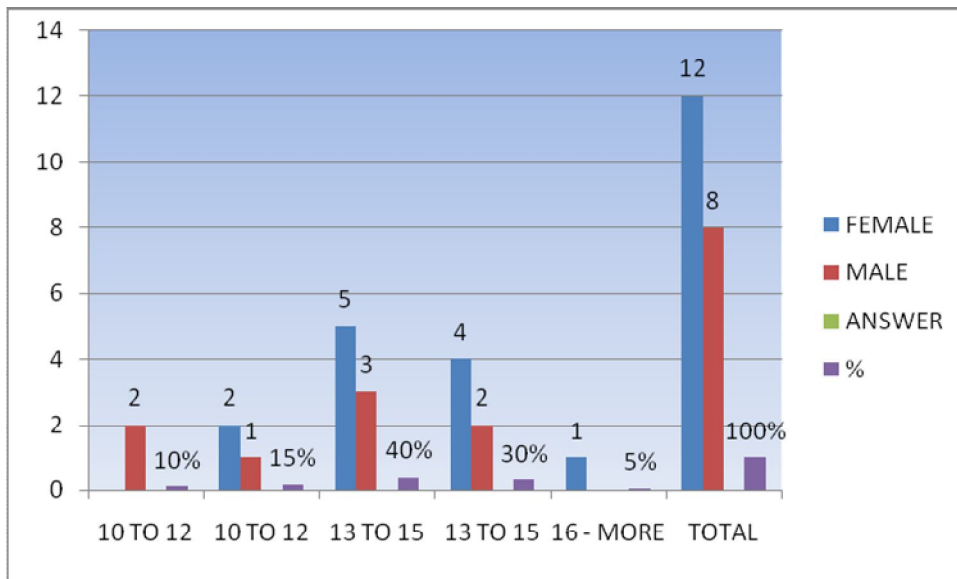
Question 4   Do you support your studies?

Five students (25%), two females and three males, between the age of 10 – 12 answered that they do not support their studies. Three students (15%), one female and two males, between the age of 13 – 15 said they support their studies. Eleven students (55%), eight females and three males, between the age of 13 – 15 years old answered they do not support their studies. And one female student (5%) answered that she supports her studies.

AGE	FEMALE	MALE	ANSWER	%
10 TO 12	2	3	NO	25%
13 TO 15	1	2	YES	15%
13 TO 15	8	3	NO	55%
16 - MORE	1		YES	5%
TOTAL	12	8		100%
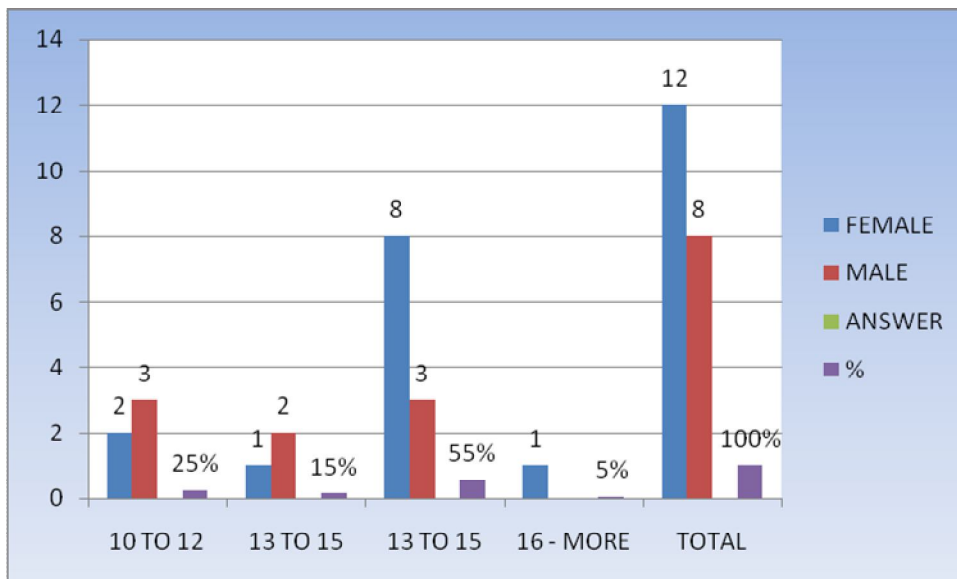
Question 5   Did you agree to improve your reading?

Five students (25%), two females and three males who were between the age the age of 10 – 12 years old answered they agree to improve their reading. Fourteen students (70%), nine female and five males between the age of 13 – 15 years old said that they agree to improve their reading. And one female student (5%) between the age of 16 or more answerer she agree to improve the reading, too.

AGE	FEMALE	MALE	ANSWER	%
10 TO 12	2	3	YES	25%
13 TO 15	9	5	YES	70%
16 - MORE	1		YES	5%
TOTAL	12	8		100%
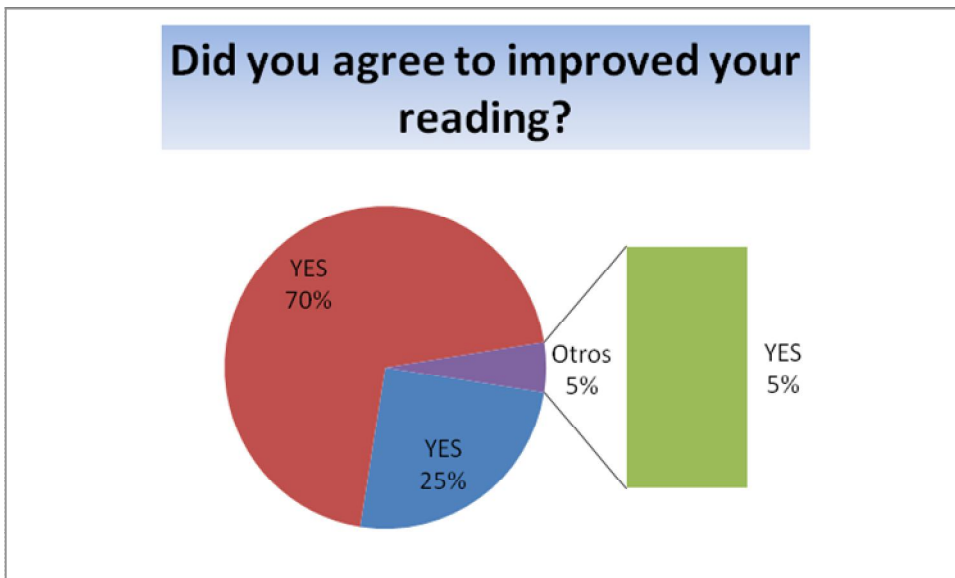
Question 6 Do you think that you have learned reading techniques?

All of them answered they have learned to read. For example five students (25%) between the age of 10 to 12 said that they learned. Twelve students (70%) in the age of 13 to 15 years said that they learned. And one female student (5%) between the age of 16 or more answered that she learned, too

AGE	GENDER		ANSWER	%
	FEMALE	MALE		
10 TO 12	2	3	YES	25%
13 TO 15	9	5	YES	75%
16 OR M	1		YES	5%
TOTAL	12	8		100%

Learned reading techniques
YES YES YES
5%
24%
71%
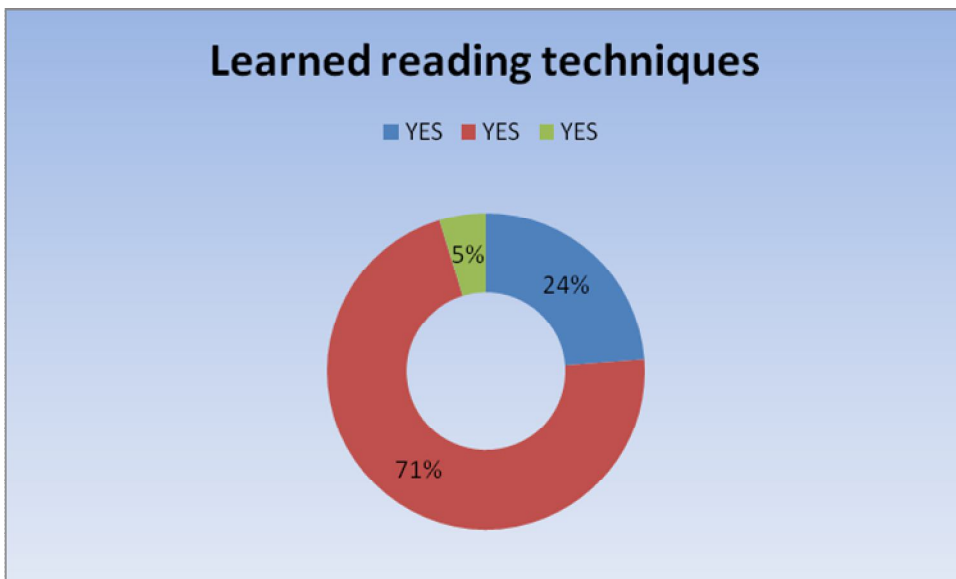
Question 7   which of the techniques below do you think was the most difficult?

One female student (5%) between the age of 10 – 12 answered that using bilingual dictionary was the most difficult. Two students (10%), one female-one male, between the age of 10 – 12 said that reading between lines is the most difficult. Two male students (10%) between the age of 10 – 12 said that skimming is the most difficult. Two female students and one male student (15%) between the age of 13 – 15 answered that reading between lines was the most difficult. Five students, three females and two males (25%) between the age of 13 – 15 said that the most difficult was using bilingual dictionary. Six students, four females-two males, (30%) between the age of 13 – 15 had problem in skimming. One female student (5%) in the age of 16 or more had difficult in scanning.

AGE	GENDER		ANSWER	%
	F	M		
10 TO 12	1		BILINGUAL DICTIONARY	5%
10 TO 12	1	1	READING BETWEEN LINES	10%
10 TO 12		2	SKIMMING	10%
13 TO 15	2	1	READING BETWEEN LINES	15%
13 TO 15	3	2	USING BILINGUAL DICTIONARY	25%
13 TO 15	4	2	SKIMMING	30%
16 - M	1		SCANNING	5%
TOTAL	12	8		100%
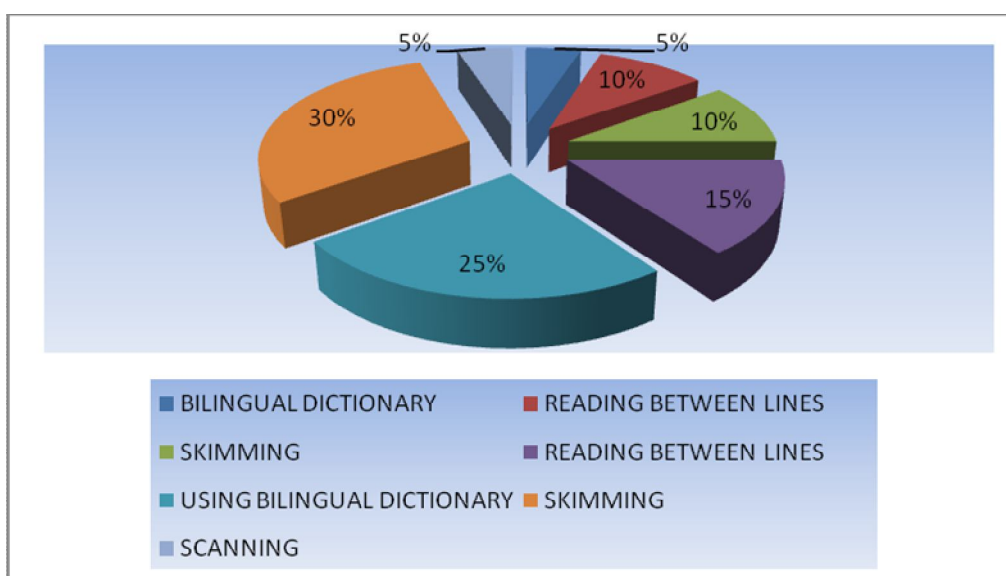
Question 8 Did you feel afraid at the time of reading?

Two students, one female-one male (10%) between the age 10 – 12 said that they felt afraid when reading. Three students, one female-two males (15%) between the age of 10 – 12 years old answered they did not afraid. Three students, two females-one male (15%) between 13 – 15 years old answered they felt afraid. Eleven students, seven females-4 males (55%) answered they did not feel afraid. One female student (5%) said that she did not feel afraid.

AGE	GENDER		ANSWER	%
	F	M		
10 TO 12	1	1	YES	10%
10 TO 12	1		NO	5%
10 TO 12		2	NO	10%
13 TO 15	2		YES	10%
13 TO 15		1	YES	5%
13 TO 15	7		NO	35%
13 TO 15		4	NO	20%
16 - M	1		NO	5%
TOTAL	12	8		100%
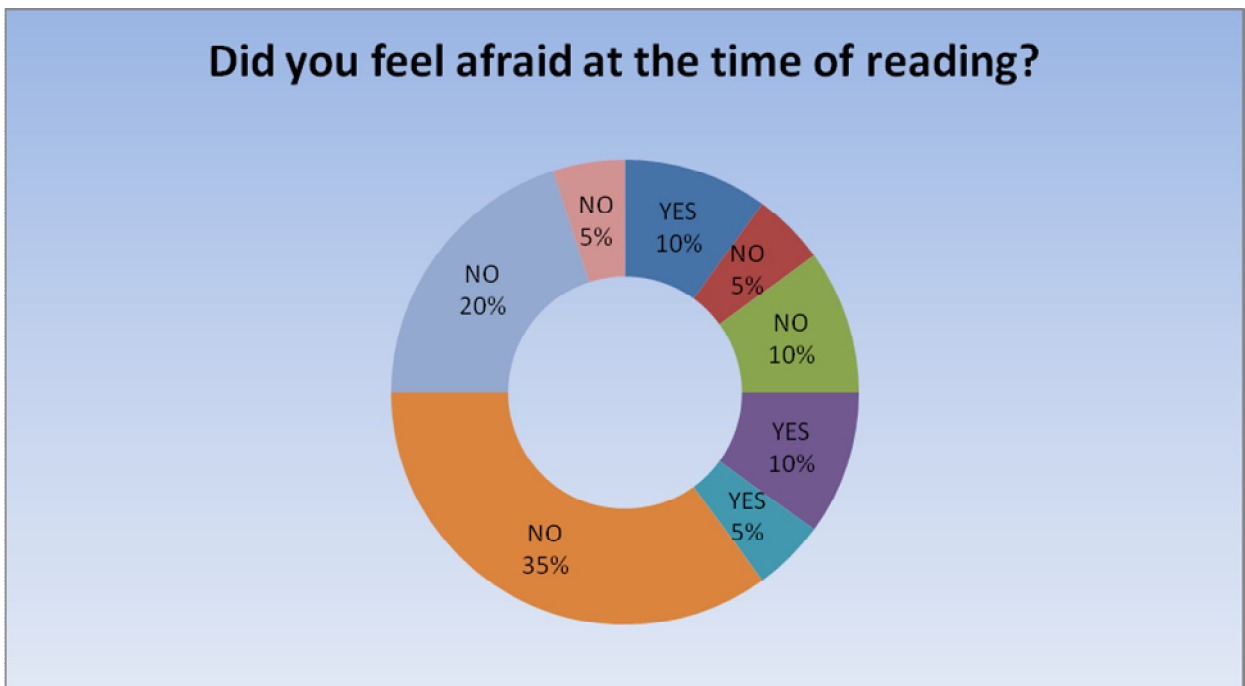
Question 9 What was the reason of your fear at the moment of reading in class?

One female and one male student (10%) between the age of 10 - -12 answered they felt afraid because of nervous and the other by shyness. Three students (15%), one female-two males, in the age of 10 – 12 were ready to read. Two females students (10%) between the age of 13 – 15 years old answered they were afraid of the teacher and one male student and one male student (5%) in the same age was nervous. Eleven students, both genders (55%) in the age of 12 – 15 were ready to read. The female student (5%) between the age of 16 or more years old was ready to read.

AGE	GENDER		ANSWER	%
	F	M		
10 TO 12	1		NERVOUS	5%
10 TO 12		1	SHYNESS	5%
10 TO 12	1	2	READY TO READ	15%
13 TO 15	2		AFRAID OF THE TEACHER	10%
13 TO 15		1	NERVOUS	5%
13 TO 15	7	4	READY TO READ	55%
16 - M	1		READY TO READ	5%
TOTAL	12	8		100%
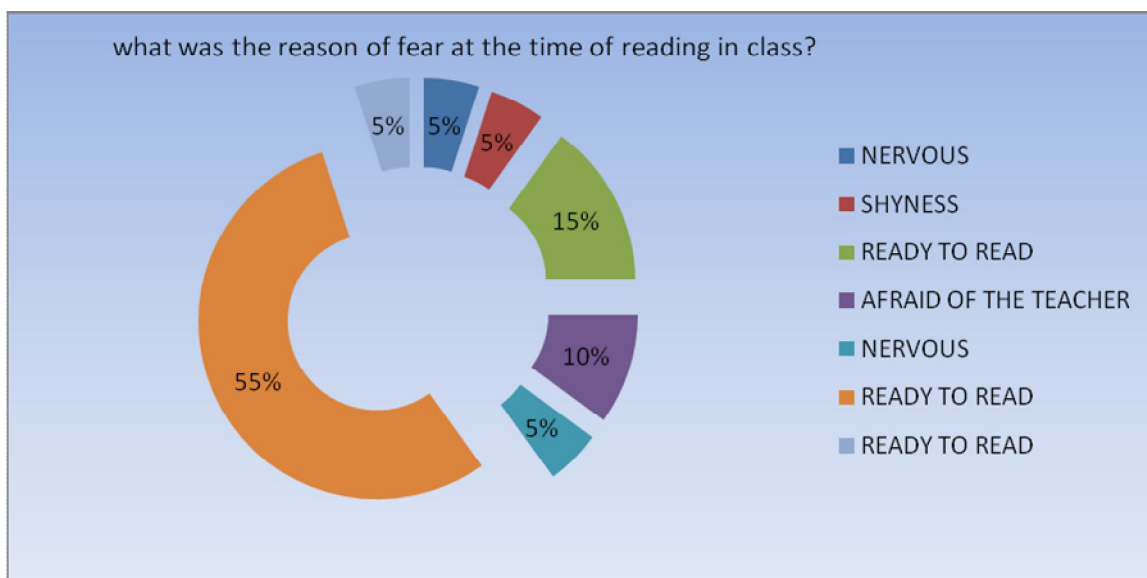
Question 10   How often did you pay attention in class sessions?

Three students, two females-one male, (15%) between the age of 10 – 12 years old answered they always paid attention. Two male students (10%) in the same age answered they sometimes paid attention. Five students, three males-two males (25%) between the age of 12 – 15 years old said they sometimes paid attention. Six students, four females-two males,(30%) between the age of 136-15 years answered they always paid attention. One female student (5%) answered that she often paid attention. One female and one male student (10%) between the age of 13-15 years said that they always paid attention. One female student (5%) between the age of 16 or more answered she always paid attention in class.

AGE	GENDER		ANSWER	%
	F	M		
10 TO 12	2	1	ALWAYS	15%
10 TO 12		2	SOMETIMES	10%
13 TO 15	3	2	SOMETIMES	25%
13 TO 15	4	2	ALWAYS	30%
13 TO 15	1		OFTEN	5%
13 TO 15	1	1	ALWAYS	10%
16 - M	1		ALWAYS	5%
TOTAL	12	8		100%

Did you pay attention in English class sessions?

Question 11   Along the semester, did you improve how to read?

Two female and three students (25%) who were between the age of 10-12 years old answered that they improved how to read. Fourteen students, both genders, (70%) between the age of 13-14 years old said they improve how to read. One female student (5%) between the age of 16 or more answered that improved how to read in English.

	GENDER			
AGE8	F	M	ANSWER	%
10 TO 12	2		YES	10%
10 TO 12		3	YES	15%
13 TO 15	8		YES	40%
13 TO 15		5	YES	25%
13 TO 15	1		YES	5%
16-M	1		YES	5%
TOTAL	12	8		100%

Question 12 Which of the exercises below do you think was the most useful to develop reading?

Three students, one female-two males,(15%) between the age of 10-12 years answered that materials adapted to age, level, need was useful. One female and one male student (10%) between the age of 10-12 answered that using model was useful. Five students, three females-two males,(25%) who were between the age of 13-15 years that authentic readings were the most useful. Seven students, both genders,(35%) between the age of 13-15 years old answered that reading adapted to age, need, level was the useful. Two female students (10%) between the age of 13-15 years old answered that using models was the most useful. One female student (5%) between the age of 16 or more answered the most useful to develop reading was authentic materials.

AGE	GENDER		ANSWER	%
	M	F		
10 TO 12	1	2	MATERIALS ADAPTED TO AGE, NEED	15%
10 TO 12	1	1	MATERIALS ADAPTED TO AGE, NEED	10%
13 TO 15	5	2	AUTHENTIC MATERIALS	35%
13 TO 15	4	3	MATERIALS ADAPTED TO AGE, NEED	35%
16 - M	1		AUTHENTIC MATERIALS	5%
TOTAL	12	8		100%
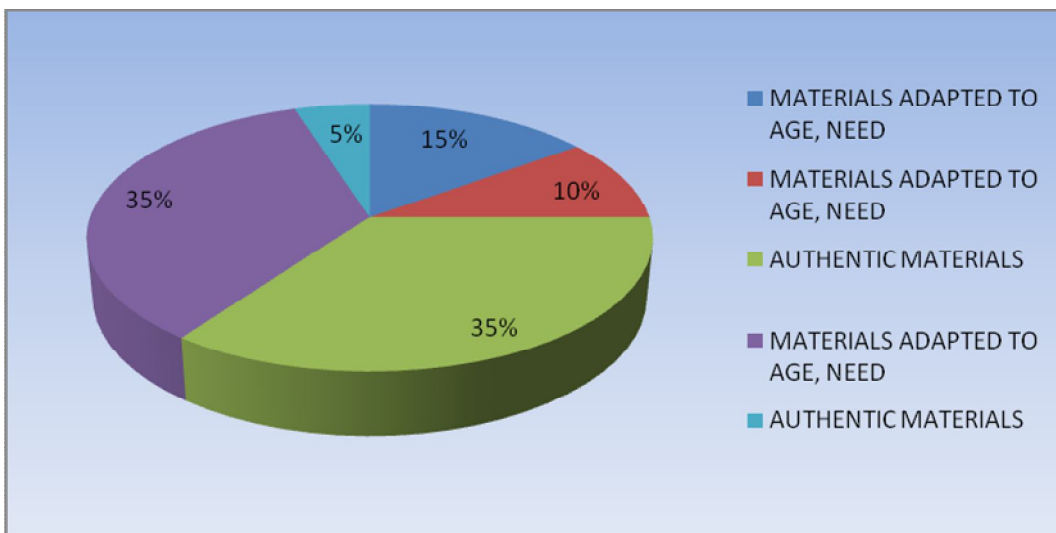
Question 13   Which of the techniques below do you think was the most useful?

Two students, one female- one male,(10%) who were between the age of 10-12 years old answered that scanning was the most useful. One ma le student (5%) between the age of 10-12 answered that reading between lines was useful. Four students, two females-two males, (20%) between 13-15 years old thought that analyzing the topic sentence was the most useful. Two students, both genders, (10%) between 13-15 years old found that using bilingual dictionary was the most useful. One male student (55) in the same age said that reading without understanding was useful. Four students, both genders ;(20%) between 13-15 years old answered that scanning was useful. One female and one male student (10%) between 13-15 years answered that skimming was useful. One female student (5%) in the same age answered that reading between lines was useful. One female student between 16 or more years said that scanning was the most useful.

| AGE | GENDER | | ANSWER | % |
	F	M		
10 TO 12	1	2	SCANING	15%
10 TO 12	1	1	READING WITHOUT UNDERSTANDING	10%
13 TO 15	3	1	USING BILINGUAL DICTIONARY	20%
13 TO 15		3	READING WITHOUT UNDERSTANDING	15%
13 TO 15	4		SCANNING	20%
13 TO 15	1	1	SKIMMING	10%
13 TO 15	1		READING BETWEEN LINE	5%
16 - M	1		SCANNING	5%
TOTAL	12	8		100%
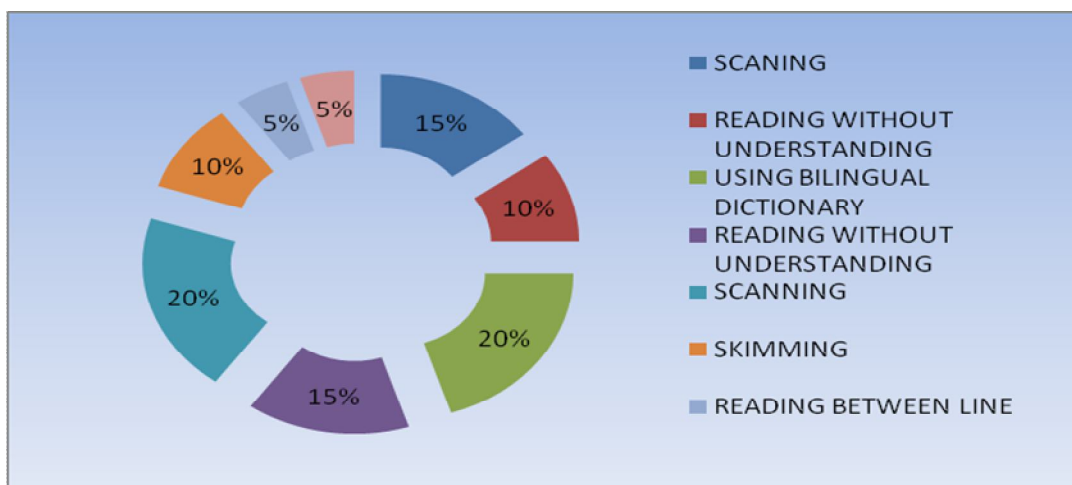
Question 14   Choose 1 of the most important factors you consider influence negatively in the learning teaching process.

Two students, both genders, (10%) between the age of 10-12 years considered that lack of materials influence negatively. Three students, both genders,(15%) between the age 10-12 years considered that inadequate classroom condition influence negatively. Three students (15%) between the age of 13-15 years old considered that teaching methods influenced negatively. Eight students (40%) between 13-15 years old considered that inadequate classroom conditions influence negatively. Tow students (10%) in the same age answered that lack of materials influence negatively. One female student (5%) between the age of 13-15 years said that motivation influence negatively. One female student (5%) between the age of 16 or more considered that inadequate classroom condition influence negatively in the reading process.

| | GENDER | | | |
AGE	F	M	ANSWER	%
10 TO 12	1	1	LACK OF DIDACTIC MATERIALS	10%
10 TO 12	1	2	INADEQUATE CLASSROOM CONDITIONS	15%
13 TO 15	1	2	TEACHING METHODS	15%
13 TO 15	6	2	INADEQUATE CLASSROOM CONDITIONS	40%
13 TO 15	1	1	LACK OF DIDACTIC MATERIALS	10%
13 TO 15	1		LACK OF MOTIVATION	5%
16 - M	1		INADEQUATE CLASSROOM CONDITIONS	5%
TOTAL	12	8		100%
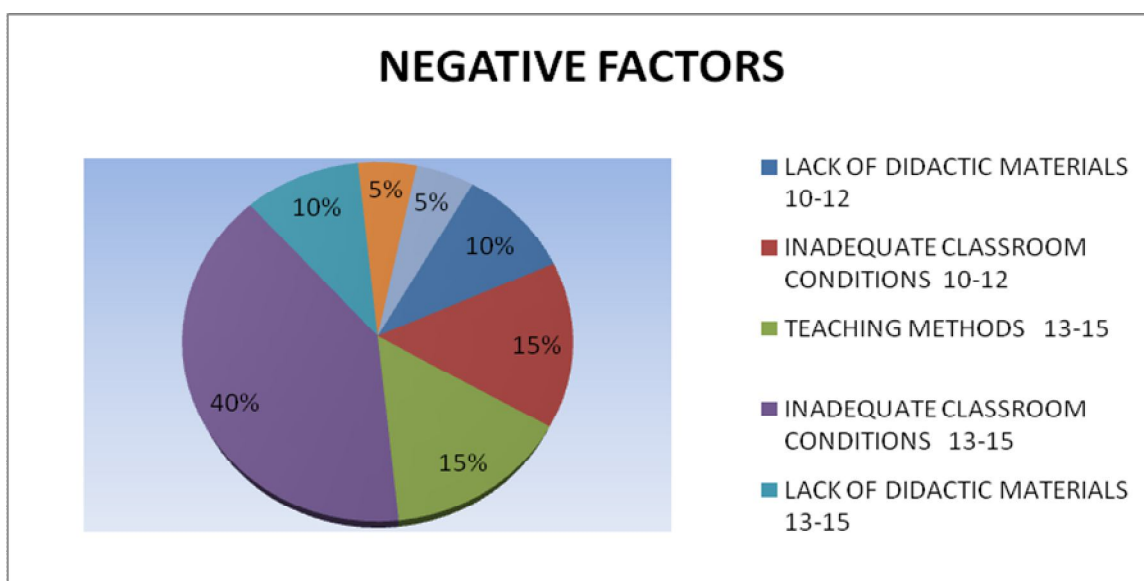
Question 15   How did you consider the control of the classes taught by the teacher during the course?

Four students (20%) between the age of 12-12 years old answered that the teacher was excellent at teaching. One male student (5%) between the age of 10-12 years answered that the teacher was very good at teaching. Ten students (50%) between the age of 12-13 years answered the teacher was good. Three students (15%) between the age of 13-15 years answered that the teacher was good at teaching. One male student (5%9 between the age of 13-15 years answered the teacher was very good at teaching. One female student (5%) between the age of 16 or more answered the teacher was excellent at teaching.

AGE	GENDER		ANSWER	%
	F	M		
10 TO 12	2	2	EXCELLENT	20%
10 TO 12		1	VERY GOOD	5%
13 TO 15	7	3	EXCELLENT	50%
13 TO 15	2	1	GOOD	15%
13 TO 15		1	VERY GOOD	5%
16 - M	1		EXCELLENT	5%
TOTAL	12	8		100
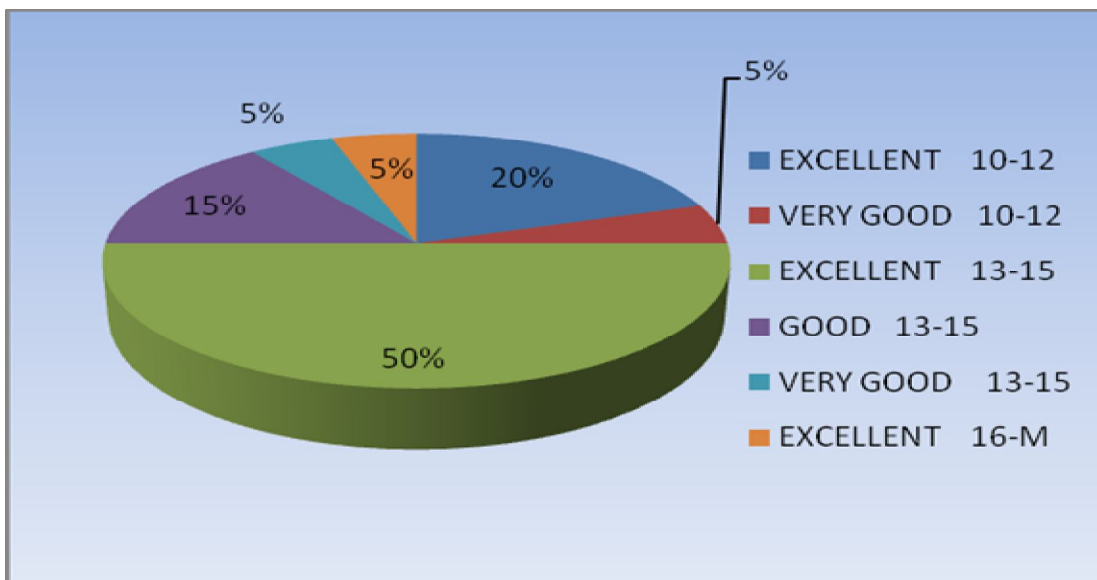
Question 16   How often did you practice English at home?

Four students (20%) between the age of 10-12 answered that they practiced English every day. One male student (5%) between the age of 10-12 years answered he practiced English three days at home. Four students (20%) between the age of 13-15 years answered they practiced two days in a week. Four female students (20%) between the age of 13-15 years answered they practiced English at home every day. One female student (5%) between the age of 13-15 years said that she never practiced English. One female student (5%) between the age of 16 or more answered she every day practiced English at home.

AGE	GENDER		ANSWER	%
	F	M		
10 TO 12	2	2	EVERY DAY	20%
10 TO 12		1	3 DAYS IN A WEEK	5%
13 TO 15	3	1	2 DAYS INA WEEK	20%
13 TO 15	4		EVERYDAY	20%
13 TO 15	1	2	1 DAY IN A WEEK	15%
13 TO 15	1		NEVER	5%
13 TO 15		2	3 DAYS IN A WEEK	10%
16 - M	1		EVERY DAY	5%
TOTAL	12	8		100%
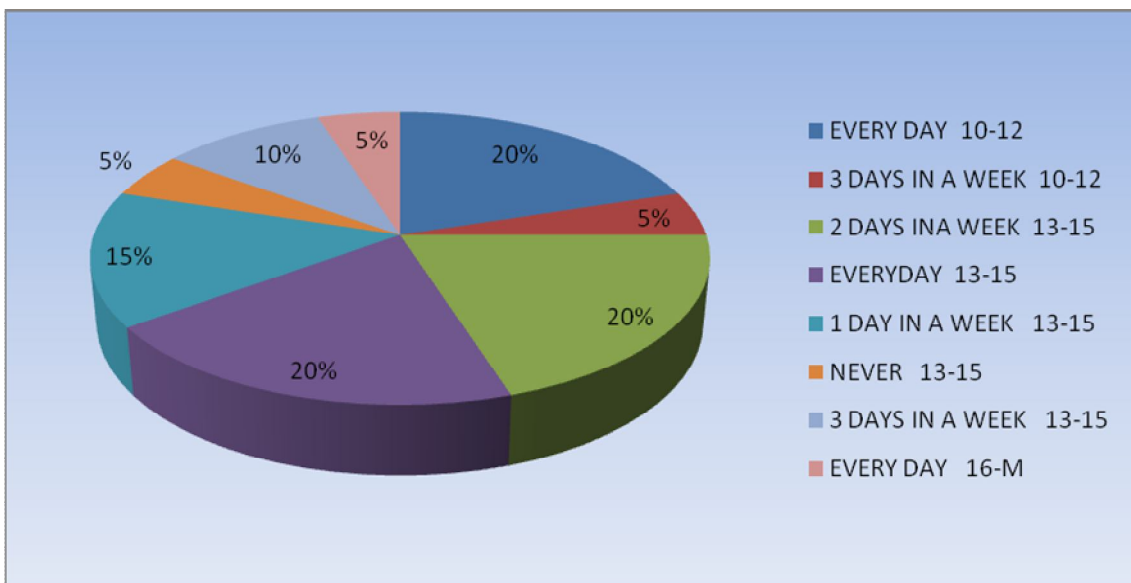
V. FINDINGS

When I finished teaching the students how to improve their Reading ability and how to understand the reading passages in the second language i found different findings that will be shared with you.

The majority of students from first year afternoon shift at Dr. Lorenzo Guerrero in Granada city are between the age of 10 – 16, or more, years old. They are teenagers with great ideas of overcoming their difficulties.

The 100% of the students agreed to improve their reading ability and understanding the passages. Of course in the beginning of teaching students to improve their reading ability they showed nervous ought to it was a new experience for them. Then, the first step was to the students brake the ice. Then, they did it and they began to fit into the activities, in this case develop reading ability.

At the end of developing the reading ability just the 25% did nit read correctly the reading passages due to nervous, and shyness. The rest of the students, 75%, read correctly the reading passages.

The second step was making the students to read and understand the reading passages putting in practice the techniques studied (skimming, scanning, using bilingual dictionary…). After revising the students´ papers was found that 90% of the students correctly answered the questions and statements (true-false item), completing sentences in which such activities are the common the English class in high school. But 10% of the students had some problems to answer questions.

When they were test the 80% of the students did it complete right and the 20% had difficulties to answer questions.

According to the final interview I found important aspects about practice English at home. 45% of the students said that they practiced English at home. 15% of the students practiced one day per week. 30% of the students practiced two

days in the week. 5% of the students practiced three days in the week. And 5% never practiced English at home.

Another important data is that most of the students (60%) said that always paid attention in class. And 35% of the students answered that sometime, and 5% of the students said that often paid attention in class.

Finally, I can say that it was a success to teach students how to improve the reading ability and understanding the reading passages.

VI. CONCLUSIONS

According to the data analysis program and the interpretation of the personal observation in the classroom and several interviews which have been inserted and analyzed I have obtained the following conclusions.

The first year English students from the afternoon shift at Dr Lorenzo Guerrero at Granada had a lot of difficulties in reading at the beginning of the year, but after the practice class sessions in the second semester during two months by the teacher using a special program they got better their English ability.

Along the course they improved their reading speed, how to use scanning, skimming, use bilingual dictionary, etc. They improve, too, the ability to answer questions, the True pr false items, fill in blank sentences.

They lost the fear of reading in front of his/her classmates and the teacher, and principally they understood the importance of English as a second language which was the key to have success.

VII. RECOMMENDATIONS

1- Students need to improve their habit of reading

They should;

- Read books.

- Read short stories.

- Read advertisements.

- Read handouts.

- Read everything that is in English.

2- Students need to read and practice the techniques learned in the classroom.

3- Students must have a schedule to have in mind when the time to study English is.

4- Student should always be motivated to get better the understanding end learning.

5- Ambient the setting putting wallpapers in the classroom in which its contain written the reading passages and the techniques studied to make they observe and read all the time they are in the classroom.

6- The director of the high school must invest in educative materials buying books, stories and looks for help in national institutions or foreign institutions to repair the classrooms to have a good environment for students and so they will feel fine to learn.

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IX. ANNEXES

SPICIFATIONS OF THE ENGLISH PROGRAM FOR THE FIRST YEAR AFTERNOON SHIFT AT DR. LORENZO GUERRERO HGHSCHOOL IN GRANADA CITY.

GENERAL OBJECTIVE

To plan the classes in a program in which it will work as a guide to teach students in an order to improve the reading abilities and understanding the reading passages.

SPECFIC OBJECTIVES

- To teach students techniques that will be use in class sessions.
- To improve their reading abilities.
- To evaluate the classes and give an inform about the success hey had during the training developed in the second semester of the year 2007.

KIND OF STUDENTS

This program has been designed for students between the age of 10 to 16 in a level of first year in the afternoon shift.

SUBJECTS IN THE PLAN

The subjects to study are reading passages. There are six reading to develop. Some of the readings are Telling stories, reading adapted to level, real life reading, and authentic reading to have a variety of reading passages.

Students will be given the materials with all the activities to carry on.

TIME OF CLASS

The time of class is 40 minutes per session during two months (September – October) in three days in the week.

EVALUATIONS
Students will be evaluated with participations, when checking hand outs, and a final test at the end of the training.

Aim:

Students will be taught the techniques to ease their Reading ability and understanding.

1- Introduction:

- Talk about the techniques and the importance they have in reading.
- Present the techniques to students.
- The technique will be given in Spanish because of the level they are.

2- Presentation:

- Give the theme to students.

3- Practice:

- Explain the students how to use the techniques.

4- Production:

- Students will study the techniques.
- They will be given some questions to answer and study at home.
- Ask students about the techniques.

Aim:

Students will read the passages to improve their abilities of reading in the second language and avoid doing the common problems when reading.
For example;

- Stomaring,
- Punctuation. [students must respect punctuation]
- Fell afraid or nervous to be In front of the teacher and classmates.

1- Introduction:

- Present the topics:

a- The story of Christmas.
b- Arthur and the sword.
c- My school.

2- Presentation:

- Do a semicircle to order the students and get more free space in the classroom.
- Distribute hand out with the reading passages.
- Read the passage once or twice for students to check the intonation and pronunciation.
- Explain students not to feel afraid about understanding the passages.

3**- Practice:**

- Students will read silently for some minutes to prepare their selves when reading in front of all the students.

   4- Production:

- Students will read aloud for reasons of developing their pronunciation, reading speed
- Check mistakes at the end of the class sessions.

Observation:

The three topics will be developed in two weeks.

Aim:

Students will be able to read the passage to themselves, quietly, scanning for specific information. They will find what the weather is like, rainy, sunny, cloudy or foggy. Which city is rainy, sunny, cloudy or foggy, what time it is and what date it is, and what city is known as the colonial city?

1. **Introduction:**

Present the topic "Today's Weather". Talk about the different kinds of tropical weather: rainy, sunny, cloudy and foggy.

2. **Presentation:**

Distribute handout with reading passage and tell students to read to themselves, try to find the information that answer the questions in the exercise. Go over the whole reading quickly and find the answers.

3. **Practice:**

Students will read silently and answer written questions. Next they will aloud for reason of pronunciation and clear and stead reading.

4. **Production:**

Students will answer orally questions about the reading.

Aim:

Students will be able to read the passages to themselves quietly getting for specific information to say if a sentence is true or False.

1- **Introduction:**

   Present the reading "Lost in New York ". Talk about the exchange student and the big city of New York and give students ideas of how a person feels when is lost, based on teacher´s real situation.

2- **Presentation:**

   Distribute the handout with the reading and tell the students to read themselves. Try to find the information needed. Do not worry if you find and unknown word because you can use the dictionary.

3- **Practice:**

   Students will read silently and write either True or False in the line beside the sentence given.

4- **Production:**

   - Students who will chosen by a game will write correct answer; t (of True) or F (of False) in the statements.

   - Check hand out to see if the answers of the students are right.

   - Give them back their papers.

Aim:

Students will read the passage to themselves quickly. Scanning for specific information. They will get information required to complete the blanks of the sentences. They will know who is Sarah Ferguson? Who is her husband? What is her nickname? And what can she do?

1. Introduction:

Present the topic "The Duchess of York". Order the rows in the classroom. Talk about the visit of Sarah in New York.

2. **Presentation:**

Give the students the paper with the reading passage. Say the students to read to themselves to find the information to fill in the blanks and answer the questions.

3. **Practice:**

Students will read and complete sentences and answer the questions given. Then, there will be selected 2 or 3 students to read aloud for reason of pronunciation and punctuation.

4. **Production:**

- Students will pass in front of the classroom to write the right answer about the reading.

- Check students´ answers to see how many students are right.

Aim:

Students will read the passage to themselves looking for specific information. They will find why in some tropical countries cut down their rain forest. What is the name of the organization that helps to save rain forest? What country did they business first? How much land the get for a reserve and where is it taking for it? And what other countries are interested in this program? Students will get of the reading the most important idea after reading the passage.

1- Introduction:

Present the topic "Rain forest". Talk about the how are the areas where are rain forest. Exemplify talking about the Mombacho which have rain forest area.

2- Presentation:

Distribute hand out with reading passage and tell students to read to themselves. Find the information that answers the questions in the exercises. Go over the whole reading quickly and find the information.
Do not worry to use the dictionary to look for any unknown word.

3- Practice:

Students will read silently and answer written questions.
Next they will read aloud for reason of pronunciation, and clear and steady reading.

4- Production:

Students will answer orally questions about the reading.
Check students' papers to revise how much of them got the right answers.

READING PASSAGES AND ACTIVITIES

TO DEVELOD IN THE STUDUTENS

STUDY THE FOLLOWING TECHNIQUES

C- Skimming.

It is a good way to get a general idea of light reading, like popular magazines or the sport and entertainment section of the paper.

Here is how to skim;

"Think of your eyes as magnets. Force them to move fast. Sweep them across each and every line of type. Pick up only a few key words in each time".

D- Scanning.

Scanning is reading quickly for specific information.

To scan, follow these three steps:

1-Think of what you are looking for.

2-Move your eyes quickly until you find it.

3-Stop and record the information.

E- Using bilingual dictionary.

So, we use the bilingual dictionary to find out the word meaning that we do not know.

The following three points will help you find the correct definition;

4- A lot of information is given in a dictionary. Pay attention to only what you need.

5- The definitions are numbered. The most common meaning usually appears first, but that is not necessarily the one you want.

6- If a word can function as more than one part speech (as a noun and a verb, for example), you most first decide how it is functioning in the sentence. Then look at the definitions listed after the abbreviation for the part of speech.

F- **Reading without understanding the meaning of every word**.

The purpose is to learn more vocabulary and, more important, skill for guessing the meaning of new words from their context.

Here there are some steps to use this technique:

1- Look over the entire article quickly paying attention to the headings of the different sections and try to get a general idea of the content of each one.

2- Read the article or the main ideas.
Skip over words and phases you do not understand. Do not slow yourself down by looking words up in a dictionary, keep going.

3- Do the post reading exercise called recalling information if you trouble with it, read the article (or parts of it) again. You will probably understand it better for understanding than a slow one. Once you have worked the exercise, you have read well enough for your present purpose.

PRACTICE

ANSWER THE FOLLOWING QUESTIONS

1- What is skimming?
2- How can you use skimming?
3- What is scanning?
4- How can you use scanning?
5- Why do you use a dictionary?
6- Which are the steps to correct definition in the dictionary?

ARTHUR AND THE SWORD[1]

Once there was a great king in Britain named Uther, and when he died the other kings and princes disputed over the kingdom, each wanting it for himself. But King Uther had a son named Arthur, the rightful heir to the throne, of whom no one knew, for he had been taken away secretly while he was still a baby by a wise old man called Merlin, who had him brought up in the family of a certain Sir Ector, for fear of the malice of wicked knights. Even the boy himself thought Sir Ector was his father, and he loved Sir Ector's son, Sir Kay, with the love of a brother.

When the kings and princes could not be kept in check any longer, and something had to be done to determine who was to be king, Merlin made the Archbishop of Canterbury sends for them all to come to London. It was Christmas time, and in the great cathedral a solemn service was held, and prayer was made that some sign should be given, to show who the rightful king was. When the service was over, there appeared a strange stone in the churchyard, against the high altar. It was a great white stone, like marble, with something sunk in it that looked like a steel anvil; and in the anvil was driven a great glistening sword. The sword had letters of gold written on it, which read: ``whoso pulled out this sword of this stone and anvil is right wise king born of all England.''

All wondered at the strange sword and its strange writing; and when the archbishop himself came out and gave permission, many of the knights tried to pull the sword from the stone, hoping to be king. But no one could move it a hair's breadth.

Then they set a guard of ten knights to keep the stone, and the archbishop appointed a day when all should come together to try at the stone, -- kings from far and near. In the meantime, splendid jousts were held, outside London, and both knights and commons were bidden.

Sir Ector came up to the jousts, with others, and with him rode Kay and Arthur. Kay had been made a knight at Allhallowmas, and when he found there was to be so fine a joust he wanted a sword, to join it. But he had left his sword behind, where his father and he had slept the night before. So he asked young Arthur to ride for it.

``I will well,'' said Arthur, and rode back for it. But when he came to the castle, the lady and all her household were at the jousting, and there was none to let him in.

Thereat Arthur said to himself, ``My brother Sir Kay shall not be without a sword this day.''

Going up to the stone, young Arthur took the great sword by the hilt, and lightly and fiercely he drew it out of the anvil.

Then he rode straight to Sir Kay, and gave it to him.

Sir Kay knew instantly that it was the sword of the stone, and he rode off at once to his father and said, ``Sir, here is the sword of the stone; I must be king of the land.'' But Sir Ector asked him where he got the sword. And when Sir Kay said, ``from my brother,'' he asked Arthur how he got it. When Arthur told him, Sir Ector bowed his head before him. ``Now I understand You must be king of this land,'' he said to Arthur.

Then they went to the archbishop and told him that the sword had found its master.

Then came Arthur and pulled it easily from its place.

The knights and kings were terribly angry that a boy from nowhere in particular had beaten them, and they refused to acknowledge him king. They appointed another day, for another great trial.

Three times they did this, and every time the same thing happened.

At last, at the feast of Pentecost, Arthur again pulled out the sword before all the knights and the commons. And then the commons rose up and cried that he should be king, and that they would slay any who denied him.

So Arthur became king of Britain, and all gave him allegiance.

THE STORY OF CHRISTMAS

There was once a nation which was very powerful, very fortunate, and very proud. Itlands were fruitful; its armies were victorious in battle; and it had strong kings, wise lawgivers, and great poets. But after a great many years, everything changed. The nation had no more strong kings, no more wise lawgivers; its armies were beaten in battle, and neighboring tribes conquered the country and took the fruitful lands; there were no more poets except a few who made songs of lamentation. The people had become a captive and humiliated people; and the bitterest part of all its sadness was the memory of past greatness.

But in all the years of failure and humiliation, there was one thing which kept this people from despair; one hope lived in their hearts and kept them from utter misery. It was a hope which came from something one of the great poets of the past had said, in prophecy. This prophecy was whispered in the homes of the poor, taught in the churches, repeated from father to son among the rich; it was like a deep, hidden well of comfort in a desert of suffering. The prophecy said that some time a deliverer should be born for the nation, a new king even stronger than the old ones, mighty enough to conquer its enemies, set it free, and bring back the splendid days of old. This was the hope and expectation all the people looked for; they waited through the years for the prophecy to come true.

In this nation, in a little country town lived a man and a woman whose names were Joseph and Mary. And it happened, one year, that they had to take a little journey up to the town which was the nearest tax-centre, to have their names put on the census list; because that was the custom in that country.

But when they got to the town, so many others were there for the same thing, and it was such a small town, that every place was crowded. There was no room for them at the inn. Finally the innkeeper said they might sleep in the stable on the straw. So they went there for the night.

And while they were there, in the stable, their first child was born to them, a little son. And because there was no cradle to put Him in, the mother made a little warm nest of the hay in the big wooden manger where the oxen had eaten, and wrapped the baby in swaddling clothes, and laid Him in the manger, for a bed!

That same night, on the hills outside the town, there were shepherds, keeping their flocks through the darkness. They were tired with watching over the sheep, and they stood or sat about, drowsily, talking and watching the stars. And as they watched, behold, an angel of the Lord appeared unto them! And the glory of the Lord shone round about them! And they were sore afraid. But the angel said unto them, ``Fear not, for behold I bring you good tidings of great joy, which shall be to all people. For unto you is born, this day, in the city of David, a saviour, -- which is Christ the Lord. And this shall be a sign unto you: ye shall find the babe, wrapped in swaddling clothes, lying in a manger.''

And suddenly there was with the angel a multitude of the heavenly host, praising , and saying, ``Glory to God in the highest, and on earth peace, good will toward men.''

When the angels were gone up from them into heaven, the shepherds said to one another, ``Let us now go even unto Bethlehem, and see this thing which is come to pass, which the Lord hath made known unto us.'' And they came, with haste, and they found Mary, and Joseph, and the babe lying in a manger. And when they saw Him in the manger, they knew that the wonderful thing the angel said had really happened, and that the great deliverer was born at last.

Reading: My school.

My school is Dr. Lorenzo Guerrero Gutierrez. It was found in 1936. It is big in comparison with others schools. My school is located in Reparto Adelita   No. 1. My school has primary level and, from pre-school to sixth level, and high school, from first to fifth year. It has 2300 students. In primary there are 1280 students and in high school there are 1020 students. It has a big ground to play. Students can play football, baseball, kickball, volleyball, etc. there are forty-eight teachers in my school.

Reading: Today's weather.

Good evening. Today is October 31st, and the weather is bad on the pacific zone. Everywhere it is rainy, foggy and cloudy. Right now, at 5 o´clock, it is rainy in Managua-Capital of Nicaragua- and the airport is closed. It is foggy in Catarina and it is cloudy in Granada city – the colonial city. In Masaya is not rainy or foggy. The weather is better. It´s sunny. Masaya is known as" The capital of Folklore".

Exercise

Answer the following questions.

- a- What is the date?
- b- Is every where rainy, foggy and cloudy?
- c- Is eight o´clock right now?
- d- Is rainy in Managua?
- e- Is foggy in Granada?
- f- Where is the better city?
- g- Which city is called the colonial city?

Reading: Lost in New York City.

Hi, I am Mariko. I am 20 years old. I am from Japan. I am Japanese. I am an exchange student in San Diego. Right now I am in New York on an especial tour. My tour group is at the United Nations building. But, where is the United Nations building? I am lost! New York is a very big city. I do not know anything about this city. I am confused. What should I do? Where are my friends? I do not know where to go.

Discussion

Circle T (true) or F (false) according to the reading.

1- F – T Her name is Tomoko.

2- T – F Mariko is in San Diego right now.

3- F – T New York is a big city.

4- T – F Mariko is a business woman.

5- F – T Mariko is happy in New York City.

6- T – F Mariko is lost.

Reading: The Duchess of York

NEW YORK. The duchess of, Sarah Furguson, is visiting New York. Sarah´s nickname is Fergie. She is a beautiful and talented woman. People like her because she is friendly.

Fergie´s husband, Prince Andrew, is a navy pilot. Fergie can fly a plane, too. She is also athletic. She rides horses, and she can ski and swim.

The duchess arrives at Kennedy airport this morning. She is going to the statue of liberty and Chinatown. On Thursday she is going to a Broadway musical. Fergie is exited about her trip to New York!

After you read

Complete the sentences and answer the question.

1- Sarah Furguson is the _____ of York.

2- Her _____ is Prince Andrew, the son of Queen Elizabeth of England.

3- Sarah´s nickname is _____.

4- She can fly a plane. What else can she do? (name three things)

A-_____ , B- _____ , C- _____

Reading: Rain forest

Read
In many tropical countries, people are cutting down rain forest to make room for farms. They hope that the farms will make money for them so that they can pay their debts. But a new organization is trying to help these countries save their forest. The name of this organization is conservation International. Conservation International pays countries not to cut down their rain forests.

Their first agreement was with Bolivia, for a 4,000,000 acre reserve in the Amazon River basing in northeast Bolivia. The region has savannahs, deep woods, and rain forest. It is famous for the children plants and unusual wildlife that live there. Bolivia and conservation international will take care of the reserve together.

This idea of helping countries make rain forest reserves is so unusual that Brazil and Ecuador, which are both interested in this program, are already having talks with Conservation International.

Understanding the details

I- Answer the following questions.

1- Why do some tropical countries cot down their rain forest?

2- What is the name of the organization that is helping to save rain forest?

3- What country did they do business with first?

4- How much land did they get for a reserve?

5- Where is the reserve located?

6- Who will take of the reserve?

7- What countries are interested in this program?

II- Reading for the main idea
What do you think is the most important idea in this text?

a. Small countries need help to save their rain forest. _____

b. Bolivia is taking care of its rain forest in the Amazon river Basin. __

c. Conservation groups are trying to help tropical countries save their rain forest. _____

SPECIFICATION
"READING COMPREHENSION"

SPECIFIC OBJECTIVE:

In this section students will be evaluated the activities in Reading answering questions and True or False item to know their level of knowledge.

ITEM A

It is a reading comprehension item in which students will demonstrate their abilities to give shots answers using scanning to do it. It has a score of 10 points, 2 each.

ITEM B

It is a True – False item in which students are evaluated to be sure if the are able to say if the statements are true or false. It is 20 points, 4 each.

Reading: Bill Gates

Bill Gates is a very important person in the computer industry. He has been chief executive officer of Microsoft Corporation for several years. He is also the richest person in the United States. How did he do it?

He learned a lot from his parents. While Bill was going to school, his father went to college, got a degree, and became a successful lawyer. From this, Bill learned that you have to work hard if you want something. His mother was a very busy teacher, but she also enjoy going to parties. From this, he learned something else: if you want to work hard and play hard, you have to make a schedule.

When bill was young, he spent a lot of time alone. While most of his friends were playing, bill read all of the World Book Encyclopedia and finished it when he was 8 years old.

Bill's childhood was not all work, however. He used to play a lot of sports-swimming, water-skiing and tennis. He was very serious about sports. He loved swimming and he hated losing. When Bill got older, he spent more and more time working-and playing computer.

Before he was 20, bill developed the world's first computer language for the personal computer. Once when he was thinking about the future, realized something important. He thought that every home was going to have a computer would need software- his software. He said, "I'm going to make my first million dollars on software by the time I'm 25" And he did!

ACTIVITIES

I)   ASNWER THE FOLLOWING QUESTIONS ACCCORDING TO THE READING.(20, 4 each)

a- Is Bill Gate a very important person in the electrical industry?

b- Did he spend his childhood studying?

c- Did his parents work too hard?

d- Is he one of the richest in the United States?

e- Was Bill the man who made the first computer in the world?

II)   WRITE THE LETTER **T** (TRUE) OR **F** (FALSE) IN EACH STATEMENT.(20, 4 each)

a- Bill G. has not got enough money. _____

b- He learned that "you have to work hard if you want some-thing. _____

c- He loves football. _____

d- He spent lot of time playing on computer. _____

e- He became in true his dream. _____

ANSWER KEY

ITEM A

I)   ANSWERS…(20 points, 4 each)

a- No, he does not.

b- Yes, he did.

c- Yes, they did.

d- Yes, he is.

e- No, he was not.

ITEM B

II)   TRUE OR FALSE…(20 points, 4 each)

a- F

b- T

c- F

d- T

e- T

KEY ANSWER OF READINGS

READING: TODAY´S WEATHER. ANSWER THE QUESTIONS.

       A- October 31st.
       B- Yes, it is
       C- No, it is not
       D- Yes, it is
       E- No, it is not
       F- Masaya
       G- Granada

READING: LOST IN NEW YORK.

DISCUSSION

CIRCLE T (TRUE) OR F (FALSE)

   1- F
   2- F
   3- T
   4- F
   5- F
   6- T

KEY ANSWER OF READINGS

READING: THE DUCHESS OF YORK.

AFTER YOU READ

COMPLETE THE SENTENCE.

1- Duchess

2- Husband

3- Fergie

4- A- Rides horses,
   B- Ski
   C- Swim

READING: RAIN FOREST.

I- ANSWER THE FOLLOWING QUESTIONS

1- To make room for farms
2- Conservation international
3- Bolivia
4- For 4,000,000 acre reserve.
5- Amazon river basin
6- Bolivia and Conservation International
7- Brazil and Ecuador

II- MAIN IDEA

   C

RESULTS OF ENGLISH EVALUATION

Results of the development of teaching Reading in the students of first year afternoon shift at Dr Lorenzo Guerrero High school.

 This information will give you the data to know how the students were evaluated and its results.

With the three readings (2 telling stories and a reading about their school) students practiced how to read in the second language improving their reading speed, pronunciation, respect punctuation. This reading section has a score of 30 points. They will be evaluated with participation and the way of reading.
All the students participated in class at the time of reading. 90% of the students read voluntarily and the 10% they had to remotivate them to make they read, and they did. 60% of the students got 30 points, 30 % got 22 points and 10% got 20 points.

In reading understanding passages the 90% of the students did it well. 10% had some problems when answering questions. So, in this section 90% of the students got 30 points and the 10% of them got 20 points.

At the time of testing 80% of the students did well the exam. The exam had two items, answer questions and True or False item. The students who did it well got 40 points. But just 10% of the students scored between 20 and 35 points.
The participation in the students along the course was excellent (90%), they always kept working participating in class sessions. But the other students (10%) the teacher had to talk to them to do they participate and study English in the school and at home.

STUDENTS´SCORES WHEN FINISHING THE COURSE OF IMPROVING THE WAY OF READING AND UNDRESTANDING READING PASSAGES

No.	NAME	IMPROVING READING 30 POINTS	READING UNDERSTANDING 30 POINTS	FINAL TEST	TOTAL
1	Aracelly Almanza	30	30	40	100
2	Angelica Castro	22	30	40	92
3	Elena Chavez	20	30	29	79
4	Joseling Davila	30	30	40	100
5	Socorro Gomez	30	30	40	100
6	Teresa Lopez	22	20	40	100
7	Maria Mercado	22	30	40	92
8	Yaritza Mora	30	30	40	100
9	Roxana Martinez	22	30	40	92
10	Adela Rocha	30	30	40	100
11	Jordan Carcache	30	30	40	100
12	Asael Castillo	30	30	40	100
13	Jesus Espinoza	30	30	40	100
14	Jonathan Moya	30	30	40	100
15	Antonio Morales	22	30	32	84
16	Roberto Potoy	30	30	40	100
17	Martin Perez	22	20	35	77
18	Bidkar Sanchez	30	30	40	100
19	Jefrey Toruño	20	30	40	90
20	Letner Urcuyo	30	30	25	85

THIS CHART SHOWS THE STUDENTS´ ATTENDANCE DURING THE TRAINING

	ATTENDANCE																									
		SEPTEMBER												OCTOBER											
	No.	3	5	6	10	12	13	17	19	20	24	26	27	1	3	4	8	10	11	15	17	18	22	24	25
1	Aracelly Almanza	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
2	Angelica Castro	•	•	•	•	a	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
3	Elena Chavez	•	•	•	•	•	•	a	•	•	•	•	•	•	a	•	•	•	•	•	•	•	•	•	•
4	Joseling Davila	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
5	Socorro Gomez	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
6	Teresa Lopez	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
7	Maria Mercado	•	•	•	•	•	a	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
8	Yaritza Mora	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
9	Roxana Martinez	•	•	•	a	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
10	Adela Rocha	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
11	Jordan Carcache	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
12	Asael Castillo	•	•	•	•	•	•	a	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
13	Jesus Espinoza	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	a	•	•	•	•	•
14	Jonathan Moya	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
15	Antonio Morales	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
16	Roberto Potoy	a	•	•	•	•	•	•	•	•	•	•	•	a	•	•	•	•	•	•	•	•	•	•	•
17	Martin Perez	•	•	•	•	•	•	•	•	•	a	•	•	•	•	•	•	•	•	a	•	•	•	•	•
18	Bidkar Sanchez	•	•	•	•	•	a	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
19	Jefrey Toruño	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	a	•	•	•	•	•	•
20	Letner Urcuyo	•	•	•	•	•	a	•	•	•	a	•	•	•	•	•	•	•	•	•	•	•	•	•	•

STUDENTS PARTICIPATION DURING THE TWO MONTHS WHEN THEY WERE T TAUGHT TEVHNIQUES TO IMPROVE THEIR READING UNDERSTANDING.

The student's participation during the development of the reading program was excellent in a 70% (8 females – 6 males). 20% of the students (1 female – 3 males) the participation was very good. And 10% (1 female – 1male) the students´ participation was good.
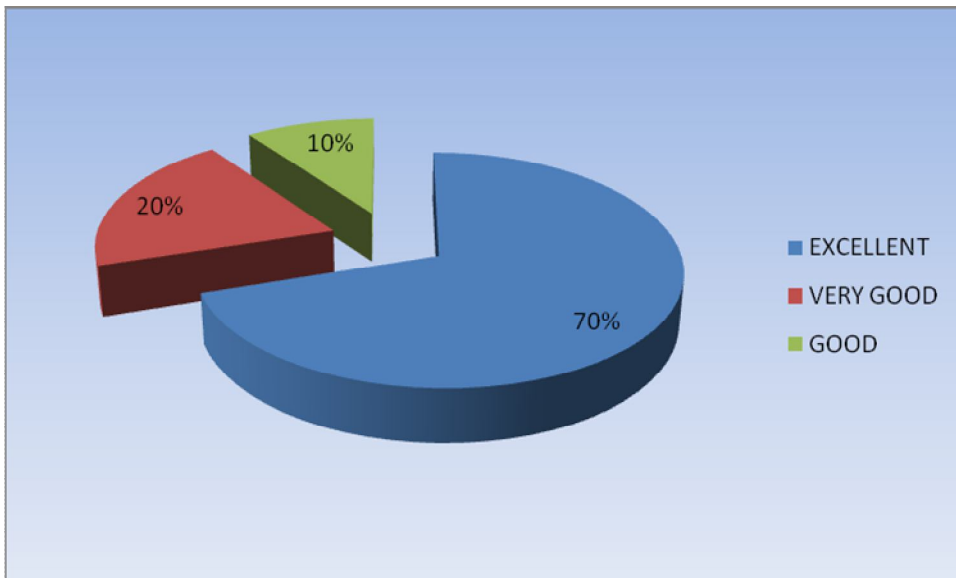
CHART 1
IN WHAT GRADE DID YOU BEGIN TO STUDY ENGLISH?

AGE	FEMALE	MALE	ANSWER	%
10-12	1	1	5TH	10%
10-12	1	2	6TH	15%
13-15	1		6TH	5%
13-15	6	3	4TH	45%
13-15	2	2	5TH	20%
16-M	1		6TH	5%
TOTAL	12	8		100%
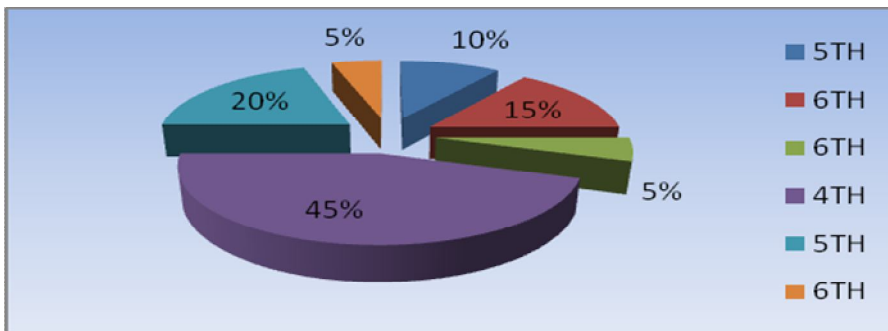
CHART 2
HAVE YOU STUDY IN OTHER INSTITUTION OUT THE SCHOOL?

AGE	ANSWER	MALE	FEMALE	WHERE	%
10-12	YES	2	2	HOME	20%
10-12	NO		1		5%
13-15	YES	5	1	ACADEMY	30%
13-15	NO	1	1		5%
13-15	YES	3	3	HOME	30%
13-15	YES			PARTICULAR HOUSE	5%
16-M	YES	1		ACADEMY	5%
TOTAL		12	8		100%
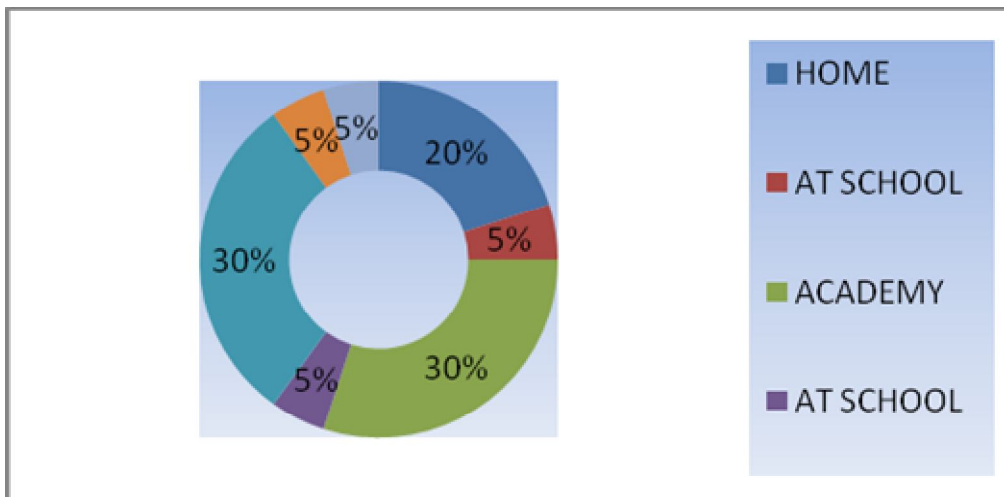
CHART 3
YOUR LAST TEACHER DOMINATED THE SUBJECTS

AGE	FEMALE	MALE	ANSWER	%
10-12	2	1	YES	15%
10-12		2	NO	10%
13-15	8	5	YES	65%
13-15	1		NO	5%
16-M	1		NO	5%
TOTAL	12	8		100%
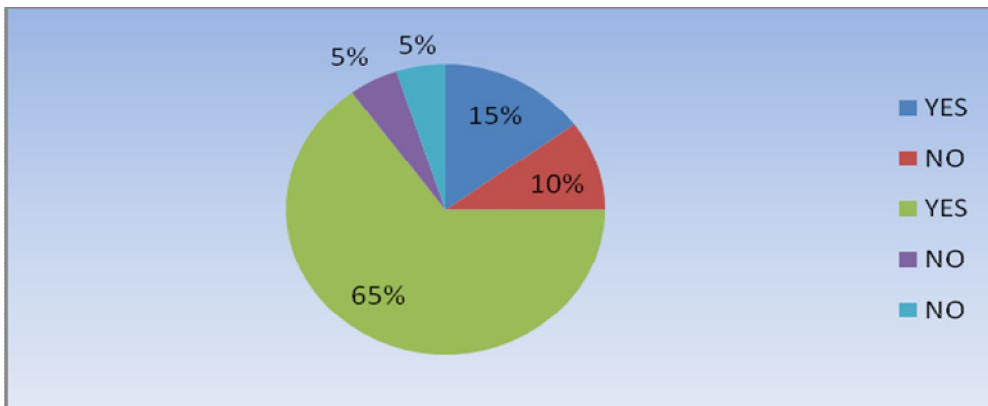
CHART 4
READING PASSAGES STUDENTS WOULD LIKE THE TEACHER USE IN CLASS

AGE	FEMALE	MALE	ANSWER	%
10-12	1	1	ADAPTED TO LEVEL,AGE,NEED	10%
10-12	1	2	TELLING STORIES	15%
13-15	6	2	SCHOOL	40%
13-15	1	1	ENVIRONMENT	10%
13-15	1		ADAPTED TO LEVEL, AGE,NEED	5%
13-15	1	2	TOWN/CUTY	15%
16-M	1		ADAPTED TO LEVEL,AGE,NEED	5%
TOTAL	12	8		100%
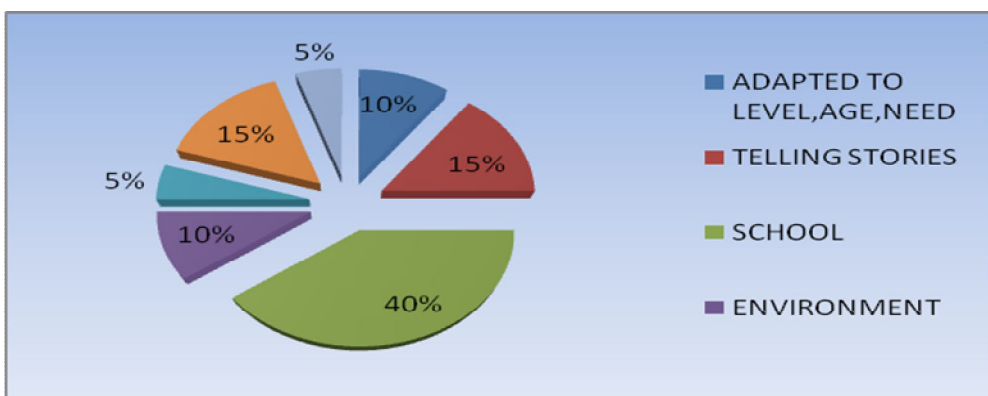
DR. LORENZO GUERRERO HIHG SCHOOL
STUDENTS QUESTIONARY

The following survey is part of the research work to know the background of the students in the English class.

Mark with an "X" the right answer(s)

Gender: female ___
   Male: ___

Age: 10 – 12 ___
   13 – 15 ___
   16 – More ___

1- Have you learned English before?
 Yes ___
 No __

2- In what grade did you begin to learn English?
 a- 1st __
 b- 2nd __
 c- 3rd __
 d- 4th __
 e- 5th __
 f- 6th __

3- Have you studied English in another institution?
 Yes__ No__

 Where?

 a- Academy__
 b- Particular house__
 c- At home__

4- How do you consider the idea of improving the reading ability?
 a- Excellent __
 b- Very good __
 c- Good __
 d- Bad __

5- Will you take time to study English?
 Yes __   No __

6- Do you think that your last teacher dominated the English subject?
   Yes __
   No __

7- What kind of reading would you like your teacher use to improve the reading ability?

   a- Environment passage ___
   b- Telling stories ___
   c- Materials adapted to age , level and need ___
   d- History ___
   e- About the town ___
   f- About the city ___
   g- About school __

GUIDE FOR SYSTEM OF VARIABLES
Dr. Lorenzo Guerrero High school

Students' questionnaire

The following survey is part of the research work to know the different difficulties and development they had in this course.
Mark with an "X" the right answer(s).

Gender: Male ____
            Female ___

Age: 10-12   ___
          13-15   ___
        16 – More___

1- Do your father or mother work?

    Yes____
    No_____

2- How do you consider the income in your family?

    a- High___
    b- Middle___
    c- Low___

3- Do you work to help in the economic situation of your family?

    Yes___
    No___

4- Do you support your studies?

    Yes___
    No___

5- Did you agree to improve your reading?

    Yes___
    No___

6- Do you think that you have learned reading techniques?

    Yes___   No____   Why?

7- Which of the techniques below do think was the most difficult?

    a- Skimming___
    b- Scanning___
    c- Analysing the topic sentence___
    d- Using bilingual dictionnary___
    e- Reading between lines____
    f- Reading without understanding ___

8- Did you feel afraid at the time of reading?

    Yes___   No___

    If your answer is affirmative answer question 9.

9- What was the reason of your fear at the moment of reading in class?

    a- Were you afraid at the time of the teacher___
    b- You felt nervous when reading in front of your classmates___
    c- You were shy ___
    d- You were unable to read in English___
    e- None of these___

10-How often did you pay attention in class sessions?

    -   Always___   - Often___
    -   Sometimes___   - Never___

11-Along the semester did you learn to read?

    Yes___
    No___

12-What of the exercises below do you think were the best to develop reading skill?

    a- Using models___
    b- Materials adapted to age, level and need___
    c- Authentic materials ___

13-Which of the techniques below do you think was the most useful?

    a- skimming___
    b- scanning___
    c- analysing the topic sentence___

d- using bilingual dictionnary___

e- reading between lines___

f- reading without undersatnding___

14-Choose one of the most important factors that you consider influenced negatively in the learning-teaching process of reading skill.

a- Inadequate classroom conditions___

b- Inappropiate teaching methods___

c- Lack of the didactic materials___

d- Lack of motivation___

15-How did you consider the control of the classes taught by the teacher during the course?

a- Excellent___

b- Very good___

c- Goda___

d- Regular___

e- Deficiente___

16-How often did you practice English at home?

a- Everyday___

b- One day in a week___

c- Two days in a week ___

d- Three days in a week___

e- Never___

TABLE FOR MATRIX INFORMATION

No.	GENDER F	M	AGE A	B	C	PARENTS WORK YES	NO	INCOME IN YOUR FAM A	B	C	DO YOU WORK YES	NO	SUPPORT YOUR STUDIES YES	NO	AGREE TO IMPROVE READING YES	NO	TECHNIQUE MOST DIFFICULT A	B	C	D	E	F	AFRAID WHEN READING YES	NO
1	X		X			X			X		X			X	X							X	X	
2	X		X			X			X		X			X	X					X				X
3		X	X			X		X				X		X	X					X				X
4		X	X			X			X			X		X	X		X							X
5		X	X			X		X				X		X	X		X						X	
6		X		X		X		X			X		X		X		X						X	
7		X		X		X		X			X		X		X							X		X
8		X		X		X				X	X			X	X							X		X
9		X		X		X			X			X		X	X		X							X
10	X			X		X			X			X		X	X		X							X
11	X			X		X		X				X	X		X		X							X
12	X			X		X				X		X		X	X		X							X
13	X			X		X				X	X			X	X		X							X
14	X			X		X		X			X			X	X		X							X
15	X			X		X		X			X			X	X							X		X
16	X			X		X		X			X			X	X							X		X
17	X			X		X		X			X			X	X							X		X
18	X			X		X		X				X		X	X					X			X	
19	X			X		X		X				X		X	X					X			X	
20	X				X	X		X			X		X		X		X							X

F- FEMALE   A-10-12   YES   A-HIGH   YES   YES   YES   A-SKIMMING B-SCANNING

M- MALE   B- 13-15   NO   B-MIDDLE   NO   NO   NO   C-ANALYSING THE TOPIC SENTENSE

C-16-MORE   C-LOW   D-READING BETWEEN LINES

E-READING WITHOUT UNDERSTANDING

F-BILINGUAL DICTIONARY

No.	FEAR A	FEAR B	FEAR C	FEAR D	FEAR E	PAY A	PAY B	PAY C	PAY D	EXE A	EXE B	EXE C	TECH A	TECH B	TECH C	TECH D	TECH E	TECH F	FACT A	FACT B	FACT C	FACT D	CTRL A	CTRL B	CTRL C	CTRL D	CTRL E	TIME A	TIME B	TIME C	TIME D	TIME E
1		X				X					X			X							X		X					X				
2				X		X					X							X	X				X					X				
3				X			X				X							X	X						X						X	
4			X				X				X							X	X				X					X				
5		X				X					X								X						X			X				
6				X			X					X			X					X					X						X	
7				X			X					X						X		X			X							X		
8				X		X					X							X	X				X							X		
9				X		X					X							X	X				X								X	
10				X		X				X			X												X						X	
11				X			X				X				X							X	X							X		
12				X			X				X		X												X			X				
13				X			X				X				X				X				X					X				
14				X			X				X				X				X				X					X				
15				X			X					X		X					X				X					X				
16				X			X					X		X					X				X							X		
17				X			X				X				X				X				X							X		
18	X						X				X				X				X				X							X		
19	X					X					X				X					X												
20				X		X					X				X								X		X							X

A-AFRAID OF THE TEACHER

B-NERVOUS WHEN READING IN FRONT OF THE TEACHER C-SHYNESS

D-UNABLE TO READ

E-NONE OF THESE

A-ALWAYS B-SOMETIM C-OFTEN D-NEVER

A-USING MODELS B-MATERIALS ADAPTED to AGE,NEDD,LEVEL C-AUTHENTIC READING

A-SKIMMING B-SCANING C-ANALYSING TOPIC SENT. D-USING BILINGUAL DICT. E-READ BETWEEN LINES F--READ WITHOUT UNDERSTANDING

A-INADEQUATE CLASSROOM CONDITIONS B-INAPROPIATE TEACHING METHODS C-LACK OF DIDACTIC MATERIALS D-LACK OF MOTIVATION

A-EXCELLENT B-VERY GOOD C-GOOD D-REGULAR E-DEFFICIENT

A-EVERYDAY B- 1 DAY /WEE C- 2DAYS/WEEK D- 3DAYS/WEEK E- NEVER