

READING COMPREHENSION FOR BEGINNERS  
(LESSON PLANS)

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San Juan de Pasto  
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## GLOSSARY

**COHERENCE..** It refers to the logical order in which ideas are presented and organized to give as a result a meaningful text (semantic level).

**COHESION..** It is the way a text is organized by using words called connectors (syntax level).

**DECODE..**To understand in a correct way the meaning of a word or phrase in a foreign language.

**EXPLOITABILITY..**It is related to the teachers' work; he/she has to choose texts that can be useful for the purpose of the class.

**LESSON PLAN..**It is the mixing of techniques in a logical order to carry out a teaching activity.

**POST-READING..** It is the follow-up stage, which is made up for different exercises related to the reading seen in the while-reading step.

**PRE-READING..(Lead in)** It is the first part of a lesson plan, which objective is to introduce the students into the topic to be deal with in class.

**READABILITY..**In this case, it refers to the level of difficulty of any text to be worked by the students.

**SUITABILITY OF THE CONTENT..**It refers to those readings that arise the interest of the students, need of information, entertainment, etc.

**WHILE READING.. (T Directs)** It is the central part in a lesson plan. Here the reading techniques are put into practice.

## **SUMMARY**

Nowadays we all know the importance that reading has in a communicating process. In spite of the new technologies that have evolved, reading have not left behind; people still like reading.

This paper is divided into four chapters. The first one states the problem: the students have problems in reading from their early school stages; then the objective of this paper: To give alternatives and ideas that help teachers to improve this skill in learners.

The second chapter contains the Literature Review, which supports our investigation. In this chapter, we deal with the learning of reading as a significant process, that is to say, learners learn to read by steps, within these steps they develop a set of activities that lead them to understand the general idea(s) of a text. The lesson plans we propose in this research keep in mind the aspects mentioned above.

The third chapter contains the methodology used in this paper.

The fourth contains the data analysis it is the statistical part, we analyze all the data obtained during the application of the treatment (lesson plans).

Finally, we give some suggestions and conclusions that language teachers can apply in his/her teaching work.

## RESUMEN

Hoy en día, todos conocemos la importancia que la lectura tiene en un proceso comunicativo. A pesar de las nuevas tecnologías que han surgido la lectura no se ha quedado rezagada; a la gente aun le gusta leer.

Este trabajo está dividido en cuatro capítulos. El primero establece el problema: los estudiantes tienen problemas de lectura desde sus primeras etapas escolares, luego el objetivo de este trabajo: Dar alternativas e ideas que ayuden a los profesores a mejorar esta habilidad en los estudiantes.

El segundo capítulo contiene la revisión de literatura, la cual apoya nuestra investigación. En este capítulo, nosotros tratamos el aprendizaje de la lectura como un proceso significativo, es decir los estudiantes aprenden a leer por pasos, dentro de estos pasos ellos desarrollan una serie de actividades que los lleva a entender la idea general de un texto. Los planes de clase que proponemos en esta investigación tiene en cuenta estos aspectos mencionados anteriormente.

El tercer capítulo contiene el análisis de datos, es la parte estadística, analizamos todos los datos obtenidos durante la aplicación del tratamiento (planes de clase).

Finalmente, damos algunas sugerencias y conclusiones que los profesores de idiomas pueden aplicar en su labor de enseñanza.



## **CHAPTER I THE PROBLEM**

### ***1.1. Introduction to the problem***

Reading is the principal way whereby English teachers or lay people can accede to whatever information they need. By the time of the school, students have to deal with many kinds of written texts from which they get all what they need. Moreover, the ICFES test demands from the students a good level in managing the reading ability because this test takes into account three kinds of competences: INTERPRETATIVE, ARGUMENTATIVE and PROPOSITIVE. The new conceptualization of this test is to help students understand the main idea(s) of a text, give new ideas about the text they have just read and use these ideas in practical situations.

Hence, the importance of developing the reading skills from the beginning levels not only in the foreign language which is our concern, but also in the mother tongue of the learners, because it is well known that reading has been one of the skills English teachers have neglected in the classroom.

Students have paid more attention to listening and speaking activities; this is a good attitude but English teachers may find problems when they make learners read a text in higher levels, and this is because they have not acquired good habits of reading, especially when they tackle texts which include unknown vocabulary and grammar. This situation obviously discourages them and does not allow them to benefit from the text.

This paper aims at contributing to the improvement of the reading skill through lesson plans. We hope English teachers will find them useful in their teaching of the target language.

## **1.2. Problem statement**

Teaching reading comprehension has always been a hard problem for language \*

teachers, since its teaching needs several sessions, in order to train students in developing the correct habits of reading. This happens because this skill has not had the importance it deserves in the process of learning a foreign language.

On the other hand, students feel daunted when they have to deal with reading activities. Generally, they do not know the appropriate strategies to carry out the reading of a text because they have not been trained in this ability accordingly. When this happens learners may have great difficulties in aspects such as:

- Getting the general idea of a text.
- Identifying main ideas or supporting details.
- Reporting about what he/she just has read.
- Identifying specific information.
- Carrying out a specific reading, a general reading or a detail reading, according to his/her needs of information.

Hence, the importance to pay a great attention to this skill within the curriculum and the lesson plans in order to overcome difficulties in learning.

### **1.3. Research question**

What is the effect of teaching reading comprehension through lesson plans to improve the level of reading of beginners?

### **1.4. Justification**

Since the early years of a person, generally he/she has many problems in reading from primary school, high school and even in the university; it could be said that this is one of the main causes students get low grades in other subjects. Consequently their school low yield.

Reading is a great opportunity to get a great deal of knowledge through different kind of texts. This is an important aspect that English teachers and learners have to keep in mind.

This research looks for methods and ways to achieve a better performance in this skill. In fact, when the students reach a good level in reading, the writing skill also improves a lot. Reading let learners acquire abilities on writing in an easier way; writing abilities are those elements as cohesion and coherence that make a text be comprehensible. Besides, students can learn other aspects through reading as vocabulary, new grammar structures, which will permit them to write short readings by using this knowledge.

## **1.5. Hypothesis**

For this study we have decided for a positive hypothesis, which is stated as follows: "The use of lesson plans will improve the level of reading comprehension of beginners".

## **1.6. Objectives**

### **1.6.1. General objective**

- To demonstrate that the use of lesson plans will help the students to improve their reading skill.

### **1.6.2. Specific objectives**

- To design practical and pedagogical lesson plans to improve reading abilities with beginners.
- To introduce students to reading strategies for beginners.

## **1.7. Assumptions and limitations**

### **Assumptions**

The goal of this research will help the students to clarify misunderstandings and confusions about how to comprehend any kind of reading they have to deal with in and out of the classroom. Through the application of the techniques, the students will increase the level of both reading and writing skills.

Motivation is another aspect that will be increased during the treatment because the students will have the opportunity to develop reading abilities through

interesting and attractive lesson plans which will be designed taking into account the likes, needs and expectations of the students.

## **Limitations**

- Limitations are the facts that do not permit to develop a class in a regular way. The students' low level of English was the greatest limitation we were faced with.

### **1.8. Definition of terms**

The following definitions are our opinions according to texts, readings and books used in this research.

- Lesson plan: It is the mixing of techniques in a logical order to carry out a teaching activity.
- Decode: To understand in a correct way the meaning of a word or phrase in a foreign language.
- Pre-reading (Lead-in): It is the first part of a lesson plan, which objective is to introduce the students into the topic to be dealt with in class.
- While reading (T Directs): It is the central part in a lesson plan. Here the reading techniques are put into practice.
- Post-reading: It is the follow-up stage, which is made up for different exercises related to the reading seen in the while-reading step.
- Cohesion: It is the way a text is organized by using words called connectors (syntax level).
- Coherence: It refers to the logical order in which ideas are presented and organized to give as a result a meaningful text (semantic level).
- Readability: In this case, it refers to the level of difficulty of any text to be worked by the students.

- Suitability of the content: It refers to those readings that arise the interest of the students, need of information, entertainment, etc.
- Exploitability: It is related to the teachers' work; he/she has to choose texts that can be useful for the purpose of the class.

## CHAPTER II

### REVIEW OF LITERATURE

"*Language is an instrument of communication*". This affirmation made by Widdowson (1979) is very appropriate to this subject to deal with. A language permits people to express and communicate their ideas, thoughts, feelings, demands, etc., to each other; and in such a process two or more subjects are always involved:

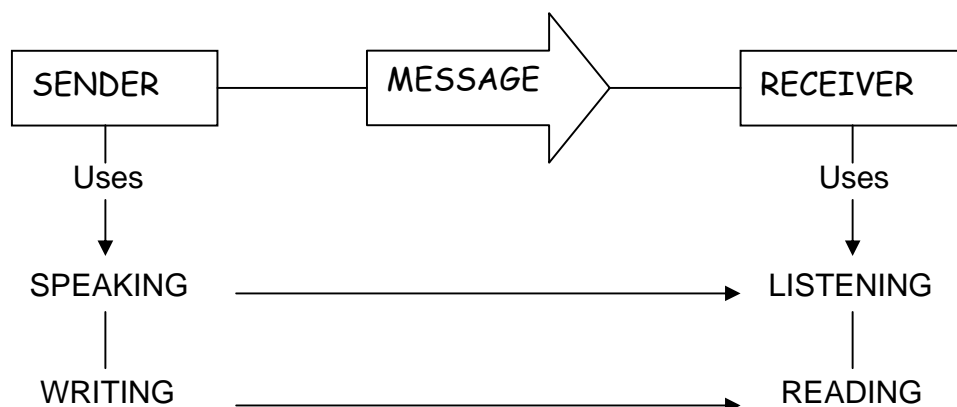
A sender, who sends the message.

A receiver, who receives the message.

Both sender and receiver make use of the four abilities, which have been classified by Harmer (1987) in two categories:

- Productive skills: Speaking and writing used by the sender.
- Receptive skills: Reading and listening used by the receiver.

The graphic below clearly shows the process of communication and Harmer's classification:



These aspects mentioned above are important to introduce the analysis and comments about some linguistic theories and methods of some authors whose investigations have contributed to improve the work of language teachers in the classroom.

In this paper, the following lines touch on the reading skill as a means of communication. Although it has always contributed to develop and expand the knowledge of languages and cultures all over the world, its learning has been neglected, especially in the early years of school.

### **2.1. General aspects of learning reading in L1**

One of the main problems that is present in primary school within the process of learning to read in the mother tongue is that the techniques used do not make allowance that reading is a meaningful process. Students just decode graphemes without taking into account the meaning, that is, they learn to read through meaningless sentences.

English teachers and Spanish teachers agree that the following problems are caused by bad habits of reading:

- School low yield.
- Difficulty to interpret a text.
- Demotivation in reading tasks.

Solarte (1993) says that:

*"Reading is not just a decoding activity; on the contrary, it gives children opportunities to read ideas that can be understood by anyone".*

Therefore, children may deduce that a reading activity is a passive system that consists of a simple process of letter-word recognition, sentences lacking



communicative sense. Thus deciphering becomes substantially an activity without sense.

The strategies developed to overcome the deficiencies in learning to read in the mother tongue can also be applied to teaching how to read in the target language.

The following aspects, mentioned by Bastidas (1993), can be applied in a foreign language or the mother tongue:

- *Reading must be a meaningful process tackled in context.*
- *Children need reading according to their level and needs to make it interesting and rewarding.*
- *Reading is the third step after listening and speaking in the process of learning a language.*

*Listening - speaking - READING - writing*

This natural order gives us a clear idea about the learning of a language.

## ***2.2. The learning of reading in the foreign language***

The problems of learning to read are harder in a foreign language than in the native language because the students have to cope with a new system which is unknown for them, a system with different vocabulary and grammar, which hinders their comprehension of any text and, consequently, the task for the teacher is harder, in order to lead his students to obtain a good management of this ability.

That is the reason why many researchers and linguists have tried to find answers to the problems in teaching reading and the studies they have made and the conclusions they have drawn are the result of a constant observation during long periods of time.

These studies are generally related to the learning process of a language, thus: when the child listens and imitates the sounds, he develops his speaking skills.

The audiovisual and audiolingual methods observe the principle outlined above. Concerning the reading and writing skills, the audiolingual method considers them as follow-up abilities. According to this method reading is a process of decoding. In this way, this method leads the learners to read merely for reinforcing listening and speaking without taking into account the sense of the written text.

Lado, quoted by Bastidas, (1993) says:

*"Reading is to understand patterns of a language represented by written codes".*

The communicative approach appeared in 1970. It proposes the integration of the four abilities with a useful and methodic way. Concerning reading, Bastidas (1993) highlights these combinations:

- Reading - speaking and writing,
- Speaking and writing or
- READING and WRITING

Precisely, this last combination is suggested by the approach as the most suitable strategy to develop both abilities. The communicative approach stresses that reading is not only a means to teach the language itself, but it is a means to get the information the learner needs or wants. This is the point the students must realize, so, the students will overcome their lazy attitude toward reading because they will realize it serves to increase their need of knowledge.

### **2.3. The process of reading**

When carrying out a reading activity, teachers should keep in mind the following concepts:

1. The strategies that any reader uses to understand a text, such as:

- Read the text several times.
- Resort to the dictionary many times.
- Skimming and scanning.

2. The purpose of the reader when he/she faces a reading.

3. The needs of the students:

- For enjoyment.
- For information.

When the teacher is informed about these aspects, he/she can apply the accurate strategies and choose the appropriate readings to use in class. Then, he has to analyze the students' interests in order to make an appropriate syllabus or lesson plans to meet the students' expectations. These aspects are very important to develop the abilities which will lead the learners to understand and value the reading material they deal with. The agreement about the kind of material to read in class will help students greatly in their process of learning this skill.

Concerning this, Gloria Cardona (1989) says:

*"If you want to motivate students in reading, you have to introduce them to the selection of the reading subjects".*

If language teachers do this, they readily will achieve the aim of each lesson plan and will increase the interest and motivation of learners in reading.

Likewise, the students must be given readings according to their level, that is to say, the grade of difficulty of texts will be increased according to the students' level. The same methodology is advisable for both the native language and the foreign language. In the FL, this graded process improves the knowledge of vocabulary, grammar structures and the strategies the reader uses in any text and leads the learners to realize that readings serve not only to learn the language itself, but also to obtain whatever information they need. In this way, reading becomes a pleasant option for learners.

The reading task must be continuous. It is a process that begins from primary school and goes far beyond the university; in fact, it is an activity that must last all the life.

Gloria Cardona (1989) points out:

*"Reading learning does not finish when children manage the decoding stage. In fact, this is just the time when reading learning begins, which must extend during all the school life in a systematic way"*

So, it is necessary to go beyond the stage of decoding graphemes; it is important to extend the process of reading until the learners reach high management of this skill which will let them cope with any kind of readings, no matter their difficulty or extension.

Nuttal (1987) says:

*"It is very important to train students in extracts and full length texts",*

Thus, the students will not feel daunted when they have to deal with longer texts in higher levels in the school.

### **2.3.1. The lesson plan and the reading process**

A definition of a good lesson plan comes from Harmer (1987):

*"Good lesson planning is the art of mixing techniques, activities and materials in such a way that a good balance is created for the class".*

And he adds that it is important to consider two main principles to elaborate a lesson plan: VARIETY and FLEXIBILITY.

The former states that it is important to combine different kinds of activities, materials and strategies in each lesson plan; if this is taken into account, the learners will not lose interest in all what they do in the class; and the latter is the attitude of the teacher to change his/her method or strategy.

These aspects are essential to achieve the objective stated in each lesson plan. However, the teacher should be informed about some aspects of his students. Harmer (1987) lists some of them:

- The level of language: it refers to the knowledge of the language he is going to teach.
- The skills for the level: a good management of the skills to teach by the teacher.
- Aids available for the level: suitable aids according to the level.
- A repertoire of activities: there must be different kinds of activities.
- Classroom management skills: the ways the teacher controls his group and maintains the discipline.

Other hints to bear in mind are:

- The previous knowledge of learners.

- The reading the students like or need, that is, the text must be based on students' interests and needs.
- A lesson plan has to be elaborated in steps, which will introduce learners into the whole reading activity.

About this last hint, Eddie Williams (1984) quoted by Gloria Cardona (1984), says that there are three phases to have in mind in the process of reading:

### ***2.3.2. Pre-reading***

It contains activities which introduce learners into the reading; it arises the interest of learners toward the reading.

It is up to the teacher to decide what kinds of activities he/she wants to include in the lesson, such as:

- General questions related to the topic of the text.
- Activities with pictures and words or sentences: to match words and pictures, fill tables, etc.
- Carry out short discussions related to the topic.
- Dynamics are appropriate activities to include in this stage; they help teachers to motivate his/her students to acquire the reading abilities easily.

### ***2.3.3. While reading***

In this stage, the teacher puts into practice the procedure of reading; it is where the process of reading takes place.

#### **2.3.4. Post-reading**

It is the follow-up phase, the students do exercises of reading comprehension which are based on the strategies learned in the second step.

This method made up by these three phases facilitates the work of the teacher in the classroom and lets the learners put into practice their previous knowledge to use what they just learned in the follow-up activities and creates in their minds good habits of reading which will be useful when they have to deal with any text.

#### **2.4. Cohesion and coherence**

First of all, it is necessary to define the meaning of these two concepts:

COHESION: It is the textual organization, that is, the way the elements of a text remain together by using particular linguistic means.

COHERENCE: It is achieved by the cohesion devices. Through the correct use of these devices a meaningful text is obtained.

The communicative approach takes into account these two main aspects involved within a process of learning of reading. The use of connectors (conjunctions, adverbs) plays an important role in the correct comprehension of any text, because this kind of words is the key to understand a text as a whole.

About this aspect Bastidas (1993) says:

*"Learning is not approached in isolated sentences, on the contrary, it is a significant process"*

The meaningful approach refers to a text as a means of communication of any kind of information, it refers to a text as a process of interaction between the writer and

the reader, a text that calls the attention of the reader and enhances his motivation as he learns.

It is important that the students know how a text is organized, for example, they have to know or distinguish between the main ideas and the back-up ideas, and mainly the function of cohesive devices. Concerning this, Jeremy Harmer (1987) says:

*"It is important to be able to recognize devices for cohesion and understand how a text is organized coherently".*

The task of the language teacher is hard in training the learners to manage the different kinds of connectors and their occurrence within a text, above all, if the learners do not have the ability and techniques to read any text or they ignore the vocabulary and grammar structures, such factors may hinder the learning of reading. However, with the teacher's guidance and appropriate graded material it will be easier to overcome this difficulty.

### **2.5. Learning vocabulary through reading**

One of the main problems learners of a foreign language face is the lack of knowledge of vocabulary of readings they have to deal with. It is an obstacle that generally deprives the reader from getting the gist, the message and the true meaning of the text. So, it is necessary to look for ways or strategies that help the students to overcome this difficulty.

Learning to read in itself is a great opportunity to carry out this purpose. With an appropriate method the learners can learn the reading skills along with grammar and vocabulary within a same lesson plan.

It is a reciprocal way of developing a reading class, because:



- The level of Lexis increases through reading and
- Reading skill improves as the knowledge of Lexis is increased.

Moreover, as we have already mentioned, with readings learners can acquire the new vocabulary easily in a meaningful context. Thus, they can see the function of the words in the readings.

On the other hand, language teachers have to provide the students with graded reading materials according to their level and their purpose. These readings should contain useful words, that is, vocabulary which they can use in later lessons.

Concerning this, Nuttal (1987) says: *"It is necessary that students learn words which serve to their immediate purpose"*.

It is also necessary to point out that it is unwise to clutter up the students with readings full of unknown words because this complicates the normal process of the class. The students might lose their motivation and the teacher will not achieve the objectives stated for the lesson, because he/she has to employ too much time making clear the students' doubts on vocabulary and they will have to consult their dictionary many times, so, there might be a change of the purpose of the reading class: to teach merely vocabulary instead of teaching the reading skill.

## **2.6. The role of the teacher**

Jeremy Harmer (1987) says:

*"The role of the teacher should change according to the activities and functions to perform in the classroom"*.

The teacher is a guide for the students; he leads them to obtain the abilities and knowledge through different activities and strategies planned by him previously.

Harmer (1987) sets out different roles the teacher has to perform in the classroom. The role of:

- a controller
- an assessor
- an organizer
- a prompter
- a participant
- a resource

In short, the most important thing the teacher has to do is to plan about each of his roles before hand, that is, what he would do or what he would be, his behavior in every stage of the class, in every situation he faces, etc. So, he will be able to perform his task efficiently.

The teacher's guidance is compulsory in the classroom as well as a well-elaborated lesson plan, and both will help the students to improve their abilities. In terms of reading, the role of the teacher is not only to give the meaning of vocabulary, or explain difficult or unknown words or structures, but his task goes beyond by performing his roles accordingly, he has to interact with his group making them participate actively in each class, and above all making them enjoy what they are doing.

On the other hand, the teacher has to create auspicious environments. That is to say, he should implement a principle of participation in groups. In this way, the active participation is favored, a high level of motivation is achieved and the affection of the students is increased.

Concerning this, Bastidas (1993) says:

*"The opportunity to work in groups fosters cooperation and the feeling of community in the students"*

Then, the best methodology is the one that gives the students the tools to construct their knowledge for their own, creates the auspicious environment and above all treats the students as human beings.

### **2.7. Some aspects on selecting the appropriate reading material**

Generally, the students like reading texts which make sense for them and especially those that meet their needs of information or recreation, what Nuttal (1987) has classified as intensive and extensive reading respectively, but learners are also interested in readings which are related to their environment.

So, the teacher has to keep in mind the profile of his students, to choose the suitable material to work in class. When the teacher is knowledgeable about these aspects, his teaching becomes wider and easier to get the objectives stated in the lesson plans.

Nuttal (1987) establishes three aspects to bear in mind in the selection of reading material:

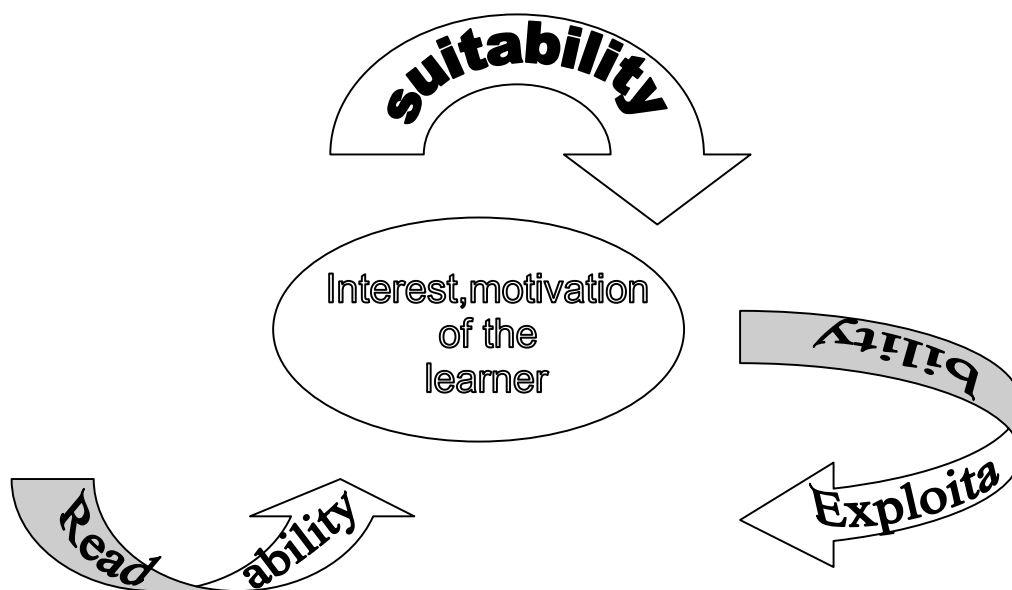
1. Readability
2. Suitability of the content
3. Exploitability

**READABILITY:** It refers to the structural and lexical difficulty of a reading, so the teacher has to be well informed about the grammar knowledge of his students.

**SUITABILITY OF THE CONTENT:** It refers to readings that are short, useful and maintain the interest of learners.

**EXPLOITABILITY:** That is a text that can be exploited in the classroom. It should call the attention of the students and it should have a pedagogic use.

The following graph shows the main objectives of the aspects mentioned above.



The motivation and interest of the learner are the point to take into account by the teachers when choosing readings or textbooks to develop an English course.

On the other hand, to obtain good results learners also need readings related to their environments; in this way, they will recognize and understand better all about their problems, their culture, their language and their people.

Some of the subjects high school students are interested in include:

- Sports
- Life in other planets
- Cinema

- Computers
- Wild animals
- Cartoons
- Sex
- Famous films
- Music
- Singers
- Inventions

Finally, two things are important to keep in mind in this activity:

1. Reading ability improves only by reading a lot.
2. Generally, children do not like this activity, so teachers have the responsibility to create in their minds this habit by using the best methods and choosing the best readings students like or want in order to call their attention. In this way, they will discover that reading is a great source of enjoyment, of information and also survival.

## **CHAPTER III METHODOLOGY**

### **3.1. *Design***

This investigation will be done with a pre-experimental method. We decided for the "one group pre-test and post-test". We made a pre-test before the treatment and we made a post-test after the treatment.

G1    T1 x T2

### **3.2. *Subjects***

This paper will be applied in the Colegio Agropecuario Santa Ana, where we will work with sixteen students whose average of age is 13 - 16 years old, eleven female and six male. The students we are going to work with are in eighth grade of secondary school and belong to a low social class.

### **3.3 *Materials***

We will use practical and inexpensive materials, such as billboards, pictures, board cards but specially reading texts about the different topics will be the principal materials to be used in the classroom, which meet the needs of teachers and learners.

### **3.4. Instruments**

We will use some kinds of instruments such as: pre-test, a treatment (the lesson plans), a post-test and direct observation, which will permit us to get the relevant information we need to draw the conclusions and suggestions to carry out this paper.

The pre - test will let us know the prior knowledge of the students and the post - test, which will be applied after the treatment, will permit us to know the progress made by the students.

### **3.5. Data analysis**

The analysis of data in our investigation will be done in a quantitative and qualitative way. We will use the measures of central tendency (the mode, the median and the mean) for the quantitative analysis.

All these data will be shown in a graphic form by using histograms for a better comprehension of the outcomes.

The qualitative data will be obtained through direct observation of the students in each session, we will specially aim the observations having in mind the two variables.

### **3.6. Variables**

**3.6.1 Independent variable:** The effect caused by lesson plans.

**3.6.2 Dependent variable:** Lesson plans for reading comprehension.

### **3.7. GENERAL PROCEDURE**

The following lines describe briefly the general procedure applied for each lesson plan. It is necessary to clarify that each lesson plan has three main steps thus:

Pre-reading (Lead-in), while reading (T Directs) and post-reading.

1. Pre-reading (Lead-in): This stage is made up with activities, which lead the students to obtain a general idea of the reading to deal with.
2. While reading (T Directs): In this part the students are introduced into the main reading of each lesson plan, they develop activities always related to the topic to deal with.

Generally, students work in groups from the beginning of the class which permits to advance swiftly as with a good control of the group. It can be said that work teams promote participation and brainstorm.

Different strategies were applied aiming at improving reading comprehension, for example:

- Sometimes the teacher reads aloud the text and the students follow him/her.
  - The students begin scanning the reading, then give opinions, ideas, etc., and finally the teacher reads aloud the text again and he/she makes them develop the activities.
3. Post-reading: This step contains activities that prove if the objective was achieved or if the lesson plan was carried out successfully; the students work individually or in groups according to the activity. This last step permits to make a feedback about the main topic of the lesson plan.



### **3.8. *Students of the Santa Ana high school***

The following is the list of the students who received the pre-test, the treatment and the post-test.

ARCINIEGAS LAGOS CLAUDIA MERCEDES  
BASANTE PANTOJA WILLIAN ANDRES  
BASTIDAS CASTRO ANA CONCEPCION  
BASTIDAS CASTRO DILIA REBECA  
BASTIDAS PANTOJA BOSCO FERNELLY  
BENAVIDES ACOSTA OSCAR ALDEMAR  
BENAVIDES ACOSTA CRISTINA MARGARITA  
BENAVIDES PANTOJA FREDY NICOLAS  
BOLAÑOS BENAVIDES LORENA ISMENIA  
CORTES JESUS DAVID  
MORAN PANTOJA ROSA MERCEDES  
MURIEL PANTOJA SANDRA MARITZA  
PANTOJA MORA MONICA LORENA  
PAZ PANTOJA ELVIA VIVIANA  
ROSERO VILLAVICENCIO DIANA DEL R.  
VALLEJO BENAVIDES MARIA EMERITA

## CHAPTER IV DATA ANALYSIS

We will use the descriptive statistics to analyze and organize the data obtained during the application of the treatment. The measures of central tendency (mode, media, mean) will permit us to clearly know the results of this investigation and make the comparisons between the outcomes of the pre-test and post-test after the treatment to the group. Besides the results will be shown in bar graphs in order to get a better comprehension of them.

### ***4.1. Measures of central tendency***

**4.1.1. Mode:** It is defined as the most frequently obtained score in a set of data.

The data below (table 1) are arranged in such a way that it is possible to make the comparison between the mode of the pre-test: 2.5, and that of the post – test: 4.0. The difference ( $4.0 - 2.5 = 1.5$ ), demonstrates that the school yield in reading activities improved, above all if we have in mind that the students had a low knowledge of techniques of reading, vocabulary and grammar at the beginning of the treatment.

## PRE - TEST

## POST - TEST

<b>X</b>	<b>F</b>	<b>X</b>	<b>F</b>
1.8	3	2.5	1
2.3	1	3.0	3
2.5 *MODE	5	3.5	3
2.8	2	4.0 *MODE	7
3.0	3	4.5	1
3.2	1	4.8	1
3.3	1		
<b>TOTAL</b>	<b>16</b>	<b>TOTAL</b>	<b>16</b>

TABLE 1

**4.1.2. Median:** It is defined as the score which is at the center of the distribution. Half of the scores are above the median and half are below.

PRE – TEST		POST - TEST	
X	F	X	F
1.8	1	2.5	1
1.8	1	3.0	1
1.8	1	3.0	1
2.3	1	3.0	1
2.5	1	3.5	1
2.5	1	3.5	1
2.5	1	3.5	1
2.5*MEDIAN	1	4.0*MEDIAN	1
2.5*MEDIAN	1	4.0*MEDIAN	1
2.8	1	4.0	1
2.8	1	4.0	1
3.0	1	4.0	1
3.0	1	4.0	1
3.0	1	4.0	1
3.2	1	4.5	1
3.3	1	4.8	1
TOTAL	16	TOTAL	16

TABLE 2

$$M = 2.5+2.5/2 = 5.0/2 = 2.5$$

$$M = 4.0+4.0/2 = 8.0/2 = 4.0$$

As we can see, this measure shows us an improvement thanks to the treatment. If we subtract:

$$4.0 - 2.5 = 1.5$$

In this case, we can realize that it (the median) is the same result as that of the mode.

**4.1.3. Mean:** It is defined as an arithmetic concept where if the scores are distributed along a scale, the mean will fall exactly at the balance point.

PRE - TEST			POST - TEST		
<b>X</b>	<b>F</b>	<b>X.F</b>	<b>X</b>	<b>F</b>	<b>X.F</b>
1.8	3	5.4	2.5	1	2.5
2.3	1	2.3	3.0	3	9.0
2.5	5	12.5	3.5	3	10.5
2.8	2	5.6	4.0	7	28
3.0	3	9.0	4.5	1	4.5
3.2	1	3.2	4.8	1	4.8
3.3	1	3.3			
	<b>16</b>	<b>41.3</b>		<b>16</b>	<b>59.3</b>

TABLE 3

$$X = \Sigma (X.F)/N$$

$$X = \Sigma (41.3/16) = 2.5$$

$$X = 2.5$$

$$X = \Sigma (X.F)/N$$

$$X = \Sigma (59.3/16) = 3.7$$

$$x = 3.7$$

As we can see the mean for the pre-test is 2.5 and the mean for the post-test 3.7.

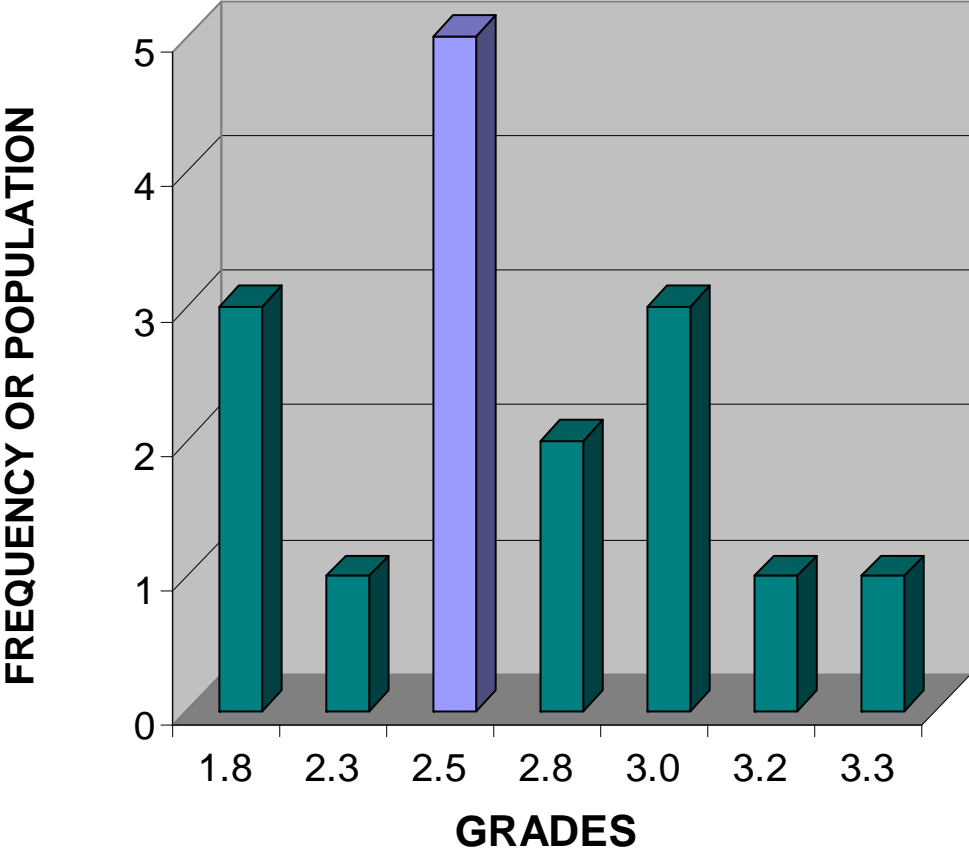
The mean increased in 1.2 (data obtained by subtracting  $3.7 - 2.5 = 1.2$ ), this means that after the application of the treatment the level of reading comprehension improved.

#### **4.2. Summary of the data analysis**

<b>MEASURES</b>	<b>PRE-TEST</b>	<b>POST-TEST</b>
MODE	2.5	4.0
MEDIAN	2.5	4.0
MEAN	2.5	3.7

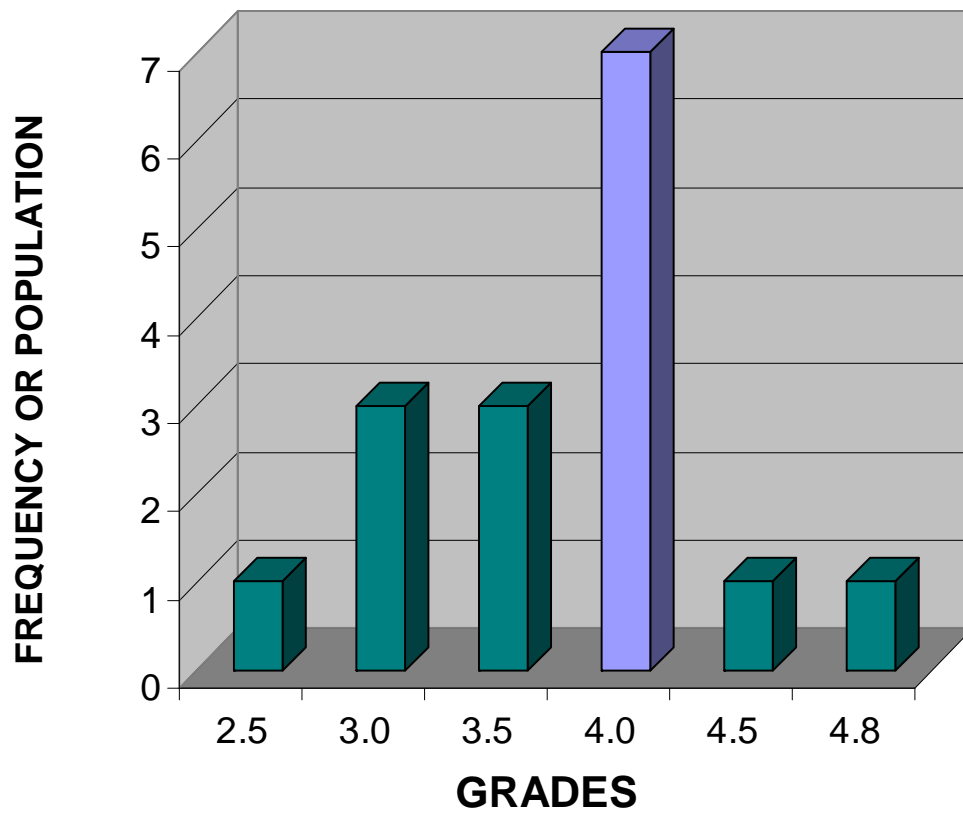
TABLE 4

# Pre - test



The histogram shows that 11 students out of 16 did not pass the test and only 5 student did

## Post - test



The graphic shows that 15 students out of 16 passed the exam and only 1 student did not



### **4.3. Qualitative analysis**

Although the quantitative analysis has already given us the final results that demonstrate that lesson plans worked concerning the improvement of reading skills, it is necessary to keep in mind two main aspects in the process of learning. Those aspects are:

- The cognitive aspect.
  - The Socioaffective aspect.
2. The cognitive aspect: It refers to the way students receive and process the information. In this case, the students achieved a good management of the reading skill along with writing and pronunciation skills as follow-up activities. Strategies as reordering, filling tables, word games, cartoons, interesting readings, picture matching, cross-words, incomplete texts, etc., called students' attention and permitted them to overcome problems of comprehension of the texts, or the English grammar.
  3. Socioaffective aspect: The students' motivation increased step by step as the lesson plans were applied. It is important to point out that they always showed us a high concentration and a good behavior in the English class. Moreover, they were willing to work in groups, in this way they had more confidence to participate in class by asking questions, sharing ideas about how to develop the activities, etc. This strategy permitted to work values as the cooperation. The texts were chosen according to the likes of learners, so this was one of the causes they changed their attitude to work in English classes.

#### **4.4. Pedagogical proposal**

This proposal focusses on the management that English teachers need to have in the teaching of the reading skill in the classroom.

An endless number of ideas have raised concerning the best way to learn a language. Our intention, in this paper, is to give reading the importance it deserves, as an ability to obtain the knowledge in whichever field of the science.

Our proposal is a contribution to improve the pedagogical methods in language learning and teaching, keeping in mind students' needs and characteristics, by means of suitable lesson plans which are organized in a logical order.

The lesson plans elaborated in this way permit the students to enter the topic to deal with from the beginning of the class.

This proposal is justified for the following aspects:

|

- Readings become interesting for learners when teachers present texts that meet their different kinds of needs: entertainment, information, investigation, etc.
- The learning of reading with suitable strategies arises the students' interest.
- Learning to read is compulsory because it is a way to get to the knowledge in any field of the science.
- Lesson plans that are designed in an attractive way increase the interest and motivation of the students.
- Finally, our aim is at creating good habits of reading in the students; besides, it is important that they become aware that reading is not an obstacle or a boring activity, but a way to open doors to the knowledge, wisdom and entertainment.

## **SUGGESTIONS**

1. Language teachers have to apply appropriate methodologies in order to overcome students' deficiencies in reading.
2. Reading is an aspect that claims too much attention from the teacher because this ability has been neglected in language classes for years. So, teachers have to encourage learners to read a lot by providing them with motivated and varied reading activities in the classroom and out of it.
3. Language teachers must introduce learners into reading with easy and attractive texts, especially with beginners. Moreover, students must read texts that they enjoy and get the information they need.
4. We can also say that it is necessary to devise lesson plans with a methodic order, that is to say, they have to have an introduction to the topic (pre-reading), application of the technique (while reading) and a follow-up activity (post-reading).
5. The modern technologies suggest that students carry out their tasks in work teams; this can be applied not only in language classes, but also in all subjects. Reading skills can be improved through this strategy because learners can resolve their doubts with their classmates and also share their ideas.
6. The teacher's guide at any stage of the lesson plan must be concrete and substantial.

7. The goals of each lesson plan should be attained by developing a framework of activities involving all the students.
8. The procedure should be worked out, so that the teacher has a clear idea about what is to be done, when and how.
9. It is more advisable to present the students texts or readings that contain real topics, especially it is necessary to take in to account those ones that call the attention of learners and meet their needs and expectations.

## CONCLUSIONS

1. The lack of vocabulary does not permit to develop a good process of reading. However, it is just through reading activities learners can acquire a great deal of vocabulary, and grammar structures, so when students get this linguistic aspects they will be willing to read more.
2. Vocabulary and writing skills can be improved through reading activities. Reading is a great opportunity to learn vocabulary in context, besides it permits the students to understand the different functions of each word in a text.
3. The preparation of each lesson plan requires time and materials of any kind. During its application in the classroom it keeps every student either reading or writing the whole time. Besides the way in which the lesson plans are elaborated permits to create class discussions on whatever topics may arise.
4. We hope that this paper work be useful for English teachers and students to create a good willing toward reading and to improve this ability.
5. The experience of making this monograph gave us not only new knowledge about English itself, but it gave us ideas on how to carry out a class, keeping in mind the students as center of the teaching. Finally, we can say that teaching is not only to repeat the knowledge contained in books, but to educate people to construct their behavior.

6. Students' motivation increases toward reading when teachers carry out their language class with dynamic lesson plans.

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# APPENDIXES



## **APPENDIX No. 1**

Pre-test and Post-test

## PRE-TEST

NAME : \_\_\_\_\_

LEVEL : \_\_\_\_\_

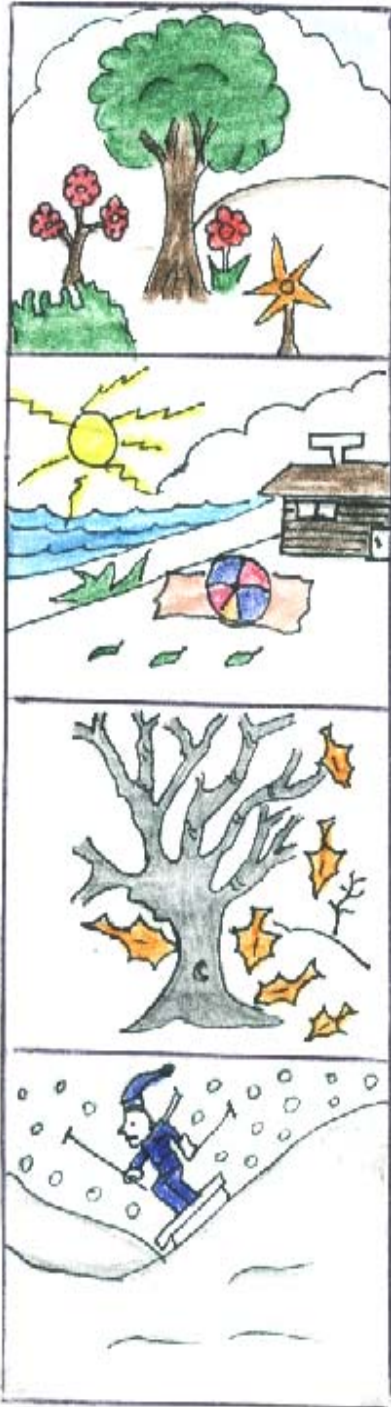
GRADE : \_\_\_\_\_

1. Lea el siguiente texto.

### THE SEASONS

In North America there are four seasons: Spring, Summer, Fall and Winter. Each season is three months. The months of spring are March, April, and May. Officially, Spring begins on March 21<sup>st</sup>. It is usually cold and windy in March, but there are some warm days. In April it rains, but May is beautiful. Summer begins on June 22 . The Summer months are June, July and August. It is very hot in the Summer. After Summer comes Fall . It begins on September 23. The Fall months are September, October and November. The weather is nice in September, but school begins and vacation ends. In October the leaves change color. They become yellow, red and brown. Winter is the cold season. It begins on December 22. The Winter months are December, January and February. It is usually cold in December, but people are very happy at Christmas. In many places it snows, and people go skiing and ice - skating.

De acuerdo al dibujo escriba los meses de cada estación.



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## 2. CLOZE READING



Llene los espacios vacíos con el nombre del dibujo correspondiente.


### SAM'S COLORING BOOK

In his  \_\_\_\_\_,  saw  \_\_\_\_\_,  \_\_\_\_\_,  \_\_\_\_\_.

 \_\_\_\_\_,  \_\_\_\_\_,  \_\_\_\_\_ and one  \_\_\_\_\_.

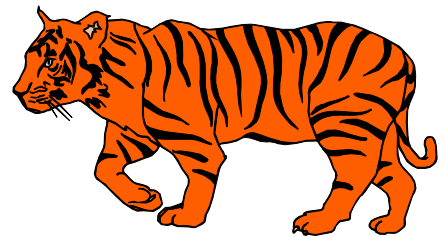
The  \_\_\_\_\_ were flying away. The  \_\_\_\_\_ was climbing a  \_\_\_\_\_.

\_\_\_\_\_ And the  \_\_\_\_\_ was chasing the  \_\_\_\_\_ across

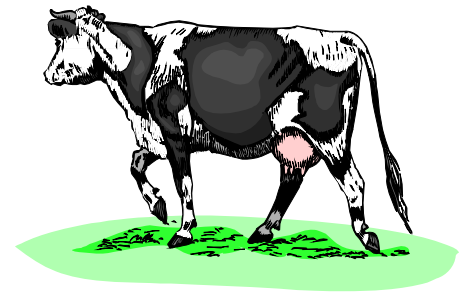
the  \_\_\_\_\_.

3. Una con una flecha el dibujo de la derecha con el párrafo que corresponda a la descripción dada.

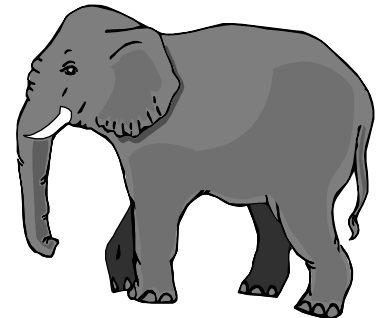
a. I am very intelligent and can be trained to do heavy work. I have big ears and a long trunk. My trunk is very strong and delicate, my trunk is really one of the wonders of nature



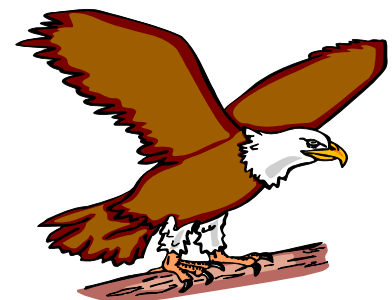
b. I have an attractive coat like a very large cat. I am dangerous and very strong . Many animals are afraid of me. I attack women and children specially.



c. I am a powerful bird. My wings are big and strong. I can fly very fast. I am usually called "the monarch of the air". I have been commonly used as emblem of power, courage and liberty.



d. I am a very useful animal. I give you many things you need: milk, cream, butter, meat and leather. I am very big and a domestic animal.



## POST-TEST

Name : \_\_\_\_\_

Level : \_\_\_\_\_

Grade : \_\_\_\_\_

Textual strategy: Textual coherence and reading comprehension.

1. Read the following tale and choose the appropriate option by underlining the sentence according to the text.

One day a young prince arrived at the castle of king Ottar and fell in love with the king's youngest daughter, who was very beautiful. "You can only marry my daughter", said the king, "if you can recognize her, and you must marry the woman you choose". "That is easy", said the prince, and king Ottar put all his daughters behind a wall that had a space at the bottom, so the prince could only see seven pairs of feet, and the feet all looked the same. Suddenly, one of the feet moved and so the prince said: "That is the woman I love".

Unfortunately, it was not; it was king Ottar's eldest daughter who was not at all beautiful, but the prince had to marry her. In fact, she was extremely intelligent and had a good sense of humor, so that very soon the prince did fall in love with her and they lived happily ever after. The moral of this story is that love is a very unreliable thing.

- a. The young Prince was in love
  - With the oldest daughter.
  - With the youngest daughter.
  - With the King's wife.
  
- b. The king put his daughters:
  - Behind the castle.
  - On the garden.
  - Behind the wall.
  
- c. The King Ottar had ...
  - Seven daughters.
  - Only one daughter.
  - None.
  
- d. The young prince married with:
  - The King's youngest daughter.
  - The king's oldest daughter.
  - The young prince did not marry anyone.
  
- e. At the end of the tale:
  - The young prince lived sad the rest of his life.
  - The young prince lived happily forever.
  - The young prince left the King's old daughter.

2. Order the pictures according to the text. Write letters from A to E.



3. Textual strategy: Identifying and supporting ideas.

### FROM THE YELLOW KID TO MAFALDA

Comic strips are a universal form of art, a massive means of communication that goes beyond land borders. Millions of children and adults buy and read comic books, hoping to entertain themselves. The origin of comic strips began in 1896 with "The yellow kid" a funny kid. There are many kinds of comic strips, adventure, fiction and action stories: Tarzan (1929), Flash Gordon (1936), Superman (1938). For example, Mickey Mouse, a cultural character that influenced the lives of millions of children all over the world.

Put a cross in TRUE - FALSE squares according to the text, and identify the main idea among the following statements.

STATEMENTS	TRUE	FALSE	MAIN IDEA
Comic strips appeared in Colombia			
Comic strips are a universal form of art, a massive means of communication.			
The origin of comics strips began in 1929			
The first comic strips that appeared was Superman.			
The origin of comic strips began in 1896, with: "The yellow kid".			

## **APPENDIX No. 2**

(Lesson plans)

The following lesson plans applied in this research are based on Jeremy Harmer's model. We made the necessary adaptations according to the curriculum of the Santa Ana high school, of the seventh grade students.

## LESSON PLAN No. 1

### 1. DESCRIPTION OF THE CLASS

- Students between the ages 13 - 17
- 11 women and 5 men.
- Time: 90 minutes

The students are motivated because they will be taught the target language with lesson plans.

### 2. RECENT WORK

- Verb TO BE, present tense.

Students worked in groups and described drawings. They used pictures and wallcharts.

### 3. OBJECTIVE

- To give students practice in extracting the main idea from a text.

### 4. CONTENTS:

A. CONTEXT: Reading NEW YORK

#### B. ACTIVITY AND CLASS ORGANIZATION

- Students read the text individually and fill in a YES - NO table.
- Students check each other's answers in pairs, the teacher clears doubts and finally they write sentences.

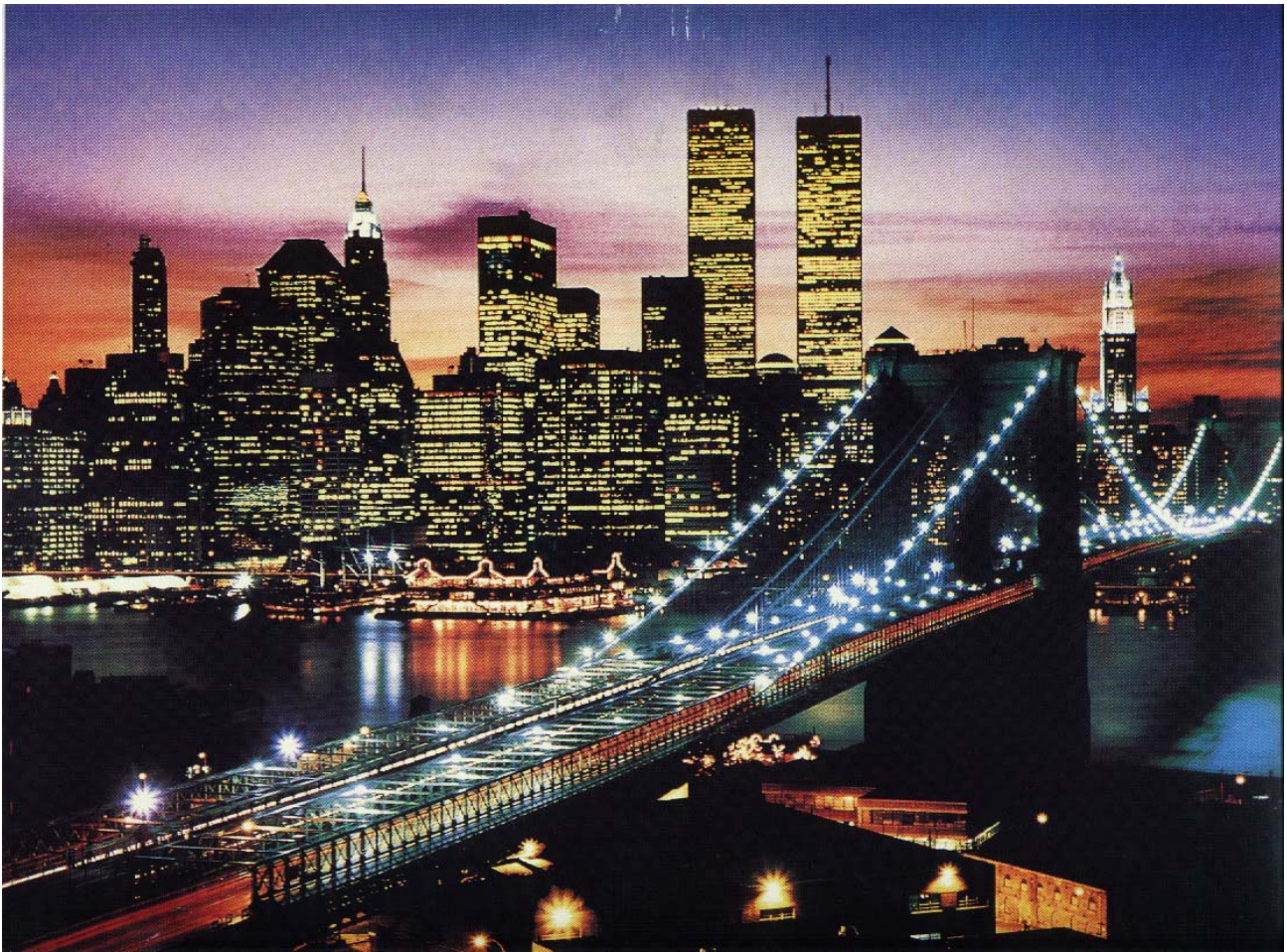
## LEAD - IN

- Complete the table below with things you know and would like to know about New York.

THINGS YOU KNOW	THINGS YOU ARE NOT SURE OF.	THINGS YOU WOULD LIKE TO KNOW

## T DIRECTS

Students are going to read the text NEW YORK.  
They read it carefully to complete a table.



## NEW YORK

New York City with its immediate surroundings is the greatest concentration of people in the United States. New York City is also America's greatest center of finance, fashion, art, theater, publishing. In short, it is the center of practically everything except the federal government, which is in Washington, D.C. (District of Columbia), the nation's capital.

New York City's many attractions make it one of the most important tourist centers in the country. There are hundreds of things to do, places to visit, restaurants to sample, shows to see. The streets are always full of people in the evening and at night. In most other cities and towns of America, the streets are practically desert after six P.M.



- Put a cross in YES - NO squares according to the text.

	Yes	No
1. New York is a small city.	<input type="checkbox"/>	<input type="checkbox"/>
2. It is a city where Disneyland is.	<input type="checkbox"/>	<input type="checkbox"/>
3. It is a great center of finance, fashion, art, theatre	<input type="checkbox"/>	<input type="checkbox"/>
4. New York is the capital of the United States	<input type="checkbox"/>	<input type="checkbox"/>
5. There aren't any attractions in New York	<input type="checkbox"/>	<input type="checkbox"/>
6. There are many people in New York	<input type="checkbox"/>	<input type="checkbox"/>
7. New York city is in south America	<input type="checkbox"/>	<input type="checkbox"/>
8. New York has big streets and buildings	<input type="checkbox"/>	<input type="checkbox"/>

- The students write sentences about New York.

Ex: New York is a big city.

C. AIDS: Photocopies, dictionary.

D. LANGUAGE: Possessive Adjectives

Ex: its immediate surrounding.

## LESSON PLAN No. 2

### 1. DESCRIPTION OF THE CLASS

- Students between the ages 13 - 17
- 11 women and 5 men.
- Time : 90 minutes

### 2. RECENT WORK

- Possessive Adjectives
- Possessive (S').

Students made a guess at the reading, then they read the text to confirm the speculations and developed a follow-up task.

### 3. OBJECTIVE

- To introduce students in making inferences from a text.

### 4. CONTENTS:

A. CONTEXT: Reading WATER POLLUTION

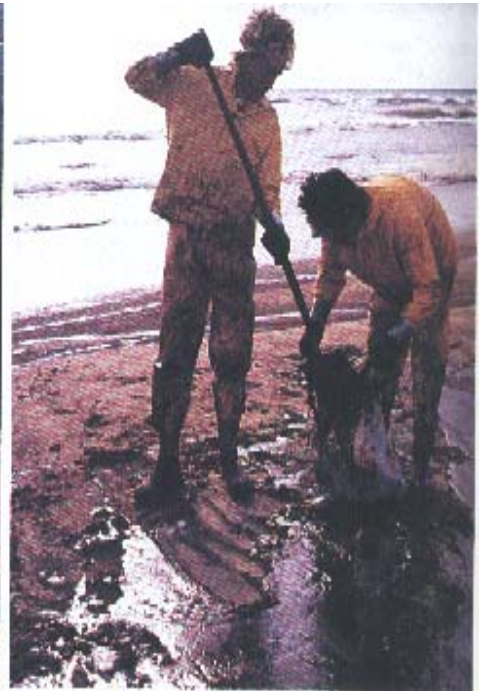
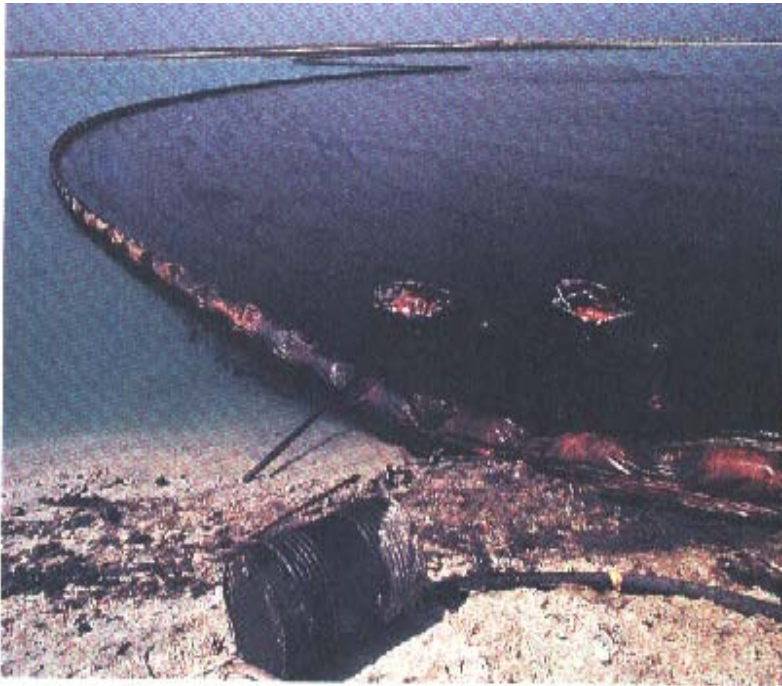
B. ACTIVITY AND CLASS ORGANIZATION

Students work in groups and answer questions by using some pictures, they read the text and develop some exercises.



## LEAD - IN

In couples students observe the pictures and answer questions related to them.



1. What can you see in each picture?

-----

2. What picture do you like the best and why?

-----

3. What place would you like to live in?

-----

4. What is the difference between the pictures?

-----

## T DIRECTS

- Students read the text WATER POLLUTION.

### WATER POLLUTION

Water! No living thing-plant or human can long survive without this precious liquid. People use water for drinking, bathing, cooking and growing crops. Water is also essential for industry and manufacturing. Water is a popular source of recreation, too. As the human population increases, however, agriculture and industry demand more and more water - often more water than is readily available.

While some parts of the world have adequate water supplies, other parts of the world are dry. More and more of the water on the Earth is becoming unusable. One reason for a shortage of usable water is water pollution. Obtaining and using energy resources are the major causes of water pollution.

- Choose the appropriate inference according to the reading.

1.

- ----- Water is a popular source of recreation.
- ----- Water is essential for industry and manufacturing.
- ----- Water is important for life.

2.

- ----- People use water for drinking, bathing and cooking.
- ----- Some countries do not have enough sources of water.
- ----- Energy resources can be obtained from water.

- Find the words concerning the reading in the word game.

P O L L U T I O N E T M K R  
K E D R I N K I N G K L S W  
S O U R C E S U E I O N K D  
O E N I O M R E R E W D L J  
O A S H O R T A G E A U N B  
U R K O K O M L Y O T S S V  
R T L M I N G S L R E T N W  
T H T N N C R O P S R Y L F  
E L A S G E A M R U N Y O Z

- Write sentences with the words found in the word game.

Ex: The pollution is bad for the life.

1. ....

2. ....

3. ....

4. ....

5. ....

A. AIDS: Photocopies, pictures, books and black board.

B. LANGUAGE: Verbs after the proposition FOR.

Ex: People use water for drinking, bathing...

## LESSON PLAN No. 3

### 1. DESCRIPTION OF THE CLASS

- Students between the ages 13 - 17
- 11 women and 5 men
- Time: 90 minutes

### 2. RECENT WORK

Students read a text, then made discussions about it and developed some activities in order to learn how to make inferences from it.

### 3. OBJECTIVE

- To introduce students in ways of making comparisons and the superlative form.

### 4. CONTENTS:

A. CONTEXT: Reading HOW ALCOHOL AFFECTS THE BODY

### B. ACTIVITY AND CLASS ORGANIZATION

Students get in groups and read a cartoon carefully and develop a short activity, then they read the text and develop some follow-up activities.

**LEAD - IN**

Read the cartoon.

Think about it;





Circle the correct statement (there can be several possibilities)

- a. The father feels good.
- b. The daughter is advising her father.
- c. The father is drunk.
- d. The daughter is worried.
- e. The father has home problems.
- f. The father decides not to drink.

## T DIRECTS

The students are going to read the text HOW ALCOHOL AFFECTS THE BODY. They read the text carefully and complete the charts with the reading information.

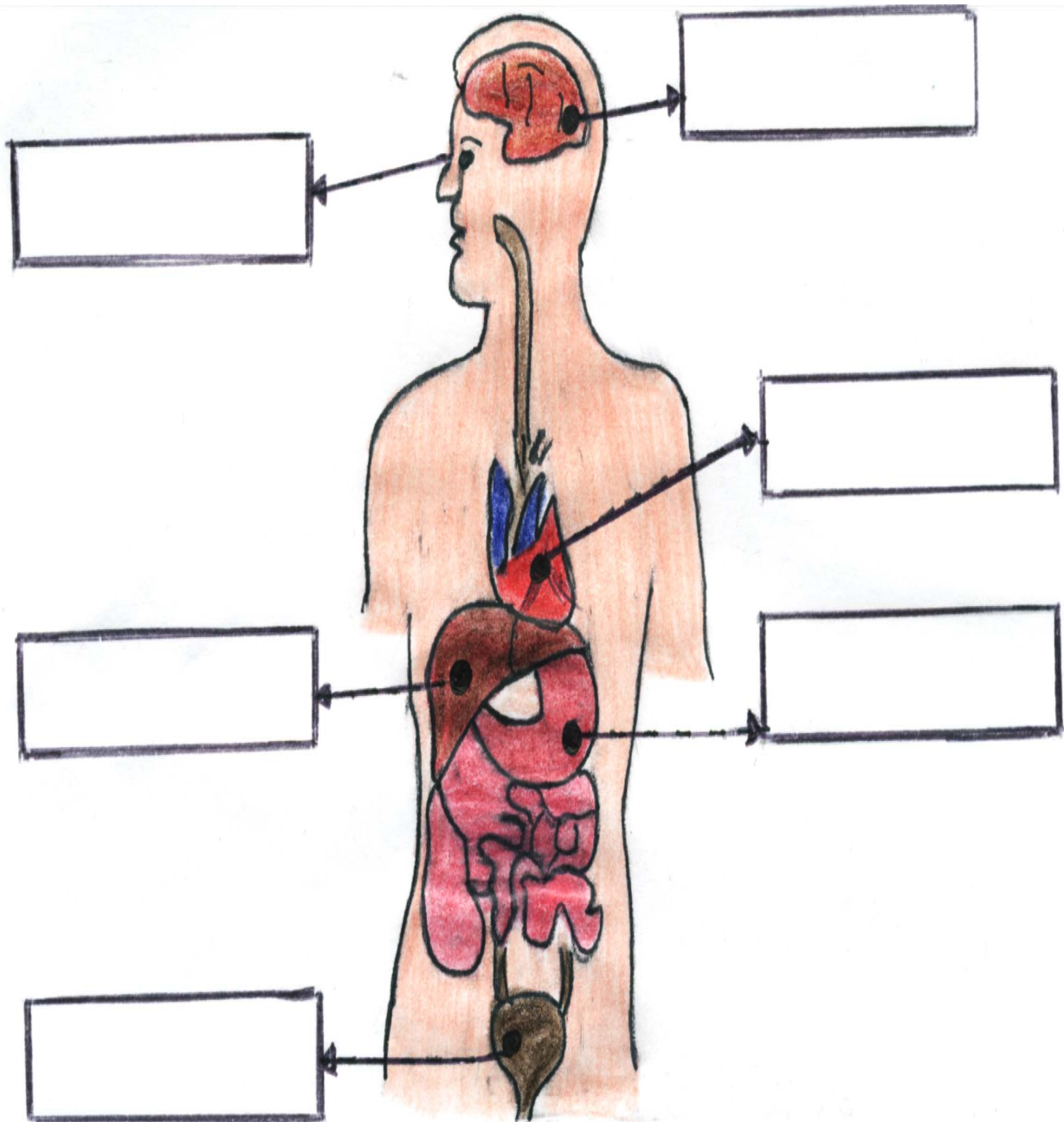
### HOW ALCOHOL AFFECTS THE BODY

Alcohol is a drug. In fact, alcohol is the oldest drug known to humans. Egyptians wall writing, which is among the oldest forms of written communication, shows pictures of people drinking wine. It was not until the Egyptian writing symbols were decoded, however, that the meaning of some of the wall paintings was revealed. The messages discovered are the best and the most interesting warning about the dangers of alcohol abuse. The abuse of alcohol can lead to the destruction of liver and brain cells, and it causes both physical and psychological dependence. Drinking fresh water or other beverages is more advisable and wise than drinking alcohol. Unlike food, alcohol does not have to be digested. If the stomach is empty, the alcohol is absorbed quickly, causing its effects to be felt almost immediately. Knowing about the damage that alcohol does to the body and the brain, one would think alcohol abusers would stop drinking.



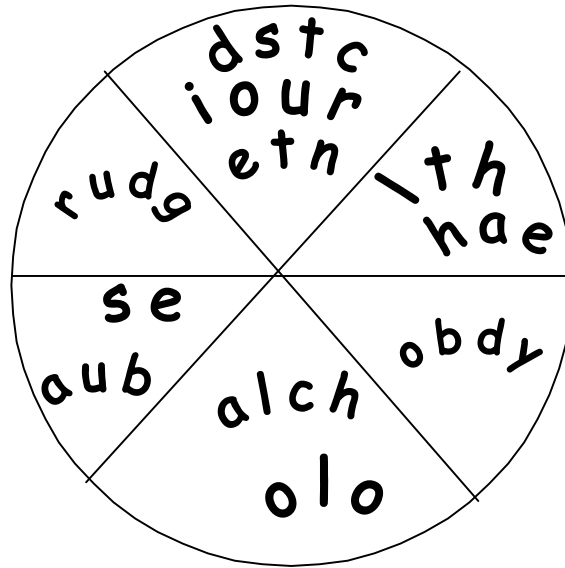
Write in the squares the parts of the body that are affected by the alcohol.

### EFFECTS OF ALCOHOL ON THE BODY



## WORD GAME

- Unscramble the words of each piece and make a sentence with them.



- A. AIDS: Photocopies, books and dictionary.
- B. LANGUAGE: Comparatives and Superlatives.

Ex: - Alcohol is the oldest drug...  
- It is more advisable...

## LESSON PLAN No. 4

### 1. DESCRIPTION OF THE CLASS

- Students between the ages 13 - 17.
- 11 women and 5 men.
- Time: 90 minutes

### 2. RECENT WORK

- Comparatives and Superlatives

The students worked in groups in order to develop three activities. They read a cartoon and developed an exercise. Then they read a text and completed empty squares with the information given in the text. Finally, they made sentences with the given words.

### 3. OBJECTIVE

- To identify specific information from a text.

### 4. CONTENTS:

A. CONTEXT: Reading ABSENT-MINDED Mr. NEWTON

### B. ACTIVITY AND CLASS ORGANIZATION

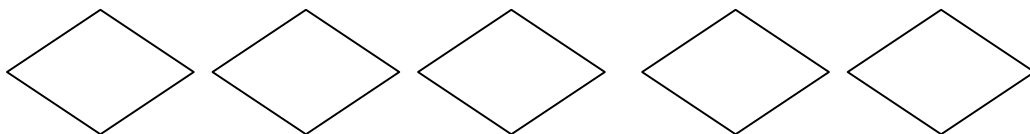
Students work in groups. They are introduced in the main reading with an attractive activity. Then they read the text, carry out the stated activity with the teacher's help and finally they develop an exercise based on another reading.

## LEAD - IN

Observe the drawings for a minute, then fill the rhombus with the objects you can remember.



- Write in the rhombus the objects you remember.



## T DIRECTS

Students read carefully a text twice in order to fill some empty balloons with specific information of the text.

- Read the text carefully.

### **ABSENT - MINDED Mr. NEWTON**

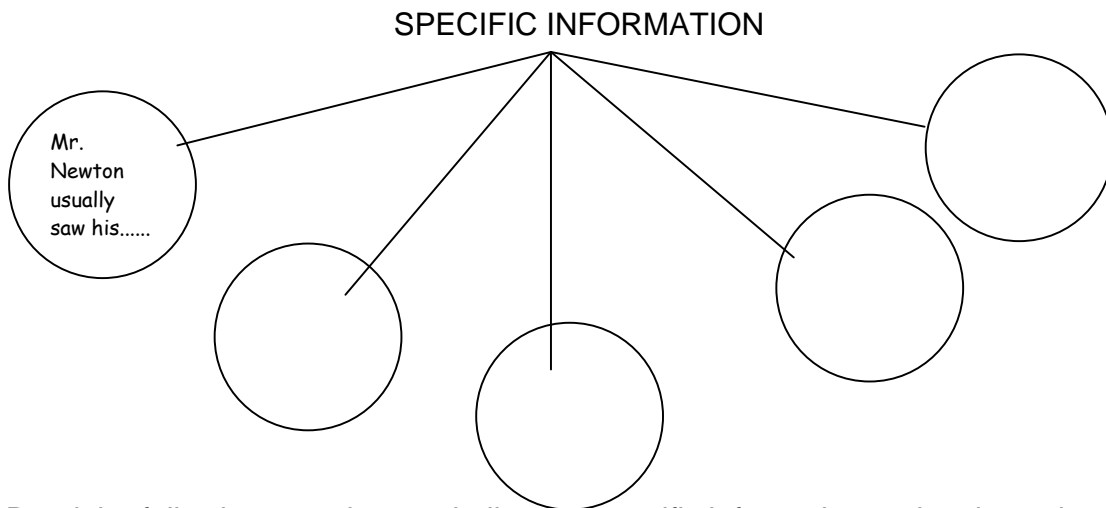
Mr. Newton was not a genius, and he was not a fool; he was absent-minded. One day he left work at the usual time, six o'clock. He felt very cold outside, and he did not understand... but of course! He did not have his coat - it was in the office. He went back to the office and got his coat. On the way home he went to the club. He usually saw his friends there on Tuesday. That day he did not see them. They were not there. Then he remembered: It was not Tuesday, it was Wednesday.

Mr. Newton arrived home at eight o'clock and his family was not home. He waited, and he worried about them. He did not eat. He was not hungry. Mr. Newton called a friend and told him, "My family is not home". Then he remembered: The children play tennis on Wednesday, and their mother takes them to the park. Today is not Tuesday, it is Wednesday.

Mr. Newton was not worried then, he was hungry. He ate some bread, soup, meat and potatoes, and he drank some milk. After supper he fell asleep. Later, Mr. Newton heard thieves enter the house. They did not make much noise and they did not turn on the lights. Mr. Newton was very afraid and he did not move. He took a chair in his hand. He stood up slowly. He lifted the chair in the air and then he heard.

"Father! What are you doing?  
Now he remembered. It was not thieves. It was his family

Fill the balloons with the specific information of the text.



Read the following text, then underline the specific information and make a short summary of it.

### THE HAMBURGER

An American chef from Connecticut, Louis Lassen, made and sold the first hamburgers in 1985. He called them hamburgers because sailors from Hamburg in Germany gave him the recipe. Teachers from Yale University and businessmen loved them and bought them. Kenneth Lassen, Louis` son, still sells hamburgers in Connecticut.

B. AIDS: Photocopies, wallchars, dictionary.

C. LANGUAGE: Past simple of the verb TO BE and regular and irregular verbs.

## LESSON PLAN No. 5

### 1. DESCRIPTION OF THE CLASS

- Students between the ages 13 - 17
- 11 women and 6 men.
- Time : 90 minutes

### 2. RECENT WORK

- The past simple verb TO BE and other verbs.

The students worked in groups, they gave specific information of the text, then they developed a short summary.

### 3. OBJECTIVE

- To give students skills in ways to identify implicit and explicit information.

### 4. CONTENTS:

A. CONTEXT: Reading THE UNUSUAL CHILDHOOD OF STEVIE WONDER

#### B. ACTIVITY AND CLASS ORGANIZATION

Students work in groups and develop a matching exercise, then develop a puzzle by using words from the text.

## LEAD - IN

Match the descriptions on the left with the characters on the right.

She is from Colombia. She currently lives in Miami. One of her songs is: "Ojos asi".

\_\_\_\_\_

JOSE FELICIANO

He is from the United States. He is a black man. He is a blind singer

\_\_\_\_\_

ENRIQUE IGLESIAS

He is from Mexico. One of his songs is: "Porque te tengo que olvidar". He is a blind man.

\_\_\_\_\_

SHAKIRA

He is from Spain. His father is a singer, too. He is a good looking man. His favorite song is "Nunca te olvidaré".

\_\_\_\_\_

STEVE WONDER

He is from Santa Marta. He was Margarita Rosa de Francisco's husband. His last song is "Fruta fresca".

\_\_\_\_\_

CARLOS VIVES



## T DIRECTS

Students are going to fill a crossword based on the text they have read.

- Read the text carefully.

### THE UNUSUAL CHILDHOOD OF STEVIE WONDER

Stevie Wonder (Stevenland Morris) was originally from Saginaw, a small city near Detroit, Michigan, in the United States. His family was poor, and life was hard for them. But Stevie was different from his brothers and sisters in one special way: he was blind.

How could a poor, blind boy get to be a star?

Young Stevie was like any other child of his age. People could not believe he was blind. He could climb trees to get apples. He could move about the house normally. He could even ride a bicycle, with a passenger acting as his guide. And he could jump from one roof to another. How could he do these things when he could not see?

Stevie's ears were like eyes for him. He could hear where things were. From their sounds, he located objects exactly.

Stevie's blindness and his sensitive hearing were perhaps the causes of his interest in music. Music was a passion for him. He could play any instrument put into his hands: first a four-note toy harmonica, then a real harmonica, bongo drums, a complete drum set, and finally a piano. Stevie could play the bongos, the drums, the harmonica and, the piano perfectly by the age of eight.

Fill the crossword based on the text.

### HORIZONTAL

1. Stevie Wonder was born in...
2. His profession is ...
3. He had a handicap ...
4. He liked to ride on ...
5. The passion for him ...
6. He could play ...

1							
2							
3							
4							
5							
6							

C. AIDS: Photocopies, dictionary, wallcharts, photographs.

D. LANGUAGE: Use of "COULD"

Ex: He could climb trees to get apples.

## LESSON PLAN No. 6

### 1. DESCRIPTION OF THE CLASS

- Students between the ages 13 - 17
- 11 women and 5 men
- Time: 90 minutes

### 2. RECENT WORK

- The past form of auxiliary CAN (COULD).

Students worked in groups, then they filled out a form based on a reading.

### 3. OBJECTIVE

- To train students in supporting opinions.

### 4. CONTENTS:

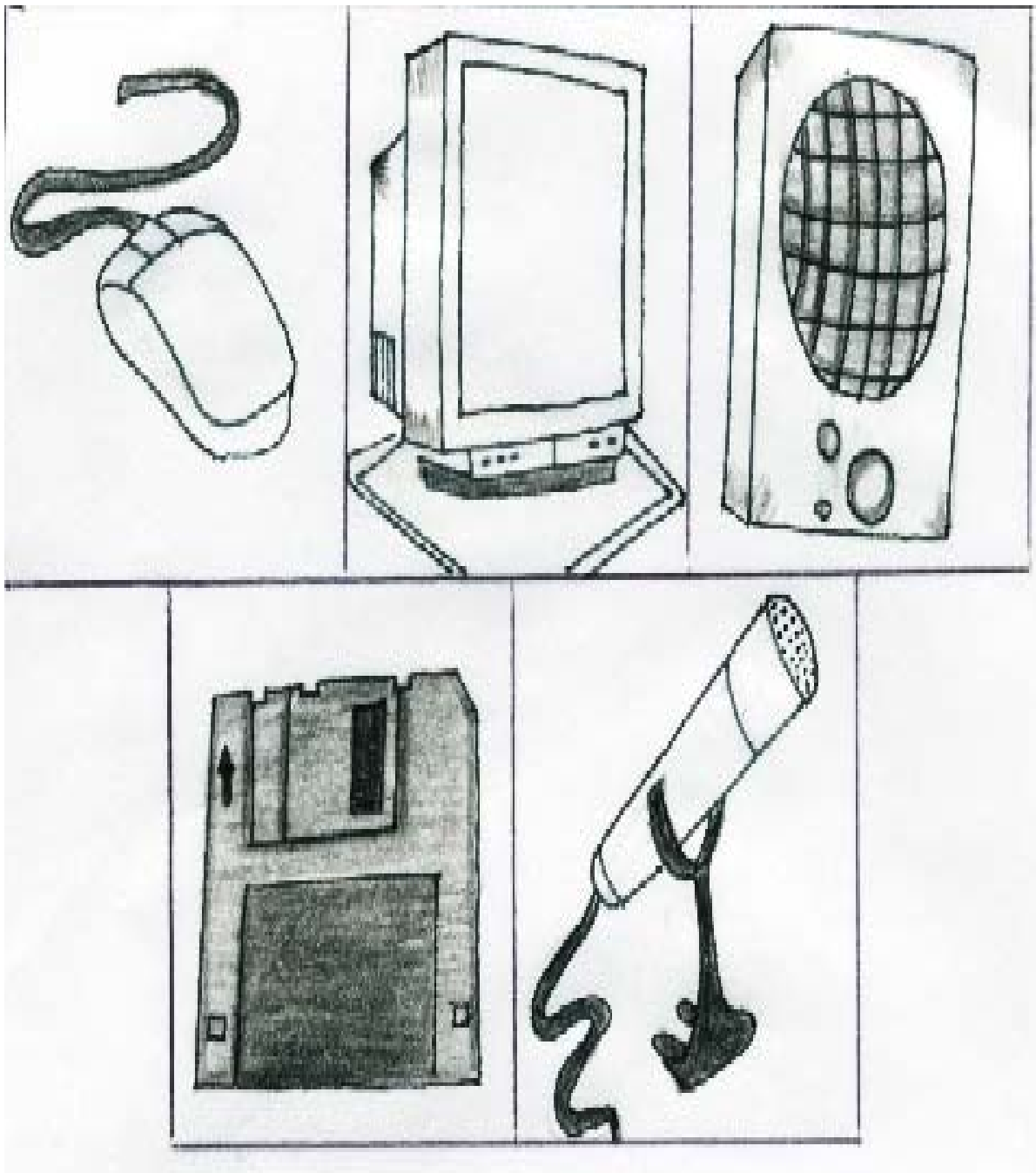
A. CONTEXT: Reading COMPUTERS IN HUMAN LIFE

B. ACTIVITY AND CLASS ORGANIZATION

Students work in groups. In the first activity they carry out a matching exercise, in the second activity they give supporting opinions based on established forms.

## LEAD - IN

- Write the names of the pictures below with the help of your dictionary.



## T DIRECTS

Students read the text. Each group discusses the statement according to the number that appears on the die.

### COMPUTERS IN THE HUMAN LIFE

Nowadays high technology is altering the reality people are familiar with, modern man encounters with a number of devices, which help them to increase their level of life, and among these contrivances, the computer is one of the principal tools men have found a practical use. Computers are becoming more and more important, they have evolved as a need of doing things in an easier and faster way. The computer has many uses in different fields and places, for example, in big enterprises, airlines, small shops, as well as in schools, homes, etc.

Children use these machines for entertainment and although computers have not still replaced human beings completely, who can say, one day, it might happen.

Discuss the following statements by using the supporting forms:

#### STATEMENTS

1. Computers will replace human beings completely in the future.
2. Computers speed up human's jobs.
3. Business is the main use of computers.
4. Development of technology without computers is impossible.
5. In time computers will be replaced by other devices.

## FORMS

- a. I consider ..... because...
- b. I don't agree with ..... because...
- c. I don't think ..... because...
- d. In my opinion ..... because...

A. AIDS: Photocopies, dictionary, a big die and other objects.

B. LANGUAGE: Present continuous

Ex: Technology is altering...

## LESSON PLAN No. 7

### 1. DESCRIPTION OF THE CLASS

- Students between the ages 13 - 17.
- 11 women and 5 men
- Time: 90 minutes

### 2. RECENT WORK

- Present continuous

Students worked in groups. They read a short text, then they gave opinions about it by using some given forms.

### 3. OBJECTIVE

- To give students practice in writing composition, by using the structure: GOING TO.

### 4. CONTENTS:

A. CONTEXT: Reading WHEN I GROW UP I'M GOING TO BE A BALLET DANCER.

B. ACTIVITY AND CLASS ORGANIZATION.

Students get in groups. They are introduced to the topic through an activity, then they read the text and fill in a form and write a composition.

## LEAD - IN

There are cards about professions in a bag, choose one and act it out , accordingly. The rest of the class has to guess: "What profession is being acted out?"

Then the teacher asks someone to do a sentence.

## PROFESSIONS





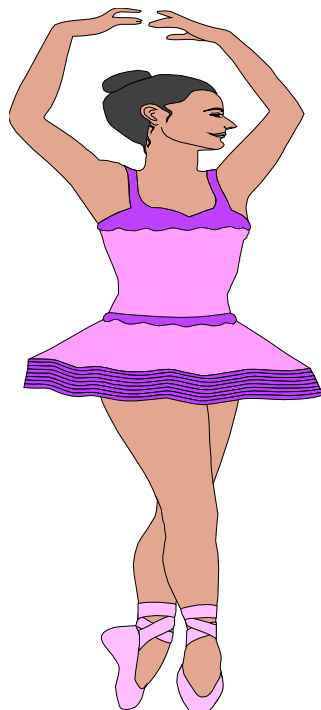
## T DIRECTS

Students are going to read the text, then they fill in the gaps of the form and finally they write a short composition.

Read the text and complete the sentences in the chart below.

### WHEN I GROW UP I'M GOING TO BE A BALLET DANCER (Gemma)

I love dancing three times a week. I'm going to travel all over the world and I'm going to learn French and Russian because I want to dance in Paris and Moscow. I'm not going to marry until I'm 35 and then I'm going to have two children. I'm going to work until I'm 75. I'm going to teach dancing and I'm going to open a dance school.



!! I like planning my future, it is very exciting!

GEMMA'S FORM

- Gemma is going to be \_\_\_\_\_
- Gemma is going to travel \_\_\_\_\_
- Gemma is going to learn \_\_\_\_\_
- \_\_\_\_\_ two children.
- \_\_\_\_\_ until she's 75.
- \_\_\_\_\_ a dance school.

Now write a short composition about your future plans, like Gemma's. Use the structure "Going to".

COMPOSITION

When I grow up I'm going to study _____

C. AIDS: Cards, photocopies and dictionary.

D. LANGUAGE: The use of GOING TO.

Ex: I'm going to travel ...

## **APPENDIX No. 3**

Marco Contextual

Corregimiento de Santa Ana - Municipio de Imues

Colegio Municipal Mixto Agropecuario Santa Ana

## **MARCO CONTEXTUAL CORREGIMIENTO DE SANTA ANA**

### **HISTORIA**

El corregimiento de Santa Ana, depende de un ancestro indígena organizado en el Cabildo de Imbued descendiente de los Pasto y Quillacingas cuya principal actividad fue la agricultura.

Según la tradición oral la población de Santa Ana fue fundada por el Obispo de la ciudad de Pasto, Monseñor Antonio María Pueyo de Ball, en 1924. A partir de este año se estableció como corregimiento y actualmente abarca las veredas de Pescadillo, Campo Alegre, Portachuelo, Santa Ana, San Pedro Alto y Bajo Imbued.

El 1º. de enero de 1925 se fundó la parroquia, se hizo la bendición de la primera piedra y se celebró la primera misa. El nombre del corregimiento fue dado en honor a Santa Ana, patrona actual de esta localidad.

## ASPECTO FISICO



Santa Ana se encuentra ubicado en la zona Andina en la Cordillera Occidental; esta situado al suroccidente del Departamento de Nariño, tiene una extensión aproximada de 12 kilómetros y su relieve es quebrado en forma de altiplano especie de meseta. Sus principales elevaciones son El alto de San Buenaventura y Portachuelo, la loma de Pescadillo, San Juan de Pasto, marzo Sebastian y Alban.

## **CLIMATOLOGIA**

La región tiene un clima de 13-C, por lo cual se cultiva el maíz, trigo, cebada y otros productos que son la base de la alimentación de esta región.

## **DELIMITACION**

El corregimiento de Santa Ana tiene los siguientes límites:

- Al norte: veredas Campo Alegre y San Buenaventura.
- Al sur: vereda Pescadillo y Arrayanes bajo.
- Al oriente: vereda de Imbued.
- Al occidente: vereda Pescadillo.

## **Vías de Comunicación**

Esta población es privilegiada ya que por ella pasa la carretera que de Pasto conduce a Tumaco, con una posición estratégica entre la cabecera Municipal y la ciudad de Tuquerres, quedando a 12 kilómetros de Pasto y a 10 de la población de Imués. Actualmente, se cuenta con el servicio de transporte terrestre de la empresa Trans Neira Santa Ana, inaugurada el 14 de septiembre de 1991.

**IDENTIFICACION DEL COLEGIO MUNICIPAL MIXTO AGROPECUARIO  
SANTA ANA**



## **SIPNOSIS HISTORICA**

Esta Institución Educativa ubicada en el corregimiento de Santa Ana - Municipio de Imués, adscrito al Nucleo Educativo No. 089 del Municipio de Imues y aprobada mediante Resolución No. 0298 de junio 25 de 1996, emanada de la Secretaria de Educación Departamental de Nariño.

El Colegio abre sus puertas el 18 de septiembre de 1991 por orden del Alcalde y se pone en funcionamiento el 24 de septiembre con 45 alumnos, matriculados al grado sexto.



En la actualidad cuenta con 98 estudiantes, 12 docentes y 4 administrativos. Este Colegio fue creado por la necesidad de la comunidad de continuar con sus estudios que les permitan un mejor futuro e igualmente contribuya a un desarrollo integral de todos sus habitantes; en un principio funciono en las aulas de la Escuela por lo que su jornada era en la tarde, hoy en día funciona en la jornada de la mañana en sus propias instalaciones.