THERE ARE MANY TYPES OF TECHNIQUES THAT CAN BE USEFUL TO IMPROVE THE LEVEL OF READING IN ENGLISH IN A RURAL AREA

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ADVISER : Helda Alicia Hidalgo D.

NOTA DE ACEPTACION

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LUIS ALVARO ENRIQUEZ

Jurado

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MARIO GUERRERO

Jurado

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HELDA ALICIA HIDALGO

Asesora

San Juan de Pasto, 8 de Agosto del 2001.

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To my parents,

Frank and Elsa,

and my daughter,

Valentina with all

my love.

GLOSSARY

READING: It is a process which contributes to know the stucture of the text, it clarifies the text content.

TECHNIQUE: It is a strategy, ability or specific practice which is developed in class in order to teach a specific objective.

COMPREHENSION: The act or power of understanding.

READER: A person who reads manuscripts of books.

STRATEGY: Art of guiding, forming or carrying out a plan.

ABSTRACT

The teaching of a foreign language has had a lot of changes, specially in the ability of a reading, because it has become a daily and indispensable activity. A technique in reading comprehension in English will be applied in a regional high school.

The objective of this research is to develop the ability of reading comprehension in English at Rafael Uribe Uribe in Buesaco Nariño.

The high school does not offer all the resources needed to do this type of work, such as, readings texts, materials and adequate education aids for English teaching. I checked many authors, but the one who called my attention was Eddie Williams.

Williams presents some useful ways for the development of the reading to improne English resding comprehension.

For developing this research I have chosen the Quasy Experimental Method.

The subjects of this study were conformed by 30 students between 14 and 16 years old.

I used photocopies, written questions, drawings, readings and human resources.

I applied a pre-test, treatment and post-test.

The pre-test results were negative, on the contrast of pos-test results.

During the treatment, the students participated actively in all of the techniques.

This helped the students to increase a positive attitude towards English learning.

The research demonstrated that English learning can be amusing and enjoyful by the students, because they learned it in a funny way.

This study was carried out through classroom observations in a particular situation and with students with a low level of English.

RESUMEN

La enseñanza de un lenguaje extranjero ha tenido muchos cambios, especialmente en la habilidad de la lectura, por que esta ha sido diariamente una actividad indispensable. Una técnica en comprensión de lectura en inglés será aplicada en un Colegio Regional; el objetivo de esta investigación es desarrollar la habilidad de comprensión de lectura en inglés en el Colegio Rafael Uribe Uribe en Buesaco Nariño. La Institución no ofrece todos los recursos necesarios para hacer este tipo de trabajo, como, textos de lecturas, materiales de adecuadas ayudas educativas para el aprendizaje del inglés. Busqué muchos autores, pero quien más me llamó la atención fue Eddie Williams, el presenta muchas formas aplicables para el desarrollo de la lectura para mejorar la comprensión de lectura en inglés. Para el desarrollo de esta investigación , escogí el Método Quasy Experimental, los sujetos para el estudio estaban conformados por 30 estudiantes de noveno grado entre 14 y 16 años, usé fotocopias , cuestionarios escritos, dibujos, lecturas y recursos humanos. Apliqué un pre-test, un tratamiento y un post-test, los resultados del pre-test fueron negativos lo contrario a los resultados del post-test.

Durante el tatamiento los estudiantes participaron de una forma activa en todas las técnicas. Esto ayudó a los estudiantes a crear una actitud positiva frente al aprendizaje del inglés.

La investigación demostró que el aprendizaje del inglés puede ser agradable y divertido por los estudiantes , porque ellos lo aprendieron en una forma amena.

Este estudio fue llevado a través de las observaciones de clase en forma particular con estudiantes con un nivel bajo de inglés.

THE PROBLEM

1. INTRODUCTION TO THE PROBLEM

The teaching of a foreign language has had a lot of changes, specially in the ability of reading, because it has become a daily and indispensable activity. A technique in reading comprehension in English will be applied in a regional high school. My work will try to find out some techniques to teach English in a rural setting. My study will try to make the students better readers and help them think about how one must read, to compare ideas and to develop more efficient reading strategies.

The techniques will be applied with students of ninth of level high school in Buesaco Nariño, because they do not have a good level in reading English comprehension.

All material will be developed according to the needs of these students.

I hope that my study helps the teachers and students improve their reading strategies**.**

1.1 PROBLEM STATEMENT

The students need some techniques for improving the English reading capacity and solving their learning needs.

1.2. JUSTIFICATION

Reading is a common activity in our life. It is my strong desire that with the implementation of some techniques this process becomes useful and interesting. So, I want to change this way of teaching by using some techniques with the purpose of acquiring an efficient learning level of reading.

I consider that my study is important to get a better way to improve reading, so, I think that it is important to motivate students, to develop their interest, capacity and to obtain a better level in English reading.

Finally, my study can be justified , because the techniques in the reading process will improve the students' ability to comprehend.

My work will be applied at Rafael Uribe Uribe High School, because the students need to know and understand more about the English learning, since the students have a low level in this matter .

1.3 PURPOSE OF THE STUDY

The purpose of my study is to make the students of ninth grade in a rural area comprehend the English reading through the some techniques.

1.4 HYPOTHESES

The use of some techniques should improve the students' reading comprehension capacity.

The English reading comprehension level of the students of ninth grade at Rafael Uribe Uribe High School in Buesaco Nariño, will be improved by using the proposed techniques.

1.5 OBJECTIVES

The objective of this research is to get effective and varied teaching techniques based on any methods that were adapted to the needs of the students to improve the level of English reading, to increase the motivation and to get dynamic classes using pictures and other resources.

1.5.1 General objectives

- To develop some techniques for the teaching through reading comprehension in English.
- To aid English students to improve the reading comprehension at Rafael Uribe Uribe High School of Buesaco Nariño.
- To identify the elements that have to be considered in the design or selection of the readings.

1.5.2 Specific objectives

- To develop the ability of reading comprehension in English.
- To allow a better reading comprehension with the use of specific techniques.
- To motivate the students to read English and help them make it an important part of their lives.

1.6 LIMITATION

The high school does not offer all the resources needed to do this type of work, such as readings texts, materials, adequate education aids for English teaching.

In addition, the second part of the academic period of the year 2000 was very short, there were not many hours to teach English.

1.7 DELIMITATION

The techniques will be applied for English reading comprehension. For applying this methodology, I work with special materials such as, motivating readings, labels, drawings, and human resources. Also, I use easy readings with clear and specific vocabulary and structures.

My study will be carried out with the students of ninth level at the Rafael Uribe Uribe High School in Buesaco Nariño. This investigation was conducted during the second part of the academic period of the year 2000.

1.8 DEFINITION OF TERMS

- **READING COMPREHENSION :** It is the process of extracting the required information and meaning from a text as efficiently as possible.

- **TECHNIQUE :** It is a strategy , ability or specifc practice which is developed in class in order to teach a specific objetive.

- **READING :** It is a process which contributes to know the structure of the text, it clarifies the text content.

- **MOTIVATION :** It is a typical process which is developed through a series of external factors that permits to create and adequate environment for making any affective action or changing or behaviour (mental, learning, acquisition, social interaction, and so on.)

- **ACQUISITION :** It is a cognitive process where knowledge is gained unconciously and through own abilities and capacities without making any real effort.

- **STRATEGY :** Art of guiding, forming or carrying out a plan.

- **PRE – READING :** Introduces and creates interest in the theme to motivate learners giving them a purpose for reading; it also gives some language knowledge for the text.

- **WHILE – READING :** Helps the understanding of the writer's goal; it contributes   to know the structure of the text; it clarifies the text content.

- **POST – READING :** Consolidates what has been read; it relates the text to the learners own knowledge, interest, and views.

REVIEW OF LITERATURE

2. THEORETICAL FRAMEWORK

It is evident that teachers have problems because of the lack of literature about how to teach English, specially about English reading comprehension. So, it is difficult to have good material and resources in the classroom under these conditions in a rural area. That's why, I'm going to adapt some readings to improve the English reading comprehension to be used in rural area. There are many readings to facilite English learning, and most of them can be adapted to motivate the students of a rural high school to learn English. It is indispensable in my case to analyze the needs that the students have when they learn a foreign language. It is important to have in mind that everybody has his or her proper needs.

Talking about this Francois Grellet (1987) points out that students read better when they have specific goals because in this way they invent or look for strategies, techniques or methods to understand what they are reading. The teacher must choose the best techniques for increase the students' interest for reading.

I will try to analyze the students' needs in reading and I will give them some ideas that talk about this specific theme.

2.1 READING AND READERS

1. **Reading:**

Acording to Wallace (1992) , Reading is an interactive process as much as a personal and private activity.

2. **Reader:**

Reader is the person who likes to read and understands some kinds of reading. Also, he investigates important readings that contribute day to day to former his personality.

2.1.1 What reading means ?

The most important resource that any potential reader possesses, while reading in a first or any other language, is an awareness of the way in which we use language.

There are two things which we all know about language: First, that we use it for a purpose; second,that it only makes sense in context, that is as part of a larger text or in a situation.

2.1.2. What being a reader means ?

Reading is so much a part of our daily life. The process of reading a second language is one that involves a total compromise from us and, it determines the insertion in a new culture, in a new form of thought, feelings and actions.

In the real world, effective reading means an integral formation, a flexible and appropriate reponse to the material in hand, and this is always guided by the reader's purpose.

In other words, our day-to-day reading behaviour is highly selective.

2.2. READING PURPOSE

Any mode of language, whether it be listening, speaking, reading or writing may be used to serve inmediate needs, to learn from, or to give us pleasure. in language of its own sake. An impotant feauture which reading also shares with other modes of language use is its role in social interaction.

There are many reasons for reading such as :

2.2.1. Reading for survival

We might call some kinds of reading in response to our environment reading for survival. Indeed some readings are almost literally a matter of life and death.

2.2.2. Reading for learning

Reading means finding out information on a general knowledge of the world. There are many kinds of reading activities supported by educational institutions which have little to do with acquiring facts or opinions.

These activities called ritualistic, Goodman says (1984), may be when readers read aloud a text either individually to the teacher or to the whole class.

2.2.3. Reading for pleasure

While reading for survival involves an inmediate reponse to a situation and reading for learning is also goal orientated, reading for pleasure develop the desire to maintain the purpose and interest to read. Clark (1976), expressed that the purpose of learning to read was : ¡ So can you stop ¡. And if readers do not read for pleasure in their first language, they are very unlikely to do so in a second or foreign language, (Catherine Wallace, 1992).

2.3. STUDY READING

Study reading is for students who use textbooks, reference materials and other resources written in English for study purposes. (Glendinning, 1992 : 1).

2.3.1. What is reading studied for

Studied reading is aimed at two groups of readers : Firstly, students preparing to enter in the early stages of study at a college or university where English textbooks or reference materials are used but instruction is in the mother-tongue; secondly, students at or preparing to enter English-medium colleges or universities.

According to Glendinning (1992 : 3), studying reading does not have particular reading technique to sell. He recognises that students already have reading strategies in their own language and in English, however ineffectual these may be.

2.3.2. How is the study of reading organised

Glendinning, (1992 : 4), Reading is divided into 3 parts:

- **Part 1 : preparing to study :** This introduces basic reading skills which are returned to again and again.
- **Part 2 : knowing what's important :** It is based round a group of related subjects.
- **Part 3 : the tools of research :** This part required by students who to prepare a project, dissertation or thesis.

Greenwood (1988), divides the reading in three major sections :

- **Pre-reading :** What the pre-reading phase tries to do is :

   1. To introduce and raise interest in the topic.

   2. To motivate learners by giving a reason for reading.

   3. To provide some language preparation for the text.

- **While –reading :** The aims of the while-reading work are :

1. To help understanding the writer's purpose.

2. To help understanding the text structure.

- **Post – reading:** The aims of post-reading work are :

1. To consolidate or reflect upon what has been read.

2. To relate the text to the learner's own knowledge, interest, or views.

2.4. THE READING PROCESS

According to Wallace (1992 : 6), reading is a complex process, so it is the teacher's responsibility to provide activities and experiences that prepare the students for reading.

 Reading is an important activity because it incorporates the social and individual perspectives.

As Alderson and Urquhart (1984 : 3), point out, as a good reader should be able to exploit a text , investigates and practicing reading skills and they may arrive at a particular interpretation.

2.4.1. Reading as a psycholinguistic process

Frank Smith (1971),characterizes reading as a process of judgements of comprehension based on reading outcomes. He described reading as " the reduction of uncertainly''. Kenneth Goodman (1967), talks of reading as a "psicholynguistic guessing game'' in ways very similar to Smith.

Goodman's (1984) says: " the reader uses three rules represented by three levels of language" :

1. Reader makes use of their knowledge of the visual and phonetic features.
2. They draw on knowledge of syntactic constrains such as possible kinds of word order in English.
3. They are aware to learn the meaning of words.

2.5. READING AS A UNITARY AND SELECTIVE PROCESS

The main principle of Smith's (1971) and Goodman's (1987), approach is that reading is a unitary process.

They are supported by the research of Luzner and Gardner (1979) who carried out a detailed study of secondary school children reading in their first language. Luzner and Gardner affirm that reading comprehension as a "unitary aptitude'' in the same way to Smith's and Goodman's approach.

This unitary view of the reading process has led researches to talk of reading strategies rather distinct skills. Effective readers draw selectively on a range of strategies, which are determined by reader purpose, text-type, and context.

According to Eskey (1988), he says: " that second language readers need to attend more than do first language readers ".

2.5.1. Different views of the learning to read process

It can be interesting to ask children themselves what their views of the learning to read process are. Weaver (1980), quotes " a study by Harste in which children were asked to give their points of views ".

2.6. READING AND READING COMPREHENSION

Theodore Clymer cited by Lamb and Arnold (1980), approaches a definition of reading by citing four aspects of the reading process :

1. The reader's first task, he says, is decoding the author's message.

2. The reader's next task is understanding the author's message.

3. The third aspect of reading, according to Clymer is the interpretation of the author's message.

4. Finally, reading involves incorporating the author's message into one's own behaviour, however few readers incorporate even and author's direct messages into their behaviour.

According to Carell (1988) :

" Reading is by far the most important of the four skills in a second language, particulary in English as a second or foreign language. Certainly, if we consider the study of English as a foreign language around the world, reading is the main reason why students should learn the language. The ability to read has long been recognized to be as important as oral skills."

2.6.1. Reading comprehension

According to Grellet (1981), reading comprehension means " extracting the required information as efficiently as possible''. So, reading comprehension should not be separated from the other skills.

2.6.2 What do we read

Grellet (1981), suggest the follwing text-types:

- Novels, short stories, tales, literary texts (essays, diaries, etc).
- Plays
- Poems, limericks, nursery rhymes

- Letters, postcards, telegrams

- Newspapers and magazines

- Specialized articles, reports, reviews

- Handbooks, textbooks, guidebooks

- Advertisements, catalogues

- Comic strips, cartoons, legends

- Statistics, diagrams

- Telephone directories, dictionaries.

According to Urbano and Narvaez (1996 : 10), reading comprehension is developed in relation to three types of discourse : exposition, enquiry and argument.

2.6.3 Why do we read

Grellet (1981), says that there are two main reasons for reading :

- Reading for pleasure
- Reading for information

Urbano and Narvaez (1996), reading is necessary in a wide range of real life activities.

2.6.4 How do we read

Reading skills are developed as a part of an active process of interpretation involving interchange between the writer and the reader. (Reading and Thinking in English. Discourse in Oxford. University Press, 1982).

For Grellet (1981), the main ways of reading are as follows:

- **Skimming:** The purpose of this skill, is mainly to see what a text talks about.
- **Scanning:** This skill occurs when the reader goes through a text rapidly with the purpose of finding a specific point of information in an ordered way.
- **Extensive reading:** Reading longer texts, usually for one's own pleasure. This is a fluency activity, mainly involving global understanding.
- **Intensive reading:** Reading shorter texts, to extract specific information. This is more an accuracy activity involving reading for detail.

According to Williams (1984), there are several information transfer activities which can be used to motivate and improve English Reading Comprehension.

After the facts expressed above, Williams presents some useful ways for the development of the reading to improve English Reading Comprehension.

- **Read and complete:** It is about getting the main idea of a reading.
- **Read and match:** It is about facilitating the comprehension of the description presented.

- **Read and true or false:** It is about evaluating the level of understanding about a reading.
- **Skimming:** Its purpose is principally to see what the text is about, that is, whether the student comprehends in general way, the topic of a reading.
- **Read and label :** Its purpose is to classify and select the correct idea of a reading.
- **Previewing :** Its purpose is to understand a text having previous references of it.

All these ways have their particular application in the classroom, but they will be subjected to student's needs and also to teachers' goals.

2.7 SELECTING READERS

A graded reader is a step or placing according to quality or rank of a person who likes to read.

The teacher will choose a class reader, according to age, sex, interest and linguistic abilities.

In this case the students will select books on the basis of their own interests and preferences to read.

There are four major variables effecting the successful use of graded Readers which teachers need to take into account when making a selection.

According to Hedge (1985), these ways are follows :

2.7.1 Motivation and educational factors

Motivation deserves a good deal of attention as a factor in reading development.

- The student's interests
- The student's needs

2.7.2 Background knowledge

Providing motivation is a prime factor to be considered in selecting graded Readers.

Successful reading in a foreign language, just as in the mother tongue, is affected by the way in which the subject matter of a book relates to a learner's existing background knowledge. And this knowledge is of several kinds.

- **General knowledge:** When teaching children, it is specially important to remember that their "horizons " are gradually expanding, their understanding slowly developing.
- **Subject-spicific knowledge:** Everyone is aware how difficult it is to read a book in one's mother tongue on a new subject where there is new information to assimilate and new terminology to learn.
- **Cultural knowledge:** Which springs from shared experiences, values and attitudes. The students interpret an English text according to their own cultural experiences.

2.7.3 Language level

Motivation to read and interest are the principal subjects of a book when selecting graded Readers, a teacher clearly needs to judge the linguistic level of the book and their appropiacy in relation to the development of the students.

2.7.4 Technical presentation

The process of reading can be considerably assisted by the technical presentation of a book. So a final set of factors for any teacher to consider when selecting graded Readers are things not specifically that have to do with the text itself, such as front covers, size and variety of print, the use of headings and subheadings and the relationship between artwork and text.

- **Front covers:** Often seems to be the main reason why a child picks up a book . Many graded readers now look like " real " books on the outside, and on turning, the pages, colorful illustrative material makes them appealing and varied.
- **Illustrations:** As well as being factor in motivation, illustrations are an aid to comprehension so the teacher should always check their clarity.
- **Page by page presentation:** Introduce students to different kinds of writing and give them opportunities to interpret such devices as graphs, charts and diagrams.
- **Graphics:** This may be done in various ways:

1. Clear, attractive type face is important but the size of print must be appropriate to the teacher.

2. Variation in type assist comprehension.

3. Subheadings focus the attention of the reader on content in advice and help to guide him through the organization of material.

2.8 INTRODUCING GRADED READERS

The important thing is to remember that the ultimate goal of a reading programme is to encorage independence in reading, and teachers should be on the lookout for books which would be accessible to students in unedited form.

2.8.1 When to introduce graded readers

In the very early stages of language learning, any reading activity should be closely integrated with the development of other skills such as listening.

This is because students need to become familiar with the correspondence between the sounds they hear and the symbols on the printed page and sentences. The major implication is that students should only read what they have already heard and the material of the main course book is probably sufficient for this purpose of familiarisation. (Hedge,1990: 62).

2.9   PREPARING LEARNERS FOR EXTENSIVE READING

There are two important ways in which students need preparation for extensive reading.

2.9.1   Psychological preparation

The students should be prepared psychologically. This means encouraging them to think about their own approaches to reading.

2.9.2   Methodological presentation

They can be trained methodologically in some of the strategies needed for effective reading.

2.10   INTEGRATING READERS AND READING ACTIVITIES

Many teachers have now integrated extensive reading into their teaching programmes. The decisions that they have made are:

-   Organizing the use of graded reading
-   The time to spend on extensive reading
-   How to ink extensive reading to the main course

(Pugh, AK (1978), Silent Reading).

2.11   WHAT DOES RESEARCH TELL US ABOUT READING IN A SECOND LANGUAGE

Grabe, 1991; Carell, Devine, and Eskey 1988; Goodman, 1978; Hudelson, 1981, they find that the process the reading in English in a second language is the same as reading English as the first language.

In other words, both first and second language readers look at the page, sample the print, and use their knowledge of sound / symbol relationships, word, order, grammar and meaning to predict and confirm meaning. The linguistic systems involved in reading are commonly referred to as graphophonics (sound / symbol correspondences), syntax(word order), and semantics (meaning).

In the process, readers make use of their background knowledge about the text's topic and structure along with their linguistic knowledge and reading strategies to arrive at an interpretation. If their interpretation does not make sense, they may go back and read again. (Goodman, 1968).

2.12. METHODOLOGY FOR TEACHING ENGLISH IN A RURAL AREA

Taking into account that a rural area is a special place to teach English, I have to be careful about the methodology employed.

The people, with whom the work will be carried out, have different characteristics, so, a conscious study of all the needs will be made and all the aspects found during this investigation will be taken into consideration.

Another way to teach effectively is to use an adequate methodology by applying and adapting the environment resources for increasing English reading comprehension.

Richard Arnold and Pose Lamb (1976), stress an important social and emotional factor that intervenes in reading skills acquisition. " Motivation is a key factor in learning to read; this can and should be natured and encouraged during actual Institution". (1976:281)

USING AUTHENTICAL MATERIAL

Grellet (1986) and other readings specialists maintain that it is important to use authentic texts. Two reasons for this point of view are;

1. Simplifying a text often removes natural redundancy and changes its rhetorical organization. This may actually make a text more difficult to read than the originally that was read.

2. The difficulty of a reading exercise is not so much a function of the text as it is of the task or activity required of students as they try to comprehend it. I should think about grading the task, not the passage in designing reading comprehension practice activities.

Grellet (1986), defines authenticity not only in terms of the actual words of the text, but also according to the form in which it is presented. A newspaper article, for example should be presented to students exactly as it appeared in the paper: with the same space for headlines the same accompanying photographs or graphics,etc; the teacher must use reading strategies that help the students' learning".

2.14. THE ROLE OF THE TEACHER

According to López and Córdoba (1996), the teacher must be a learning facilitator, his responsibilities are multiplied in different roles, in this case, the teacher has:

1. To research and adapt some readings to obtain a better learning in English reading cmprehension.
2. To facilitate the reading skill in the classroom.
3. To choose the best technique to foment the students' interest for reading.
4. To be an observer of the students' needs adapting different activities to improve English reading comprehension.
5. To guide all the reading activities developed by the students.

According to Williams (1984), the teacher has the obligation of changing some materials and methods, with the purpose of observing the learners' opinions.

2.15. THE ROLE OF THE STUDENT

The student is the center of learning, he/she must develop the skills with a good motivation; in this case:

1. The student is anxious to get sense of a sentence in a specific reading.

2. The student wants to know the correspondent information.

3. The student needs motivation; which leads to a successful development of a reading process.

4. The learner relates the text with his own knowledge, interest or point of view.

METHODOLOGY

3.1. DESIGN

For developing my research I have chosen the Quasy-Experimental Method.

I worked with one group of students. The design was as follow:

GROUP	PRE-TEST	TREATMENT	POST-TEST
Experimental	T1	X	T2

$M = T1 - T2$

3.2. SUBJECTS

The subjects of this study were conformed by 30 students of ninth level of Rafael Uribe Uribe High School in Buesaco Nariño.

SAMPLE

From 30 students registered in this level, ten were taken to do the finally study, the course is composed by boys and girls between fourteen and sixteen years old. The number of students were small because with 10 students I worked in a more excellent manner. Besides, the research is more easy with not many pupils.

MATERIALS

For this research I used photocopies, written questions, drawings, humans resources, and readings.

INSTRUMENTS

For getting information, I applied a pre-test and a post-test. First I applied the pre-test; then I did the treatment using easy readings, pictures and some games, finally, I applied a post-test to get results.

VARIABLES

By means some techniques , I think that I will have the opportunity of contribute to improve the level of English comprehension. This techniques will be applied according the students' needs.

Independent variable

The use of some techniques to improve reading comprehension.

Dependent variable

The level of reading comprehension in English.

SCORING

I used a numerical scoring from zero to five.

VALIDITY

The test has the purpose to know the level of reading in English by students of ninth level in a rural high school.

CONTENT VALIDITY OF THE PRE-TEST

I think it is valid because this test shows the efficiency or difficulty to comprehend a reading in English.

CONTENT VALIDITY OF THE POST-TEST

After the pre-test, I developed some corrections about the reading, and then I applied some techniques to improve the level of comprehension.

EXPERIMENTAL DESIGN

Pre – test

The pre-test was written. It was necessary to develop this study in two weeks of instruction without the use of didactic material to determine the English level of reading comprehension that the students had that moment.

It consisted on one reading and five questions. It is necessary to say that the instructions were given in Spanish.

The pre-test was applied given and I could observe negative results.

A sample of the test is as follows :

Read the letter. Then answer the questions.

COLEGIO RAFAEL URIBE URIBE

NOMBRE :

GRADO   :

FECHA   :

Prueba de comprensión de lectura.
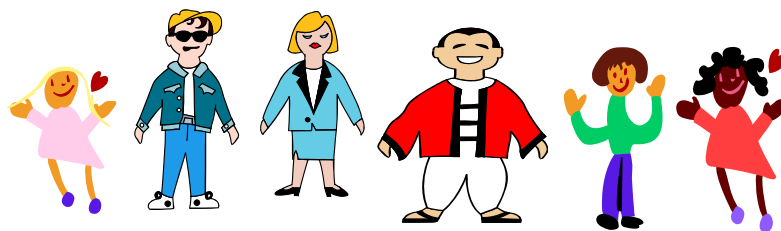
Dear Jhon :

This is my family. We are in Miami now. My father is an engineer. He's colombian. He's tall. My mother is a teacher. She is venezuelan. She's short. My father and mother are old. My sisters are young. They're students. My brother and I are young. We're students, too. My brother is tall. My sister is short. We're happy in the United States.

                Write soon,   **LUIS.**

QUESTIONS

1. The family is in:

   a. Colombia.

   b. Perú.

   c. United States.

2. The mother is:

   a. A teacher

   b. A housewife.

   c. A nurse.

3. The brother is:

   a. Short.

   b. Tall.

   c. Medium.

4. The family is in United States:

   a. Sad.

   b. Happy.

   c. Bored.

5. The sisters are:

   a. Workers.

   b. Doctors.

   c. Students.

Results.

The following charts show the results of the pre-test applied on 10 students.

CHART 1 : Number of students and answers.

ITEMS	LITERALS		
	a	b	c
1	2	7	1
2	2	5	3
3	4	1	5
4	6	2	2
5	3	4	3

CHART 1a: Percentages of the correct answers.

ITEMS	LITERALS	NUMBER OF STUDENTS	PERCENTAGES
1	c	1	10%
2	a	2	40%
3	b	1	10%
4	b	2	40%
5	c	3	30%

ANALYSIS OF THE STUDY

During the tratment, the techniques were adapted according to their needs and students' level. There was motivation and participation in the students, they were happy to learn English through these techniques.

It is necessary to consider that the students' participation was very active.

4.1 STATISTICAL ANALYSIS OF RESULTS

4.1.1. Statistical analysis of the pre-test

The pre-test was applied for the ninth level at the Rafael Uribe Uribe High School in Buesaco Nariño.

The results were the following.

GRAPHIC NUMBER ONE

PERCENTAGES IN GRAPHIC FORM
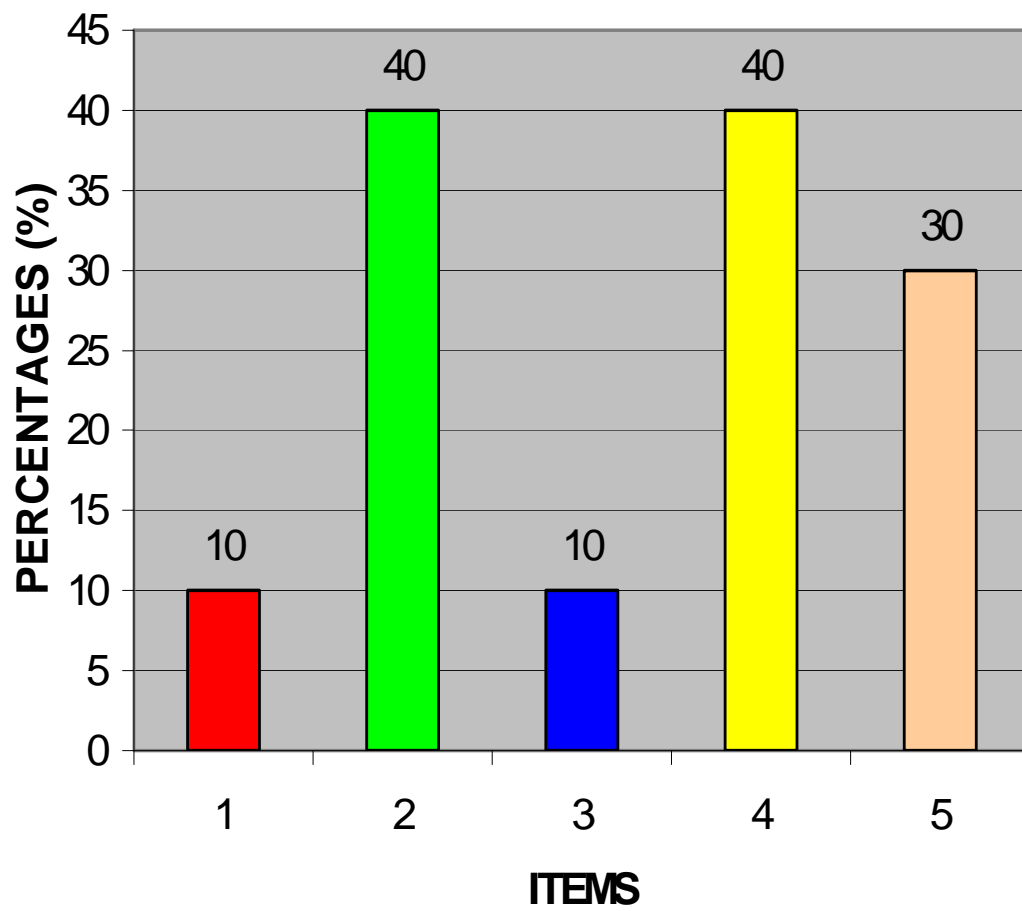
(Pre-test results, see pag 52)

GRAPHIC NUMBER TWO

FRECUENCY DISTRIBUTION

x	F
1.1-2.0	1
2.1-3.0	3
3.1-4.0	0
4.1-5.0	4
5.1-6.0	1
6.1-7.0	0
7.1-8.0	1
8.1-9.0	0
9.1-10	0
TOTAL	**10**
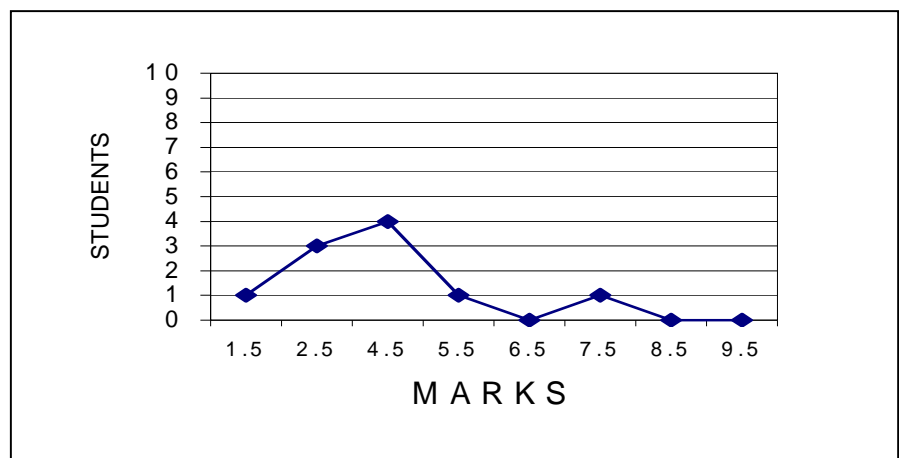
1. MEDIA (X):   4.0

2. MEDIAN (Me): 3.7

3. MODE (Mo):   3.8

General results of the pre-test.

The results of the pre-test were not favorable. The following are some of the

causes detected through the concept of the students .

A. Lack of practice in the reading comprehension.

B. Difficulties on vocabulary.

C. Elaborated readings.

D. There is not motivation.

TREATMENT

My experimentation consisted on the application of some techniques to teach the reading skill in a very active and dynamic way based only on reading of texts in order to elicit some information on all to be read.

The treatment was applied during three months of instruction in 48 hours of class.

TECHNIQUE   No.   1

TITLE :   Tennis Player

LEVEL   :   Ninth Level

OBJETIVE: Students predict an idea through a reading after seeing drawing.

PROCEDURE

1. The teacher sticks on the board a drawing that indicates the content of the reading.

2. The teacher requests the students to observe the drawing.

3. The teacher requests the students to speak about the drawing.

4. The teacher requests the students to write ideas about the drawing. They do it individualy.

5. Correction of exercise done by the teacher and the students.

RESOURCES : Drawings, human resources.
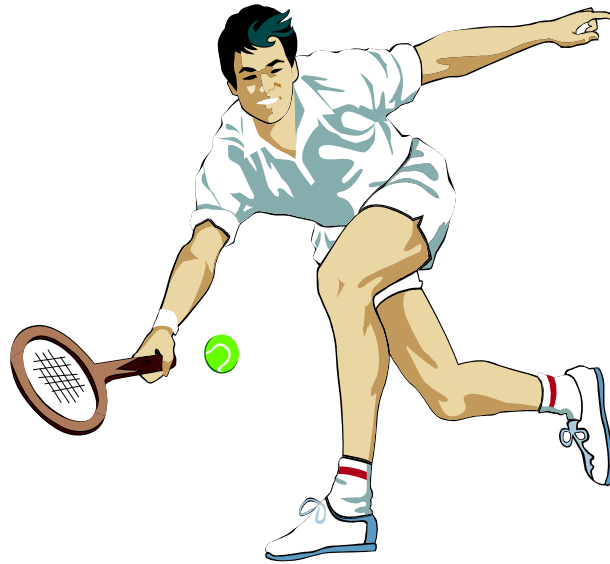
TENNIS PLAYER

Tennis is my game, says Tom Otis.

Tom is one of the best tennis players in the country. He is a professional and

earns a lot of money every year.

He plays in many tournaments. His best years, however, are behind him.

Tom is getting old. Soon he is going to retire.

PRACTICE

Circle or choose the appropriate words to complete each of the following sentence:

1. Tom is getting : a.) famous

    b.) rich

    c.) old

    d.) better

2. Tom is :   a.) a tennis player

    b.) a teacher

    c.) a doctor

    d.) a taxi driver

3.Tom's game is :   a.) a tournament

    b.) soccer

    c.) tennis

    d.) money

4.Tom is going to: a.) earn a lot of money

    b.) buy a car

    c.) get old soon

    d.) retire

TECHNIQUE   No.   2

TITLE : Dolphins

LEVEL : Ninth Level

OBJETIVE : Students infer the title of the reading after having read it.

PROCEDURE

1. The teacher delivers the pupils the selected reading without the title.

2. The teacher delivers some questions so the students have an idea about the title of the reading.

3. The teacher will do the reading.

4. The teacher requests the students to read the text in silence.

5. New vocabulary is explained in this moment.

6. The teacher gives the students some questions and then he/she answers them.

7. The teacher requests the students to write their titles in a sheet of paper.

8. Finally, the teacher compares the principal title with the titles of the students.

RESOURCES : Photocopy of the reading, drawings and written questions.
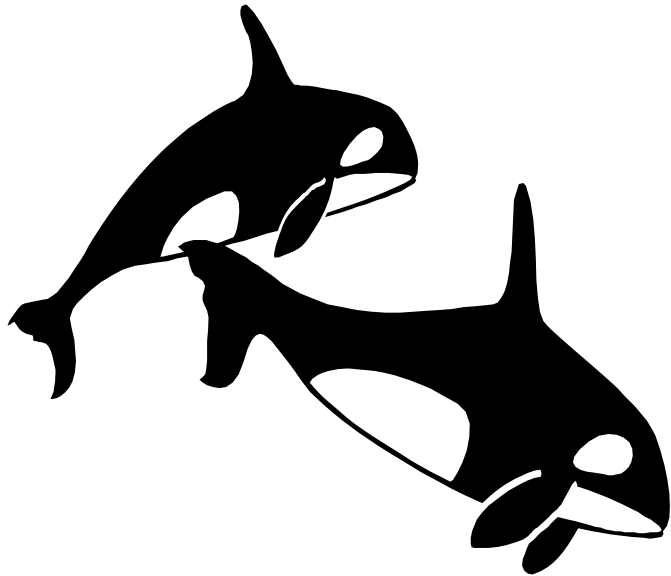
READING

Dolphins are very interesting animals.

They are not fish, they are mamals.

They have warm blood. They live in oceans and large rivers. Dolphins have big

mouths and many small teeth (160 to 200).

Their nose is very long and forms a beak. They can be three and a half meters

long. They live many years. They live in groups and communicate with sounds.

They can learn to do many things. They can jump high into the air.

In the Amazon river we can find grey dolphins and pink dolphins.

Dolphins are our friends. We need to protect them.

QUESTIONS

1. What kind of animals do you prefer?

2. Do you like the animals?

3. Would you like to have a dolphin in your house?

4. What do you know about dolphins?

TECHNIQUE   No.   3

TITLE : Inventions

LEVEL: Ninth Level

OBJETIVE : Students determine the content of the reading beginning with the title of the reading.

PROCEDURE

1. The teacher writes or sticks on the board the title of the reading already selected.

2. The teacher asks the students to write their ideas about the reading. This is done with the teacher's help.

3. The teacher asks the students to write their ideas in a sheet.

4. The teacher writes on the board some ideas done by students.

5. The teacher requests the students to say ideas.

RESOURCES: Drawings, reading, human resources.

TELEPHONE

TELEPHONE

Alexander Graham Bell never intended to invent the telephone.

He had only wanted to create an apparatus to help his deaf students.

In 1876 his invention of the phone made him rich and famous.

COMPUTERS
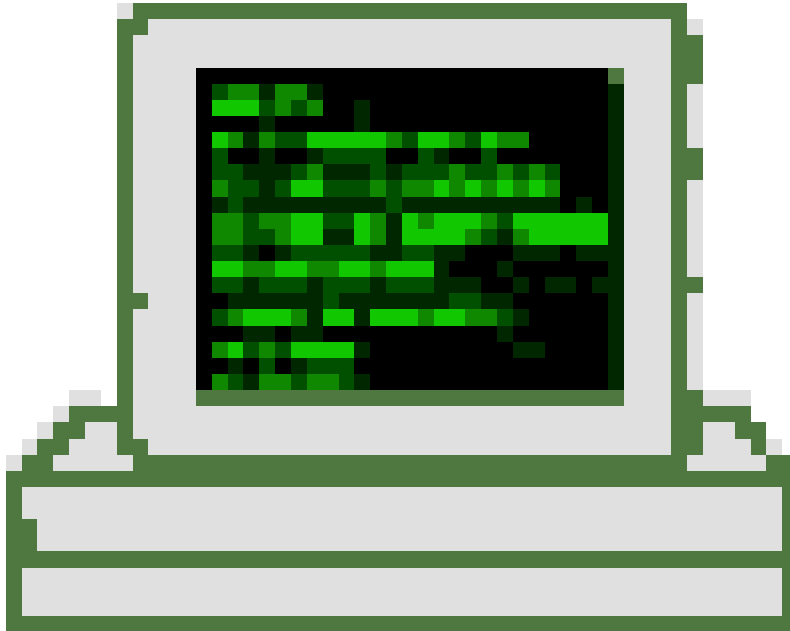
COMPUTERS

The first electronic digital computer was created by IBM engineers and operated at Harvard University in 1944.

It was 55 feet long and 8 feet high and it cost millions of dollars.

TECHNIQUE No. 4

TITLE : Laughing is good for you

LEVEL : Ninth Level

OBJETIVE: Determine the comprehensión reading level through some questions related to the reading.

PROCEDURE

1. The teacher chooses a reading and delivers to the students the vocabulary and some structures that the pupils do not know.

2. The teacher prepares questions that guide the students to obtain information on the content of the reading.

3. The teacher delivers the students the reading.

4. The teacher reads the text.

5. The teacher asks the students to read rapidly the reading and answer the questions.

6. Correction of exercise.

RESOURCES : Photocopies of the text, drawings, questions photocopy.

LAUGHING IS GOOD FOR YOU

Did you know that some hospitals pay a comedian to come and give funny shows for the patients . This is not entertainment : it's treatment. Doctors find that laughing is good for your health.

After laughing for 45 minutes, most patients are more relaxed and don't feel so much pain as before. They sleep better and get well sooner.

Laughing does many good things to the body.
It gives exercice to almost every part of the body. It stimulates the heart and relaxes the arteries. When you laugh, your pituitary gland produces painkilling hormones, called endorphins.

The adrenal gland produces adrenalin, which makes you more alert.
Laughing has a good effect on the digestion and helps you to sleep better.

So try to laugh more often. It's good for you.

QUESTIONS

1. Why do hospitals have comedy shows for their patients?

2. What effect does laughing have on the heart?

3. What are endorphins and what do they do?

4. Mention three good effects of laughing?

5. Think of other activities that are good for your health?

6. How many minutes a day do you laugh?

TECHNIQUE   No. 5

TITLE: Coca-Cola

LEVEL: Ninth Level

OBJETIVE: Students write a paragraph according to he title of the reading.

PROCEDURE

1. The teacher asks the students to write a short paragraph about the title of the reading.

2. The teacher requests the students to read in a low voice their paragraphs.

3. The teacher requests some students to read the reading to all the group.

4. The teacher corrects the exercise with the principal ideas of the students.

5. The teacher compares the paragraphs with the reading.

RESOURCES: Drawings and human resources.

COCA-COLA

THINGS GO BETTER WITH

COCA-COLA

Coca-Cola is enjoyed all over the world. 1.6 billion gallons are sold every year, in over one hundred and sixty countries. The drink was invented by Dr. John Pemberton in Atlanta, on 8 May 1886, but it was given the name Coca-Cola by his partner,Frank Robinson. In the first year, only nine drinks a day were sold.

The business was bought by a man called Asa Candler in 1888, and the first factory was opened in Dallas, Texas, in 1895.
Coca-Cola is still made there. Billions of bottles and cans have been produced since 1895.

Diet Coke has been made since 1982, and over the years many clever advertisements have been used to sell the product. It is certain that Coca-Cola will be drunk far into the twenty-first century.

Post- test

After doing the treatment, I applied a post-test.

The post-test was a reading that had seven multiple choice questions.

It is important to observe that the results were better, on the contrary of pre-test the results were negative.

With the post-test, the students demonstrate a lot of better results and I could see that the study was a success.

Name: Level: Date:

Middle-Income
Families Have
Housing Problems   A COMMON BUT DIFFICULT PROBLEM
By William Hawthorn
Walter Lasky,Bob Edwards and   The Thompsons have a common but
David Thompson (not them real names)   difficult problem: they are not poor
Live in New York. Walter Lasky, head   onough or rich enough to find a good
Of a famous banking family, rents a   place to live. People with low incomes
Nine-room apartment in the city and   like Mr and Mrs Edwards can find a
Owns a house in the country. Bob Edwards   a place to live with help from the government
A bus driver, rents a three bedroom apartment   People like the Thompsons
In a government housing project. David Thomp-   Make too much money to get govern-
Lasky, but he makes more money than Bob Edwards. ment help, but they cannot pay the high
Where does he live? David Thompson an his wife rent for a big apartment in a nice part of
And daughter live in a one bedroom apartment in a Town. Even though they both have
Hold building in a dangerous neighborhood.   good jobs (Mrs Thompson is a phar-
   '' We've been looking for an apartment we can allord macist) they live in a old, rud-down
in a better neighborhood for over a year, but we haven't apartment building in a dangerous neighborhood
found anything.''said Mr. Thompson. '' Everything is to If the Thompsons move to a better apartment, they
expensive.''   will have to pay over half of their combined salaries in rent.

                                                Since housing costs are increasing
                                                 Every year, the government is planning
                                                Low rent housing projects for middle-
                                                 Income families. However, it may be
                                                 Four or five years before these projects
                                                 Are finished. Until them, middle-income
                                                 Families like the Thompsons will prob-
                                                 Ably have to stay where they are

CIRCLE THE CORRECT ANSWERS
 1. ''We've been looking for an apartment we can   6.Until then in the last paragraph referes to
    afford'' means: a.In four or five years
                                                                 b.low-rent housing
a. The Thompsons are looking for an apartment they like.   c.Every year
b. The Thompsons are looking for an apartment they can pay for. 7.Even though they both have good jobs,…
c. The Thompson are looking for an apartment in a different neigborhood. They live in an old run –down apartment
2.The Thompsons want to move to a better neighborhood because the building in a dangerous neighborhood''means
   neighborhood they live in dangerous.   Almost the same as
a. A dangerous neighborhood has lot of crime (robberies)   a.They have good jobs, but they live in an ld.
b.A dangerous neighborhood is where rich people live.   Run-down apartment building in a dangerous
                                                                 neighborhood.
c. A dangerous neighborhood is in a nice part of town   b.They live in an old run-down apartment

                                                                 building in a dangerous neighborhood
3. They are not poor enough or rich enough to find a good place to live because they have good jobs.
   in paragraph 3 means   c. They don't have good jobs.
a.Poor people can't find a place to live
b.Rich people can't find a place to live
c.. A middle-income family can't find a place to live
4.In paragraph 4 housing costs means
a. The money yoy pay for a house or an apartment
b. The money the government has to pay for housing projects

c.The money you pay to the government
5. Since in ?since housing costs are increasing every year, the
government is planning low-rent housing projects for
   middle- income families'means almost the same as
a.because
b.until
c.but

Results.

The following charts show the results of the post-test applied on 10 students.
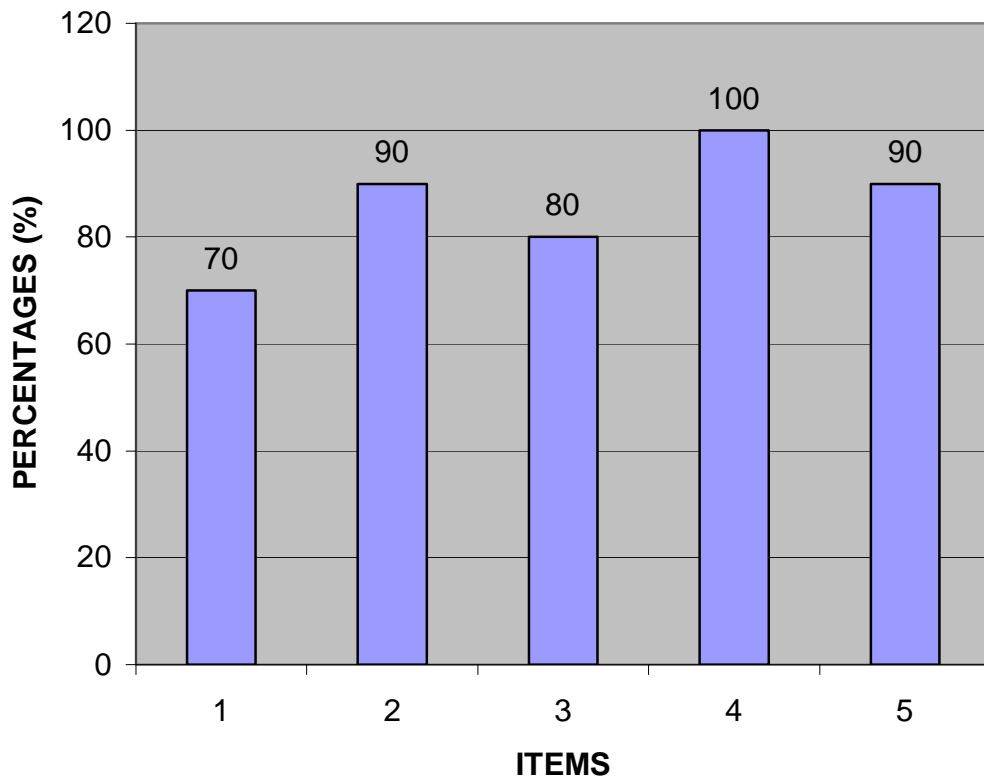
CHART 2: Number of the students and answers.

ITEMS	LITERALS		
	a	b	C
1	1	8	1
2	10	0	0
3	1	2	7
4	9	1	0
5	8	2	0
6	10	0	0
7	9	0	1

CHART 2a: Percentages of the correct answers.

ITEMS	LITERALS	NUMBER OF STUDENTS	PERCENTAGES
1	b	8	80%
2	a	10	100%
3	c	7	70%
4	a	9	90%
5	a	8	80%
6	a	10	100%
7	a	9	90%

GRAPHIC NUMBER THREE

PERCENTAGES IN GRAPHIC FORM

(Post-test results, see pag 76)

GRAPHIC NUMBER FOUR

FRECUENCY DISTRIBUTION

x	f
5.1-6.0	2
6.1-7.0	4
7.1-8.0	0
8.1-9.0	3
9.1-10	1
TOTAL	**10**
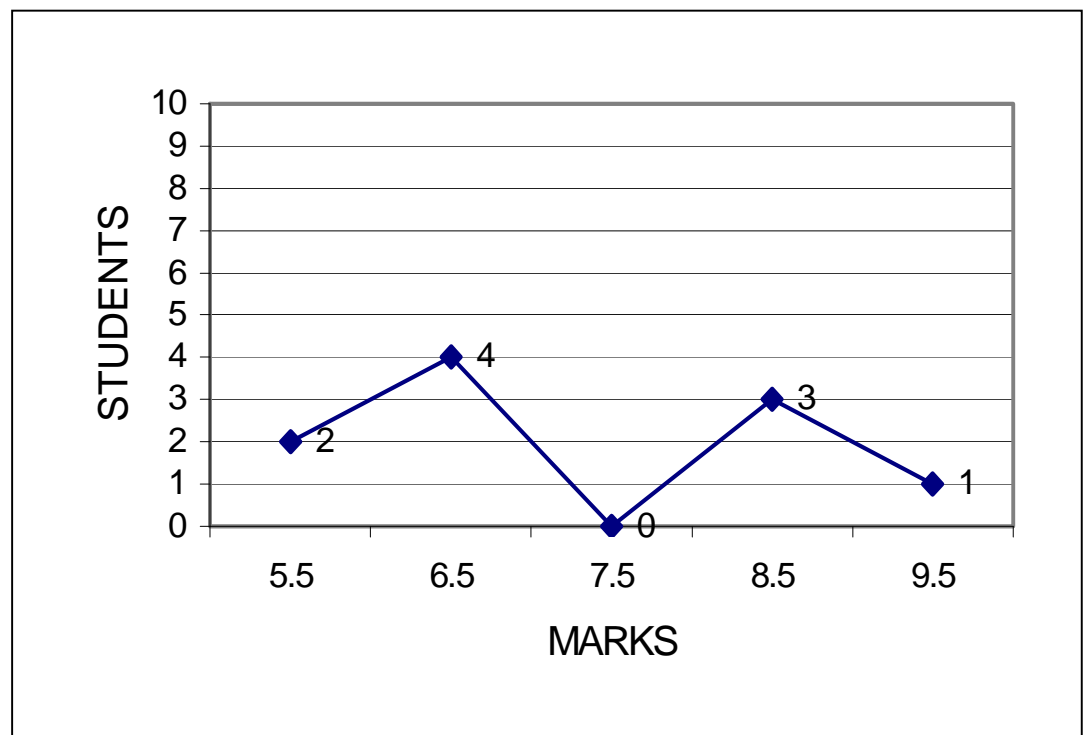
1. MEDIA (X):   7.1

2. MEDIAN (Me): 6.0

3. MODE (Mo):   5.7

General results of the post-test.

As we can see, the results obtained in the post-test were good. There is a big difference between the pre-test and the post-test; the success of the post-test, I consider, was due to the application of the 5 reading comprehension techniques I used during the treatment.

ADMINISTRATIVE ASPECTS

Budget

ACTVITY	**QUANTITY**
IMPRESSION	**$** 300.000.oo
PHOTOCOPIES	**$** 64.800.oo
TRANSPORT	**$** 150.000.oo
OTHERS	**$** 150.000.oo
TOTAL	**$ 664.800.oo**

CONCLUSIONS AND RECOMENDATIONS

1. In the course of this study it has been demonstrated that teaching Readings through easy materials can be developed in an Institution where the students have a low knowledge of English.

2. After finishing this study, I can say that most of the objectives were accomplished satisfactorily, because the use of different techniques motivated the students to participate in classes.

3. The English reading comprehension is a common activity, it is the most important of the four skills in a second language.

4. After having applied the techniques in the development of reading comprehension in English, and taking into account the final results which were satisfactory, I can say that these techniques were created to contribute to the teachers hard work to facilitate the student's learning.

5. The teachers and students must select books with their interests and preferences to read.

6. Reading comprehension means extracting information as efficiently as possible.

7. The techniques were chosen according to the students needs. Those techniques improved the personal relationship among the students, in spite of some difficulties.

8. This study was carried out through classroom observations in a particular situation and with students with a low level of English.

9. The presentation and the development of the topic play an important role in motivating the students to adopt a positive attitude in front of the reading texts.

10. During the treatment, the students participated actively in all of the techniques. This helped the students to increase a positive attitude towards English learning.

11. The research demonstrated that English learning can be amusing and enjoyful by the students, because they learned it in a funny way.

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