

UNIVERSIDAD NACIONAL DE EDUCACIÓN
Enrique Guzmán y Valle

Alma Máter del Magisterio Nacional

FACULTAD DE CIENCIAS SOCIALES Y HUMANIDADES
Escuela Profesional de Lenguas Extranjeras



MONOGRAFÍA

Reading comprehension strategies

Examen de Suficiencia Profesional Res. N°0190-2018-D-FCSYH

Presentada por:

Alminagorta Delgado, Lizbeth

Para optar al Título Profesional de Licenciado en Educación,

Especialidad: A.P. Inglés A.S. Francés

Lima, Perú

2018

MONOGRAPH

Reading comprehension strategies

Designación de Jurado Resolución N° 0190-2018-D-FCSYH

Dr. Sánchez Quintana, Rogil

Presidente

Dra. Lavado Rojas, Betty Marlene

Secretario

Dra. Zárate Aliaga, Edith Consuelo

Vocal

Línea de investigación: Teorías pedagógicas

For my family

General Index

Members of the jury.....	ii
Dedicatory.....	iii
General Index.....	iv
Figure Index	viii
Introduction.....	ix
Chapter I	11
Conceptualization of reading strategies	11
1.1 Definition of reading	11
1.2 Definition of strategies	13
1.3 Definition of reading comprehension.....	15
1.4 Reading skill.....	20
1.4.1 Reading comprehension as a skill set.....	21
1.4.2 Current position of reading comprehension.....	22
1.4.3 Steps for text comprehension.....	22
1.5 The principles of reading teaching.....	25
1.5.1 Reading is influenced by the previous experiences and knowledge of readers.....	25
1.5.2 Communication skills promote the development of thinking and learning in all disciplines.....	26

1.5.3 When we talk about communicative competencies, visual literacy is included today.	26
1.5.4 Reading should be a rewarding experience.....	26
1.6 Reading comprehension strategies.....	27
1.6.1 Monitoring comprehension.	28
1.6.2 Metacognition.	31
1.6.3 Graphic organizers.	32
1.6.4 Answering questions.	37
1.6.5 Generating questions.	38
1.6.6 Recognizing story structure.....	39
1.6.7 Summarizing.	40
1.7 Reading strategies.	41
1.8 Teaching strategies.	42
1.8.1 Modeling.	42
1.8.2 Practicing and reviewing.	43
1.8.3 Selecting texts.	43
1.9 Strategies for teaching reading.	44
1.9.1 Pre-reading phase.	47
1.9.2 While-reading phase.....	48
1.9.3 Post-reading phase.	49

Chapter II	53
Reading comprehension levels	53
2.1 Concept of reading comprehension.....	53
2.2 Levels of reading comprehension.....	54
2.2.1 Literal level.....	55
2.2.2 Inferential level.....	56
2.2.3 Critical evaluative level.....	57
2.3 Text types.....	60
2.3.1 Narrative text.....	61
2.3.2 Descriptive text.....	61
2.3.3 Expository text.....	62
2.3.4 Argumentative text.....	62
2.3.5 Instructional text.....	63
2.4 Text form.....	63
2.5 Selection of reading texts.....	64
2.5.1 Accessibility of the text.....	65
2.5.2 Use of significant and motivating literary productions.....	65
2.5.3 Integration of several skills.....	66
2.5.4 Possibilities that they offer several ways of being exploited.....	67
2.5.5 Need for literary materials to contain socio-cultural connotations.....	67
2.5.6 Choice of original, graduated or adapted texts.....	68

2.6 Types of reading.	69
2.6.1 Extensive reading.	69
2.6.2 Intensive reading.	70
2.7 Requirements for effective reading.....	71
2.8 Students' motivation to read.	73
2.9 Purposes of reading.....	74
Chapter III.....	79
Didactic application	79
3.1 Lesson Planning.	79
3.2 Lesson plan.....	80
Conclusions.....	82
Critical appraisal	84
Suggestions	85
References.....	86
Appendices.....	91

Figure Index

Figure 1. Venn Diagram Graphic Organizer.. 33

Figure 2. Storyboard/Chain of Events Source..... 34

Figure 3. Story map Source..... 35

Figure 4. Cause and effect Source..... 36

Introduction

The reading process is an active activity that allows human beings to build the meaning of a text read. That is to say, it will allow not only harmonize the letters, but will also help to understand the objective of the author of the text. However, data from assessments of reading comprehension during the student stage has shown that there is a problem in this regard. Even more, this difficulty increases when the student tries to understand a text in English language.

This monograph aimed to explain the importance of using reading strategies to improve the comprehension of a text in the English language. In this sense, the research work will help students strengthen their reading skills and acquire new tools to improve the process of reading comprehension.

In Peru, English is the language that is taught in most of our institutes as part of the curriculum of our education system. This process of English teaching has had many difficulties in students to be acquired successfully. This is bore out by the results of the 2015 International Student Evaluation Program (PISA), prepared by the Organization for Economic Cooperation and Development (OECD), which showed that in the reading comprehension of the students of the fifth grade 80% of them are in levels 1 and 2 that is below levels 5 and 6; in which students have the ability to analyze and propose appropriate hypotheses to solve difficulties that arise. (OECD, 2010)

To fulfill the purpose of this study, this monographic work was structured in three chapters. The first chapter refers to the purpose of the reading process and the importance of reading comprehension strategies. It also describes the principles that

govern it and the variety of reading strategies that the teacher can choose according to the objectives of each class. The second chapter of this monograph describes the levels of reading comprehension used so that students understand the content of a text, can create ideas and evaluate the quality and reasoning of the author. In addition, information is given on the classification of texts and the criteria for selecting an appropriate text.

The third chapter focuses on how to use reading comprehension strategies in a lesson plan with the aim of making this tool useful for the teacher and the student to achieve the lesson objective. In this section, we have identified the phases that are in a lesson plan and the elements that allow them to develop appropriate classes according to the programmed objectives. It is important to add that a lesson plan serves as a guide for a class session, as it helps identify the purpose of the lesson and the activities and strategies that will be used for each phase of the lesson.

Finally, this monograph presents possible suggestions on the use of reading comprehension strategies that can be taken into account in the development of a class. In addition, it shows the references used and the appendices.

Chapter I

Conceptualization of reading strategies

1.1 Definition of reading

For many years, reading has been considered a very difficult cognitive process that has been the subject of many researches related to learning. As a result of these studies, a series of concepts have emerged about what should be understood as reading. Likewise, concepts related to this activity have appeared such as reading comprehension, reading comprehension or reading simply.

Under this context, a series of definitions about reading have emerged. For example, Orlandi (2001) argued that “reading in its broadest conceptualization can be understood as the attribution of senses, therefore, it be used indifferently in writing and orality” (p. 7). Solé (1998) stated that “reading is the process through which written language is understood. In that understanding, the text implies its form and content, as well as the reader, his expectations and previous knowledge” (p. 23).

Under this context, it is understood that reading is a procedure that encompasses two aspects: the understanding of text information and the use of a language structure. In

the first aspect, the reader engages directly between the text and him. In this interaction the reader will make use of a series of strategies with the purpose of assimilating the information through active activities to integrate the knowledge. Once the knowledge is integrated, it is stored in the reader's memory, which will allow him to increase his linguistic competence. Likewise, it should be considered that this process the reader must take into account his previous experiences and knowledge that will contribute to the formation of new cognitive schemes.

This reinforces the conception that reading comprehension is the development of an interaction process in which various cognitive schemes are involved in order to unite the reader's knowledge with the new knowledge acquired. This integration of knowledge will allow the reader to understand not only general knowledge but also the specific ones. All this in its conjunction will allow him to meet the objectives of the reading.

Taking into consideration what has been expressed, reading involves a variety of skills:

- Formulate hypotheses and make predictions about the text.
- Ask questions about what you read.
- Clarify possible doubts about the text.
- Summarize the text. Remember that one thing is the examples and another thing the theory, and that in a summary is the theory.
- Reread confusing parts.
- Consult the dictionary.
- Create mental images to visualize vague descriptions.
- Underline the important parts.
- Make a summary or count of what was read.

- Answer the questions that were asked before and during the reading.
- Explain, in a single idea, what the text is about.
- Establish a sequence of actions from what was read.
- Associate elements of the text with other readings made.
- Associate reading with everyday situations.

1.2 Definition of strategies

In the remainder of the work we will address the issue of strategies and their teaching, so I consider it necessary to address what a strategy consists of and what role they are given in reading. We will also offer a general explanation about what your teaching entails, stopping at some concrete proposals. The rest of the contents will be devoted to what is the object of reading, the text, its characterization and some concrete proposals to distinguish them.

When talking about strategy, it is related to putting together a plan that specifies the different steps that are followed to achieve the desired objective. This idea is related to military activity, especially when you are at war. In this context, this term refers to the various procedures that will be taken into account to emerge victorious in combat. By extension, this word can be used in other areas of human activity as a process in which assumptions are taken into account to achieve a beneficial effect (Carr, Aldinger & Patberg, 2004).

The word strategy applied to the area of learning has been a laborious task. Within this context, one can quote the definition of Solé (1996) who expressed “Strategies are the methods we use to do something and raise my well-being, it will depend largely on knowing how to choose the most effective method for each task” (p. 56).

The Strategy is considered a guide to the actions to be followed. Therefore, they are always conscious and intentional, aimed at an objective related to learning. As a reader,

you should consider this part as an introduction to the following, in the sense that it is going to provide you with some previous knowledge relevant to the understanding and proper location of the contents that are poured into those that come next.

More and more people present difficulties when obtaining information about what they read, interpreting it assertively and reflecting appropriately on it. Hence the importance of having strategies that contribute to improving reading comprehension. These are some of them:

a) *To improve reading comprehension you have to read.* The best preparation for any reading comprehension test is to read varied texts of varying complexity. In this way, he will be able to incorporate the richness of reading into personal life. The recommendation is to look for texts that may really interest you, regardless of the subject, be it science, novel, show, modern life, among others. Do it and you will see that reading can be very interesting. The reflection starts from a very simple premise: those who do not read is because they do not find what interests them.

b) *Use any tool that leads us to read.* The use of social networks is increasingly frequent, for example, we continuously use Facebook, if we link to our profile, the local or international press, it is more likely that when going through the headlines some will attract attention and we will want to know something else, So we will read it.

c) *Identifying contextual spaces is vitally important.* Remember that in all reading contextual aspects will be linked as:

- The semantic context, context in which a word acquires its meaning with reference to the meaning of the other words that accompany it.
- The situational context, which refers to the situation of speakers in space, in time and in dialogue.

- The physical context, which relies on the outside world, on the physical world around us, to be able to say a lot without having to say everything.
- The sociocultural context, which deals with the accumulation of knowledge and conditioning that the speaker has for living in a community (Paris, Wasik & Turner, 1991).

1.3 Definition of reading comprehension

The researchers argue that reading is associated with the concept of understanding and that this is the essential quality of reading. Mayor, Suengas & Gonzales (1995) stated:

Reading comprehension is the ability to understand written language, from decoding the text to establishing a dialogue between what the author presents and the previous knowledge of the reader, generating knowledge through this exchange (and not only information) and through of the use of inferences and other reading strategies (p. 78).

Reading comprehension according to Huey (1908) “Is the ability to understand written language, from decoding the text to establishing a dialogue between what the author presents and the previous knowledge of the reader, generating knowledge through this exchange ... and through of the use of inferences” (p. 17). Pinedo (2012) said:

Understanding is the faculty, ability or intelligence to understand and make known the meaning of what the text contains. It is also defined as the development of its capacity during the maturation stage by the reader, based on certain data found in the text, the reader will create an image of the message he wishes to transfer (p. 23).

En 1986, Antich said: “The understanding is made when ideas are read, not in words. Understanding is a process, and as such, it should be guided one step at another” (p. 291).

González (2010) expressed:

A reader understands a text when he can give it a meaning and puts it in relation to their previous knowledge and interests. Likewise, reading comprehension is relative to each reader, because each person has different life experiences and gives what they read different meanings (p.11).

Paradiso (1998) claimed “Understanding is a process of decoding, but even more, a construction that the reader makes” (p.57).

Roméu (2001) stated: “Understanding means capturing the meanings that others have conveyed through sounds, images and movement” (p.14). Based on the affirmation of the mentioned authors, we can say that reading comprehension is the ability, the adequate preparation to be able to understand a reading obtaining a particular expression of the words that make up a text, as well as the overall purpose of the reading.

Reading comprehension is defined as a double process: on the one hand, a process of decoding a written message and on the other, a process of interaction with your previous knowledge. Through reading comprehension, the reader builds, from his previous knowledge, new meanings when interacting with the text. Therefore, the most important thing in reading comprehension is that the reader and the author interact. Do not forget that the same text read by different people can be interpreted in very different ways.

The purposes of reading can be several. Many of our students of these times do not have the habit of reading and in part we may blame parents and teachers, because we ask them to read texts and we do not teach them to set a purpose and motivate themselves with reading. Likewise, teachers are the ones who choose reading for students, when it should be the opposite, that is, they are the same students who choose what they want to read, according to their interests, needs, personal motivations. If the person has a purpose

before selecting a text to read, he will do it with greater motivation, with greater interest and will understand.

People have different tastes and interests regarding reading. Some people look for texts to inform us, to entertain us, to learn, to follow instructions, etc. Therefore, before reading a text, we must ask ourselves: What is the purpose of the reading?

Here are mentioned some of the different purposes that readers have and the examples of text in each purpose:

a. To inform us. When we want to inform ourselves, we must resort to texts such as those named in the examples. By reading them we will realize that they are full of information from which we can learn a lot. Examples of texts: News, opinion articles, study texts, dictionaries, reports, monographs, historical accounts, encyclopedias, biographies, brochures, letters, interviews, reports, chronicles, etc.

b. Imagine. If our purpose is to activate the imagination and entertain ourselves, we must read texts such as those delivered in the example. These texts will help you develop and stimulate your imagination and entertain you with the different contents they deliver. Stories, stories, magazines, comics, legends, fables, comics, jokes, riddles, sayings, acrostics, tongue twisters.

c. To do or make something. If we want to do or make something we must rely on the instructional texts. These texts will tell us how, step by step. Recipes, instructions for doing something, game instructions, instructions for assembling or operating an object, manuals, etc.

d. To interact. When we want to interact, that is, interact with others, the most appropriate texts to relate to are: Invitations, congratulations, errands, excuses, consequences, notices, posters, letters, e-mail, fax, mail, thanks, etc.

e. To make known or record experiences. If our purpose is to make ourselves known or record lived experiences, we should review and read texts such as the following:

Autobiographies, memories, reflections, life diaries, anecdotes, thoughts, etc.

f. Answer questions. If we seek to answer questions or doubts we have about something, the texts to which we must review and read different types of texts. As Palincsar and Brown (1984) pointed out: “To understand what is read it is necessary to understand the purposes of reading. It would be equivalent to answering the questions” (p. 45). The questions would be *What do I have to read?* or *Why do I have to read it?*

When you read a text, you need to have a prior idea of the content you are reading:

- What do I know about the content of the text?
- What do I know about related content that may be useful to me?
- What other things do I know that can help me: about the author, the genre, the type of text?

Select that key information and direct attention to what is fundamental based on the purposes one pursues understanding in answering these questions:

- What is the essential information that the text provides and what is necessary to achieve my reading objective?
- What information can I consider unimportant?
- What information can I “ignore” because of its redundancy or because it is too detailed, because it is not relevant for the purpose I am pursuing?

Evaluate the internal consistency of the content expressed in the text. That is to say, that all the text is about the same topic or several. And its compatibility with prior knowledge, and with what dictates *common sense*.

- Does this text make sense?
- Do the ideas expressed in it show coherence?

- Do you openly disagree with what I think, although it follows a logical plot structure?
- Do you understand what you want to express?
- What difficulties does it pose?

Continually check if the text being read is being understood. This can be done through review, periodic recapitulation and self-interrogation.

- What was intended to explain in this paragraph, section and chapter?
- What is the fundamental idea that I draw from here?
- Can I reconstruct the thread of the arguments presented?
- Can I reconstruct the ideas contained in the main sections?
- Do I have a proper understanding of them?

Develop and test inferences of different types. That is, draw interpretations, hypotheses, predictions and / or conclusions.

- What could be the end of this novel?
- What would I suggest to solve the problem here?
- What could be the meaning of this word that is unknown to me?
- What can happen to this character?

It is very important before you start reading, define and make clear why or what it will be useful to read such text or book. The purpose of the reading to be carried out must be established. It can be read to:

- Get the general ideas of a text or book.
- Distinguish the main ideas of a text or book.
- Critically evaluate a text.
- Understand the content of a text.
- Locate specific information.
- The practical application.

- Get distracted.
- Give a quick review of a text or book.
- Browse a text.
- Make a study reading.
- Read word for word.
- Enrich vocabulary.

1.4 Reading skill

Reading comprehension is a macro skill. There is a classic controversy about whether understanding is a unit skill or a series of sub skills. As stated above, reading comprehension is a complicated cognitive process but should be considered as a unit skill. As a consequence of this, this activity has given rise to various teaching proposals that influence the student's independence when interpreting the text. These focus on the use of metacomprehension strategies that allow students to question themselves to guide and improve their understanding (Durkin, 1993).

From this perspective, Solé (2008) described: “The following classification of necessary skills for a correct understanding the technique known as SQ3R” (p.24). These techniques are:

- Survey. Overview.
- Question. Ask the questions at the generic level.
- Read. Read, taking into account the questions stated.
- Recall. Remember, writing the answers.
- Review. Review the notes made.

In reading comprehension, it should be considered that the reader plays an important role. The reader must have an active role in this process. If emphasis is placed

on this role, the autonomy of the reader can be achieved. This is one of the main characteristics of the expert reader.

1.4.1 Reading comprehension as a skill set.

On the other hand, defenders of reading comprehension as a set of sub-abilities such as and other authors, for example, divide comprehension skills into three main areas:

- Location of details: recognize, paraphrase, find concrete things.
- Simple inference skills: understand words by context, recognize cause-effect relationships, comparisons and contrasts.
- Complex inference skills: recognize the main idea, draw conclusions and predict results (Baumann, 1985).

The same author mentioned above, on the other hand, takes the theoretical formulation of reading comprehension in sub-abilities to the field of instruction, generating a division into five phases for teaching:

- Introduction: explanation of the objectives pursued with the understanding of the text. Example: the teacher acts as a model in reading a text, so that students understand what it is about teaching them.
- Direct teaching: the teacher shows, describes and explains the skill that It is intended to instruct.
- Application directed by the teacher: it is about students practicing as exemplified by the teacher.
- Individual practice: using new material, students train in independently learned ability
- The proposals described are inserted in the research model “Process / product”, assuming a causal relationship between prescriptions for the teaching and the

results that the students will achieve. The student, meanwhile, it must gradually incorporate the self-regulation of its activity under circumstances of independent reading.

On the other hand, it is so bold to assume that a complex skill is composed of sub-abilities as it is to assume that their work separately will affect the genuine and global ability. These theoretical positions, along with the difficulty to verify that the student is effectively incorporating the self-regulation of the activity in situations of independent reading, they constitute the critical elements of both direct instruction and the conception of reading comprehension as a set of sub-abilities. Do not however, such guidance has the merit of emphasizing the need to teach systematically to read beyond the code.

1.4.2 Current position of reading comprehension.

Currently, the most secondary position is to conceive reading comprehension as a set of sub-abilities. The complexity of the process is such that it is difficult to maintain that a single skill is responsible for understanding.

In this regard the authors and others identify three main phases to achieve a consistent representation and integrated content of a text, phases that probably occur through parallel processing. Thus, the reader must: a) emanate and unify the meanings of words, sentences and paragraphs, b) recognize the main ideas of the text, c) encourage deductions to fill in the gaps in the information in the text (García Madruga, Martín & Luque, 1994).

1.4.3 Steps for text comprehension.

Here are some text comprehension skills that, applied systematically and carefully, will overcome the most common reading defects

a) *Perception and interpretation of graphic signs.* Perception is the first step that allows us current position to capture information through the various perceptual channels.

The reader:

- identifies the letters,
- performs a transformation of letters into sounds,
- builds a sound representation of the words,
- accesses multiple meanings of these.

b. *Recognition of words and auxiliary signs.* These processes correspond to the ability to decipher the text code and recognize its meaning. The reader:

- recognizes the meaning of words in different contexts;
- synonymy, antonymy;
- family of words;
- filing;
- select a meaning appropriate to the context;
- assigns a syntactic value to each word;
- construct the meaning of the phrase to elaborate the overall meaning of the text.

c. *Understanding the explicit information of the text.* To achieve the understanding of a text it is necessary to know the meaning of the words, as this will allow us to understand what the author means. The specific skills that he or the reader must develop at this level are to:

- recognize the explicit contents of the text,
- identify the textual elements according to the type of work, for example, in a story, characters, settings, time, etc. can be indicated.

- distinguishes the different actions or ideas that make up the text and the order in which they occur,
- establish the explicit relationships that exist between the elements of the text;
- identify the similarities and differences,
- distinguishes semantic relations: consequent antecedent; cause effect

d. Production of non-explicit meanings. The reader:

- makes inferences by contrasting his knowledge of the world and previous knowledge with the information in the text,
- make inferences by interrelating parts of the text,
- values the information received.

These processes allow the inferential, complementary and implicit understanding of the text and correspond to the phase of proper understanding and interpretation of the text. The general and specific skills that must be worked on at this level are to:

- formulate inferences from the text;
- infer the subject posed by the text.
- infer consequences or results that could be logically derived from data and facts that appear in the reading, or that the evaluator proposes in relation to it.
- infer ideas that underlie one or more images (related or not to a reading text).

Most of these processes are eminently abstract, because they occur at the level of ideas and their relationships. These are very fast, because the comprehension of the text takes place almost at the same time that the reader shifts

his sight on the words. This multiplicity of processes that occur simultaneously, do not develop spontaneously and naturally, but require an intentional and systematic work on the part of the teachers.

1.5 The principles of reading teaching.

Reading, like writing, is the threshold to knowledge and both are what enable academic success. We believe that none of our readers should doubt this, as there are many occasions when we have written about the importance of incorporating the teaching of reading and writing, not only in Spanish or English classes. In all subjects it is read and written and specialists in the disciplines are the only ones who can teach ways to deal with disciplinary texts at all educational levels. On the other hand, these processes are determining factors in the understanding and production of knowledge.

Given the above, we wish to share with you the eight principles for teaching reading to learn in all the disciplines presented by Richardson and Morgan in their book *Reading to Learn in Content Areas* (2009). We do it with the best interest that we reflect and start incorporating them if we want to have a country of readers. On the other hand, taking into account that the national goal in education is the domain of reading and writing, these principles become much more important for us educators.

1.5.1 Reading is influenced by the previous experiences and knowledge of readers.

Knowing how to read depends on many factors. Undoubtedly, previous experiences and knowledge, as well as the attitudes of readers towards reading are decisive. Several people may have read the same book, but the internal process that occurs in each of these people is unique and individual, due to what each one contributes to reading.

We sometimes say that each of us carries a suitcase of experiences and knowledge that differentiate us from other congeners. If we do not find in this the

knowledge, we need to relate to a reading assigned to us, it will be difficult for us to understand it.

1.5.2 Communication skills promote the development of thinking and learning in all disciplines.

Communication skills are: listening, speaking, reading, writing and visual literacy. All are interrelated, integrated and should be promoted in all classrooms. In this way the teachers of the various disciplines would be promoting the learning and critical thinking of their students and leaving aside the memorization of the content.

1.5.3 When we talk about communicative competencies, visual literacy is included today.

Sometimes communication occurs more easily through nonverbal expressions; that is, through visual literacy. This is nothing other than the ability to interpret an image, a drawing, a graphic or a work of art. Visual literacy precedes listening and helps build learning experiences necessary to think and learn. We all know that when we use the graphics or illustrations, we contribute to a better understanding of what has been studied or read. On the other hand, new technologies lead us along that path. Young people develop in a visual culture.

1.5.4 Reading should be a rewarding experience.

Students generally do not like readings in classes such as math, history and science. This happens because they have difficulty understanding the expository texts. However, they often prefer informative books on those same topics when reading for pleasure. This implies that it is necessary for teachers in various disciplines to provide an environment conducive to this type of reading, so that

students enjoy them or at least appreciate them. For the reading of the text to be enjoyable, the teacher is required to guide his students in these first readings by providing strategies to process the text that is written for the specialist in the area.

When a student feels pleasure in what he reads, this leads him to be successful in reading and to read more. It is also important that they see their parents and teachers read and that they read them because the habit of reading is modeled. Richardson and Morgan (2009) cited by other researchers (Morrison et al., 1999) who documented that the teachers who read are the ones who can best motivate students to read.

1.6 Reading comprehension strategies.

Ferreiro (1982) stated: “Readers develop strategies for sampling, prediction, inference, based on the capture of the information necessary to predict the end of the text, infer based on conceptual and linguistic knowledge what will be made explicit later” (p. 80). This statement indicates that students who have knowledge of the use of strategies may have a better knowledge to understand a text and therefore obtain better results in the tests that may be applied related to reading comprehension.

In that sense, teachers should proceed to teach students to develop their cognitive and metacognitive processes to improve text comprehension. As already stated, in reading comprehension students must know how to apply a series of concepts in this process to achieve the proposed objective. In this regard, it is necessary to consider what Ferreiro (1982) proposed for this purpose:

- a. *Teacher modeling.* Combine explicit, direct instruction with student-generated examples, discussion, and elaboration while demonstrating the strategies by reading or thinking aloud.

- b. *Scaffolding*. Build from what students know; start instruction where your students are right now. Familiar information is used as the scaffold to build up to new strategy use.
- c. *Group practice*. After explicit instruction, pairs or small groups read texts at their level and practice using the strategies that have been taught. The goal is to increase students' independent use of strategies.
- d. *Peer teaching*. Invite students to become the teacher and talk to their classmates through the thinking process.
- e. *Integration*. Infuse formal reading instruction and informal contexts (writing, read-aloud, and so on) with strategy talk, as students begin to recognize strategies as a tool for their own learning (p. 84).

1.6.1 Monitoring comprehension.

Solé (1996) said:

The control of understanding or monitoring is an essential requirement to read effectively, since if the reader does not realize his lack of understanding of a text, he simply cannot do anything to compensate for it. This monitoring capacity is part of the metacognitive thinking that allows readers to plan, reflect and evaluate their own processes, is evidence of an active approach. A good reader is metacognitively aware while reading (p. 72).

Understanding monitoring strategies are used to decide when something is understood and to take appropriate action in case the understanding is unsatisfactory. In this process two phases can be distinguished: (a) Evaluation: realize if something is understood or not, (b) Regulation: take measures to repair the problem of understanding encountered when the evaluation results in unsatisfactory understanding (Baker, 1994).

The expert reader makes good use of the aforementioned strategies because he realizes that he does not understand when he does not make sense of a sentence or sentence, finds contradictions in the text or there are concepts that he does not understand, among other reasons. Sometimes the expert readers reread the text, look for external information or implement other repair strategies. These processes are self-regulating since they involve evaluating and regulating difficulties by applying reparative strategies. On the other hand, novice readers do not know how to use these strategies properly and often fail to solve the problems they face when they read.

Inadequate regulation of understanding is a problem, not only in the comprehension of texts but also compromises all learning. In the learning of reading, the confrontation of students' prior knowledge and scientific information is often used to show the contradiction between them. Therefore, if the reader wants to learn to read, he must have knowledge about evaluation and regulation of reading comprehension when he finds contradictions in the reading process. In that sense, for students to learn from reading, they must have the ability to detect difficulties (Otero & Graesser, 2001).

Thus, in the learning of reading from texts we find two key aspects that are: the link between the ideas of the text and the previous knowledge of the reader and the coherence between the ideas of the text, so that they can be integrated into a model adequate mental.

The relationships between these ideas should allow the reader to build scientific knowledge. One of the models applied to this type of study takes into account the levels of representation of a text in the reader's memory. Kintsch (1998) identified:

Three levels: surface formulation, text base and situation model. The superficial formulation is the first level and refers to the literal formulation of words and phrases that can be remembered even if their meaning is unknown. The basis of the text refers to the meaning of each of the words and sentences, is the structured set of them and represents the meaning of the text. The situation model is a representation where the reader associates what appears in the text with what comes from his memory. Understanding a text implies adequately achieving the construction of a model of the new situation or the modification of an old model (p. 95).

Among the lines of research that study the monitoring of understanding are those based on the so-called “error detection paradigm” (Winograd & Johnston, 1982, as cited in Otero, 1998). The method is based on providing subjects with texts that contain incoherent information, textual contradictions or information that contradicts the knowledge of the readers. The monitoring of understanding is then evaluated by analyzing their ability to identify these contradictions and their subsequent actions.

In this context we have carried out the present study that is framed within the mentioned paradigm. We intend to investigate whether students who read a text that contradicts what they know, or that contains conflicting ideas among themselves, are able to identify the difficulty and manifest it. We are also interested in analyzing what strategies they use in this process, in addition to obtaining the explicit assessment that students express about their own understanding. Studying these aspects, it will be possible to detect if the identification and explicitness of the lack of coherence are presented in the majority of the readers or if it is necessary to implement a didactic intervention that favors them. For this, we have selected

groups of students of different educational levels, to whom we evaluate with written tests where we propose various tasks, asking them, in addition, what they are trying to do to know what is happening in their mind and analyze the strategies they use (Flavell, 1976; Baker, 1994). The texts provided are short and specially prepared with contradictions in order to analyze the processes of understanding monitoring (evaluation and regulation).

1.6.2 Metacognition.

Schmitt (1990) stated:

Metacognitive knowledge allows the reader select, use, control and evaluate the use of reading strategies. These involve, among other things, active monitoring and subsequent regulation of information processing activities.

While cognition has to do with mental processes such as perception, attention to memory and understanding (p. 100).

On the other hand, Flavell (1979) defined metacognition as “knowledge and cognition about cognitive phenomena” (p. 906); while Antonijevick and Chadwick (1981) defined this term as “ the degree of awareness you have about your own mental activities, that is, your own thought and language” (p. 82).

Oxford (1990) stated:

Metacognitive strategies are high level tasks related to knowing one's own learning and controlling it through planning, the monitoring, evaluation, and the learning activity itself. Metacognitive strategies are actions that go beyond purely cognitive mechanisms and provide a way for students control their own knowledge and to coordinate their own learning process (p. 136).

In the field of reading comprehension, metacognition is understood as the knowledge and regulation that people have of their cognitive activity while reading

a written text. Consequently, when students take a reading, they must have an objective about the text. In addition, they must be reflective and critical, which will allow them to build their autonomous learning (Mateos, 2001).

Baker (1984) pointed out the following metacognitive strategies:

- To understand the homework demand,
- To identify and address selectively the most important parts of the text.
- To monitor understanding and progress in the achievement of the objectives pursued.
- To perform corrective actions when necessary.

1.6.3 Graphic organizers.

Graphic organizers are adaptable instruments that are flexible to be used for the purpose of organizing information. These organizers allow Students collect information that serves to encourage dialogue and writing the investigation. It allows students to focus on the topic developed (Bravo, 2010). Campos (2005) pointed that:

Graphic organizers as the supply of a verbal and visual structure to obtain a new vocabulary, identifying, classify the main concept and vocabulary relationships within a unit of study. These relationships can be visualized within the key concepts. For this reason, it is possible to see more efficiently the different nuances and details of a content (p. 93).

Graphic organizers are technical learning assets for which you represent the concepts in visual schematics. They are study tools that help us to understand better a text. They represent a structure of meanings. This construction involves skills such as ordering, comparison and classification necessary to create representations

of concepts and processes. These organizers describe relationships and can account of understanding the concepts or the data involved.

In other words, a graphic organizer is a visual representation of knowledge that presents information rescuing important aspects of a concept or matter within a scheme using labels. It is called in various ways, such as: semantic map, concept map, visual organizer, mind map etc.

a. **Venn-Diagrams.** They are organizers that facilitate the understanding of the relationships between elements and with others, especially in groups. The use of circles overlaps represent groups of elements that interrelate or are common.

It consists of a figure of two circles that join in the center leaving a space in which both coincide. It is an excellent opportunity to compare two different points of view about the same topic, or to contrast the previous information with that obtained during or at the end of the session. They establish similarities and differences between two equivalent themes. So we can represent different relationships taking into account inclusion situations, intersection and disjunction.

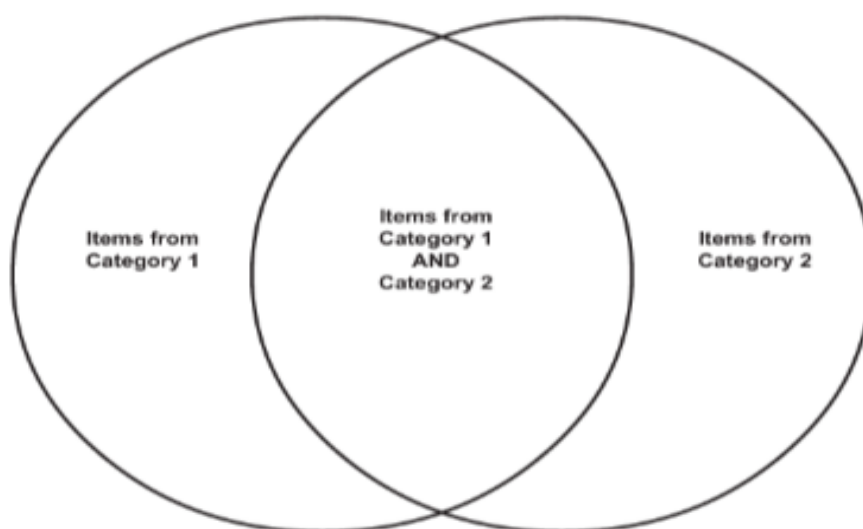


Figure 1. Venn Diagram Graphic Organizer. Taken from *Siete estrategias para enseñar a los estudiantes la comprensión de textos* por Adler, CR, Reading Rockets. Retrieved from: <https://www.readingrockets.org/articulo/seven-strate-comprehension>

b. Storyboard/Chain of Events. Gomez (2013) said: “Storyboard offers a thematic overview as a series of graphs in sequence, which account or that shows the result of the actions of the characters that interact with each other according to a specific action in a given environment” (p. 9).

It is a set of illustrations included sequentially with the aim of serving as a guide to understand a story or a concept in its constituent parts and is placed in sequence events using images and words. The purpose of storyboards is to improve the assimilation of ideas in less time. In this sense, the teaching strategy of the storyboard is a reading tool that helps students to follow and understand the main ideas of a text more easily. For example, listing the steps to brush your teeth (Brendan, 2015).

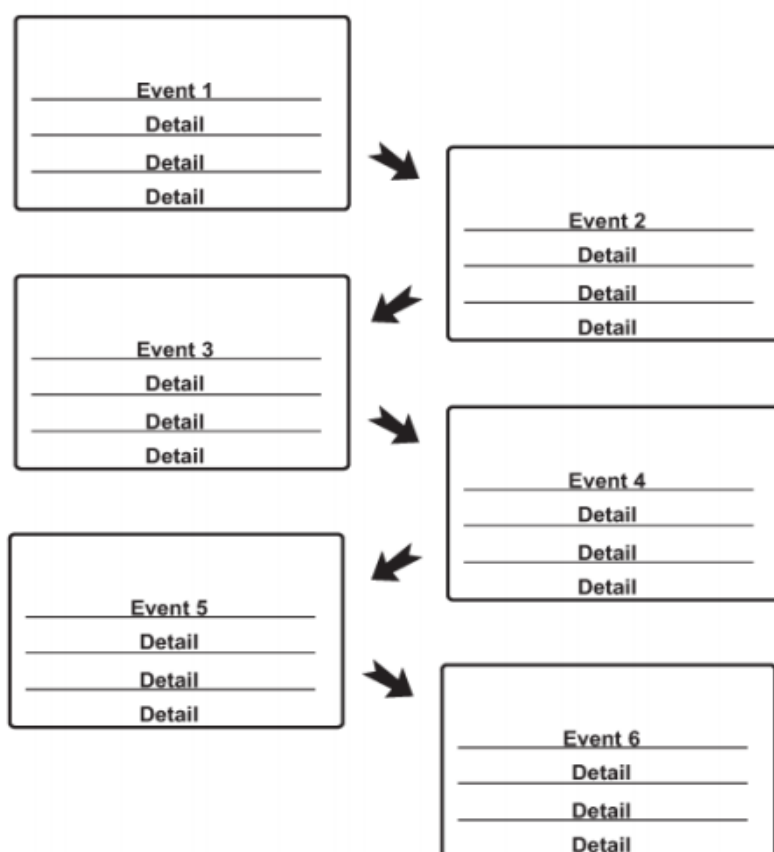


Figure 2. Storyboard/Chain of Events Source. Taken from Siete estrategias para enseñar a los estudiantes la comprensión de textos por Adler, CR, Reading Rockets. Retrieved from: <https://www.readingrockets.org/articulo/seven-strate-comprehension>

c. **Story Map.** This graphic organizer is another version of our organizer for stories, stories or dramas. You can also use version 1 of the concept map. This graphic organizer allows us to work a drama, story, or story as it helps us organize the many parts of a story in an effective way. It has boxes to put the time in which the story takes place, the place in which it occurs, the scene and 4 different scenes, the main and secondary characters, the plot or the problems of the story, and the results.

Story Map

Title: _____ **Author:** _____

Beginning

Middle

End

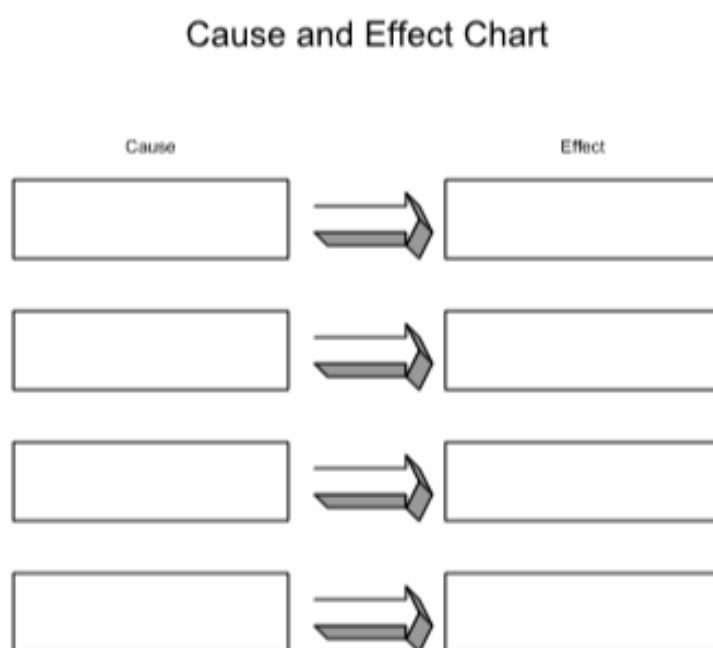
*Figure 3. Story map Source. Taken from *Siete estrategias para enseñar a los estudiantes la comprensión de textos* por Adler, CR, Reading Rockets. Retrieved from: [https://www.readingrockets.org/articulo/seven-strate comprehension](https://www.readingrockets.org/articulo/seven-strate-comprehension).*

d. **Cause/Effect.** The purpose is to try to organize the information collected in large numbers about a topic and thus seeing the possible causes, as well as identify which are the main causes. (Zapata and Villegas, 2006). The cause and effect diagram is used to identify the possible causes of a specific problem. It is the representation of several elements (causes) of a system that can contribute to a problem (effect).

Ontoria (as cited in Torres, 2017) stated:

Allowing analysis, group discussion and application of knowledge in different situations, leaving at the discretion of each group to expand or improve their work; causing students to understand the problem treated, so that the main and secondary reasons, motives or factors of this are displayed. (p. 36).

In this diagram you can see the different ways of organizing a large amount of information about a problem and also see the possible causes within a given context.



*Figure 4. Cause and effect Source. Taken from *Siete estrategias para enseñar a los estudiantes la comprensión de textos* por Adler, CR, Reading Rockets. Retrieved from: <https://www.readingrockets.org/articulo/seven-strate-comprehension>.*

1.6.4 Answering questions.

It is a reading strategy that explores the relationships between questions and answers. Answering questions is used as a strategy to help students understand what they read, while understanding that the questions and answers have different relationships. This strategy encourages students to learn how to answer questions better in order to get comprehension when they read a text. Likewise, help students to review content and relate what they have learned to what they already know.

To understand a text it is necessary to know *how to look at it*. Our questions can help to understand, foster their critical spirit and can provide them with tools to continue learning. Or they can focus on details that are not relevant, superficial and that do not arouse their curiosity, their desire to learn and to continue reading.

Here are some keys to achieve the first and avoid the second:

- Ask questions that help children identify the kind of text: Is it an infographic? A leaflet? A web? An advertising poster? Some instructions? An entry from an encyclopedia? A list of tips? News?
- Talk about the topic: What is this text about?
- Let them see what their structure is: What parts does it have? How was the information organized? What are the parts of this story?
- Help students to observe the elements of cohesion, show them how the parts of a text are related so that there is cohesion and coherence (What does the word 'it' refer to? Why can another word substitute 'but'? How do they come together? Those two ideas? Are the same verb tenses always used?).

Also ask questions to be fixed in the form of the text:

Why were those colors used?

Why are those letters so big?

Why was that image chosen?

- Help them reflect on the content of the text:

Is that way of writing effective how an experiment is done?

What is this graphic for?

- Expand your vocabulary: Language articulates one's own vision of the world and of oneself. The higher your lexicon, the greater your chances of knowledge.

People are, to a large extent, what our words are. Your world will be as rich as your words are.

And remember to look for relevant information to understand that text: Forget about asking those questions focused on locating data (What is the name of the protagonist? How many brothers do you have? ...); do them, but only when they contribute to understanding. Understanding a text is much more than cracking a code or locating random words. To understand a text is to process information far beyond its literalness.

1.6.5 Generating questions.

Generating questions to be answered promotes active understanding, the reader uses a purpose for reading (Schmitt, 1990). Initially open questions should be asked after presenting the topic and raising the first aspect to consider, the first questions you ask to raise motivation in the group should be open questions, that is, it should not be directed to anyone in particular. This will convince the group that the discussion is open and that they are really interested in their experiences and / or opinions. Students should consider the following recommendations:

-*Ask clear questions.* If the precise words are not chosen, there may be room for doubt or confusion. It is always advisable to take care of semantics, to use words whose meaning is the same for all participants; Confusing and ambiguous words or

terms also arouse confusion and give rise to responses outside of what the facilitator wanted to ask. A good exercise is to ask brief and specific questions as well as clear questions; they omit unnecessary talk.

-Ask questions with logical sense. If you ask ambiguous or meaningless questions, you will receive incorrect answers. Any question that is asked must have a well-defined purpose: explore, promote participation, evaluate learning, and capture attention. etc.

-Ask receptively. If a question is asked, the answers it raises must be accepted; if you do not have time to respond but you. He answers immediately, he is not really asking, he simply uses a rhetorical technique that allows the discussion to be channeled but can also confuse the group. Do not abuse self-questions

-Ask when is necessary. You should rephrase the question clearly and concretely, if you notice that the group did not understand.

1.6.6 Recognizing story structure.

The construction of paragraphs and texts corresponds to a written textual organization, which is delimited by the use of the formal point apart and by the coherent development of an idea in the semantic side.

Paragraphs are constructed based on sentences, which are considered as the minimum unit with complete sense. Its organization is based on a clear objective, which is evidenced in a subject that is specified through a main idea and its secondary ideas.

The sum of the paragraphs, related to coherence and cohesion, allows the creation of texts with various internal relationships of greater or lesser complexity

according to the overlapping of ideas and the need to respond to a specific communicative situation.

1.6.7 Summarizing.

To summarize is to look for the essentials of the facts, characters or ideas indispensable for the comprehension of a text, eliminating everything else. The most important thing when making a summary is that it can get the reader's attention, offering a summary of easy access and understanding. Another important point to consider is that in a summary you will never write down ideas, judgments or personal interpretations, if you have them add them at the end of the summary as a personal conclusions.

Núñez (2009) mentioned that the summary “will allow us to increase the ability to summarize the information. Also, that will help as a review or reminder of the essentials of a text or topic... get an idea of the text” (p. 61).

To summarize correctly, we have to consider the following steps:

- Read the entire text silently.
- Separate it into paragraphs. Remember that each separate point marks the end of a paragraph.
- Read by paragraphs underlining the most important ideas of each one. If necessary write notes to the margin that are important to you.
- Everything underlined write it in your notebook.
- Order the writing and write the summary trying to be clear, accurate, consistent and true to what you will summarize.
- Review the writing and delete the inappropriate terms while correcting the punctuation and spelling.

If the summary is from a reading book for the school, you should add the following points to your report:

- Name, course and subject
- Text title
- Author
- Topic
- Then you add the content summary (by chapters instead of paragraphs)

1.7 Reading strategies.

Bergeon, Bradbury & Wolf (2002) proposed the following strategies:

A. *Building fluency.* Reading fluency is a basic aspect today in the teaching of reading and has led to important theoretical and didactic developments. A fluent reader maintains this ability during periods of non-practice and can generalize it to different texts. Reading fluency is a skill that defines good readers. Oral and inherently fluent in the field of reading because of its manifest correlation with reading comprehension and other measures of reading (Lems, 2006). Fluency has been considered very useful, which helps a better understanding of student reading learning.

B. *Underlining and highlighting.* The objective of the underline is to highlight the essential ideas of a text. Subsequently, by reading only the underlined one can remember the content of that text.

C. *Note-taking.* Take note of the principal titles of the text. Consider at least two keywords for each theme.

D. *Questioning.* Try to prepare some questions related to the text you are going to start reading. In the same way, write the questions that the author asks.

E. *Identify previous knowledge.* Also their expectations, interests and experiences in order to realize the necessary motivation in prevention that not everyone will be able to address or understand the reading in a homogeneous way... “it will always be necessary for the child to know what to do, to feel capable of doing it and to find interesting what he intends to do (read).

F. *Skimming.* It is a quick reading of the text in order to have a general idea of reading. The reader has to have a fast look at the text to be read from the beginning to the end in a fast way. The look has to do with the beginning of the paragraphs, so that the reader can have an idea of what may come next (p. 100).

1.8 Teaching strategies.

We have found that, overall, effective strategies instruction takes advantage of much of what is already known about effective instruction in general. It starts with teacher modeling and scaffolding or building from students’ known experiences to new skills and concepts provides active guidance and opportunities for students to practice, and leads students to independence. Following are basic techniques for teaching strategies:

1.8.1 Modeling.

Think-aloud modeling is critical to strategy instruction. As you demonstrate how to figure out a difficult word or passage by using a particular strategy, say aloud what’s going through your mind. It’s best to start with one strategy and then gradually add and combine strategies, as children are ready. Be sure to use the correct terminology for the strategies as you model them. Emerging readers relish learning new “grown up” vocabulary, and—just as important—the correct language provides a natural bridge to later instruction at higher grade levels.

It’s also important to take advantage of opportunities for impromptu lessons that arise naturally across the curriculum. Integrating and modeling strategy

use in a variety of text formats across the disciplines clearly demonstrates how strategies can be applied in many contexts. For example, when you initiate a new topic for a science unit, introduce a factual book about it. Together with your students, *predict* what you'll discover about the topic and, after completing the book, *summarize* new facts learned.

1.8.2 Practicing and reviewing.

It is a teaching method in which students read aloud and the teacher is giving direct instruction about that reading. Students need opportunities to practice the strategy with their peers and independently. In addition, it's essential to review strategies students have already learned and practiced. Lots of practice and review insures that strategies become automatic, and enables the children to scaffold from a familiar strategy to a new one Pairing students to read is one of the best ways to promote practice and review.

After a story is read as a class, direct students to find a buddy and reread the story focusing on the strategies that they know. Have the children talk about the strategies with their buddies first, then share with the whole class. Together, you and the children can make a list of all of the class strategies used, emphasizing the entire group's knowledge and progress.

1.8.3 Selecting texts.

It works best to use complete pieces of authentic texts when you model strategies. Disconnected and isolated passages don't allow for using a range of cues to figure out unknown words. "Decodable texts," which typically contain contrived sentences limited to selected word families, don't work either. For example, children can't really use text-level strategies to decode, "Pat the fat cat sat on a mat."

However, poems, class books, magazine articles, and storybooks all work very well for modeling and applying a rich array of strategies. Picture books are particularly successful. They hold students' attention and interest, and cover a wide range of topics and issues that can relate directly to themes you are studying in other content areas. For example, we've used books on the life cycle of trees to model strategies in focusing on important concepts. This approach offers a seamless transition into discussions related to a current science unit. You can also select stories simply because they are personal or class favorites. When children are engrossed in a beloved story, they are more motivated to use a variety of clues to find out what happens next.

1.9 Strategies for teaching reading.

It is necessary to teach reading strategies because it is desired that students be autonomous readers, able to understand even the most complicated texts. Creating autonomy in students means that they are able to learn by reading the texts. For this, whoever reads must be able to question themselves about their own understanding, make a relationship between new knowledge with their own knowledge and experiences. Some strategies are:

- a. Cloze procedure.* This activity consists of choosing a text appropriate to the age of your students and deleting some words. Students should place the words so that the text makes sense. You can regulate the degree of complexity according to the characteristics of the group, giving them the messy words or letting them create their own text.
- b. Write alternative endings.* This is a proposal that allows you to develop reading comprehension and creativity at the same time, since you must know very well the

history that is presented to be able to propose a different ending to that of the real story.

- c. Put the title to the paragraphs.* In a text that is a bit dense or difficult to understand, a joint reading can be done aloud, where each student reads a paragraph and then assigns a title.
- d. Change the words to synonyms.* Students must explain the phrase they have read using different words. To reduce the difficulty, you can make a previous reading and underline those words that are not understood and look them up in the dictionary. So later it will be easier to understand the phrase and then be able to explain it.
- e. Draw a picture.* The image is always a reinforcement to understand a text, so books for children are full of them. So, drawing a picture interpreting what they have read works deeply on reading comprehension. You can also relate images to text fragments.
- f. Create a story in groups.* It is a very fun activity that requires reading and understanding the story written by classmates to continue with the same plot and the same characters. In addition, later, you can perform a role-playing to interpret the work.
- g. Analyze your favorite songs.* Bringing reading comprehension to music, which is a strategy that works very well, can be a great idea, as you bring students closer to their reality and their interests.
- h. Mind maps.* This activity is intended for those who want some extra points! And is that mental mapping is a very difficult task that denotes a high level of reading comprehension and that reinforces the ability to synthesize.
- i. Seminars.* This strategy is that each student reads a text about a specific topic that has been raised in class. Thus, they must gather information, understand it, analyze it and then discuss it in the classroom. In this way, they will have worked on reading

comprehension but at the same time, they will discover that there are unreliable sources, little relevant information, different perspectives, etc.

j. Read recipes, instructions, leaflets, the menu of a restaurant. These readings will be great for the child to begin to understand what the text says, since they are made up of very short phrases that must be gradually assumed.

These are some of the ideas you can put into practice to work and improve reading comprehension, but there are many others. Above all, remember that the most significant learnings are those that start from the interests of the students and are produced in a context of trust, participation and without fear of error.

The reading process proposed by the reform has absolute validity and coherence and the mediating action of the teacher in its development is basic, and cannot be deduced to mere control and final evaluation. During the reading process, the reader is actively related to the text, in a dialogue in which various thinking and expression skills are activated. The teacher's action is decisive in each of the stages: in pre-reading (before reading, activating students' prior knowledge, updating their information, allowing them to define their objectives; during the reading phase, indicating strategies that favor understanding; and, in post-reading (at the end of the process), as support to deepen understanding. The current pedagogical trend proposes the following steps in the reading process:

- Pre-reading
- Reading
- Post Reading

1.9.1 Pre-reading phase.

It is the stage that generates interest in the text you are going to read. It is time to review previous knowledge and prerequisites; the previous ones are acquired within the environment that the students bring, the prerequisites give us formal education such as: vocabulary, notions of their reality and use of language. It is also an opportunity to motivate and generate curiosity. Specific pre-reading skills are developed through activities such as:

- a. Denotative and connotative reading of the images that accompany the text.* The denotative invites you to observe and describe the graphics as they look and the connotative, to interpret them creatively.
- b. Activation of previous knowledge.* Ask what you know about the subject and what it relates to.
- c. Anticipation.* We activate the information we already have to relate it to the new one, and in this way we can have an approximation of what the text will deal with, which implies creating expectations in the reader. This is the first contact with the book since we will make use of prior knowledge through the paratextual elements; For example, the reader will interrogate and observe nonverbal aspects such as the typeface, titles, subtitles, indexes, photographs, formulas, images, etc. Determination of the purposes pursued by reading: recreation, practical application, location of information, critical evaluation.
- d. Prediction.* Is the immediate phase of anticipation and constitutes the reader's ability to assume what the text is about, how it can continue or conclude and, finally, to hypothesize the author's point of view on the subject. Marín (2005) affirms that at this stage, literary knowledge and knowledge of the reader's world come into play. From this moment on, the reader already puts into practice the

reading skills he possesses and to the extent that he has mastered them, he will facilitate his understanding. The formulation of predictions about the content, based on provocative elements: title, year of publication, author, graphics, keywords, prologue, bibliography, etc.

e. Icebreaker questions. When teachers starts a new class or introduces a new one, they need to break the ice by asking questions or eliciting people about related ideas in order to familiarize students with the class topic.

1.9.2 While-reading phase.

It corresponds to the act of reading itself, both in the mechanical and comprehension aspects. The level of understanding that is achieved will depend largely on the importance given to the skills of this stage. This is the time to put emphasis on the global visualization of words, phrases and sentences avoiding the problems of syllabic reading, as well as those of reading aloud. The activities are according to the type of reading. In this second process there is the verification and verification of the hypotheses formulated before reading. Therefore, it is necessary to look for evidence in the text; which implies locating clues of all kinds: grammatical, logical, etc., in order to check the accuracy of our predictions.

During the reading, the objective pursued by the reader is to collect all the information he requires. Then, you will use a set of strategies that will help you move on to the next process. The use of the dictionary will ultimately be used because first the reader must infer the meaning of the words by context, ask their classmates or the closest teacher, since the goal is for the reader to have a self-regulation process during their reading. Otherwise, he will resort to using this to know or verify his hypothesis about the meaning he inferred.

i. Underline. It is underlined to highlight important information, to store and code.

With this strategy the reader identifies the relevant information, selects the relevant and classifies the thematic ideas (main) of each of the paragraphs.

ii. Circulated. The circulation is applied to select the keywords that will give sequentially to the text and the ideas of the author. Also to highlight those terms that the reader does not know and cannot give contextual meaning. Circulation allows the inference of the local or global message of the text.

iii. Submerged. They are short annotations that the reader constructs after having located the central idea of the paragraph and writes it in the lateral area, outside the text. Not necessarily, each paragraph will have a summary, it will depend on the type of paragraph.

iv. Identifying characters. Characters are those who participate in the development of the plot of a reading. They can be main or secondary, depending on the role they play, readers have to be able to capture the place of the character in order to identify the sequence of events, facts and other activities of the lesson.

1.9.3 Post-reading phase.

It is the stage in which activities are proposed that allow us to know how much the reader understood. The type of questions that are asked determines the level of understanding that you want to ensure. The post-reading phase lends itself to group work, so that students confront their own interpretations with those of their peers and build the meaning of the texts read from multiple perspectives.

The proposals for this stage must be varied and creative to favor the students' disposition. These strategies are designed to conclude with reading comprehension. The reader uses the self-regulatory mechanism that refers to supervision and decision-making to evaluate the processes and products based on the established

purposes and then executes specific activities that entails concretizing the reader process in its four variants:

- a) *Summarizing*. Relate the main ideas to formulate the summary. The summary constitutes a reader's ability to collect relevant information from the text. It is characterized because it transcribes the author's ideas and relates them using the connectors.
- b) *Paraphrasing*. Assimilate the author's purpose to formulate the synthesis. It is the explanation of the content of a speech (words, phrase, sentence, etc.) to clarify it in all its aspects facilitating its understanding.
- c) *Synthesizing*. Paraphrase the text based on the author's ideas. It is the composition of a whole by the meeting of its parts, that is, the reader will prepare a summary of the text read using his lexicon for a good understanding. The extension of less or greater amount of words will be according to the capacity of abstraction and reduction that this has.
- d) *Information hierarch*. Prepare the visual organizers that adapt to the content of the text. However, this self-regulation process can be executed during the entire reading process. It is one of the final stages of reading. Here, the reader will schematize his learning through visual or graphic organization:
 - Summarize the information through graphic organizers such as: concept maps, synoptic tables, flowcharts and double entry tables.
 - Prepare scripts and dramatize.
 - Build collages that show the content
 - Pose judgments about characters and situations of reading and argue with arguments the assessment made of a text.
 - Verify the predictions made during pre-reading.

- Write reports about reading.
- Discuss in a group.
- Consult additional sources.
- Verify hypotheses.

1.10 Assessment.

There is no doubt about the complexity involved in the measurement of reading comprehension. Knowledge about the interactive nature of the processes involved in it prevents a simple answer to this problem. The attempt to establish hierarchies that classify the skills involved in comprehension has not been successful, so that understanding is still evaluated as if it were a series of processes that, for most reading specialists, do not represent globally comprehension.

This form of evaluation of reading comprehension is based, in general, on the use of "product measures". This type of measure seems to assume that understanding is the result of the reader's interaction with the text and they focus more on the final product of the reading than on the process followed by the reader during it. In this type of evaluation, a short text is often used followed by questions that are related to it.

The use of product measures implies a restrictive vision of reading comprehension that does not coincide with current theoretical developments in the field of reading. The need for a broader perspective of reading comprehension is evident, but what kind of tests can be carried out so that an evaluation that is characterized by being external and timely obtains the best results in the shortest possible time and interfering with less possible in the daily routine of the centers?

Some authors point out that the most appropriate approach would be to use the different approaches to measures available since, in their opinion, each method measures only partial aspects of reading comprehension. In this way, the combination of several

types of measures will give a clearer view of that capacity. In this sense, Frederickson (1984) stated that what really affects the evaluation is the exclusive use of multiple lesson questions. However, Bennett (1993) pointed out that empirical research has only provided ambiguous evidence about the fact that, for example, tasks with elaborate questions measure skills clearly differentiated from those that measure tasks with multiple-response questions.

Chapter II

Reading comprehension levels

2.1 Concept of reading comprehension.

According to the Organization for Economic Cooperation and Development (OECD), the entity responsible for PISA Reports, the reading competence is “the individual capacity to understand, use and analyze written texts in order to achieve their personal goals, develop their knowledge and possibilities and participate fully in society” (OCDE, 2009).

Reading comprehension is an interactive process between the reader and the text, through which it makes sense, new meanings are constructed and what is read is understood. Reading comprehension is a constructive and interaction process between a reader - with his expectations and previous knowledge - and a text - with its structure and contents - in which, through reading, new meanings are constructed.

In the process of understanding a text, a constellation of skills is involved, ranging from attention, perception, memory, through recognition, identification to critical and creative levels. In this process, skills such as extracting information, inferring or interpreting aspects that are not expressly said are implicit. Finally, the reading comprehension developed must allow a critical evaluation of what is read.

In the reading comprehension process four subcapacities are related:

- Retention of what has been read: it is related to the conservation of the themes, contents and fundamental aspects of the text.
- Systematization and organization of reading: it is achieved by establishing temporal or logical relationships within a text, relating paragraphs, integrating or generalizing central ideas of the text.
- Interpretation of what has been read: it implies extracting main ideas, drawing conclusions and predicting results from certain premises found in the text.
- Valuation of the content of the text: the reader is able to separate the facts from the opinions of the author, judge the value of the text and capture its implicit meaning.

In simple words, while reading comprehension allows the construction of meaning of a text, reading competence is the answer to why we need to understand what we read. That is, it is key to be able to make a functional reading of the texts that surround us: posters, invitations, accounts, recipes, manuals, mathematical problems, scientific formulas among others. Therefore, understanding a text is much more than the act of reading it and deciphering the written code. It is a process in which the reader appropriates the content and gives it meaning, being able to understand its purpose and the implications of the writing. It is this construction of meanings that finally helps us to understand and gives us the tools to function effectively in the information and knowledge society.

2.2 Levels of reading comprehension.

Being the understanding a process of processes many students of the subject have divided it into different planes, levels or processes. The interactive model of Palacios (1999) involved “levels of information processing divided into four essential processes: literal, inferential, critical and creative level” (p. 46).

2.2.1 Literal level.

Pérez (2003) explained that the literal understanding or construction of meaning “ is the recognition of the memory of established facts, such as: main ideas, details and sequences” (p.315). Vega & Alva (2008) argued:

The literal comprehension is the recognition of everything that explicitly appears in the text and this implies teach students to identify the central idea, distinguish the main ideas of secondary, cause-effect relationships, make comparisons, identify analogies, synonyms, antonyms and homophonic words, recognize sequences of action and master the vocabulary according to their age (p.71).

After discussing the ideas and concepts of these authors we can say that the literal level of understanding implies recognition and recollection of the facts as they appear in the text, this level is typical of the first grades of primary education.

a) Literal reading at a primary level (level 1).

It focuses on the ideas and information that are explicitly stated in the text, by recognition or evocation of facts. The recognition can be:

- In detail: identify names, characters, time and place of a story;
- Of main ideas: the most important idea of a paragraph or story;
- Sequences: identifies the order of the actions;
- By comparison: identify explicit characters, times and places;
- Cause or effect: identify explicit reasons for certain events or actions.

We then make an elementary reading: we follow the text step by step, we place it at a certain time, place, we identify (in the case of a story or a novel) main and secondary characters; we stop in vocabulary, metaphorical expressions. Many of the failures in school respond to ignorance of the specific lexicon of each

discipline (for example, mathematical language) or to the interpretation of certain words within a given context. The student has to train in the meaning of the words and what is the correct meaning of those in the dictionary according to the total meaning of the phrase in which it is inserted.

b) Literal reading in depth (level 2).

This type of reading comprehension consists in recovering the information that appears explicitly in the text. This understanding implies differentiating the relevant information from the secondary school, identifying and recognizing the sequences of actions and following the instructions, knowing how to find the main idea, details, names, characters, time and place of a story, etc. Most of these techniques are more suitable for expository texts than for literary texts.

In another sense, literal understanding is characterized by the knowledge of facts and details, memory learning and memorization, only superficial understanding (main idea), the construction of knowledge but not necessarily mastery of it.

2.2.2 Inferential level.

According to Valles (1998) the inferential level is:

Also called interpretive, this level provides the reader with an understanding deeper and wider of the ideas you are reading. It requires an attribution of meanings relating them to personal experiences and prior knowledge that the reader has about the text (p.143).

We look for relationships that go beyond what we read, we explain the text more widely, adding information and previous experiences, relating what we read with our previous knowledge, formulating hypotheses and new ideas. The goal of the inferential level will be the elaboration of conclusions. This level of

understanding is very little practiced in school, since it requires a considerable degree of abstraction by the reader. It favors the relationship with other fields of knowledge and the integration of new knowledge into a whole. This level may include the following operations:

- Infer additional details, which, according to the reader's conjectures, may have been included in the text to make it more informative, interesting and convincing;
- Infer main ideas, not explicitly included;
- Infer sequences about actions that could have occurred if the text had ended in other ways;
- Infer cause and effect relationships, hypothesizing motivations or characters and their relationships in time and place. Conjectures can be made about the causes that induced the author to include certain ideas, words, characterizations, actions.
- Predict events based on an unfinished reading, deliberately or not;
- Interpret figurative language, to infer meaning.

2.2.3 Critical evaluative level.

For Vega & Alva (2008) the critical comprehension is:

The formation of own judgments with subjective responses, identification with characters and with the author's language. That is, a good reader should be able to obtain deductions, express opinions and make own judgments against a behavior, distinguish a fact from an opinion and analyze the author's ideas to achieve its metareflection (p.71).

The critical evaluative level must be understood from an ideo-political level.

Today we talk about the limitations of schools to get their students to understand

what they read. If we analyze, what they understand by understanding, they only focus on mechanical, reproductive and interpretive understanding. The critical evaluative level is developed at the level of criticality within the framework of the text and at a specialized technical level, general, substantive or dialectical criticality is obvious. It is that if this is not necessary, why develop it. It is imperative to maintain the state of affairs, to develop the other would mean, a risk, people with the capacity to transform the world would be forming.

Reading comprehension at a critical level involves someone who argues with the text. He knows how to identify the author's gaps, is able to express in what he agrees with him and with what he does not agree. On the other hand, he knows how to place the text in the cultural, social, political and historical context that was written, and contextualizes it to the times and the reality in which he lives, rescuing the valuable, discarding the futile and reflectively reflecting new ideas that They aim to develop new ideas.

This type of understanding therefore implies evaluation or assessment, since the reader must make a positive or negative judgment about the different aspects or dimensions that make up a text.

In sum, the reader must identify the author's way of thinking, explain his intentionality and analyze his ideas, arguments and thesis. This level exceeds the formal analysis of the text (understand the organization and structure of the text, if the text has the parts it needs or is incomplete and if it is consistent, etc.).

When a critical reading is not done, there is a risk of being passively absorbed by the author's ideas. This could lead to risks such as not having one's own thoughts and assuming those of others and therefore being volatile in the approaches that the student can make.

A. Critical. Set of opinions or judgments that respond to an analysis and that can be positive or negative. An opinion is an idea or concept that a person has or is formed about something or someone. Judgment is the faculty of understanding, by virtue of which man can distinguish good from evil and true from false.

We issue opinions and judgments about what we read, that is, we form an idea of it and identify it as good or bad, in the end we accept or reject it; but with fundamentals. Critical reading has an evaluative character where the personal experience of the reader and the theoretical mastery of what is read are involved.

The judgments take into account qualities of accuracy, acceptability, probability. The judgments can be:

- a) Of reality or fantasy: according to the reader's experience with the things that surround it or with the stories or readings;
- b) Adequacy and validity: compare what is written with other sources of information;
- c) Appropriation: requires relative evaluation in the different parts, to assimilate it;
- c) Rejection or acceptance: it depends on the moral code and the reader's value system.

The formation of critical beings is today a vital necessity for the school and can only be developed in a cordial and free expression climate, in which the students can argue their opinions with tranquility and respecting that of their peers.

B. Evaluation. Attribute to determine the importance or not of the text read, taking into account various elements or judgments. Recognize or estimate the value, merit or qualities of what is read. Among these we have:

- a) Emotional response to content: The reader must verbalize it in terms of interest, excitement, boredom, fun, fear, hate;

- b) Identification with the characters and incidents, sensitivity towards them, sympathy and empathy;
- c) Reactions to the use of the author's language.
- d) Similes and metaphors: the writer's artistic ability to paint through words what the reader can visualize, taste, hear and feel is evaluated.

We create from reading. It includes any activity that arises related to the text: transform a dramatic text into humorous, add a descriptive paragraph, autobiography or intimate diary of a character, change the end to the text, reproduce the dialogue of the characters and, dramatizing, make them talk to another invented character, with characters from other known stories, imagine a meeting with the author of the story, make statements and discuss with him, change the title of the story according to the multiple meanings that a text has, introduce a conflict that abruptly changes the end of the story, draw a picture, find musical themes that relate to the story, transform the text into a comic strip, etc.

2.3 Text types.

Bernárdez (1982) suggests a definition of a text:

The text is the fundamental communicative linguistic unit, product of human activity, that always has a social character. It is characterized by its semantic and communicative closure, as well as its deep and coherence, due to the speaker's (communicative) intention to create a complete text and its structuring by means of two sets of rules: the textual level and the ones that belong to the language system (p.85).

Werlich (1979) provided a similar approach to the term:

A text can come in any form and be any kind of writing. Letters, adverts, user-guides, mails, postcards, notes and magazines articles are all different types of text.

When reading something, it helps to know what type of text it is. It also helps to know why it has been written (p.71).

Therefore, there are different types of text. But what differences exist between them? What characterizes them? In the following lines you can find a classification with the different types of text. According to Werlich, these five basic types of text will be closely related to the human cognitive structure. This classification is as follows:

2.3.1 Narrative text.

The narrative text is one that tells events, stories, facts or myths, so it can be fictional or non-fictional. It is characterized by a sequence of events expressed by dynamic verbs and adverbs and spatial connectors such as: "and then", "first", "second", "third" and so on. For example: "First we fill our bags and then climb in a taxi and we went to the airport. Thereafter...".

The verbal form most used in this type of texts is the past. Usually past perfect but others are also used: he raised the salt shaker, lived in that home, had walked, was clear, said what he thought, etc. However, when dialogues are reproduced they are directly, that is, transcribing what the characters say to the letter, the most usual verbal form is usually the present: - Get out of here! Let me continue with my path! said the man.

2.3.2 Descriptive text.

This type of text, called descriptive text, is intended to define something, be it an object, a person, an animal, a situation or a description of another type of text. It is also used to express feelings. The text usually revolves around the attributes of a thing and usually uses the pronoun forms of the third person. There are two types of descriptive texts:

- Technical descriptive text: it is characterized by emphasizing the accuracy of the data.
- Literary descriptive text: the descriptions are more personal and it is the author who grants the intentionality.

2.3.3 Expository text.

The purpose of this type of text is to explain. The expository text is oriented to expose subject but in which the author does not give his personal opinion, that is, he usually provides relevant facts and figures, but does not include his opinions. These types of text are often found in many textbooks such as those of a school or university subject. They usually include definitions, explanations, etc.

The structure of these texts is usually very clear, which begins with an introduction to publicize the subject; development, which highlights the objective analysis, examples or data; and the conclusion, which summarizes the most important aspects of the subject at hand. Its purpose is to inform.

2.3.4 Argumentative text.

The argumentative texts start from an assumption, in which a writing style is used that tries to persuade the reader, because the reasons for or against a certain "position" or "thesis" are stated. To achieve this, the text is usually started with an exhibition that helps to understand the arguments that are proposed. That is to say, it is necessary to put the reader in context before proceeding to expose the benefits or characteristics of the subject at hand. To add credibility, this type of text may contain bibliographic references that allow demonstrating its validity, but also reasoning of cause, of authority (that is, experts in the subject) or of popularity (for example, all do), among others.

2.3.5 Instructional text.

Related to the indications in a sequence and the forecast of future behaviors.

The instructional texts are intended provoke a determined behavior in the attitude of the reader, understanding among its functions the recommendations, propose, advertise, force, etc. (instruction manual, laws, etc.).

2.4 Text form.

They can be:

A. Directive text. The directive text encourages the reader to do something, so it is an instructive text that explains how to develop an activity or carry out an objective. In this type of texts, the order is very important, as well as the logical order, with cause-effect relationships, and the order of more and less importance. An example of such texts would be an instruction manual.

B. Scientific texts. If you are one of those people who has studied at the university, surely you have read a scientific text, which is a type of text that has the purpose of showing research progress. It highlights formal writing, in which a technical language is used. The structure is consistent, and the information must always be referenced.

C. Legal texts. They are texts used in the judicial field, which contain numerous technicalities, ancient terms (for example, from Greek or Latin) and a formal and conservative language. They are characterized by the logical and progressive ordering of the contents, and their content stands out for their objectivity, which aims to avoid erroneous or ambiguous interpretations. The sentences are in the third person singular, impersonal and passive reflexes. Compared to other types of text, word repetition is common and, in fact, the key concepts in the document are often repeated over and over again to avoid ambiguity.

D. Administrative texts. Administrative texts are similar to legal ones. In fact, they are often called legal-administrative texts. However, they tend to be less rigid than legal ones. Certificates are an example of this.

E. Literary texts. They are texts with a great literary aesthetic, so they are considered works of art. Stresses the metaphorical language, rich in expressiveness and emotion. Poems, stories, stories and some essays are examples of literary texts.

F. Humanistic texts. Humanistic texts are those that deal with the theme of human relations (for example, philosophy or sociology), but which is not formal, as is the case with scientific texts.

G. Advertising texts. As the name implies, the content of these texts is advertising, and aims to persuade the reader to hire a service or make a purchase of a product. Copys and slogans are examples of this type of text.

H. Journalistic texts. Journalistic texts are those that pretend to inform, although they can also contribute opinion. Its objective is journalistic communication, and they can be found both in paper newspapers and on web pages.

I. Digital texts. New technologies have allowed our way of relating and communicating to have changed. This change has also affected the texts, which have a lot of power in the digital world. This type of text, for example, is what we can find in blogs or in digital magazines. The immediacy of the information that characterizes this medium and the ease of access to the content that can be found, makes the reader not read many of these texts in their entirety, but usually scan them to go directly to the information that interests them.

2.5 Selection of reading texts.

This transferred ability is more than necessary. Reading will mark and influence our way of being and, therefore, our lives. From a very young age they teach us the letters and

words in the commendable (and necessary) teaching action. “We are all able to remember those first moments of reading and who was at our side to teach us (teachers, family ...), without realizing the importance that it had” (Feez, 1998, p. 84). The selection criteria to be taken into account are:

2.5.1 Accessibility of the text.

This must correspond to the student's reading competence. The lexicon must be adequate at the linguistic level with a restricted number of difficult syntactic structures. The use of literature in the EFL classroom must meet the basic requirement of producing reading pleasure. At the same time, this has to provoke a challenge for the student.

However, it should not be an unattainable challenge. Otherwise, it will create a feeling of frustration that will provide a negative end result. The issue of accessibility of literary texts does not pose any obstacle to the assessment of the students' linguistic level if this is known by the teacher. In the opposite case, the teacher will have to prepare a series of activities to evaluate the reading competence of the audience.

2.5.2 Use of significant and motivating literary productions.

Reading a literary text in a foreign language implies more effort on the part of the student. In order to justify the additional time that the apprentice devotes, it is necessary to have some incentive that makes him overcome language difficulties with enthusiasm. In order to carry out such a process successfully, the teacher has to select “a work that is attractive, interesting and fun at the same time” (Albaladejo, 2007, p.10).

It is advised that the text exploited in the classroom be close to the experiences and experiences of the student and the topics discussed reflect their thoughts and concerns. In order to meet the aforementioned second criterion for the selection of literary works for the EFL class, students' interests must always be kept in mind. The teacher could know the tastes and preferences of his disciples through questionnaires elaborated on purpose that ask about the topics and type of favorite books and provide information about the books they have read and those they would like to read.

2.5.3 Integration of several skills.

A fragment of a literary production should not be introduced into the classroom solely for the purpose of developing the learner's written and reading ability. The idea does not imply asking the student to answer a few questions related to the content of the text. One of the fundamental tasks of reading comprehension is to exploit literary texts from the perspective of achieving communication between students. A fundamental element in the learning process oriented towards communication “is the integrated development of reception and production skills in naturally established contexts” (Naranjo, M. 1999, p.15).

Thus, the practice of a particular skill is relevant when facilitating the practice of others. In summary, it is recommended that the student's reading ability be developed while working on the other skills. The interpretive strategies that are applied during the reading process will become vital tools for the EFL student when facing any literary text in the learning process of the target language.

2.5.4 Possibilities that they offer several ways of being exploited.

The teacher's task is to choose texts loaded with important potential for the creation of various activities to be carried out in the classroom that facilitate the study process. The presentation of different exercises that allow the interaction between the students, that provoke debates, that favor the creative writing, the dramatizations and the improvisations, the introduction of playful activities or songs must be one of the fundamental didactic objectives when choosing the literary works.

All this stimulates the learning of Spanish in general and arouses the student's interest in reading, which will cease to be for him a form of static and boring language; It also gives you more confidence in your own knowledge and provides better management of the language under study.

2.5.5 Need for literary materials to contain socio-cultural connotations.

Literature not only reflects the thoughts and ideas of the author, but those of the society in which he lives, immersed in a certain historical context. The literary text is full of a cultural wealth that the student perceives through the learning process, becoming more and more familiar with the Hispanic world. However, it is necessary to highlight a very important fact: the role of the EFL teacher should be to facilitate understanding and favor the student's approach to Spanish-speaking society, on issues that may be more complicated for a reader from a different culture. The teacher's work includes the design of didactic activities that help the apprentice to interpret and understand the aforementioned cultural connotations, which will promote interest in the customs and life of the English-speaking society presented in the literary work.

2.5.6 Choice of original, graduated or adapted texts.

The aforementioned criterion continues to provoke controversy and is a controversial issue. However, almost all investigators of the problem in question state that the ideal option is the introduction of authentic texts in the EFL classes. There are several reasons against the use of adapted texts in the Spanish classroom for foreigners.

Many teachers consider them deformers of the original work. Some researchers of the subject declare that simplified readings are productions that have been amputated, so to speak, certain elements considered complex, so they have lost the authentic and the original. The general opinion is that graduate texts present a manipulated language model with previously regulated grammar structures and a vocabulary adapted to a certain level of student competence. Teachers share the idea that these are non-literary creations.

The simplified material provides limited informational objectives, lacks the aesthetic and linguistic value of the original, addresses such familiar topics that, in reality, they are deprived of a meaningful message, which makes losing the challenge for the reader to extract new information from the text. In short, reading becomes a boring activity, the satisfaction it provides is lost, which affects the entire teaching process generating a lack of motivation. However, we should mention and take into account the opposite view. As some EFL teachers have investigated, students show a preference for adapted texts because they are easier to approach and understand.

Therefore, a part of the teaching staff chooses to work with graduate texts, especially at the initial and intermediate levels. The opinion of this group of teachers gravitates on the idea that the original text usually hinders the

understanding of the content since the student does not have sufficient linguistic knowledge to process the information that it entails.

2.6 Types of reading.

Many researchers have stopped to study the types of readings. The classification proposed by Abbot (1996) will be:

Deepened. In the teaching of languages there are many tools that help teachers to do their homework, for example the types of reading, we just have to know them and learn to choose the most appropriate for each situation and activity we want to do in the classroom (p. 204).

Reading is always an unmotivating aspect for students, many are often discouraged when facing a text in English, our task as teachers is to identify the most appropriate types of reading to encourage students and be able to develop certain skills such as written comprehension. Next we will see different types of reading to be able to choose the most suitable for each level and specific objective that we have.

2.6.1 Extensive reading.

Its primary objective is no longer the vocabulary but the global understanding of the text. It is intended that students be able to assimilate the information even if they do not know all the words that appear (Imedio, 1997).

Students must have sufficient knowledge to be able to read the text independently, so it is very important to choose the appropriate text for each level. Extensive reading consists of reading a complete text in order to understand the general meaning of it, the most important thing is to capture the general content without resorting to the help of external agents, such as consulting a dictionary or asking the teacher.

Through extensive reading, we will get students to develop a reading habit because it favors the learning of vocabulary and syntactic structures, they will also acquire sociocultural knowledge. Students focus on understanding the general meaning of the text, without the pressure of having to identify specific data or answer elaborate questions. Also called, superficial reading.

2.6.2 Intensive reading.

This type of reading consists in paying attention to the meaning of the words and their context. To carry out an intensive reading it is necessary to work with short texts of some difficulty with the aim of learning structures, acquiring reading comprehension techniques and specific socio-cultural knowledge. When students make an intensive reading they must understand the content of the text, unlike the extensive reading, since they must pay attention to the most important data and interpret what they read, it is not enough to understand the general meaning of it. It is also necessary that they pay attention to words that they do not understand and find out their meaning, since it is not enough to understand their context.

After intensive reading, students should be able to answer questions about very specific aspects, choose between several options, order a sequence correctly, etc. Hence, intensive reading is more detailed than extensive reading, because its objectives are different.

When the students have made an intensive reading of the text and have read the questions or activities related to it, they will carry out a selective or “search” reading with the sole objective of seeking the information necessary to respond to these activities.

In the classroom we can work with any of the different types of reading above, we just have to choose one last detail, if we want them to perform an oral or silent reading. Oral or loud reading helps improve oral expression while working on reading comprehension, while silent reading will favor concentration, making it easier to understand the most complex aspects of a text. Normally, silent reading is related to intensive reading because of its complexity.

2.7 Requirements for effective reading.

There is always some motivation to read. Effective reading is key to developing skills and being more productive. The rationale for reading is to satisfy a need for information, both for professional and recreational reasons. You have to learn to read in functional situations and in significant situations. We must read with the mind activated, asking the text questions and developing critical thinking. In short, to get the most out of reading, we must be clear about an objective, a reason or why it is read. The development of effective reading is to increase reading skills and competencies, so that maximum understanding is achieved in the shortest possible time. If a good reading technique is acquired, it will be possible to read with the same naturalness with which one breathes and, being so, there will be no doubts when facing any text. With practice and a good methodology you can acquire the basic fundamentals to advance in the achievement of an effective reading. One of the goals of the practice will be to achieve the greatest fluency (reading speed). It is positive to focus on speed since the level of understanding will improve with practice; avoiding regressions (go back in the texts).

Performing activities to train and develop the act of reading itself is the first step. Once at that point, there will be time to apply some keys to make the reading as effective as possible.

-*Concentration*. Concentration, in fact, has two parts. It is not only the act of focusing on what we are doing but on the elimination of the rest of the elements that may disturb us.

In this case, it will be “turn off” anything in our environment, to concentrate all our attention on reading.

-*Visual ability*. Improving visual acuity and skills is one of the principles of reading speed. Try to increase the field of vision and move your eyes intelligently. The goal is to reduce eye movement, one of the enemies of a quick read. Reading aloud also slows down; our brain is faster than the tongue.

-*Understanding*. Understanding is the natural purpose of effective reading. If we do not understand what we read the rest will not help. Each text will present a level of difficulty depending on its content, more technical or specialized. This will force us to master a greater vocabulary or to have greater capacities to face more complex sentence structures. Sometimes it may be necessary to take notes or make parallel diagrams to the reading. In the face of especially difficult texts, the best advice is to achieve the greatest empathy with the content. Or, put another way, take it forward.

After understanding, the logical aspiration of effective reading is to be able to assimilate what we have learned. Having a good memory is especially important to accumulate meanings and to be able to evoke previous knowledge that we may need later. The productive capacity improves with the reading ability. Among other things, it allows:

- Develop tasks better.
- Understand and manage the documentation presented to us more efficiently.
- Better focus the objectives and know how to prioritize projects based on their content.
- Manage time much better.

2.8 Students' motivation to read.

How to motivate a child to read? Getting a child to read on their own initiative is one of the most difficult challenges that adult readers have; no matter how much we use phrases to encourage reading. But it is also the most important objective and of which we can achieve the greatest satisfaction.

We must show that reading is a pleasant experience, although many children may find it an effort. A good reader is able to understand the deep meaning of the text and, what concerns us in this post, to choose his next readings following his own criteria and to read them because he wants to do it. How to get with our children to that point where reading is motivating?

At first, we can look for extrinsic motivation; for example, placing phrases in his room to encourage reading, encouraging him to read, making a list of finished books, and so on. But the objective is to arrive at the intrinsic motivation by publishing books about their own interests so that they enjoy reading. To succeed when recommending a book to a child (here are some clues), you have to take into account their level of reading competence, while exploring slightly higher levels to propose acceptable challenges.

The simplest guidelines for introducing children to reading are the following:

Reading ourselves: children, especially younger ones, learn by imitation and, if they don't see adults read, it is very difficult for them to acquire the habit. It doesn't matter if we read the newspaper, novels or if we read them out loud. And any time is good, in the doctor's waiting room, before bedtime ... It is especially positive to set daily moments of joint reading.

If we choose to read our children, it is recommended to play with the voices, intonations and emphasis on dialogues to characterize the characters. Give life to the story. Thus we will be creating memorable memories in the minds of our children.

Let the children choose their own books and, if we have read them, tell them. If they are the ones who decide, they will select books that, a priori, interest them the most and it will be easier for them to read, because the contents themselves can be motivating.

Visit libraries and participate in activities to encourage reading. Associate reading with positive moments: giving books at birthdays, Christmas and other special occasions predisposes to associate reading with happy childhood moments.

Congratulate on the achievements: when it is the child who reads, we must make him aware of his progress and congratulate him on them. “You no longer stumble in commas; very well” or “Now you read faster” are concrete and motivating phrases that show you your own ability to learn.

A reader opens up a world of experiences to move around and to enjoy depending on what he likes or desires at all times. For something we like, it is necessary that we know it beforehand, and that knowledge implies an initial effort: for example, when reading the first books or playing the first scales on an instrument. Precisely the more books we know or more we have practiced with that instrument, the more we delight, because that knowledge helps us to enjoy even more what we like.

2.9 Purposes of reading.

The different reading purposes are defined below:

- a. Read to get the general ideas of a text or book.* If the object of the reading is to obtain an idea or the general ideas of a text or book, it is not necessary to read carefully, it can be done at a faster speed by focusing only on the headings and subtitles, general ideas, prologue, introduction or summaries that appear at the end of each topic or unit.
- b. Read to distinguish the main ideas of a text or book.* If the object of reading is to select and study the main ideas of a text or book, you should make a thorough reading guided

by the side notes, sentences and boxes that are highlighted with bold letters that highlight the most significant information in a text.

c. Read to critically evaluate a text or book. Previous educational experiences (your previous academic preparation) should help you develop opinions about the facts. When reading different points of view, be impartial and once you know the consistency of the author's ideas, judge them or assess them objectively. You must discover the ideological influences or implications that it presents, to weigh the validity and foundations of the partial theses. The important thing is to read with an open attitude. When possible, consult at least two points of view before forming a definitive opinion on the subject.

d. Read to understand the contents of the topics that make up a text or book. It is the type of reading that is done with the purpose of acquiring new knowledge, which implies the realization of a series of activities, such as writing notes, consulting the dictionary, reviewing, etc. These activities that provide an understanding of the contents will be discussed extensively later.

e. Read to locate specific information of a text or book. When you know what you are looking for, you can be guided by the thematic index and see only what interests you, avoiding reading unnecessary paragraphs, which makes it easy for you to find the information you need.

f. Read for practical application. In this case, the reading is carried out with the purpose of obtaining knowledge that will facilitate doing or using something that the student will subsequently do.

g. Read to get distracted. It is the type of recreation reading, it is read only for fun. The readings you make always depend on your preferences, tastes and hobbies.

h. Read to make a quick review of a text or book. As the name implies, it is a very quick search for some important point. It can be the title or subtitle of a topic in a text. The

essential point here is that you do not get distracted by reading other parts of the text, but instead focus on locating what you are looking for.

i. Read to leaf through a text or book. This type of reading is very similar to the quick review, the difference is that nothing in particular is sought, you are simply viewing the content without having an objective or interest.

j. Read to make a study reading of a text or book. This type of reading is the one that the student applies most frequently to learn. It is a slow and repetitive reading; its objective is to master what is being read.

k. Read to make a light reading of a text or book. This type of reading is what people generally do to get distracted or avoid situations, it is very similar to reading to get distracted.

l. Read word by word from a text or book. There are readings that require this technique, clear examples are the reading of foreign languages or mathematical formulas, because they are very technical readings. Regardless of the reason or reason for starting a reading, pay attention and concentrate, read carefully so that you can understand and understand, it is recommended that you underline important ideas and take notes to later develop your writings more easily. To study efficiently you must learn to vary the speed of your readings, adapting it both to the material you are reading and to the objectives you are pursuing. Try to apply all the types of reading mentioned above, as they will be tools that will allow you to search for specific points through quick reviews, you can quickly assess, analyze and assess everything you read.

m. Examine and inspect the contents of the book. It means taking a quick look at the texts or short writings contained in the monograph (chapter or chapters) you are reading, do not take much time to do so. Review the titles and subtitles as these represent the skeleton of the author's work content, thus making it easier for you to find the main ideas. Read

the introductions and summaries of each chapter as these parts explain why the book was written and what is intended with the writing. When graphs or tables are presented, check them out, as these graphical summaries visibly show you the content of many facts and relationships. All of the above will help you know what the chapter you are studying is talking about, before doing it in more detail.

n. Question and ask yourself. Whenever you finish reading not very extensive paragraphs, ask yourself what this is about, so that what you have read is well recorded. A good tip is to convert the titles and subtitles to questions. The best way to take advantage of studying activities is to ask yourself questions about what you are reading. The questions will help you focus your attention on reading and at the same time give you a personal sense, as you will go looking for the answers.

o. Find the meaning of what is being read. Read carefully and look for the main ideas, so you can know what you are reading. Readings in the non-school mode (open, virtual and distance) should not be passive, they must be active, underline the main ideas, make notes of the most important and also make a list with the words you do not understand, point, write down, etc. The above will help you achieve a better understanding in the process of the readings you make.

p. Express what you are reading. Try to talk to yourself about what you are reading, question and deepen. By doing this self-recitation you will evaluate yourself and you will realize if you are reading and understanding or reading and wasting your time. It can be supported by making notes, notes or schemes.

q. Review the studied. Finally review by reading the chapters at intervals, so that you refresh the concepts you have already read and understand them, this will help you strengthen them. The use of this technique will help you learn, understand, not forget,

increase your reading skills and improve your concentration. In short, it will help you get the most out of the time you spend reading.

Chapter III

Didactic application

3.1 Lesson Planning.

As reading is an interactive process, in which the expectations and prior knowledge of the reader take place a fundamental role, given that in the process of understanding these expectations and previous knowledge interact with the content of the text so that the reader builds a mental representation of this. This construction is not only at the end of the reading, but it is produced progressively, that is, as you read, the receiver performs different operations that allow you to reduce and condense information, and which in turn allow to perform new predictions. In this sense, the reader puts into operation different strategies:

- *Pre- reading*. Formulate more or less refined the objectives of the task that undertakes and activates relevant prior knowledge.
- *While – reading*. Make inferences and partial recapitulations, check understanding, and, if you do not understand, use some strategies.
- *Post-reading*. Recapitulate the global content, establish hierarchies and, in some cases, think about possible applications of what you read.

The previous tripartite division is a fiction for analysis; while reading a text you permanently revive objectives and previous knowledge, remedial strategies can be applied at the end of the whole process. The hierarchy of information is actually done from the beginning of the reading, etc.

In the planning of reading classes, these three stages should be considered, especially in the first years of high school, when we can assume that students have not yet developed the relevant strategies to realize an effective understanding. It is the teacher who, in shared reading situations, shows your reading process (modeling or thinking out loud) and asks questions or poses problems, to teach your students to cope with reading a text and strategically overcome misunderstandings.

3.2 Lesson plan.

Institution: IDAT Higher Technological Institute

Teacher: Lizbeth Alminagorta Delgado.

Career: Management

Course: English for Communication

Level: A

Length: 20 minutes

Topic : Friends and family

Objectives: Students will be able to use reading comprehension strategies in order to structure effective student learning

Background knowledge: Students know verb tenses and basic level vocabulary.

Model Class

Part 1			
Stage	Activity	Materials	Timing
Pre-reading	• T greets the class and writes the date on the board.	Marker	
	• T shows pictures about a family ask Ss what they can see in them.	Board Pictures	
	• T. show Teresa's photo.	Book	5'
	• T shows picture in order to predict what the relationship between Teresa and the others is.	Teresa's photo.	
	• Ss make their predictions.		
	• T. Tells about the objective.		
While-reading	• T gives the text sheet about "Teresa Salazar" and Ss start to read.	Pictures Text sheet	
	• Ss solve the worksheet 1.	Pencil	10'
	• Ss share their answers with the class.	Worksheet 1	
Post-reading	Ss write a paragraph about their family.	Worksheet 2	3'
Met.	T asks: What did you learn? How did you learn? What is your father's name?		2'
Part 2	Topic presentation	Material	Timing
	Explain about the reading comprehension strategies	Slides	10'

T: Teacher**Ss. Students**

Conclusions

1. Reading has been built as a process with the purpose of reducing uncertainty about the meanings that transmits a text, this process of reading it is the result of a negotiation of meaning between the text and its reader. Reading is a complex and active process of meaning construction, that construction is interactive, strategic, and adaptable. To achieve the construction of the meaning of the text, it is very important to implement different strategies of understanding, which will allow the student to reduce the difficulties in reading. According to the objectives set for each class you can choose between a range of reading strategies identified in chapter I.
2. Strategies and activities in the classroom are very important for the teaching of reading skills, the present study recognizes that for the effective teaching of reading the lesson should be divided into three consecutive phases, the first, the phase of the pre-reading aims to arouse interest in the topic; Secondly, while-reading phase, in which the student is able to understand the structure and content of the text; and, third, the phase after-reading that includes evaluation and consolidation of what has been read.
3. Reading comprehension is a process of extraction and simultaneous construction of meaning through interaction and participation with written language. This process has three levels of comprehension: a) the literal level, in which the reader includes explicit ideas on the material, b) inferential level, the reader can build ideas and interpret the perspective of the author, c) critical level evaluation, the Reader uses their external criteria of their experience to assess the quality and reasoning of the author.
4. Reading comprehension rests on a series of texts of various forms and classes, thus, an important step to achieve the compression of a reading is to select a text appropriate to the reader, whereas the linguistic level of the student and also the cultural patterns. To

achieve a proper selection of texts, the teacher can consider some major criteria, such as the adequacy, i.e., use a text of the reader's interest; exploitability, the text should facilitate learning and allows to apply the content of the phases of pre-reading, while and post-reading; and, legibility, assess the level of difficulty of the vocabulary and structure of the text that is delivered to the student.

5. Strategies for reading comprehension, reflected in a proper lesson plan, function as a tool to help both instructors and students for the purpose of the lesson of the day. A lesson plan is a unified set of activities focused on a goal of teaching at the same time, this goal sets what students can do at the end of the lesson. A lesson plan identifies the enabling objectives (vocabulary, grammar and cultural information), materials, equipment needed and appropriate activities to achieve the objective. A lesson plan acts as a map of the route for a class session, identifies the destination or purpose of the lesson and marks the route consists of activities for each stage of the lesson. It is an aid for new and experienced teachers, the development of experience guide you must be a lesson plan as detailed.

Critical appraisal

According to this monograph, the activity of reading should be understood as a complex process of construction of meaning, this construction is an interactive, strategic and adaptive process.

It is considered necessary that reading comprehension strategies are procedures that we can teach students, the application of these procedures will help to reduce the difficulties in reading comprehension.

In this monograph we recognize that it is very important to develop the three types of comprehension levels at the time of examining a text. According to the objectives of each class the teacher will be able to use between literal, inferential, critical evaluative levels, to promote a better reading comprehension.

It is essential that the lesson plan identify and meet the phases of a class, warm-up, introduction, presentation, practice and evaluation. These phases will help the teacher to organize his/her time in class, to select the materials that it will use, and, most importantly to identify the strategies that it will use for the teaching of a particular class.

Suggestions

1. When applying one or more reading comprehension strategies, this choice is found according to the objectives programmed for each class, if one wants to improve the student's abilities.
2. For an effective teaching of a reading, the lesson of class should be considered of the same division in three consecutive phases: pre-reading, while-reading and post-reading.
3. To achieve the comprehension of a reading it is important to select an appropriate text for the readers, considering the linguistic level of the student and also the cultural schemes.
4. The development of a lesson plan should include enabling objectives (vocabulary, grammar and cultural information), materials, equipment needed and appropriate activities to achieve the objective.
5. A plan of class should act as a map of the route for a class session, allowing you to identify the purpose of the lesson and marking activities for each stage of the lesson.

References

- Abbot, G. (1997). *The Teaching of English as and International Language: a practical guide*. La Habana, Cuba: Revolucionaria.
- Antich, R., et al. (1986). *Foreign Language Teaching Methodology*. La Habana, Cuba: Pueblo y Educación.
- Antonijevic, N. & Chadwick, C. (1981). Cognitive strategies and metacognition. *Revista de Tecnología Educativa*, (7), 307-321.
- Baker, L. (1994). Metacognición, lectura y educación científica. En Minnick, C. & Alvermann, D. (comp.). *Una didáctica de las ciencias, procesos y aplicaciones*. Buenos Aires, Argentina: Aique.
- Barkley (2007). *Manual of Thought Psychology*. Barcelona, España: Paidós.
- Baumann, J.F. (1985). The effectiveness of a direct instruction model in teaching the understanding of main ideas. *Infancia y Aprendizaje*, 31-32.
- Bergeron, B. & Bradbury-Wolff, M. (2002). *Teaching Reading Strategies in the Primary Scholastic Teaching Resources*. New York: Scholastic Professional Books.
- Retrieved from: [bpsassets.weebly.com > uploads > reading_strategies](https://bpsassets.weebly.com/uploads/reading_strategies).
- Bernárdez, E. (1982). *Introduction to Text Linguistics*, Madrid: Espasa-Calpe.
- Bravo, L. (2010). *Los organizadores gráficos, su uso e influencia en el desarrollo del pensamiento sistémico de los estudiantes del décimo año de educación básica del colegio Eloy Alfaro de Bahía de Caraquez del Cantón Sucre, en el período lectivo 2007*. (Tesis de Maestría). Universidad Tecnológica Equinoccial. Ecuador.
- Retrieved from: [repositorio.ute.edu.ec > bitstream](https://repositorio.ute.edu.ec/bitstream)
- Brendan, P. J. (2015). *Storyboard: Primary school students designing and making explanatory animations*. (Tesis doctoral). University of Melbourne. Sidney, Australia. Retrieved from: <https://pdfs.semanticscholar.org>.

- Brown, A. & Palincsar, A. (1982). *Introducing strategic learning from text by means of informed, self-control training*. Cambridge Massachusetts: Bolt Beranec and Newman Inc.
- Campos, A. (2005). *Mapas conceptuales, mapas mentales: y otras formas de representación del conocimiento*. Bogotá, Colombia: Magisterio.
- Carr, E., Aldinger, L., & Patberg J. (2004). *Teaching Comprehension*. New York: Scholastic Professional Books.
- Cooper, D. (1986). *How to improve reading comprehension*. Boston: Houghtonmifflin Company.
- Durkin, D. (1993). *Teaching them to read*. Boston: Allyn and Bacon.
- Feez, S. (1998). *Text-based syllabus design*. Sydney: NCELTR.
- Flavell, J. (1979). Metacognition and cognitive monitoring: a new area of cognitive developmental inquiry. *American Psychologist*, 34 (10), 906-911. Retrieved from: <https://psycnet.apa.org ›registro>.
- Frederickson, N. (1984). The real test bias. *American Psychologist*, (39), 193-202.
- Garcia, G.E.& Pearson, P.D. (1994). Assessment and diversity. *Review of research in education*, Washington DC, (20), 37–91.
- García-Madruga, J., Martín-Cordero, J., Luque, J. & Santamaría, C. (1995). *Comprensión y adquisición de conocimientos a partir de textos*. Madrid: Siglo XXI.
- Gómez, S. (2013). *Diseño de un storyboard para un comercial de lanzamiento de la marca de cerveza “La Pescuesuda”, dirigida al mercado ecuatoriano*. (Tesis de pregrado). Universidad de Cuenca, Ecuador.
- González, J. P. (2010). *The reading competence in Basic Education. The role of the Educational Inspection in its stimulation and development*.

- Grellet, F. (2010). *Developing Reading Skills*, (29th ed.). Cambridge: Cambridge University Press.
- Huey, E. (1920). *The psychology and pedagogy of reading*. New York: Mac Millan.
Retrieved from: <https://catalog.hathitrust.org> > Record.
- Imedio, G. (1997). Función y revalorización de la lectura en clase de E/LE. *Frecuencia-L* 6 (1997), 25-29.
- Kintsch, W. (1994). Text Comprehension, Memory, and Learning. *American Psychologist*, 49(49), 294-303.
- Kintsch, W. (1998). *Comprehension: A Paradigm for Cognition*. NY, New York: Cambridge University Press.
- Krashen, S. (1993). *The Power of Reading*. Englewood, CO: Libraries Unlimited.
- Manzano, M. (2001). *Methodological proposal for reading comprehension in teaching English for specific purposes*.
- Mayor, J., Suengas, A. & González, J. (1995). *Estrategias Metacognitivas. Aprender a aprender y aprender a pensar*. Madrid: Síntesis Psicología.
- Nuttall, C. (1996). *Teaching Reading Skills in a foreign language*. Oxford: Heinemann.
- OCDE (2017). *Marco de Evaluación y de Análisis de PISA para el Desarrollo: Lectura, matemáticas y ciencias, Versión preliminar*. Paris, Francia: OECD Publishing
- Orlandi, E. (2001). *Discurso e Leitura*. 6ta. edi. São Paulo: Brazil: Cortez.
- Otero, J.C. (1998). Influence of Knowledge Activation and Context on Comprehension Monitoring of Science Texts. En Hacker, D., Dunlosky, J. & Graesser, A. *Metacognition in Educational Theory and Practice*. Nueva Jersey: Lawrence Erlbaum Associates.
- Otero J. & Graesser A. (2001). PREG: Elements of a model of question. *Cognition and instruction*, 19 (2), 143-175.

Oxford, R. (1990). *Language learning strategies. What every teacher should know.*

Boston: Heinle & Heinle.

Palincsar, A. & Brown, A. (1984). Reciprocal teaching of comprehension-fostering and comprehension monitoring activities. *Cognition and Instruction*, 1(2), 117-175.

Paradiso, J. C. (1998). Niveles y dificultades en la comprensión de un texto. En *Redactado en base a la ponencia presentada en I Congreso Internacional Educación y Diversidad ante el Tercer Milenio.* Universidad de Murcia, España, (18), 56-61.

Paris, S., Wasik, B., & Turner, J. (1991). The development of strategic readers. *Handbook of reading research*, (2), 609–640.

Pérez, M. (2003). *Evaluación de la comprensión lectora en alumnos de doce años.* (Tesis doctoral). Universidad Complutense de Madrid. España. Recuperado de:
<http://eprints.ucm.es/2260/>

Pinedo, S. (2012). *Reading comprehension in Primary education.* Lima, Perú: Formas y Colores.

Pressley, M. (2002). Comprehension Instruction: What makes sense now, what might make sense. *Lectura en línea*, 5 (2).

Richardson, J., & Morgan, R. (2009). *Reading to learn in the content areas.* Belmont, CA: Wadsworth ITP.

Romeu, A. (2001). Folleto: *Modelo de comprensión de las ideas principales en que se fundamenta el programa de comprensión lectora.* ISP. E.J. Varona. La Habana.

Schmitt, M. C. (1990). A questionnaire to measure children's awareness of strategic reading processes. *The Reading Teacher*, (43), 454–461.

Solé, I. (1998). *Reading strategies.* Barcelona: Grao.

- Solé, I. (2008). From reading to learning. En Borrero, *Complementary readings for teachers. Reading and writing with children*. Bogotá, Colombia: Fundalectura and Fundación Corona.
- Stanovich, K. (1986). Matthew effects in reading: Some consequences of individual differences in the acquisition of literacy. *Reading Research Quarterly*, (21), 360-406.
- Torres, M. I. (2017) *Organizadores visuales y la comprensión lectora en los estudiantes de 5 grado de secundaria en la institución educativa N° 122 Andrés Avelino Cáceres - UGEL 05*, San Juan de Lurigancho; 2017. (Tesis de maestría). Universidad César Vallejo. Lima, Perú. Retrieved from: [repositorio.ucv.edu.pe › bitstream › handle › UCV › Torres_RMI](https://repositorio.ucv.edu.pe/bitstream/handle/UCV/Torres_RMI)
- Vallés, A. (1998). *Dificultades de Aprendizaje e Intervención Psicopedagógica*. Barcelona. España: Promolibro.
- Vega, C. (2012). *Reading comprehension levels in students of the fifth grade of primary school of an educational institution of Bellavista-Callao*. (Tesis de maestria). Universidad San Ignacio de Loyola, Lima.
- Vega, J., & Alva, C. (2008). *Understanding methods and techniques for school success*. Lima: San Marcos.
- Werlich, E. (1979). *Typologie der Texte*. Heidelberg, Germany: Quelle & Meyer.
- Williams, E. (1984). *Reading in the Language Classroom*. London: Macmillan.
- Williams, R. (1986). Top ten principles for teaching reading. *ELT Journal*. 40(1), 42-45.


Appendices

Appendix A

Reading Sheet

www.socialnetwork.org

Here are photos of my family and friends. Enjoy! Teresa Salazar

	This is me and my mother. Her name's Julia. She's a travel agent here in Santa Fe. She's 43.		This is me (again!) with my dad and my brother. My father is 45. His name's Manuel and he's a taxi driver. My brother is Daniel. He's 19. He's a waiter at a restaurant near our home. His birthday is September 3rd. Actually, our parents are from Veracruz, in Mexico, but my brother and I are American.
	This is Bridget, our dog. She's great!		Here are two of my friends, Mike and Emma. They're students at high school here. Mike is Canadian. He's 18 and he's from Vancouver. Emma is my age - 17. She's in my class. She's American.

Craven, M. *Breakthrough Plus Student's Book*. London: Macmillan Education

Worksheet 1

Student's name:



I. Read the questions. Then find the answers.

1. Where are Manuel and Julia from?

a) Veracruz	b) Santa Fe	c) Vancouver
-------------	-------------	--------------
2. What nationality is Mike?

a) American	b) Canadian	c) Mexican
-------------	-------------	------------
3. Who is Bridget?

b) grandmother	b) friend	c) pet
----------------	-----------	--------
4. How old is Teresa?

c) 20	b) 19	c) 17
-------	-------	-------
5. What is Julia's job?

d) Waitress	b) travel agent	c) cook
-------------	-----------------	---------

II. Read the statements and circle T (true) or F (false)

- | | | | |
|-----------------------------------|---|---|--|
| 6. Mike is 19 years old. | T | F | |
| 7. Mike and Emma are her parents. | T | F | |
| 8. Daniel is Mexican. | T | F | |
| 9. Manuel is a taxi driver. | T | F | |
| 10. Emma is her mother. | T | F | |

Appendix B**Answer sheet:**

1. They are from Veracruz, in Mexico.
2. He's Canadian.
3. Her pet.
4. Teresa is 17 years old.
5. She's a travel agent.
6. T
7. F
8. F
9. T
10. F

Appendix C
Worksheet 2



Student's name:

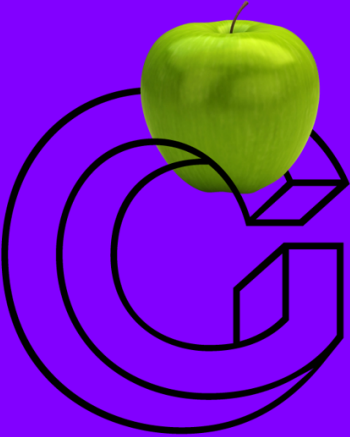

Writing

Write a paragraph about your family.

Appendix D

English communication

English for communication

Friends and Family members.

Look at the picture and answer:



What can you see in this picture? Who are they?

Source: https://www.google.com/search?q=familia+maldina&client=firefox-b&source=lmdb&btn=usch&as=X&ved=0ahUKEwYV7venS8AAbVD2IMKHVtpC3QQ_AUICgB&hiv=1467&hl=721#imgre=pgKNFFE-P-NEyM

Look at the pictures and answer: What is the relationship between Teresa and the others?

1



2



3



4







Source: Craven M. (2013, p. 23) Breakthrough plus Student Book Macmillan Education

Reading Sheet:

www.socialnetwork.org

Here are photos of my family and friends. Enjoy! Teresa Salazar

 <p>This is me and my mother. Her name's Julia. She's a travel agent here in Santa Fe. She's 43.</p>	 <p>This is me (again!) with my dad and my brother. My father is 45. His name's Manuel and he's a taxi driver. My brother is Daniel. He's 19. He's a waiter at a restaurant near our home. His birthday is September 3rd. Actually, our parents are from Veracruz, in Mexico, but my brother and I are American.</p>
 <p>This is Bridget, our dog. She's great!</p>	 <p>Here are two of my friends, Mike and Emma. They're students at high school here. Mike is Canadian. He's 18 and he's from Vancouver. Emma is my age – 17. She's in my class. She's American.</p>

Source: Craven, M. (2013, p. 23) *Breakthrough plus Student Book* Macmillan Education

Worksheet 1: Read the questions. Then find the answers.

- Where are Manuel and Julia from?
 - Veracruz
 - Santa Fe
 - Vancouver
- What nationality is Mike?
 - American
 - Canadian
 - Mexican
- Who is Bridget?
 - grandmother
 - friend
 - pet
- How old is Teresa?
 - 20
 - 19
 - 17
- What is Julia's job?
 - Waitress
 - travel agent
 - cook

Worksheet 1: Read the statements and circle T (true) or F (false).

- | | | |
|-----------------------------------|---|---|
| 6. Mike is 19 years old. | T | F |
| 7. Mike and Emma are her parents. | T | F |
| 8. Daniel is Mexican. | T | F |
| 9. Manuel is a taxi driver. | T | F |
| 10. Emma is her mother. | T | F |

Answer sheet:

- | | |
|-------------------------------------|---------------------------------------|
| 1. Where are Manuel and Julia from? | 1. They are from Veracruz, in Mexico. |
| 2. What nationality is Mike? | 2. He's Canadian. |
| 3. Who is Bridget? | 3. Her pet. |
| 4. How old is Teresa? | 4. Teresa is 17 years old. |
| 5. What is Julia's job? | 5. She's a travel agent. |
| 6. Mike is 19 years old. | 6. T |
| 7. Mike and Emma are her parents. | 7. F |
| 8. Daniel is Mexican. | 8. F |
| 9. Manuel is a taxi driver. | 9. T |
| 10. Emma is her mother. | 10. F |



Worksheet 2 Writing:

Write a paragraph about your family.



Source: https://www.google.com/search?client=firefox-b-ab&biw=1467&bih=721&btm=sch&sa=1&ei=917ZwufNsTg_ZK4h4pWbQ&q=familia&oeq=familia&gs_l=psy-ab.3.0.10.64024.64710.0.64934.7.6.0.1.0.200.528.0.213.0...1.c.1.64.psv-ab.3.4.538...067k1.0.ZbK4EpaKilA=imgrc=AB7TGrp079SHpM

Thanks!

