

UNIVERSITY OF EL SALVADOR
SCHOOL OF ARTS AND SCIENCES
FOREIGN LANGUAGE DEPARTMENT



***"THE IMPACT OF THE USE OF FOCUSED READING STRATEGIES FOR THE
IMPROVEMENT OF B2 LEVEL ENGLISH STUDENTS READING COMPREHENSION
PERFORMANCE AT THE FOREIGN LANGUAGE DEPARTMENT AT THE UNIVERSITY OF
EL SALVADOR"***

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INTRODUCTION

Reading in a foreign language plays a major role in improving the understanding and interpretation of texts and expanding vocabulary. Thanks to the reading, students review the sounds and spelling, vocabulary and grammar, fixed spelling and meaning of words and sentences and generally improve communicative competence in the foreign language. In this sense, the implementation of the different focused reading strategies is very important in the teaching-learning process because with this teacher guides students to perform better reading comprehension and language acquisition, also students will have the confidence to utilize these strategies on their own.

The purpose of this study was to find out the impact of implementation of focused reading strategies in the performance B2 level English students of the Foreign Language Department at the University of El Salvador.

In chapter I, there is an explanation of the interest of this action research, the rising research questions and the justification of the sample choice. In chapter II, the theoretical framework is developed. This project is based on a variety of theories about reading strategies for the improvement of B2 level English students reading comprehension performance: sensitive reception strategies, and focused reception strategies, for instance.

In chapter III, we present the methodology divided in three different phases, and the tools used in this research addressed to students registered in the reading and conversation course I-2015 in the major of modern languages at the Foreign Language Department of the University of El Salvador.

Chapter IV, this chapter is presented the quantitative and a qualitative data analysis. This analysis do not attempts to generalize the results of the present action research because its elements are embedded in a specific context, in a specific time, and belong to a specific group of learners (reading and conversation course I).

In Chapter V, We present our conclusions and recommendations about the impact of the use of focused reading strategies on students registered in the reading and conversation course I-2015 at the Foreign Language Department of the University of El Salvador.

OBJECTIVES

General Objective

To find out the impact of the use of focused reading strategies on B2 level English students reading comprehension performance at the Foreign Language Department at the University of El Salvador.

Specific Objectives

- To improve the reading-comprehension performance of B2 level English students by implementing focused reading strategies.
- To find out the impact of the use of sensitive receptive strategies in order to help students improve their reading comprehension performance.
- To find out the impact of the use of focused reception strategies in order to help students improve their reading comprehension performance.
- To provide the Foreign Language Department at the University of El Salvador with a research work that can be viewed as a point of departure to do future research on the reading-comprehension issue.

JUSTIFICATION

The University of El Salvador is one of the main options for students who want to continue with their higher education because of the different attractive options of study such as a Bachelor Degree in English teaching or modern languages.

When we were learners of Foreign Languages, most of the students were not able to develop English reading skills because complex vocabulary, and lack of attractiveness in the readings, they were not aware of the importance of learning reading strategies for academics purposes, the time to finish a reading activity or an exam was not enough; the extensive readings, complex vocabulary or the lack of attractiveness and authenticity of the text affected the students' reading performance and caused anxiety and frustration on students; there was not an explicit teaching of focused reading strategies for helping to improve English student's reading comprehension performance. Another reason that motivated us to do this research was the positive results of the implementation of focused strategies centered on listening skill carried out by two teachers of the Foreign Language Department of University of El Salvador in 2010.

According to the Common European Framework of Reference for Languages, B2 level students should have a large degree of independence when reading different texts, but Reading and Conversation course I students who are supposed to have reached this level after studying English for two or three years showed a low level in reading comprehension. For that reason, this research intends to find out if the use of focused reading strategies can improve students' reading-comprehension performance.

CHAPTER I

Interest of the Action Research

Through the experience as students of the English teaching degree we faced a lot of problems in the area of developing reading skills that affect our performance on reading tasks during our learning process. during these reading tasks we were focused on different factors that called our attention like failing to listen for specific details, deciding what the choices could be the correct on each statement of the reading task (a, b, c, d), the time to complete it was not enough and we were not taught reading strategies, we could apply for dealing with these factors or this problem. Nowadays through the observation of students of the reading and conversation course I at the Foreign Language Department of the University of El Salvador we have noticed that this problem still exist and affect their reading performance during reading activities.

That is why come to our mind different questions:

- Have Reading and Conversation I students at the Foreign Language Department of the University of El Salvador received any explicit teaching on reading strategies during last courses in order to have a better reading comprehension performance?
- What are the possible factors that affect reading comprehension performance of Reading and Conversation I students at the Foreign Language Department of the University of El Salvador?

- Could the implementation of focused reading strategies help to improve B2 level English students' reading comprehension performance at the Foreign Language Department of the University of El Salvador?

Justification of the Choice of the Sample

Reading skill plays an important role on the students learning process because it is connected to others skills that decide the students' successful when interacting with others, not only on their current academic field but also, in different stages of their life such as: labor area, family or friends etc. We believed this group seemed to be adequate for the initiation of this research because they were expected to have reached the B2 level of proficiency in reading comprehension proposed by the CEFRL, which establishes that, at this level, they should be independent users in the linguistic, sociolinguistic and pragmatic components of communicative competence. Also we thought that it was important to help these students to improve their reading comprehension performance by carrying out a research in which teaching reading strategies explicitly were the main focus. So, that is why this group was chosen not only to help them to improve their reading comprehension performance but also their labor performance in the future.

CHAPTER II

THEORETICAL FRAMEWORK

Language and Writing Evolution

Since men appeared on Earth, men have had the strong need to communicate with others in order to satisfy their needs, from the simplest need such as obtaining their food to the most complex one such as transmitting their knowledge and culture to their present and future generations through oral and written different ways. Both, oral and written communication has evolved with humanity creating new forms of speech and a new and more reflective thinking. In primitive civilizations there was not a set of oral language to communicate because their oral strings were not fully developed, as a result of this, gestures, grunts, squeals, signals and body language that imitated the sounds of the nature were the first attempts to interact. Additionally, researchers have found paintings of 3500 to 4000 years old which are considered as the first attempts to transmit written information.

The next trace in history of language that witnesses the development of writing was the findings of the most ancient documents on earth written by Egyptian and Sumerians (from 3200 B. C), such as autobiographical writings which were written on the walls of the tombs of the Egyptian aristocracy, a variety of hieroglyphic texts included on funeral coffins indicating how to pass to afterlife, and the Sumerians pictorial hieroglyphics that survived on inscriptions on monuments and in different objects such as bricks, statues and clay tablets, including personal texts, letters of business, receipts, lexical lists, laws, hymns and prayers etc. Multiple texts survived and were read because these were transcribed several times by Scribes during their education.

Latin and Greek were also very important in the evolution of writing and reading at the end of the XI century B.C., the Greek alphabet contributed not only to set the written language and to unify it, but also to develop literature. In Rome, in addition to Latin, Greek was learnt by the well-educated Roman elite because it had a literary tradition that impressed the Roman civilization.

Another historic moment was “the movement's image” that allowed the development of writing and reading for the European languages, with new inventions such as “the printing press” making writing and reading universal. Recalling the foregoing above, we can affirm that, since ancient times, listening and speaking have been essential to humans' communication by helping them to express their needs, culture and knowledge. However, it is important to underline that the capacity of writing and reading have contributed not only to transmit their culture and knowledge to future generations but also to preserve them.

In addition, we can mention another event that contributed to new forms of transmitting culture and knowledge and satisfying the different needs of the human beings, this event was the rise the different teaching methods such as ***grammar translation method (classical method)*** a deductive teaching method, which reduced language to a grammatical system and it consisted in translating literary texts from a mother tongue to a target language. It was the predominant method in Europe in the 18th and 19th century and it was originally used for teaching Greek and Latin. This method was focused on reading comprehension and vocabulary exercises of a literary text, but it was not enough to teach foreign languages, students spoke in a mechanic and literary form and it was not possible to communicate in real life which caused students' frustration (***TEFL in secondary Education, 2005, chapter 4 p. 161***).

With the failure of grammar translation method in preparing students to use the target language communicatively, a new method was created by Gouin, a French teacher of Latin, in the second half of the XIX century: *the Direct Method*. He concluded, by observing his 3- year-old nephew acquiring German, his mother tongue, without any problem, that after listening, children conceptualized meanings and developed a capacity of thinking and speaking in that language. So, the Direct method received its name because the emphasis was given to the direct associations students made between objects and contents with the corresponding words in the target language, meaning needed to be received in a direct form, as it happened when his nephew was acquiring his mother tongue. Besides, another theoretical justification was provided by a German scholar and psychologist, F. Frankle, in 1884 which wrote about “the direct association between forms and meaning in the target language.” (*Zainuddin et al, Fundamentals of Teaching English to Speakers of Other Languages in K-12 Mainstream Classrooms, 2011, p.64*).

Oral interaction and vocabulary were emphasized over written communication and grammar because its “primary goals were for students to think and speak the language.” (*Zainuddin et al 2011*). For instance, students were asked to pronounce correctly and read aloud literary texts in order to comprehend and feel pleasure when learning a target language. Literary texts were not analyzed grammatically and the culture associated with the target language was also taught inductively. Grammar rules were learnt by practicing the target language and teachers used gestures, pictures, synonyms, etc. to help students’ comprehension and to avoid grammar explanations.

However, it was not effective with large groups because oral interaction needed a personalized teaching and learning process, for example, teachers spent too much time trying to explain the meaning of words in order to avoid translation, and the absence of correction fossilized students’ errors as a refutation of the technics used in the Grammar

Translation Method. Besides, oral communication skills were limited to question-and-answer exchanges between teachers and students.

The Audio-Lingual Method was basically an oral-based approach that emerged in the United States by the middle of 20th century and it was based on the “Army Method” used during World War II which was created to teach foreign languages to military personnel in order to help them to be fluent and to “attain conversational proficiency in a variety of foreign languages” (Richards and Rodgers, T.S. Approaches and Methods in language teaching. C.U.P., pp.44). New technology emergence (language laboratories, tape recordings, audiovisual equipment, etc.) was of great help for teaching oral language skills which were learned before written ones, leaving reading and writing in the second place, for instance, students read and wrote what they had already learned to say orally. (Richards, and Rodgers p.53).

It was based on Skinners’ behaviorism and the structuralism. From the behaviorism point of view, Skinner proposed “that the way to acquire the sentence patterns of the target language was through conditioning-helping learners to respond correctly to stimuli through shaping and reinforcement. Learners could overcome the habits of their native language and form the new habits required to be target language speakers” (*Larsen-Freeman, Techniques and Principles in Language Teaching, Oxford, Second Edition, p. 35*). Culture of the target language was presented through examples of native speakers’ everyday behaviors and lifestyles.

The structuralism provided a lot of drills in the use of grammatical sentence patterns in order to make students create new sentences by substituting and transforming them and repetition exercises to practice accurate pronunciation, since one of its main goals

was to develop fluent speakers of the language and one of its basic premises was that language was speech, “not writing”. (*Zainuddin et al, 2011, p.65*). Some of the reasons this method failed were that students had difficulty in transferring the habits they had mastered to communicate outside the classroom and because students were able to recite the dialogues they memorized, but they could not interact in a real-life communication, effectively. Additionally, Chomsky argued that sentences were not “learned by imitation and repetition” but “generated” from the learner's underlying competence”. (Richards, J. C. and Rodgers pp.59). Another failure of this method was that it “was based on the form and distribution without taking meaning into consideration.” (*Bloomfield, in TEFL in secondary Education, 2005, chapter 4 p. 165*).

This latter principle of the audio-lingual was rejected by the audiovisual method because “the use of filmstrips was an imaginative resource to make utterances contextualized and to give them plenty of meaning” (*FL in secondary Education, 2005, chapter 4 p. 167*). The audiovisual method emerged in the early sixties in France as a result of researches made by *the CREDIF (Centre de Recherché et d'Étude pour la Difussion in French)* which was inspired not only by the contextual and the semantic linguistics, but also by the global and the synthetic view of learning process through the theory of the Gestalt psychology which underlined the mechanisms for perception by the use of the sight and hearing senses and to improve first listening and speaking, and then, reading and writing. It claimed an inductive method of learning from concrete examples or experiences. However, the non-natural rigid procedures of teaching, the inductive method of learning and connections between pictures and meaning made by the students of basic levels led to misunderstandings and to a mechanical communication.

Communicative Language Teaching

The origins of the Communicative Language Teaching (CLT) can be traced to the 60's when "the foundations of the Audiolingualism began to be questioned, mainly as a result of Chomsky's cognitivist ideas.

The communicative competence in the target language was the primary goal of the CLT and it took into account not only the grammatical and discourse elements in communication, but essentially the "nature of social, cultural and pragmatic features of language" (**Brown 1994: 77, in *TEFL Education in secondary education, p. 185***). The CLT was based on Hyme's and Canale and Swain's view of communicative competence, on Holliday's theory of language functions, on Wilkins' notional syllabus proposal, on Widdowson's view of the communicative acts underlying language ability, on Austin and Searle's discourse analysis theory and on the influence of Labov's sociolinguistic researches, among other theories.

Culture, authentic language and material of a real context, purposeful communicative activities, coherence and cohesion, games, role-plays, cooperative interactions in small groups, negotiating meaning, expressing ideas and opinions, problem-solving tasks, teaching strategies to improve comprehension helped students to be competent when interacting outside of the classroom. Teachers were facilitators, monitors, and advisors during the activities in which errors were tolerated as part of the learning process and were corrected through feedbacks and students were seen as "more responsible managers of their own learning."(Larsen-Freeman, p.129).

The four skills were worked from the beginning by the students since the main goal was to help students to become competent in written and oral interactions: "Just as oral communication is seen to take place through negotiation between speaker and listener, so

too is meaning thought to be derived from written word through an interaction between the reader and the writer.”(Larsen-Freeman, p.131).

Task-Based Approach

The Task-Based approach aims to “provide learners with a natural context for language use” (*Larsen-Freeman, p.144*) to help student to interact by understanding others and expressing their own meaning successfully.

This approach was influenced by the development of cognitive psycholinguistic research, bilingualism, Pragmatics, Discourse Analysis and Computational linguistics and incorporated the Communicative Language Teaching principle, but focusing not only on the learner, but also on the process and on the methodology. Learners are seen as users of the language and they are constantly exposed to different tasks, for instance, communication tasks, enabling tasks and closed open-ended tasks. (*TFL in secondary Education, 2005, chapter 4 p. 191*) Language is not the goal, but it becomes a tool in order to solve a problem, accomplish a task or a project, individually or in groups, “to achieve an outcome” (*Task Based Learning Education and Culture DG Lifelong Learning Programme, p13*) within a social exchange or interaction.

The same as the methods mention above, other methods were created with the purpose of improving new ways of teaching a target language like: ***The Silent Way***, developed by Caleb Gattegno, which was a tool to engage students in a great deal of meaningful practice without repetition and, it helped to foster autonomy and self-expression. Another method was the ***Suggestopedia method*** developed by the Bulgarian psychotherapist Georgi Lozanov. Celce Murcia in 1991, defined it as an effective and humanistic approach in which students’ feelings and a relaxed and non-threatening

learning environment were crucial to learn a language. Another method that contributed with new teaching methods was *the Community Language Learning* which established interpersonal relationships between the teacher and students to facilitate learning. And finally, *the Total Physical Response* was a language learning method based on the natural way to learn the mother tongue; it was developed by James Asher, a professor of psychology at San Jose State University. Although, these methods were not enough to satisfy the needs in teaching a target language because it was difficult for teachers to apply them regularly in their classrooms.

Traditionally, four language skills have been identified: *Productive skills* (speaking and writing) and *receptive skills* (listening and reading). Productive skills have been considered as active skills and Receptive skills as passive ones, for instance, in the *Grammar translation method*, reading was focused in learning vocabulary and in understanding literary texts, in the *Direct method*, written literary texts were used to work on pronunciation, *the Audio-lingual and Audiovisual methods* gave priority to oral skills and reading and writing were learnt in a second place through isolated pattern exercises or non-authentic texts. However, receptive skills started to be seen as active skills when the *Communicative Language Teaching and Task-Based approach* gave importance to the four skills and strategies to improve comprehension were taught in order to help students to become competent in written and oral authentic interactions, seeing learners as social users of the language.

Language learning is not only related with acquiring cultural knowledge or learning grammar or pronunciation, it is something more complex, it involves developing a set of communicative skills in order to help students through a meaningful and interactive practice in the language learning process in order to interact proficiently in real life.

The International Association of Applied Linguistics (Cambridge, England) underlined, in 1969, new views on the importance of individual learners and the individuality of learning, and on listening and reading as non-passive and very complex receptive processes. (*Celce & Murcia, 2001*).

This new point of view was essential for applying new reading strategies to be used by foreign language learners in order to help them to interpret written language efficiently and interactively. *Celce-Murcia and Olshtain (2000, p.119)* identify three tasks implemented by learners when trying to understand a text, they are: decoding the message, interpreting the meaning of the message, and understanding authors' intentions. Therefore, reading is an interactive skill involving "the writer, the text and the reader", as mentioned in *TEFL in secondary Education (2005, chapter 9 p. 353)*.

In real life, listening, speaking, reading and writing skills are generally integrated rather than occurring in isolation, for example: when we take part in a conversation, we listen and speak, when we fill in a form, reading and writing skills are used, when listening to a lecture, we listen, interpret and take notes, when we read a novel, we try to interpret the writers' intentions, and talk about it later to another person or we can be asked to write a report or summary of it. In this way, receptive skills provide the input from which we learn a language and it can later become the output when interacting orally or in a written way, as propose by *Jeremy Harmer (in the Practice of English Language Teaching, third edition, 2001, p. 250)* "when a student produces a piece of language and sees how it turns out, the information is fed back into the acquisition process. Output becomes input."

Reading Theories

The purpose of this research is to find out if the use of focused Reading strategies affects students of Reading and conversation 1 course, we need to know how much improvement the students show in Reading performance in order to perceive the written text (visual skills); recognize the script (orthographic skills); identify the message (linguistic skills); understand the message (semantic skills); interpret the message (cognitive skills). (Common European framework p. 90).

Reading Stages

The reading stages proposed in this research to improve reading comprehension performance are: planning, execution, evaluation and repair (CEFRL, 2001).

Planning (pre-reading stage): it involves identifying the context and knowledge of the information to receive and having expectations of what is going to be received (schemata). We have tried to put into practice some reading strategies such as *Pre-reading strategies*. These strategies help learners to determine what needs to be achieved by reading the text (broad information, specific information, opinions, reactions, instructions, facts, attitudes, or perspectives, etc.) and it will help to have better expectations about the quality and importance of the content by knowing the writer (an expert, a generalist, his background, a native speaker etc.). These strategies involve prediction (by observing to the topic or illustrations, learners could predict the central theme, and guess the information). The use of background knowledge will make easier the understanding even if new ideas and concepts are introduced.

2) ***While-reading Strategies (Execution)***: by practicing strategies such as:

2.1 ***Identifying Visual Cues*** (paying attention to visual aids, for example).

2.2 ***Identifying Written Cues (Paying Attention to the Organization of the Reading Text)***: introduction, body, linking words or expressions and to the conclusion.).

2.3 ***Inferring from Visual and Written Cues*** during the process of visual reception from linguistic and non-linguistic context.

2.4 ***Practicing Note Taking***: by writing down quickly, briefly and clearly the relevant information that is being received while reading: use of abbreviations in order to write faster, and paraphrasing, for instance. This strategy helps to understand, retain and use the information that is being received to answer the questions of the reading exercise

The descriptor for B2 level for identifying cues and inferring establishes that the student in this level “Can use a variety of strategies to achieve comprehension, including reading for main points and checking comprehension by using contextual clues.

3 ***(Evaluation)***:

3.1 ***Elaborating hypotheses*** about the communicative intention behind what is being written in order to get the message.

3.2 ***Summarizing*** (by checking predictions, and comprehension and remembering main ideas.).

4 Repair: Sometimes readers can encounter some difficulties when inferring caused by linguistic restrictions, difficult receptive conditions, lack of associated knowledge, etc. If so, readers will need to:

4.1 Revise their hypotheses and schemata.

4.2 Return to step one.

4.3 Find alternative framing, inferring and evaluation in order to get the message of the reading text.

Reading Approaches

The Bottom-up Traditional Approach (data-driven) consisted in letter and word recognition, focusing on individual words and phrases and achieving understanding by “stringing these detailed elements together to build up a whole,” in a linear manner (***The Practice of English Language Teaching Third Edition by Jeremy Harmer, P.201***).

The Top-down Traditional Approach (concept-driven) consisted in getting a “general view of the passage by, in some ways, absorbing the overall picture.” (***The Practice of English Language Teaching Third Edition by Jeremy Harmer, P.201***). Harmer exemplifies this mental process as follows: “It is the difference between looking at a forest, and studying the individual trees within it.” When reading, readers make predictions and inferences about the text message, and focused on the context by taking into account his prior syntactic and semantic knowledge in order to comprehend not only the text, but also the author’s intentions. Reading is actually “a psychological guessing game”, in the words of ***Goodman (1970)***.

However, *in 1977, Rumelhart* presented a “more balanced approach, the interactive approach” to reading. He claimed, in 1980, that bottom-up and top-down processes occur simultaneously while reading. It is widely accepted at the moment that reading is the result of the interaction between the reader and the text, and that comprehension is achieved through the simultaneous interface of bottom-up processing (word recognition, sound spelling, correspondence, etc.) and top-down processing (predictions, inferences, etc.) (*TEFL Secondary Education, p.354*).

Celce-Murcia and Olshtain, in 2000, regarding Rumelhart’s interactive approach, reaffirmed that bottom-up and top-down processes “may take place simultaneously.”

The psycholinguistic-cognitive approach to reading is an interactive approach that takes into account the reading strategies or resources, the cognitive development and text processing that learners use when reading because the center of this approach is the learner. (*TEFL Secondary Education, p.355*). *Harmer (The Practice of English Language Teaching Third Edition by Jeremy Harmer, p.201)*. When reading, active readers connect constructively what they have already read and if necessary they make inferences of implicit information and hypotheses about what they are reading, and predictions of what they are going to read and at the same time they decide what they are going to keep and what they are going to ignore in order to interpret meaning of texts.

“The schema theory claims that readers develop a coherent interpretation of a text through the interactive process of combining the prior knowledge the readers bring to the text with the text itself”. (*TEFL Secondary Education, p.356*). As **Clarke and Silberstein** stated in 1977 (p. 136-137) when they affirmed that “skill in reading depends on the efficient interaction between linguistic knowledge and knowledge of the world.” In 1983, Carrell classified mental schemata that readers need to follow in order to understand a text into three main types: linguistic schemata (background knowledge of grammar,

vocabulary, spoken and written forms of language), content schemata (background knowledge of the world and the subject matter of the text) and formal schemata (background knowledge of rhetorical organizational structures of text).

Reading Strategies

For having a better benefit from reading, students need to be involved in both extensive and intensive reading. Although “the teacher encourages students to choose for themselves what they read and to do so for pleasure and general language improvement, the latter is often (but not exclusively) teacher chosen and directed, and is designed to enable students to develop specific receptive skills” *Jeremy Harmer (2004) page.210.*

Extensive Reading

Through the time, the importance of extensive reading for the development of students' word recognition and for their improvement as readers has been discussed. But also we have to remember that it is not enough to tell students to read a lot, we need to give them appropriate materials, guidance, tasks, and facilities according to their level, that can help them to improve their reading skills.

Extensive reading frequently takes place when the students are on their own and implies: ***reading for global or general understanding***, students are encouraged to read extensively without paying much attention to the vocabulary they do not know so in that way they can understand the general concept of the reading text) ***obtaining pleasure from the text*** (It should be extensive in quantity and interesting in its topics).

Intensive Reading

“Reading has probably been the most emphasized skill in foreign language teaching. In traditional methods intensive reading procedures are used for a close study of short passages, including syntactic, semantic and lexical analyses and translation into the L1 to study meaning” (*TFE in Secondary Education page.359*) intensive reading is more used for study purposes because it allows students to stop and look up for word meaning on the dictionary also, to study difficult sentences in a carefully way in order to obtain a better understanding of the grammar. Moreover, intensive reading does not make students good readers because they tend to develop bad reading habits such as “paying more attention to the vocabulary and grammar of the reading text than to its overall meaning or reading very slowly” (*TEF in Secondary Education page.359*), so in that way we need extensive reading too because is more similar to real reading than intensive reading is. But it is important to say that for students it is important to spend time reading text intensively, focusing mainly on the meaning of the text and not stopping to look up every new word.

Pre-Reading Stage:

This stage focuses on preparing students to read. One way of stimulating student interest and identifying their previous knowledge is to elicit information about the topic, characters, events, illustrations and actions in the text. The learner may be asking to find answer to the questions provided at the beginning of the text. The main purpose of this stage is:

- Make use of the student’s background knowledge about the topic.
- Elicit some predictions and anticipate the content of the reading passage.

- Create expectations about the text.
- Improve students' interest in the topic and motivating for reading.

It is advisable to begin while-reading work with a general understanding of the text, and then move to specific information. The main reason for that is that global comprehension provides a context to grasp the meaning of the smallest units. The aims of this stage are to:

- Evaluate previous hypotheses.
- Develop an understanding of the writer's purpose as well as the structure and organization of the text.
- Improve comprehension of the text content.
- Focus the attention on contextual clues to guess the meaning of unfamiliar words.
- Make use of inferring and judging abilities.
- Looking for general information (skimming)
- Looking for specific information (scanning)
- Stimulate the development of cross-cultural and sociolinguistic knowledge.
- ***Post-reading stage:***

The work includes personal reactions to the text and the tasks carried out in the previous stages. Besides that, Post-reading tasks provide opportunities for skill integration and are a springboard for further knowledge and abilities in content-based learning. The aims that this stage presents are the followings:

- Use information for further purposes.
- Transfer acquired knowledge to similar reading.
- Integrate reading skills with other communicative skills.
- Make a summary of the reading passage.

Focused Reading Strategies:

It is important to use focused reading strategies in order to build background knowledge that leads to better reading comprehension.

4.1.1 Focused Reception Strategies: efficient reading consist of identifying the purpose in reading something. By doing so, students know what they are looking for and can weed out potential distracting information and in this way they can have a better comprehension of the reading.

4.1.2 Skimming: this strategy consist of quickly running one`s eyes across a whole text, to get the gist. Skimming gives the readers the advantage of being able to predict the purpose of the passage, the main topic or message and possibly some of the developing or supporting ideas. The teacher can help students by giving them 30 seconds to look through a few passages of materials, have them closed their books and tell him what they learned.

4.1.3 Scanning: scanning or quickly searching for some particular piece or pieces of information in a text. Scanning exercises may ask students to look for names or dates to find a definition of a key concept or to list a certain number of supporting details. The purpose of scanning is to extract specific information without reading through the whole text.

4.1.4. Guessing: these strategies consist of guessing or inferring:

- The meaning of a word
- A grammatical relationship
- A discourse relationship
- Implied meaning
- About a cultural reference
- Content message

4.1.5. Vocabulary Analysis: these strategies consist of analyzing vocabulary in term of what they already know about it:

- Look for grammatical contexts that may signal information.
- Look at the semantic context for clues.

4.2 Sensitive Reception Strategies

The sensitive reception strategies proposed in this document are paying attention to the non-verbal communication (*CEFRL, 2001*) brain gym exercises (*Dennison & Dennison, 1994*), having a positive attitude and reading in autonomy as part of the emotional or appropriate attitudes also necessary to be prepared for reading reception.

4.2.1 Paying Attention to the Non-Verbal Communication Through:

- **Paratextual features of a reading exercise or test:** illustrations (photographs, drawings, charts, tables, diagrams, figures, etc). Typographic features (fonts, pitch, spacing, underlining, layout, etc.).

4.2.2 Paralinguistic Features (e.g. related to attitudes and states of the writer)

which can be voluntary or involuntary, but they convey intention and *circumstance* (Harmer, 2004) such as: paying attention to punctuation.

4.2.3 Brain Gym Exercises (Dennison And Dennison, 1994). Brain gym is going to facilitate the Reading process in order to overcome reading difficulties. In our experience as students of The University of El Salvador, we encountered some difficulties in reading comprehension because of the lack of explicit teaching of reading strategies are useful. Brain gym is proposed in this research because brain gym is a system that uses simple movements to stimulate brain function. That wake up the brain without stress or injury; relax the system and prepare the student to take in and process information (Dennison and Dennison, 1994).

We consider to put into practice Brain Gym exercises for the reading process in order to avoid the stress and anxiety in reading exercises. P. E. Dennison and G. E: Dennison affirm that “ information is received by the back brain as ‘impress ‘but is inaccessible to the front brain as an ‘express’s therefore, they propose Brain Gym exercises in order to s access to those parts of the brain that are inaccessible. They assure that after practicing those exercises students discover simultaneously received and express information.

For improving reading skills Dennison & Dennison proposed some activities for reading comprehension for example:

a) “Brain Buttons”

This exercise helps students in the visual disorientation that they have in reading for this “the student stimulates soft tissue under the clavicle to the left and right of the sternum for thirty seconds, or until any tenderness is released; the Brain Buttons may be tender at

first; over a few days to a week, the tenderness subsides. Then, even holding the points will activate them. The student may change hands to activate both brain hemispheres” “Brain Gym Teacher’s Edition Revised” (1994). Visual skills for reading are very important in order to improve student’s stimulus of reading.

b) “Lazy 8s”

This exercise helps to prepare mind in perception, “drawing the Lazy 8 or the infinity symbol enables the Reader to cross the visual midline without interruption, thus activating both right and left eyes and integrating the right and left visual fields. The 8 is drawn on its side and includes a definite midpoint and separate left and right areas, joined by a continuous line”. With this activity students improve the academic skills: “the mechanics of reading (left-to-right eye movement), symbol recognition for the decoding of written language, reading comprehension (long-term associative memory). “Brain Gym Teacher’s Edition Revised” (1994).

c) “Neck Rolls”

This activity helps student to relax the Neck and release tension resulting from an inability to cross the visual midline or to work in the midfield. When done before reading and writing, they encourage binocular vision. “Students allow her head to roll slowly from side to side, as through it was a heavy ball, as they breathe deeply. As the head moves, the chin in its extreme positions does not pass either end of the clavicle. Be aware of tight spots or tension, and hold the head in that position, breathing deeply, until the Neck releases. As you move the head, imagine it reaching out of the body, rather than collapsing down. Do Neck Rolls with eyes closed, then with eyes open”. ***“Brain Gym Teacher’s Edition Revised” (1994).***

d) “The Energy Yawn”

“Is a natural respiratory reflex that increases circulation to the brain and stimulates the whole body ideally, we should cover a yawn but avoid stifling it, which can create jaw tension. Yawning is good manners at the Brain Gym! Yawning while holding tense points on the jaw helps balance the cranial bones and relaxes tension in the head and jaw”. This activity helps in the next academic skills: reading aloud, relaxed vision and thinking during mental work. “Brain Gym Teacher’s Edition Revised” (1994).

e) “The Calf Pump”

“Is a movement re-education process to restore the natural length of the tendons in the feet and lower legs, At times of perceived danger, these tendons shorten to prepare for the act of running. By pressing down the heel and lengthening the tendon in the calf, one discharges this fear reflex, and the muscles can return to a normal tonus”.

“The students stand and support themselves with their hands on a wall or on the back of a chair; they place one leg behind them and lean forward, bending the knee of the forward leg. Their straight leg and their back are on one place. In the initial position, the heel at the back is off the floor and the weight is on the forward leg. In the secondary position, weight is shifted to the back leg as the heel is pressed to the floor. Exhale while pressing the heel down, releasing with the inhalation. ”Brain Gym Teacher’s Edition Revised” (1994). This exercise helps to the next academic skills: reading comprehension, and the ability to bring processes to closure. With this exercise students aware the calf area where is the “hold back.”

f) "The Footflex"

“Is a movement re- education process to restore the natural length of the tendons in the feet and lower legs. The tendons shorten to protect the individual from perceived danger, a response caused by a brain reflex to withdraw or to hold back (the tendon-guard reflex). By keeping the calf tendons in the lengthened position while simultaneously activating the foot, the reflex to hold back is relaxed.” ***“Brain Gym Teacher’s Edition Revised” (1994).***

The academic skills that this exercise includes are: comprehension in reading, and ability to follow through and complete assignments.

These exercise help in the comprehension of the reading by involving anticipation and internalization of the language, and decoding the writer’s intentions in the Reading.

4.2.3) having a positive attitude during reading. This means enhancing personal aspects such as:

- Self confidence
- Not worrying about answering correctly or incorrectly
- Avoiding any negative thought about themselves regarding their reading ability

4.2.4) Reading practice in autonomy in order to encourage students to read as much English as they can from different sources (Harmer, 2008) such as:

- Reading texts outside of the classroom (books, magazines, internet, etc.)

This strategy regarding the volitional aspect of the learning process is very important because the input students receive in the classroom is not enough even if they have a good teacher, as stated by *Harmer (2004)* “However good a teacher may be, students will never learn a language – or anything else – unless they aim to learn outside as well as during class time” (p. 335).

CHAPTER III

METHODOLOGY

We do not attempt to generalize the results of the present research because its elements are embedded in a specific context, in a specific time, and belong to a specific group of learners. We cannot consider them as universal. Nevertheless, these elements are important because their specifications will undoubtedly be useful to give some light to the questions formulated at the beginning of chapter I.

As stated above, this research was based on a group of learners of the reading and conversation I course in the major of modern languages at the Foreign Languages Department of the University of El Salvador. There were 31 learners and it was scheduled from three to five, twice a week on Tuesday and Thursday.

The action research has been divided into three phases:

1. The diagnostic phase: a reading test and a survey with questions about student's experience and feelings when carrying out the reading test.
2. The implementation phase: focused reading strategies were implemented in order to improve the reading comprehension performance.
3. The validation phase: at the end of the research, a validation test and a survey about their opinions on the issue.

In the last part of the research, we provide an analysis of the results of the implementation phase and reflection about the importance of teaching focused reading strategies in order to improve learners' reading performance in EFL.

The brain gym activities are used for educators who are actively working with students, individually or in groups in order to improve the reading comprehension skills.

First Session of the Implementation Phase

Steps followed to teach and practice focused reading strategies:

1. Planning: sensitive reception strategies combined with focused reception strategies.

Before reading the text, we asked students to get relaxed by implementing the brain gym exercise *The Foot-flex* (**sensitive reception strategies**), because is a movement re-educational process to restore the natural length of the tendons in the feet and lower legs, by keeping the calf tendons in the lengthened position while simultaneously activating the foot, the reflex to hold back is relaxed. Also they were encouraged to feel confident during the reading activity (**sensitive reception strategies**). Besides that, they were asked to discuss with a partner if they know if there are any mysterious or unexplainable structures in their country and to mention, and present theories about how and why they were formed them (previous knowledge about the information of the reading they were going to read: "Earth's Mysterious places") and to read the title of the reading and to infer or predict which words, they think, could appear in the reading passage and why (**focused reception strategies**). Then, they were asked to read the instructions and at the same time to answer these questions in order to succeed in the activity (**focused reception strategies**):

“Before completing the reading exercise, ask yourself”:

- a) WHAT AM I EXACTLY ASKED TO DO? Read the passage and underline the sentence in each paragraph that expresses the main idea and circle at least one supporting idea.
- b) HOW MANY ANSWERS AM I ASKED TO GIVE? Seven main ideas and at least seven supporting ideas.

By paying attention to the instructions before reading the text, students can feel more confident because they know exactly what they are asked to do and do not get lost or confused during the while-reading phase. They are able to identify the context and they have some expectations of what they have to read (schemata activation). They are able to determine *what they need to achieve* (broad information, specific information, opinions, reactions, instructions, facts, attitudes, or perspectives, etc.). Paying attention to the instructions before reading the written text helps students to comprehend and accomplish the reading task easier.

Execution: having a positive attitude and paying attention to *paralinguistic features of a reading exercise (sensitive reception strategies) combined with underlining main ideas and supporting ideas and taking notes (focused reception strategies).*

We advised students that it is very important to have a positive attitude when starting to read any text and to pay attention to paralinguistic features such as punctuation of the reading in order to identify the attitudes and states of the author, while reading (**sensitive reception strategies**). Then, they were asked to underline main ideas and supporting ideas (with different) that could help them to discover the writer’s intentions about the reading topic. (**Focused reception strategies**).

2. Evaluation: Checking answers to confirm comprehension (focused reception strategies) combined with a proposal to read in autonomy (sensitive reception strategies).

After reading the text, students checked the answers with the class by deciding which statements were main ideas and which ones were supporting ideas and then, they had to decide which statements about the reading were true or false, and they corrected the ones which were wrong (**focused reception strategies**). Finally, reading **in autonomy (sensitive reception strategies)** was suggested in order to encourage students to read as much English as they can from different sources such as reading texts outside the class (Magazines, articles, newspapers, advertisements, formal invitations, book, and any reading text from internet, etc.)

3. Repair: *encouraging students' self-confidence by avoiding any negative thought about the reading exercise (sensitive reception strategies) combined with revising and identifying the reading difficulties (focused reception strategies).*

Sometimes, students can have some difficulties when reading caused by poor reading habits, lack of background knowledge or complex linguistic features, etc. If so, readers need to look back through the text in order to achieve comprehension.

Second Session

Steps followed to teach and practice focused reading strategies:

1. **Planning: positive attitude: *self-confidence* (sensitive reception strategies) combined with back ground knowledge and inferring focused reception strategies.**

Before reading the text, we encouraged students to feel confident during the reading activity with the brain gym exercise in order to get relaxed, (**sensitive reception strategies**). Besides that, they were asked to answer a survey and share the answer with a partner in order to discuss about their results and if they agree with those results, then, they were asked to mention when was the last time they felt stressed out, which could be the causes of the stress and to infer the meaning of a list of words about the topic of the text (**focused reception strategies**). By answering a survey, students can feel more confident because they express their personal feelings about a topic. Discussing about the topic and inferring the meaning of some words help them to have some expectations of what they have to read (schemata activation), and they are able to determine *what they need to achieve* (broad information, specific information, opinions, reactions, instructions, facts, attitudes, or perspectives, etc.).

2. **Execution: brain gym exercise (sensitive reception strategies) combined with comprehension of the instructions with skimming for the Main idea strategy (focused reception strategies)**

Before reading the text, we asked students to make the brain-gym exercise “*Lazy 8s*” drawing the lazy 8 enables the reader to cross the visual midline without interruption, thus activating both right and left eyes and integrating the right and left visual fields. (**sensitive reception strategies**). Then, they were asked to read the instructions in

order to succeed in the activity (**focused reception strategies**):

Before completing the reading exercise, ask yourself:

a) WHAT AM I EXACTLY ASKED TO DO? Skim the passage quickly by reading only the title, the first and the last paragraph and the first sentence of each paragraph and then, to choose one of the three options in order to complete the sentence of the exercise.

b) HOW MANY ANSWERS AM I ASKED TO GIVE? One answer.

By paying attention to the instructions before reading the text, students can feel more confident because they know exactly what they are asked to do and do not get lost or confused during the while-reading phase. They are able to identify the context and they have some expectations of what they have to read (schemata activation). They are able to determine *what they need to achieve* (broad information, specific information, opinions, reactions, instructions, facts, attitudes, or perspectives, etc.). Paying attention to the instructions before reading the written text helps students to comprehend and accomplish the reading task easier

The brain gym exercise “*Lazy 8s*” helps students to prepare mind in perception, enables the reader to cross the visual midline without interruption, thus activating both right and left eyes and integrating the right and left visual fields. It improves the mechanics of reading (left-to-right eye movement), symbol recognition for the decoding of written language and reading comprehension (long-term associative memory). Denninson and G.E Denninson (1994). (**Sensitive reception strategies**). Then, they were asked to put into practice the skimming for the main idea strategy in order to look for the general idea of what the reading is about. It means that students read over parts of the texts very quickly and they do not need

to read every word or look up words they don't understand. (**Focused reception strategies**).

3. Evaluation: *Summarizing* (focused reception strategies) a *positive attitude: Self-confidence*, (sensitive reception strategies).

(Not to worry about answering correctly or incorrectly). We recommended student to read the whole text and to answer the reading comprehension questions by checking predictions, and comprehension and remembering main ideas of each paragraph (**focused reception strategies**) and encourage them to have a positive attitude and advising them not worrying about mistakes when answering the question. Then, they were asked to read the instructions in order to succeed in the activity (**focused reception strategies**):

Before completing the reading exercise, ask yourself:

- a) WHAT AM I EXACTLY ASKED TO DO? Read the interview again and then, decide if the statements about the reading are true or false. Finally, to correct the false statements.
- b) HOW MANY ANSWERS AM I ASKED TO GIVE? Seven.

By paying attention to the instructions before reading the text, students can feel more confident because they know exactly what they are asked to do and do not get lost or confused during the while-reading phase. They are able to identify the context and they have some expectations of what they have to read (schemata activation). They are able to determine *what they need to achieve* (broad information, specific information, opinions, reactions, instructions, facts, attitudes, or perspectives, etc.). Paying

attention to the instructions before reading the written text helps students to comprehend and accomplish the reading task easier.

- 4. Repair: *encouraging students' self-confidence* (sensitive reception strategies) *combined with revising and identifying the reading difficulties* (focused reception strategies) and with a proposal to read in autonomy (sensitive reception strategies).**

We put into practice strategies taught in the first session about repairing, and finally, reading in autonomy (**sensitive reception strategies**) was suggested in order to encourage students to read as much English as they can from different sources and in order to motivate them to read extensively, they were given some online reading sources or sites such as short stories, comics, magazines, newspapers, e-books, etc. (see annex 4).

Third Session

Steps followed to teach and practice focused reading strategies:

- 1. Planning: positive attitude: *self-confidence* and Para textual features (sensitive reception strategies) combined with making hypothesis and previous knowledge (focused reception strategies).**

Before reading the text, we encouraged students to feel confident during the reading activity (**sensitive reception strategies**). They were asked to look at the picture and express what came to their minds by seeing the picture and if this had already happened to them in order to activate their previous experiences (**sensitive reception strategies**). They were asked to discuss with a partner if they try to

organize their time or just let things happen, how often they stay up late working or studying (previous experiences) and to infer the meaning of a list of words about the topic of the text. Finally, they were asked to look at the title of the reading in order to make hypothesis what the passage was about (**focused reception strategies**). inferring the meaning of some words and reading the title of the text help students to have some expectations of what they have to read (schemata activation). And they are able to determine *what they need to achieve* (broad information, specific information, opinions, reactions, instructions, facts, attitudes, or perspectives, etc.).

By advising students not to worry about the activity and by expressing their previous experiences, students can feel more confident because they express their personal feelings about the topic of the text; analyzing the illustration or the Paratextual feature of the reading help them to make hypothesis about the topic of the reading.

2. Execution: brain gym exercise “Cross crawl” (sensitive reception strategies) combined with comprehension of the instructions, skimming, scanning, and developing reading fluency (focused reception strategies)

Before reading the text, we asked students to make the brain-gym exercise “Cross crawl” in order to activate the integration of the left and right brain hemispheres because they develop coordination of the core, postural muscles and sense of organization around the body’s midline. (**Sensitive reception strategies**). Then, they were asked to read the instructions in order to succeed in the activity (**focused reception strategies**):

Before completing the reading exercise, ask yourself:

- a) WHAT AM I EXACTLY ASKED TO DO? Read the passage as fluently as possible and record the time in the Reading Chart on page 202 of the text book.

- b) HOW MANY ANSWERS AM I ASKED TO GIVE? One answer. By paying attention to the instructions before reading the text, students can feel more confident because they know exactly what they are asked to do and do not get lost or confused during the while-reading phase. They are able to identify the context and they have some expectations of what they have to read (schemata activation). They are able to determine *what they need to achieve* (broad information, specific information, opinions, reactions, instructions, facts, attitudes, or perspectives, etc.). Paying attention to the instructions before reading the written text helps students to comprehend and accomplish the reading task easier.

The brain gym exercise “Cross crawl” helps students to speed-reading by using both skimming and scanning strategies, so, students can explore the text for meaningful material, while skipping the redundant and at the same time, students retain the important information. Cross crawl accesses both brain hemispheres simultaneously and activate the brain for crossing the visual midline, left-to-right eye movements and improve binocular vision. It improves fluent reading and comprehension competence. “Brain Gym Teacher’s Edition Revised” (1994). **(sensitive reception strategies)**. By paying attention to the instructions before reading the text, students can feel more confident because they know exactly what

they are asked to do and do not get lost or confused during the while-reading phase. Then, they were asked to put into practice the skimming for main ideas strategy, it means that students read over parts of the texts very quickly and they do not need to read every word or look up words they don't understand, and the scanning strategy to identify specific information in a fluent reading exercise. **(Focused reception strategies).**

3. Evaluation: *long-term memory and Summarizing* (focused reception strategies) combined with a proposal to read in autonomy and a positive attitude: Self-confidence, (sensitive reception strategies).

We advised them not to worry about answering correctly or incorrectly because this reading activity was not evaluated. (*sensitive reception strategies*). We recommended students to read the whole text once and to answer the reading comprehension questions by choosing the best answer out of three options proposed in the reading exercise by remembering main ideas and specific information (**focused reception strategies**) and encourage them to have a positive attitude. Then, they were asked to read the instructions in order to succeed in the activity (**focused reception strategies**):

Before completing the reading exercise, ask yourself:

- a) WHAT AM I EXACTLY ASKED TO DO? Choose the best answer for each question or statement without looking back to the reading.
- b) HOW MANY ANSWERS AM I ASKED TO GIVE? Seven.

By paying attention to the instructions before reading the text, students can feel more confident because they know exactly what they are asked to do and do not get lost or confused during the while-reading phase. They are able to identify the

context and they have some expectations of what they have to read (schemata activation). They are able to determine *what they need to achieve* (broad information, specific information, opinions, reactions, instructions, facts, attitudes, or perspectives, etc.). Paying attention to the instructions before reading the written text helps students to comprehend and accomplish the reading task easier.

4. Repair: encouraging students' self-confidence (sensitive reception strategies) combined with revising and identifying the reading difficulties (focused reception strategies) and with a proposal to read in autonomy (sensitive reception strategies).

We put into practice strategies taught in the first session about repairing, and finally, reading in autonomy (**sensitive reception strategies**) was suggested in order to encourage students to read as much English as they can from different sources and in order to motivate them to read extensively, they were asked to bring to the class some online reading sources or sites such as short stories, comics, magazines, newspapers, e-book, etc. (see annex 4) to share with their classmates.

Fourth Session

Steps followed to teach and practice focused reading strategies:

2. Planning: positive attitude: self-confidence and Paratextual features (**sensitive reception strategies**) **combined with making hypothesis and previous knowledge (focused reception strategies).**

Before reading the text, we encouraged students to feel confident during the reading activity by giving a brain gym exercise (**sensitive reception strategies**).

They were asked to look at the pictures, to express what they represent, if one or

some of the situations presented in the test had already happened to them in order to recall their previous experiences, if any of these situations are considered offensive in their culture, and if they know any other cultural taboo. Then, they were asked to decide which behavior of the chart is acceptable or unacceptable in their country and to connect some words to the title of the text in order to help students to make hypothesis about what they were going to read (**focused reception strategies**). By advising students not to worry about the reading activity students can feel more confident because they work in a non-stress academic environment and analyzing the illustrations related to the topic helps students to get prepared to the topic of the reading text they are going to read. Expressing their opinions about cultural differences and deciding, which are some of the types of behavior in their country and also helping them to connect their previous cultural knowledge to the topic of the Reading. In addition, by connecting some words to the title of the text helps students to have some expectations of what they have to read (schemata activation).

2. Execution: brain gym exercise *“The grounder”* (**sensitive reception strategies**) **combined with comprehension of the instructions and skimming (focused reception strategies)**

Before reading the text, we asked students to make the brain-gym exercise “The grounder” (**sensitive reception strategies**). Then, we advised them to skim the text and to identify main ideas of each paragraph, (**focused reception strategies**). We reminded students that every paragraph has a main idea, or topic, which gives to the reader the most important information in that paragraph, and we recommended that the main idea is, often presented in the first or second sentence of the paragraph. Then, they were asked to read the instructions in order to succeed in the activity (**focused reception strategies**):

“Before completing the reading exercise **A**, ask yourself”:

- c) **WHAT AM I EXACTLY ASKED TO DO?** Skim the text quickly and underline the main idea of each paragraph, and write the number of each paragraph next to the sentence that describes it.
- d) **HOW MANY ANSWERS AM I ASKED TO GIVE?** Seven answers.

By paying attention to the instructions before reading the text, students can feel more confident because they know exactly what they are asked to do and do not get lost or confused during the while-reading phase. They are able to identify the context and they have some expectations of what they have to read (schemata activation). They are able to determine *what they need to achieve* (broad information, specific information, opinions, reactions, instructions, facts, attitudes, or perspectives, etc.). Paying attention to the instructions before reading the written text helps students to comprehend and accomplish the reading task easier.

Before completing the reading exercise **B**, ask yourself:

- a) **WHAT AM I EXACTLY ASKED TO DO?** Compare my answers from exercise A with a partner in order to review the main ideas to get a summary of the reading.
- b) **HOW MANY ANSWERS AM I ASKED TO GIVE?** Seven answers.

The brain gym exercise “*The Grounder*” helps students to be focused while skimming a text, involving, at the same time, anticipation and internalization of meaningful ideas by interpreting the author’s intentions as students read actively

the text. The grounder exercise activates the brain for organization for verbal mediation and for relaxed vision and activates reading comprehension, short term memory storage and long term recall, “P.H Denninson and G.E Denninson” (1994). (**Sensitive reception strategies**). By paying attention to the instructions before reading the text, students can feel more confident because they know exactly what they are asked to do and do not get lost or confused during the while-reading phase. Then, they were asked to put into practice the skimming for main ideas within a paragraph strategy, it means that students read over parts of the texts very quickly in order to find out the main ideas of every paragraph and they do not need to read every word or look up words they don’t understand. (**Focused reception strategies**).

3. Evaluation: *scanning and long-term memory and Summarizing (focused reception strategies) combined with a proposal to read in autonomy and a positive attitude: Self-confidence, (sensitive reception strategies)*.

We advised them not to worry about answering correctly or incorrectly, but to have a positive attitude towards reading (**sensitive reception strategies**). Then, we recommended students to read the questions of exercise B on page 52 on their books and to scan the whole text again in order to answer the reading comprehension questions of the reading exercises (**focused reception strategies**). Then, they were asked to read the instructions in order to succeed in the activity (**focused reception strategies**):

Before completing the reading exercise B on page 52, ask yourself:

- c) WHAT AM I EXACTLY ASKED TO DO? Read the passage again, then, answer the reading comprehension questions.

d) HOW MANY ANSWERS AM I ASKED TO GIVE? Eleven answers.

By paying attention to the instructions before reading the text, students can feel more confident because they know exactly what they are asked to do and do not get lost or confused during the while-reading phase. They are able to identify the context and they have some expectations of what they have to read (schemata activation). They are able to determine *what they need to achieve* (broad information, specific information, opinions, reactions, instructions, facts, attitudes, or perspectives, etc.). Paying attention to the instructions before reading the written text helps students to comprehend and accomplish the reading task easier.

4. Repair: *Revising and identifying the reading difficulties (focused reception strategies) combined with a verification of reading in autonomy practice (sensitive reception strategies).*

Sometimes, students can have some difficulties when reading caused by poor reading habits, lack of background knowledge or complex linguistic features, etc. If so, readers need to look back through the text in order to achieve comprehension, and finally, we verified if students were reading in autonomy as much English as they can from different sources **(sensitive reception strategies).**

Validation Phase

This phase served to verify both if the teaching and implementation of the focused reading strategies during the course helped students to improve their performance in reading skill, and if they had any comments or suggestions about the experience of learning these strategies for reading activities in class.

The instruments used in this phase were a reading test to verify improvement for B2 level students' performance and a questionnaire regarding the students' point of view about the Focused Reading Strategies taught in this course.

- a) Reading test: We compared the results of the diagnostic and validation tests in order to analyze the impact of the implementation of the focused reading strategies taught in this course in the analysis section of this research.
- b) Questionnaire: the students were asked, after the reading test, to give their points of view about the experience.

CHAPTER IV

DATA ANALYSIS

This research has led to interesting findings about the important role that teaching focused reading strategies may have in the teaching-learning process of English as a foreign language. We present them through a quantitative and a qualitative analysis as follows:

QUANTITATIVE DATA ANALYSIS

After administering the diagnostic test and the validation test, we present the quantitative results analysis and interpretation as follows:

STUDENTS	DIAGNOSTIC TEST	VALIDITATION TEST
Student 1	5.70	8.60
Student 2	5.70	8.60
Student 3	4.30	4.30
Student 4	5.70	7.10
Student 5	5.70	10.00
Student 6	10.00	7.10
Student 7	10.00	7.10
Student 8	5.70	5.70
Student 9	5.70	8.60
Student 10	4.30	10.00
Student 11	5.70	8.60
Student 12	2.90	8.60
Student 13	1.40	8.60
Student 14	1.40	7.60
Student 15	2.90	7.10
Student 16	7.10	8.60
Student 17	2.90	7.10
Student 18	5.70	8.60
Student 19	1.40	7.10
Student 20	1.40	7.10
Student 21	1.40	7.10
Student 22	2.90	8.60
Student 23	2.90	10.00
Student 24	7.10	7.10
Student 25	4.30	10.00
Student 26	10.00	10.00
Student 27	10.00	8.60

Student 28	1.40	6.20
Student 29	1.40	7.10

Figure 1 List of students who took the diagnostic and validation test and the corresponding results.

We used the t-paired-samples test and took into account the significance level ($\alpha=.05$) in order to determine, statistically, if the results obtained were due to the two-point mean difference between the diagnostic and validation test (related to the strategy implementation) or if there was no significant difference.

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Diagnostic test	4.7241	29	2.83330	.52613
	Validation test	7.9586	29	1.38912	.25795

Figure 2 Paired Samples Statistics

As observed in figure 2, the mean of the validation test of 1.38912 concentrates in the acceptance rank of the standard deviation (-2.12 to 2.12). This means that after the implementation of the strategies, the results were less dispersed than before this implementation. Therefore, we can conclude that the strategies taught helped students to improve their reading performance.

Paired Samples Test

		Paired Differences							
		95% Confidence Interval of the Difference							
			Std. Error	Mean					
		Mean	Std. Deviation	Mean	Lower	Upper	T	df	Sig. (2-tailed)
Pair 1	Diagnostic test – validation test	-3.23448	2.92199	.54260	-4.34595	-2.12302	-5.961	28	.000

Figure 3 Paired Samples Test.

As noted in figure 3, the T value is negative (-5.961) indicating that the mean of the diagnostic test was less than the mean of the validation test. Our sample was 29 and subtracting 1, we get 28 which is the degree of freedom that is calculated by the sample size minus 1 (N-1). Finally, the significant difference spot in the chart shows that the probability of failure of the implementation of the focused reading strategies is null (.000) compared to the significant level (.05). Therefore, we can reconfirm that the implementation of the focused Reading strategies of this research had a positive impact at improving learners' Reading performance.

QUALITATIVE DATA ANALYSIS

Diagnostic survey

Question 1: How do you feel while doing this reading test?

The results of qualitative analysis throughout the questionnaire of the diagnostic phase demonstrated that most of the students (72%) showed a high self-confidence during the diagnostic test, but it was not reflected in the grades because only 6 of 29 students passed the exam (21%). Therefore, we decided to include strategies to help them to overcome their reading comprehension problems. These results led us to include the implementation of sensitive reception strategies (paying attention to non-verbal communication, doing some brain gym exercises, having a positive attitude, and practicing reading in autonomy) combined with focused reception strategies (scanning, skimming, summarizing, guessing from context, looking for main ideas and key words, etc.).

Validity survey

Question 1: How do you feel while doing this reading test?

All of the students (100%) expressed that they were relaxed, more concentrated or more confident this second time we administered the test. The students affirmed that they understood everything because they felt that the topic and the vocabulary of text were easy to understand and they felt they had improved their reading skill because they implemented the strategies given in the execution of this research; other feelings mentioned by the students were that they felt calm, comfortable, interested, and , proud.

Diagnostic survey

Question 2: which factors do you consider affect your reading comprehension performance while doing this reading comprehension test?

All of the students (95%) expressed that the factors that affect their reading comprehension were distractors such as noise from outside and the difficult or new vocabulary, and only 1 student (5%) mentioned stress as a factor that affect the reading comprehension of text. In this diagnostic test only 6 students of 29 passed (31%) For these reasons, we implemented some sensitive reception strategies combined with focused reception strategies in order to help students to prepare them to concentrate and feel relax when reading, avoiding distractors they mentioned.

Validity survey

Question 2: which factors do you consider affect your reading comprehension performance while doing this reading comprehension test?

Most of the students (93%) expressed that noise or new vocabulary still affected their reading comprehension while doing the exam and 2 students of 29 (7%) affirmed that nothing affected their reading comprehension. However, most of the students (93%) passed the validation test with good grades and only 2 students failed it (7%) proving that even though they expressed, in both tests, that noise and new vocabulary are factors that affect reading comprehension, in this validation test they were able to comprehend the text in spite of those factors. It means that focused reading strategies practice helped them to be more concentrated while reading.

Diagnostic survey

Question 3: What personal reading strategies do you use when taking reading exercises or tests?

Most of the students (93%) showed that they knew some reading strategies such scanning, looking for key words, main ideas, getting meaning out of context or rereading and only two students (7%) affirmed that they did not use any personal reading strategy.

Validity survey

Question 3: How do you think the strategies you were taught during this research helped you in this test?

All of the students (100%) showed awareness of the existence of focused reading strategies and they affirmed that they were very useful and good tools to understand a text, it helped them to read quickly and find main ideas and the message easily in the text; they said that applying brain gym exercises helped them to be more focused and relaxed while doing the exam.

Diagnostic survey

Question 4: did you receive any explicit teaching of reading strategies during the last courses? If your answer is affirmative could you mention those strategies you learnt?

50% of the students expressed that they had received explicit teaching of some reading strategies during the last courses such as scanning, looking for main ideas and for key words and the other 50% expressed that they had not received any teaching about reading strategies in last semesters.

Validity survey

Question 4: what strategies, learnt during this research , will you used when taking future reading exercises or test?

All of the students (100%) stated that they will use focused reading strategies implemented during this research such as scanning, skimming, summarizing, looking for main and supporting ideas, looking for key words, guessing for context, making predictions, or reading in autonomy. They affirmed that these strategies will help them to read fluently, to find the answers faster, to understand better and faster what they read, to get better grades in future reading evaluations and to avoid frustrations. Besides, we observed that while the test was being administered, most of them used some Brain Gym exercises such as “neck rolls” and “Foot-flex” exercises demonstrating that they implemented the sensitive reception strategies to avoid stress and to be prepared for reading and to activate their reading comprehension as part of the volitional aspect of their learning. They also had a positive attitude while taking the test; consequently, this emotional aspect of their learning was shown because they were calm, relaxed and concentrated and they improved the grades(21 students of 29) (72%) and some improved the grades exponentially (14 of 29) (48%).

Diagnostic survey

Question 5: what suggestions could you give to the specialist who design reading test?

The majority of students (75%) gave some recommendations such as including interesting readings new vocabulary according to the level, or including definitions of difficult and complex vocabulary of the reading.

Validity survey

Question 5: what suggestions could you give to the specialist who design reading test? Most of the student (75%) insisted in the recommendations given in the diagnostic test such as including interesting readings and including new vocabulary according to the level, and definitions of difficult or complex vocabulary of the reading. They also suggested that instructions, comprehension questions, or options of a test must be as clear as possible; regarding the emotional aspects of reading, they recommended to practice some reading strategies before any reading tests, and to provide comfortable and appropriate classrooms in order to be prepared for reading and to avoid stress.

These results confirmed that most of the students were very interested in putting into practice both types of strategies and that they were more aware of their effectiveness.

CHAPTER V

CONCLUSIONS

This research was conducted with the intention of finding out the impact of the use of focused reading strategies for the improvement of B2 level English students' reading-comprehension performance and we can conclude that the teaching of both focused reception strategies and sensitive reception strategies helped them to overcome their difficulties when reading English texts. The sample population of twenty nine students of one of the five Reading and Comprehension I courses who were always willing to participate in all of the four sessions of this research. These students improved their reading comprehension performance significantly from the diagnostic test to the validation test, as shown in the final results of the quantitative data analysis.

Carrying out of this research has been a very useful experience for our professional development as future English teachers since we implemented a vast array of reading strategies. We can state this because, as any other researchers, using a student population as the sample to carry out their work, we had the opportunity to interact with different types of students and, different learning styles. This interaction, and sharing with them the focused reading strategies we had selected, made us realize that they enjoyed learning and applying these focused reading strategies while doing reading activities or taking reading tests. This research work motivated us to go deeper and to learn more about the different reading strategies implemented during the implementation phase. We also were able to confirm the importance of paying attention to the sensitive reception of the learning process, a dimension that sometimes teachers neglect. Furthermore, we confirmed the positive impact of the implementation of focused reading strategies in the reading comprehension performance of these students, not only in the significant

improvement of their grades, but also in the improvement of their self-esteem and self-confidence while doing reading exercises or reading tests.

After this, we can conclude the following:

- Explicit teaching of focused reading strategies is needed because even though the 50% percent of the students expressed in the diagnostic survey that they have received explicit teaching of reading strategies during last courses, only 21% succeed in the diagnostic test. Moreover, it was confirmed that implement focused reading strategies to help students to improve their reading comprehension performance as it was proved in the results of the reading validation test: 93% of the students succeeded after the implementation of explicit teaching of focused reading strategies in this research. This research showed the importance of the students' awareness and explicit teaching of focused reading strategies. According to Chamot (cited in Celce & Murcia, 2001), strategies need to be controlled consciously if learners are to maintain awareness of different learning conditions and select the strategy most appropriate for a specific task. After their implementation, most of the students were aware of their existence and effectiveness and they even suggested incorporating these strategies in the EFL syllabus and before any reading exercise or test.
- Another important finding of this research is that the most common factors that affect students' reading comprehension are: difficult or new vocabulary, stress and noise from outside the building, but these factors were overcome by implementing focused reading strategies, as shown in the positive results of the reading validation test in which the 93% passed, with good grades, proving that they were able to comprehend the text in spite of those factors. Confirming that

focused reading strategies practice helped them to be more concentrated while reading.

- We can confirm that B2 level English students reading comprehension performance improved after the implementation of focused reading strategies of this research as it is shown through the comparison between the diagnostic and validation test results: on one hand, only 21% of the students succeed the diagnostic test; on the other hand, 93% of the students passed the validation test. Therefore, we can affirm that teaching focused reading strategies had a positive impact on the improvement of their reading comprehension performance.
- Reading comprehension is imperative to learning and literacy acquisition. They want to be successful in both domains university and life, students must be able to comprehend text. The frustration of not being able to comprehend text will dissuade students from reading and makes reading comprehension more difficult. Educators need to provide focused reading strategies to students who struggle with reading comprehension so that they can have successful reading experiences.

RECOMMENDATIONS

According to the findings and the whole process of this research work, we can recommend the following:

The Foreign Language Departments of the University of El Salvador should advise English teachers to implement focused reading strategies and should provide appropriate resources such as interesting readings texts, technology, and appropriate classrooms that satisfy the needs of the students and teachers in order to implement all types of focused reading strategies that activate students' reading comprehension, either through sensitive and focused reception strategies, so that they can understand more effectively what they read.

- Future researchers of the Foreign Language Department of the University of El Salvador should continue investigating about the impact of focused reading strategies in order to help students to have tools for a better reading comprehension performance.
- Teachers of the Foreign Language Department of the University of El Salvador, should implement different types of reading strategies by teaching them explicitly and teachers have to be sure that students are aware and make use of those focused reading strategies.
- *As Nicole Richardson (2010) suggests* “.When a teacher realizes one or more of their students are fighting or struggling with comprehension it is crucial that they

develop and implement strategies to help them to overcome or get away these frustrations”, and based on students’ opinions and comments, obtained through the diagnostic and validation surveys, we recommend English teachers to be aware of the fact that doing reading exercises and administering reading tests are a complex task, which consists not only in providing reading material and test, but also, this material must be motivating or interesting for students.; it means that the reading material and tests have to be chosen according to the level and the learning context of the students.

As stated at the beginning of this research, we believe that it is very important to teach focused reading strategies explicitly to the students because it helps them not only to improve their ability to read, but also to reinforce their confidence by improving their ability to learn how to read through these strategies. The CEFRL (2001) refers to the “*abilities to learn how*” as language learning abilities that enable the learner to deal more effectively and independently with new language learning challenges to see what options exist and make a better use of opportunities. (p. 106). Therefore, we propose teachers to continue further research on strategies that help students to improve their reading comprehension performance.

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ANNEXES

ANNEX 1

Descriptors for B2 level

Students having a B2 level of competence in reading skill should have already reached the following abilities (as presented in the Common European Framework of Reference for Languages: Learning, Teaching, Assessment: 2001):

a) Descriptor for B2 level global scale reading: *Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialization.*

I can read articles and reports problems in which the writers adopt texts, appreciating distinctions of including abstract, structurally or particular attitudes or viewpoints.. I can understand specialized linguistically complex texts such as can understand contemporary articles and longer technical manuals, specialized articles and literary prose.

b) Descriptor for b2 level overall reading comprehension: *Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. Has a broad active reading vocabulary, but may experience some difficulty with low frequency idiom.*

c) Descriptor for B2 level Reading correspondence:

Can read correspondence relating to his/her field of interest and readily grasp the essential meaning.

d) Descriptor for B2 level reading orientation:

Can scan quickly through long and complex texts, locating relevant details. B2 Can quickly identify the content and relevance of news items, articles and reports on a wide range of professional topics, deciding whether closer study is worthwhile.


e) Descriptor for B2 level reading for information and argument: *Can obtain information, ideas and opinions from highly specialized sources within his/her field, can understand specialized articles outside his/her field, provided he/she can use a dictionary occasionally to confirm his/her interpretation of terminology, can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints.*

f) Descriptor for B2 level reading instructions: *Can understand lengthy, complex instructions in his field, including details on conditions and warnings, provided he/she can reread difficult section*

ANNEX 2

DIAGNOSTIC TEST


UNIVERSITY OF EL SALVADOR
SCHOOL OF ARTS AND SCIENCES
FOREIGN LANGUAGE DEPARTMENT



Objective:

To find out B2 level students' proficiency in reading comprehension, at the Language Department of the University of El Salvador.

Student's name: _____



Wedding Customs _____

Marriage is an ancient religious and legal practice celebrated around the world. Although the reasons that people marry are similar in many places, wedding customs vary from country to country.

In many countries, it is customary for the bride to wear a white dress as a symbol of purity. In traditional Japanese wedding ceremonies, the bride wears a white kimono. The tradition of wearing a special white dress only for the wedding ceremony started around 150 years ago.

In different countries, colors other than white are worn by the bride or used as part of the wedding ceremony. In certain Asian countries and in the Middle East, red and orange are considered symbols of joy and happiness. In Chinese cultures, wedding invitations are usually red and gold as these are colors symbolic of wealth and happiness. Wedding guests give gifts of money to the newlyweds in small red envelopes. Not all cultures, though, consider money a suitable gift. In many Western countries, especially the U.K., wedding guests give the bride and groom household items that they may need for their new home.

As part of many traditional wedding ceremonies, a bride wears a veil. Wearing a veil that covers the head and face is a tradition that is over 2,000 years old. Veils were originally worn as a sign of secrecy and modesty³ and could only be removed by the husband after the ceremony. Today, many brides wear a veil, but only for decoration. In some countries, a veil is placed between the bride and groom during the wedding ceremony so that they cannot see or touch each other until they are married.

In many cultures, couples exchange rings, usually made of gold or silver, during the marriage ceremony. The circular shape of the ring is symbolic of the couple's eternal union. In Brazil, it is traditional to have the rings engraved,⁴ with the bride's name on the groom's ring, and vice versa.⁵ The wedding ring is usually worn on the third finger of the left or right hand, because it was once believed that a vein⁶ ran directly from this finger to the heart.

Flowers play an important role in most weddings. Roses are said to be the flowers of love, and because roses usually bloom⁷ in June, this has become the most popular month for weddings in many countries. Ivy is also used in wedding bouquets⁸ because in early Greek times, it was thought to be a sign of everlasting love. After the wedding ceremony, it is customary in many countries for the bride to throw her bouquet into a crowd of well wishers—usually her single female friends. It is said that the person who catches the bouquet will be the next one to marry. In Turkey, when a woman gets married, her female friends write their names on the inside of the shoes the bride will wear on her wedding day. After the ceremony, if someone's name has rubbed off and cannot be read, it is said that this person will be the next to marry.

DIAGNOSTIC SURVEY



UNIVERSITY OF EL SALVADOR SCHOOL OF ARTS AND SCIENCES FOREIGN LANGUAGE DEPARTMENT

Objectives:

To identify their feelings when carrying out a reading test, at the Language Department of the University of El Salvador.

To find out B2 level students' opinions about the factors and reading strategies those influence their reading comprehension performance.

Directions:

Please, answer sincerely and objectively the following questions. If you have any doubt, you can ask the administrators of this questionnaire to help you.

1. How did you feel while doing this reading test?
2. Which factors do you consider that affect your reading comprehension performance?
3. What personal reading strategies do you use when taking reading exercises or tests?
4. Did you receive any explicit teaching of reading strategies during your last course? If you answered affirmatively, could you mention those strategies you learnt during the last course?
5. What suggestions would you give to specialists who design reading tests?

ANNEX 3

VALIDATION TEST

UNIVERSITY OF EL SALVADOR
SCHOOL OF ARTS AND SCIENCES
FOREIGN LANGUAGE DEPARTMENT



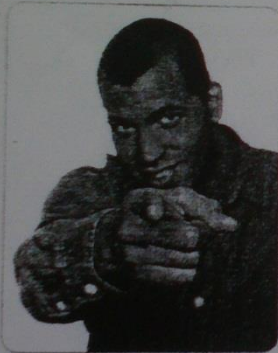
Objective: To find out B2 level students' proficiency improvement in their reading comprehension performance, at the Language Department of the University of El Salvador.

DIRECTIONS:

A. Time yourself as you read through the passage. Try to read as fluently as you can. Record your time in the reading rate chart.

Avoiding Cultural Taboos

The speed and convenience¹ of modern travel means that destinations that used to take a long time to travel to can now be reached quickly and easily. Even though 'faraway' countries may now seem closer thanks to air travel, they may still be different from your home country. Therefore, it is important to adapt your behavior so that you don't insult or offend the local people. Following are some fundamental rules that will make communication easier, and your trip more enjoyable.



First, never raise your voice in order to make yourself understood. If you do not know the word for something in the local language, or cannot make yourself understood verbally, try drawing a picture, or pointing to an object. Remember, though, that pointing directly at a person can be highly offensive in some cultures. If you have to point something out, do so by gesturing towards the object, with the palm of your hand flat, facing upward, and your fingers outstretched.² Before you travel, try learning some basic words or phrases of the

local language. Most useful are those that express gratitude and politeness such as words for *please*, *thank you*, and *may I*, as well as basic greetings.

Second, consider the main religion of the country you plan to visit and read about any taboos related to clothing, especially if you plan to visit places that are considered sacred. As a precaution, bring conservative clothes, such as shirts or T-shirts that cover your shoulders, and long trousers.

Avoid topics of conversation that you think may be sensitive. If a topic
30 is sensitive in your own culture, it will more than likely be the same in
other cultures. Feel free to show interest in the history and customs of
the place you are visiting, but don't ask too many questions about why
things are done a certain way; you may offend the local people.

Keep in mind that in many cultures, displaying³ affection in public is
35 considered taboo. Kissing on the street or in public places is
unacceptable behavior and should be avoided. If you are unsure of how
to behave, watch the local people and copy them—if they don't behave
in a certain way, you probably shouldn't either.

Finally, if you are traveling on business, or plan to stay with a host
40 family, and you wish to take a gift, do some research. The idea of the
perfect gift varies greatly from country to country, and one of the
easiest ways to offend somebody is to give the wrong gift. In China, it
is taboo to give clocks and fans. The Chinese word for 'fan' has a
similar sound to the word for 'separation,' while the sound for 'clock' is
45 similar to that of 'death.' In Japan, gifts should never be given in sets of
'four,' as the sound of the word 'four' in Japanese is similar to the
sound of the word meaning 'death.'

The opening of gifts is also treated very differently around the world. In
many Western countries, do not be surprised if your hosts immediately
50 tear the wrapping paper from a gift in great excitement. They will then
tell you how wonderful the gift is, even if they do not like it! In most
Asian countries, it is considered impolite to open gifts in front of the
gift-giver for fear of offending the person.

Wherever you go in the world, always be tolerant of the local customs.
Avoid being critical; try instead to show respect for the values of the
55 country you are in, even if you do not necessarily agree with them.

1 **convenience** something that makes life easier

2 **outstretched** stretched or extended out

3 **displaying** showing; expressing emotion through gestures

B. Choose the best option for each question or statement.

1. The reading lists _____ main things that travelers can do to avoid insulting locals while visiting another country.
a. three b. four c. five
2. While in another country, if a local can't understand something you are saying, try _____.
a. saying it louder b. drawing or pointing c. learning some basic words
3. According to the reading, which articles of clothing should you plan to travel with?
a. a T-shirt and shorts b. a jacket and hat c. pants and a long-sleeve shirt
4. If a topic isn't appropriate to talk about in your country, it probably _____ okay to talk about in another country.
a. might be b. should be c. isn't
5. According to the reading, _____ is not appropriate behavior in many countries.
a. kissing in public b. expressing gratitude c. giving presents
6. According to the reading, the best gift to give someone from China is _____.
a. a fan b. a clock c. neither a nor b
7. Which is true? Americans will usually _____.
a. not open a gift immediately
b. open a gift in front of the gift-giver
c. say nothing about the gift

Reading Rate Chart

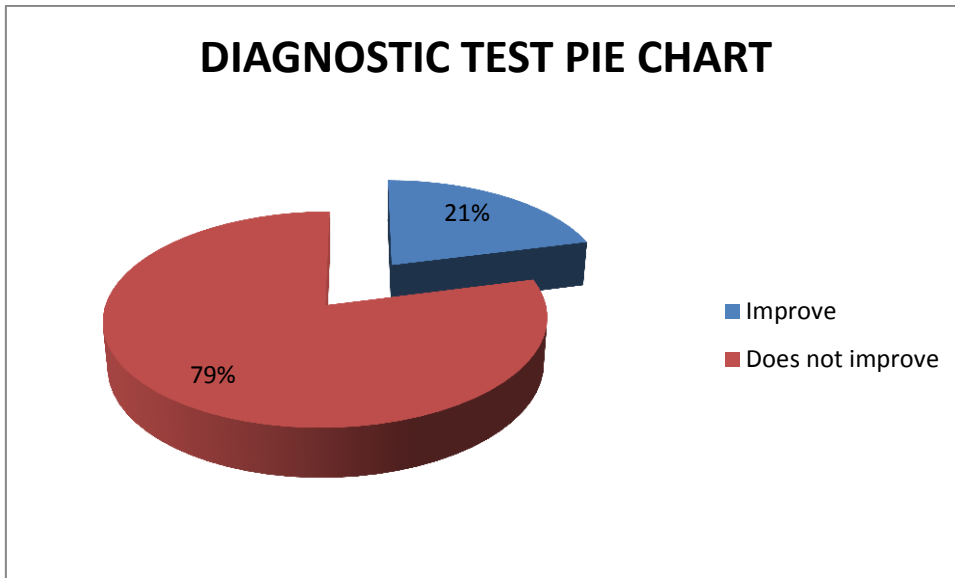
Time	Unit	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	Rate <small>(Words per minute)</small>
01:00																		600
01:15																		480
01:30																		400
01:45																		343
02:00																		300
02:15																		267
02:30																		240
02:45																		218
03:00																		200
03:15																		185
03:30																		171
03:45																		160
04:00																		150
04:15																		141
04:30																		133
04:45																		126
05:00																		120
05:15																		114
05:30																		109
05:45																		104
06:00																		100
06:15																		96
06:30																		92
06:45																		89
07:00																		86
07:15																		83
07:30																		80
07:45																		77
08:00																		75
08:15																		73
08:30																		71
08:45																		69
09:00																		67
09:15																		65
09:30																		63
09:45																		61
10:00																		60

Reading Comprehension Chart

Score	Unit	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	%
7																		100
6																		86
5																		71
4																		57
3																		43
2																		29
1																		14
0																		0

ANNEX 4

DIAGNOSTIC PIE CHART



VALIDATION PIE CHART

