UNIVERSIDAD DE EL SALVADOR

FACULTAD DE CIENCIAS Y HUMANIDADES

DEPARTAMENTO DE IDIOMAS EXTRANJEROS

" LOS CURSOS DE LECTURAS Y CONVERSACION EN
INGLES EN EL CUARTO Y QUINTO CICLOS EN EL
DEPARTAMENTO DE IDIOMAS DE LA UNIVERSIDAD
DE EL SALVADOR: SUS FORMAS Y OBJETIVOS "

TESIS   PRESENTADA PREVIA A LA OBTENCION
DEL GRADO DE
"LICENCIADO EN EL IDIOMA INGLES"

Por

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UNIVERSITY OF EL SALVADOR

FACULTY OF SCIENCES AND HUMANITIES

DEPARTMENT OF FOREIGN LANGUAGES

" THE READING AND CONVERSATION COURSES IN ENGLISH IN
THE FOURTH AND FIFTH SEMESTERS IN THE FOREIGN LAN-
GUAGE DEPARTMENT OF THE UNIVERSITY OF EL SALVADOR:
ITS FORMS AND OBJECTIVES "

UNDERGRADUATE THESIS PRESENTED IN ORDER TO OBTAIN THE
DEGREE OF "LICENCIADO EN EL IDIOMA INGLES"

BY

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TO:

    -God Almighty

    -Ramón,

        Ramón Fritz,

           Carmen María

    for their love and encouragement.

    -My Co-workers and friends.

        Ana María

TO:

God Almighty

My beloved parents

The members of the Marist Brothers
 Corporation

My friends

Alfredo

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I - INTRODUCTION

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The English majors at the Foreign Language Department of the University of El Salvador have difficulties in listening, in writing, and in oral production, even after taking the Reading and Conversation courses intended to have students acquire skills for a better performance in the upper level, and whose contents have to be understood with less difficulty. Such difficulties in mastering the linguistic material which students face after having taken the Reading and Conversation in English at the University of El Salvador block the achievement of the proposed objectives of the courses in the upper level. In addition, the approach, techniques, the planning and the procedures for the Reading and Conversation courses have not been revised and improved; even though there have been some efforts to do it by teacher of these courses, the results have not been satisfactory.

How can the students who pass the Reading and Conversation courses acquire the sufficient compétence in reading comprehension or in oral expression with more effectivity in the courses of the upper level if they have not been taught the necessary skills and techniques to comprehend and discuss the material that they read? To answer this question the main objective was to find out evidence of the causes affecting the training in the mentioned courses and the students

performance with a limited knowledge background before more
difficult linguistic material of the courses. It was also
intended to find out if the syllabuses prepared by the former
Reading and Conversation teachers lacked an interdependence
between the objectives and the content of the courses and the
suggested techniques for teaching instruction.

The problems of the development of the acquisition of
skills for reading comprehension and the mastery of effective
techniques that will enable the student to discuss his ideas
about topics such as social problems in the Salvadoran society,
linguistic problems, political problems, literature and other
current topics in a foreign language were studied.

The assumption that the students in the Reading and Con-
versation courses will acquire sufficient linguistic compe-
tence to read and to converse in English with fluency and
accuracy, providing the teachers and students a different
approach, materials and techniques to be able to understand
with more efficiency the literature in the other subjects in
the upper level was focused. To prove the innovations consi-
dered, this investigation took place in the classroom with
students who were taking Reading and Conversation II. The
instructor in this course passed two questionnaires to obtain
some information from the students; also some techniques were
tested and the results were fairly good. The other question-
naire was passed to the teachers that had taught these courses

at least once in the Foreing Language Department.

There were some limitations in obtaining all the desired information such as: lack of objectivity from the students, lack of bibliography in English in this field, lack of time for giving the students other techniques; nevertheless, the information gathered by means of the questionnaires and the teaching experience contributed to the analysis of the problem.

This work is formed by six chapters.

In Chapter One the general objective of the work and the importance and limitations of the problem are presented.

In Chapter Two aspects of the content for the Reading and Conversation courses taught at the Foreign Language Department of the University of El Salvador, a definition of reading, and integration of language skills are examined through theoretical aspects.

Chapter Three includes a discussions about the material and activities for the instruction of Reading and Conversation courses focusing on selection, gradation and presentation aspects.

Collection of data, population and sample are described in Chapter Four.

Chapter Six presents the Teacher's Guide. Following there is a Conclusion, a Bibliography and Appendixes.

II - THEORETICAL FRAMEWORK

Some years ago the Reading and Conversation courses were taught
by native speakers of English and the opportunity to any of
the non-native speakers to prepare themselves to teach these
courses along with them was denied. Most students attending
these courses in the upper level already had linguistic compe-
tence in English. This was acquired either in the United States
or in an English Academy in El Salvador. Therefore, the academic
results obtained with these kind of students were better because
they comprehended more and their linguistic performance was
better compared with the results obtained with the students
that begin their English studies in the Foreign Language Depart-
ment.

After the intervention of the University of El Salvador
in 1980, most of the native speaker teachers left the Language
Department leaving the non-native teachers with the challenge
of teaching these courses without any previous preparation.
When the classes were resumed, the Salvadoran teachers took
these courses with the desire to help the students to continue
their studies outside the occupied campus. These teachers began
working in these courses without books and possibilities of
reproducing printed material. With these difficulties the
teachers faced, the classes were defficient and therefore,the
students lost interest in the Reading and Conversation courses.

These problems have affected the students and the teachers; therefore it is necessary to bring these courses up, to move the interest of the students, to facilitate the task of the teacher, and to look for methodological foundations that be the basis for a new approach for the instruction of Reading and Conversation.

There are two courses of Reading and Conversation in English. One in the IV Semester and the other in the V Semester of the English major; therefore, the students are expected to have a better understanding of the literature they read in the subsequent subjects of the upper level, when they finish the courses mentioned above. The objective of these courses is to better the students' efficiency in reading material in English and to improve their linguistic competence and their communicative competence, as well.

Although each of these abilities, to read and to converse, has its own characteristics; they have been combined to make one one subject, which is included in the curriculum of the career of "Licenciatura y Profesorado en Inglés" at the Foreign Language Department.

A definition of reading. Trying to relate theory to practice, it may be important to define reading before designing reading courses. It can be said that there is not a complete valid explanation of reading, but a review of some definitions would be relevant to help for an explanation.

1. "Reading is an anticipatory, selective, purposeful and comprehending process."[1]

2. "Reading is a process of interpreting/understanding the text in terms of the questions that the reader formulates about the text."[2] That is, readers find answers to the questions they pose.

3. "Reading is a process of matching information in a text to internally activated information."[3] Thus, reading is not information processing but rather information interpreting what we understand from a text depends in part on what we knew previously, as well as on how we allow the text to extend and refine our knowledge of the topic.

4. "Reading involves the use of different levels of internal information as well as various types of information, all interacting simultaneously to allow optimal interpretation." "The reader relies on perceptual processing, phonemic processing, and internal recall of many types (syntactic knowledge, lexical knowledge, story grammars, descriptive scripts, schematic arrangement and connecting of related sets of information, intentions of the text and of the reader, effective mechanics, etc.) In addition, issues of accuracy and speed

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[1]
Frank Smith. 1982. Understanding Reading. New York: Holt, Rinehart and Winston. p: 28.

[2]
IBID.
[3]
IBID.

of processing are major components of recent overall models of reading."[1]

From the previous definitions we have compounded one: .

It is a systematic comprehending process for getting information and it is based on previous knowledge.

If this definition is considered for planning reading instruction courses, it may be assumed that the results in learning may be better when teachers guided by these concepts maintain a realistic perspective on the importance and utility of reading programs. In the development of such courses the teacher should know principles related to learning and keep in mind the acquisition of the communicative and functional purposes of language by studying the roles of expectations and inference in drawing meaning from texts. The teacher should also encourage students to rely on their natural cognitive abilities and background knowledge when selecting the graphic cues in order to comprehend the author's meaning.

In spite of the fact that reading is considered the most important language skill for most students of English through-

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[1] Van Dijk T., and W. Kintsch. 1983. Strategies of discourse comprehension. New York: Academic Press.

out the world, it is a skill that has been much neglected in the audio-lingual tradition of language teaching. Reading was considered decoding speech written down, a skill which would naturally transfer from a command of the oral skills which were the major focus of audiolingual programs. Now it is believed that the spoken and written forms of a language differ qualitatively, both in syntax and in vocabulary, and that if teachers want their students to be able to read, they must teach them to do so.

The proficient reader draws on three kinds of information, according to Goodman.[1] The first is graphonic information, the sound-symbol relationship, which we assume our students already know but insist on emphasizing their pronunciation. The second is syntactic information, the information implicit in the grammatical structures of the language. Native speakers already know the grammar of their language and they draw on this knowledge in their reading. Our student needs to be taught how to do this. And finally there is semantic information: readers draw on their experimental conceptual background in order to supply a semantic component to the message. In order to do this, the reader needs access to both lexical and cultural meaning, in Fries' terms[2], and this aspect as

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[1]
Goodman, Kenneth, 1969. "Analysis of Oral Reading Miscues", Reading Research Quarterly. P: 164.

[2]Fries Charles, 1945. "Teaching and Learning English as a Foreign Language. Arbor: University of Michigan Press.

well has to be taught to our student. Ultimately, it has been
said that reading is learned rather than taught, and that one
learns reading by reading in the mother tongue.

One of the most important aspects of teaching reading is
the selection of the reading text. The reading selections
should not contain too many dialect or slang features or old-
fashioned language uses. They should have high interest value
to the students, and the simplest way of establishing this is
by asking the students their opinions of the readings and then
eliminating low interest selections from future curricula. It
is easier to learn to read when the cultural background is
familiar and students can draw on cultural information in the
decoding process. On the Intermediate and Advanced levels,
the students also need to be exposed to types of writing other
than narratives and dialogues, which are the basic attachment
of elementary level types of writing like descriptions, sum-
maries and non-fictional narration such as news reporting,
history and biographies.

Another aspect which merits consideration is gradation.
Some programs, which follow the audio-lingual approach, are
in favor of the delay of reading until the students have
mastered the phonological system of the target language and
are somewhat fluent. This procedure was based on the belief
that oral mastery was a necessary requisite to reading. This
may still be true for first grade children in bilingual
education programs, but adults who know how to read in the

mother tongue should begin reading from the first day. Lado[1] points out that although it is possible to learn to speak without reading, it seems a more effective strategy to learn to read simultaneously with learning to speak.

The distinction between Intensive and Extensive reading is basic to teaching reading. In Intensive reading, the students' attention is focused through instruction on the linguistic features which unables him to decode the message; in Extensive reading, the approach is similar to that of reading in the native tongue; the student reads, at his own level and pace, directly for meaning.

Intensive reading. Intensive reading deals with the study of those features of language, syntactical and lexical, which the reader draws on in order to decode the message. Intensive reading is also concerned with related skills, such as guessing meaning from context, as well as with using dictionaries. The major objective of Intensive reading is to develop the ability of decoding messages by drawing on syntantic and lexical clues, and the emphasis as in all reading is on skills for recognition rather than for production.

Even though Intensive reading is mostly done outside the class, individually, there is no sense in wasting time

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[1] Robert Lado. 1972. "Evidence for an expanded Role for Reading in Foreign Language Learning." p. 451.

on reading in class. There are some exceptions to this.Occasional reading in class can help the teacher spot students with poor habits in reading, such as constant head movement, lip movement, poor concentration and excessive backtracking. Another exception is large classes which are conducted with a great deal of group work, for which reading is eminently suitable.

Extensive reading. It simply refers to the outside reading students do on their own with no help or guidance from the teacher. Smith points out that one learns to read by reading,[1] and the objectives of extensive reading is exactly that: to learn to read by reading.

There are two major problems of extensive reading. One is the selection of the reading material and the other is to get the students to do the reading.

Students should begin to read extensively as soon as they can; but this usually will be at the advanced levels. In a large class this will vary from individual to individual, and since all work is done outside of class, students may very well read different books. At the elementary levels, where the major emphasis is on getting students used to reading in the target language, they will need to read books that have been adapted for second language students since their language skills are still not proficient enough for difficult

[1] Smith Frank, Understanding Reading. 1971. New York: Holt, Rinehart and Winston.

prose. At this level, bilingual dictionaries are likely to help, but if they prefer to use bilingual dictionaries, they can use them.

Oral reading. This kind of reading is only done in the beginning levels to check pronunciation. It should be noted that there should be no time spent in reading aloud by students. Reading aloud, as Smith points out, is recording rather than decoding,[1] and in teaching reading the emphasis should be on reading to decode the message. It wastes time and gives the wrong focus to the lesson to have the students read aloud. Furthermore, it is perfectly possible to read a passage aloud and not understand a word. Probably, even native speakers who are asked to read aloud in class will only concentrate on the way he/she speaks and will pay little attention to the content. It is not advisable to ask students to read an unknown passage aloud and then to ask them comprehension questions, yet it is often done by teachers.

Critical reading skills. These are essential for students who must read a variety of writing styles for informational purposes. The successful student needs to be able to:

1. Recognize the author's purpose

2. Recognize the author's point of view

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[1] Smith, Frank. Understanding Reading. 1971. New York: Holt, Rinehart and Winston.

3. Make inferences

4. Draw conclusions

5. Separate fact from opinion

6. Separate own opinion from the one given in the text.

Exercises which focus on critical reading skills oblige the students to read thoughtfully and analytically: students must learn to question, evaluate, and criticize as part of the reading process.

Some reading exercises can help the students in developing critical abilities. For example, in recognizing the author's purpose, the reader should consider who the author is, and what his/her background or place in history is. When assessing the author's point of view, the reader needs to understand that it can be implicit or explicit. If the point of view is implicit, then the reader must infer and draw conclusions. And to identify possible inferences and conclusions, the teacher should give multiple choice or true/false exercises to help the students to develop critical reading skills.

Conversation. The students after finishing the first three courses of English in the Basic Area, have to take the course of Reading and Conversation. This is the first time that they will be exposed to longer readings, which they will have to discuss afterwards. In the English courses of the Basic Area, the students are only exposed to short readings, containing two or three paragraphs. These readings come with

the textbooks they are using; therefore, they are graded for their level. As in the Conversation classes, the readings are longer and taken from other books, magazines, newspapers, and other sources. Even though the teachers of these subjects do their best in trying to look for readings that are appropriate for the level of the students, it is a difficult task. That is why the students feel a big change when they get to these courses; but in order to make the task easier for the teacher and the learning for the students at the Language Department, a different approach for the teaching of these courses is proposed in this work.

Also, it should be mentioned that the teachers of the Basic Area, specially in the Intermediate levels, have the task to teach the students the English language applying the four basic skills and for this reason they do all kinds of activities such as: role-play, some reading exercises, and some other techniques. But they forget to give the students the opportunities to converse of cu-rent topics, abstract, linguistic and literary topics after they read them, and also to give their own point of view about the topics and to criticize the material. This is the main objective of Conversation in the present Reading and Conversation courses.

Through Conversation, students are provided with a mean of expressing themselves. It is often the only practice which students have in using the foreign language. Consequently,

it must be encouraged by every possible means. Teachers should not consider conversation as an isolated phase of language study, but as an important part of the other components of the learning process and should give it the same attention as to grammar, reading, pronunciation, composition or any other skill of the language.

Vocabulary. The study of vocabulary is the most neglected area of all in language teaching, yet there is increasing evidence both from first and second language acquisition studies that the semantic relationship is more important than the syntactic for receiving messages. The part that most interferes with our students' reading is poor vocabulary.

Vocabulary is just the learning of words, item by item. But of course, we distinguish between vocabulary taught for productive and receptive use. For instance, in the grammar class all words are taught for productive use, for the ability to recall and use these words for communicative purposes. The more common content words, those which have semantic rather than grammatical meaning, like dog, run and fast are taught. But in grammar the primary emphasis is on the function words, those words which carry grammatical meaning, such as auxiliaries, articles, conjunctions and other similar class words. The students must learn most of the function words for productive use if they are to speak grammatically and read more fluently.

In reading, the emphasis is on content words, but for

receptive use, for the ability to recognize the meaning of a word in content is after all what reading is all about.

The two major concerns in teaching vocabulary are what to teach and how to teach it. The criteria for selection of vocabulary differ depending on whether the vocabulary is taught for productive or for receptive use. For productive use the two most cited criteria are frequency of occurrence and degree of difficulty.

Frequency of occurrence can be established by reference to word lists. Although there are many problems with word lists, they can serve as a guide for the selection of vocabulary.

The other criterion which is often discussed is the degree of difficulty, which is defined as the time it takes to learn an item, with the recommendation that one should proceed from easy words to difficult ones.

The criteria for selecting productive vocabulary should also be kept in mind when choosing a reading text. The main consideration simply should be to select the key words necessary to grasp the main plot or main theme, whatever the frequency of the words in English. At advanced levels it is difficult to know with a given class which are new vocabulary items. The teacher can simply ask a good student to read a passage ahead

of time and to underline the words he does not know or the teacher himself can do it, trying to guess which words might be unknown by the students.

Once the selection of vocabulary is made, the words will have to be taught. Although it is probable that vocabulary is learned rather than taught. So it would be more accurate to say that the words will have to be presented to the students so that they can learn them. If the teacher knows the students' native language, it is advisable to translate individual words as a technique for teaching vocabulary at the beginning level. But this technique only works when the students know the lexical equivalents in his mother tongue. At more advanced levels, the students learn words for new concepts for which they have no equivalent in their mother tongue, and these words have to be taught in English in context.

Comprehension of a passage is built upon understanding the vocabulary in that passage. Authors select words and phrases to express special moods, ideas and images. Sometimes those words and phrases are difficult for the reader. And one of the special types of phrases that presents difficulty for the reader is the idiom structure. This is because the word-by-word or literal definition of an idiom usually does not make sense.

Idioms are groups of words that have a special meaning as a phrase and should not be defined in a word-by-word or

literal manner. Although some idioms are listed in dictionary entries and many are found in idiom books, they are often difficult to locate.

A way of teaching these special words or phrases is by letting students know that people use idioms in a variety of linguistic situations.

Understanding the meaning of new words is important. This skill is essential to reading and comprehending the many kinds of printed matter you see everyday, such as newspapers, texts, magazines, and job-related materials. One way to learn the meanings of new words is to find and read definitions in a dictionary.

Dictionaries provide a lot of information about the entry word. For example the word "abandon", according to Webster's Dictionary has the following information: pronunciation and syllabification, part of speech, definition as a verb, origin of the word as a verb, other forms of the word, synonyms as a verb; part of speech, definitions as a noun, origin of the word as a noun; part of speech, definitions as an adjective, origin of the word as an adjective, synonyms as an adjective.

One way that can help the students to locate the appropriate meaning in the dictionary, is by knowing how a word is used in its sentence, that is, its function or part of speech.

<u>Testing reading</u>. There should be frequent testing of vocabulary in combination with the reading program. We think that there is not too much sense in giving formal tests on the reading itself, since every reading assignment with its comprehension questions is a test of reading comprehension. But the learning of vocabulary is more effective if reinforced by frequent testing. The frequency of these tests should be done once a week and they also should be short from ten to fifteen minutes. The format of the test depends on the teaching point of the vocabulary items, whether the words were taught for recognition or production. Recognition words are best tested by multiple choice questions; or the students may be asked to write a definition for each word. Production words can be tested the same way or they can also be tested by a cloze test, by supplying the word to a written definition or by using the word in a sentence. But the most important point is to test frequently.

<u>Integration of language skills</u>. The English major students take the first course of Reading and Conversation in English at the Language Department in the fourth semester and at the same time they take Advanced Intensive English and Grammar.[1] In the fifth semester they have to take the second course of Reading and Conversation in English, Grammar II and Composition I. As it is observed, all these subjects are

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See Appendix B.

related according to level. The contents of the Reading and Conversation course should be the basis for the other courses since it was observed that the program of each of these subjects do not have correlation among them.[1]

Reading and Writing. It is important to know whether or not learning to read can be taught by having students learn to write. Reading and writing abilities are highly correlated; however, correlation does not mean casual relations; particularly in the direction from writing to reading. The relation between reading and writing is close enough to assume full development of abilities in one from the other and also ESL students can learn to write by learning to read. There is also good evidence that aspects of reading can be developed through writing practice.

Some of the suggestions that may be taken into account are that students may be asked a series of questions which, when answered in sequence, develop a summary of the material read. They may write an ending to a story or play of which they have read or develop a different ending from the one in the book. They may write letters which one character in the story might have written to others. Completed compositions may be passed around, with the writer's consent, to read by other students. Students may create their own stories on

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[1] See Appendix B.

similar themes to those they have been reading. They may write dramatizations of some parts of the narrative which will be acted in class. After reading a play, students may write the story as it might appear in a theater program and they may add short descriptions of the characters, etc.

Reading and Speaking. Reading is one of the skills that is used to stimulate the students to converse on topics which will evoke strong responses and interest on their part. Reading and Speaking are also correlated; to assume full development of abilities in one from the other and also that ESL students can speak or discuss by reading a passage.

Some of the suggestions that may be taken into account are that students should be provided with frequent opportunities to give in English the essential part of what they have been reading. They may be encouraged to prepare their own questions to ask of others in the class. When small groups are engaged in similar extensive reading projects, they should discuss together what they have discovered. Students reading individually may share what they have been reading with others. Some of the material read will serve as a basis for oral presentations; some can be dramatized in the original form or through role playing; and some will provide material for discussions and debates.[1]

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[1] Wilson, Louis Iren, 1973. "Reading in the Esol classroom," TESOL Quarterly. p: 259, 267.

Reading and grammar. The proficient reader draws on syn-
tactic information as well as lexical in order to decode the
message of the passage. Native speakers already know the gram-
mar of their language, and they use this knowledge for clues
in their reading. Foreign students must be taught to do so.
As Wilson's points out, structural clues are specially important
for foreign students because they have limited vocabulary and
can not therefore afford to ignore structural cues as native
speakers often do.

The theoretical aspects discussed were considered for
stablishing the relationship between the different reading
materials and the various techniques for the instruction practice
in the classroom. In an attempt to define reading, different
principles for reading teaching and reading learning were
considered intending an approach for the teaching of reading.

The relationship between Reading and different kinds of
information a proficient reader seeks; different kinds of
reading were considered in order to stablish a criteria for
selection and grading of reading materials to be presented.

Finally, the relationship of conversation and listening,
speaking, reading and writing, the teaching of vocabulary
and the integration of reading with writing, grammar, and
speaking are shown as a basis for the design of reading courses
in relation with composition and grammar courses.

III- MATERIAL AND ACTIVITIES FOR THE INSTRUCTION
OF READING AND CONVERSATION COURSES

Insights in the investigation of the process of reading.
There are some important insights in investigating the process
of reading. "Reading should involve that meaning is created
by readers in their interaction with the text."[1] When the
readers are in the reading process, they construct the mean-
ing of a text through an interaction between their knowledge
and what is present in the text. This background knowledge
can relate to the topic of the text or to its organization
(e.g., a narrative or a description.) It is the teacher's res-
ponsability, then, to work on the development of appropriate
background knowledge within their students and on their stu-
dents' activation during the reading process.

Clarke and Silberstein[2] (1977) argued that the focus of
any reading program should be to provide students with practice
and to help them to develop consistent "attack strategies."

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[1]
------ Learning to read versus learning to learn: Resolving
the instructional paradox in the English language; Teaching
Forum XXI. p: 2-4.

[2]
    Clarke and Silberstein. Toward realization of psycho-
linguistic principles in the ESL reading class. 1977. Lan-
guage learning. P: 154.

Comprehending and Comprehension are important in the reading process. The teachers should help students to develop strategies for comprehending. Reading textbooks written within a psycholinguistic work provide students with practice in a variety of skills and strategies for comprehending. The so-called . "reading skills" texts generally provide opportunities to read a variety of passages for different purposes-e.g. to obtain a general sense of the passage; to discover a specific fact or piece of information; to obtain a comprehensive understanding, as in reading a textbook; and to evaluate information in order to determine whether it fits into one's system of beliefs.

The mastery of the mechanics of reading paired with effective reading techniques should be the objectives of any reading program. In planning a reading program three stages can be prepared, according to Fraida Dubin.[1]

Stage One: In this stage the aim is mastery of the mechanics of reading.

Stage Two: This stage aims at developing better reading habits and at increasing. the learner's vocabulary stock.

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[1] Fraida Dubin. 1981. The interface of writing and reading. Mass. Addison Wesley Publishing, Co.

Stage Three: In this stage the learner makes full use of
the mastery of the mechanics of reading, of
effective reading techniques, and of a rather
well developed stock of vocabulary items.
At this stage the learner reads materials'
that were originally written in the new lan-
guage rather than those which were adapted
or simplified.

For Stage Two: The reading material used for teaching
should be divided into intensive reading matter, to be handled
very carefully in class, and extensive reading matter, to be
dealt by the individual student at his own pace. The extensive
reading should be much easier and geared to the interest of
the students. The intensive reading matter, should be constructed
so as to foster and develop a good vocabulary stock and at the
same time develop proper comprehension and reading abilities.

By slowly and gradually exposing learners to a wide use
of language in the written materials with which they cope in-
tensively in class, they are prepared for the extensive read-
ing that they do on their own outside the classroom. The care-
ful combination and coordination between intensive and extensive
reading which help prepare the learner for the period when
he will read for information, enrichment and enjoyment.

In Stage Three the learner reads freely. To contribute
to improve the form and function of instructional

materials and activities for instruction in the Reading and Conversation courses, a teacher's guide is proposed.

The linguistic content of this guide was chosen from that used in Reading and Conversation in English courses. The instructor may not find necessary to use the same readings presented there; he can use his own material as long as the techniques for presenting it, are the same. The material presented there may serve only as a guide and the instructor can adapt it to the needs of his class.

To present and practice language content, two parts are suggested: The first part includes the use of Basic Reading and Conversation Skills, and the second one the Evaluative Reading Skills. The same procedure may be used in both parts. The authors of this work present some general instructions for the first reading materials. The next step is to provide practice for recognizing some of the main techniques writers use and putting them into practice along with the readings. Instruction activities in which the Basic Reading Skills can be practiced are suggested in the teacher's guide for the Reading and Conversation Courses. The guide includes: previewing, scanning and skimming, guessing words in context, finding: the topic, the main idea, patterns of organization, time order, causes and effects; using reference words.

Previewing. It facilitates reading by helping students anticipate or predict what they are going to be reading about; this kind of prior knowledge also makes the students feel more secure. Previewing helps students focus on the passage, increases motivation, and sparks an interest in the topic. It also provides the teacher with the opportunity to present or fill in whatever background knowledge may be necessary to understand the reading. Previewing should be practiced consistently with all materials; paced, timed, core, and supplementary reading. With constant practice, previewing should become a habit.

Scanning. It is looking for a specific piece of information or details. It is appropriate in tasks where it is not necessary to read every word. In everyday life we scan telephone directories, schedules, newspaper articles and other printed matter, and even crowds of people. In order to locate information quickly we have to predict the form of the information we are seeking (name, number, date) and where it might be located. Analyzing the question we are answering gives us this key information, allowing us to skip substantial portions of the reading.

Students are often reluctant to practice this skill. Some of them fear the time pressure. Others cling to the idea that every word must be read. With practice, however, even very slow students can improve. After being reminded that this skill is important in all types of reading - formal

and informal-, academic and non-academic, prose and non-prose, students begin to see its usefulness.

Since scanning is such an important skill and one that can clearly be improved in a short time, it is suggested to do extra practice with newspapers and other forms of outside reading.

Skimming. It is reading quickly for the main idea; for example, it is how one generally reads a newspaper.

Speed is often very important when you are reading. You may have a lot to read, but not much time. For this kind of reading you usually do not want to know and remember every-thing.

Skimming is also helpful when you want to find out quickly about the writer. You may want to find out what the writer thinks about some idea. This is the writer's point of view.

When you want to know the point of view you do not need to read everything. You only need to read a few important words.

You can also skim when you want to find out the general idea quickly. Speed is important for this kind of skimming, too. You should skim at least two times faster than you usually read. But you can only do this if you change the way you read. You cannot

read every word or even every sentence. You have to leave out a lot. In fact, you should leave out everything except a few important words. These are the words that tell you the general idea.

You do not always know every word in a sentence, but you can often guess the words you do not know. You can tell what kind of word the unknown must be.

Main ideas. The main idea tells you more about the topic. It tells you the writer's idea about the topic. The main idea is often stated at the beginning of a paragraph or text and frequently restated at the end.

It is clearly possible to comprehend a writer's idea despite the presence of unfamiliar vocabulary. This is very easy for native speakers, but beginning readers, confronted with lots of unknown words, tend to translate word by word. This makes them lose the main idea of the meaning units. They frequently do not believe it is possible to read quickly for the general idea. Therefore, it is the teacher's task to help the students learn to recognize the difference between main ideas and small details or examples given in a text.

Writing patterns of organization.

Since reading is closely related to writing, it is helpful when reading to look for the patterns of organization. They will help the reader understand and remember what he reads. Writers often use these four patterns: listing , time order, cause-effect and comparison.

Listing. Authors use words and phrases to signal a listing of details about people, places, situations, and ideas. Recognizing those signals helps you to notice the important facts in descriptive passages. Authors frequently use words and phrases such as "first," "next," "last," "also," "in addition," "too," "several," "moreover," and "many" to signal a listing of characteristics.

Time order. If you are telling how something is made, how a game is played, or how a system developed, you should use the order of happening, often called chronological order. The events are told in the order of their occurrence.

Cause-effect. It is the form of expository writing that is concerned with the reasons for an action or event and the results of one.

Comparison and Contrast. It is the form of expository writing that discusses similarities and differences between two persons, places, things, or ideas. Usually, the items belong to the same class.

Reference Words. Sometimes writers do not like to use the same word many times. They often use other words which mean almost the same thing. These words are called pronouns. Sometimes pronouns are used instead of nouns. They are small words, but they are very important when one reads. Reading will smoother if the reader pays attention to pronouns.

Constructing meaning through reading activities, examining aspects in the process of comprehending and comprehension, development of reading strategies, possible stages for the development of stages of reading teaching in connection with defining reading skills were considered by the authors of this work in order to stablish a basis for structuring a teacher's guide for presenting reading subject matter hoping that it will contribute toward the goal of efficient reading. This is indeed a small contribution accepting that reading may be the most complex skill for instruction in educational institutions and that the processes involved must be investigated in a continous search for solutions to the problems of teaching reading.

IV - METHODOLOGY OF THE INVESTIGATION

Collection of data.

The data for this work was collected from a selected bibliography about Reading Teaching Methodology, the programs for English Grammar I, Composition I and Reading and Conversation II, one questionnaire for the teachers, one questionnaire for students and also from reading speed and reading comprehension tests. The programs for the three subjects mentioned above were compared in terms of linguistic content to determine a relationship among them.

Two questionnaires were designed to have information about what teachers and students think about relevant aspects of the teaching of Reading and Conversation courses at the University of El Salvador. The questionnaires were constructed as follows: The questionnaire passed to students contained twenty four questions. Two or more choices were submitted for each question. The choices given were YES, NO and OTHERS. Only 10% of the answers were asked to be reasoned.[1]

The questionnaire passed to the teachers who have taught Reading and Conversation in English in the Language Department had twenty questions. Two or more choices were submitted for each question. The choices given were YES, NO AND OTHERS.

Only 10% of the answers were asked to be reasoned.

Ten tests for measuring reading speed and reading comprehension were administered. The students were exposed to experimental procedures to measure reading speed and reading comprehension. They were given readings at the beginning of the class period and they had to write the starting time and the finishing time at the end of the reading. When they finished, the teacher in charge gave them the questions about the reading. The teacher recorded the students' reading rate in a progress chart[1] for faster reading and the grade for reading comprehension questions in another chart.

The readings used in this course were taken from commercial texts, newspapers and magazines although the teachers could prepare their own. The format consisted of a reading passage and a set of comprehension questions given to the students after they had read the passage. The students' reading was strictly timed. There was a starting and a finishing time.

Ten reading tests of different length were used. The readings for both timed readings and reading comprehension were the same. In this way time pressure was over the students to avoid translation or memorization. Two tests were used to test skimming, two for scanning and two for vocabulary in context.

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[1]See Appendix D.

The aspects analyzed were: techniques suggested in the various programs, the answers to the questionnaires and the results of the tests.

It was not possible to examine all the levels involved in the method of teaching the Reading and Conversation courses because of lack of time. Therefore, the analysis of the techniques suggested by the program was made and also applied in an experimental way to examine results by means of group tests for reading skills.

Population and Sample. There were eighty students registered in Reading and Conversation in the fifth semester of the career. These eighty students were divided in four groups, two in the morning and two in the afternoon. Only two of these groups were taken as sample, one from the morning and one from the afternoon. The morning group had twenty students and the afternoon group had eighteen students.

V - ANALYSIS AND RESULTS

The program for Reading and Conversation does not show inter-
dependence among the specific objectives and teaching methods
for achieving them. It does mention to improve the vocabulary,
pronuncition, grammar, fluency and reading skills mainly by
repetition drills and the question and answer method. That
is why the application of other techniques was determined for
including them in two proposed programs for Reading and
Conversation I and II[1] to improve the form of the course.

In regard to the program for English Grammar I, in one
of the general objectives it is stated to aid students in the
acquisition of the writing skills related to Composition but
not to reading.

In respect to the Composition program, the idea of sti-
mulating reading assignments and their discussion is stated
but it is not indicated in the objectives and methodology.

The opinion of eighty percent of the students of the
fifth semester about the objectives and forms of the courses
is that they lack motivation for reading when they get to
the university, ninety percent disown the modern techniques
applied to get better results in the Reading and Conversation

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[1] See Appendix A.

courses. Eighty percent of the students do not have a clear idea of the objectives of these courses. Also eighty two percent stated that they need a better guidance in these courses for they have many difficulties in understanding a reading material and, what is more, seventy eight percent stated that can not express their own opinion because their linguistic competence is very poor when they get to these courses. All these opinions led us to propose some techniques to get better results in these courses and also to revise the programs specially the objetives to have a clearer idea of the importance of the Reading and Conversation courses for the student majoring in English.

The eleven teachers who have taught Reading and Conversation, showed us that a new method is neccesary to improve the management of the reading courses instruction considering a variety of activities to provide the students with sufficient exposure to the acquisition and use of the language and mastery of the reading skills.[1]

Results in reading speed showed that even though students have never had experience in timing themselves for reading; they reached an average time.[2]

Students were also exposed to reading passages from 250 to 1078 words.

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1 See Appendix E.
2 See Appendix D.

Results in the reading comprehension tests showed that seventy five percent of the students improve their comprehension by giving them periodic readings.[1]

In the skimming, scanning and vocabulary in context tests the results showed that the students can do these exercises in less time and get good grades. At the same time the students can practice techniques to facilitate their understanding of the material to be read.[2]

Therefore, seeking for an integration of grammar, reading, writing and the use of reading skills; different programs for Reading and Conversation courses and also a guide for presenting reading material for the application of reading skills were constructed.

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[1]
See Appendix D, Table 3, 4.

[2]
See Appendix D, Table 5 to 10.

VI- TEACHER'S GUIDE FOR PRESENTING SUBJECT MATTER CONTENT

Introduction:

This guide has been prepared in order to serve the teacher and student. Most of the material included has been tested on the Reading and Conversation I and II during the last two semesters.

Objective:

This teacher's guide has been carefully put together in order to supply the Reading and Conversation teacher at the Foreign Language Department of the University of El Salvador with a sample of how to present linguistic content appropriate for facilitating students to become better and more critical readers.

Role of the Instructor of Reading and Conversation

The importance of the role of the instructor should not be underestimated. Of course students learn to read by reading, but putting them in the classroom alone with a pile of readings is not enough. Students must be introduced to strategies and skills by a competent and enthusiastic instructor who is aware of the importance of reading.

Some of the most important functions of a teacher of Reading includes:

1. Making students aware of the importance of reading from the basic levels to higher education.

2. To build self-confidence in the students' reading skills.   .

3. Maintain the students' motivation.

4. Helping them to find good books to read.

5. Reinforcing good reading habits.

6. Teaching appropriate reading skills.

7. Reminding students of the importance of being fluent readers.

8. Reminding students of timing themselves when reading.

9. Encouraging the students to have individualization but also to share with others what they have learned.

10. Choosing appropriate readings for the level of the students.

Role of the Student in the Reading and Conversation classes.

Students learn to read by reading. In order for students to learn to use new strategies, they have to practice them. However, reading practice at home, especially in the first weeks of class, is not too effective, because students will

often employ their word-by-word reading style instead of the new strategies. At home it is very easy to pick up a dictionary. So students practice these strategies best while reading in class with a teacher's guidance. During the second part of the course, when students are ready to read longer materiales, they will be sufficiently comfortable with their new style, and more involved in the stories they are reading, to time themselves and practice their reading strategies in 10 minutes at home.

In-class reading is also important to help students develop the ability to read English for sustained periods. Often the students' experience in reading English has been limited to reading a few pages and then doing exercises, analyzing grammar, or defining vocabulary, tasks which require short periods of concentration. Some therefore have not developed the ability to sit and read English for longer periods of time, seeking for ideas and information. This ability is necessary for academic success and one that will be developed through in-class readings in the proposed program.

Orienting the students

Before starting any reading activities, the students need to spend time to discuss the importance of reading as well as strategies of the fluent reader. Students must recognize that comprehension alone is not adequate; they must also be able to interpret and use text information in class discussions,

examinations and research papers.

The necessity of using different reading strategies and the type of material to be used must be discussed with the students. But the most important thing that students must · learn to build is self-confidence. Having students do a cloze exercise at an early point in the semester can introduce them to the idea that they do not have to understand every word of a passage in order to comprehend it. Then they can answer some oral or written comprehension questions and discuss their answers. Students are surprised by how much they have understood even though many words are missing.

Students need to know that the good reader when reading quickly for meaning 1) does not need to go back over the   · text; 2) does not need to stop at unfamiliar words or reach for a dictionary; and 3) does not need to move lips.

After giving some insights about the teacher's role and the students' role in this proposed program, the guide should begin this way:

In order to encourage students to begin thinking about reading, the first reading class should start with a question-naire as the following.

READING QUESTIONNAIRE

TRUE OR FALSE

1. It is important to read every word if you want to understand.

2. You will learn more if you look up every new word in the dictionary.

3. Reading stories and novels is not important.

4. If you read fast, you will not understand.

5. You should be able to say every word you read.

6. Reading class is the same as vocabulary class.

7. Books for ESL students must be simple. ESL students cannot read books for English speakers.

8. You should write the words in your own language above the English words in a book.

(All of these statements, of course, are false). Therefore, if you want to discuss the questionnaire with the students, it will be helpful for the students to be clear in the objectives of the class.

PART I

How to Read Faster

This part gives the fundamental elements for learning to read faster and establishes the procedures for reading and timing the passages, and for answering the questions. It is essencial that the teacher reads and understands these procedures before working on them with the class.

The students will have much more success with the passages if, from the very beginning, they

1. learn to time themselves,

2. answer the comprehension questions.

The typical routine for timing is as follows:

1. When the students are ready to begin a passage, they should write the starting time on the line at the top of the page. They should then start reading and read as quickly as possible with understanding.

2. As soon as they have finished reading, they should write the finishing time on the line at the end of the passage.

3. Then tell the students to circle the best answers to the questions.

4. After they are finished, they can check the answers with the teacher.

5. Show the students how to determine their reading rate.

How to find the Reading Rate

To find your reading rate:

1. Count the number of words in three lines. For example if there are 30 words in three lines in a reading.

2. Divide the number of words by three to find the average.

$$\frac{30}{3} = \underline{\ 10\ }\ \text{words on one line.}$$

3. Count the lines on the page. Example: On a page, there are _34_ lines

4. (Number of lines) X (words on one line)= words on a page. _34_ X _10_ = _340_

You know that there are about _340_ words on each page of this reading now you can find out how many words you read in one minute.

5. How many minutes did you take to read the page? _____ minutes.

6. $\dfrac{340\ \text{words on a page}}{\underline{\hspace{2cm}}\ \text{minutes.}} = \underline{\hspace{2cm}}\ \text{words per minute}$

For example, if you read the page in 5 minutes,

$$\frac{340\ \text{words on a page}}{5\ \text{minutes}} = 68\ \text{words per minute.}$$

HOW TO FIND YOUR RATE ON YOUR OWN

1. Reading

2. Count the number of words in three lines. _____

3. Divide that number by three to get the average. _____

4. Count the lines on one page. _____

_____ X _____ = _____

(number of lines) (words in one line)   (words on a page)

NOW YOU KNOW HOW MANY WORDS THERE ARE ON ONE PAGE IN YOUR
READING. You can find your reading rate. (words per minute.)

5. Read your passage. Write starting time here.

_____ Min   _____ Sec.

                                Write Finishing time here.

_____ Min   _____ Sec.

6. How many minutes did you read? _____ Min _____ Sec.

7. How many pages did you read? _____

8. How many words did you read?

_____ X _____ = words

(number of pages)   (number of words on a page)

9. To find your reading rate, divide the number of words by
   the number of minutes.

   _____ words

   _____ = _____ words per

   minute _____ minutes.

PART II

READING COMPREHENSION SKILLS

General Guidelines:

1. The purpose of each exercise should always be discussed
   with the students before doing it.
2. The whole class should work together on each exercise.
3. Students should enjoy the exercises if the teacher intro-
   duce competition among them.
4. Whenever possible, students should be encouraged to work
   in pairs.

SCANNING

It is a high speed skill used when a reader wants to
find specific information. The reader already has a question
in mind and is simply looking for the answer.

In this kind of exercise, students can time each other,
working in pairs or the teacher can make this exercise compe-
titive. The winning team will have the highest number of

right answers in the shortest amount of time. It also, the teacher can involve the whole class by turning the exercise into a race to see who finishes first and the one who finishes first wins.

EXAMPLE:

Scan the next page for the answers to these questions.

1. How many chapters are there in the book? _____

2. Which is the chapter on the computer in the classroom?

3. On what page can you read about games? _____

4. Which part of Chapter 3 is about having fun with computers? _____

5. Does this book have an index? On what page? _____

Previewing

As the first step to reading, students preview the text material for a general idea of its topic and content. When previewing, students quickly skim the title, subtitles, first and last paragraphs, the first sentence of every paragraph, and look at any pictures or illustrations which may accompany the text.

EXAMPLE:

Suggested practice activities:

Read and underline the first paragraph, then underline the first line of paragraph 1, 2 and 3. Finally underline

the first sentence and the last sentence of the last paragraph.

LANGUAGE LEARNING IN THE UNITED STATES

Most people in the United States speak only one language: English. They do not learn to speak a second language. High schools teach languages. But very few students learn to speak well. Why don't Americans speak other languages?

First, most Americans never travel to other countries. The United States is a very large country. Americans can travel a long distance and not leave the United States. They do not need to learn a second language.

Second, one of the countries next to the United States is Canada. They travel there often. But they do not have to learn a new language.

Third, many people in other parts of the world speak English. If Americans travel to other countries, they can speak English there, too.

Americans think that it is a mistake to speak only English. They believe it is very important to learn a second language. Maybe someday other American will agree. Then more people will speak a second language in the United States.

Previewing as it was defined before, is a high-speed activity. Therefore, the previewing exercises should also be timed so the students can work rapidly.

Students should be encouraged to preview from the very beginning of the course for the following reasons:

1. It allows the students to place himself in the context of the reading.

2. It helps the student to judge the level of difficulty of the reading.

3. It demonstrates the student that he can get information without reading the whole text.

4. It also prepares the student to learn a new technique which is called skimming.

Predicting

These exercises are designed to make the students more aware of the thinking processes in drawing inferences. The predicting exercises follow the preview exercises because the two activities will help the student to develop the ability to get to know the background of the reading before starting to read.

To predict means to tell what will happen. You will be a better reader if you predict. As you read, guess what will happen. You can use words and pictures to help you predict.

EXAMPLE:

MODERN DENTISTS: HOW THEY CAN HELP YOU

Will you find these ideas in the story? Check Yes or No.

		YES	NO
1.	Dentists hurt your teeth.		x
2.	Dentist have many new machines.	x	
3.	Some dentists play the radio for their patients.	x	
4.	Some dentists will pull out all your teeth.		x
5.	A nurse cleans your teeth at the dentist's office.	x	
6.	The dentist's office is very confortable.	x	
7.	Dentists want everyone to have healthy teeth.	x	
8.	A visit to the dentist is too expensive.		x
9.	The dentist may X-ray your teeth.	x	
10.	Modern dentists must study for many years.	x	

Guessing word meaning

These exercises are designed to show the students how and when to guess. Be sure that students understand this before doing the exercises. The students can also work in pairs. This is very important because working with another student or in groups makes the exercises less difficult and increases their confidence in this kind of language acquisition activities.

One of the most common exercises for guessing word meaning is the cloze exercise in which the students have to read the entire passage first then they go back and try to write in the missing words. Sometimes the teacher may include words that the students will not recognize, but they should be able to guess from context.

EXAMPLE:

A. Read this passage. Some words are missing. Guess what kind of word you need for each space.

If you need a noun or a pronoun (a person or a thing), write N. If you need a verb (is, was, or a word for doing something). Write V.

THE STORY OF HELEN KELLER

Helen Keller was a famous American. She was a writer and a speaker. She wrote ___N___ and articles about education and politics.
1
She ___V___ to every part of the world. But the surprising
2
fact about Helen Kellen Keller ___V___ this: she could not see
3
and she could not hear. This blind, deaf ___N___ was a very
4
special person.

Helen Keller ___V___ not always blind and deaf. She was
5
all right when ___N___ was born on June 27, 1880. But she
6
___V___ very sick the next year. After that, she was not the
7
same. Her parents ___V___ her and ___N___ tried to take care of
8   9
her. But it was not easy. Her ___N___ could not show her what
10
to do.

B. Here are the missing words:

books   traveled   is   woman   they   she   became

loved   was   parents

1. books   4. woman   7. became

2. traveled   5. was   8. loved

3. is   6. she   9. they   10. parents

EXAMPLE:

GUESSING WORD MEANINGS

Read this passage. The underlined words may be new to you. Do not stop to look up the words you do not know. Try to guess. In the next exercise you will have the chance to learn the meanings of these words.

NICOLAS GUILLEN
Black Poet of Latin America

American as well as Latin American intellectuals often say that if the Nobel Prize of literature some day is awarded to a black writer, it will be to Nicolás Guillén. Actually, Guillén is a mulato, dark cinnamon-hued, crowned with a <u>mane</u> of white hair. His poetry is one of fierce drum beats, <u>sensuous</u> dark women, struggling city bums, pathetic soldiers, and exploited black slaves all wrapped in an <u>incisive</u> protest against appression and imperialism. He <u>indicts</u> and <u>ridicules</u> the oppressor while <u>depicting</u> the oppressed with compassion.

Nicolás Guillén was born in the Cuban province of Camaguey, in 1902. His father was a silversmith who became a journalist. In the family library Nicolás read and studied the classics of Spanish Literature, while attending the local Catholic school. When he was fifteen, his father was killed by government

troops. Guillén had to work as a typesetter to help support his family. Shortly afterwards he began to write and publish poetry.

His first poems followed the Spanish Classic style. It was in 1930 that he published his first book of poems based on black, mulato, and native Cuban themes, Motivos de son (Dance Motifs). That was followed by another similar collection, Songoro cosongo (untranslatable black Cubanese). By that time the young poet was writing exclusviely on behalf of the poor, the destitute, and the oppressed of the Caribbean be they black, mulatto, or white. In 1943 he published one of his best-known collections, West Indies, Ltd., which has been translated into every major language. Its purpose is to emphasize American and British colonialilism in the islands. In one of the poems Guillén says:

> Látigo,
>
> sudor y látigo,
>
> tinto en la sangre del amo . . .

Guillén was deeply moved by the Spanish people's struggle against fascism during the Spanish civil war. In 1937 he wrote a poem of epic proportions, España: un poema en cuatro angustias y una esperanza (Spain: A poem in Four Anguishes and One Hope.) That year he joined the Communist Party. From that time on his opposition to imperialism and colonialism

has produced a poetic fury as seen in his Cantos para soldados y sones para turistas Sones for Soldiers and Dances for Tourists), and in his short, bitter Canción puertorriqueña (Puerto Rican Song.)

With the advent of the Cuban Revolution, Nicolás Guillén saw his dreams and hopes fulfilled. The following is from one of his most celebrated poems, Tengo (I have):

> Tengo, vamos a ver,
>
> tengo el gusto de andar por mi país,
>
> dueño de cuanto hay en él,
>
> mirando bien de cerca lo que antes
>
> no tuve ni podía tener,
>
> tengo, vamos a ver,
>
> tengo el gusto de ir
>
> yo, campesino, obrero, gente simple,
>
> tengo el gusto de ir
>
> (es un ejemplo)
>
> a un banco y hablar con el adminis-
>
>   trador,
>
> no en inglés,
>
> no en "señor,"
>
> sino decirle compañero
>
> como se dice en español.

Guillén is loved by American poets and greatly respected in intellectual circles in the United States. His collected works, including the Nicolás Guillén Scrapbook are kept in the Schomburg Collection at the New York Public Library. American-Puerto Rican professor, Robert Márquez, of Hampshire College at Amherst has translated an extensive anthology of Guillen's works.

A. Choose the word that means the same or most nearly the same as the first word.

    1. awarded- a. found b. <u>given</u> c. sold d. lost

    2. sensuous- a. <u>voluptuous</u> b. plain c. poor d. pitiful

    3. pathetic- a. old b. injured c. happy d. <u>pitiful</u>

    4. incisive- a. loud b. <u>sharp</u> c. angry   d. weak

    5. indict-   a. <u>accuse</u> b. excuse c. refuse d. appreciate

    6. depict-   a. accuse b. help   c. judge d. <u>describe</u>

    7. exclusively- a. angrily b. happily c.totally d.loudly

    8. fury-   a. happiness b. loss c. writing d. <u>anger</u>

    9. advent-   a. <u>coming</u> b. departure   c. success d. failure

    10. celebrated- a. long b. profitable c. <u>famous</u> d. simple

<u>Exercise II</u>

B. Fill in each blank with the best word from the list. Use each word only once.

oppressed	fulfilled
ridicules	pleasure
mane	fascism
old	translated
joined	charm

1. I have the _pleasure_ of walking in my country.

2. Guillén is a mulatto crowned with a _mane_ of white hair.

3. Guillén indicts and _ridicules_ the oppressor.

4. He depicts the oppressed with the most human _charm_.

5. Guillén wrote exclusively on behalf of the poor and _oppressed_.

6. "West Indies, Ltd." has been _translated_ into every major language.

7. In 1937 Guillén _joined_ the Communist Party.

8. There is nothing _old_ about his writing.

9. The Cuban Revolution _fulfilled_ Guillén's dreams and hopes.

10. The people of Spain fought against _Fascism_.

C. Read the passage again. Then answer these questions:

   1. At the time this article was written, Guillén

      a. had won the Nobel Prize

      b. was a young man

      c. was a typesetter

      d. had not received the Nobel Prize

2. As a child Guillén

   a. did not go to school

   b. was educated

   c. was very poor

   d. was a published poet

3. One reason that Guillén learned to hate oppression by governments was that

   a. his family was very poor

   b. he had to work as a child

   c. his father was killed by the government

   d. his father was a silversmith

4. During the Spanish civil was Guillén

   a. fought the fascists

   b. fought in Spain

   c. wrote poetry against the fascists

   d. was not interested in the fight

5. When the Cuban Revolution came, Guillén

   a. was happy

   b. was angry

   c. was indifferent

   d. was jailed

Main ideas of paragraphs

Students should be trained in finding the topic by asking the following question "What is the topic"? and to find the main idea of a passage by asking, "What is the author saying about that topic?"

The main idea of any passage should be stated in a complete sentence, to be sure that it is really an idea and not just a topic.

1. Bicycles are very popular today in many countries. Many people use bicycles for exercise. But exercise is only one of the reasons why bicycles are popular. Another reason is money. Bicycles are not expensive to buy. They do not need gas to make them go. They also are easy and cheap to fix. In cities, many people like bicycles better than cars. With a bicycle, they never have to wait in traffic. They also do not have to find a place to park. And finally, bicycles do not cause any pollution!

Topic: Bicycles

Write the topic beside the main idea of this paragraph.

a. _____ do not cause pollution.

b. _____ are better than cars.

c. _____ are popular today for many reasons.

The correct answer is (c) Bicycles are popular today for many reasons.

> a) Is not correct because it is too specific. It is only one part of the paragraph.
>
> b) Is not correct because the paragraph is not about this. The paragraph does not say bicycles are better than cars. It only says that some people like bicycles better than cars.

Example 2

Scientists know a lot about the earth. For example, they understand how mountains are made and what a volcano is. But they do not know when a volcano will send hot rock into the air. They may know about the outside of the earth. But they still are not sure about the inside. And scientists are not sure about how the earth was made. They have many different ideas about this. There are still many difficult questions for scientists who study the earth.

> a. Scientists have different ideas about how the earth was made.
>
> b. Scientists now know a lot about the earth.
>
> c. Scientists still have many questions about the earth.

C is the best main idea.

3. Read the next paragraph. Ask yourself "What is the topic"?
   What's the writer's idea about the topic?" Then write the
   main idea sentence.

   Population growth is a serious problem around the world.
At the beginning of the 20th Century there were about 1.5
billion people in the world. In 1984 the world population was
4.8 billion people. By the year 2000, it will be about 6.1
billion.

Main idea Population growth is a serious problem around the
world.
Topic Population

TOPICS

Finding the Topics

EXAMPLE:

In each group of words, circle the topic. Try not to
use the dictionary. If you don't know a word, guess the
meaning.

1. mother   sister   uncle   aunt   family   father
   grandmother   cousin   grandmother   brother

2. nine   sixteen   number   four   seventy-seven
   fifteen   eighty   thirty-two

3. dog   cat   elephant   lion   animal   horse
   camel   mouse

4. table   chairs   refrigerator   oven   kitchen
   stove   sink

5. bread   fruit   milk   butter   food   cheese
   meat   vegetables

Patterns of organization

In this unit the teacher may focus the students' attention on the organization of a text and it is a kind of introduction to composition. The students will learn to:

1. Recognize some of the most common patterns of organization in English.
2. Identify signal words for each pattern.
3. Use the signal words and the patterns as tool for better comprehension.

These exercises should help students develop the habit of asking "What is the pattern?" when they read.

Here are some of the patterns:
Listing, Time order, Cause-effect, and Comparison. Each

of the four patterns is introduced by an example. Be sure to
do the exercises with the whole class so they can understand
the importance of the signal words used with each pattern.

1. LISTING --- Ways to travel:

        plane

        train

        bus

        ship

2. TIME ORDER -- Wars in American history:

    1776 -- American Revolution

    1812 -- War of 1812

    1860 -- Civil War

    1914 -- World War I

    1940 -- World War II

3. CAUSE-EFFECT--Cause: Heavy rain

    Effect: car accidents on the highway

4. COMPARISON -- Comparing Paris and New York:

    How are they alike?

      expensive

      beautiful buildings

      many art museums

How are they different?

Paris is a capital city; New York is not
a capital city.

Paris is safer: New York is larger. .

Listing:

Read each paragraph. Underline the signal words. Write
the topic, the main idea and the pattern signal. Then list
the other signal words and the details.

Computers are helpful in many ways. First, they are
fast. They can work with information much more quickly than
a person. Second, computers can work with lots of information
at the same time. Third, they can keep information for a
long time. They do not forget things the way people do. Also,
computers are almost always correct. They are not perfect,
of course, but they usually do not make mistakes.

a. Topic: Computers

b. Main idea: Computers are helpful in many ways.

c. Pattern signal: Many

SIGNALS	DETAILS
First	computers are fast
Second	can work with lots of information
Third	at the same time
also	they can keep information for a long time
	they are almost always correct

Time Order

EXAMPLES:

Albert Einstein was born near the end of the 1800s. In Ulm, Germany. He graduated from the University of Zurich in Switzerland at age 26. That was also when he did his famous work in physics. Fourteen years later he won the Nobel Prize for Physics. For the next ten years he lived in Germany. He also traveled a lot to talk with other scientists. Then in the early 1930s he had to leave Germany because of Hitler and the Nazy Party. He moved to the United States. From that time until his death he lived in Princeton, New Jersey. He died at the age of 74.

Here are the signals. Write the events:

SIGNALS	EVENTS
Near the end of the 19th Century	Einstein was born
At the age of 26	He graduated from the University of Zurich .
That was also when	He did some of his famous works in Physics
Fourteen years later	He won the Nobel Prize
For the next ten years	He lives in Germany and traveled a lot
In the early 1930s	He left Germany
From that time until his death	He lived in Princeton. New Jersey
At the age of 74	He died

Dates are often signals for the time order pattern. Here are some other time order signal words:

first	next	soon	after	at last	finally
last	later	before	while	then	times dates

The Vietnam War began soon after World War II. At first, in 1946, the war was between the Vietnamese and the French. The government was French, but many Vietnamese people did not want a French government. They wanted the French to leave so they could have their own government. The Vietnamese fought hard, and slowly they won more and more land. By 1953, the French army was in trouble. They were not winning the war.

French soldiers were dying and the war was costing a lot of money. So, in 1954, the French army stopped fighting and left Vietnam. That was the end of the first part of the Vietnam War.

Topic: The first part of the Vietnam War

SIGNAL   EVENTS

1946   The beginning of the war

1953   The French army was in trouble

1954   The French army left Vietnam

2   In 1965 the Vietnam War became an American war. That year, the United States sent airplanes with bombs over North Vietnam. The North Vietnamese were moving into South Vietnam and the United States government wanted to stop them. More and more bombs were used each year. The bombs killed thousands of North Vietnamese men, women and children. Thousands more lost their homes and their land. The United States also sent more soldiers every year. By the end of, 1967, there were almost 510,000 Americans in Vietnam. And still, the North Vietnamese were winning the war.

Topic: How the Vietnam War became an American war.

SIGNAL	EVENTS
1965	The Vietnam War became an American war.
That year	The United States bombed North Vietnam.
Each year	The United States used more bombs and sent more soldiers
The end of 1967	There were almost 510,000 Americans in Vietnam.

Causes and Effects

Here are some Cause and Effect signal words:

because	results in	is a cause of	in the result of
because of	can make	had an effect on	
lead to	causes	effects	is the reason for
can help	can stop	due to	

EXAMPLE:

In this paragraph look for many causes and one effect. The signal words are underlined.

There are many different causes of car accidents in El Salvador. Sometimes accidents are caused by bad weather. Rain can make roads very dangerous. Accidents also can result from problems with the car. Even a small problem like a flat tire can be serious. Bad roads are another cause of accidents. Some accidents happen because the driver falls asleep. And finally, some accidents are caused by drinking too much

alcohol. In fact, this is one of the most important causes of accidents.

Topic: The cause of car accidents in El Salvador.   .

CAUSES	SIGNALS	EFFECTS
bad weather	are caused by	car accidents
car problems	result from	
bad roads	cause of	
driver falls asleep	because	
drinking alcohol	are caused by	

COMPARISON:

Some comparison signal words:

Words to show likenesses: alike, similar, same, also

Words to show differences: different, unlike, more than, less than, but, however.

Underline the signals in each paragraph. Write the likenesses and differences on the lines.

Poland and Italy may seem,like very different countries. And of course, they are different in some ways. Poland is in the North of Europe, but Italy is in the south. Poland has a communist government, but Italy had a democratic government.

However, there are also similarities. In both countries, the most important religion is Catholicism. In both Italy and Poland, history is very important to the people. And finally, both the Italians and the Polish are famous for their friend-liness and good spirit.

What is the paragraph comparing? Poland and Italy

DIFFERENCES	SIGNALS
Poland - in the North of Europe	But
Italy - in the South of Europe	But
Poland - a communist government	
Italy - a democratic government	

LIKENESSES:	
Catholic religion	Both
History is important	Both
Friendliness and good spirit	Both

Reference Words

ESL students often run into comprehension problems because they can not identify the referent for a pronoun. These exercises will train the student to become more aware of the way the writers use these words in English and how important they are for understanding a text.

Pronouns is an example of reference words and the whole class should work together in identifying simple pronouns.

EXAMPLE 1:

Jogging is good for your health for a few reasons. <u>It</u> is especially good for your heart. If you do <u>it</u> a few days a week, your heart will be stronger. <u>It</u> is also good for your legs. And many people believe <u>it</u> is good for your mind.

All the underlined pronouns take the place of the noun. Jogging is the referent.

Sometimes pronouns can take the place of a group of words.

EXAMPLE 2:

It is not easy to be the mayor of a large city. Many people need homes and jobs. The buildings and streets need to be fixed. The schools are old and the students are not learning enough. The streets are dangerous at night because of crime. These are big problems, and the mayor must work on all of <u>them</u>.

PRONOUNS	REFERENTS
These	- People need homes and jobs
	- Buildings and street need to be fixed
	- Schools are old
	- Streets are dangerous
	—————
Them	- Problems

SKIMMING

In this unit students will use many of the reading skills they have learned by now. Skimming requires making guesses from evidence, and to draw conclusions about some of the general ideas in the text. This is not easy for our students, therefore, the teacher has to be well prepared to assist students. The key to skimming is speed and it should be stressed from the very beginning of the course.

In the exercises presented here, the students will have to skim long passages and to answer the questions that follow the passage to check if they have grasped the general idea of the reading. They only need the first line and a few words on each paragraphs in order to answer the questions.

EXAMPLE:

Skim this review as quickly as possible for the general ideas about the book. Remember you only need to read a few sentences and words. Then try to answer the questions:

MOTHER TERESA

In 1979, Mother Teresa won the Nobel Prize for Peace. This book tells about her life-long work with poor people and how she finally became famous.

The story with her childhood in Yugoslavia. She was born in 1910. At the age of 18, she decided to become a nun. The Catholic religion was very important to her. But for her, the most important part of the religion was helping other people. She especially wanted to help the poor people in India.

She first worked as a school teacher in India. But her students were not poor people. So, finally, she left the school. That was when she began her real life's work. She walked the streets in India cities looking for people who needed help. She gave them food, clothing or medicine.

After a while, other nuns began to help her. She built hospitals and schools for the poor. She also started a special

group of nuns called the Order of the Missionaries of Charity. They began to work with the poor people in many countries around the world.

Important people sometimes gave Mother Teresa money or cars for her work. But the money and cars always went to the poor people. She lived very simply and worked very hard. The Nobel Prize gave her $ 100.000. She will use this money to continue her work.

1. This book probable

   a. is fun to read

   b. is good for children

   c. has a lot of useful information

   d. tells about the problems of poor people

2. Mother Teresa is famous because she

   a. is an Indian

   b. helps poor people

   c. has a lot of money

   d. is a school teacher

3. People gave Mother Teresa money

   a. because she was poor

   b. so she could win the Nobel Prize

   c. so she could travel

   d. so she could help poor people

PART III - PASSAGES FOR READING FASTER

Although, it has been emphasized from the beginning of the guide that speed should be timed in all readings, this part is devoted exclusively to encourage the students to speed up in their reading habits.

The students should start with one passage the first day, then the next day with two passages in class or at home to practice faster reading. The teacher should make sure that students are timing themselves, using a rate table for converting their rate on the time into reading rate or words per minute. Also they will record their reading rate on the progress chart[2]. The teacher's task is to see that students record their reading rate and to encourage them to work on improving their reading speed by reading as much as they can and continue timing themselves.

When the students begin a timed reading, they should record their starting time in minutes and seconds. As students approach the end of the passage, the students record their finishing time above their starting time, then go on to answer the comprehension questions without looking back at the text. When everyone is finished the teacher can read the answers to the comprehension questions aloud, students can correct them individually. A simple way to find the appropriate number of words per line in a passage is to:

1. Find the average number of words per line in 20 lines.
2. Count the number of full lines.
3. Multiply the average number of words per line by the number of full lines.

Example: 12 words per line x 100 full lines = 1200 words.

PART IV - THINKING SKILLS

Critical Reading

This is the last part of the teacher's guide and it is very important because the teacher can take some time in the second course of Reading and Conversation to begin introducing the students some ideas that they can put into practice in the Literature courses that will follow the reading classes. Although, a teacher of the Foreign Language Department, has provided the students with a guide to the Literature courses, the students face the difficulty of not knowing how to criticize or analize a short story or a poem until they get to the Literature courses. It is very common to hear students accepting other students' opinions or the teacher's because he does not know how to give his own. As a critical reader, a person begins to feel that the printed page is not unique since authors are humans and they make mistakes and may try to exaggerate sometimes, or say things that never happen or try to impose his own criteria in his writings. Here is when the

critical reader should be able to criticize this type of read-
ing and evaluate what the author has written.

In order to be a skillful reader, one has to learn first
of all the basic skills, then to be able to think actively
and creatively, the student has to follow other type of guidance.

With the help of some bibliography and previous class-
room teaching a guide was prepared linking Reading and Conver-
sation with the Literature courses taught in the upper level
to help the students to have less difficulties in understanding
a piece of writing or a simple poem .

Elementary Guide for Reading a Short Story Critically

Before one can appreciate and understand a short story,
one should be able to recognize some of the important charac-
teristics. One of them is to learn to read critically, as
it was mentioned before. Criticism does not have the meaning
that everything is is said is bad, but in Literature, criticism
means evaluation, appreciation. As one learns to read cri-
tically, one will develop the ability to recognize good writing,
and therefore the enjoyment of Literature.

There are five important parts to take into account in order to
evaluate and appreciate a short story: action, character, point
of view, setting and style.

Action

A story is an account of something that happened, and this "what happened" is the action. In most stories the action is a series of unrelated incidents, and the action is organized into a plot. The plot is the plan of the story. The basis of every plot is a struggle or conflict, with the opposing forces. This struggle sometimes is even, therefore, the reader doubts about what is going to happen next. Generally the opposing forces are persons or groups of persons, but there is another kind of conflict such as the struggle on an individual against the forces of nature. Also there are psychological conflicts and the conflict is about ideas or attitudes. The point in which the reader can foresee the outcome of the struggle, is called the climax.

Character

It is as basic as action. Characters and action are linked because action reveals character and character determines action. In a short story the descriptions of character are not long. Some stories emphasize action more than character.

Point of View

This is the position from which the action and characters are seen by the author. There are two ways of telling a story:

through the first person ("I said," "I did") or the third
person ("he said", "he did".)

Setting

The setting of a story is the specific time and place of
the events in the story. Sometimes the setting is used to
create an impression of reality. Stories of fantasy will give
sometimes a setting of realism in order to make the strange
events more believable.

Style

Style refers to author's use of language, his selection
of words, the way of expressing himself. For instance, one
author may use a lot of adjectives and adverbs, another may
write direct prose. Style helps determines the tone of a
story. For example if the tone is serious, comic or tragic.

After giving the definitions of all these terms, we
propose that in order to introduce the students into critical
reading, the following questions should be asked; when reading
a short story:

1- What is the action of the story?

2- Who are the characters in the story?

3- What is the point of view of the story?

4- What is the setting of the story?

5- What is the style of the writer?

The questions that follow may be asked about the passage specifically:

1- What is the subject of this passage?

2- State as briefly as possible what the writer says about it.

3- What is the author trying to do? tell a story? describe? explain? persuade?

4- What impresses you the most in the passage?

5- Why does it impress you?

6- Why does the writer use metaphor instead of using abstract terms?

7- What is the author's tone in the passage? Is he serious? humorous? forceful? good humored? gentle? friendly? proud? modest?

8- What kind of language does the author use in the story? formal? conversational? colloquial? archaic? modern? difficult? simple? specializaed?

9- What are your comments on the story?

10- What is the message of the author?

The answers that the teacher will obtain from this questionnaire, after having the students read the story, will introduce them to the world of learning to read and to converse critically about any piece of writing that they get.

Example:

The trouble is that the English nature is not at
all easy to understand. It has a great air of simplicity,
it advertises itself as simple, but the more we consider
it, the greater the problems we shall encounter. People
talk of the mysterious East, but the West also is mysterious.
It has depths that do not reveal themselves at the first
gaze. We know what the sea looks like from a distance:
it is of one of the colour, level, and obviously cannot
contain such creatures as fish. But if we look into the
sea over the edge of a boat, we see a dozen colours, and
depth below depth, and fish swimming in them. That sea
is the English character --apparently imperturbable and
even. The depths and the colours are the English roman-
ticism and the English sensitiveness --we do not expect
to find such things, but they exist. And-to continue my
metaphor --the fish are the English emotions, which are
always trying to get up to the surface, but don't quite
know how. For the most part we watched them moving far
below, distorted and obscure. Now and then they succeed
and we exclaim, "Why, the Englishman has emotions! He
actually can feel!" And occasionally we see that beautiful
creature,the flying fish, which rises out of the water
altogether into the air and the sunlight. English
literature is a flying fish. It is a sample of the life

that goes on day after day beneath the surface; it is a proof that beauty and emotion exist in the salt, inhospitable sea.

E. M. Foster (1879-1970)

What is the action of the passage?

1. That English nature is not easy to understand.

2. Who are the characters of the passage?

British people

3. What is the point of view of the story?

The story is told in the third person "it"; in the first person plural "we", first person singular "I" and third person plural.

4. What is the setting of the passage?

England

5. What is the style of the passage?

The writer uses many adjectives

6. What is the subject of this passage?

The English character

7. State as briefly as possible what the writer says about.

He says that the English nature is complex, despite its apparent simplicity. Beneath an impassive exterior there are depths of feeling which show themselves only very occasionally. He cites the beauties of English literature as the best proof of this sensitivity.

8. What is the author trying to do/ tell a story? describe? explain? persuade?

He is trying to explain the English nature, to persuade his readers that it is not exactly as it may seem.

9. What impressed you most in the passage?

The comparison with the sea.

10. Why does it impress you?

Because it occupies most of the passage from beginning to end. (The student can mention the passages in which the word is mentioned.)

11. Why does the writer use metaphor instead of using abstract terms?

Because the writer wants to gain liveliness, colour, concreteness, and clarity.

12. What is the tone of the writer in the passage?

He is friendly because he places himself with the reader, serious, good-humoured, humorous.

13. What kind of language does the author use in the story?

It is essencially modern, simple and the vocabulary is not difficult.

14. What are your comments on the story?

The English character is complex. He also mentions the beauty of English Literature and he mentions that the English nature is not at all easy to understand.

15. What is the message of the author?

This could be that even though he says that the English character is difficult to understand, they are very proud of it.

Elementary Guide for Reading a Poem Critically

If you want to enjoy poetry, you should add something else to your reading habits.

It is very common to find students that have never read poetry, not even in their own language, because they do not understand the meaning of it. The first guide to enjoy poetry is to read a poem slowly and silently to be sure that one understands. Then, a second time should be read and if it is possible, a third time should be read to grasp the whole poem. Second, find an opportunity to read the poem aloud because the delight of a poem lies in its music. And finally, use your imagination in trying to find out what the poem was written for. The reader has to take into account that the poet always has a reason for writing, but it also depends on the period of time he has written the poem, another reason might be the mood in which the poet was at the time he wrote it, his background, his political views, his religious beliefs, his attitude toward life, and others.

It would be ideal that before the students read the poem,

the teacher should write all the new words that he finds in the poem, with the corresponding synonym or definition. This will also help the student to develop his vocabulary.

-The second step is to read it slowly and silently and the third one to read it loudly.

-The fourth step is to write questions designed to help the student to interpret the poem.

The following, just an example of possible questions about a poem, although each poem that is read has a unique meaning and the teacher will have to make different questions for each poem.

1. What is the story here?
2. Who are the speakers?
3. What does the title of the poem mean?
4. What kind of language is used in the poem? simple? difficult? colloquial?
5. Do you find any adjectives in the poem?
6. What kind of pictures are formed in your mind by the words?
7. What time of year is suggested in this poem?
8. What historical period is evoked in the poem?
9. What feeling is expressed at the end of the poem?
10. What is the message of the poem in this poem?

Example:

PROMISE

I planted a rose in a pretty garden

and took care of it with love

In the hope that when it bloomed

it would light up my dark life with its beauty.

As I watched it grow, I smiled

To see it drink in the sunshine, turning red.

My rose began to bloom, and its color was as wonderful

  to me

As sun and water were to the rose itself.

Every day I watched it growing redder and redder.

On the day it was ready to open up, I hurried to see it.

But I was too late! Some child, without thinking,

Had picked it and run away!

Vocabulary

dew: small drops of water, found on plants early in the
  morning

ever smiled: always smiled

fled: ran away; escaped

hasted I: I hastened; I hurried

hue: color, tint

illume: to become lighted up; to be illuminated

lusty bud: a flower that grows rapidly and hungrily

plucked: picked; taken away from its place

ruddy flame: deep red fire; the color of fire

tending: taking care of; helping to grow

tinct: to color; to add a tint or color

Questions for comprehending and appreciating the poem

1. What is the story here?

   It is the story of a rose that was planted by a man. He used to take care of her until it bloomed; but one day a child came and took it away leaving the man very sad.

2. Who are the speakers?

   The poet

3. What does the title of the poem mean?

   It means that he had made a promise to take care of the rose and he could not fulfill his goal.

4. What kind of language is used in the poem?

   Simple

5. Do you find any adjectives in the poem?

   Yes: pretty, dark, red, wonderful, open up.

6. What kind of pictures are formed in your mind by the words?

The picture of a beautiful rose and the poet taking care of her.

7. What time of day is suggested in this poem?

Very early in the morning.

8. What historical period is evoked in the poem?

The romantic periods because his poet uses the rose as a symbol of beauty.

9. What feeling is expressed at the end of the poem?

The feeling of sadness because somebody took the most precious thing away for the poet.

10. What is the message of the poet in this poem?

There are times when it is impossible to retain somebody or something that you love.

CONCLUSION

Based on the review of the program, the opinions from the
questionnaires and the tests of language skills testing the
hypothesis of this work, it was found that materials that
should be used for the two Reading and Conversation courses
programmed should include topics with which the students are
already familiar.

With regard to the learning reading skills it was found
that it is necessary to include in the program the practice
of reading skills and emphasize them considering the importance
of training the students for the material to be presented. To
do this, it is necessary to adjust the objectives to the
procedures for training the students in those techniques. Thus
a revision of the method for teaching the courses of Reading
and Conversation is necessary. With regards to the approach
of these courses, it is necessary to state principles on which
to base the criteria for selection of materials and choosing
of procedures.

Trying to help to solve part of the problem of the reading
courses, we believe that a guide for presenting linguistic
material in these courses including reading skills   was
necessary. These skills which were tested experimentally with
satisfactory students' achievement reinforced the idea of

structuring new programs that include them.

The authors of this work believe that the use of the guide and the new programs may help to improve the reading courses but this will depend mainly on the instructor for facilitating the students the acquisition of reading skills and ability in conversation.

In search of a method for the Reading and Conversation in English courses there still exist aspects which need to be investigated mainly about the methodology that the teachers use in the classroom.

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APPENDIXES

UNIVERSIDAD DE EL SALVADOR
FACULTAD DE CIENCIAS Y HUMANIDADES
DEPARTAMENTO DE IDIOMAS

PROPOSED PROGRAM ON READING AND CONVERSATION-PART I

I- DESCRIPTION OF THE COURSE:

This is the first part of a reading and discussion course in which the teacher and the students will participate. The students will be given techniques that will be applied when reading short stories, biographies, essays, poems, and articles on current topics taken from newspapers, magazines, and other sources. This material will be discussed in class.

II- GENERAL OBJECTIVES

1. The students will be provided with the most common techniques to improve/increase their efficiency in reading material in a second language.

2. The students will improve reading speed, comprehension and vocabulary by means of periodic tests.

3. The students will discuss the ideas presented and form opinions on these ideas after having read the material assigned, and applied the techniques of reading in a second language.

III- SPECIFIC OBJECTIVES

1. The students will be able to recognize and perform comprehension skills such as previewing and predicting, scanning, guessing word meanings, identifying topics of conversations and identifying topics, and main ideas of paragraphs.

2. The students will enrich their vocabulary by practicing the words learned in the selected readings in exercises selected by the teacher.

3. The students will increase ability in oral self-expression through group work, debates and vocabulary exercises.

4. The students will be able to read and discuss excerpts on the Salvadoran political, social, and economic matters.

IV- COURSE CONTENT

Course content will be based on a sociological, political, economic, literary, linguistic and other current

topics in which the students might be interested, with emphasis placed on trying to focus on the reality of Latin America in general and of El Salvador in particular.

A. <u>Kinds of Reading</u>

    1. Oral reading

    2. Critical reading

    3. Intensive reading

    4. Extensive reading

B. <u>Study Skills</u>

    1. Previewing

    2. Predicting

    3. Scanning

    4. Guessing word meanings

    5. Main ideas of Paragraphs

C. <u>Reading Faster</u>

    1. Reading rate

    2. Reading speed

D. <u>Vocabulary Skills</u>

    1. Learning idioms

    2. Word formation

    3. Using the dictionary

V- <u>EVALUATION</u>

-Mid-term exam .... 20% (Recognition of Skills)

-Second exam   .... 25% (Speed and Comprehension)

-Quizzes   .... 20% (Reading Comprehension and Vocabulary)

-Final exam   .... 35% (Written and Oral)

VI- <u>BIBLIOGRAPHY</u>

1. Costinette, Sandra. <u>Advanced Reading and Conversation</u>
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2. Dunha, and Vaden. <u>English Integrated</u>. <u>An Advanced</u>
    <u>Reader/Grammar for Learners of English</u>. Boston:
    Little, Brown and Company, 1986.

3. Kennedy and Kennedy. <u>The Bedford Reader</u>. St. Martin's
    Press, New York, 1982.

4. Malmoc, Anna Maria. <u>On Wings of Verse</u>, English
    Washington Teaching Division, 1985.

5. Miller, Morton. <u>Reading and Writing Short Essays</u>.
    New York, Random House, 1987.

6. Whohl Gary. <u>Hispanic Personalities</u>. New York: Regents
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UNIVERSIDAD DE EL SALVADOR
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DEPARTAMENTO DE IDIOMAS

PROPOSED PROGRAM ON READING AND CONVERSATION   PART II

I-   DESCRIPTION OF THE COURSE

　　　　This is the second part of a reading and discussion course in which the students will enhance the skills developed in Reading I. Oral presentation and group discussion of current events and contemporary social issues will demand a careful, discerning and perceptive examination of the reading. By insisting on detailed answers that especifically refer to the text, and by encouraging students to ascertain what the writers say, and in addition, how they convey their message, the course will make the students more proficient readers and will show them how they can adopt writer's techniques in order to express their own ideas.

II-   GENERAL OBJECTIVES

　　　　To develop the ability to comprehend diverse and complex readings and to discuss these and the students' own ideas with fluency.

III- <u>SPECIFIC OBJECTIVES</u>

At the end of the course the students will . . .

1. Be able to speak and lead a discussion either on an assigned reading or about an important social issue or political event.

2. Be able to demonstrate that they have read and comprehend the assigned readings or oral presentations through written or oral quizzes.

3. Be able to recognize the integration of the other subjects such as Composition, Grammar and Literature by means of adapting specific exercises from the readings.

4. Be able to increase their reading speed by timing themselves and by keeping a record of their reading rate for each of the reading they read.

5. Be able to make simple analysis on prose and poetry by means of simple questions about the reading or the poem. This is a way of introducing the students to the world of Literature.

IV-   COURSE CONTENT

A. Review

1. Kinds of reading

2. Study skills

B. Reading Comprehension Skills

1. Find pattern of organization

2. Listing

3. Time order

4. Cause-effect

5. Comparison

6. Using reference words

C. Thinking Skills

1. Critical reading

a. Guide to reading a short poem.

b. Guide to reading a simple poem.

D. Integration of Skills

1. Reading - writing

2. Reading - grammar

3. Reading - speaking

V- <u>EVALUATION</u>

-Mid-term exam .... 20% (Recognition of Skills)

-Second exam   .... 25% (Speed and Comprehension)

-Quizzes   .... 20% (Reading Comprehension and
                              vocabulary)

-Final exam   .... 35% (Written and Oral)

VI- <u>BIBLIOGRAPHY</u>

It will be provided by the teachers according to the source where the readings are taken.

1. Costinett, Sandra. <u>Advanced Reading and Conversation</u>. Illinois: Voluntad Publishers, Inc., 1985.

2. Dunha, and Vaden. <u>English Integrated</u>. <u>An Advanced Reader/Grammar for Learners of English</u>. Boston: Little, Brown and Company, 1986.

3. Kennedy and Kennedy. <u>The Beford Reader</u>. St. Martin's Press, New York, 1982.

4. Malmoc, Anna Maria. <u>On Wings of Verse</u>. English Washington Teaching Division, 1985.

5. Miller, Morton. <u>Reading and Writing Shorts Essays</u>. New York, Random House, 1987.

6. Wohl Gary. <u>Hispanic Personalities</u>. New York: Regents Publishing Company, Inc., 1978.

APPENDIX B

UNIVERSIDAD DE EL SALVADOR
FACULTAD DE CIENCIAS Y HUMANIDADES
DEPARTAMENTO DE IDIOMAS

PROGRAM FOR: READINGS AND CONVERSATION II

I-   GENERALITIES

    A. Semester II :   Academic Year 1978/79

    B. Prerequisite: Readings and Conversation I

    C. Schedule   :   Monday to Friday- 8-9 p.m.

    D. Teacher's Name: Lic. Humberto Pacas Platero

II- DESCRIPTION OF THE COURSE

    This is a reading and discussion course in which all the students are expected to participate. The students will read short stories, essays and newspaper and magazine articles. The literature will be summarized, analyzed, and criticized orally and in writing by the students. From time to time, the students will be asked to give oral individual oral presentations and to do independent research. All homework assignments must be handed in on time. In all activities, the oral approach will be emphasized.

III- OBJECTIVES

A- General

To significantly improve the students, vocabulary, pronunciation, grammar, fluency and reading skills, primarily by means of repetition drills and the question and answer method.

B- Specific

1- To develop the ability to read difficult writings with understanding.

2- To reinforce grammar and vocabulary learned in Reading and Conversation I.

3- To improve pronunciation.

4- To learn to ask and answer questions correctly.

5- To encourage the students to read in English on their own time.

6- To give students confidence in speaking openly in a group situation.

IV- METHODOLOGY

The following teaching methods will be utilized.

A. Pronunciation and intonation drills

B. Dictation

C. Oral reading

D. Question and answer drills

E. Oral spelling

F. Audio-visual

G. Dialogues

H. Debates

V- EVALUATION OF THE COURSE

Unannounced Reading Checks	30%
Oral Presentation	15%
Imprompter Participation	10%
Exam I (June 1)	15%
Exam II (August 17)	15%
Fluency Interview (from 3 to 6 of Sept.)	15%
	100%

VI- BIBLIOGRAPHY

L. G. Alexander, Developing Skills, London
Longman, 1967. Fluency in English, London Longman,
1967.

Dorothy Danielson and Rebecca Hayden. Reading in English
for Students of English as a Second Language. New
Jersey: Prentice - Hall, 1961.

Robert J. Dixson. Modern Short Stories in English. New
    York: Regents, 1971.

Julia M. Dobson and Frank Sedwich. Conversation in En-
    glish. New York: American Book Company, 1975.

Mary Finocchiaro and Violet H. Lavenda. Selections for
    Developing English Language Skills. New York: Regents,
    1966.

Charles W. Kreidler et al. "Teaching Reading," Forum,
    Vol. XIII, No. 3 and 4, 1975.

National Council of Teachers of English. English for
    Today, Book Three. Teacher's Text. New York: McGraw-
    Hill, 1964.

Reading and Conversation for Intermediate and Advanced
    Students of English. Maryland: English Language
    Services, 1969.

Amy L. Sonka. "Reading Has to be Taught, Too," Forum,
    Vol. XVII, No.1, January, 1979.

Donna Swain, Matilda Bailey, and Ullin W. Leavell, People,
    Places, and Opinions, New York: American Book Company,
    1961.

Eleanor Wall Thoms, <u>Teaching Reading to Non-English Speakers</u>. New
York: MacMillan, 1970.

UNIVERSIDAD DE EL SALVADOR
FACULTAD DE CIENCIAS Y HUMANIDADES
DEPARTAMENTO DE IDIOMAS

<u>PROGRAM FOR ENGLISH GRAMMAR I</u>

I- <u>GENERALITIES</u>

Year   : 1985

Term   : II

Prerequisite: Intermediate Intensive English II

Schedule : Monday through Thursday (one hour daily)

Groups   : 01 - 8-9 a.m. - Room 104
             02 - 2-3 p.m. - Room 104
             03 - 4-5 p.m. - A-4

II- <u>COURSE DESCRIPTION</u>

   This course will be an intensive study of the fundamentals of

English Grammar. The use and interrelations of the parts of speech

will be analized.

III- <u>OBJECTIVES</u>:

A- <u>General</u>

   -To develop skills in the written comprehension of the struc-

ture of English.

   -To enable students to employ all the different kinds of

sentences when producing them.

   -To aid students in the acquisition of some of the writing

skills that will be useful in writing composition.

B. <u>Specific Objectives</u>

      -To enable the student to identify the elements of the sentence.

      -To be able to modify sentences through the change of context tense, clues, using different connectors rephrasing, etc.

IV- <u>COURSE CONTENT</u>

<div align="center">PART ONE</div>

<u>Unit I</u>   "Review of Sentence Elements"

   1. The Sentence Defined

   2. The Subject

   3. The Simple Subject

   4. The Predicate

   5. The Simple Predicate or Verb

   6. The Verb Phrase

   7. Compound Subjects and Compound Verbs

   8. Sentence Classified According to Purpose

   9. Simple Sentences and Compound Sentences

  10. Diagraming Subject and Predicate

<u>Unit II</u>   "Agreement of Subject and Verb, Singular and Plural Number"

   1. Agreement of Subject and Verb

   2. Intervening Prepositional Phrases

   3. Don't and Doesn't

   4. Singular Pronouns

5. Plural Pronouns

6. Verb after _here_ and _there_

7. Compound Subject

8. Singular Subject joined by _or_ or _nor_

Unit III   "The Parts of Speech"

NOUN, PRONOUN, ADJECTIVE

1. The Noun

   Common Noun

   Proper Noun

2. The Pronoun

   Possessive Pronoun

3. The Adjective

4. Changing Parts of Speech

5. The Proper Adjective

Unit IV   "The Parts of Speech"

VERB, ADVERB, PREPOSITION, CONJUNCTION, INTERJECTION

1. The Verb

   Action Verbs

   Linking Verbs

   Helping Verbs

2. The Adverb

3. The Preposition

4. The Conjunction

5. The Interjection

6. Review of Parts of Speech

7. Grammatical Analysis of Sentences

PART TWO

<u>Unit V</u>   "Subordination"

Adjective Clauses

1. Introduction

    a. Clause

    b. Independent Clause

    c. Dependent Clause

    d. Adjective Clause

2. Adjective Clause Patterns

    a. Using Subject Pronouns: who, which, that

    b. Using Object Pronoun: who(m), which, that

    c. Using whose

    d. Using where

    e. Using when

    f. Punctuation of Adjective Clauses

    g. Using Expressions of Quantity in Adjective Clauses.

3. Reduction of Adjective Clauses to Adjective Phrases

    a. Clauses

    b. Phrases

    c. Adjective Clause

    d. Changing an Adjective Clause to an Adjective Phrase

NOUN CLAUSES

1. Introduction

    a. Noun

    b. Noun Clause

2. Noun Clause Patterns

    a. Noun Clause which begins with a question word

    b. Noun Clause which begins with WHETHER or IF

    c. Question Words followed by Infinitives

    d. Noun Clauses which begin with THAT

    e. Quoted Speech

    f. Reported Speech and the Formal Sequence of Tenses in Noun Clauses

    g. Using the Simple Form of Verb in a Noun Clause to Stress Importance

    h. Using -ever words

ADVERB CLAUSES AND RELATED STRUCTURES-I
TIME AND CAUSE AND EFFECT

1. Introduction

    a. Adverb Clause

    b. Punctuation

    c. Summary list of words used to introduce Adverb Clauses. (Subordinating Conjunctions)

2. Adverb Clause Patterns

    a. Using Adverb Clauses to show Time Relationships

    b. Using Adverb Clauses to show Cause and Effect Relationships

3. Other ways of showing Cause and Effect Relationships

   a. Using such...that and so...that

   b. Using in order to

   c. Using so that

   d. Using because and due to

   e. Using therefore

   f. Summary of Patterns and Punctuation

4. Reduction of Adverb Clauses to Modifying Phrases

   a. Changing Time Clauses to Modifying Phrases

   b. Expressing the idea of "During the Same Time" in modifying phrases

   c. Expressing Cause and Effect Relationship in Modifying Phrases

ADVERB CLAUSES AND RELATED STRUCTURES-II
OPPOSITION AND CONDITION

1. Opposition

   a. Showing opposition (unexpected results)

   b. Showing direct opposition

   c. Using on the contrary

2. Condition

   a. Expressing condition in adverb clauses

   b. Expressing negative conditions

   c. Showing other relationships

      a. Giving examples

      b. Continuing the same idea

V- <u>EVALUATION</u>

    A. Continous evaluation of homework 15%

    B. 3 Quizzes.... 20% Oct.17, Nov.21, Dec.19/85

    C. First Mid-Term Exam .... 10% Oct. 31

    D. Second Mid-Term Exam .... 15% Dic. 5

    E. Final Exam .... 40% Jan. 21/86

    *Punctuality in class and homework will be required.

VI- <u>BIBLIOGRAPHY</u>

-Butter, Eugenia et all. <u>Correct Writing</u>. Georgia:
    Heath and Company, 1976.

-Graham, Sheila Y. <u>Harbrace College Workbook Form 9A</u>.
    Tennessee: Harcourt Brace Jovanovich. Inc, 1982.

-Azar, Betty S. <u>Understanding and Using English Grammar</u>.
    New Jersey: Betty Schrampfer Azar, 1981.

-Gramer, Ronald L. et all. <u>Language: Structure and Use</u>.
    Glenview, Illinois: Scott, Foresman and Co., 1981.

-Warriner, John E. <u>English Grammar and Composition 7</u>.
    New York: Harcourt, Brace and World, Inc., 1977.

- Roloff, Joan G. and Virginia Brosseit. <u>Sentences</u>.
    Encino, California: Glencoe Publishing Co., Inc.,
    1979.

UNIVERSIDAD DE EL SALVADOR
FACULTAD DE CIENCIAS Y HUMANIDADES
DEPARTAMENTO DE IDIOMAS

COMPOSITION I - SYLLABUS

I-   GENERAL INFORMATION

      Term   : 1st Semester 1986

      Prerequisite: Grammar I

      Schedule   : 7-8 a.m.

      Place   : 105 Filosofía

      Professor   : Lic. Víctor Zepeda

II-   COURSE DESCRIPTION

          The student will develop the ability to clearly
      and effectively express himself in writing by means of
      controlled and practical individualized compositions
      which will be turned in at least weekly. To help
      motivate the student and to generate ideas, stimulating
      reading assignments and discussion of them will be a
      regular part of the course whether or not the student
      is also enrolled in the Lecturas y Conversación class.

III- METHODOLOGY

The student will learn to write through the disciplined practice of writing compositions and reviewing them to study and correct the errors found by the instructor. The professor will advise the student through lectures about common errors made by the class and expect improvement in these areas. New Techniques will be explained to build and refine his writing skill.

Compositions will be written at home and topics will be assigned well in advance to give the student sufficient time to collect, organize, and express his ideas in writing.

IV- COURSE OBJECTIVES

General Objective

At the end of the course the student will be able to understand, use, and manipulate the mechanics, grammatical structures, and techniques used in formal writing.

Specific Objectives

Before the end of the course the student will be able to ....

1. Express ideas using well formed sentences and coordinating and subordinating them according to his purpose.

2. Expand and enrich basic sentences by judicious use of modifiers.

3. Construct coherent paragraphs that develop an idea using different methods and strategies of development.

4. Organize his ideas, write sentence outlines and use them as the basis for compositions.

5. Write compositions of five paragraphs using different strategies to reach the desired effect.

6. Employ proper manuscript form and apply conventional Standard American rules of composition.

V- COURSE CONTENTS

Introduction

1. What is a composition. Parts of the work. Topic and thesis. Supporting parts. Transitions. Conclussion.

2. The writing process: Seven basic steps. Choosing subject and audience. Collecting ideas. Organizing. Outlining. Writing a draft. Proofreading. Rewriting.

3. Standard manuscript form. Mechanic aspects of writing.

4. The Sentence.

   a. Basic sentence elements

   b. Basic sentence patterns

   c. Expanding basic sentence patterns. Variants

   d. Connecting sentence patterns - subordination

   e. Connecting sentence patterns - coordination.

UNIT 2

5. Paragraph and topic sentence development

    a. Three ways of constructing topic sentences

    b. Eight ways of developing paragraphs

6. Punctuation: introduction to the Comma and Semicolon

7. Parallelism: ways of using it. Faulty parallelism
Problems caused by shifts.

Part Two

1. Topic sentences

2. Paragraph development

3. Ordering details in a paragraph

    Coordination

    Subordination

Errors of Form

4. The sentence fragment

5. Comma splices and run-on sentences

6. Sentence logic: using the right word

Error of thought. Fallacies

Psychological: errors of observation. Faulty reporting.
Resort to homour.

Appeal to pathetic circumstances. Irrelevances.

Material: False dilemma. Faulty generalization. Over
extension of analogy.

UNIT IV

From paragraph to essay

   1. The outline

   2. The introductory paragraph

   3. The concluding paragraph

   4. The unified essay

VI- EVALUATION SYSTEM AND STANDARDS

   A. The following shows how the workload in this course will
      be weighed.

            Quizzes 20%

            Compositions 20%

            1st Mid-Term 15%

            2nd Mid-Term 20%

            Final 25%

   B. Standars

      1. Class attendance and participation are required. A
         student who fails to attend a class will be responsible
         for obtaining a copy of class notes and for complet-
         ing all work assignments.

      2. The student is required to present written assignments
         will be lowered one grade per day.

3. The instructor will keep ample office hours to meet individually with each student to assess present writing abilities and discuss weaknesses. These sessions are mandatory and important. There after the student will be required to make an equal commitment to his/her improvement.

4. Any copied or plagiarized work will automatically receive a zero. If evidence of copy is found in two of the papers presented, the penalty will be applied to both.

VII- BIBLIOGRAPHY

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Blickhald and others, Writing Unit Lessons in Composition. Ginn and Company, 1975.

Hefferman and Lincoln, Writing a College Handbook; Writing. A College Workbook. W.W. Norton and Company, 1982. Hodges and Whitten.

Handbrace College Handbook. Harcourt Brace Jovanovich. Inc. New York, 1982.

SAMPLE ONE OF THE READINGS USED IN THE CONTROL GROUPS

STANDARD OF JUDGMENT

If you are enthusiastic about sports you recognize inme-
diately a poor performance by an athlete for by a team. You
know from having watched many sports events that a certain
standard of performance is expected. You also know that when
an athlete, for example, a baseball player, enters the profes-
sional ranks, he has to meet the highest standards. If he
doesn't, he quickly finds himself ranked with the amateurs.

A man who publishes a novel has also entered the profes-
sional ranks, he, too, must meet the highest standards. If
he doesn't, he too, quickly finds himself ranked with the
amaterus.

We have all been in groups where athletics or novels are
being discussed, and we know that in such groups there are
always those who sound off merely for the sake of hearing
their own voices. They glean some items of information or
opinion from someone who, they think, is really "in" the know."
Then they spring this "knowledge" at the first opportunity.
They work it into the conversation and hope that we will regard
them as authorities. Most of the time, however, we are not

fooled- at least not for long.

In contrast to the false authority is the man who really knows. His remarks carry the weight of wide and long experience. In the case of athletics, such a man is either one who has been a player himself or one who has carefully observed a large number of sports events. He is believed because he has had the opportunity to compare many performances. He knows what excellence is. The same is true of the man who knows novels. His opinion is respected either because he is a novelist him- self or because he has read, intelligently, a great many novels. His remarks carry conviction because he bases them on experience and intimate acquaintance with the novelist's art. As they say at the race track, "He talks like a man with a tip straight from the horse's mouth."

What are some of the standards by which we measure a book? First of all, there is the matter of legibility. Perhaps this seems almost too obvious, but it certainly does influence our judgment. To judge a book you must be able to read it easily. The size of type, color of page and print, and size of margins should not be a hindrance to reading. Next, there is the matter of language; a standard that can vary from the simple to the extremely complex. For most of us, the books must be written in a language we can read, not Sanscrit or Egyptian or Zulu, but English. However, we know all too well

that a book can be written in English and still not be easily understood. Our judgment for such a book becomes one of style; we consider the author's manner of expression. In reading to gain knowledge, it is sufficient if the author imparts information clearly. When we read a book as a work of art, we look for clarity of expression, but for something more, too. It is at this point of "something more" that a consideration of standards progresses from the merely useful to the aesthetic- to the consideration of artistic beauty.

What is the "something more" we search for in the writing of a novel or short story? One thing we are especially conscious of is the language used. Not only must it be on a mature level (most adults resent having to read Tom Sawyer adapted for fourth-grade use), but it must also be appropriate to the design of the story. The matter was admirably stated by Edgar Allan Poe, who said, "In the whole composition, there should be no word written, of which the tendency, direct or indirect, is not to the one pre-established desing." There is a style for sarcasm, for irony, for mystery, for horror, and so on. Let one example from the last paragraph of Poe's "The Fall of the House of Usher" serve to show what he considered to be an appropriate style for horror. "From that chamber, and from that mansion, I fled aghast. The storm was still abroad in all its wrath as I found myself crossing the old causeway.

Suddenly there shot along the path a wild light, and I turned to see whence a gleam so unusual could have issued; for the vast house and its shadows were alone behind me. The radiance was that of the full, setting and blood-red moon." There is an appropriate style for every purpose, and it is up to the reader to judge the style in the light of whatever the purpose happens to be.

There are still other standards by which literature should be judged. Most of them are concerned with what we shall call, for want of a better phrase, enrichment of life. The critical reader must ask himself: "Does this book help me understand human nature a little better?" This question is one that will be accompanied by others: "Is this author's point of view about human nature a reasonable one? Is it possible that, given these characters and this plot, people would act like this? Is the plot plausible? Are the characters true to life?" The questions, of course, will depend on the work at hand, but they all lead to our asking: "Does this author really have anything to say to me, and shall I change or enlarge my view of life because of what he says?"

Everyone sets up standards of his own by which he judge other people's views of life. No one else can decide your standards. In some degree, therefore, a work of literature is good or bad or something between good and bad, as you see it.

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READING COMPREHENSION EXERCISES

NAME _____

1. The remarks of a "man who knows" carry authority because:

   a) he has wide and long experience

   b) he has many influential friends

   c) he observes sympathetically

   d) all of these   _____

2. You may infer that standards of judgment should represent:

   a) the standards of custom

   b) authoritative standards

   c) the ideal toward which the performer strives

   d) all of these   _____

3. A standard of judgment mentioned in this chapter is:

   a) legitimacy

   b) legibility

   c) legality

   d) lexicography   _____

4. Characteristics of a book must not hinder reading are:

   a) type size

   b) size of margins

   c) color of page and print

   d) all of these   _____

5. When we read for knowledge it is sufficient if the author imparts information:

   a) quickly

   b) clearly

   c) smoothly

   d) all of these   _____

6. In a novel, the manner of expression must be:

   a) mature, clear, and symbolic

   b) appropriate, mature, and sensitive

   c) clear, mature, and appropriate

   d) all of these   _____

7. The quotation about all words tending toward a pre-established design was by:

   a) Edgar Lee Masters

   b) Edgar Rice Burroughs

   c) Edgar Allan Poe

   d) Edward Guest   _____

8. Most of the important standards of fiction are concerned with the effect of:

   a) enrichment of life

   b) historical truth

   c) illuminating symbols

   d) uplifting standards   _____

9. A reader must constantly ask if the author has provided:

    a) a plausible plot and true-to-life characters

    b) a real feeling of liveliness

    c) suitable standards of design

    d) subject not mentioned   _____

10. A work of fiction is as good or bad as:

    a) the critics judge it

    b) the author judges it

    c) you judge it

    d) subject not mentioned   _____

SAMPLE TWO OF THE READING USED IN THE CONTROL GROUPS

UNIVERSIDAD DE EL SALVADOR
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DEPARTAMENTO DE IDIOMAS

NAME _____ DATE _____

Starting Time _____

Finishing Time _____

Reading Time _____

CONCENTRATION

To read efficiently you have to concentrate on what you are reading. You cannot read well if your mind wonders off to other things. If you are involved in a serious emotional problem or going through a nerve-shattering period of indecision, it is quite possible that you won't be an efficient reader. The reason is one we've all heard a thousand times: "I can't keep my mind on my work." Most people, however, are not so tormented by personal problems that they cannot read well if they set their minds to it. Unless your situation is distracting in some unusual way, you can learn to concentrate on your reading as well as the best.

You have already learned that when you read efficiently you read intensively. The act of reading occupies the skillful reader completely. He simply does not allow himself to be distracted by outside influences. Even if you don't consider yourself such a reader now, it is probably that if you plan to

study you arrange a suitable place where you will not be bothered
or interrupted too frequently. Even if you are reading just
for pleassure you generally attempt to keep distracting influen-
ces to a minimum. In short, you know that good concentration
depends on your ability to control and direct your attention.

If you try to listen to the radio at the same time you
study a history lesson, you are going to find it difficult to
give satisfactory attention to your reading. Although some
investigators have shown that workers on an assembly line can
sometimes increase their output if they listen to music while
they work, other investigators have shown that the real reason
workers produce more is because they know they are in an expe-
riment and the experiment gives them incentive. It is true
that you can read and listen to music, but you make it more
difficult to concentrate by doing so. Even if a person could
condition himself to reading in an artillery barrage, he ought
not choose willingly that atmosphere. Certainly the inefficient
reader fights against himself when he tries to read and listen
to a quiz program. As he cannot give full attention to either
activity, neither does he derive full enjoyment from either.
A reader whose attention is divided cannot read at his efficient
best.

As you have already noted, you can probably concentrate
well enough if you seek an environment that gives you half

a chance. Of course, all background noise can't be eliminated when you read. There is bound to be some. Both Thomas Carlyly and Marcel Proust tried unsuccessfully to insulate themselves from the noise and confusion of the outside world by writing in a cork-lined chamber. It is enough to try to eliminate as many really distracting influences as possible. If you can learn to lose yourself in the printed page you won't be bothered by minor distractions. Watch a twelve-year-old child reading a comic book if you want to see an example of intensive reading. No minor distractions trouble him! Try to get his attention. He will not hear you until he is finished. He is quite literally" out of this world." You could drop a bomb, and he would emerge from the debris with the paper still before him-reading intensively. His taste in reading matter may not be the best, but his ability to concentrate is worth trying to imitate.

Some people find that they cannot pay attention and have a tendency to daydream when they read relatively uninteresting matter. They often find that they have gone through three or four pages without remembering a word. One cure for this is to stop reading and deliberately seek some distraction, raid the ice-box, play the piano, count your pocket changed-any-thing. Then pick up the book and take up from where you left off. No one can tell you exactly what to do if your mind wanders when you read, because in some degree this problem is an individual one you must work out for yourself. The important

thing is to do something about it, not just tell yourself, as so many people do: "I can't concentrate."

Perhaps, the best general advice is: Don't mix play and work. When it is time to work, work hard. Apply yourself to your task and keep going as long as you can give the job full attention. You should be able to read for at least an hour or two without interruption. When you begin to feel that you are not getting as much out of your readings as you ought to, let up for a while. But if there is more work remaining to be done, make the rest period short. It is surprising how quickly you can refresh your mind by turning to something entirely different for a few minutes. It doesn't take long to get your mind out of a rut, and when you return to the book, you will be alert and ready to go at it with a mind refreshed.

If this suggestion does not solve your problem, there is another thing you can do. Form the habit of reading in the same place each time you read. Make this place, whether it be a table at the public library or a desk in your study, a place for "concentrated" reading. Write your letters and fill out your crossword puzzles somewhere else. After you have tried this practice for a week or two, you will find that your habits will begin to work for you-which doesn't mean, of course, that they will take over the whole process. There is still the matter of will power.

One of the principal things to remember about concentration is that you yourself must be willing to exercise the self-discipline necessary to control your reading habits. While it is true that a favorable environment is a great help, the main thing is this: Condition yourself to reading intensively.

.

NAME _____ SECTION _____ DATE_____

READING COMPREHENSION CHECK FOR CONCENTRATION

Write the letters of the best answers in the blanks.

1. The main idea of this Chapter is:

   a) concentrate intensively

   b) comprehend accurately

   c) read rapidly

   d) none of these   _____

2. You read slowly a technical work on a subject with which
   you are not very familiar because you need to:

   a) absorb the style

   b) take notes

   c) learn new vocabulary

   d) both b and c   _____

3. When you read for enrichment of life, you read:

   a) with undivided attention

   b) slowly and with caution

   c) both of these

   d) subject not mentioned   .   _____

4. When you read for the author's general trend of thought, you read:

   a) rapidly

   b) slowly and carefully

   c) both of these

   d) subject not mentioned _____

5. If you tried to read a number of biographies of any one person, you would:

   a) read them all slowly

   b) read the last ones more rapidly

   c) read them all rapidly

   d) subject not mentioned _____

6. To locate information on a historical figure in a large history book, you would:

   a) read the whole book swiftly

   b) use the glossary

   c) read the whole book slowly

   d) none of these _____

7. Rapid reading helps decrease:

   a) eye strain

   b) twitching eyes

   c) both of these

   d) subject not mentioned _____

8. The term <u>shifting gears</u>, as used in this chapter, refers
   to changing:

   a) degree of concentration

   b) the purpose of your reading

   c) speed of reading

   d) none of these   _____

9. You may assume from reading this chapter that:

   a) there is no correct speed of reading

   b) reading is strictly individual

   c) both of these

   d) neither of these   _____

10. A popularized version of your topic allows you to:

    a) shift into low

    b) shift into second

    c) coast along

    d) subject not mentioned   _____

TABLE 1

PROGRESS CHART FOR FASTER READING

Group 1

READING	WORDS	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q
						STUDENTS'		TIME										
1	250	6	7	9	7	6	6	6	5	4	6	5	5	6	5	6	5	6
2	872	8	10	10	10	9	13	11	10	12	13	9	11	11	15	13	11	11
3	913	7	9	11	11	12	11	7	12	10	11	3	9	9	13	11	10	9
4	936	10	10	11	8	11	9	-	13	12	8	11	10	-	--	--	--	-
5	936	11	10	8	10	9	11	13	12	8	9	10	10	9	8	12	11	10
6	968	8	10	9	10	10	11	12	11	9	8	10	9	10	9	13	9	10
7	1000	7	7	10	12	13	7	12	12	-	13	14	11	9	9	9	10	11
8	1010	10	8	8	9	10	9	11	9	11	9	11	10	12	9	10	11	8
9	1014	10	11	10	11	11	10	12	13	12	12	11	14	12	11	10	10	11
10	1078	10	9	8	8	9	10	11	12	12	11	12	14	10	11	10	9	12

This chart shows the reading progress acquired by seventeen students, which are labeled from A to Q, by reading ten passages of different word length and also the time that took each student to read the passage.

TABLE 1-A

TABLE OF COMPARISON OF RESULTS

READING	TESTER'S TIME	STUDENT'S AVERAGE	DIFFERENCE
1	3.8	5.8	2.3
2	6	11	5
3	6.2	10.3	4.1
4	6.0	10.2	4.2
5	6.3	10	3.7
6	7.3	11.05	3.6
7	7.06	10.4	3.3
8	8.2	9.7	1.5
9	8.	11.2	3.2
10	7.76	10.5	2.7

Table 1-A compares the results acquired in Table 1 by the tester
and the students, and the difference of time obtained by the
students and the tester.

TABLE 2

PROGRESS CHART FOR FASTER READING

<u>Group 2</u>

<u>READING</u> <u>WORDS</u>   <u>STUDENTS' TIME</u>

		A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R
1	250	7	5	4	5	10	8	7	6	6	8	8	9	7	7	7	6	8	7
2	872	10	7	10	4	10	9	8	7	6	-	-	7	6	8	6	7	8	9
3	913	15	12	--	8	15	9	11	9	10	9	-	9	8	11	10	9	10	8
4	936	11	11	--	-	13	9	10	8	10	8	9	8	12	10	14	9	10	9
5	936	10	10	--	10	9	11	10	9	9	9	12	13	12	11	13	9	8	12
6	968	13	12	11	10	11	9	13	9	11	10	8	12	13	9	11	9	10	11
7	1000	10	9	9	8	10	9	7	8	10	11	8	10	11	14	9	8	11	10
8	1010	9	10	9	11	13	13	14	9	11	12	9	10	14	10	11	9	9	9
9	1014	11	11	12	10	10	12	13	12	14	12	11	10	13	11	11	9	10	11
10	1078	13	14	12	11	11	12	14	10	13	14	10	9	14	11	12	13	11	14

This chart shows the reading progress obtained by eighteen students, labeled from letters A to R, by reading ten passages of different word length and the time that took each student to read the passage.

TABLE 2-A

TABLE OF COMPARISON OF RESULTS

READING	TESTER'S TIME	STUDENT'S AVERAGE	DIFFERENCE
1	3.5	6.9	3.4
2	6.0	7.8	1.8
3	6.2	10.2	4.0
4	6.	8.9	2.9
5	6.3	10.4	4.1
6	7.3	10.6	3.3
7	7.06	10.	2.94
8	8.2	10.6	2.4
9	8.	11.3	3.3
10	7.76	12.1	4.34

This table compares the results acquired in Table 1 by the tester and the students. Also the difference of time obtained by the students and the tester.

TABLE 3

READING COMPREHENSION CHART

Group 2   No. of Students 18

STUDENT	GRADES									
	R1	R2	R3	R4	R5	R6	R7	R8	R9	R10
1	4.0	2.0	4.0	6.0	7.0	7.0	8.0	7.0	8.0	10.
2	4.0	2.0	9.0	6.0	6.0	7.0	9.0	8.0	7.0	7.0
3	4.0	5.0	8.0	5.0	8.0	8.0	8.0	8.0	10.	7.0
4	2.0	3.0	8.0	7.0	7.0	7.0	7.5	7.0	9.0	7.0
5	4.0	7.0	8.0	6.0	8.0	8.0	9.0	8.0	6.0	9.0
6	1.0	4.0	7.0	6.0	8.0	8.0	8.0	8.0	8.0	9.0
7	6.0	---	6.0	7.0	9.0	9.0	7.0	9.0	10.	8.0
8	2.0	2.0	5.0	4.0	8.0	8.0	9.0	8.0	9.0	10.
9	2.0	8.0	8.0	8.0	8.0	9.0	8.0	10.	9.0	9.0
10	4.0	6.0	6.0	7.0	6.0	7.0	8.0	10.	8.0	9.0
11	2.0	6.0	7.0	7.0	6.0	7.0	7.0	9.0	8.0	6.0
12	2.0	4.0	6.0	6.0	5.0	6.0	7.0	7.0	7.0	7.0
13	2.0	1.0	7.0	7.0	7.0	9.0	9.0	8.0	7.0	8.0
14	4.0	1.0	7.0	9.0	7.0	7.0	7.0	6.0	7.0	7.0
15	4.0	4.0	5.0	5.0	7.0	7.0	8.0	8.0	8.0	8.0
16	4.0	5.0	6.0	6.0	6.0	8.0	7.0	8.0	6.0	7.0
17	6.0	5.0	7.0	7.0	7.0	8.0	7.0	9.0	8.0	9.0
18	6.0	6.0	10.	5.0	8.0	9.0	8.0	10.	9.0	8.0
STUDENTS' AVERAGE FOR EACH READING	3.5	4.2	6.6	6.3	7.2	7.7	7.8	8.2	8.0	8.1

This chart shows the grades obtained by each of the eighteen students in the Comprehension Tests after reading ten passages of different word length and the average for each reading.

TABLE 4   142

READING COMPREHENSION CHART

Group 01   No. of Students 20

STUDENT	GRADES									
	R1	R2	R3	R4	R5	R6	R7	R8	R9	R10
1	4.0	6.0	6.0	5.0	8.0	8.0	8.0	9.0	7.0	8.0
2	6.0	8.0	7.0	8.0	8.0	8.0	---	8.0	7.0	9.0
3	0.0	4.0	8.0	7.0	8.0	8.0	8.0	8.0	8.0	8.0
4	4.0	---	6.0	7.0	7.0	7.0	9.0	8.0	8.0	8.0
5	2.0	6.0	7.0	8.0	6.0	7.0	9.0	7.0	9.0	8.0
6	4.0	6.0	6.0	7.0	7.0	6.0	6.0	8.0	8.0	9.0
7	2.0	2.0	5.0	5.0	---	---	---	---	---	---
8	4.0	5.0	7.0	8.0	7.0	8.0	8.0	9.0	8.0	8.0
9	2.0	6.0	5.0	9.0	8.0	9.0	9.0	8.0	7.0	8.0
10	4.0	6.0	9.0	7.0	6.0	7.0	8.0	8.0	7.0	8.0
11	6.0	6.0	9.0	6.0	9.0	8.0	8.0	8.0	8.0	9.0
12	4.0	6.0	6.0	6.0	7.0	7.0	7.0	8.0	8.0	8.0
13	2.0	4.0	---	---	---	4.0	6.0	6.0	7.0	7.0
14	2.0	5.0	6.0	7.0	8.0	8.0	8.0	8.0	8.0	8.0
15	2.0	4.0	2.0	7.0	9.0	8.0	7.0	8.0	8.0	9.0
16	2.0	4.0	8.0	9.0	7.0	8.0	7.0	8.0	9.0	9.0
17	4.0	5.0	8.0	8.0	8.0	7.0	8.0	8.0	8.0	9.0
18	4.0	3.0	7.0	7.0	7.0	7.0	8.0	7.0	9.0	9.0
19	6.0	7.0	9.0	9.0	9.0	9.0	8.0	9.0	9.0	8.0
20	4.0	10.	7.0	8.0	9.0	8.0	9.0	9.0	8.0	8.0

STUDENTS' AVERAGE FOR EACH READING

	3.4	5.7	6.7	7.7	7.6	7.6	7.8	8.0	8.0	8.5

This chart shows the grades obtained by each of the twenty students in
the Comprehension Tests after reading ten passages of different word
length and the average for each reading.

TABLE 5

SKIMMING

Group 1

STUDENT	GRADE	TIME
1	10	8 minutes
2	10	5
3	10	2
4	10	2
5	10	2
6	10	2
7	10	4
8	4.0	5
9	5.0	5
10	10.	3
11	10.	4
12	5.0	5
13	8.0	5
14	8.0	10.
15	10.	9
16	10.	9
17	9.0	5
18	10.	7
	AVERAGE IN GRADES	AVERAGE IN TIEME
	8.8	5.4

This table shows the grades obtained by each of the eighteen students
and the average in skimming a passage, the time taken by each student
in doing the reading exercise, and the average in grades and in time.

TABLE 6

SKIMMING

Group 2

STUDENT	GRADE	TIME
1	10	3 minutes
2	10	5
3	10	5
4	5.0	4
5	7.0	6
6	8.0	4
7	10.	5
8	3.0	3
9	2.0	5
10	10.	5
11	8.0	5
12	8.0	4
13	8.0	4
14	8.5	5
15	10.	4
16	10.	4
17	10.	3
18	10.	4
	AVERAGE IN GRADES	AVERAGE IN TIME
	8.2	4.5

This table shows the grades obtained by each of the eighteen students
and the average skimming a passage, the time taken by each student in
doing the reading exercise and the average in grades and in time.

TABLE 7

TESTING OTHER TECHNIQUES

Guessing Word Meaning

Group 1

STUDENT	GRADE	TIME
1	9.5	5 minutes
2	8.0	7
3	9.5	9
4	10.	11
5	10.	6
6	10.	13
7	9.7	10
8	10.	10
9	10.	5
10	10.	9
11	9.7	9
12	10.	7
13	10.	9
14	10.	6
15	10.	7
16	10.	12
17	10.	10
	AVERAGE IN GRADES	AVERAGE IN TIME
	9.7	8.5 minutes

This table shows the grades obtained by each of the seventeen students and the average in guessing word meaning in a passage, the time taken by each student in doing this exercise and the average in grades and in time.

TABLE   8

GUESSING WORD MEANING

Group 2

STUDENT	GRADE	TIME
1	10	4
2	8.0	3
3	9.0	3
4	10.	3
5	10.	7
6	10.	3
7	5.0	6
8	10.	11
9	10.	5
10	9.5	7
11	8.0	8
12	10.	3
	AVERAGE IN GRADE	AVERAGE IN TIME
	9.1	5.2 minutes

This table shows the grades obtained by each of the twelve students and the average in guessing word meaning in a passage, the time taken by each student in doing this exercise and the average in grades and in time.

TABLE 9

SCANNING

<u>Group 2</u>

STUDENT	GRADE	TIME
1	10	3 minutes
2	10	2
3	10	2
4	10	4
5	10	2
6	10	7
7	10	3
8	10	4
9	5.0	3
10	2.0	2
11	7.5	3
12	10.	4
13	10.	1
14	7.5	3
15	10.	7
16	10.	4
17	10.	2
18	5.0	2
19	10.	3
20	7.5	4
21	10.	4
	AVERAGE IN GRADES	AVERAGE IN TIME
	8.8	3.4 minutes

This table shows the grades obtained by each of the twelve students and the average in scanning a passage, the time taken by each student and the average in grades and in time.

TABLE   10

SCANNING

Group 1

STUDENT	GRADE	TIME
1	10	2 minutes
2	10	5
3	10	2
4	10	2
5	10	4
6	10	9
7	10	6
8	10	9
9	10	4
10	10	7
11	10	2
12	10	3
13	10	5
14	10	4
15	10	3
16	10	14
17	10	5
18	10	11
19	10	3
	AVERAGE IN GRADES	AVERAGE IN TIME
	10	5.3 minutes

This table shows the grades obtained by each of the nineteen students
and the average in scanning a passage, the time taken by each student
and the average in grades and in time.

APPENDIX E

UNIVERSIDAD DE EL SALVADOR
FACULTAD DE CIENCIAS Y HUMANIDADES

Dear Teacher:

The objective of this questionnaire is to obtain information from you, in order to work in our graduation thesis. We thank you very much for your cooperation.

Ana María Glower de Alvarado

Alfredo Ortega

PLEASE CIRCLE ONE OF THE ITEMS.

1. Have you graduated in English?

   Yes   No   _____

2. Have you finished your studies in English?

   Yes   No   _____

3. Is reading important in this career?

   Yes   No   _____

   Why? _____

4. Did the Reading and Conversation courses help you to improve your reading habits in the subjects of the upper level?

   Yes   No   _____

5. Have you ever taught Reading and Conversation?

    Yes   No   _____

6. If your answer to number 5 was affirmative, please answer questions from 6.1 to 6.12.
   If your answer to number 5 was negative, please go on to question No.7.

                                                _____

6.1 When did you teach Reading and Conversation?

    1. Academic Year 83-84   3. Academic Year 85-86

    2. Academic Year 84-85   4. Academic Year 86-87

                                                  _____

6.2 How many students attended this course?

    1. 20 to 30   3. 40 to 50

    2. 30 to 40   4. 50 to 60   _____

6.3 What were the objectives when teaching these courses?

    1. To improve the students' vocabulary.

    2. To improve the students' reading speed.

    3. To improve the students' comprehension.

    4. To encourage the students to read on their own.

    5. To develop the students' ability to criticize and form their own opinion.

                                                _____

6.4 Were the objectives of the course fulfilled?

    Yes   No   A little   _____

6.5 What kind of contents did you give the students to read?

1. Sociological   5. Biographical   _____

2. Political   6. Current topics

3. Historical   7. Others _____   _____

4. Literary

6.6 What techniques did you use in these courses?
Mark, in parentheses, how often you used them.

1. Comprehension questions   7. Group work

2. Vocabulary exercises   8. Debates

3. Oral reports   9. Others

4. Role-playing

5. Questionnaires   _____

6.7 Did you have any training for teaching these courses?

1. Yes   2. No

6.8 What qualifications do you think the teacher must have to conduct these courses?

1. Good command of the English language.

2. Experience

3. Training

4. Skills in reading and conversation

5. Others _____

                                             _____

6.9 In your opinion, what is the optimum class size for the Reading and Conversation courses?

    1. less than 10   5. less than 30

    2. less than 15   6. less than 40

    3. less than 20   7. less than 50

    4. less than 25   Others _____

                                           _____

6.10 What are the disadvantages of larger classes in these courses?

    1. The students have less opportunities to participate.

    2. There is more work for the teacher.

    3. The students have less guidance from the teacher.

    4. Others _____

                                           _____

6.11 How many days a week were assigned to these courses?

    1. 2 days   3. 4 days

    2. 3 days   4. 5 days

6.12 How many hours a day were assigned to these courses?

    1. 1 hour   2. 2 hours   3. 3 hours

                                           _____

7.   Underline the type of reading you are familiar with:

    1. Skimming   4. Oral reading

    2. Scanning   5. Intensive reading

    3. Silent reading   6. Extensive reading

                            7. Others   _____

8. Do you consider that the academic programs in
    Salvadorean high schools give the students enough
    encouragement in extensive reading:

    1. Yes   2. No   3. A little   _____

9. What do you think the main reason the students do
    not like to read outside the classroom is?

    1. Lack of books   6. Laziness

    2. Lack of motivation   7. Lack of importance

    3. Lack of time   .   8. Many distractors

    4. Lack of guidance   9. Lack of good habits

    5. Cultural barriers   _____

10. Do you think the same techniques should be used to
    read in Spanish as well as in English?

    1. Yes   2. No   _____

11. Do you consider these courses should be programmed
    earlier in the career?

    1. Yes   2. No   _____

    Why? _____

UNIVERSIDAD DE EL SALVADOR
FACULTAD DE CIENCIAS Y HUMANIDADES

Dear Student:

The objective of this questionnaire is to obtain sincere information from you, in order to work in our graduation thesis. We thank you very much for your cooperation.

Ana María Glower de Alvarado

Alfredo Ortega

PLEASE CIRCLE ONE OF THE ITEMS

1. Which semester are you enrolled in?

    1. V

    2. VI

    3. VII

    4. Other _____

2. Did you enjoy the Reading and Conversation classes?

    1. Yes

    2. No

        Why _____

3. How well do you read in your first language?

   1. Very well

   2. Well

   3. Average

   4. Poorly

   5. Very poorly   _____

4. Is reading English the same for you as reading your first language?

   1. Yes

   2. No

   3. Why? _____

5. Did you read a lot in secondary school?

   1. Yes   2. No   _____

6. Did you have any knowledge of modern approaches and techniques for getting better reading skills?

   1. Yes   2. No

   Why? _____

                                                     _____

7. If your answer to number 6 was affirmative, which techniques did you know?

   1. Comprehension questions   6. Making inferences

   2. Vocabulary exercises   7. Group work

   3. Oral reports   8. Debates

   4. Role-playing   9. Others _____

   5. Questionnaires   _____

8. Do you think the Reading and Conversation courses help you throughout your career?

   1. Yes   2. No   _____

   Why ?   _____

9. What is the purpose of Reading and Conversation?

   1. To improve the students' vocabulary.

   2. To improve the students' reading speed.

   3. To improve the students' comprehension.

   4. To encourage the students to read on their own.

   5. To develop the ability to critizice and form own opinions.

                                                         _____

10. Did the contents of the Reading and Conversation courses cover current topics?

    1. Yes   2. No

                                                         _____

11. Was it easy for you to express yourself in the Reading and Conversation courses?

    1. Yes   2. No   _____

12. Do you enjoy reading more now?

    1. Yes   2. No   3. A little   _____

13. Underline the type of reading you are familiar with:

    1. Skimming   5. Intensive reading
    2. Scanning   6. Extensive reading
    3. Silent reading   7. Others _____
    4. Oral reading

                                                         _____

14. Mark your main difficulties in reading English:

    1. Vocabulary   4. Speed

    2. Comprehension   5. Fatigue

    3. Concentration   6. Boredom

    _____

15. Do you think it is necessary to follow a guide for reading when you are iniciating the Reading and Conversation courses?

    1. Yes   2. No

    Why? _____

    _____

16. After you have read a piece of writing in English, do you feel confident of what you have read?

    1. Yes   2. No

    Why? _____

    _____

17. How well do you read English?

    1. Very well   4. Poorly

    2. Well   5. Very poorly

    3. Average

    _____

18. How fast do you read English.

    1. Very fast   3. Average

    2. Fast   4. Slowly   5. Very slowly

    _____

14. Mark your main difficulties in reading English:

   1. Vocabulary   4. Speed

   2. Comprehension   5. Fatigue

   3. Concentration   6. Boredom

   _____

15. Do you think it is necessary to follow a guide for reading when you are iniciating the Reading and Conversation courses?

   1. Yes   2. No

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